

the leader

APRIL 1999

VOLUME 29 NO. 8



WHEELS AND BIKES • BAD APPLES AND B.-P. • SELF-ESTEEM

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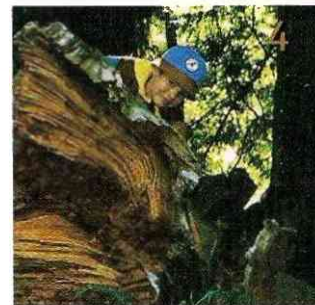
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Cover photograph:
1st Prize Winner, Dennis Power



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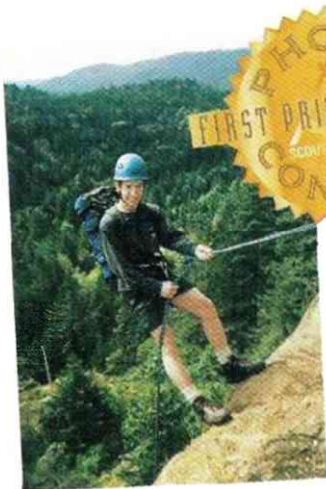
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First prize winner

Photo: Dennis Power (Victoria, BC).

Second prize winner

Five sword-waving pirate-Beavers from the 6th Corner Brook Colony, NF, crowed loudly atop their crow's nest at camp. Together they shared their love of shrieking and running at their pirate theme camp.

Photo: Tom Moulton



Scouting Extra



Third prize winner

With an excited flurry of wings, this mallard duck headed for a nearby wetland to get over the fright of being banded. The activity proved an excellent project for Scouts. Photo: Bryan Feagan (Orleans, ON)

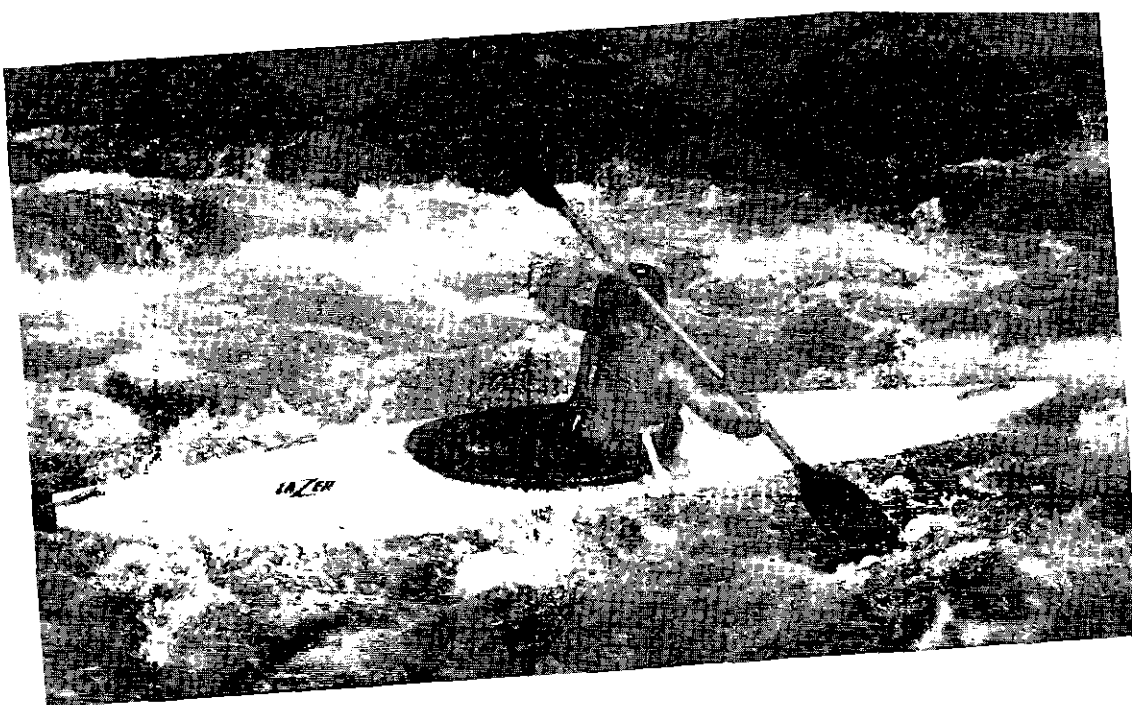


THE LEADER MAGAZINE PROUDLY ANNOUNCES THE WINNERS of our *Scouting Extravaganza* photography contest. Members sent almost 450 images celebrating fantastic programs and Scouting activities. Most pictures focused on outdoor experiences like hiking, canoeing, kayaking, rock-climbing, caving, bike trips and rope courses.

No doubt our terrific prizes generated some enthusiasm for the contest.

Prizes included a three-person Premier North Trail Clip Stalker III tent, a spacious Brownsea 60-litre backpack, a two-burner, propane-powered Coleman stove, 10 Scout knives, 20 Scout Lifestyle bush hats, and up to 15 winter tuques.

After hours of discussion (and some disagreement), our keen-eyed judges identified the winners. Who were these distinguished judges? They were Laureen Duquette (Circulation and Advertising at the **Leader**), Eric Harris (Managing Editor of **Canadian Geographic**), Andy McLaughlin (Executive Editor of the **Leader**), Susan Muehlherr (Program Services Secretary), Richard Petsche



Haystack Crasher!

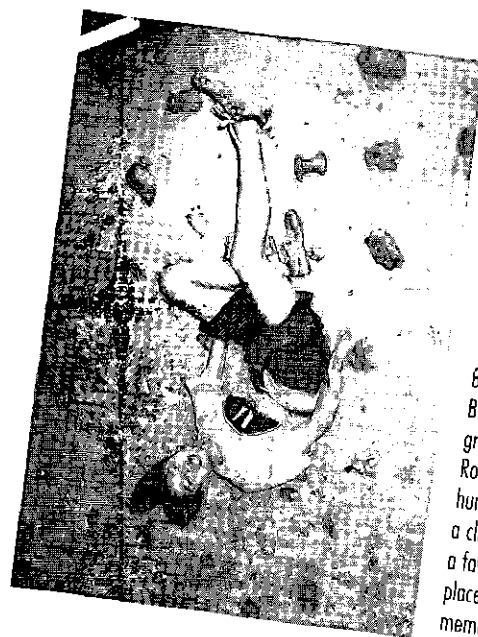
Kathryn Brown (Pickering, ON) captured the right moment when this Scout bashed his way through some whitewater.

VAGANZA... PHOTO CONTEST WINNERS



Beavers branch into Cubs!

Beavers loved climbing over old stumps at a link camp at Maple Ridge, BC. They couldn't wait until fall when Cubs began. Photographer Peter Taylor (Surrey, BC) took the picture.



Hang In There!

Brian Ng (Burnaby, BC) captured this great moment when Rover Wayne Chow hung upside down on a climbing wall — a favourite meeting place of these members.

(Art Director of **the Leader**), and John Rietveld (Executive Director of Communications and Revenue Development).

Winner's Circle

Dennis Power (Victoria, BC) captured first prize for his striking shot of a Venturer rappelling down a 23-metre cliff at Mt. McDonald. (Admire his work on our front cover.) With a new tent to keep him warm and dry, Dennis will be seeking more high-altitude campsites in coming months.

Tom Moulton (Corner Brook, NF) will be able to pack all camping gear in his new Brownsea pack. He earned second prize with an enthusiastic Beaver pirate photo.

Bryan Feagan (Orleans, ON) captured the hearts of our judges with a photo of a young female Scout releasing a duck

into a wetland. Bryan and his Scouts will cook up some delicious camp meals on his new Coleman stove.

Watch for Your Published Pictures!

The Leader will keep all photos (including non-winning pictures) and use them in other Scouting publications, except those accompanied by a self-addressed, stamped envelope. Of course, photographers will receive full credit if their images are published.

Thank you to everyone who contributed a photograph. Your time and effort helped make this our most successful **Leader** magazine photography contest ever! A



Tightrope Walker

A sharp-eyed Scout carefully makes his way across a sagging tightrope at camp. "The kids loved this activity," said photographer Charlie McPhee (New Waterford, NS).

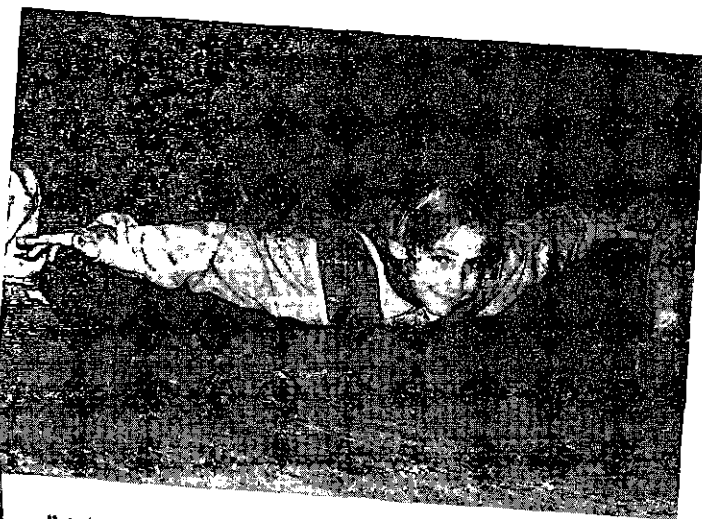
The River's a callin'

Mary Margaret Boone (Janetville, ON) caught these Scouts just before they headed out on a Huck Finn raft race.



Gimme Shelter!

Montreal West Scouts built debris shelters during a survival theme program at camp. Gary Parker took this picture just as one Scout emerged from his half-built shelter.



"I believe I can fly!"

Murray Cameron (Nepean, ON) shot this grinning Cub as he pretended to skim low over the surface of a hardwood floor.

*Watch for
Our Next
Photo Contest*



We'll be announcing our next "Scouting Extravaganza" photo contest in the October **Leader**.

Until then, keep trying to capture that "Scouting feeling" on film. Who knows? The picture you take this summer at camp might earn you a tent, a backpack, or another terrific prize.

Roll On Safely this Summer!



Have you ever noticed that so many objects related to children and spring involve wheels?

The list is endless: bicycles, skateboards, roller blades. Wheels mean freedom for children and youths. They can go places very quickly — down the street or to a distant park. Before your group members set out on their bikes, prepare them for safe times.

Slow Motion Bike Race

One key to safe bicycling involves balance. This event requires considerable skill. *Instead of speeding, the slowest rider wins.* Let Beavers and Cubs practise before this 'race.'

Mark off a straight track 50 metres long. Line the bicycles up and time riders to see who takes the longest to reach the finish line. Deduct points if Beavers or Cubs touch feet to the ground.

Now set out markers that riders must weave through at slow speed. Sixes might want to compete in a "Snail Relay Race."

Bicycle Safety Game

Here's a terrific gathering activity for Beavers and young Cubs. Prepare a

room-sized board game with a start and finish (as shown on p.10). Cut circles from large sheets of cardboard and arrange them on the floor. Foam shelf liner placed under the circles will keep them from slipping underfoot. Make giant dice from several cube-shaped cardboard boxes (you may only want one die). Roll the dice and away you go.

**Wheels
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Customize the game by preparing different instructions on large sheets of cardboard or bristol board. Divide into tail groups, lodges or sixes. After completing the game for young children, older members can try a more advanced game which includes safety rules aimed at their age level. Perhaps it could involve answering traffic questions before advancing to the next position.

The Wheels Song

Sing this song to the familiar tune of "The Wheels on the Bus." Make appropriate sounds and wild, arm-swinging actions for each type of wheel.

The wheels on the bus go round
and round, round and round,
round and round,
The wheels on the bus go round
and round,
All around our town.

The wheels on the bike go shush,
shush, shush...

The wheels on the train go
clickety-clack...

The paddleboat wheel goes
splash, splash, splash...

The wheels on the car go hum,
hum, hum...

Dumbbell Wheels

Weightlifters pick up dumbbells (usually made from heavy steel) to build up their muscles. Here's how to make some lightweight dumbbell wheels. You'll need corrugated cardboard, paper towel tubes and scissors.

For each dumbbell, cut two circles (30 cm diameter) from heavy cardboard. Use the end of the paper towel tube to draw a smaller circle in the centre of the large circles. Cut out the little circle. Force the tube through the small circles to create a dumbbell shape. (See diagram) Of course Beavers will want to decorate their wheels.

Now use the wheels to play games, such as:

1. Who can roll their wheel the furthest?
2. Who can roll their wheel so precisely that it stops right in front of the wall without touching it?
3. Who can roll their wheel the straightest? A small adjustment may help wheels roll straight.
4. What happens when one wheel is larger than the wheel on the other side? Try various experiments.
5. Do large wheels roll farther and faster than small wheels? Find out.
6. Try inserting the tubes off centre. How does this affect the rolling?

Joel's Safe Bicycle Ride: A Story

Beavers (or young Cubs) should pretend they are Joel in this story, pedalling their bikes to the supermarket and following safety procedures. Your storyteller should sit in the middle of the group. Mark off a large area with chalk to give some sense of roads and intersections. Your members should move around this area with their bikes, acting out safe bicycle practices. Add to the story to suit local geographical features.

One day, Joel and his Mom decided to ride their bicycles to the supermarket. They put on their helmets and safety gear, got on their bicycles and away they pedalled. Before venturing out on the street, they stopped to look left and right. A car was coming, so they waited until it passed. Again they looked left and right. When it was clear, Joel followed behind his Mom as they rode into the street; carefully, they biked on the right-hand edge.

Mom said, "We're coming to a corner. We have to stop and walk our bikes across the intersection as soon as it's safe." As they waited, a bus and two cars went by. When the street cleared, they crossed the intersection and travelled on to the supermarket.

6 WAYS TO GET YOUTHS TO WEAR HELMETS

1. Start the helmet habit early.
2. Wear a helmet yourself.
3. Let youths pick out their own helmet.
4. Tell children why they should wear a helmet. (It reduces risk of head injury by 85%.)
5. Reward youths for wearing one.
6. Don't let children ride their bike without one.

Soon, they came to a railroad crossing where the signals were flashing and sounding. They could see the train and hear the horn. Standing well back from the tracks, they got off their bikes and watched.

The train soon passed and the signals stopped flashing. Joel and Mom got on their bicycles and continued on their way.

Now they could see the supermarket. It was on the right-hand side of the

road so it would be a safe turn. Mom and Joel signalled with their hand and carefully made the turn into the supermarket parking lot. They still had to be careful — the supermarket was busy — but they safely parked their bikes in the rack and went into the store to make their purchases.

When they came out, they placed their parcels in their carriers, adjusted their helmets and got back on their bikes for the trip home.

Leaving the supermarket, they had to cross a very busy intersection. They stopped at the curb, waited until several trucks and cars passed, and then walked their bicycles across the street.

Mom and Joel got back on their bicycles for the ride home. The railroad signals were not flashing and sounding, but they still looked to be sure no train was coming. Then, they continued to ride home safely.

After the story, review the trip and touch on various safety issues, like walking bikes across roads, looking both ways and driving on the right-hand side of the road. Don't forget to demonstrate hand signals.

Family Day Bicycle Hike

Plan a Scouting family day which includes a ride along a bike trail. Organize stations along the trail where family members must complete various activities by working together.

- ☐ Draw a leaf.
- ☐ Make a list of five different birds you see.
- ☐ Make charcoal bark rubbings.
- ☐ Collect five different types of pebbles.

Make sure you're the right size for your bicycle.



Photo: Ken Farnish

- ☐ Identify five different birds from their songs alone.

Make sure everyone packs a lunch and lots of liquids. Provide extra drinks at each station. Don't forget about planning your route near rest rooms. End the hike with a campfire, singing and hot chocolate.

Your group might use this activity as a linking event between colonies, packs and troops.

Fix Your Bike

Ask a traffic police officer to your meeting. Be sure he explains safe bike riding practices and traffic rules. He might even be able to organize a quiz.

A well-maintained bicycle is a safe one. Invite a bicycle maker or repair person to your meeting to demonstrate how to properly maintain a bike. What checks should riders complete before each ride? Why are these necessary? Perhaps the person would show how to change a tire, and adjust handlebars and seats.

Tricycle Promise Relay

For this relay, you'll need three large tricycles sturdy enough to support the largest people in the group — even leaders.



Your helmet should cover most of your forehead.

Photo: Barrett and Mackay

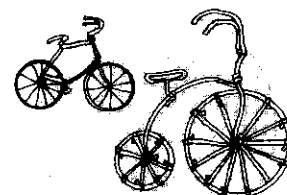
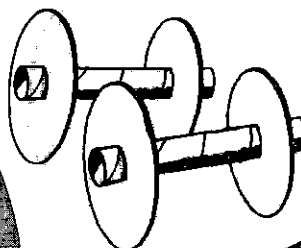
Divide your group into relay teams. Each Cub or Beaver rides to a specific area, stops, loudly yells out the Promise, and rides back so the next person can take a turn. After everyone has tried it, put a traffic spin on the game by having players call out a safety message at the turn-around point (e.g. look both ways before crossing the street, walk a bike across a street, always ride with a helmet).

Wire Bicycle Art

Cubs and Beavers will enjoy making a bicycle with pipe cleaners or craft wire. (Prepare one before your meeting to inspire everyone.) In addition, you'll need wire cutters, needle-nosed pliers, a ruler, cool glue gun, paper towel tubes and pill bottles.

Draw a bicycle shape on a piece of heavy paper so young children can follow a pattern. Include all lines in

Dumbbell Wheels



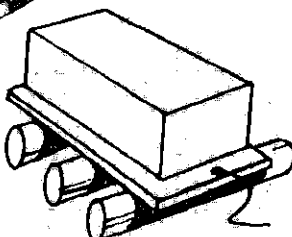
Wire Bicycle Art



Before heading out, always do a safety check on your bicycle.

Photo: Allen Macfarlane

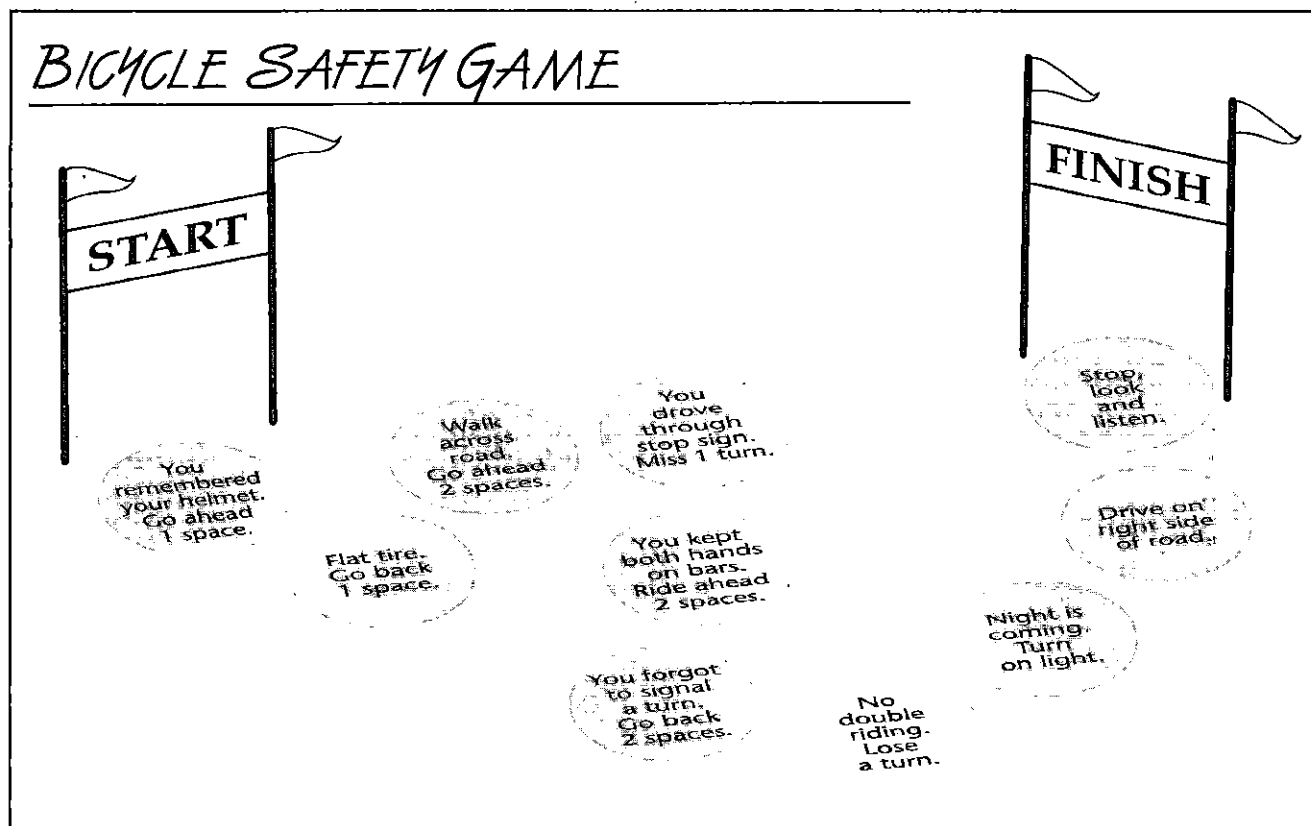
Tow the Load



Is this youth ready to drive his bike? He needs to take off his sash and put on a helmet.

Photo: Barrett and Mackay

BICYCLE SAFETY GAME



the bicycle — spokes too. Measure the lines and cut the wire pieces for young Beavers, but let Cubs measure and cut their own wire. Your kids can use paper towel tube and pill bottles to curve wheel pieces. (See diagram)

Individual bicycle crafts will make terrific gifts. Several bicycles hung together make an interesting mobile.

First year Beavers may prefer gluing toothpicks, string, wool, macaroni and beans into a bicycle shape on a piece of bristol board.

DID YOU KNOW...?

- The first bicycle was designed in 1817. It had no pedals. The only way to propel it was by foot power — like Fred Flintstone's car!
- Early bicycle tires never went flat because they had hard rubber tires. This made for a very hard, jolting ride over rough terrain. These bicycles also had no spring suspension.
- Orville and Wilbur Wright, the inventors of the first airplane, were bicycle mechanics. They spent their free time watching birds and studying lift (air movement).

Hoop Relay Race

One hundred years ago, children used old bicycle wheel hoops during races. For your race you'll need three or more bicycle wheels (minus the tire and inner tube), and the same number of long sticks (45 cm long). Hoopla hoops may be easier to find for your pack or colony.

Give each team one hoop and one stick. Players must keep the hoop moving upright and rolling using only the stick. Push the hoop to the end of the room, around a pylon, and back to the next player. The more hoops in motion, the more fun. Let everyone practise before the relay begins. This race may prove more challenging than Beavers or Cubs first think.

Bake a Cake Train

Here's a messy activity that requires an 8" x 13" pan, cake mixes, lots of icing sugar, stick licorice and lifesavers. Cubs and Beavers might want to add stick pretzels, animal cookies, jelly beans, fruit pieces; these will represent cargo on the train cars.

Prepare as many cake mixes as possible. Cut the cake into rectangular train-shaped blocks — each child should have one. Let them cover the top and sides of their cake piece with icing. Put licorice sticks down through the top (near the sides) to make bars. Add your food cargo to the top, then add lifesaver wheels to each train car.

Place all your cars together in a line, forming a train. Kim or Keoo could make an engine by using marshmallows for the smoke stack and the fork prongs for the cow-catcher. A delicious and creative treat for all.

Tow the Load

Centuries ago, people used round logs to pull heavy loads. Divide your group into teams; each team must work together to get their load to a designated place. Teams need a load (e.g. child or a concrete block), a large board on which to put the load, four or five round logs (or dowels) to put under the board, and a rope (to attach the board and pull the load).

As the load moves along, team members must keep taking logs moving back and place them in front of the load so they can make continual progress. (See diagram)

A bike and wheel theme with a strong safety message will make this summer more healthy for everyone in your colony or pack. ^

Program Links

Cubs: Cooking Badge, Cycling Badge, Red Star, Handicraft Badge, Cooking Badge

— Leslie Forward comes from Carbonear, Newfoundland.

What to Do With 'Bad Apples' in Your Group

by Michael Lee Zwiers

Scouting has some **"bad apples"** in our Movement.

Several years ago a Venturer, Chris Wilson, wrote a letter to **the Leader** about "bad apples" he had encountered. Chris linked these problems to declining standards.

His solution? Get rid of the bad apples and return to our roots.

SCOUTERS EVERYWHERE should be excited that one of our youth members cares enough to write and voice his concerns. We should applaud Chris' idealism, his respect for Scouting's core values and his vision for a brighter future. I agree wholeheartedly with this Venturer's aims. Here are some different ideas about how to achieve them.

Drugs, Alcohol and Stealing

Chris described some disturbing events he witnessed involving Scouting youths: drug deals at camp, young people using alcohol and drugs, and kids stealing from stores. In addition, he reported incidents of theft, mugging and vandalism at world jamborees. This bad news — certainly not something new — reflects tensions in our society. When B-P. founded Scouting, one of his main goals involved doing something about Britain's growing number of youth gangs. The King of England encouraged him to address this concern.

A School of Citizenship

From his earlier experiences using youth to help during the siege of Mafeking, B-P. knew that some of his better leaders were the spirited ones who led gangs in the community. B-P. himself was known as a rule-breaker in his younger days. He used to sneak into an area behind his school, away from prying teachers' eyes, where he could watch, snare and cook animals



on the sly. He even led a gang of school buddies in a fight against some other boys.

As an adult, B-P. worked with such natural leaders; he wanted to channel their energies toward productive ends. He encouraged Scouters to find the good in every youth — even if it was only a spark — and to fan it into a flame. Scouting wasn't a school for only the "good"; instead, Scouting was a school to attract *all* types of youths and to turn them towards productivity and success through an effective program. "Do a good turn daily" formed part of B-P.'s foundation for a slow metamorphosis into better citizenship.

Alcohol and Drugs

Young people use drugs for excitement, challenge, risk, self-medication for emotional pain, and because they desperately desire to fit in with their peers. Scouting can help youths meet these needs in a healthy environment — the outdoors. An exciting and challenging program can offer them alternatives to drugs, alcohol and harmful peer pressure. The potential is incredible!

But I'm a realist. Over the years, I've known that some of my Scouts used drugs and alcohol. Our leadership team made it very clear that we would not tolerate illicit substances or addictive drugs within the group.

The learning process starts with adults. Leaders must not drink alcohol or smoke cigarettes while working with Scouting youth; when we state this rule loudly and clearly, we send a message that people have choices. We can't control young people in our group at all times (neither do we want to), but we can help them think about their options. Options bring freedom.

Theft

Chris' words about theft also sadden me. One thing I've enjoyed about Scouting is camping without locks. During 13 years as a leader, I've had nothing stolen at camp (although I did lose a few things!). At the start of every Scouting year, we gathered our troop together for an orientation. We

told group members that we kept dues and camp fees in an accessible place for everyone. We reminded them that money had never been stolen and informed them that if someone did take it, they would have to find new leaders; we didn't want to belong to a group where people couldn't trust each other. We set the standard for them, and told them *why* it was important.

Our Scouts got the message. Hundreds of kids went through our troop and nothing went missing. Notably, no one in our group reported things stolen during the many joint camps and jamborees we attended, so a lot of other Scout groups must have sent a similar message.

Once, two of our Scouts returned to the campsite to find that their junk food supply had been raided. Enraged, they prepared to go to the nearest patrol campsite and hurl accusations. We intervened.

"The other Scouts didn't steal your food," we informed them.

"Yeah, then who did?!" they asked.

"Not who, *what*," we corrected them as we pointed to their tent.

These forgetful fellows had left their tent flap wide open. While they were away, two enterprising squirrels had entered the tent, rummaged through their belongings until they found the goods, and then proceeded to remove as much as they could get their little paws on! We watched the

entire drama unfold, including the final moments when the Scouts returned and startled the 'furry bandits', who scurried off before they were spotted.

**Unfortunately,
some Scouts
do steal. B.P.
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once the
victim of a
thief. He rose
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to find his
bicycle missing.**

Unfortunately, some Scouts do steal. B.P. himself was once the victim of a thief. He rose one morning to find his bicycle missing. Immediately, he tracked down the thief and promptly 'stole' back his bicycle without saying a word to the person.

What to Do About Thieves

In my experience, thieves are habitual in their practices. They confide (brag) to others and are usually easy to catch. But what do you do once you catch a culprit?

1. Don't get angry. They expect that behaviour. Besides, thieves won't listen anyway.
2. Communicate disappointment: "I didn't expect this from you."
3. Trust should be your second message: "We need to trust each other."
4. Make concern your final point: "I care enough to help you deal with the problem." (This means helping them make restitution and make amends.)

Vandalism

Several years ago, some of our Scouts carved their names into nice, varnished logs of a camp cabin. I caught them in the act. After stopping them (one desperately wanted to finish his name), I told the Scouts that they had done a great job on the carving but they had chosen the wrong place to do it. We reported the incident to the camp warden. His solution: the boys must return for a week-end of work at the camp. The Scouts repaid their debt and learned a positive lesson in the process. The same camp warden told us about a member of a cadet group who had written graf-



Photo: Barnett and Muckley

Caring, attentive leaders who want to serve youth are vital to any outstanding program.



Photo: Paul Richi

fiti on a wall in the washroom. His group responded by kicking him out. These cadets weren't allowed to make regrettable mistakes. We wanted to send a different message: namely, everyone makes mistakes, but let's learn from them and move on.

Some Wisdom From B.-P.

Chris talked about the original Scout Law and the two components he viewed as the most significant (trust and honour). B.-P. knew his 10 Laws inside out; he held a slightly different perspective, stating that the most important Law was the 11th unwritten Law that "A Scout is not a fool."

Let's not toss out all the apples that have a bit of 'bad' in them. If we did this, we might end up with empty baskets. Besides, we want to work with people to change them into better individuals and citizens. Let's see if we can find the seeds inside and help them grow into fruitful trees.

Where Do We Begin?

B.-P. counselled leaders to start small, train a core group, and only then bring in others. That's how he worked when, as a British soldier, he arrived in small settlements and had to train an army quickly. He identified leaders in the bunch and trained them to do their job. Then he brought in the rest of the troops and most difficulties took care of themselves

because leaders were able to train their own men.

No matter how hard we try, we can't reach everyone. We don't want to have so many potential trouble-makers in our group that we turn the less troublesome kids off Scouting. We should be able to run a group and keep most of the best people involved. If you inherit a group full of problems, you may have to temporarily prune the branches. In the end, however, a stable group can afford, and even benefit from, a few challenges.

Where Are the Leaders?

Let's explore some other thoughts relating to these problems that Chris mentioned. (In one case a Venturer pushed down a Scout at a world jamboree and robbed him.) Where were the leaders while their youths were out looting and pillaging? Some adult leaders sign up for large events out of self-interest alone. We've all seen them at local and national jamborees.

"Where's your leader?" I asked a group of Venturers at our last Canadian jamboree.

"Don't know... we haven't seen him for the last couple of days."

Leadership means "being there," not abandoning responsibilities. At Mafeking, B.-P. was highly visible within the community he was protecting from invasion. Leaders must be visible to their youths, while still pro-

viding them with the freedom to do much on their own.

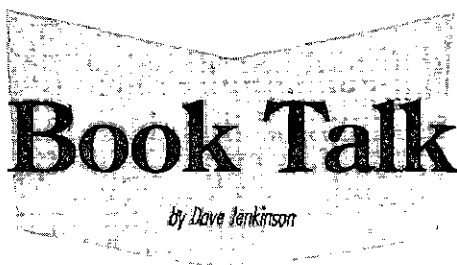
Another problem is professional badge collectors who spend their entire camp time trading with others; some swindle young Scouts who show up with dad's rare old badges. What message do these adults send by their defrauding actions? And what message do other adults send when they tolerate such behaviour? Many incidents of vandalism and thuggery occurring at jamborees involve people stealing badges, scarves and flags.

Why? Because those Scouts learned that trophies are more important than trust, more important than honour, more important than people.

Pick Carefully, Then Train

Sure, you'll find bad apples in every basket. But like B.-P., let's start with a small, highly-trained group of committed Scouters who want to serve youth; then find the kids who want to learn by doing in the outdoors. Some of these may need guidance and close direction. Some will be race horses and may require a tight rein, but soon they'll run free, leading their own sixes and patrols. Then you'll know that all that work and effort molded someone into a fine young Scout. X

— Michael Lee Zwiers has led Scouting groups in Alberta, Ontario and British Columbia.



Silly me!

All these years I've been using cookie dough to make cookies when, had I encountered *Bake It and Build It*, I could have been creating decorative and practical objects. This book provides five dough recipes (four edible) and illustrated, step-by-step instructions for making 11 projects. If you eventually want to eat your finished items, there's also a recipe for icing which you can use instead of white glue. How about making gift boxes and candle holders from cookie dough? Seasons and holidays can be celebrated via a cookie: Thanksgiving turkey, a Jack-o'-lantern, floral wreaths and scented Christmas tree decorations. If you have a medieval theme camp, the "Cookie Castle" would be a great centerpiece and dessert. When you've finished crafting, if you have any dough left over, bake cookies. (Cubs: Tawny Star A9, Handicraft Badge 5)

Cubs and Scouts who have completed their Photographer Badge could move on to their Handicraft Badge by mounting some of their photographs in frames they've made from the 13 plans in *Making Picture Frames*. Using simple materials, the authors provide clear directions for such frames as the "Twig," "Foil," "Dough" (not cookie) and "Family Tree." In addition to the baker's dozen of more sophisticated frames, the book offers another ten "quick and easy frames," some of which are well within the abilities of Beavers.

(Cubs: Tawny Star A9, Handicraft Badge 5, Recycling Badge B1, 3, 5; Scouts: Handicraft Badge)

Computer Fun for Everyone provides Cubs with an alternative way to meet star and badge requirements. The 34 activities are divided into five major sections: "Drawing," "Writing," "Games," "Party Things" and "Secret Codes." The book accommodates for differences found in the hardware and software available to Cubs. (Cubs: Tawny Star A3, A10, B3, Artist Badge 7, Canadian Heritage Badge 8, Computer Badge 5A, 5B)

In the video, Adam is visited by his guardian "Angel" (in the form of a teenage girl) who asks him some tough questions.

While computers and the Web have certainly opened new information and communication doors, not all have been benevolent. *Caught in the Web: Exercising Caution and Critical Thinking on the Internet* is a 13-minute video which would be a great discussion starter with Scouts and Venturers about the Net's hidden dangers. The video tells about Adam (a teen) who recently "met" Raven through an Internet discussion group on sex. Raven suggested that the two continue their e-mail conversation via a private chat room. Because of the time the two have been corresponding and sharing information about themselves, Adam believes he has really come to know Raven. Now, Raven

has invited Adam up to a secluded cabin on the weekend for their first face-to-face meeting.

In the video, Adam is visited by his guardian "Angel" (in the form of a teenage girl) who asks him some tough questions. Adam admits that he has not been completely truthful with Raven, and so, despite Raven's e-mail voice appearing to be teen and female, "she" too might not actually be what she has said. In a dream-like sequence, Angel presents a number of TV news reports (based on actual happenings) which describe how sexual predators have used the Net to lure teenaged victims. (Teens have also been hurt while trying to make explosives described on the Net.) This video will spark lots of talk for Scouts and Venturers. A users's guide provides ideas for pre- and post-viewing discussion. (Scouts: Personal Development Pathfinder Social 4)

New Beaver and Cub leaders who haven't built up a repertoire of games might find *The Big Book of Games* an excellent resource. In addition to six simple singing games (words and music included), the book offers 42 games listed under the categories "Outdoor Games," "Indoor and Party Games" and "Car Games."

BOOK DETAILS

- Caught in the Web: Exercising Caution and Critical Thinking on the Internet*, National Film Board of Canada, 1997: \$29.95. (Order # C9197 039)
- L. Hendry and L. Rebnord, *Making Picture Frames*, Kids Can Press, 1998: \$5.95.
- E. MacLeod, *Bake It and Build It*, Kids Can Press, 1998: \$5.95.
- E. K. Saltveit, *Computer Fun for Everyone*, John Wiley and Sons, 1998: \$18.50.
- D. Stott, *The Big Book of Games*, Dutton, 1998: \$25.99. (Distributed in Canada by McClelland & Stewart.)

41 ST JAMBOREE ON THE AIR

Tune in to Jamboree Adventure

by Lena Wong

AT LEAST 430 CANADIANS participated in the 41st Jamboree on the Air (JOTA) and 2nd Jamboree on the Internet (JOTI) last year.

The Second Milliken Scouts hosted the York Rouge District at Bruce Mills Conservation Area north of Toronto. Almost 150 youths and leaders took part. Thornhill Radio Amateurs and the Chinese Amateur Radio Society provided equipment and professional expertise. Participants rotated through five events:

- ✦ Amateur radio (HF, VHF, VHF packet and GPS)
- ✦ Orienteering hikes using braille and morse code (wonderful introductions to other forms of communication)
- ✦ Bridge building to hone pioneering skills
- ✦ Stove and lantern training
- ✦ Knife skills training.

During free time, participants actively took part in JOTA by tuning in the world of Scouting. The Scouts also enjoyed hikes, baseball and star-gazing using telescopes.

Northern and Southern Ontario

At Camp Katapao in the Timmins area, ON, the Porcupine District hosted 94 participants with the help of the Timmins' Amateur Radio Club. When not totally immersed in JOTA, youths enjoyed compass instruction, sports, nature walks, pioneer activities, parachute games, a maze, a fox hunt and a nighttime Capture the Flag game. A conservation officer also visited their camp, accompanied by a search dog.

In St. Thomas, Ontario, 60 members visited the radio station set up in a church basement by Scouter Bill

Bynsdorp. Youths participating in Apple Day passed through the hall and looked in at JOTA activities, too. In addition to an HF station, Bill set up a short-wave receiver which had 'lived' an earlier life in a bomber air-

ican states. They had an especially long and satisfying exchange with a group in Virginia about winter camping. Osgoode Scouts found it unbelievable that the youths in Virginia rarely see snow.

Scouts from the 3rd Fonthill Group in Battlefield Region, ON, operated a portable radio from Shorthill's Provincial Park.

A group of 16 Cubs, Scouts and leaders of 1st Forestglen in Mississauga participated in JOTI for the first time. The owner of a local electronics store helped by allowing them to use his Internet account and computer equipment.

Twenty eager Cubs slept at the station set up by the Fogo Island Lion's Cub Pack in Newfoundland. While they started off being "mike shy" they soon got over it and had some interesting contacts in the U.S., Holland and France. They all became adept at spelling their names phonetically.



"Our pack tuned in Cubs living near a glacier in Iceland."

"Incredible!"

craft. The youths were able to try on old-fashioned ear phones and were amused by the weird noises coming from the old equipment.

Labrador and Beyond

Scouts and leaders from 1st Happy Valley Troop started moving into their camp at Lake Alexander, 4.5 km northwest of Goose Bay, Labrador, on October 16. Additional weekend activities consisted of hikes, canoeing, kayaking, pioneer skills instruction and nature observation treks.

The 135th Ottawa Cub Pack learned a lot about communications using radio, morse code, and following up with QSL cards. The group contacted stations in the United States.

The 1st Osgoode Scout Troop, ON, talked to Scouts in various Amer-

Scouting in Russia

In St. Bruno, Quebec, the 1st MacMasterville/Boleil group participated in JOTI using Canada's two official languages. Their most interesting contact was with a group in Orur, Russia. The St. Bruno group learned that Scouting is expanding fast in Russia.

Members of the 89th Scout Troop in Windsor, Ontario, enjoyed JOTI — their first JOTI experience ever. They contacted groups in Australia, Puerto Rico, Sweden, Croatia, Chile, Holland, Indonesia and Malta.

Scouts from Regina, SK, thoroughly enjoyed JOTA. They contacted several U.S. groups, including one at Hallona Air Force Base in New Mexico. They heard JOTA transmissions from Scotland and India, but were unable to contact the Scouts directly.

Catch the (Air) Wave

If you're looking for an unusual, high tech jamboree experience, 'catch the wave' this fall during our next Jamboree on the Air (16-17 October). A



Say "NO!" to Blank Screen Syndrome

by John Rietveld

WHEN WAS THE LAST time someone asked you to write an article for a local paper or council bulletin? Did you find yourself staring at a blank screen or empty scratch pad without a clue about what to write?

Even the most creative minds need time to gather their thoughts and decide on a topic for an article or speech. Before starting — as a minimum — you must identify your audience. Without this basic information, forget it! You're bound to fail.

Occasionally the blank screen syndrome (writer's block) faces **Leader** contributors. In fact, not long ago I found myself facing the dreaded blank screen. I was expected to write something both meaningful and interesting, but that blank screen continued to flicker in my face.

The Vital "Three"

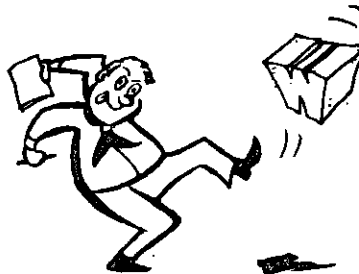
Before panic welled up in my throat, I reviewed three important writing fundamentals:

1. Know your audience. (Adult volunteers with Scouts Canada — you.)
2. Know when the piece will appear. (April issue.)
3. Know your topic. (Mine had to relate to PR and communications.)

Then, I looked back over my files to see what I had written in past months. (This method often shakes a loose idea off the roof of my mind.) But with over ten years of articles to

choose from, I didn't know where to start. As well, I faced the ever-present danger of becoming repetitive, or even worse, taking the easy way out by trying to update a previous story. Don't give in to this urge. Usually, it

Kiss writer's block goodbye with these ideas!



results in a piece that is unclear, disjointed and boring. Good stories or speeches must be innovative, fresh and different if you expect anyone to keep reading (or listening). Dragging up old stuff just won't work. You need inspirational creativity.

We're Talking about Creativity

Creativity demands two conditions: First, you'll need an open mind,

clear of the daily pressures of your 9-to-5 job or the noise of children fighting over the TV remote control. Perhaps you could go for a quiet walk or listen to some favourite music, but don't get too relaxed; you won't dream up any useful ideas if you fall asleep!

Second, you need some kind of data, an information source that might help you begin putting structure to your story.

Where could you go? The world-wide web is probably the most current source of information available to most of us, but libraries are also outstanding. Why not combine these two steps into one by taking a quiet stroll to the library?

Revealing Family Secrets

How did I get from my blank screen to this article? After agreeing to write a piece, I read over previous submissions: Scout-Guide Week, Scout-trees planting, and the Internet. I also researched other current topics.

"Been there, did that," kept echoing in my mind. I needed something new, but I was at the office, and had just spent the better part of a week working on budgets. Yuck! This was not very conducive to writing an inspiring PR piece.

Then I thought about my Dad. He shared with me a love for reading the Sunday newspaper. Sunday papers just seem more "laid back" and less matter-of-fact than daily papers. Perhaps this is because weekend writers are usually not the same ones who write during the week. They rarely chase ambulances, pound the stairs at city hall or scan police radio frequencies looking for heart-wrench-

Illustrations: Richard Pettsche

Awe-inspiring scenery or just a pleasant stroll can stimulate creativity and break writer's block.



Photo: Cecil Keating

ing news. Weekend writers often just submit stories on an occasional basis. They put more time into research, and develop thought-provoking arguments.

So, there I was with my blank screen, a deadline looming and no specific topic. I remembered Dad, then reached for a Sunday paper conveniently parked in the corner. A flood of story ideas crammed its pages just waiting for me to adapt and find the Scouting angle. Some articles dealing with programming proved particularly relevant to Scouting; others stimulated thoughts for possible future submissions.

Here's a taste of stories I found in the Sunday paper — ideas that Scouting members could easily develop for publications or speeches.

- One of the stories described steps the World Health Organization was making to try banning tobacco advertising and possibly smoking in public places across the world. (Scouting spin: how the Movement helps educate young people about the dangers of smoking.)
- Another newspaper article stated: "Today's children are a mighty match for their elders. They're

more worldly, street smart and technologically savvy than children ever before." The piece went on to say that this new world child is often less respectful of adults,

and needs a little more discipline. (Scouting spin: how we help children learn discipline and respect for each other, particularly parents and leaders.)

Craft an interesting Scouting angle.



- Yet another piece in the same Sunday paper reported on a rash of snowmobiling accidents due to mild weather. The police suggested that snowmobilers should take the accidents as a lesson and stay away from uncertain ice. (Scouting spin: we offer a snowmobiler's badge and teach safety first. What a great story to write and submit to the local paper as an example of how our organization behaves responsibly.)

Tame that Beast

Kiss that writer's block goodbye! All you need is a clear idea who you're writing for, when it's due, where it will appear and some brief story ideas. Then, craft an interesting Scouting angle.

Sit back with your Sunday paper and a steamy cup of hot chocolate, and browse for ideas. Soon your creative juices will flow so fast you'll have interesting, relevant and fun article titles lined up for the next year. Write on! X

Build that Self-Esteem

by Brian Milliere

Making mistakes, building self-esteem, swearing and Thomas Edison. This month's *Bridge the Gap* touches on many interesting topics.

Scouting often claims to build self-esteem, but have you ever wondered how?

Many children form beliefs about their self-worth through years of observation, testing and feedback in their relationships with others. Scouting provides yet another good opportunity to develop positive relationships with peers and adults.

As children progress through Scouting, they meet new people. This gives them a chance to improve relationship skills. Often they make mistakes, but Scouting helps youths learn from these errors ("learn to do by doing") and move on. We challenge members to do their best and try again, because an accepting atmosphere is a healthy place to inspire learning.

Thomas Edison, one of the greatest inventors of all time, relied on failures to teach him.

Thomas Edison: Great Failure or Great Inventor?

Before Edison made the first working light bulb, he failed more than 1,000 times! Just after his 1,000th attempt fizzled out, he commented: "Okay. Now we know 1,000 things that don't work. Our goal is drawing closer."

Imagine his persistence while he endured the snickers of nay-sayers and critics. Think about Edison's

dogged determination when you're working with youth.

Like Edison, most of us fail frequently. But leaders can help youth put failure into perspective and learn from their mistakes by teaching them



An effective, uplifting program can help young people build their self-esteem.

Now ask youth members for their stories. Can they think of a time when they succeeded after many failures? The example might relate to riding a bike, swimming, skiing or doing the J-stroke. Cubs or Scouts might share their stories with a friend in the group, then with their six or patrol. Encourage everyone to remember these stories (particularly their own) as a source of inspiration when they face personal challenges.

Encourage youths to get into the habit of asking themselves why they do things — both good and bad. Provide time for reflection (plan it into your program) after significant successes and failures. This heightened self awareness will help them feel more in control. It will also build self-esteem and self-confidence.

Create a Supportive Attitude

Celebrate each member's strengths, and help each other develop new abilities.

How many ways can you say, "Well done"? Ask youth members this question next

time you need a quick filler between activities. Have each youth offer a "well done" phrase as you go around the circle or make it a competition among sixes and patrols to develop the longest list. Challenge Scouts to use these phrases to encourage each other. Publicly recognize a few youths when you hear them putting the phrases to good use. If you hear someone putting others down, ask them what positive phrases could be used to build a person up.

to ask leading questions: "How can I learn from this situation? What could I do differently next time?"

Next time you're at camp, tell everyone the story of how Edison worked for years by candlelight trying to figure out the mystery of the light bulb. Emphasize his persistence and how he pressed on despite continued failure. Then, tell how you persisted in some task while facing difficulty or failure. Share how you felt and describe how you finally succeeded.

**TODAY'S
EXPRESSIONS**

The bomb: Meaning: the best.
Usage: "That's the bomb!"

Brain bucket: Meaning: bike or hockey helmet.
Usage: "Get your head in your brain bucket."

Photo: Barrett and Mackey

Seek input from everyone, especially quieter Cubs or Scouts. Teach young people in leadership to do the same. All members should feel safe when expressing their opinions and ideas. Listen with the same level of respect you require from the youth.

Be flexible enough to accommodate new ideas put forward by youths. When someone's ideas are accepted by the group, it builds self-esteem. Show leadership by encouraging innovation from young members.

Value diversity. Be sensitive to cultural needs and don't tolerate racism. Learn about special religious or cultural practices by talking to parents of youth when this may affect how the group plans its activities. Awareness will help to prevent conflicts. An attitude of accommodation models tolerance and respect for religious and cultural differences.

Lighten up. If you laugh at your own mistakes, you let others relax around you and accept imperfection in themselves. If you're hard on yourself, others may expect a similar reaction when they make mistakes. Fear of failure may stop some people from trying something new.

Smiles and Names build Self-esteem?

Smiles are contagious. Before heading into a Scout meeting, stop and look in the mirror until you can wear a real smile. Talk to yourself about how much fun you'll have at the meeting (positive self-talk). You're an important adult to these Scouting

youth. A smile will make them feel important. If something is really troubling you, deal with the difficulty before the Scout meeting.

Is there anything sweeter than the sound of your own name said with enthusiasm and respect? Don't tolerate names that make fun of physical features, such as "Big Ears" or "Tubby." These names amount to little more than a direct attack on a person's identity and self-worth. Learn everyone's names in your group and use them often. Let youths feel and see how much you value them personally by how you say and use their names.

A healthy self-esteem will keep youths away from drugs, alcohol and unsafe sex. Let's seek all opportunities to build healthy lifestyles into Scouting youths. The time you take adapting games, crafts and activities may reap years of benefits for some young people. X

RANDOM ACTS OF KINDNESS

Explain to Cubs, Scouts and Venturers how doing something nice for someone (like a stranger, parent or elderly person) can be fun when the receiver has no idea who did it.

Beavers may be too young to understand the idea. But encourage them to watch for positive behaviour in others (e.g. sharing a crayon) and to mention it in a praising way to the playmate.

Plan for secret friends at camp. Each member could draw a name out of a hat and do at least two nice things for that person during the camp. No one must find out the identity of their secret friend.

THE CUB WHO SWORE

Derek was a Cub with a very bad home situation. Our Cub program offered a great place for him to burn off steam and learn that people really cared for him. During one winter camp, Derek was swearing up a storm as we hauled our gear to the cabin. I told him to stop, then continued talking with him as we moved along. On our second trip to the cabin, Derek stopped himself part way through a curse. Wow! Quickly, I congratulated Derek for catching himself. He really worked hard to control his cursing that weekend.

Positive, non-judgemental reinforcement often prods people to take the right course of action.



Kids might accidentally swear when suddenly surprised or shocked. Be flexible and non-judgemental when curbing this behaviour.

Photo: Bennett and Mackay

Fun at the Pond

by Leslie Forward



We're just brainstorming some ideas for our **25th** Anniversary party."

THIS MONTH, *FUN AT THE POND* features a one-week segment from a JUMPSTART package dealing with the 25th Anniversary of Beavering in Canada. Use it as you would any other JUMPSTART package available in Scout Shops. You'll find more program ideas related to this 25th Anniversary theme for the rest of the month on Scouts Canada's web site (www.scouts.ca).

A 25th Birthday Party JUMPSTART Package

Name Tag Gathering Activity

Your Beavers will use these name tags during the party in Week 4 (see month-long program described on Scouting's web site). Make and decorate some extra name tags for special guests who come to your party. You'll need colourful construction paper, markers, crayons, sparkles and glue. You might even include ribbons.

Let your Beavers plan what shapes and designs they want to create, then cut them loose. Here are some suggestions to ignite your Beavers' imaginations:

- ✦ Beaver lodge
- ✦ Scouts Canada Logo
- ✦ Beaver (see patterns provided)
- ✦ Tails
- ✦ Tree shape

If you have older Beavers, help them make pop-up name tags. These are just like regular pop-up cards, but designed as a name tag. One design might involve a jack-in-a-box name tag. (See diagram opposite page.)

Swim for It! Game

This game requires no equipment. Form Beavers into pairs. A leader calls out instructions, such as "Stand back-to-back," "Stand side-to-side," "Hold hands," "Jump while skipping," etc. Your children must follow these instructions. When the leader calls out "Swim for It!" everyone swims around the room desperately looking for a new partner.

Vary the game by letting a Beaver give the commands. This person can change places with other players by touching another Beaver on the shoulder when passing.

Clown Shoes Craft

Clown shoes will make any party more wacky. Make them from large shoe boxes (or similar sized boxes), scissors, markers, stickers and tape.

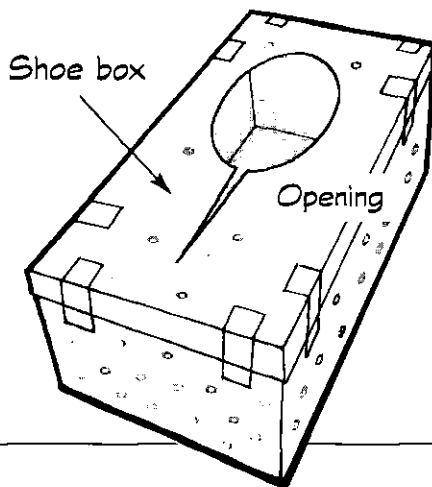
Cut a circle at one end of the box lid and a slit large enough for a foot to move into the box. Tape the cover tightly to the box so it won't come off during the evening's fun. Decorate the shoes with stickers, markers, ribbons and balloons. (See diagram)

If your meeting hall has slippery floors, discard the box lids and cut the openings in the bottom of the box so your children's feet come in direct contact with the floor.

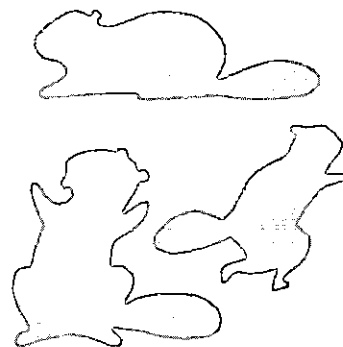
Helping Neighbours and Friends: A Story

Divide your Beavers into four groups. Give each group a character name (Chubby Chopper, Oscar Otter, Freddy Frog and Sammy Seagull) and a sound to make when they hear their

Clown Shoes Craft



Beaver Patterns



character during this story. Each character makes a specific sound:

Chubby Chopper: Chop, Chop, Chop
Oscar Otter: Slap, Slap, Slap
Freddy Frog: Rivet, Rivet, Rivet
Sammy Seagull: Screech, Screech, etc.

Before reading the story let your Beavers practise their sounds. (They must jump to their feet before saying a word.) Here's the story:

One day, while *Chubby Chopper* sat chatting with *Oscar Otter*, they noticed *Freddy Frog* croaking away to *Sammy Seagull*. *Freddy Frog* seemed very upset, and *Sammy Seagull* was listening quite closely. *Chubby Chopper* and *Oscar Otter* decided they should swim over to where *Freddy Frog* and *Sammy Seagull* were sitting to find out why *Freddy Frog* was so angry.

When *Chubby Chopper* and *Oscar Otter* got there, *Freddy Frog* was so annoyed he started screaming at *Chubby Chopper* and *Oscar Otter*. Because *Sammy Seagull* felt suddenly alarmed, he flew into the air with fright.

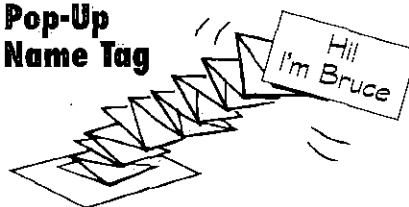
What caused the outburst?

Well, when *Chubby Chopper* and *Oscar Otter* built their new dam, the

water in the pond rose higher and *Freddy Frog's* favourite lily pad sunk! It was terrible — a real disaster. *Freddy Frog* no longer had any place to rest. Of course *Chubby Chopper* and *Oscar Otter* apologized and promised to find *Freddy Frog* a new place to relax.

As *Chubby Chopper*, *Oscar Otter* and *Freddy Frog* sat thinking, *Sammy Seagull* suddenly squawked out, "I have an

Pop-Up Name Tag



idea to help our friend!" He instructed *Chubby Chopper* and *Oscar Otter* to build a raft of logs so *Freddy Frog* could rest on the raft. *Freddy Frog* was so happy he thanked *Sammy Seagull* the terrific idea. *Chubby Chopper* started cutting down trees, and *Oscar Otter* took them to the water. They weaved them together to make *Freddy Frog's* new resting place. *Sammy Seagull* flew up in the air to help *Freddy Frog* supervise this big construction job. Everyone wanted it to be just perfect. After all, they were assisting a friend.

They all worked hard and happily together, sharing whatever they had to make a good home in the pond. When the raft was completed, *Chubby Chopper*, *Oscar Otter* and *Sammy Seagull* often visited *Freddy Frog* on his comfortable, new resting place.

Beavers in Canada Puzzle

Get a large refrigerator cardboard box from a department store. Cut it into a rectangle so colony members can glue a giant map of Canada on it. (Use glue sticks or white glue.) You might also add pictures of provincial and territorial flowers, as well as flags, to the fringe of your map.

Now, cut your map into giant puzzle pieces and help your Beavers put it together. (Make straight cuts with a sharp carpet knife.)

Point out the town or city where your Beavers meet. Tell everyone that Beavers meet each week all across Canada, including in the far north. Help your Beavers understand they are part of a national and international organization. Tell them that some colonies are very large, while others have only three or four children. Why not mention twinning with another Beaver colony in Canada?

Beaver Meeting Schedule: One Month

Theme: Happy Birthday

Activity	Date: Week One	Date: Week Two	Date: Week Three	Date: Week Four
Gathering Activity 10 mins.	Name Tags	Decorate Birthday Banner	Birthday cards	Birthday Party hats Collect for food bank
Opening Ceremony 5 mins.				
Game 10 mins.	Swim for it!	Beaver Pond	Frogosaurus Patch Game	- Clothes Pin in a bottle - Pass the Gift - Pin the Tail - Beaver Fish Pond - Clown Shoe Race
Theme Activity 20 mins.	Clown Shoes Craft	Frogosaurus Lodge Patch craft	Invitations for Birthday party	Barnyard Game
Song/Story 10 mins.	Busy Building Story	Songs: Beaveration Happy 25th	The Nicest Place in the World	- I'm Leaving - The Echo - Quick & Corny - Happy Birthday to Us
Lodge Meeting 10 mins.	Beavers in Canada	How Beavers are a part of Scouting	Sharing (How & when)	The Story of Warm Fuzzies
Spiritual Fellowship 5 mins.	- Recite law - Prayer	- Recite promise - Prayer	- Recite law - Prayer	- Food bank items - 25th Anniversary Crests
Closing Ceremony 5 mins.				
Leader Discussion Time 15 mins.	Review meeting & discuss next week's plans	Review meeting & discuss next week's plans	Review meeting & discuss next week's plans	Review meeting & discuss next week's plans

(See the January 1999 **Leader** article for more about twinning programs.)

While you're putting the puzzle together, tell how Beavers started in Manitoba 25 years ago. Show your children how to find Manitoba on the puzzle map. Also show them the location of Ottawa, Canada's capital city. Ottawa is the home of Scouting's

National Office. Next, point out your own province's capital city. Perhaps your Beavers have relatives in other provinces. Help them find those locations on the map, too.

End your evening's program with some tasty birthday cake or cupcakes. Of course, let the Beavers help make or frost it if possible.

Check Out Our Web Site

If you liked this 25th Anniversary program, check out Scouts Canada's web site (www.scouts.ca) for a full month of program ideas following this birthday theme. ^

Beaver Meeting Schedule: One Week

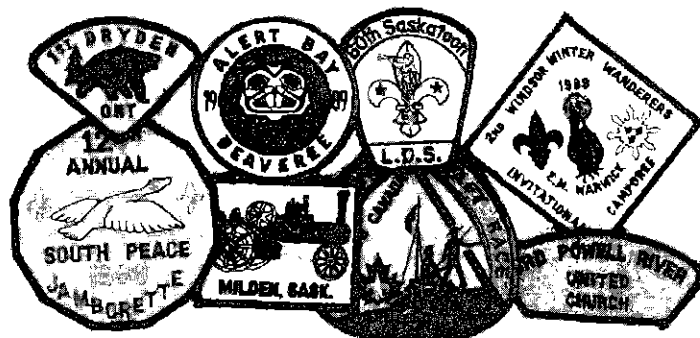
Theme: Happy Birthday

Date: _____

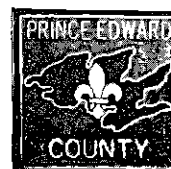
Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Name Tags	Rusty
5 mins.	Opening Ceremony	(Details can be found in the Beaver Leader's Handbook)	Tic Tac
10 mins.	Game	Swim for it!	Rainbow
20 mins.	Theme Activity	Clown Shoes Craft	Bubbles
10 mins.	Song/Story	Busy Building Story	Rusty
10 mins.	Lodge Meeting	Beavers in Canada	Tic Tac
5 mins.	Spiritual Fellowship	- Recite law/promise - Prayer	Rainbow
5 mins.	Closing Ceremony	(Details can be found in the Beaver Leader's Handbook)	Bubbles
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans	
Meeting Notes:			

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Mom's and Dad's Days: Ideas to Celebrate Great Parents

by Ross Francis

While sorting through treasures for a garage sale recently, I found a photo frame my son had made for me two years ago. A little crooked and not neatly made, but it carried a host of memories. Some of the best gifts moms and dads receive from their children are homemade.

Unlike my photo frame, some creations may not be quickly identifiable. Hesitantly, you probe for clues: "Beautiful! Tell me about what you've created." Your child's explanation is sometimes as precious as the gift. If the gift doesn't get you smiling, his explanation will.

Pictures children draw and crafts they make reveal much about each child and his or her special feelings for mom and dad. Their determination to make something special, and the energy children devote, cause parents to cherish these gifts.

Here are a few crafts your Beavers can make for Mother's or Father's Day. Parents will store them away for years. They'll represent a treasure chest of excellent memories.

Mother's Day Candle

Moms can use this for a special candle-lit dinner. You'll need waxed paper, a ruler or straight edge, a couple of sheets of beeswax, wicks, scissors and a hair dryer.

1. Lay a sheet of beeswax on waxed paper. Place your ruler on the beeswax diagonally, from corner to corner. Use scissors to scratch a straight line into the wax beside the ruler.
2. Cut the beeswax along the line. This gives you triangles for two large candles.
3. Cut a piece of wick 5 cm longer than the shortest side of a beeswax



"Dad's going to love this impressionistic interpretation of a Renaissance master."

Photo: Alan Macatney

triangle. The extra wick allows for overhang on each end.

4. Lay the wick along the shortest side of the beeswax, with 4 cm extending from the end you intend to light and the balance sticking out from the other end.
5. Use a hair dryer to warm the beeswax. (Be careful not to melt it.) Push the wick into the beeswax to keep it in place, and tightly roll the wax keeping the bottom edge even.
6. When you've finished rolling it, stand your candle up and push it down to flatten the bottom. You may also use the hair dryer to warm the end to hold the candle in place.
7. Trim the wick on each end, leaving 2 cm on top.
8. Roll your finished candle in waxed paper or decorative paper to carry it home. Your Beavers may also want to tie a fancy ribbon around the candles.

Experiment by using all kinds of variations to change shapes and add colour to your candles. Try experimenting on your own before introducing these ideas to the Beavers. *Caution: Make sure all Beavers understand that only adults should light candles!*

Dad's Treasure Box

Here's a "Treasure Box" in which dad can hold objects on his dresser at

home or desk at work. You'll need a small box (an extra small shoe box works well), photographs of dad and the Beaver sharing special moments, magazine pictures, construction paper, white glue, scissors, paint and

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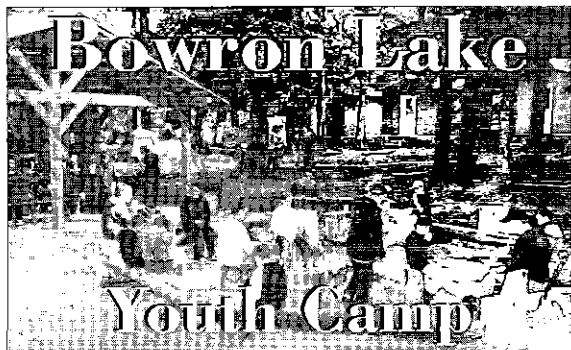
brushes, newspaper, four large wooden beads and whatever else Beavers choose to decorate their boxes.

Perhaps mom would pick out photographs for her Beaver to glue on the box. It's particularly fun if the decorations tell a story. Perhaps they could show what the Beaver really enjoys doing with dad.

This craft can get messy. Make sure Beavers bring old clothes from home to wear while they make their treasure boxes. Before starting, cover your work space with newspaper.

1. Have your Beavers decide what they want on their treasure box and gather the necessary items. This may include cutting out photos or pictures, etc.
2. Cut the construction paper to size and glue it onto the box. (If some Beavers want to paint a picture on the construction paper, have them paint first, then cut it out and glue it on.)
3. Cut out pictures and photos, and glue them in place.
4. Glue a wooden bead on each of the four corners of the bottom; these are legs for your box.
5. Decorate the top of your boxes. Perhaps Beavers can print or cut out a special message for dad and glue it on the top. (A heart shape is always welcome.) It's helpful to have the Beaver's name on the top or bottom of the box, too.
6. Allow time for everything to dry before taking it home.

Beavers can make a similar container from a frozen juice can and a mason jar lid. Using the mason jar lid allows the Beaver to cut out a photo to place in the lid.



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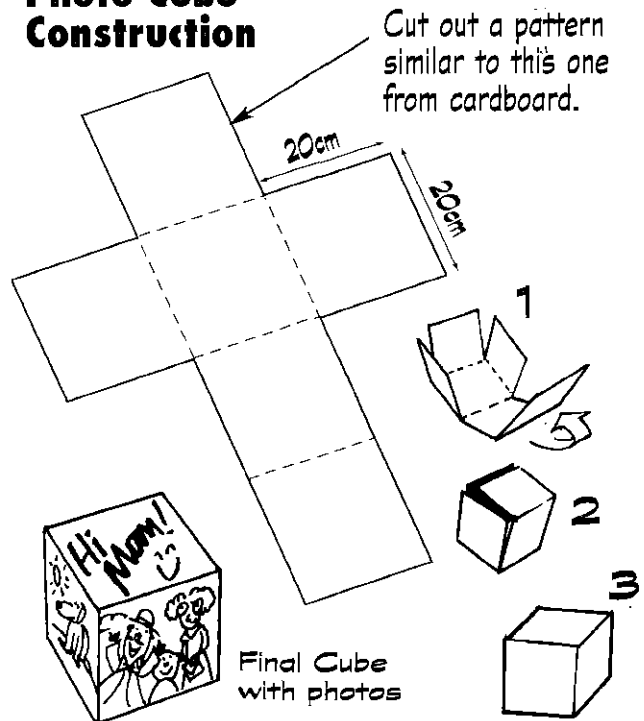
Photo Cube

Moms or dads will enjoy this special gift.

You will need cardboard (for the cube), a ruler (for measuring the cube), and a straightedge (for folding along), scissors, photos or pictures, tape or glue, and a marker for writing a message.

1. Help Beavers make a cube from sturdy cardboard (see diagram) or a tissue box.
2. Fold the cube and tape it together with clear, invisible tape.
3. Cut pictures to the size of your cubes, and tape or glue them in place.
4. Help Beavers print mom's or dad's name and a short message on one side.

Photo Cube Construction



Your Beavers will do these crafts with great enthusiasm as they anticipate their parents' pleasure. Plan a special evening that Beavers could host and present their crafts to their moms and dads. Let colony members serve simple desserts, tea and coffee.

Traffic Lights Energy Game

Need to burn off some energy after concentrating on making crafts? Take a break to play this active game.

Draw three lines outside on the ground or on an inside floor. (Use masking tape if you have a carpet.) Label or designate the lines RED, YELLOW and GREEN. If your colony is large, draw two sets of lines. When you shout out a colour, Beavers must run and stand on the correct line. Change colours more quickly as they get proficient and trick them occasionally by calling the same colour twice.

Before the game, talk about traffic lights, the three colours, and what they mean. Make sure all Beavers know that when they ride their bikes, they must obey the signals. After Beavers have played the game for several minutes, ask them to call out the meaning of the traffic light colour as they run to it: "Stop!" "Caution. Slow down!" "Go!" ^

Compass Basics:

Keeping You On Course

by Ross Francis

Is your Cub pack preparing for a hiking or camping trip this summer? Perhaps you're looking for a great way to get your kids into the outdoors. Prepare them with some challenging compass activities.

Compass Fundamentals

Start by showing your Cubs the main features of a compass:

- The *Base Plate* with the *Direction of Travel Arrow*.
- The *Magnetic Needle* with the arrow-shaped end painted red (this points to Magnetic North).
- The *Compass Housing* (the part that turns) has N, S, E and W marked on its side. It's also marked off in 360 degrees.
- The compass housing has the *Orienteering Needle* painted on the bottom. You must line this up with the magnetic needle to find a direction. Some people refer to this action as "putting the needle in the dog house."

One of the first and most important details Cubs must learn is this: when they hold the base plate flat and away from any metal disturbances, the red end of the magnetic needle will point to Magnetic North. Once they've found North they can determine all other compass points.

Cubs may refer to these by name (e.g. North, South, West, East) or by number of degrees (e.g. 0, 90, 180, 270), as marked on the outside of the compass housing.

Begin Slowly

Make sure each Cub has a compass to work with during this instruction. Give each child several minutes to get familiar with the appearance of the compass. Name the compass points and help them find the letters on the housing.

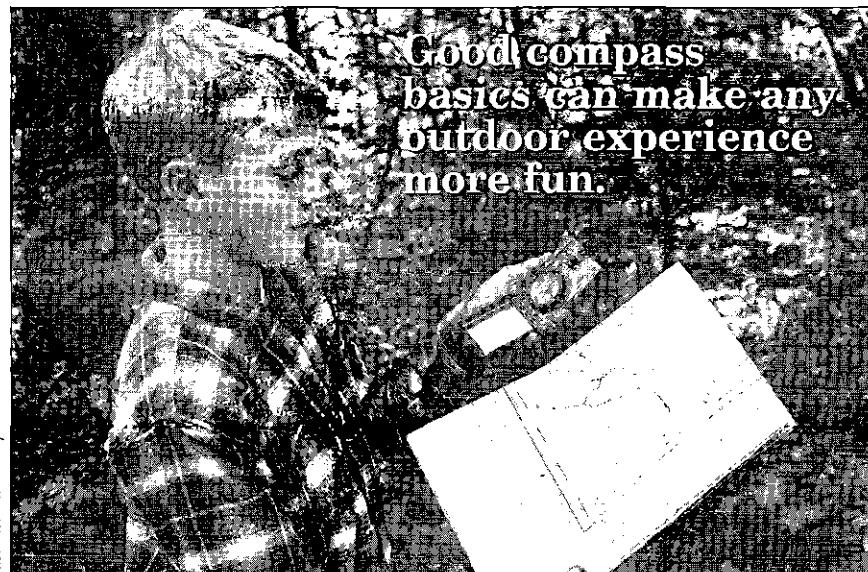
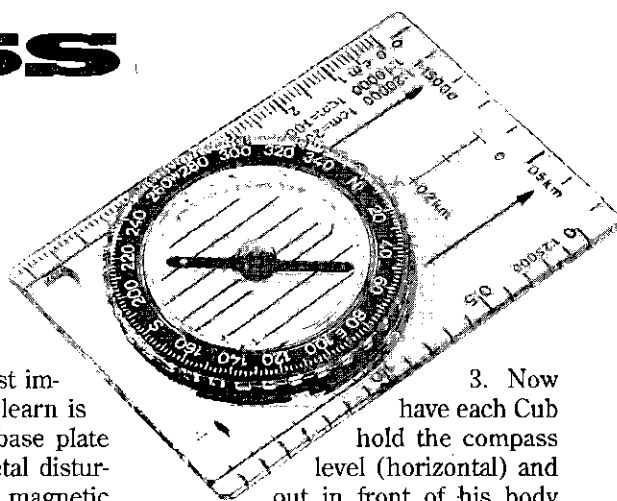
If you want to find your direction of travel, simply follow these steps:

1. Tell everyone the group will be travelling west. That's their direction.
2. Ask your Cubs to turn their compass housing until the "W" on the housing lines up with the *Direction of Travel Arrow* on the *Base Plate*.

3. Now have each Cub hold the compass level (horizontal) and out in front of his body so he can clearly see the magnetic needle as it moves.

4. Tell Cubs to turn their whole body (while holding the compass out in front) until the red end of the magnetic needle lies on top of the orienteering needle on the bottom of the housing. This will orient the compass to North.

5. Once they have the two needles lined up, they can look at the *Direction of Travel Arrow*. It should be pointing straight out from their





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body and toward the West (as they set it in step #2 above).

6. Explain that once they've found their direction of travel with the compass, they know which way to walk. But, there's one more important detail to consider before heading out.

7. Ask your Cubs to look out over their *Direction of Travel Arrow* and identify a landmark on the ground that lines up perfectly, and is within close walking distance. Now they are ready to walk to their target following their bearing (the direction they wish to travel).

"But why should we find a landmark, Scouter?" one Cub might ask. "We already know our bearing."

Here's your answer: it's easier to walk directly to the landmark than it is to look down at a compass needle that is bouncing around with each step. You might wander off your bearing and not see where you're going. You might even be concentrating so hard on the compass that you trip or fall over an obstacle on the trail.

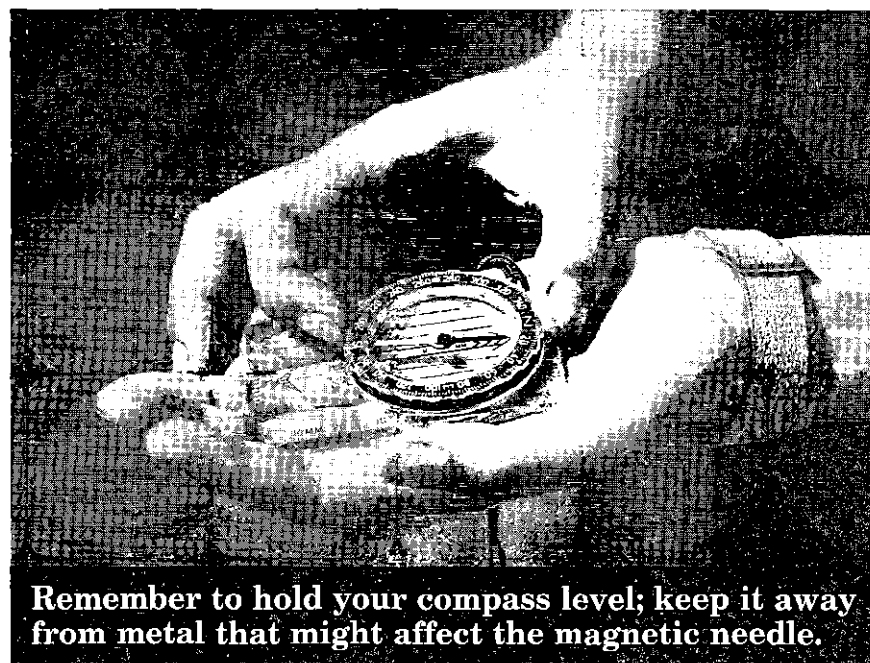
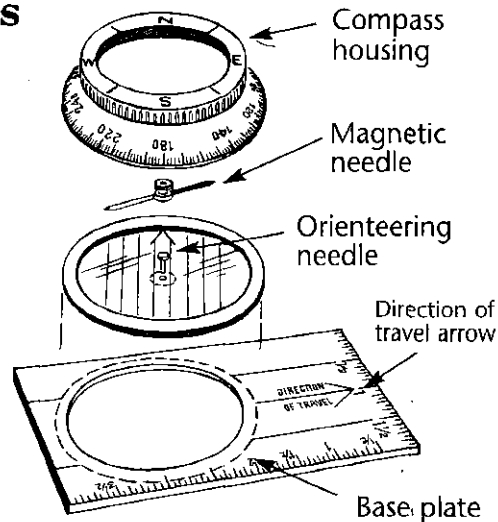
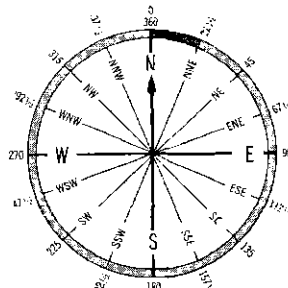
Over the Mountain and Through the Woods

Once your Cubs have reached their landmark, they simply repeat these steps to move to their next landmark along their route. Try this a few times giving them different bearings to find and travel along.

Now test your Cubs' accuracy. Give each six a compass, assign a starting point and have one Cub

Basic Elements of a Compass

Compass Points



Remember to hold your compass level; keep it away from metal that might affect the magnetic needle.

Illustration: Scouts Canada archives

Photo: Allen Macartney

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stand at this point. The rest of the six must walk ten steps West. Leave one Cub at this point and everyone else walks ten steps North. Leave one Cub there and have the rest of the six walk ten steps East. Repeat this for South. Now look around. Where are the Cubs? The child holding the compass should have walked in a square with each of the Cubs forming a corner of the square. The person with the compass should have returned to the starting point. This exercise will test how carefully your pack members follow bearings and measure their paces.

Would you like Cubs to try "tracking" their route? Simply provide each six with enough rope that members can unravel it as they go. It should form a pretty accurate square. There's no substitute for practice in compass work.

Once Cubs become fairly accurate reading their compasses you can have them make all kinds of shapes. Here's a hint to guarantee accuracy: get the same person to do all pacing.

Compass exercises provide lots of fun, activity and challenge.

Compass Games and Activities

Get a long rope and stretch it out over a trail. Keep it straight except when it turns in a new direction. Cubs must stop at each turn and record the bearing, following the rope to the end. The fastest and most accurate six wins a prize.

Leaders could mark a number of compass bearing targets with flag tape. Cubs must stand in one place and identify the direction of travel (bearing) they would have to follow to get to each different target.

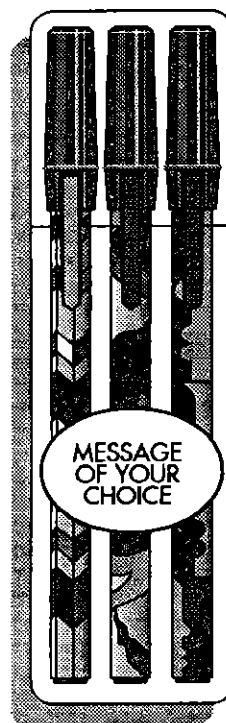
Here's a compass point game. Make signs with each of these compass directions printed on them: North, Northeast, East, Southeast, South, Southwest, West and Northwest. Cubs must find North and each of the other directions. They must tape the signs on an appropriate wall or, if playing outdoors, on a stick stuck in the ground. A leader then calls the compass direction and the kids stampede to that area. The last Cub to reach that point calls the next point, then becomes an observer. Remove some of the signs as your Cubs start remembering their directions.

Compass Challenge

Compass exercises provide lots of fun, activity and challenge and also help prepare the Cubs for what's in store for them in Scouts. If you're introducing final year Cubs to compass work, tell a Scout leader what you've done so the troop can pick up where you left off. X

MORE COMPASS IDEAS

See the *Scouter's Five* (p. 35) and *Patrol Corner* (p. 28) for more ideas to build compasses into your program.



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CROSS-COUNTRY PHOTOS

Counting Monies in our Venturer Money Bags



Patrick Cheatley, a Venturer from the 4th Ancaster Company in Ontario, tallied up the 'takings' from last year's Apple Day with others in his group. Apple Day continually proves to be an effective means to raise money, publicize Scouting and serve the community. Photo: Elizabeth James



Scouts Luke Flower and Clay Case (Grande Cache, AB) sit back and relax for several minutes after building this semi-permanent shelter in Willmore Wilderness Park. Later that night, they slept in their wilderness haven enjoying its dry comforts. The shelter helped fulfil requirements for their Troop Specialty Badge. Photo: Charlie Case

Beavers Taking Charge



Beavers from the 1st New Maryland Colony, NB, appear ready to set off in this massive hydraulic shovel to a nearby construction site. Perhaps they'd like to use high technology to build a new dam? These Beavers loved their visit to a heavy equipment operator's yard, where they could ask lots of questions and climb over machinery. Photo: Rick Smith



After lashing pairs of canoes together with ropes and poles, Scouts from the 173rd Archwood Group (Winnipeg, MB) hoisted sails and raced to the far end of the lake. What a great way to combine knot tying, pioneering skills and water activities. "The competitive challenge really inspired the kids," said Scouter Ali Eason. Photo: Ali Eason



Foiled Again in Tin Can Stoves

Cubs from the 86th St. Angela Pack (Regina, SK) cooked up their own lunches after making tin can stoves during a winter camp last year. Part of their lunch included "hobo stew." (See the March *Paksak* column for a delicious hobo stew recipe.) Photo: Benjamin Eng

Our Values Up in Smoke?

by Ian Mitchell

Just a puff,
that's enough
Habit grows,
all else slows.
Yellow stain,
listless brain.
No success,
friends grow less.
Coffin nails,
face pales.
Weak and thin,
all is dim.
Laid to rest,
reason guessed?

— Unknown

Smoking. Many Venturer-aged youths face strong peer pressure encouraging them to inhale highly toxic cigarette fumes. For some, the pressure is irresistible. Is there anything Scouting can or should do about the problem?

According to Health Canada:

- ☛ Smoking is the #1 threat to public health. Tobacco kills more Canadians than car accidents, suicide, murder, AIDS and drug use combined.
- ☛ Tobacco smoke contains more than 4,000 different chemicals. At least 50 cause cancer.
- ☛ Smoke coming from the tip of a burning cigarette contains higher concentrations of many cancer-producing chemicals than does inhaled smoke.
- ☛ Most smokers begin the habit before they reach the age of 18.
- ☛ An addiction to tobacco nicotine is just as harmful as a heroin or cocaine addiction.

Program Links

How does this affect Scouting programs?

Here's part of a letter (edited) I received from a parent that put a new slant on youth smoking.

My oldest son is 14. Proud Dad (I'm a Troop Scouter)

just 'promoted' him and six other excellent Scouts to Venturers. These seven teenagers are probably the finest young men I have ever known. They accept that Scouting is a way of life. They know right from wrong. They are also disturbed that the Venturer program accommodates smoking, even though the activity is illegal among youths of that age.

If a Venturer is going to smoke, someone must either be selling or giving cigarettes to the teen. According to our laws (*Statutes of Canada*, Chapter 13, of the Tobacco Act, Part II, 8), this is illegal if done in a public place.

Here's what bothered the seven young men moving up to Venturers: the company they hoped to join stated right in its by-laws that smoking was permissible with parental consent. Though the seven youths decided to leave Scouting over the issue, I encouraged them to start another company with by-laws that reflect Scouting values. They have done this and are really excited about their decision.

Why am I concerned as a parent and Scouter? Because law-breaking is not an image Scouting needs or wants. Of course, the issue is bigger. Surely we don't want to promote smoking. Not only is it an illegal activity for young teens, but it's also deadly.

Tell Us Your Views

What about leaders who smoke in front of Scouts and Venturers? Should we accept this poor role-modelling passively? Should we discourage smoking or just not permit it?

I don't believe any Venturer company should be allowed to have a law-breaking and deathly unhealthy by-law. This is unacceptable. Adult leaders, too, should actively discour-

age smoking, especially during all Scouting activities.

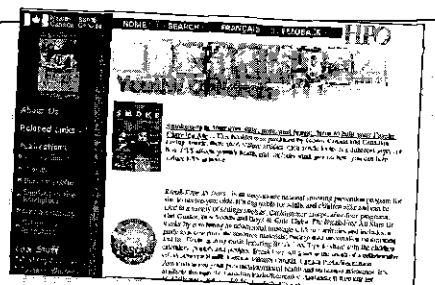
What do you and your Venturers think about this issue? Should Scouting butt out of the smoking debate?

The National Program Committee wants your feedback. Contact us by e-mail at: program@scouts.ca. Mail: P.O. Box 5151, STN-LCD Merivale, Ottawa, ON, K2C 3G7. A

LIGHT UP THIS WEB SITE

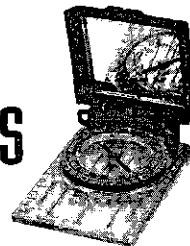
For more information about smoking, contact Health Canada at:

www.hc-sc.gc.ca/hppb/tobaccoreduction/youth.html



Find Your Way with Map and Compass

by Ian Mitchell



THE SETTING: Six Scouts from Fox Patrol and their Patrol Councillor have gathered around a campfire in April. Two Scouts are new this year.

Scout: "Hey. Let's plan a camping trip."

Scout 2: "Okay. Where'll we go?"

Scout: "I don't know. Lets look at a map."

Scout: "My dad has one of Crane Bay that we used on a canoe trip last year."

Scout: "Wait a minute. You probably have a *chart*, not a map."

Scout 2: "What's the difference?"

Patrol Councillor: "Several types of maps are available. Let's see, there are topographical maps, marine charts, forest service maps and local park maps." After a brief explanation of maps and charts (see sidebar page 31) the conversation continues.

The Ups and Downs of Contour Lines

Patrol: "I have a topo map of the Blue Lake area here. It has some beautiful spots to camp on the lake shore. We could go there."

Scout: "Cool. Let's have a look."

Scout 2: "What are all those lines running all over the place?"

Scout: "Those are contour lines. They tell the steepness of the terrain. The more lines and the closer together they appear, the steeper the climb."

Here's an activity that helps Scouts visualize terrain from contour lines.

Take a round loaf — pumpernickel bread works well — and slice it horizontally. Smear each slice with chocolate or cheese spread so it reaches the edges. Now put the loaf back together. The contours that you see represent a rounded hill with steep and gentle terrain. (See diagram). You can also cut out valleys and ridges to see how they appear as contour lines. (Of course, after the demonstration, you get to eat the model. The best part for Scouts!)

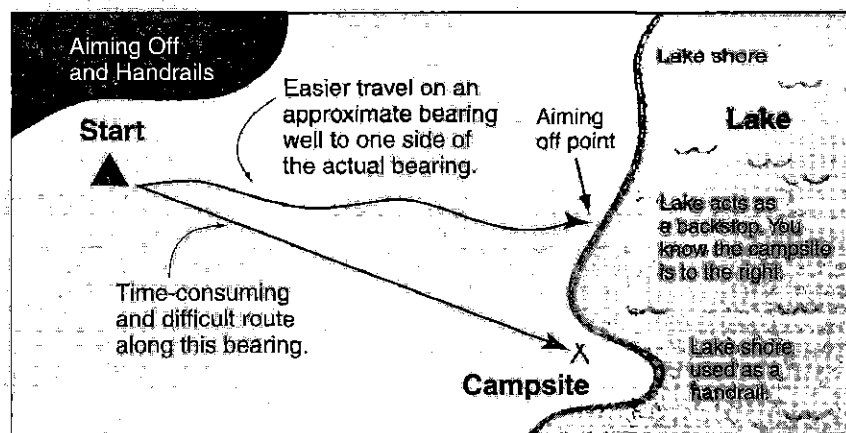
Scout 2: "Wow. There's all that information on a map!"

Scout: "Look. If we were to aim off and then use the lake as a 'handrail', we could camp at that point jutting out there."

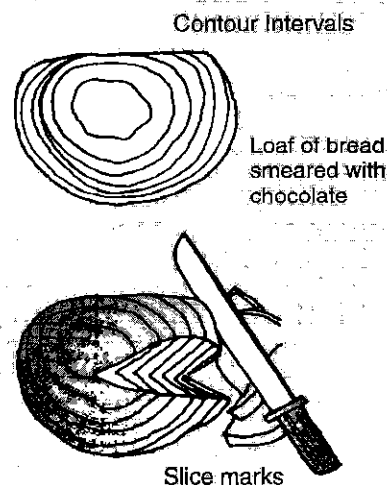
Scout: "Aim off? I think you should 'take off.' What are you talking about?"

Patrol: "Aiming off is a technique
Leader: used when using a map. Since taking and following bearings can be tedious and time consuming if the bearing crosses difficult terrain, you can walk an approximate bearing well to one side of where you want to go. Then, using a

Aiming Off Technique



Contours with Bread



handrail like the shore of the lake. you make your way to where you want to go following an easier route." (See diagram)

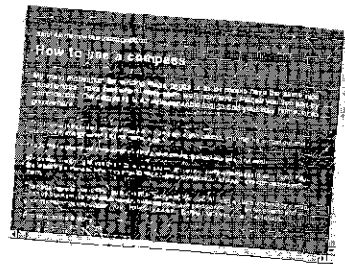
Scout 2: "I think there is a bit, maybe even a lot, I don't know about using a map and compass. Could we spend time on this next week?"

Patrol "Sure. It'll get us ready for Councillor: a great Scouting summer."

MORE MAP AND COMPASS INFO

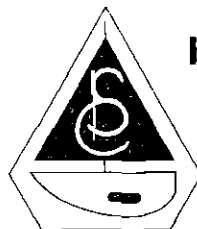
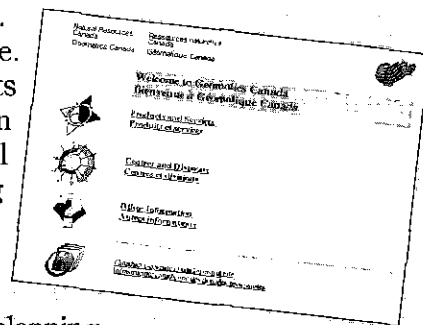
Check out the Map and Compass Scout JUMPSTART package at your local Scout Shop. Another place you'll find great information is at the following web site:

www.uio.no/~kjetikj/compass/



MAPS AND CHARTS

1. **Topographical (Topo) Maps.** These are the most widely used and recognized maps. Topo maps contain all information necessary for planning a trip. They come in several sizes but the most popular include 1:50,000 scale and 1:250,000 scale. The 1:50,000 scale is both useful and widely available. It needs frequent updating when man-made developments (e.g. new bridges, housing projects, etc.) are occurring in the area. Maps with a 1:250,000 scale do not show small details but they're good for overall planning and tracking your progress. (See Geological Survey of Canada's web site for more details: www.geocan.nrcan.gc.ca/)
2. **Marine Charts.** Never try to make do with land maps when planning a water adventure; they omit key information like tidal currents and shallow areas prone to choppy water. Purchase a marine chart for all water trips. (Contact the Canadian Hydrographic Service for details: East 1-613-998-4931 or West 1-250-363-6358.)
3. **Forest Service Maps.** These provide information about access to forested areas from logging roads.
4. **Local Park Maps.** Usually these contain details of trails and portages that you won't find on topographical maps. Most show no grid lines, which makes them hard to use accurately with a compass. ^



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Appointment with Disaster: *What Went Wrong?*

by Ross Francis

SCOUTING SEEKS to build solid leadership qualities; that means teaching young people to plan, evaluate and make sound decisions. Here's a fun, discussion-generating exercise for your group. It's a fictitious event that seems headed for disaster.

Divide your group into sixes or patrols to see if they develop different solutions. Give each six or patrol a copy of the story and discussion questions. You might also provide markers and bristol board or flip charts for them to illustrate their ideas.

Review this fictitious event with your group and identify:

- What went wrong?
- When did things unravel?
- How could people have prevented the difficulties?
- What would be the best response?

Here's the Deal

You belong to a fairly new group, with only a few senior Scouts. The group has spent weeks planning for a weekend backpacking trip. In preparation, they carefully researched their route, studied the map, checked their gear, planned menus, trained and followed appropriate steps for the outing. This will be their first backpacking trip of the year and they are pumped!

Saturday Morning, Early October

Your group of 12 Scouts and three leaders has assembled at the meeting hall for the trip. Outside, it's overcast and raining lightly, but the group decides to go ahead anyway. Everyone

piles into vehicles to drive approximately one hour to the trailhead (a designated hiking trail in a national park). Your hike follows about 8 km of trail, along an old logging road. Several other trails intersect it at various points. The terrain looks fairly hilly. It includes steep climbs and descents as the trail winds its way to the coast. There, you'll camp at a designated campsite, complete with out-house, fire pit and other rustic amenities. Two of your leaders know the route and have camped there a number of times, so your group decides maps aren't necessary.

Arriving at the trailhead, everyone feels cramped. Two teens (Rick and Dave) are especially antsy. Eager to get going, they quickly pick up their packs and hurry toward the trail, yelling that they'll wait for everyone else a little way down the path. Everyone else take their time getting out of

*Stay on the
trail unless
you've got
a map and
compass and
know how to
use them.*



Photo: Charlie McPhee

the vehicles. People stretch, munch a quick snack and a drink, collect their packs and put on rain gear.

The Huddle

Your leaders gather the group for a quick check of gear and clothing. Briefly, they explain the plan to hike for 45 minutes then take a break. You'll find slippery rocks and a muddy trail due to the rain. The leaders designate a "lead" and "sweep" for your group. Finally, they do a head count and discover that Rick and Dave are missing. Someone pipes up: "Oh yeah. They left as soon as we arrived, but they said they would wait just a little way up the trail."

Annoyed, your leaders decide to send Jason (a fast, competent hiker) to catch up with the trail-breaking Scouts to tell them to wait.

At about this point (15 minutes after arrival), Rick and Dave reach the first trail junction.

"We should wait here," says Rick. Dave, however, is sure that when everyone planned the trip weeks ago and studied the maps, the plan was to head northeast to Tracy Lake. Reluctantly, Rick agrees to follow. They're beginning to get wet because they hadn't put on their rain gear. It seems there's a small hole in Dave's sneaker; his feet are getting wet from stepping in a few puddles. Rick convinces Dave to hurry along so they'll arrive first at the campsite.

"We'll snag first choice of a tent spot and set everything up before the rest of the group arrives," Rick argues persuasively.



Up ahead, the offenders hustle along a steep section of the trail. Suddenly Dave's wet and worn sneaker slips on a root and he falls awkwardly; all his weight and overloaded pack crash down onto his twisted ankle. He screams in pain. Rick rushes to his side to help. While Dave pulls off his sneaker to inspect the damage, he discovers cuts and scrapes on his palm and wrist. Since it hurts too much to walk, they decide to move into the shelter of a tree and wait. After all, the rest of the group should be only a few minutes behind, or so they think.

At the trail junction, Jason remembers his leaders' briefing at the trailhead: "Go northwest to Hayward's point," they had instructed. He continues to dash down the trail trying to catch the others.

After 20 minutes Rick and Dave are worried, soaked to the skin and shivering with cold. Dave's ankle has swelled considerably; it's too big to fit back into the sneaker.


From Bad to Worse

Jason, figuring he's getting close to Rick and Dave and feeling sharply annoyed, decides to run to catch the others. He rounds a sharp curve in the trail only to find a large tree down, blocking his path. He falls into the tree, scratching his face and arms. Putting out his arm to stop his fall, he cries out in pain as his wrist slips on a slippery rock and twists awkwardly; he badly scrapes his knuckles in the process. Jason picks himself up and

Playing Catch-Up

As Jason hurries, attempting to catch Rick and Dave, he finds the trail slippery. It rains harder. Jason slips and slides on wet roots and rocks. He's angry at Rick and Dave for taking off, causing him to race after them.


Photo: Peter Ng




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*Rick suspects
that the group
has taken the
other trail.*

*What should
he do?*



Photo: Peter Ng

steps under the shelter of a tree to take stock. His wrist will hardly move at all and a fair bit of blood oozes from a long gash across one knuckle.

Meanwhile, back on the trail, the rest of the group is moving along well, though a little slowly because of the conditions. One teen (Ann) discovers she has left her puffer in the van. She asks her leader for keys, sets her pack down and jogs off to retrieve her puffer. A female

leader says she will wait until Ann returns, but sends the rest of the group ahead to meet the others. They agree that everyone will regroup at the halfway point.

Summing Up the Fiasco

Rick and Dave are seeking shelter on the wrong trail, waiting for the rest of the group to catch up. Both are shivering from the cold, and Rick worries that the others are taking a long time to catch up.

"Perhaps I should go back to find the rest of the group," he wonders aloud. "Are you certain we were supposed to turn northeast?" Rick suspects that the group has taken the other trail. What should he do?

Jason, in great pain now, removes his pack. He's torn between staying put to look after his injuries and continuing down the trail to catch Dave and Rick. What should he do?

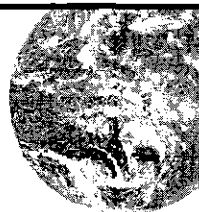
The leaders are growing very concerned. One hour has passed since they left the trailhead, but they still haven't seen Rick, Dave or Jason. Now Ann and their first aider (the leader) follow far behind, the group has not yet reached the halfway point and rain continues to make everything miserable. On the other hand, it's still only 11 a.m. and the weather office had promised clearing skies. What should they do?

Evaluating and Solving the Crisis

The story is obviously an exaggerated scenario. Several potentially devastating situations have developed, with a possibility for more. Review this with your group and discuss your findings. Answer the questions posed at the start of this story. What could group members have done to prevent these difficulties? What good decisions could each group of hikers make to resolve the situation?

Now, share your findings with me, so I can publish them in a future **Leader** issue. (My address: Ross Francis, P.O. Box 5112, Stn. LCD-Merivale, Ottawa, ON. Fax: 613-224-5982. E-mail: rfrancis@scouts.ca.) See how your ideas stack up against other troops across the country. ^

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SCOUTER'S 5

Canoeing Scouts' Own

- If you're planning a canoe camp this spring, use this interesting Scouts' Own skit developed by Rick Bourbonniere and Cherilyn Swallow of the 12th Burlington Scout Troop, Ontario. (We've adapted it slightly.)

- As your Scouts or Cubs look on in silence, several youths carry in a canoe containing two paddles, three PFDs, painters, a throwing rescue line, whistles, duct tape and a bailer. Using a compass, one Scout finds True North and instructs the others how to point the bow of the canoe in this direction. Then, a Scout fashions a cross by laying two paddles on the centre thwart.

- The three PFDs are carefully placed in the hull at the bow, centre and stern. When complete, the Scouts join the other participants. After all are still, a leader begins.

"True North. God is like a compass. He gives us true direction when we follow Him. Rabbis, priests and ministers say we can find Him always and everywhere. Where our paddle blades meet the water, He helps us push. When the sternsman does a "J" stroke, God helps us turn. A power stroke keeps us moving. Draw and pry strokes get us around the rocks — life's difficulties."

- "God provides the attraction for our compass, so we can map out His true course and follow His footsteps. We are called to be imitators of God. That means we should find out all we can about Him and follow His lead in every part of our lives."

- "Our bodies are the containers that carry our spirits and souls. A canoe is the vehicle that can carry our peace of mind when we are out in the wilderness soaking up peace that God gives us."

Scouter's Five Minutes

April '99

SKITS

- Linda Kish of Lethbridge, Alberta, provided these great skits.

What's Your Problem?

Scene: (Doctor's office.)

Patient: "I feel terrible. What's wrong with me?"

Doctor: "Do you drink any alcohol?"

Patient: "No! Yuck! I never touch the stuff."

Doctor: "Do you smoke?"

Patient: "Are you kidding me? Certainly not! My breath would stink."

Doctor: "Do you stay up late at night?"

Patient: "Never."

Doctor: "Do you eat lots of candy?"

Patient: "Not me."

Doctor: "Well let's see." (*Doctor scratches his head, frowns and appears to be deep in thought.*) "Do you have sharp pains in your head?"

Patient: "Yes I do! What's wrong with me?"

Doctor: (*Reaching over and adjusting an invisible halo on the patient's head.*) "Your halo is too tight."

- **Clock Shop**

Scene: (A repairman is working in his clock shop. He pauses to greet a customer bringing in an old clock.)

- *Repairman:* (*Speaking with a strong accent.*) "Vat seems to be zee problem?"

Customer: "This clock doesn't tick right. Listen to your clocks. They go tick-tock, tick-tock. But mine only says tick, tick, tick."

- *Repairman:* (*Takes the clock and examines it carefully, then looks at the clock with determination in his face.*) "Vee have vays to make you tock!"

Skits

April '99

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Planting a Tree

Use this skit around Scouttrees planting time. You'll need a leader to "volunteer." Find one who has an excellent sense of humour. Tell the person what's going to happen before you start.

Ask for a volunteer to represent your tree for planting. (Make sure your leader-volunteer steps forward quickly.) Ad lib with digging actions, adding fertilizer, packing the dirt around the roots, staking it up and anything else you think appropriate. Explain exactly what you're doing so everyone follows the action.

At last, finish by picking up a cup of water and saying, "Now we water it!" Pour the water over the head of your leader-tree.

Introduce the Fly Family

One person does all the talking, introducing all members of the well-known fly family.

Narrator: "Let me introduce you to the beautiful butterfly." (Two Cubs enter and walk around with hands waving like butterflies in flight.) "Wonderful, just wonderful. Now let me show you what the horsefly looks like." (Two Cubs enter making noises like a horse and prancing around wildly.) "Incredible that we could actually see these rare flies. Okay. Now let's look at the deerfly." (Two Cubs enter and walk around with hands clasped angelically over their hearts and smiling broadly.) "Great. Great. Now I'd like to introduce everyone to the letter-fly." (At this, two Cubs come racing in with two cups holding a very little bit of water. They let-ter fly at the audience!)

Skits

Canoeing and Faith: A Comparison

"A canoe's ribs, thwarts and hull are like our bones which support us. Seats are for resting. Rest is important. God made rest because He cares deeply for each of us. Paddles, like our arms and legs, take us in directions we want to go."

"Painters represent times we want to put our lives on hold and reassess our direction. We use a bailer when we're in deep trouble. Duct tape is needed to patch up our lives when we feel torn and tattered. Everyone feels this way at times. Ask God to point you towards someone you trust in times of need. Use your whistle to call for help; a rescue rope will pull you to safety."

"Did you ever think a canoe could draw you closer to God? When we're out on the water this morning, think about God and how you can open yourself more to His ways."



Scouter's Five Minutes

CELEBRATE NATIONAL VOLUNTEER WEEK APRIL 18-24TH

by Bryon Milliere

National Volunteer Week is the perfect opportunity to thank and honour those who donate time and energy. This Week also increases public awareness of the vital contribution that volunteers make to our communities.

During National Volunteer Week, over 5,000 local community agencies and volunteer centres across Canada organize special events to celebrate generous Canadians who freely give their time. More and more businesses are honouring their employee volunteers, while an ever-increasing number of schools,



hospitals and municipalities are setting up recognition programs.

Want additional information about National Volunteer Week? Perhaps you'd like to organize an event in your community. Contact Volunteer Canada at 1-800-670-0401 or visit their web site at www.volunteer.ca.



Millennium Product Previews

**YOU'VE ASKED FOR THEM.
HERE THEY COME!**

by Ben Kruser

After polling members and using focus groups for ideas, National Retail Services (NRS) will introduce a number of products to celebrate Canadian Scouting at the turn of the century. Our logo captures the essence of youth, the joie de vivre of being part of Canada with fresh opportunities ahead. NRS has produced this logo as a collector's crest — a "must have" for many people in future years.

To complement the crest, we've also produced a terrific millennium pin. Suitable for formal or business wear, this pin will help you show pride in Scouting while out of uniform. As well, we've also designed an attractive mug that you can use around a campfire or in your office.

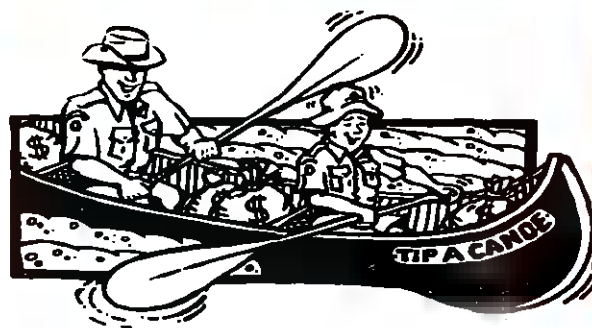
The ornament celebrating Beavers' 25th Anniversary is popular; many members are buying a copy. We're going to continue this celebration tradition by offering a millennium ornament. Pick up your ornaments now so you can start your collection.

Hiking staff medallions are increasingly popular among youths and adults. We've replicated the millennium logo on a medallion for members — another collector's item you'll want before heading out on the trail or to national events such as CJ'01.

Year Flashes

National Retail Services wants to make the millennium a memorable occasion for all members. Have you seen the annual year flash or "licence plate" with the Scouting year printed on it? Usually, these are provided during member registration. We're drawing up plans to break from tradition for the millennium. Rather than produce a crest with 99/00 on it, we'll be offering a collector year flash with the number 2000 displayed. If there's one year flash you want to have on your uniform and for your campfire blanket, this will be it!

Start planning your millennium projects now, and get ready for turn of the century festivities. ^



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Is Your Discipline Pro-action or Reaction?

by Rob Stewart

Discipline is a difficult issue for most leaders.

We sometimes focus on consequences (send the offender home early, levy time out, talk to parents, remove badges, even expel a child from the section). But what if we took a proactive approach to the issue and planned for positive behaviour instead?

Ruling the Roost

One approach to positive behaviour management involves developing a list of rules; post or review these regularly to remind members of behaviour you wish to see during meetings. Another involves seeking advice in books.

Positive Behaviour Management Strategies for Physical Educators is a book by Barry W. Lavay, Ron French and Hester L. Henderson. Although it targets physical education teachers, section leaders could apply many ideas. The authors give these helpful suggestions for designing rules:

- List acceptable and unacceptable behaviours.
- Involve students in developing rules when possible.
- Keep rules simple and to the point.

- Make no more than five or six rules; too many will only confuse students.
- State all rules in a positive, measurable and age-appropriate manner.
- Develop general rules that are flexible, to cover different group situations.
- Develop specific rules for specific situations.
- State consequences clearly.
- Be sure students understand both rules and consequences.

Effective Planning

Positive Behaviour Management Strategies for Physical Educators also emphasizes effective program planning. A well-organized leader has thought about timing, use of equipment, clear instructions, and so on. Behaviour problems appear when kids must wait in line for their turn to do something, they don't understand the relevance of an activity, or equipment isn't usable. Bored youths look around for other ways to entertain themselves. The "other ways" can disrupt your group.

Use Positive Approaches

- Catch students being good. This reinforces positive actions and others recognize this success.
- Keep your cool and address problems quickly. Set a good example by staying in control of yourself. Don't let problems escalate before you act.
- Ensure consistency among all leaders. Members of your leadership team should take a similar approach so youth hear the same message from everyone.

Avoid Negative Messages

- Never make comparisons. Comparing one to another with a statement like "why can't you be more like..." is a put-down. It's never appropriate.
- Don't make idle threats. Members may misbehave just to see if you will do what you've threatened.
- Avoid sarcasm. Sarcasm is hurtful.
- Don't humiliate. Never make fun of a member or use someone as a negative example in front of peers.
- Don't overstate a situation. Don't get angry and make statements you can't or shouldn't follow through on.

Scouting Resources

Scouting has many handbooks and publications to help you run an outstanding program. Use your sixers, patrol leaders and court of honour to establish and maintain a positive, fun and safe atmosphere at meetings.

Would you like more information how to discipline in a positive way? Check out *Positive Behaviour Management Strategies for Physical Educators*, available through The Canadian Association for Health, Physical Education, Recreation and Dance (CAPHERD). Their Address: 1600 James Naismith Dr., Gloucester, ON, K1B 5N4. Phone: (613) 748-5622. Web site: www.activeliving.ca/capherd.

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"More Fun! That's What We Want."

by Andy McLaughlin

"We want to have fun."

Canadian youth and parents delivered this message loud and clear during Scouts Canada's latest Angus Reid survey. This survey, a "general population study," asked a representative sampling of Canadians questions about youth activities, issues and perspectives.

This is the second stage of the research. (The first involved an internal customer satisfaction survey, where Scouting received outstanding results. See the August/September **Leader** for details.) Answers in this second poll will help Scouting attract more youth members so we can stem the increasing membership decline.

Survey Says...

According to Angus Reid's survey, Scouting enjoys a solid reputation and awareness level among parents. Without prompting, 52% of them identified Scouting as a group that youth can belong to: a #1 ranking, ahead of sports (39%) and Girl Guides (35%). Almost one third of parents said they were very familiar with Scouting.

But it's a different story with the youth. Only 13% of young people identified Scouting as an activity they can belong to. This ranked third behind sports (38%) and church groups (15%). Only one in four youth said they were familiar with us.

Scouting: Worthwhile, But Is it Fun?

Having fun! That's the single most important reason why parents sign up their children for extra-curricular activities (31%). A learning experience

(21%) and friendship (18%) are other important considerations for parents.

Do most parents equate fun with Scouting?

According to Angus Reid, only 6% of parents identified "fun" as the best aspect of Scouting. (Adults identified "friends" and "teamwork" more often than fun.)

Ask
youth
what
they
want
to do.

Why would an average youth encourage friends to join Scouting? Fun (53%) topped the list again, followed by education (34%) and outdoor activities (20%).

Parents say the best thing about their children's current extra-curricular activities (mainly sports) are team participation (31%), physical activity (24%) and fun (19%).

More parents agree that Scouting is educational (71%) than fun (60%). An even bigger gap emerges among youth; 71% agree Scouting is educational, but only 50% say it's fun.

Are We Cool?

The internal survey last spring showed that many current members (particularly youth) felt that Scouting is out of touch, and not very relevant to today's young people. In fact, over one third of our members said they are embarrassed to be Scouts! In other words, *it's not cool to be in Scouting*. The external survey reinforces this concern.

Only 44% of parents and 41% of youth felt Scouting is relevant to today's youth, and 30% of parents and 39% of kids felt Scouting is a modern organization.

What Now?

Scouts Canada is studying the detailed results of our external survey to see how we can use the information to attract more members. We'll explore ways to make Scouting appear *and become* more fun and cool. Many organizations and activities compete for young people's time. We need to do a better job of promoting a positive, youth-oriented message.

You can help right now. Make sure your program brims over with FUN. But how will you know?

Ask the kids! Constantly evaluate your programs with your Scouts. Which activities did they enjoy? What didn't they like? Ask them about *everything*. Do they like your group's opening ceremonies? If not, consider something different. Do they like badge work? Do they get outside enough? Ask your kids what they want, and then do what they say.

How can you make Scouting cooler for youth?

Once more, ask your Scouts. Find out what they think is cool. Is it Scouting's activities? Which ones? Uniforms? Badges? Once you know, focus on what kids think is relevant, and de-emphasize what they think is outdated. Be flexible and responsive to your youth. It's *their* Movement! And remember, young people are fickle — what's hot today isn't necessarily hot tomorrow.

We're Changing!

Scouts Canada's research isn't over. Now we're going to conduct focus groups to fine-tune this information. We want to learn how young people and parents perceive Scouting, and find out why members leave.

The more we know about our youth members, potential youth members and their parents, the better we'll serve their needs in the 21st Century. *^*

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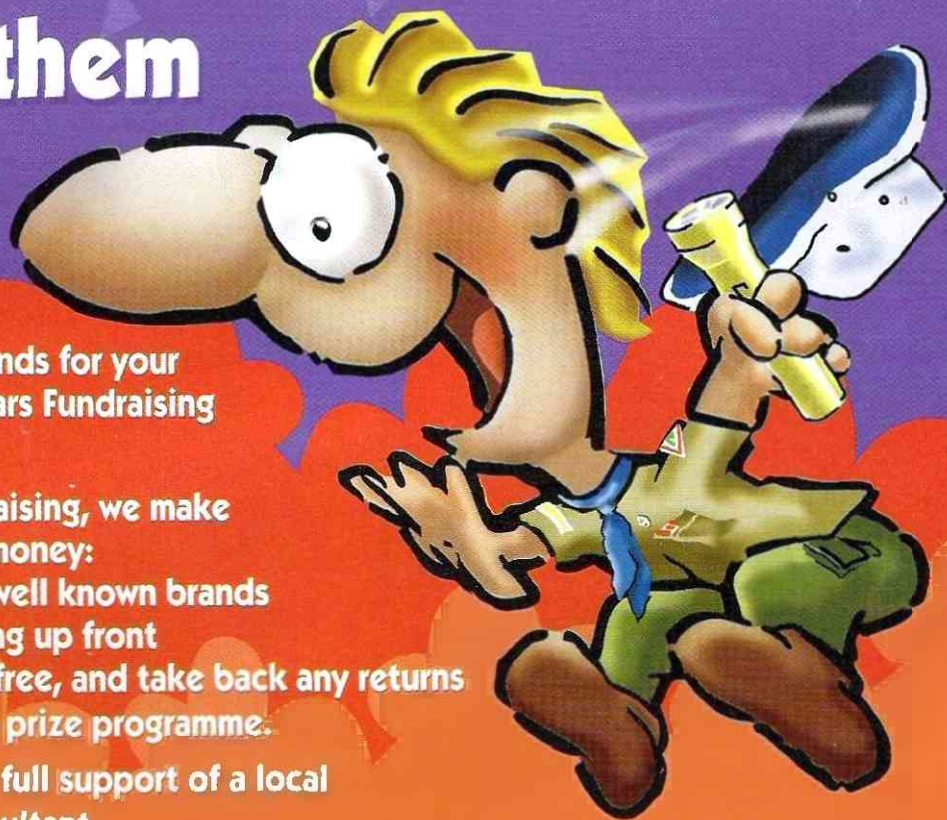
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