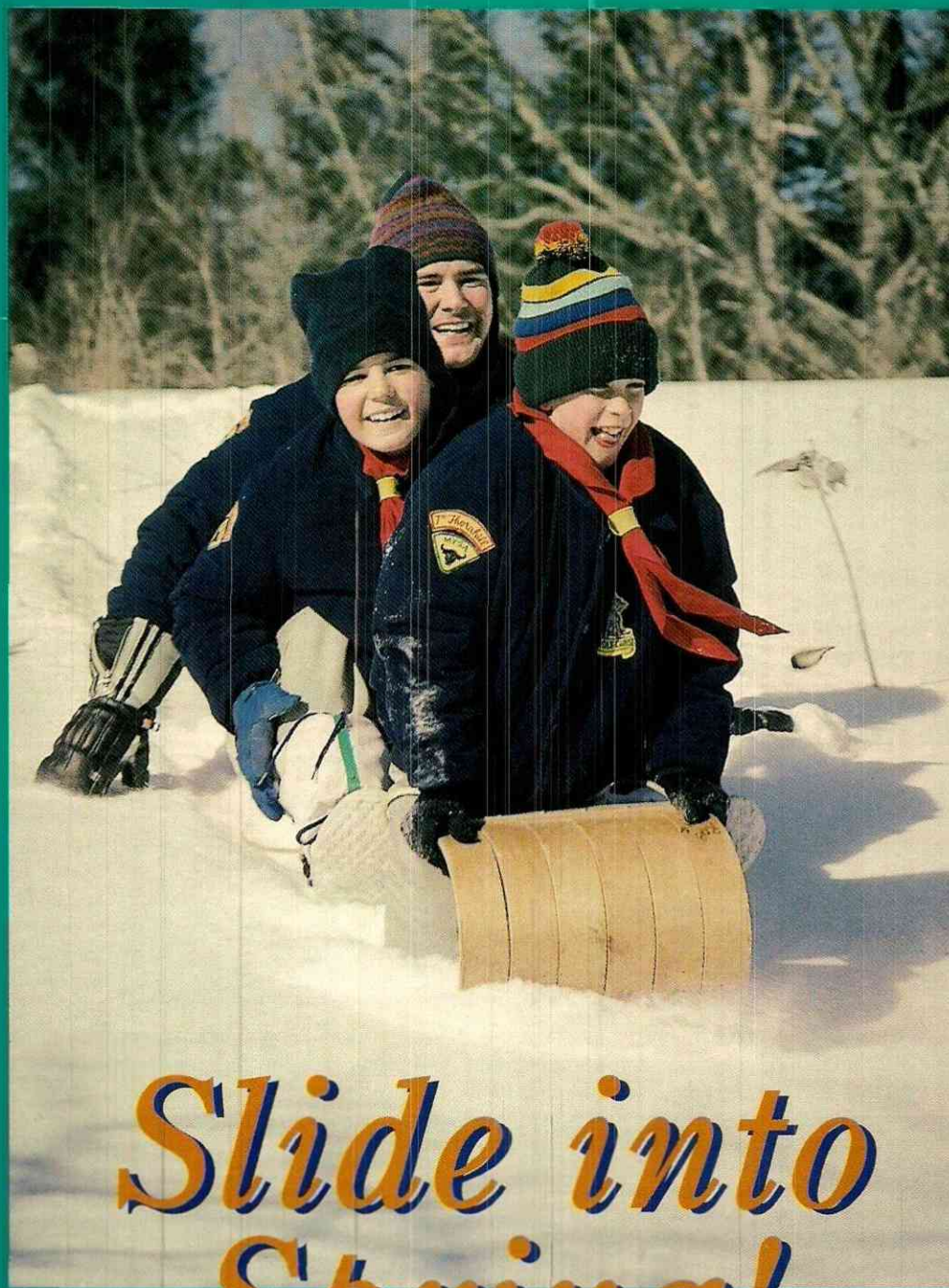


# the leader

March 1997

VOLUME 27, NO. 7



*Slide into  
Spring!*

**GOODWILL ENGINEERS • PURIM CARNIVAL • SPECIAL NEEDS**

# What Makes a Hero?

by Andy McLaughlin

**W**ho are our Scouting youth's heroes?

They're likely people who are physically or mentally gifted in some way. They may be fast runners (Donovan Bailey), fast talkers (Jim Carrey), people who are gifted song-writers and singers (Bryan Adams), or athletes with excellent hand-eye coordination (Wayne Gretzky or Michael Jordan).

Society places people with excellent physical or mental abilities on a pedestal. But what about those who lack these gifts, or those who have special needs? Rather than becoming heroes to our young people, they can often be the target of cruel jokes and insults.

How can we help our Scouts learn to respect everyone's special gifts and abilities? To start, we can encourage youth to understand the tremendous obstacles faced by those with special needs. Show them that living with a disAbility (like blindness, stuttering, paralysis or others) requires remarkable courage and skill.

Many youth (and adults) take the simplest feats — like talking, seeing, walking and hearing — for granted.

But those with special needs are challenged doing what others think are easy acts: walking to the corner store, listening to a CD, watching television or having a conversation. Living a "normal" life is extremely demanding for some people, and society can often make it harder by pitying them or degrading them, or placing further barriers in their paths.

### First-Hand Experience Works

Let your Scouts experience first-hand the difficulties of performing simple tasks without using one or more of the abilities they take for granted. For example, find several wheelchairs to bring

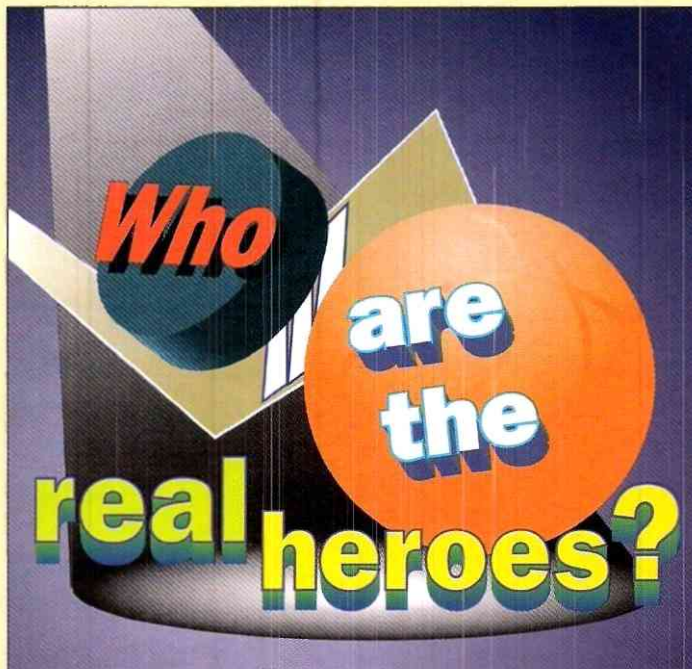
Make sure your hike takes the wheelchair-bound Scouts over hills, stairs, streams, sidewalk curbs, store entrances and other barriers. Can your Scouts negotiate their way through, or over, these obstacles easily? Probably not. (See pp. 12-15 and 22-24 for more program ideas.)

People who are permanently in wheelchairs face these demands every day. By experiencing several disabilities for just a short time, Scouting youth can start appreciating the daily extraordinary accomplishments of those who live with special needs. Reinforce the message by reminding your Scouts that the adversity they themselves face in these situations is only temporary.

Many people achieve the greatness that society recognizes in spite of their disabilities. Helen Keller, Winston Churchill, Thomas Edison, Terry Fox and Rick Hansen are examples of people with limitations who have done extraordinary things — achievements that the average person will only watch and admire.

The next time you and your Scouts discuss heroes, remind them that athletes and rock stars aren't life's only superstars. Those with special needs who face daily challenges head-on, like the many who actively participate in Scouting pro-

grams, are true heroes. These courageous people should command our respect and admiration. X



to a meeting, then take your section on a hike or ramble, with each of your youth taking turns in the wheelchairs.

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# the leader

The Canadian Leader Magazine

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**It's better than walking!**

page 33

# Goodwill Engineers:

## *Strengthen Your Friendship Bridges*

by Allen Macartney

**O**N MARCH 21st people everywhere will be looking for ways to eliminate racial discrimination in the world. Here are some ideas to help you plan a creative and positive-focused program around this theme.

Keep an uplifting tone to your program. If there is one message you want youth to remember from the evening it is... always treat others with respect and dignity.

### **"What is Prejudice?"**

Beavers from the 2nd Halifax Colony, NS, discussed this weighty topic in a creative way. First they looked at some of the differences between people: boys are different from girls; white and black people have different customs and mannerisms than Asiatic people; those with disabilities sometimes suffer from discrimination because of the challenges they face; language differences reduce the op-



**Good experiences in the outdoors can help build brotherhood and peace.**

Photo: Georgia Ho

portunity to communicate freely between countries and races. These sometimes provide a breeding ground for suspicion and prejudice.

A game illustrated the point. Breaking into lodges, the Beavers made up a skit where the foxes and the bears explained the advantages of their species over the other species. The foxes thought they were best because they had long, fluffy tails and could walk gracefully through the forest — not at all like the bears. The bears prided themselves in their strength and glossy black fur.

After just a bit of prompting, both sides realized the beauty of the other animal species, and recognized good, as well as not-so-good, features of their abilities and characteristics. Then the children spoke about the animals' common needs: food, shelter and happiness.

In your own group, speak about the many similarities enjoyed by people of all races and cultures. Some might include family, kindness, love of laughing, toys and friends. Talk about these common characteristics shared by all people.

Now discuss some of the differences, including individual differences. Spend time appreciating the importance of these. What would the world be like if all of us looked, thought, acted and dressed the same. Pretty boring, eh?

### **Together We Build Canada**

Make a list of all the different nationalities in your neighbourhood and how they contribute to making Canada a better place.

Make a family tree showing grandparents, parents and children. In brackets below each name, write where the person was born. Let Beavers illustrate the family tree with drawn pictures of the life their grandparents lived before they came to Canada. This will heighten the sense of family history. Beavers might even enjoy making an *imaginary*



Photo: Paul Ritchie

**Learn to appreciate others, no matter how different their customs appear.**

family tree showing how their relatives might have lived during their lives.

### We're Aliens Scenario

You and some friends are transported to a country that demands certain behaviour and a strict dress code. Your family must walk in single file down streets with the most important family member (whomever that may be) leading the way. Women must be subservient to all males, but males in your family too must treat people from that country with resigned deference.

What problems might your family face in that country? How could you overcome them? Would you feel alienated? How could people born in that country make you feel more at home? How do we make new immigrants feel accepted in Canada? What can we do to make them feel more welcome?

Think up a short play or radio drama to act out illustrating your family's adjustment problems. Videotape the drama.

### Friendship Sticks

Cubs and Scouts might like making hiking sticks with poles left over from Christmas trees. (Find these at recycle depots.) Start by trimming the branches completely off. With Scout knives, get youth to cut out small rectangular strips (10 cm x 3 cm) from the bark, exposing the smooth wood underneath. This is where others will sign their names.

After everyone has cut out twelve or fourteen strips, ask each youth to get a Scouting friend to write his first name into a space with a pen. At the end of the evening the hiking sticks should be covered with names of friends.

### Get Graphic!

Conduct a survey of the ethnocultural origins of people in your pack, troop, company or school by walking around your neighbourhood. Make a colourful graph showing your findings.

What conclusions can you draw from your graph? What does this show about the people in your community? How can you build bridges of friendship, understanding and brotherhood? Decide on a practical Scouting project and carry it out.

### Friendship Rappin'

This rap song will fit well into any program.

*Don't judge people by the skin on their face*

*Or by their religion, their appearance or race.*



Photo: Alan Macarney

**Beavers and Cubs sometimes express themselves best through art. A cultural collage may capture their imaginations.**

*We are all on this big planet together,  
Let's be friends, through bright and  
stormy weather!*

*We can live in a world where all can win,  
By not judging people by the colour of  
their skin.*

After trying out this song, get your Cubs, Scouts or Venturers to make up their own rap song. Whose song is the most interesting?

Take the words from the song "Row, Row, Row Your Boat", and make up words to welcome a new family coming to Canada from a different country. The first line might start, "You're sure welcome here, join our family...."

### Eye-Opening Tour

Beavers and Cubs might enjoy a cultural walking tour of their neighbourhood. Visit as many businesses and centres owned or operated by people of different races as possible. You might drop

in at a Native Friendship Centre, then go to a library to hear a story about life in South America, then make Australian aboriginal boomerangs, then end up at a Chinese restaurant for chop suey and steamed rice. Back at your meeting place, start work on a cultural collage.

### Cultural Collage

Beavers and Cubs will enjoy clipping pictures and words from magazines that illustrate important activities of their families. Let them make a large colourful collage, then ask each child to explain the importance of their creations. How are the activities similar and unique? Do they reflect some aspect of the child's culture?

Older children might want to cut out pictures from magazines showing as many different culturally diverse people as possible doing activities in Canada. These might include airline pilots, bus drivers, doctors and construction workers. Look for activities that reflect rich

## DID YOU KNOW...?

- Canadians with origins other than British or French are more likely to start their own businesses. Generally, their multinational contacts bring expanded trade opportunities for all Canadians.
- In North America we have cowboys. Mexican cowboys are called "mariachi." In South America, a vast prairie that covers parts of Argentina, Uruguay and Paraguay supports many cattle. These cattle are managed by skillful cowboys called "gauchos."
- Everyone living in Canada were immigrants at one time. Early French settlers came here in 1608. Many Canadians can trace their roots back a hundred years or more — in historical perspective, recent newcomers.

cultural heritage (e.g. natives making a totem pole or Chinese dragon dancers).

### Cultural Smorgasbord

Let your Scouts and Venturers plan an international evening that includes as many different cultures as possible. It could involve eating at an Indian food restaurant, then going to the Moscow Circus, followed by a snack of Chinese egg rolls with Turkish coffee and French pastries.

You might want to have a cultural smorgasbord with each youth in your group bringing some type of food popular in his or her country of origin. Ask each person to bring a game or activity found in their "mother" country.

### Sharing Your Life

Ask several parents of youth in your group (recent immigrants if possible) to share their story about growing up in another country. This will give everyone a chance to really listen to the life story of someone else — a valuable lesson. Perhaps they would share a game or craft that they really enjoyed when young. Other parents might want to set up a table showing a map of their homeland, and display traditional costumes.

### Zelda the Zebra

Beavers and Cubs would enjoy a puppet show illustrating how various animals are afraid of new forest inhabitants.

Here's the plot: A new striped animal, Zelda the Zebra, moves to the forest. She is rejected by other animals because she is different. Zelda meets a racoon who had the same problem when other creatures laughed at his rings. Zelda and the racoon become friends. Soon everyone in the forest realizes... (fill in the finish).

### "I Appreciate Canada"

Before ending the evening ask each child to mention one part of Canadian life he or she really appreciates. This might involve our freedom, our interesting climate, snow, the Arctic, or varied cultures. Finish your evening program by singing *O Canada* and *This Land Is Your Land* with great gusto! ^

**\*\* Special thanks to Vaiva Mowat and Cathy Rasley of the 2nd Halifax Beaver Colony, NS, for their input.**

**Everyone  
enjoys a  
good time  
regardless  
of cultural  
differences.**

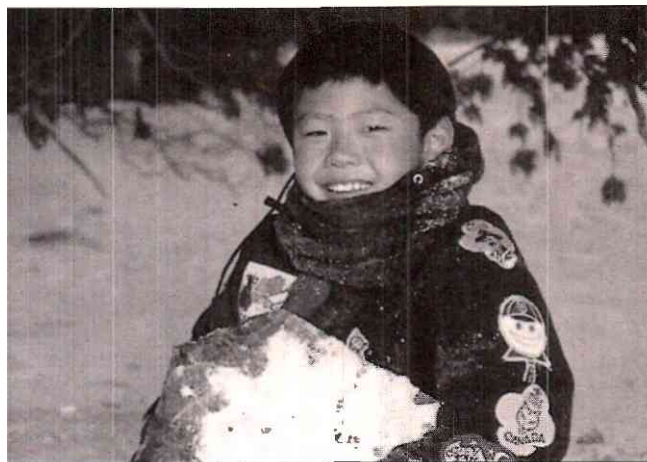


Photo: Paul Rishi

### Program Links

Cubs: Canadian Heritage Badge, Purple Star, Artist Badge  
Scouts: Heritage Badge, Entertainer Badge, Citizen (Gold) Badge  
Venturers: Social and Cultural Activity Award

### Resources

The Department of Canadian Heritage has lots of program information available for your group aimed at ending racial discrimination. This includes stickers, posters, teacher's guides and an information booklet. Contact them at: 1-888-MARCH21 (1-888-627-2421), or e-mail: March21@daregroup.com. Check out their interesting web sit at: [www/pch.gc.ca/multi/march21.html](http://www/pch.gc.ca/multi/march21.html).

## SHARE YOUR SUCCESSSES



**H**as your group run a program like this that really built friendship bridges? Tell us about it!

What games did you play? Did you sing songs? Describe your program in full so others can duplicate your success.

## Goodwill Word Search

**P**ick the following words out from the puzzle, then discuss the meaning of each word within the context of our program theme. Can your group find the three reappearing words (love, peace, help)?

Look for these words (appearing vertically or horizontally, and sometimes overlapping): aboriginal, race, brotherhood, welcome, love, stereotypes, lies, praise, peace, help, value, friendship, myth, freedom, refugee, diversity, minority, honour, rights, support, cultural.

A	B	O	R	I	G	I	N	A	L	I	E	S
B	R	E	A	T	H	U	A	E	O	S	M	T
H	O	E	C	A	I	O	V	I	V	U	I	E
E	T	R	E	F	U	G	E	E	E	A	N	R
L	H	O	N	O	U	R	H	E	L	P	O	E
P	E	C	U	L	T	U	R	A	L	O	R	O
F	R	I	E	N	D	S	H	I	P	N	I	T
E	H	A	T	D	I	V	E	R	S	I	T	Y
D	O	L	P	S	U	P	P	O	R	T	Y	P
L	O	V	E	O	R	I	G	H	T	S	P	E
Z	D	V	A	L	U	E	P	E	A	C	E	S
W	E	L	C	O	M	E	P	R	A	I	S	E
B	F	R	E	E	D	O	M	Y	T	H	Q	T



# CJ'97:

## A Story Worth Telling by Andy McLaughlin

**A** JAMBOREE IS a truly terrific way to tell Scouting's story to the general public. It is friendship, adventure, and learning wrapped up in an eight-day package of fun and excitement. Jamborees generally attract a lot of media interest, and CJ'97 in Thunder Bay will be no exception. Your CJ Public Relations committee is hard at work to make this jamboree a publicity bonanza!

### Ready for CJ?

You've finished your fundraising, purchased your equipment, paid your fees and booked your travel. You're all ready for CJ, right?

Not quite! Don't forget to talk to the media. Most media coverage of jamborees happens at the local level and is generated by local groups.

Does your group or district have a jamboree publicity plan? If not, talk to your district PR Scouter to develop one. Your plan should focus on two elements:

- pre-jamboree publicity
- local media coverage while you're at the jamboree.

### Meet the Media

To implement the plan, your group will need to introduce itself to local media people. Your district PR Scouter can come in handy as she already has many media contacts. If not, you may need to make the first contacts yourself. Here are some tips to follow.

1. Arm your group with information. *The Leader* has published many articles over the past 18 months about various aspects of CJ'97. Your *Program Booklet* also contains many jamboree facts.
2. Make appointments to meet with local media people, then spark their interest in covering your group's

jamboree activities. Speak to the daily newspaper's news editor, and local television and radio stations' news directors. Don't forget about the weekly newspaper's editor. Weekly papers can be a gold mine for Scouting coverage, and they are well read by many people.



## Tell your jamboree story to others. Everyone loves adventure!

3. Give a media kit to news editors and directors. Include some general information about CJ, and don't forget to describe the activities your group will be enjoying. Pre-camp information is always interesting. Include the CJ Promotional Poster (see April'96 *Leader* insert), and some CJ buttons (available by writing Scouts Canada - CJ PR at the National Office). If you are still fundraising for CJ through product sales (e.g. Trail's End Popcorn), include a product sample.
4. Make sure you wear full uniform when meeting the media, and give youth members a large role to play. In fact, having youth make the initial contact may result in increased coverage.

News editors might be interested in many pre-jamboree story angles. Local fundraising efforts, pre-camp activities, and a departure day send-off all make nice stories.

### When you're at CJ

Once you're in Thunder Bay enjoying the jamboree, there's still an opportunity to get coverage. Encourage your local media people to contact their national news organizations (e.g. CP, CBC, CTV, CHUM Satellite Network) to obtain CJ stories for them.

The PR committee will operate a media centre where journalists can obtain credentials, receive jamboree information and find out where specific activities are taking place. The committee will also run a "Hometown" Program, where we'll arrange for a photo and news story of a unit to be couriered back to a local paper. As well, we can arrange interviews for units with their local radio or TV stations.

We will also be operating an up-to-date web site where media will be able to visit and download CJ stories and pictures.

Units that obtain pre-jamboree coverage may visit the media centre to show their newspaper clipping, TV story, or radio clip. These units will receive a special CJ Media Challenge Award. Be sure to check your next jamboree mailing for further information about both the Media Challenge and the Hometown Programs.

Don't forget to visit media *after* you return from Thunder Bay. The enthusiasm and memories your youth will have from CJ (along with some photos) can result in a follow-up story.

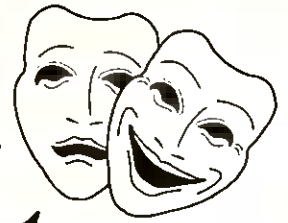
CJ coverage from your local media will help tell Scouting's story, raise your own group's profile, and provide some much needed good news coverage about young people. You might even recruit new members as they read, see or hear about your group's CJ'97 adventures.

Be sure to send copies of clippings and other media coverage to us c/o the National Office. Your input and feedback will help us gauge our success for CJ'97, and help us prepare for the promotion of CJ'2001.

See you in Thunder Bay! ^



# THE ULTIMATE PURIM CARNIVAL



by Howard Osterer

**P**urim is one of the happiest holidays in the Jewish year. Boisterous parties, bright costumes and energetic games characterize it. Why not join in the fun by organizing your own Purim carnival? Let older Scouts and Venturers help plan and run several events. It's bound to please both youth members and adults. This year, Purim begins on March 22.

## Customs and History

During the 5th century BC, Esther was a brave Jewish lady married to the King of Persia. The King's prime minister was a wicked man named Hamen. He tricked the King into agreeing to eliminate all Jewish people in the country. Hamen chose the day for the slaughter by casting lots (called "purim" in Hebrew). Mordechai, Esther's cousin, overheard Hamen's plans and passed word to the queen. The Jews survived and Hamen was discredited. Jewish people commem-



A disgraced Hamen leads Mordechai through the city streets.

orate this event, and remember that evil can be defeated if people work together for good.

Each year our Scouting group, the 39th Henry "Hank" Torontow, likes to help organize an afternoon Purim carnival filled with games, competitions, good food, stories and costumes. A children's parade around our gym launches the festivities. Coupons are awarded to everyone for participating

at the activity stations; these are used to 'pay' for candy, food and refreshments during the party. After the colourful parade, the excitement really gets underway.

## Crown Queen Esther

For this activity you will need two large plastic containers (empty and clean), scissors, coloured cardboard, glue, stapler, tinfoil, and five large plastic plates.

Decorate the plastic containers with coloured paper and designs. Let your Beavers and Cubs be as creative as they wish, but try to stick to a female character's image — after all, we are talking about Queen (not King) Esther.

Cut out the middle section of plastic plates so you make a frisbee-like object that can be tossed to "crown" your container. The game's objective: see how many rings you can get over Queen Esther's head in 60 seconds. Give one coupon for participating and two coupons for getting more than two rings over her head.

## Purim Trivia

This game is played like X's and O's. You need 9 chairs, 2 teams of 5 players each and 1 trivia book on Jewish holidays. (You might want to substitute camp skills or Scouting questions for Jewish trivia.)

Place chairs in rows of three. The Trivia Master asks a question to one team; if members answer correctly, one of their players can choose a chair. If the team answered incorrectly, the other team has a chance to answer and pick a chair if successful. Winning team members get 10 coupons each, while second place team members receive 8 coupons each.

## Mishloah Manot Containers

Creativity and resourcefulness is the key to this craft project. Because these containers will hold food items, make sure all are very clean. Use recycled cereal boxes, large coffee tins, and plastic jars.

Decorate the exterior of each container with colourful Purim thematic

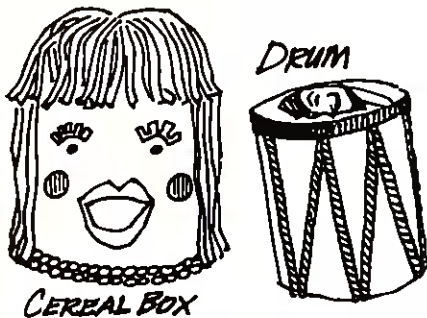


Photo: Howard Osterer

*If Beavers or Cubs get too excited, redirect their energy at the craft table.*



ideas like a castle, purim characters or a drum. (See diagrams) Members from our Scouting group usually fill their containers with fresh fruit, candies, boxed raisins or freshly-baked cookies.



### Mordechai's Pick

Here's a simple way for most kids to stock up on coupons. Make a rule that youth are only allowed to visit the booth twice during the afternoon.

For this activity you will need *two* sets of 100 round tags with a number between 1-100 printed on one side. (Coat check tags are good.) Print one of the numbers 1, 2, 3, 4, 5 on the other side of *only one* set of 100 tags. You'll also need a large cork bulletin board, 100 push pins (to stick tags on the board), and a bucket. Decorate the board and bucket with some festive Purim theme pictures using recycled items.

Let your Beavers and Cubs pick two tags from the bucket which they hand to a leader who matches them to the same numbers on the board. For example, if a little girl selects a #55 from the bucket, you must match it to the #55 on the board. Now the child should look on the back of the tag from the board for a number between 1-5. If the tag says "4" on the back, you give that child 4 coupons.

### Hamantaschen Throw

The object of this game is to see who can toss the most "hamantaschen" bags (bean bags representing Hamen's hat) through at least two holes in 60 seconds. Give one coupon to each child for trying, and two for completing the skill in the allotted time.

You'll have to prepare the game before the carnival. Let your Cubs and Scouts help out. You will need either two plywood boards (1 m x 2 m) or a large cardboard box.

Draw a face on the cardboard box (boards) and colour it with bright hues. Cut out three large holes (two for the eyes and one for the mouth) that are big enough for the bean bags to fit through. (See diagram)

Now you have to make 12 triangular cloth bean bags from recycled cloth with *equal sides*. It's easiest to pre-cut 24 triangles (10 cm x 10 cm x 10 cm), then in pairs, sew up two sides before filling the bags with dry beans. Sew up the last side after you've put in the beans.

### Face Painting

Face painting doesn't have to involve wet paint, messy cream and long line-ups. Prepare this station by gathering six packages of Crayola™ *washable* markers, two hand-held mirrors, five face patterns, and two packages of hand wipes (for clean-up).

Make sure your face painting artists have practised "painting" the patterns before they attempt it on little faces.

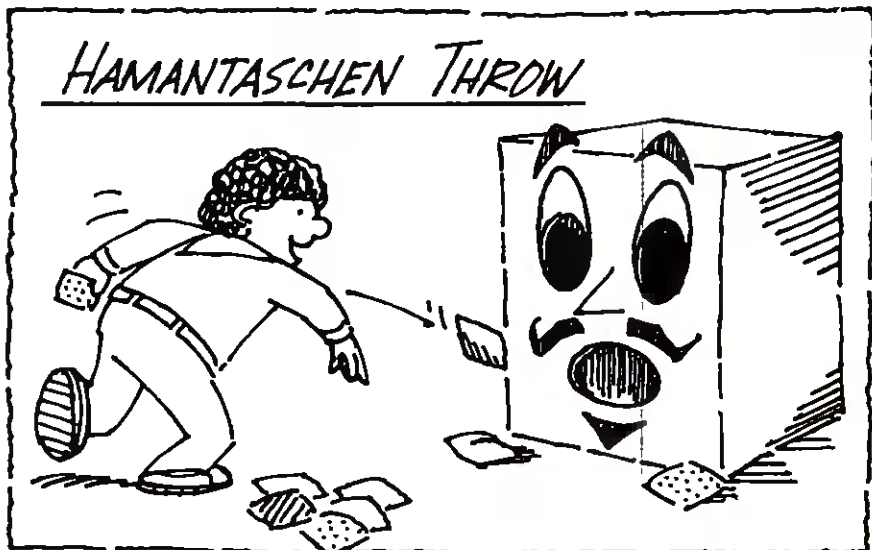
### Grogger Madness!

Groggers are noise-makers used whenever you hear the name "Hamen."

According to Beaver leader Jeff Hochstadter, the best groggers are made from empty juice cans, paper, cardboard, crayons or markers, glue and tape, scissors, popsicle sticks or tongue depressors, 6-7 bottle caps, stones, metal buttons or bells.

Put bottle caps, stones, buttons or bells into the empty can. Cut a cardboard circle large enough to fit over the open end and tape the can firmly shut. Cut paper to fit around the can, then glue this paper into place. Cut two small slits on the sides of the can and push the stick through to make a handle. Now let every child see how much noise the groggers can make!

Read the Queen Esther story to your gathered youth. Every time they hear Hamen's name let them try to drown it out by spinning their groggers, cheering as loud as possible, and stamping feet — a great way to get participation!



Face painting is always popular.

Steady now, almost done!

Photo: Howard Oshera

### Fill the Grogger Game

You'll need two large, clean, empty containers covered with coloured paper and worn-out cloth, two boxes of Bazooka gum (200 pieces), one box of stir sticks, and two bandannas for covering eyes.

Sit two players down beside each other in front of a table with two large plastic containers decorated like a grogger. One end is open. A pail of gum and two stir sticks lie beside each youth.

Your Beavers, Cubs and Scouts must fill up the open-ended grogger as quickly as possible while blindfolded using the stir sticks to transport the gum from the pail to the empty grogger. Impose a 60-second time limit for Cubs and Scouts. Give one coupon to each person for participating, and two for filling up the grogger in the allotted time.



Photo: Allen Macarney

### Hamantaschen Pastry

This special treat is a three-cornered, filled pastry — a real favourite.

Mix together 500 mL flour, 10 mL baking powder and 125 mL sugar. Cut

in 125 mL margarine. Add 2 eggs slightly beaten and 5 mL vanilla. Mix dough until it forms a ball. Add extra flour if necessary. Roll it out thin on floured board. Cut circles using cutter or the top of a drinking glass. Fill with jelly, pastry filling or chocolate chips. Pinch up three sides to form a triangle. (See diagram.) Bake at 175°C for 25-30 minutes.

### Finishing Touches

Popcorn and candy floss are excellent snacks for your Purim evening. Youth can 'cash in' their coupons for them. Cubs (with parent supervision) could make and bag it. Don't forget to have a list of all ingredients for both products to warn those children with allergy problems.

Our Purim Carnival usually lasts three hours, but yours could involve just a single program evening. Get leaders to dress up as clowns to perform magic tricks or to tell jokes.

Another Purim custom involves sending decorated gift baskets to friends and needy people in the community. Visiting shut-ins and the elderly are also common activities. What other ways can your Scouting youth brighten someone else's life?

A Purim carnival is a great way to expand your cultural horizons. Try it!

**CHILE 1999**

# WORLD JAMBOREE

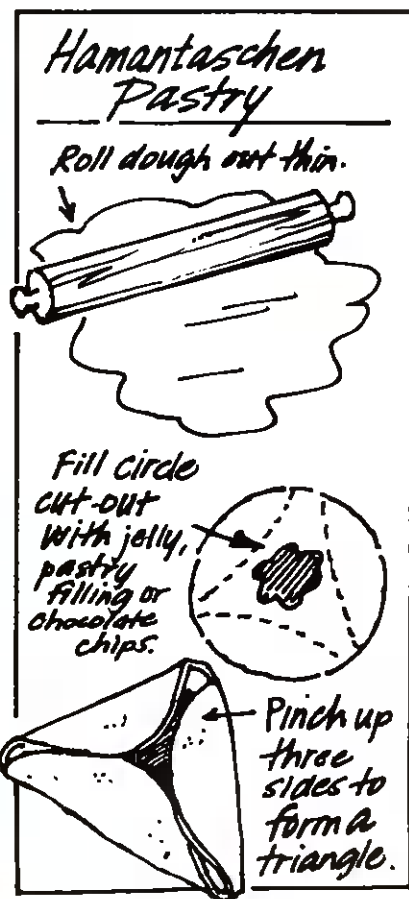
## HELP WANTED!

**C**alling all Scout and Venturer leaders.

Please do your best to make sure every Scout and Venturer knows about the upcoming World Jamboree. Those born between December 31, 1980 and July 1, 1985 are eligible to attend.

Visit the 19WJ page on Scouts Canada's web site ([www.scouts.ca](http://www.scouts.ca)) for more information or write us today for an information flyer.

Our address: World Jamboree Information, PO Box 5151, Stn LCD-Merivale, Ottawa, ON; (613) 224-5131.



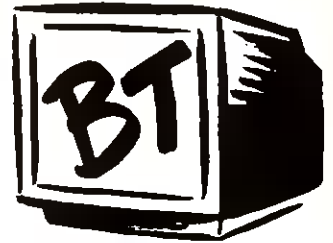
### Program Links

- Cubs: World Citizen Badge, World Religions Badge, Canadian Heritage Badge, Handicraft Badge.
- Scouts: Cooking Badge, Arrowhead Badge
- Venturers: Social and Cultural Activity Award.

— Howard Osterer works with the 39th Henry "Hank" Toronto Scouting Group, Ottawa, Ontario. He is also the Stores Developer with Supply Services at the National Office.



# Scoutrees Planted on Breakfast Television



by John Rietveld, with files from Don Connors

**W**HILE THE SNOW IS still piled along the roadways and spring is still but a dream, many of us have already started our Scoutrees for Canada planning. If your section or group is not yet involved in Scoutrees — our premiere environmental program — it's not too late. Contact your district or regional office today for information, and order participant kits.

Scoutrees for Canada enters another exciting year as a conservation/fundraising program. Our tally now stands at over 56,000,000 trees planted! It grows by nearly 4 million trees each year. Across Canada corporate sponsors are helping to offset our expense for support materials. We're pleased to include St. Joseph Printing, Scott Paper, Sobey's Stores and Canadian Tire as official Scoutree sponsors for 1997.

It's always a challenge to think up new ways to publicize the Scoutrees program each year. Last spring, leaders from the Greater Halifax Region (GHR) in Nova Scotia thought up a unique idea for Scoutree promotion and advertising that can work in most cities.

They started with the pledge materials, the bookmarks and crests for participating youth, but felt something was still lacking. How could they get some much-needed media coverage for such a great environmental effort? Ideas included getting youth to plant a symbolic seedling, to having someone photograph Beavers, Cubs and Scouts with a large number of trees in pod trays. The brainstorming continued.

## Breakfast Television

"Let's go on BT!" someone suggested enthusiastically.

"But is there enough Scoutrees promotional material if we did get on television?" another asked. Yes, there was. What is BT?

Breakfast Television is a lively, early morning television show (7-9 a.m.)

arrived: "It's a go!" They were going to be on BT.

"What will we do?" someone asked. Easy! There is plenty of material to promote tree planting. By the time the broadcast crew arrived at the remote site, they were surprised; not only were the Scouts ready to show how to plant trees and where, but the youth

had prepared an outdoor cooking demonstration, and more. This not only included preparing bacon and eggs in a brown paper bag, egg on a stick, baked apple, cake in a grapefruit peel and bannock, but also involved two challenging rope bridges, a Kub Kar track and a display of campfire blankets. Uniformed Scouts, Cubs and Beavers were everywhere.

BT's host knew he had something unique for the day's show. What originally started out as "just a few shots," ended up as *nineteen* different break-away segments on the show. They presented Scouts in action, including tree planting. The host really played up each activity to the television audience, and actually participated himself in each activity.

The youth and adults had great fun camping out all night in lean-tos with sub-zero temperatures; Cubs and Beavers arrived on-site at 6:30 a.m. This activity allowed television viewers to see for themselves the neat Scouting programs available.



*"We're heading toward 60,000,000 trees!"*

*Photo: Wayne Barrett*

which mixes news, weather and sports with interesting daily features. The show runs "live" and incorporates a few remote shots to add interest. The program broadcasts to the four Atlantic Provinces and the Eastern Arctic. What a potential audience!

Halifax's Regional Coordinator, Brom Hart, was challenged to find a way to get on BT; districts agreed to provide material. A week later word

Next time you start brainstorming on ways to promote a particular event, try wrapping it around the entire Scouting experience. You're sure to gain more media exposure. ^

— Don Connors is the Halifax North District Scoutrees Coordinator.

**E**VERYONE HAS limitations for some sort. This theme program is great fun and will help your

group appreciate the problems faced by those who struggle with special needs. Ask questions throughout the evening so your Beavers, Cubs and Scouts learn to value each other's uniqueness.

Remember to use discretion when running a program like this. If you have a special needs child in your group, it's probably best to avoid activities that spotlight his particular difficulty.

Last spring, two Scout troops from Saskatoon, SK, (the Massey 54th and the Fairhaven 57th) decided to conduct a joint evening program entirely on wheelchairs. Flag break proved a little more difficult than usual, but it didn't take long for everyone to gain some level of mastery. Some of the activities they shared included relay races, manoeuvring through an obstacle course (both forward and reverse) and a fast-paced basketball game. The next day almost all had sore arms and chests.

#### Tongue Twisters

About one person in a hundred has a significant speech impediment. Almost all children go through a period of vocal disfluency; most outgrow it. Those who don't are often the brunt of cruel teasing.

What cartoons make fun of people with speech impediments (e.g. Porky Pig and Elmer Fudd)? Do these make stutterers appear bright and innovative, or stupid and incompetent? Can you think of any cartoons that make fun of lame or disfigured people (none)?

Tongue twisters are fun, but they can also be great learning tools. Get your Cubs and Scouts to say the following words as fast as possible.

- Several selfish shellfish
- Yellow leather, red weather
- Synonym cinnamon
- Real rear wheel drive

What difficulties do your kids experience? Is it easier when they speak slower? Let them discuss the activity as a group. How would they feel if all their communication required such careful work and concentration?

it loses its initial appeal. How long does it take for the fun to wear off? What happens then? Stutterers who can't just stop "playing the game" must live with the frustration.

# Wheelin', Rockin' and Twistin' A Walk in Special Needs Shoes

by Allen Macartney



Now ask everyone to say "ah" between each word he or she speaks (e.g. "I ah want ah to ah say ah that ah this ah is ah most ah frustrating"). Get your Cubs and Scouts to continue this exercise for several minutes *after*

#### Keep an Even Keel!

This game simulates the difficulty a person with poor muscle tone experiences. You need a rocker board, an easel and a marking pen. Ask participants to balance themselves by standing on the rocker board. Now get them to print their names or draw a picture on the easel.

Older Cubs and Scouts could compete by playing Pictionary™ in teams while balancing on the rocker board.

#### Hand-Eye Coordination

Though most of us can piece a puzzle together without much problem, many people have difficulty making their hands and fingers follow the orders sent from their brain. This can lead to great frustration, but often it leads to innovation.

Let your Beavers and Cubs experience the difficulties of poor hand-eye coordination by having them put together a puzzle while wearing oven mitts. Give them other tasks to complete while wearing oven mitts. These could include:

- picking up a piece of string
- threading a needle
- buttoning up a coat
- tying shoe laces.

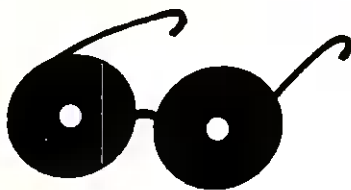
How could they help others with this problem? What would it feel like if you had this difficulty and someone made fun of you? Could someone with this challenge be an interesting friend? He could tell you about some interesting experiences.

#### "Now I See!"

This activity will simulate the problems faced by people who are visually impaired. Prepare four sets of eye goggles (described/shown on next page).

Photo: John Lofgren

1. Apply black paint all around the circumference of one set of goggles. This demonstrates *tunnel vision*.



2. Apply black paint only to the *right* side of the goggles. These goggles show what an older person who has had a *stroke* might see.



3. Use old goggles that are badly scratched. If you need to make your own, try rubbing sandpaper on each lens. These goggles demonstrate sight impaired by *cataracts*.



4. Rub slightly grimy fingers over both goggle lenses. These goggles demonstrate *poor overall vision*.



Set up an easy obstacle course for youth to negotiate while wearing the glasses. After everyone has had a chance to try out the goggles, ask them how they felt. Did they feel relieved after they took off the goggles? Was it hard to judge distances?

#### Depth Perception

This is an excellent activity to run at camp in the summer. Use a thick board to span the water between two docks. On each youth, put a patch over one eye. See how many Cubs or



Photo: Wayne Barrett

*If someone in your pack or troop sprains a leg, use the accident to help his friends understand the new challenges and difficulties facing their buddy.*

Scouts can walk the plank all the way to the other dock. Great fun!

If trying this activity inside, start by putting a patch over one eye of each child. Who can build the tallest tower from wooden blocks? After your kids have tried this activity, ask them why they can almost always make a higher tower when they use both eyes. (A pair of eyes working together give good sense of depth. A single eye only gives perception in two dimensions, not three.) Can your Cubs and Scouts figure out why a second eye gives depth perception?

#### "Good Morning Mr. Jones"

Position everyone around a circle with "Mr. Brown" in the centre stand-

ing blindfolded. When Mr. Brown claps his hands once, those walking around the outside of the circle must stop. Mr. Brown then points and says, "Good morning Mr. Jones."

The person standing nearest the spot being pointed at must say in a natural voice, "Good morning Mr. Brown." If Mr. Brown identifies Mr. Jones, they change positions. If not, the players move around as before. Nominate another Mr. Brown if he fails to identify the person three times.

#### Sound and Smell Safari

Most people don't use all their senses. Break up into groups and go for a walking hike through the woods, down a city street, and through a building. One

## SPECIAL NEEDS BEATITUDES

Scouter Mike McLaren from Prince George, BC, compiled this thoughtful list.

**B**lessed are you who takes time to listen to my difficult speech, for you help me know that if I persevere, I can be understood.

Blessed are you who never bids me to hurry or takes tasks from me, or does them for me. Often I need time rather than help.

Blessed are you who stands beside me as I enter new and untried ventures. My failures usually don't outweigh the number of times I surprise myself and you.

Blessed are you who asks for my help. My greatest need is to be needed.

Blessed are you who understands that it is difficult for me to put thoughts into words.

Blessed are you who, with a smile, encourages me to try once more.

Blessed are you who never reminds me that today I asked the same question twice.

Blessed are you who respects me and loves me just as I am, not as you wish I were.

person in each group should have a pencil and paper to list all sounds heard.

During an outside nature hike listen for chirping birds, croaking frogs, rustling leaves, wind-blown branches scraping on trunks, crunching footsteps, and falling snowflakes.

Listen for barking dogs, high-flying planes, blaring truck horns, the swishing sound of passing bicycles, high-pitched electrical motors, and slamming car doors in the city.

Inside a house you might hear the sound of sizzling bacon, tumbling door locks, scraping feet, dripping faucets, humming household appliances, and video game beeps.

Now that you've spent some time really listening to sounds around you, break into small groups; each should have a tape recorder, a pencil and a paper. Each group must make recordings of ten sounds, then see if the other groups can figure them out.

Scouts might like to try this competition, only using cameras and taking closeup pictures of familiar objects around them.

### One Hand Shoe Tie

Some people can only use one hand because of paralysis, muscle problems or amputation. For this game, you'll need shoes with laces.

Ask your Beavers and Cubs to tie and untie a shoe using only one hand. Once they've experienced the difficulty ask them: Did you need to think more about accomplishing the task? With practice, would your speed increase? How would it feel to always have to ask others for help?

*There are many fun ways to help young people understand the special needs of others. What could this wobbly bridge demonstrate?*



*"We're here to help each other!"*

Photo: Sharon Fitzsimmons

### Balloon Search

Blindfold two players, then hide a balloon in the room. Others must clap their hands vigorously when a player is getting close to a balloon, or softly when she's moving away. Don't tell the players which one is closest to the balloon.

### Stiff Gait Walk

Some people aren't able to walk easily because of stiff joints, amputation or paralysis. Other people wear braces on their legs or walk with canes.

For this activity, you will need wooden rulers (or rolled newspapers) and string. Tie or balance a wooden ruler between the ankles of your kids so their legs are stiff and apart. Get them to walk around the room slowly. Is fast walking possible? What would a child who must walk like this have to do to step up into a bus? Could the child easily go to camp? Get your Cubs and Scouts to think up ways to alter their most popular games so a person with this special need could take part.



Photo: Wayne Barrett

## The Floor's Moving!

Some people with cerebral palsy or muscular dystrophy find it hard to keep their balance. It's easy to demonstrate this problem. Stretch some masking tape along the floor for about 3 metres. Get your group to turn around five times and then balance along the masking tape on the floor.

Older Scouts or Venturers might want to combine this with a race, but be careful they don't make themselves sick.

After the game, ask everyone: Was this easy or difficult for you? What equipment would make walking easier? Did lack of balance affect how you thought? (Explain how some people think that if a special needs child can't walk or talk, he must have thinking problems.)

## Is Your Group Ready?


If this theme evening makes you consider inviting those with special needs to join your group, think about this. According to David Reid, a Scouter from Etobicoke, ON, almost any child with physical or mental challenges can be integrated into a Scouting program. All it takes is planning, commitment and a willingness (by both youth and adult members).

## ?? Did You Know...? ??

- Thomas Edison, one of the greatest inventors of all time, was home-schooled by his mother for years. The reason: his teachers and principal thought his probing questions indicated an underdeveloped brain. His father, believing the 'evidence' of others, thought his son was partially retarded. Only his mother recognized his true brilliance.
- Winston Churchill had a bad stutter. He wrote out all his speeches and practised them for weeks until he was able to deliver them without hesitation and with stirring energy.
- Helen Keller, the world-famous writer and lecturer, was born deaf and blind.
- Albert Einstein was expelled from school at 16. School administrators thought his bored behaviour indicated a serious learning disability.
- Some of the First World War's most famous fighter pilots almost didn't make it out of flying school, including Germany's Red Baron (Richthofen) and Canada's Billy Bishop. Their instructors considered them incompetent pilots!

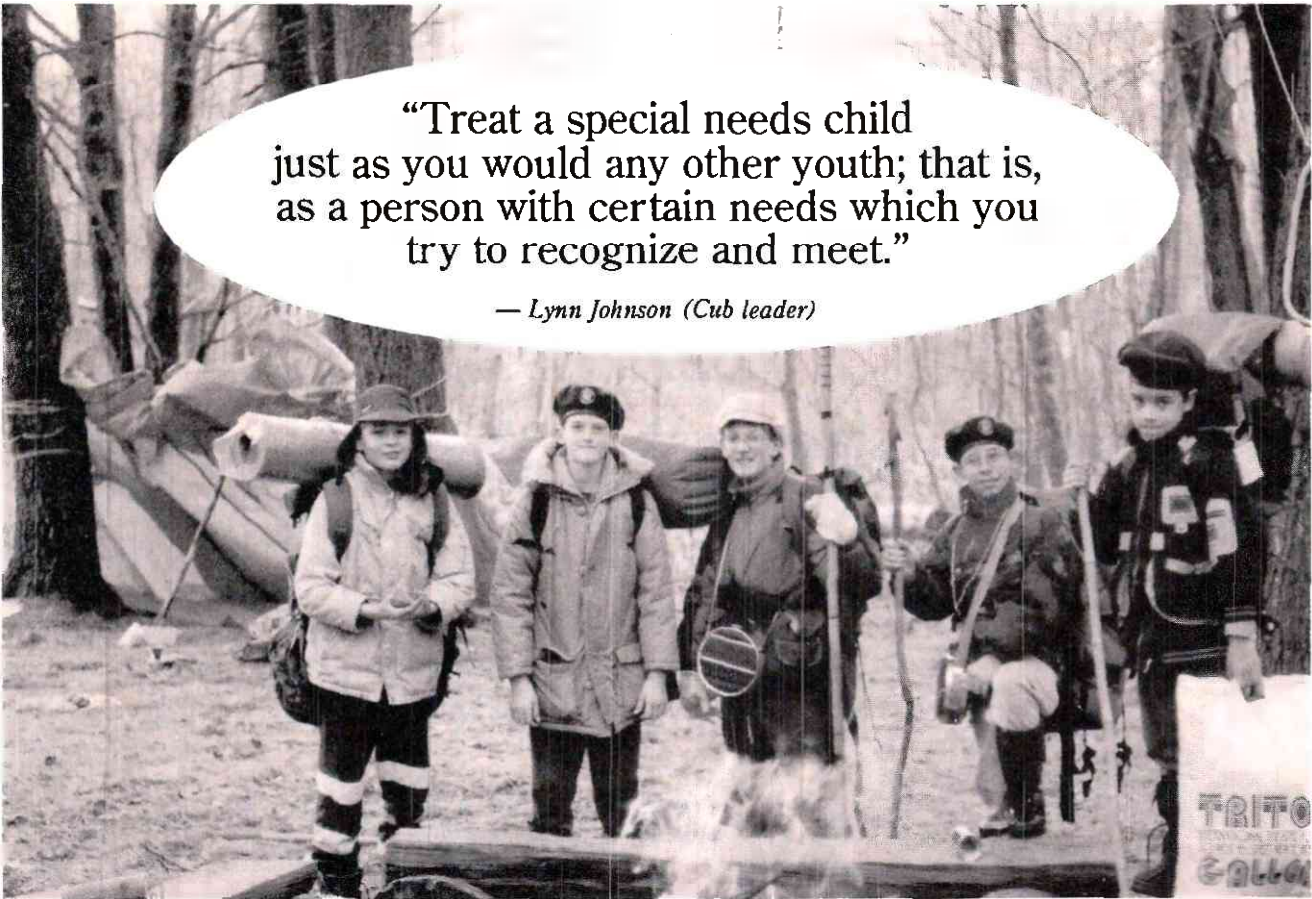
But not all groups will want to accept members who require extra help. Before making any significant changes to your program, talk it over with everyone. Make sure all members understand the commitments and benefits.

Take every opportunity to engage your Scouting youth in discussions about the special needs of youth with these difficulties. Emphasize those things that all young people need (e.g. love, compassion, appreciation)

rather than the differences. Help everyone to understand that a blind, deaf or uncoordinated person can make an excellent friend. 

### Program Links

Cubs: Disability Awareness Badge  
Scouts: Photographer Badge,  
Disability Awareness Badge,  
Troop Specialty Badge  
Venturers: Social and Cultural  
Activity Award



"Treat a special needs child just as you would any other youth; that is, as a person with certain needs which you try to recognize and meet."

— Lynn Johnson (Cub leader)

So who's average? We're all unique in our own special way.

# “Just Follow the Path of the Paddle!”

by Tim Leitch

**I**F YOU'RE WONDERING how to prepare for this summer's canoe season, here's a great program to start working on right now. By June, everyone in your troop should be competent paddlers.

Water safety. That's the main concern leaders have when running a canoe program, regardless of the troop's overall skill level.

What's the greatest difficulty?

It involves dealing with the wide variation in physical capabilities and canoeing skills of the Scouts. While some older youth might think they know it all

and could run Niagara Falls without tipping, first year Scouts are often worried that the canoe will tip, even when the leader is standing up to his waist in water holding onto the sides of the canoe.

Our group has developed a canoe program that can build the confidence of young Scouts and improve the skills of more experienced youth. Leaders who have received their Water Charge Certificate — Ontario requirement only — conduct the training. (Check with your provincial office for local requirements.) Carried out over at least three months (usually March-June), the program has five distinct components:

- a meeting with parents to review equipment requirements,
- an introductory session (done at Scout meeting),
- a pool training session,
- a pond training session,
- a parent and Scout canoe trip.

## Equipment Requirements

When parents of first year Scouts attend a meeting where leaders review the winter camping program, we take the opportunity to introduce our canoeing program, too. Here, we discuss the two essentials each youth will require to take part in our program: an approved personal floatation device (PFD) or life jacket, and a paddle.

After discussing the ideal characteristics of a PFD that provide youth with the maximum agility for canoeing, we emphasize that parents must not cut

corners when selecting a PFD for their child. Our two strict rules say that the PFD must be government-approved, and it must fit properly.

A PFD is not something that should be bought several sizes too big so the

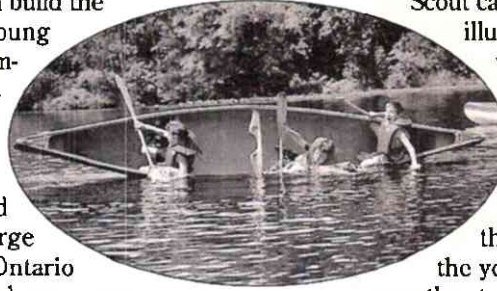
Scout can grow into it. To illustrate the point

we usually ask a youth to put on an oversized floatation device. As one of the leaders yanks the PFD off over the youth's head, I tell the story of a child who drowned needlessly in a whirlpool. The PFD came off when someone grabbed onto it as he pulled the child out of the water. We also ask

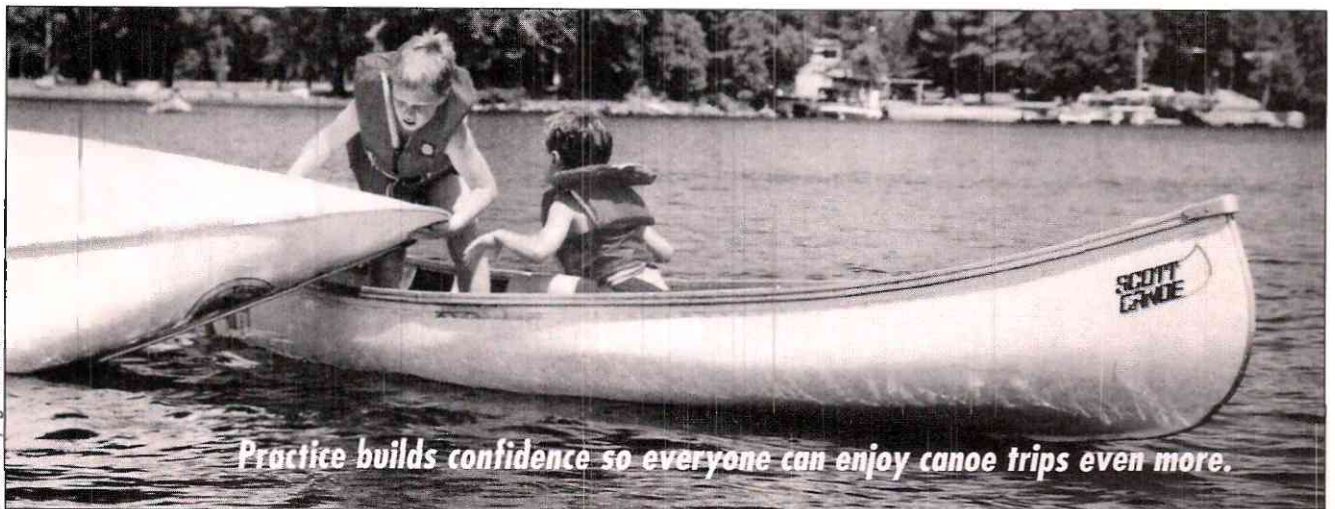
that parents buy a loud whistle (Fox 40s are good) to attach to the life jacket.

Selecting the proper paddle for each child is another challenge for some parents. Those without canoeing experience may accept an offer made by a neighbour to lend their child an oversized paddle. (Hey! It saves money.) Although some youth still show up with paddles that are made for giants, generally this is a minor problem.

Show parents how to measure a Scout for a properly-fitting paddle by getting the youth to hold the paddle with two hands above her head. One hand should rest on the shaft just above the blade while the other hand should hold on to the shaft immediately below the handle. The Scout should keep her elbows bent at a 90° angle. If the angle is less than 90°, the paddle is too short; if the angle is greater than 90°, the paddle is too long. During this session we also discuss the theory behind various blade shapes and sizes.



**Water safety programs should include all aspects of safe canoeing.**



*Practice builds confidence so everyone can enjoy canoe trips even more.*

Photos this page: Paul Ritchie



### Land Session(s)

One or two weeks prior to our pool training session, we usually ask our Scouts to bring their paddles to the meeting. Activities include:

- review the parts and structure of a canoe (which has been brought to the meeting), including a discussion on structural weaknesses and the proper way to get in and out of a canoe,
- watch segments of canoeing videos that focus on strokes (see *Path of the Paddle* videos),
- practise various strokes on land,
- introduce emergency whistles and explain the meaning of their signals (e.g. meaning of one blast, two blasts, three blasts),
- learn how to care and maintain a canoe,
- waterproof your backpack, sleeping bag, tent, etc.

### Pool Session

Our local pool is an ideal place to test out swimming and canoeing abilities. The pool is large enough that we can have up to six canoes in it at once when doing non-paddling activities, such as canoe-over-canoe rescues. Usually, we hold our pool session in late March.

The first order of the day is to check all PFDs to ensure that they fit the Scouts properly. If any don't, the youth must get a properly-fitting one for the next session. In addition, the youth's parents are spoken to after the session and told that their child will not be able to participate in future canoe events if he or she doesn't have an approved PFD that fits. (Be flexible on this rule

only with those parents who can't afford a PFD. In that case, help them borrow a PFD.)

Next, we get everyone to swim pool lengths while wearing PFDs so we can establish their swimming abilities and physical endurance. If any Scouts are not comfortable in deep water, we take them to the shallow end of the pool where one or more leaders put them through a variety of swimming activities to get them comfortable with the floatation abilities of a PFD.

and when the canoe has rafted (partially climbed over) another canoe,

- turning a canoe 360°, approaching and landing at a dock, and stopping the canoe,
- holding onto an overturned canoe with a partner,
- rescuing individuals from the water who are panicking (do's and don't's, stressing how to preserve their own safety),
- rope throw demonstrating proper tossing techniques as well as how to

# Rule #1: Each child must have a properly-fitting PFD.

The training activities include:

- putting a canoe into water,
- getting into a canoe from a dock (side of pool),
- moving from one end to the other in a canoe,
- getting into a canoe from the water,
- canoe-over-canoe rescue in deep water, including instruction on how to break the water suction of an overturned canoe,
- 'uprighting' a canoe in shallow water,
- changing positions in a canoe when there are no other canoes around

receive the rope and position yourself to be towed in if a rope is thrown to you. (We do this in a separate children's pool that is 1 metre deep.)

Basic strokes and techniques that are reviewed and practised include the power stroke, J-stroke, draw, pry, cross-bow draw, and several others.

### Pond Session

In early May the troop heads down to a local pond for a session aimed at developing strokes. If a wind is blowing it can sometimes frustrate the Scouts,



Photo: Tim Leitch

**Reserve a pool to give your Cubs, Scouts and Venturers on-the-water instruction.**

but it does help prepare them for real-life, open water conditions. It has even proved to be a great humbling experience for some of the "canoe cowboys" who soon realize that perhaps their leaders might just have some valuable advice worth sharing.

Our pond activities include:

- a session on strokes (stressing the basics),
- canoe portaging (taking the canoe from the parking lot to the water using various methods),
- running a course laid out with anchored floats (empty bleach bottles),
- solo canoeing for senior Scouts,
- changing positions in a canoe,
- stopping/rafting and responding to emergency whistle signals,
- general paddling (using the full length of the pond),
- lining the canoe,
- manoeuvring the canoe by running the twisting creek that feeds into the pond. The creek has many obstacles (none dangerous), like fallen trees.

#### Parent and Scout Canoe Trip

In June we hold our ever-popular, annual parent and child canoe trip. We give our older, more experienced Scouts the opportunity to paddle together, while younger, less experienced youth must paddle with an adult (usually a parent).

One or more leaders always "run" the route we follow in advance, and the district's Water Charge Committee has approved our water plan. All leaders have a map of the route that marks water features clearly. No route should be selected that can frustrate the Scouts; this is supposed to be a *fun* outing.

Here are some factors to consider when selecting an appropriate canoe route:

- the physical capabilities of the Scouts and their parents. (The troop's make-up is constantly changing from year to year. What could be a perfect route one year might be too challenging the next.)
- minimal portaging. Make them few in number and short in length.
- scenic route.
- no dangerous rapids.
- some swift water. (This lets the Scouts experience fast water that can be run if it's deep. If it isn't, everyone can practise lining canoes through.)
- site for an overnight camp.
- exposure to various water conditions.
- distance which requires only 4 to 4.5 hours of easy paddling each day (@ 10 km) so you can take several breaks along the way and still reach your destination by mid-afternoon, allowing the youth to set up camp and have several hours to play.

#### "What's to Eat?"

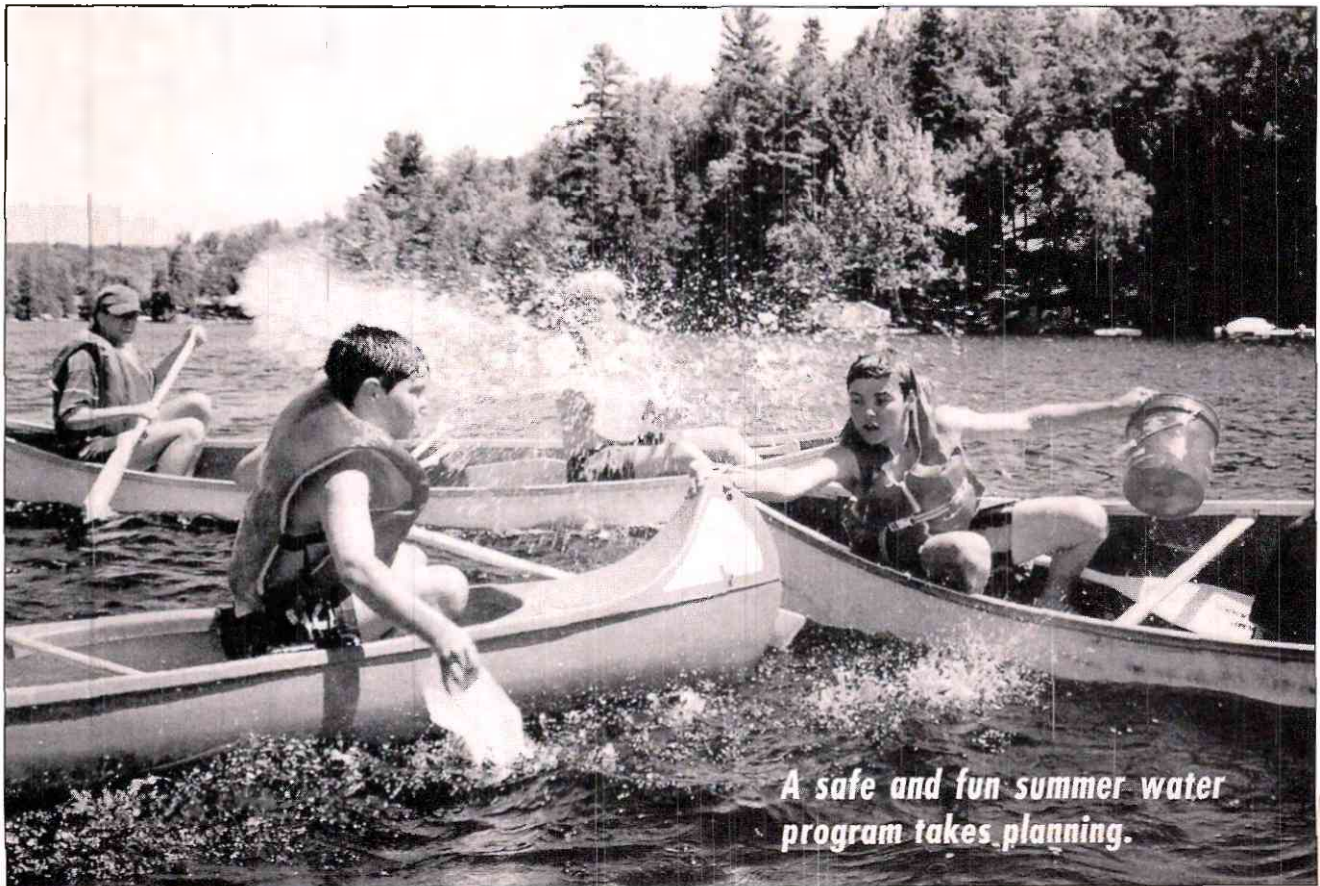
An adequate supply of tasty, nutritious food is absolutely essential for the success of any canoe trip. Keep the menu simple, but err on the generous side so everyone can have lots to eat after a 'hard' day of outdoor activities. For water, we get everyone to carry two plastic water bottles.

Scout troops that offer a comprehensive water safety program like this one will find it easy to recruit new members. Word will spread quickly through the neighbourhood. However, don't let your standards drop just because you have a large group of kids wanting to head out on the water. Lakes and rivers can offer many dangers for the inexperienced. Make sure your leaders are fully qualified themselves to teach others, then get out and listen to the loons! X

#### Program Links

Scouts: Adventuring Badge,  
Paddling Badge  
Venturers: Exploration Activity  
Award

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



*A safe and fun summer water program takes planning.*

Photo: Prof Ritchie

# LINK CAMPS:

## *Light the Cubbing Flame*

by Mary Cooke

**L**AST APRIL, CUBS AND White Tail Beavers from Kemptville and Oxford Mills, ON, enjoyed an exciting link camp. Leaders hoped the week-end would build bonds between the children and reduce Beaver fears of swimming up to Cubs. It turned out a great success.

After arriving at Limerick Forest Camp on Friday night, our Cubs put up their tents outside while the Beavers settled into cabins. New friendships bud-ded quickly.

Two Venturers also came to help out. Their first task: hide from the Beavers and Cubs during a night-time search. No flashlights were allowed until the Venturers were found. What a terrific activity to 'knit' the groups together. Our Beavers stuck close to the Cubs when shadows got too near! Mug-up and bed followed.

### **Building, Hiking and Exploring**

Saturday dawned cold. After a hearty breakfast of bacon and "eggs in a nest" (an egg cooked in the centre of a bread slice), we discussed camp rules and pointed out boundaries.

An easy hiking trail beckoned us, so off we went in small groups. The trail was marked with inconspicuous signs (sticks set up to show direction) so Beavers and Cubs had to play close attention to the surroundings. A little detour off the trail gave everyone a chance to see a real beaver lodge.

"Snack time." What popular words! Oranges revived everyone while we watched a first aid demonstration. One

happy Cub played the part of a victim with a broken arm — the envy of all.

Next we paired Cubs and Beavers together to make a simple buddy burner. Ours were made from small tin cans filled with hot coals. Triangular openings cut in the side of the cans helped the coals breathe. Large coffee tins sat on top of each stove and acted as either a pot or griddle. With stoves complete each Beaver-Cub team cooked its own grilled cheese sandwiches.



*Give your Beavers and Cubs an exciting, but safe, outdoor adventure.*

Photo: Michael Wu

After lunch leaders demonstrated a faster buddy burner made from a small tuna tin, corrugated cardboard, a wick, and paraffin wax poured over the cardboard. (See the February '95 *Leader* p.10 for building details).

Basic compass work followed. It started with Beavers hiding a secret treasure at the camp. Using a map and following easy compass headings, Cubs had to locate it; it didn't take long.

Recycled Christmas trees were brought to the camp so everyone could make a walking stick by decorating it with coloured tape, beads and feathers. A great hit! Of course this led to another hike so Beavers and Cubs could test them out.

For supper we tried an interesting experiment emphasizing "sharing." We had asked everyone to bring a can of their favourite food (noodles, beans, stew) to camp. We put all pasta in one pot and everything else in another pot — a real Heinz 57 meal that turned out surprisingly delicious.

### **Flickering Campfires**

Before the sun sank below the horizon our Venturer helpers broke the Beavers and Cubs into two teams for a steam-off game. A campfire ended the day's program.

The path leading to the campfire was lit with candles inside brown paper bags. As excited children gathered around the unlit campfire, the logs suddenly flared with flames. A great opening. Members from each group then performed a song, skit and cheer they had practised earlier in the day.

On Sunday morning, after packing, we dressed in our uniforms for a Cub's

Own complete with songs and prayers led by a Venturer. Everyone received a neat camp crest as soon as the ceremony finished.

This link camp proved a great triumph for everyone. The Cubs enjoyed "showing their stuff" while the Beavers tried out new and more challenging activities. Most of them were bounding with enthusiasm for the fall's Cub program. ^

— Mary Cooke (Bubbles) is the grand 'linkmeister' of the 2nd Kemptville Beaver Colony, ON.

# Fun at the Pond

by Lena Wong



It's almost spring and new growth is 'springing' up around us everywhere.

March and early April are great times to take your Beavers out to search for early-season flowers and budding trees. Now is a good time to start training your Beavers in good ecological behaviour when they are out exploring nature areas. Here are a few easy to explain and understand rules you can teach them during your spring rambles.

1. Think of plants as living organisms. Damage will restrict their growth and sometimes even kill them.
2. Watch for new young plants. Make sure you don't step on them or hurt them in any way.
3. Never break off branches and twigs of trees or bushes. These are very important for new growth.
4. Don't pick wild flowers. In some provinces it is illegal to pick certain wild flowers; make sure you know local rules.
5. Some wild plants are poisonous; don't ever put them in your mouth.
6. During hikes, remember to pick up your litter, then dispose of it properly. Not only is garbage unsightly, litter can also sometimes badly injure wild animals and birds.
7. Stone and wood fences are easy to damage if you walk on them.
8. Watch for nestlings and baby animals, but never touch them. Sometimes, their mothers will not take them back if they smell human scent.
9. Avoid walking in cultivated fields. Farmers will thank you for not damaging their crops. It will also help preserve Scouting's good name.
10. Dens and nests are the homes of wild creatures. Take care that you don't damage them.

## NATURE'S WEB OF LIFE

When the weather gets warm and you start visiting a nature area regularly, use the following exercise to demonstrate how your Beavers can help respect and protect Canada's natural areas.



Find a spider's web. Show it to the Beavers and talk about its beauty. Notice how fragile it is. Point out the intricate pattern and speculate how long it has taken the spider to spin it. Explain why the spider spins a web and point out the usefulness of the spider's work. Briefly discuss the damage done if someone took a stick and broke the web. If several people did this over a day or two, how would it affect the area?

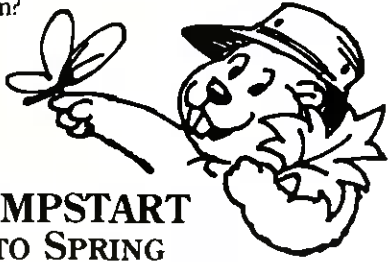
Visit your favourite nature area this month. If snow is still lying on the ground, look for animal and bird tracks, and try to identify each species. Keep an eye aloft as well and look for nests. Watch for birds and animals moving about; you're bound to see squirrels scavenging for food or just romping around as they celebrate spring. Have geese started to return to your area yet? Keep an eye and an ear out for them. Finish your hike off with an early picnic.

## GLORIOUS SNOW

If you still have snow in your neighbourhood, take time to look at it closely. Here is a little prayer about this wonderful substance, from the December issue of UK's *Scouting Magazine*.

Thank you God for the snow,  
That makes our cheeks  
and noses glow,  
It makes the world all  
clean and bright,  
And helps us see in the dark, at night.  
It lets us slide and skate and ski,  
And build snowmen, 1,2,3.  
It sparkles under the moon and sun,  
Thank you God for snowy fun.

Get an insect's view of snow by lying down on your tummies to inspect it. Look for different shaped snowflakes. Can anyone find stars, cylinders or octagons? Feel the texture. Is it rough, fluffy or spongy? Can you see a rainbow prism?



## JUMPSTART INTO SPRING

The *Trees and Nature* JUMPSTART package will be a great help with your program planning this month. In case you don't have the package (available from Scout Shops), here are a few excerpts.

Talk about what we get from trees: paper, building materials, furniture, various musical instruments, different kinds of fruits and nuts — it's an enormous list. Make up your own colony list and compare it to the very long one in the package.

Talk about the many animals, birds and bugs that rely on trees for food, shelter and safety. Play a game imagining what these creatures would do if there were no trees. Borrow some books from the library about forests and trees. Did you know that some very large trees actually support life forms which don't exist anywhere else but in one particular tree species? (These are mostly insects, birds and other small creatures.) Books about rainforests will provide additional information.

## GAMES

### Collect the Nuts

This is a sort of squirrel game that comes from the *Trees and Nature* JUMPSTART package. Divide your Beavers into two lines; pick a "Collector" for each line. Place a peanut (in the shell) in front of each player. If anyone has nut allergies, make sure you use something else in its place.

The "Collector" has a tin or box to put the nuts into, and stands at the end of the line. The first player picks up his nut and passes it to the next player, who passes both it and his own nut to the third player. The third player takes the two nuts, adds her own and passes them all to the fourth player. Continue like this down the line until the last player puts all the nuts in the "Collector's" box.

The "Collector" moves to the front of the line and gives all the nuts to the first player. The first player takes one nut and passes the rest to the second who also takes a nut and passes the rest on down the line. Continue until all players in the line each have a nut in front of them. Finish the game by giving a signal for the Beavers to eat their nuts.

### Follow the Leader

This old game can be played indoors or outdoors. It's a lot of fun for larger groups. Make sure you pick a leader who is a natural comic and likely to inject humour into the game.

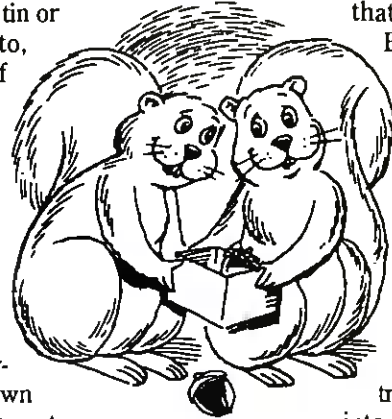
Players must line up behind the leader; allow an arm's length space between players. The leader starts to move around the play area followed by the other players who mimic her actions exactly. Make up as many funny walks as you can: walk in a squatting position, hop on one leg, pretend there is an obstacle in the way that you have to climb or jump over or through. Do anything that is within your Beavers' physical capabilities.

If you're playing in the snow outdoors, use an Inuit version of the game. Players must follow the leader's tracks in the snow. The leader should introduce some 'twists' into the tracks by stepping with feet very close together, feet very far apart, one foot turned in, the other out, and any other variations his imagination can conjure up.

### Korean Tug of War

This Korean Tug of War version *doesn't* require a rope. Start by matching two even-strength teams up behind their leaders. Players grasp their hands around the waist of the person in front. The team leaders link hands and the two teams try to pull each other over a dividing line drawn on the floor or ground.

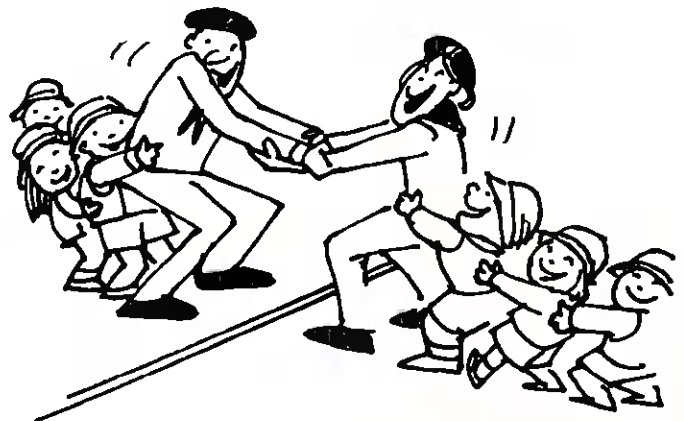
Enjoy the beauty of March! ❄️



### Follow the Leader



### Korean Tug of War



# Youth With DisABILITIES Have Many Abilities

by Ian Mitchell

**“W**E ALL HAVE OUR LIMITATIONS — OUR STRONG and weak points. We all fit somewhere on the scale of emotional, physical and mental capacity: higher than our neighbours in some areas, lower in others. It’s a sign of strength to admit our limitations, especially if we do our best, then accept help from others in those areas where we need it.”

This is plain common sense, but somehow this truth takes many years to grasp. It applies to both the Scouting youth and leaders.

Each person is unique because no one is perfect. Our own limitations tint the way we view the world and interpret the actions of others.

Some boys and girls face limits that are more acute (or obvious) than those faced by most other young people. Yet a child with a disability is first and foremost a boy or girl with many abilities.

Young people with disAbilities have the same basic needs, desires and

problems as other young people, except that in some instances, their needs, desires and problems are unique. Though their lives may be different than most other people, they can participate in their community and its activities as capabilities permit. They have a *right to belong*, to share, to live and to join Scouting and Guiding if they want.

The following activities will help create a broader awareness of the many different types of disAbilities found in your community. Most Scouters will have already used activities like wheelchair basketball or a blind-

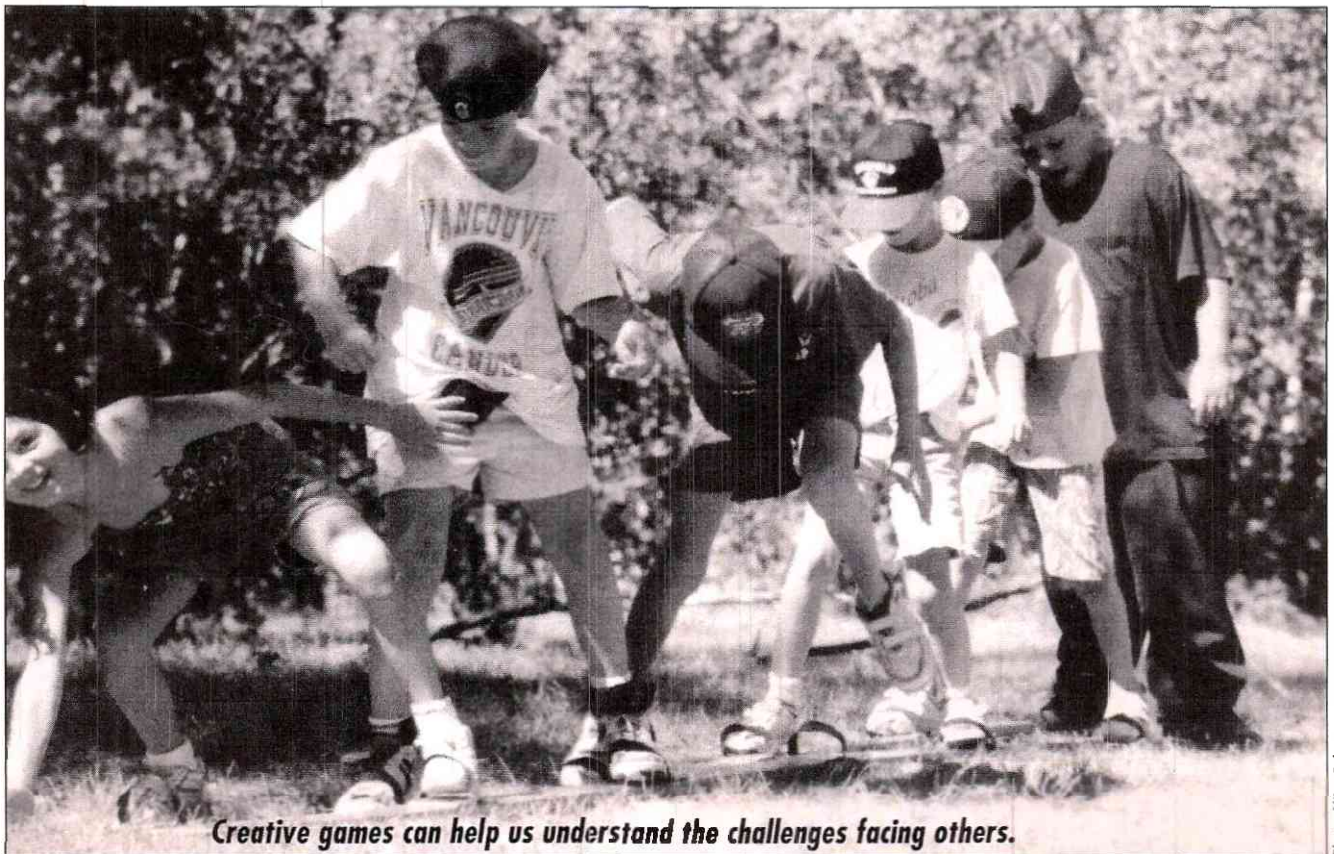
fold walk to raise the awareness of members to some of these disAbilities. The following ideas will certainly give Scouts and Venturers a greater appreciation of how some youth must adapt within our society. Use the activities at different stations, or individually, as lead-ups to guest speakers.

## Signature Guide

Sometimes blind people need to sign their names in a specific place. A signature guide is useful because it helps them stay within a set boundary.

To do this activity you’ll need lined paper, pencils, signature guides and blindfolds. Start by making a signature guide from a rectangle of cardboard (about 6 cm x 18 cm). In the middle of the card, cut a small rectangle two lines wide and about 10 cm long. (See diagram on opposite page.)

Give each person a lined paper and a pencil. Those who are pretending to be blind should wear a blindfold. They must ask a sighted person to place the



*Creative games can help us understand the challenges facing others.*

Photo: Mike Robson.

signature guide in the correct position that will allow them to sign their name on the line.

#### Discussion

How well did you do? What difficulties did you encounter? What are some situations when a blind person might need to use a signature guide? How did it feel having to depend on someone else for help?

#### Clumsiness Exercise

Many people are unable to move parts of their bodies because their muscles don't work. Other people can move all the parts of their bodies, but only with difficulty. Then, it usually takes them longer to complete an activity. Some people are able to do things but, because they are tired, their movements are clumsy and uncoordinated. This activity will help youth appreciate their abilities to move and feel objects.

Gather together several thick socks, paper and pencil, crayons, scissors, beads and other small objects. Ask your kids to put the socks over their hands. Now get each to complete a series of tasks, such as:

- writing,
- colouring,
- doing up shoe laces,
- stringing beads,
- turning pages in a book.

#### Discussion

How did you feel when you were doing this activity? What kinds of problems did you have? How could you overcome them?

#### Too Many Instructions!

When we give someone instructions how to do something, often our directions contain a number of steps which require the person to complete many small tasks in order to complete the final job. Someone who is mentally

challenged, or someone with a short attention span, may find it difficult to remember each of the necessary steps. This can cause frustration and confusion as the person tries to perform a task, but fails.

"Too Many Instructions" is an activity that will help youth understand

Now try the activity again reading only two items from the list at a time. Repeat the previous directions each time before adding the two new ones.

#### Discussion

How did you feel trying to remember everything at once? How would you



the feelings some people experience in this situation. All it requires is a list of directions.

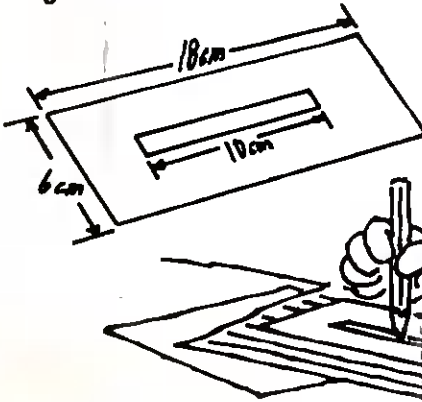
The first part of it involves reading out a list of ten or more directions. Read it through *only once*, then ask the youth to follow the whole list of directions in the correct order sequence.

#### Sample List

1. Stand up.
2. Put your hands on your shoulders.
3. Turn around.
4. Look at your toes.
5. Count to ten.
6. Jump on the spot seven times.
7. Shake your head.
8. Sit down.
9. Raise your right foot then put it back down again.
10. Look at your fingers.
11. Cross your right leg over your left leg.
12. Smile.

feel if every time someone told you to do something you had to follow that many directions? What happened when you were only given two new items at a time? If you wanted a person who was mentally challenged or had a short attention span to do something, how could you make it easier for him to follow your directions?


#### Signature Guide Construction



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## Confusing Images

Many people have difficulties keeping track of left and right, or up and down. Naturally, this can cause problems. For the activity you will need lined paper, pencils and small mirrors (10 cm x 10 cm).

Hand out the lined paper, a pencil and a mirror to each child. Have the Scouts or Venturers write their names on the lined paper while they are *looking in the mirror*. Each youth must hold the mirror so he can see what he's writing.

Now have each person draw a picture just by looking in the mirror. Give directions like these.

- Draw a boy.
- Draw a dog to the left of the boy.
- Add a sun above the dog.
- Add a tree to the right of the boy, etc.

### Discussion

Ask your group: Was it harder to write using the mirror? Why? Was it easier when you used two mirrors?

### Letter by Letter

Some people with learning disabilities have problems recognizing words or groups of words. They may have to focus on each letter separately. Not only does this slow reading down to a tedious pace, but it's also much harder to remember what has been read.

Gather large index cards with a very small hole in the centre. You'll also need cards with typed instructions. Give each Scout a card with a hole in it and a smaller typed card with one of the instructions given below. Ask her to read the directions by moving the card with the

**Everyone  
has  
something  
valuable to  
contribute.**



Photo: A. Macarney

hole over the instructions so she sees only one letter at a time. Tell her to do what the instructions indicate when she has finished reading.

### Sample Instructions

1. Stand up and turn around.
2. Wave to your best friend.
3. Smile at a person next to you.
4. Turn around four times.
5. Pretend you are picking flowers.
6. Pretend you are playing baseball.
7. Tie your shoelaces.
8. Sit on another chair.
9. Pretend you are leading an orchestra.

### Discussion

How was your reading? (Slow, fluent, fast?) How long do you think it would take you to read a whole page or book this way? Was it fun or tedious? Just think how frustrating it is for those with

this difficulty, especially if people make fun of them.

Activities like these will give your group a much better understanding of the challenges faced by many Canadians every day. Don't cut the discussion times short. In many cases this is where the long-term learning and appreciation of others will occur. Let everyone contribute an idea or feeling experienced during the activity.

End the evening with your Scouts or Venturers talking about how their own thinking has changed because of the activities. Make sure everyone realizes that just because someone is slower or less coordinated, doesn't mean the person is stupid or less important. λ

— This article was created with files from "Youth with disabilities - A Leader's Resource". This publication is available through local council offices.

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# Raise the Curtain on a Puppet Theatre Night

by Ross Francis

**H**AVE YOU BEEN LOOKING for some fantastic program ideas to cover a few weeks?

Try turning your Beaver colony into a puppet theatre production crew. First, get your Beavers making the set, then create hand puppets. Finish by performing a short skit, song or play. You might even act out various parts from *Friends of the Forest*.

Devote the first evening to building the actual theatre and set. You will need the largest box or cardboard carton that you can find. Ask a department store for a box from a television, dresser, fridge or stove. The bigger the box the better as it will allow more Beavers "on stage" at any one time.

You'll also need one small paper lunch bag for each Beaver and lots of decorating material and accessories: construction paper, cotton balls, crayons, wool, scissors, glue. When the puppets look presentable, work on the set.

### Theatre Construction

Lie your box or carton on its side and cut it in half lengthwise. Now you will have two sets. Why not give the second one to another Beaver colony? You could plan a joint puppet theatre night.

Start by measuring a large rectangular hole on the front of the box 10-14 cm in from the edges; then cut it out. The 10-14 cm border will add to the structural strength of your theatre.

If you decide to use *Friends of the Forest* as your setting, simply draw your scene on the box before cutting. Draw the Jones' family cottage on the upper left corner of the box on one side of the pond and the beaver lodge on the other side of the pond in the lower right corner. Then cut out the large pond area for your acting area. (See diagram) Make sure you leave lots of room for your puppets to move around.

Cut windows and doors in the cottage on three of the four sides so they will open and close. You may also wish

to do the same for the beaver lodge to help your Beavers pretend that there is someone inside.

Once you have the drawing done and the pond area cut out, the Beavers can begin colouring and painting the border, the Jones' family cottage and the beaver lodge. Help them cut trees, clouds, the sun and other scenes from construction paper to place around the theatre. These items can also be glued or taped onto sticks so the Beavers can move the birds, clouds and sun through the air above and behind other characters.

### Puppet-Building Time

With the theatre complete, Beavers can make their own puppets. If they have chosen *Friends of the Forest* as their set, they should have puppets for Brown Beaver, Tic Tac, Hawkeye, Rainbow, Bubbles, Rusty, Keeo, Malak, the twin beavers, and possibly other characters such as Cubs, Akela and Baden-Powell.

To make lunch bag hand puppets, Beavers should place an empty lunch bag on the table in front of them with the folded bottom facing up and the open end of the bag nearest them. They are now ready to draw the face on the bottom of the bag so when they place their hands inside they can open and close the folded over bottom — the mouth. (See diagram)

If your older Beavers want to make a different type of puppet, give them old socks, needles and thread, thimbles, and cloth patches. In no time at all they will have created a figure of their own — perhaps a dragon, moose or eagle. Help them make antlers, camel humps and forked tongues.

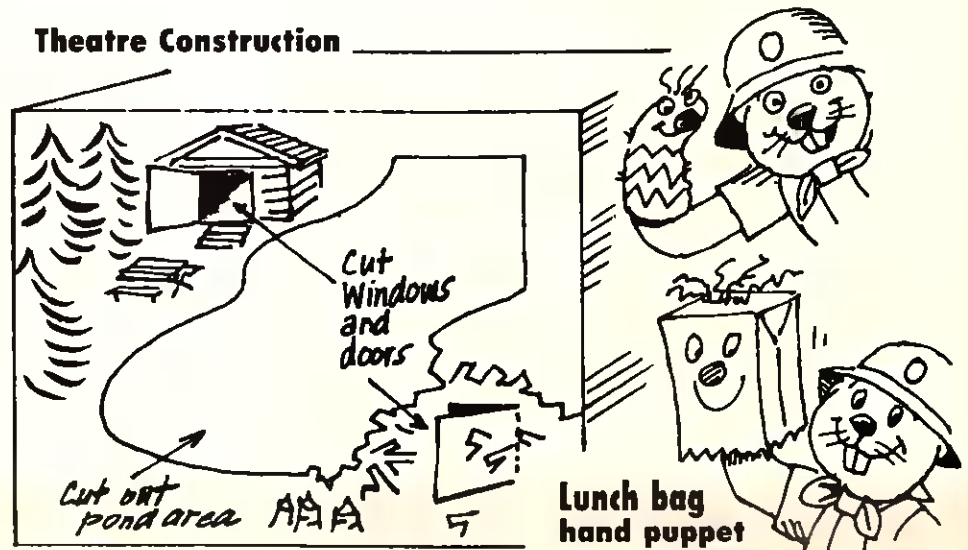
### High-Culture Theatre

Next comes the actual theatre production. Get everyone involved in thinking up the story plot. If some older Beavers are able to read, give them short, easy scripts to recite at the appropriate times. An adult should work with the child so the words are very familiar when show-time arrives. Younger Beavers could be helped with their parts or they can operate the clouds, sun and lightning.

Now that you have a cardboard box theatre, use it frequently throughout the year. Change the puppets, script and plot to reflect different program themes. Puppets are an excellent way to get a home safety message across to children. It is also an excellent storytelling tool for Beaver leaders to use for special occasions.

Make sure you invite parents and families for your production. Make it a fun evening for all. Then... let the show begin! ^

### Theatre Construction



# Pitch-In Week

## Scouting for a Cleaner Future

by Valerie Thorn

Every year thousands of enthusiastic Beavers, Cubs, Scouts, Venturers and Rovers demonstrate Scouting's commitment to the environment by participating in Pitch-In Canada's annual week-long campaign to clean up the world.

Held each spring across Canada, Pitch-In Week (May 5-11) encourages groups to undertake local projects to clean up, conserve or improve the environment. In some areas, specially imprinted garbage bags are made available to help in the campaign.

Pitch-In Canada is a national, non-profit organization with environmental education and improvement programs that emphasize litter control and recycling.

Registering for the Pitch-In Canada Week campaign this year is easier than ever for busy Scouters. Just visit our web site on the Internet. Click on [www.pitch-in.ca](http://www.pitch-in.ca) to register your project, then browse the site for information about environmental activities, ideas and information. (Of course, you can still also write to us at Pitch-In Canada, Box 45011, Ocean Park R.P.O., White Rock, BC, V4B 2X1, or fax (604) 535-4653 to obtain a project registration form.)

The outdoors and a clean environment are important highlights of Scouting programs. Beavers promise to "help take care of the world", while Cubs and Scouts can earn

several badges (including the *World Conservation Badge*) which recognize outdoor skills and knowledge. Senior sections too focus their programs in the outdoors. Scouters in all sections can build a Pitch-In project into their outdoor activities.

### Cub Programs

The Pitch-In Week campaign has many natural links to the Cub program with its emphasis on outdoor knowledge and skills, and doing a good turn. Participating in a community service project, such as a clean-up/beautification project, is one of the requirements for the

*Purple Star*. The *World Conservation Badge* encourages Cubs to learn about their role in habitat and wildlife conservation through various activities, including cleaning a waterway or removing trash.

## Scouting in the clean outdoors.

*You can't beat it!*

Why not run a clean-up/beautification project while out on a hike (*Hiking Badge* and *Green Star*), while visiting a wilderness or conservation area (*Black Star* and *World Conservation Badge*), or during a winter camp, hike or outdoor meeting (*Winter Cubbing Badge*)? Sort all the debris you collect into recyclable and non-recyclable materials, then deal with the material as appropriate (*Recycling Badge*). Some Cubs might want to make a poster publicizing "Clean Up the World Week" (first week in May) — a *Tawny Star* requirement.

*Cleaning up  
a wilderness  
trail would  
make a great  
linking event.*



Photo: Ivan Gillespie

## Planning Your Project

Ask Cubs to identify a suitable site for a clean-up or beautification project in your community. They might choose a,

- local park
- stream
- ravine
- recreation ground
- cemetery
- vacant lot
- wildlife area
- school yard.



The Sixers' Council could discuss the many suggestions and choose a location. Next, leaders might help members draw up a plan. Cubs should list what equipment they will need, safety rules and necessary special preparations. The resources section of Pitch-In Canada's web site provides more information about litter and its environmental impact, and outlines some safety rules for a clean-up project.

Contact local authorities and businesses as required to obtain permission, arrange for debris pick-up, and obtain trees and shrubs for planting.

Be sure to tell local media about your project. Tell them who, where, when, why, doing what and how. Don't forget to invite them to see your pack "in action."

## Beavers

As part of a theme evening called "Helping to Take Care of the World," ask Beavers what springs to mind when we say the word "litter." Why is litter bad for people, animals and the environment? When we throw our candy wrappers, chip bags, pop bottles and sandwich wrap away and not in garbage cans, where is "away"? Can they identify it? What can we do if there is no garbage can nearby? Can your Beavers name any places locally that are littered? (Be ready with suggestions.) Plan a clean-up of the area with your Beavers. Discuss proper clothing to wear (including plastic or garden gloves) and safety rules.

During the clean-up, discuss what the youth are finding, how it may have got there and what could have been done by a person to prevent it from becoming litter in the first place. Emphasize personal responsibility for their environment. Enjoy a mug-up after the project. It's always a good way to say "thank you" to Beavers for a job well done. As well, it will give them an informal chance to talk about the experience with each other — another opportunity to reinforce the message.

Contact local authorities and/or businesses if needed, to obtain permission for the clean-up.

Here are some additional activities to get Beavers in the right frame of mind.

### Picture This

Have Beavers each draw and colour two pictures: one showing the littered place, and another illustrating what he or she is going to do about it.

### Garbage Can Relay Game

For this game you will need: scrap paper or common litter items such as candy wrappers and chip bags (one piece per Beaver), and garbage cans (one per team or lodge). Give children several pieces of litter. Each Beaver runs up to the garbage can, throws one piece of litter in and runs back to tag the next Beaver.

Older Beavers might want this game transformed into a garbage can litter toss, where they race up to a line several meters from the can and toss the litter at it.

## Scouts, Venturers, Rovers

Youth in older Scouting sections are well aware of environmental degradation problems through their extensive outdoor programs. Litter clean-ups can improve the wildlife habitat and visual appearance of such places. Why not ask youth in these older sections to identify a recreation or wilderness area that would benefit from a Pitch-In project. Help them plan and carry it out. Don't overlook obtaining necessary permissions, additional volunteers, equipment and supplies.

Be sure to register your project, and don't forget to get the local media involved in some capacity.

## Clean-Up Crests

Pitch-In Canada crests are a great way not only to recognize participation in environmental projects, but also to say "thanks" to everyone who takes part. The crests include a three-coloured Pitch-In Canada crest and three triangular crests — one each for recycling, composting, and litter clean-up. New for 1997 will be a colourful "Clean Up the World" crest. For more information, call or write us or see our web site.

Here's to a more beautiful Canada! ^

### Program Links

Cubs: Recycling Badge, World Conservation Badge, Canadian Wilderness Award, Hiking Badge, Black Star, Green Star, Purple Star, Winter Cubbing Badge  
Scouts: World Conservation Badge  
Venturers: World Conservation Award

— Valerie Thom is Program Manager of Pitch-In Canada.

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## RUFFAGE IS GOOD FOR YOU

Recently, Beavers from the 2nd Kemptville Colony, ON, visited a nearby agricultural college to see how farm animals lived. One of the chores they experienced involved giving several animals a snack. No professor was able to provide an adequate explanation to young wondering minds why a black cow can eat brown hay and drink clear water, then give white milk.

The mystery continues!

Photo: Mary Cooke.



## MUSHING THROUGH THE SNOW

Red Lake Cubs from Ontario went for a two-day dog sled trip over nearby frozen lakes and land portages. The weather was terrific. At the end of the first day, the pack 'camped' in trappers cabins and feasted on chili, homemade buns and moose meat. Next day, before setting out in the sleds again, everyone experienced ice fishing and snowshoeing. Thanks to Edith Labine. Photo: Gail Green.

## OFF FOR A VIKING ADVENTURE!

Beavers from the 2nd Halifax Colony in Nova Scotia enjoyed a Nordic theme evening that included shield and boat-building, active games, and singing. As a gathering activity, each child made a Viking hat using red (rim) and brown (horns) construction paper. "We finished off the evening by tasting a delicious Greenland iceberg," said Scouter Vaile Mowat. "Some thought it had an ice cream flavour." (If you're looking for some excellent Viking ideas, see the January '96 Leader and an Eyewitness Book from Stoddart called *Viking*.)






**Try a Spring Bike Hike** Scouts from the 13th SW Ismaili Troop in Burnaby, BC, took off on a spring bike hike. Before leaving home they checked their road gear, honed map-reading skills and reviewed safe driving procedures. Despite the rainy weather, it was a terrific day. Photo: Jaff Valiani.





**Light 'em Up** Cubs Skylar Albrecht and Daniel Gore 'burn' with excitement after successfully starting a fire at Camp Bing in British Columbia. The two were part of a larger group consisting of 53 Cubs and 52 Beavers taking part in a skills-oriented weekend camp. Photo: Sam Albrecht.

## Klondike Hike Challenge

Saskatoon's Jason Greer struggles to cross an imaginary gorge with his loaded toboggan during the annual Klondike Hike in Regina, SK. Each year, Scouts and Venturers from around the province test their outdoor skills against others at 10 stations. When they reach the 'gorge', teams must get six group members and a sled across a single rope bridge tied between two trees in less than 15 minutes. A real feat! Thanks to Jean Thomas. Photo: Roy Antal/The Leader-Post. 







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# Planning Ahead Reduces Risks

by Ross Francis

**E**very outing involves risks. Let's look at ways to identify, prevent and manage injury.

One way to minimize problems is to try to anticipate all hazards before they occur. Knowing the risks will help everyone take steps to avoid a preventable accident. You may also plan program ideas (e.g. first aid training) around this activity night, with a 'graduating' hike at the end.

Think about the following questions. Start by writing down a complete description of the proposed outing, then present the outline to your Cubs. Get them to answer each question, taking time to examine possible hazards, avoidance techniques, possible injuries, as well as their treatment and materials required. Ask a youth member to take notes.

Here are the questions:

- Where are we going?
- How long will we be out?
- Is it an overnight trip?
- How many youth will come?
- How old are they?
- How experienced are they?
- How many leaders will be going?
- Does somebody have first aid training?
- What special conditions will we face?
- Where is the nearest hospital?
- What problems could we encounter?
- Are we skilled and equipped well enough to deal with them?
- How far will we be going?
- How will we be travelling?
- Do we know the important medical history of each youth and leader, including medicare number?
- How far is the nearest phone?

we include in the leader's pack? What is our emergency plan? Do all leaders know it? Is it written down in the leader's pack complete with phone numbers, medical information and other important data?

Once your Cubs have completed this exercise, purchase a fanny pack or small day pack for the leader to carry. Each youth should (a) help identify what should be included in it, (b) understand the uses of each item, and (c) carefully fill the pack.

Be sure to store the contents in some sort of waterproof container. Don't forget to identify items with expiry dates so you can replace them when needed. Include a list of all items, and a reminder to replace any items used after each outing.

When presented properly this activity will make Cubs more aware of possible dangerous situations that may arise during an outing. Awareness will help them avoid the risks and prepare for unavoidable injuries.  $\lambda$

## Planning Reduces Risk

Your last questions should involve emergency-related plans. What should

**the leader**

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Photo: Paul Ritchie

*Winter offers many opportunities for adventure and accidents. Badge work can focus on ways to reduce the risks.*

# Identify Your Real Camping Equipment Needs

by Ross Francis

**"I joined Scouting to go camping and to get outside."**

When we ask youth why they joined Scouting, this is their typical response. Camping and the outdoors has an irresistible appeal to young people. Perhaps it's the freedom, fresh air and exciting scent of adventure in the wind. But camping requires preparation and at least "fair quality" equipment to ensure that Cubs, Scouts, Venturers and their leaders have a safe, enjoyable experience.

If a youth's first camping trip is uncomfortable and miserable the odds are high that he won't want to try it again — at least not in the near future. The success or failure of an outing can depend on the quality of your equipment, as well as its proper care and maintenance.

## Do You Need the Best?

When purchasing camping equipment, you can spend as much as you want (like most other things today). Recognizing that, in many cases, dollars may be limited and hard to get, leaders should seek to ensure a quality experience without breaking the group budget.

Before setting out with your Scouts for the local camping store, make a list of some questions to help determine your needs. Ask the youth what questions are most important. Let the group categorize them. The following should be on your list:

- How often will we use this equipment?
- Will it be for summer use only, or will we use it for three or four seasons per year?
- Do we need this equipment for car camping, canoe tripping, winter camping, backpacking, etc?

- What type of weather and temperature can we expect?
- How much are we willing to spend?
- Are there any other less expensive sources of camping equipment (e.g. borrowing)?

## The Right Place

Choosing where you will buy the equipment is also very important. Look for an established store carrying products with manufacturer warranties, and having knowledgeable, professional sales staff. Scout Shops provide a convenient, one-stop camping location for just about all your outdoor needs. What they don't have in stock is readily available through their catalogue.

Youth join Scouting to experience more outdoor exhilaration. No Scout ever left the Movement saying, "Ah, we spent too much time hiking, camping and canoeing."

Good equipment can make that time more comfortable and fun.λ

**Choose the outdoor equipment that suits your needs best.**



Photo: Wayne Barrett

# Volunteer Recruitment and Development Involves You

by Bryon Milliere

**W**hat stage are you at in the Volunteer Recruitment and Development (VRAD) process? Are you involved with others as they work through it?

The VRAD process describes steps adult volunteers take as they move through Scouting from the time they are first recruited, to their eventual departure. After receiving their Scouting orientation, they begin the annual volunteer cycle: appointment, operation (i.e. performing roles), evaluation, recognition for contribution, and finally, decision about continued involvement.

## Selective Recruitment

Finding the right person for a role may take longer than some of the common short-cut recruiting techniques, such as blackmail (e.g. "Your child can't join unless you become a leader"). However, the problems created by a poor selection may become very time consuming.

Attitude. That's the one factor most difficult to change in a potential recruit. Knowledge and skills can be taught or developed easiest among willing learners. The National Volunteer Services Committee is developing additional resources to guide recruiters when selecting new Scouters.

## Orienting and Contracting

New volunteers receive orientation from their recruiters, peers and designated coaches. This should include informal and formal orientation sessions. Helpful video and print materials such as JUMPSTART are also available.

## Appointment

*Bylaw, Policies and Procedures* provides direction on the responsibility for recommending and making appointments to various Scouting positions. Most appointments are for the balance of a Scouting year, while others follow the council year.

## Operation

Once recruited properly, volunteers generally want to taste success. But the recent Cub Review identified poor program delivery as a common reason youth give for dropping out. This finding caused Scouts Canada to introduce the VRAD as a means to draw attention to the steps that contribute to program success. Properly recruited volunteers are more receptive to coaching and training.

## Service, Support and Training

Training approaches have become flexible. The next shift will be towards what is called Competency Based Training (CBT). CBT emphasizes learning needs; it encourages any means that helps build necessary skills and knowledge. It will put greater emphasis on coaching from Service Scouters and peers. Learners will then be recognized for their abilities, and not attendance at courses.

## Appraisal or Evaluation

How are you doing in your role? Completing checklists and listening to feedback from others can give you a sense of your success and need for further training. Seek out this feedback from those who want to help you succeed.

## Renewal, Reassignment, or Retirement

Each year you should consider whether you want to continue in your present role, try something else, or retire from Scouting. Your level of enthusiasm for your role will have a direct impact on your success — particularly in program positions.

Watch for new resources being developed to support the Volunteer Recruitment and Development process. Your success as a volunteer means that Scouting will achieve its Mission with young people. That's what VRAD is all about.

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# Ramblings to Jordan

by Rosie Patch

**A**S PART OF THE PROPOSED ROVER PROGRAM, the Rambler Badge will be kept to recognize those who, while travelling abroad, take the time to explore Scouting in other countries. Following is an excerpt from one Rover's adventure to a far-off land. Listen to what she learned.

This abbreviated account illustrates the intent behind the Rambler Badge: adventure, learning and gaining a greater appreciation of other Scouting youth around the world. Rosie clearly experienced all of these in her latest travels.

Prince Edward Island's Scouting program stretched six time zones to Jordan last July, carrying me with it. In the Middle East I was the object of a mountain rescuc in Wadi Rum, then 394 metres below sea level, I lowered PEI's provincial flag in the Dead Sea; finally, I got to see a desert patrol moving across the sand.

My name is Rosie Patch. I'm an 18-year-old Rover whose passion for adventure and exploring different cultures has been rewarded through Scouting. Along with Sharon Cregier, advisor of the Montague Venturers, I spent three weeks exploring all parts of the Hashemite Kingdom of Jordan.

We arrived in mid-afternoon at a boys-only Scout camp near Jerash, just as the youth and leaders were waiting out the hottest part of the day.

At camp, Jordanian Scouts learn crafts: everything from knot-tying to ceramic pottery-making. They also get basic military training so they may help in a crisis situation.

Scouting in Jordan is a very structured organization, 100% funded by the state. The Scouts were intrigued by our wilderness camping, because they don't have the opportunity to be in anything less than very secure situations. Jordanian Scouts *don't* cook their own meals or put up their own tents. They learn to work as disciplined groups.

Her Royal Highness Princess Rhama, who is in charge of overseeing all pro-

grams affecting young people (including Scouting and Guiding), told me that youth get a great deal of attention in Jordan.

Why?

Young people under the age of fifteen make up half of the country's population. According to Princess Rhama, it's necessary to create programs where they get practice working together.

Peace. In Jordan everything emphasizes it. Jordanians believe that when friendships are established between people in different countries, they are moving towards peace. Whether these exchanges come through Scout exchanges or other programs, it's vital to make connections between cultures.

Peace, understanding, brotherhood. These are excellent ideals for us all to strive for whether we come from Canada or a land far away.  $\wedge$

*Every Rover should learn about the challenges of staying on a Jordanian camel.*



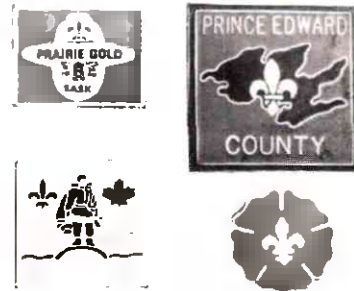
Photo: Thanks to Sharon Cregier

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# Meetings: Can't Live With 'em, Can't Live Without 'em

by Rob Stewart

**“W**E HELD OUR MONTHLY MEETING LAST NIGHT and you wouldn't believe what happened,” a Scouter friend said recently. “We approved the annual budget for the council in about five minutes. Then we spent the next hour discussing how to mail letters from the office at a potential saving of only pennies. I was so frustrated by the time we finally finished that I wanted to scream,” he said shaking his head with disgust. “We always spend too much time on insignificant items.”

If you share this person's concern, you're not alone. We've all sat through meetings which got bogged down on topics which didn't have much importance.

But there is good news! We have strategies and plans to alleviate this problem. Like everything else these days, you need a plan. Even an event-planning meeting needs a plan of its own.

We're all busy. Few people have the time (or interest) to devote to unnecessary meetings. A well-planned and -managed meeting can help you accomplish your goals, get/give information, and actually leave you feeling that you spent your time wisely.

## Starting Points

The first question to ask should be, “What is the purpose of this meeting?” If the only reason you're conducting a meeting is because it's on the monthly planner, cancel it until you have an important topic to discuss.

A critical element in all successful meetings involves circulating the notice and agenda well in advance of the gathering. The agenda will tell participants what the meeting will focus on, and if they need to do any extra research, to be a constructive participant. Another important point: stick to the agenda.

Successful Chairs will often assign a time period for each agenda item. When the time is almost complete, the Chair will start bringing closure to the item.

The following points will sketch out the key elements required for conducting successful meetings.

## Key Committee Roles

### Chair/Convener

- establishes the meeting objective and plans,
- responsible for the overall direction of the meeting.

### Secretary/Recorder

- responsible for keeping track of vital information,
- makes sure information is accurate,
- distributes minutes to participants.

### Participants

- individuals with the attitude, skills and knowledge to get the job done,
- responsible for generating ideas, making decisions, and implementing action plans.

## Preparing for the Meeting

### Chair/Convener

- schedules the meeting,
- reviews agenda and action plans from previous meeting,
- prepares agenda,
- clarifies the participants' roles and responsibilities,
- organizes logistics.

### Secretary/Recorder

- reviews current agenda and action plans from previous meeting,
- completes any necessary preparation (copies of reports, etc.).

### Participants

- reviews current agenda and action plans from previous meeting,
- completes necessary preparations.

## Conducting the Meeting

### Chair/Convener

- starts the meeting on time (vital!).

- establishes ground rules,
- keeps everyone focused on the same issue,
- ensures participation from everyone,
- follows the agenda (vital!),
- monitors time spent on each agenda item,
- deals with problem participants,
- summarizes key decisions and actions.

### Secretary/Recorder

- captures ideas without personal edits or paraphrasing,
- ensures appropriate information has been recorded,
- helps the Chair keep track of information,
- produces the meeting minutes.

### Participant

- confirms attendance,
- attends the meeting on time,
- keeps an open mind and avoids premature judgements,
- helps eliminate distractions and encourages active involvement,
- shares useful ideas,
- supports established ground rules,

## It's Time to Close the Meeting When...

- you've met the meeting objective(s),
- additional data is needed before you can make progress,
- you need to involve others in final decisions,
- a sub-group or task force can resolve the issue more effectively,
- the closing time indicated on the agenda has arrived.

## Don't Miss This!

“Honey I'll be home at 9:30 because the meeting will finish at 9:00.”

How many times have you said this? Instead, you get home at 11:00. The reason: you spent an extra hour and a half discussing something that should have taken mere minutes.

If meetings are eating up too much of your time, plan them better. You'll be surprised at the difference it'll make. Then you'll have to plan what you're going to do with all your *extra* time!

## SCOUTER'S 5

### The Great Escape: An Easter Parable

At the age of fourteen I was a very self-conscious teenager. Every part of my awkward body seemed mis-shapen and mis-fit. In an attempt to correct some part of this seeming deformity (erupting skin) I used a sunlamp our family owned.

Thinking that a little would do some good, I decided a lot of the lamp's rays would be even more beneficial. The warm, soothing rays of the lamp felt good on my nearly bare body. I fell asleep and awoke lobster-red.

The pain I felt was minimal at first until it was recognized that I had indeed done some serious damage to my body in the form of burns. I needed medical attention, not only that day but for many days to come. Those in my family who had to change my head-to-foot bandages every day became impatient with the repetitive routine. I was a sorry mess!

### Lasting Significance

For the rest of my life I'll remember the very first trip out of the house after almost a week confined to bed. With some friends, I went to an Easter Sunday morning sunrise service.

The parallel to Easter has never escaped my mind: that I, burned and bandaged, should be able to find in that Easter event a whole new life and love! My body was not instantly healed, but my spirit was indeed alivened so that I could see my foolish ways, live with my burden of pain, and yet rejoice in what Christ had done for me.

We all make mistakes. We pay dearly for some; for others, even close friends don't notice.

*continued...*

Scouter's 5 Minutes, p.777

March '97

## SONGS

March is a good time for preparing songs for spring camping and canoeing trips. Following are two songs by Akela Fred Bosma of the 4th Cedar Hill Group, Greater Victoria Region, BC, and two rap songs by Darrel Mitchell of Alberta's 1st Lac La Biche Troop.

### Retirement Song

*(Tune: Auld Lang Syne)*

Lest old Akela be forgot  
This song we shall recall,  
His shadow tall has now grown small,  
Retirement doth call.

His leadership, his standard set,  
We never shall forget,  
Though now he may not wish to steer,  
He shall not disappear.

For old Akela will not fall,  
We'll still hear him in the hall,  
His rocking chair is over there,  
With his comforter and shawl.

Now old Baloo and Shere Khan too,  
The pack will miss you too,  
Though you we lose, we soon will choose,  
New leaders to abuse.

### Beaver Linking Song

Here's a great linking song to share with your Beavers. Sing it to *The Gilwell Tune*.

Songs, p.111

March '97

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# the leader

I used to be a Beaver,  
 A White Tail Beaver true,  
 But I'm too old for Beavers,  
 So this is what I'll do.  
 I'll go and join the Wolf Cubs,  
 'Cause Cubbing looks like fun,  
 I'll stay in Scouts as long as, I'm young.  
 Happy Cubbing, happy Cubs,  
 I'll stay in Scouts as long as I, am young!

**The Scout Law**

A Scout is a helpful kind of guy,  
 He'll lend you a hand and never ask why,  
 He's a trustworthy kid you can bet on that,  
 Kind and cheerful and never leaves you flat.  
 A considerate lot — these kids called Scouts,  
 When you want quiet, they'll never shout,  
 A Scout is clean from his head to his feet,  
 Feels so proud when he looks so neat,  
 He does his best to make good choices,  
 And is wise in the use of all his resources.

**The Scout Promise**

I learned my Promise when I became a Scout,  
 I promised to do my best and that's no doubt,  
 Whatever I do I give my best shot,  
 Where I finish really matters not,  
 To love and serve God and all He created,  
 To do right in His eyes and the Bible stated,  
 We honour our Queen, country  
 and follow our Law,  
 We do these things for a great cause,  
 To show respect and help our fellow man,  
 To bring out the best in people  
 whenever we can,  
 If in my life, hard luck I should draw,  
 I still pledge to live by the Scout Law.

Songs, p.112

Christ went to the cross in order that our foolishness might not be condemning but rather a point of turning around or learning. His sacrifice makes it possible that, despite our many mistakes, we can gain new life to live again.

**Easter's True Message**

No matter what our age or stage of being, we are a loved and wonderful people. Christ rose from the grave to demonstrate that love; we are called to rejoice in the incredible gift and message from God.

May you this Easter celebrate the risen Christ, not as a magical bunny, but rather as the Saviour Christ truly is. May the Son rise to meet you and so brighten your life that all burdens seem lighter; then, joy will be yours in abundance.

Christ has died. Christ is risen. Christ will come again!

— Doug Powell, Nepean, ON.

Scouter's 5 Minutes, p.778



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# Expectations Fulfilled

by Ben Kruser

**O**CCASIONALLY, I ENTER LONG DISTANCE running races. People have many reasons for signing up for a race. Some people are truly competitive; besides, running after another athlete is far safer than chasing cars! Others run for a sense of personal accomplishment. Still others run for the social joy of participating in a mass event.

What are my reasons?

I run for the clothing — but not just *any* clothing. Before I enter, I check out the race T-shirt. It must be worth the effort. There's nothing worse than running your guts out only to be given a dull T-shirt that you wouldn't wash your car with. If I'm going to pay my fee and put in the effort, I want a T-shirt that can be worn in respectable company.

## Expectancy Theory Basics

A road race typifies the elements of workplace motivation called "the Expectancy Theory." When people take on a job, they expect:

- to succeed
- to achieve a reward
- the reward will have significant value.

Scouters are no different. Since this theory works on a multiplicative principle, when one factor equals zero, the other factors cancel out. For instance, if a person has no real chance at succeeding in the task, he'll become resentful even if the rewards are great. This happens when leaders are not properly supported in their jobs. The positive aspects of a future reward doesn't matter if you're floundering. As well, putting in the effort for a reward and then being forgotten is also very de-motivating. Most disappointed leaders will say that they joined Scouting to do a good job, but having expected some form of recognition, left when no one said "thanks."

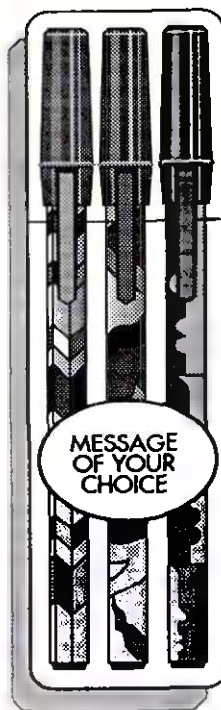
It's equally de-motivating if, after succeeding in the program and being recognized for the effort, the reward given is so mediocre that it leaves the leader wondering if anyone really valued the effort.

The opposite is true, too. If you increase the value of one factor, it greatly increases the overall sum of the total experience. Leaders who get real help to succeed value the leadership experience more. Receiving a meaningful, though not necessarily expensive, reward makes being a leader worthwhile.

## We Thrive on Recognition

Most Scout Shops carry a wide selection of reward and recognition items. These are often both practical and convey a sense of value to the person. Why not arrange a personal note of thanks from the youth and present it along with a Scouts Canada Swiss Army Knife or Minimag Flashlight gift? Also available are fine plaques and other fine items.

This year, plan to recognize those volunteers who have made a difference. They're indispensable. *λ*



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# We Need More Values

## "If it ain't broke, don't fix it!"

These are words Scouts Canada should consider closely. Baden-Powell's Scout Law, Promise and program in general have all been changed too much. His moral standards don't match those of the average youth today, and so B.-P.'s standards have been watered down to attract more people.

Don't get me wrong. I'm not many decades old and strongly against change. I'm a youth with fourteen years in Scouting.

In recent years I've noticed some pretty disturbing activities. I've been to Scout camps where I've seen drug deals, and Venturers using LSD and other narcotics. I've seen Venturers who have sneaked into the nearest town and returned with stolen goods in their pockets, with the smell of alcohol on their breath.

At the World Jamboree in Holland, my troop's campsite entrance was vandalized. Nearby, a British Scout was pushed to the ground by two other Scouts and robbed of his necker. My leader and I had crests ripped off our Scout blankets while we were wearing them.

Whatever happened to the Scouting spirit?

As Scouting members, it is our duty to show B.-P. the honour he showed us. He searched far and wide to find the best values in many different cultures, then combined

them into one 10-point Law — a Law that would make a better person of anyone who followed it. Its two most important values involve trust and honour.

Baden-Powell himself wrote to Scouts everywhere about this: "I know I can trust you to do everything you possibly can to keep your Scout Promise."

Sure, if Scouting in Canada became more purist, membership would likely decrease. However, a dozen shiny apples are much more appealing than a truck load of rotten ones.

Perhaps it's time we returned to our roots.

— *Chris Wilson, Uxbridge, ON.*

## Leader Magazine Is a Royal Hit!

Last year one of our Venturers, Rosie Patch, from the 1st Montague RCMP Company in PEI, visited Jordan. She toured all over the country and made many Jordanian Scouting friends. During the trip, one of the most popular giveaways was *Leader* magazine back issues. Everyone, including Her Royal Highness, The Princess Basma, was really glad to receive a copy. Perhaps Her Royal Highness will use some of the games and fundraising ideas in the *Leader* for charities she supports.

— *Sharon Cregier, Charlottetown, PEI.*

## Editor's Note

Read about Rosie's trip in the *Rover* column, p.33.

## Is It Worth the Time?

Recently I spent a little extra time with Scouts in our troop helping them with badge work. Actually, all I did was point them in the right direction. I encouraged them to read their *Fieldbook*.

Though youth generally don't like reading, when I told them that many of the answers to their questions were found in the *Fieldbook*, suddenly they became interested. I encouraged them to explore the pages on their own.

After the next meeting about half the troop stayed behind to explain what they had learned during the week. I was overwhelmed. After spending a half-hour with only a few and knowing I would never get through seeing everyone, I asked those remaining to write down their name, date and badge requirement on a piece of paper. I would review their work and write my initials on the page if I recognized their achievement.

During December, 14 Scouts earned 512 badge requirements and 34 challenge badges!

Trying to gauge my effectiveness, I asked one youth: "How much did I help you today?"

"Lots," he said, smiling. "You helped me with 10 or 12 badge requirements."

Surprised at his answer, I explained that he himself had done everything; my contribution was very minor — just checking his work. He beamed from ear to ear when realizing what he had accomplished. That moment paid me back for every extra minute I ever spent with my troop.

— *Dennis Misener, 1st Inuvik Troop, NWT*

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Together, Coleman and Scouts Canada are bringing these outdoor camping items to you at great low prices! From lanterns to canoes, you'll find everything you need to pack your sacks and head for the hills. When it comes to the best, you can count on Coleman.



Ask for these and other fine products at Scout Shops coast to coast!

