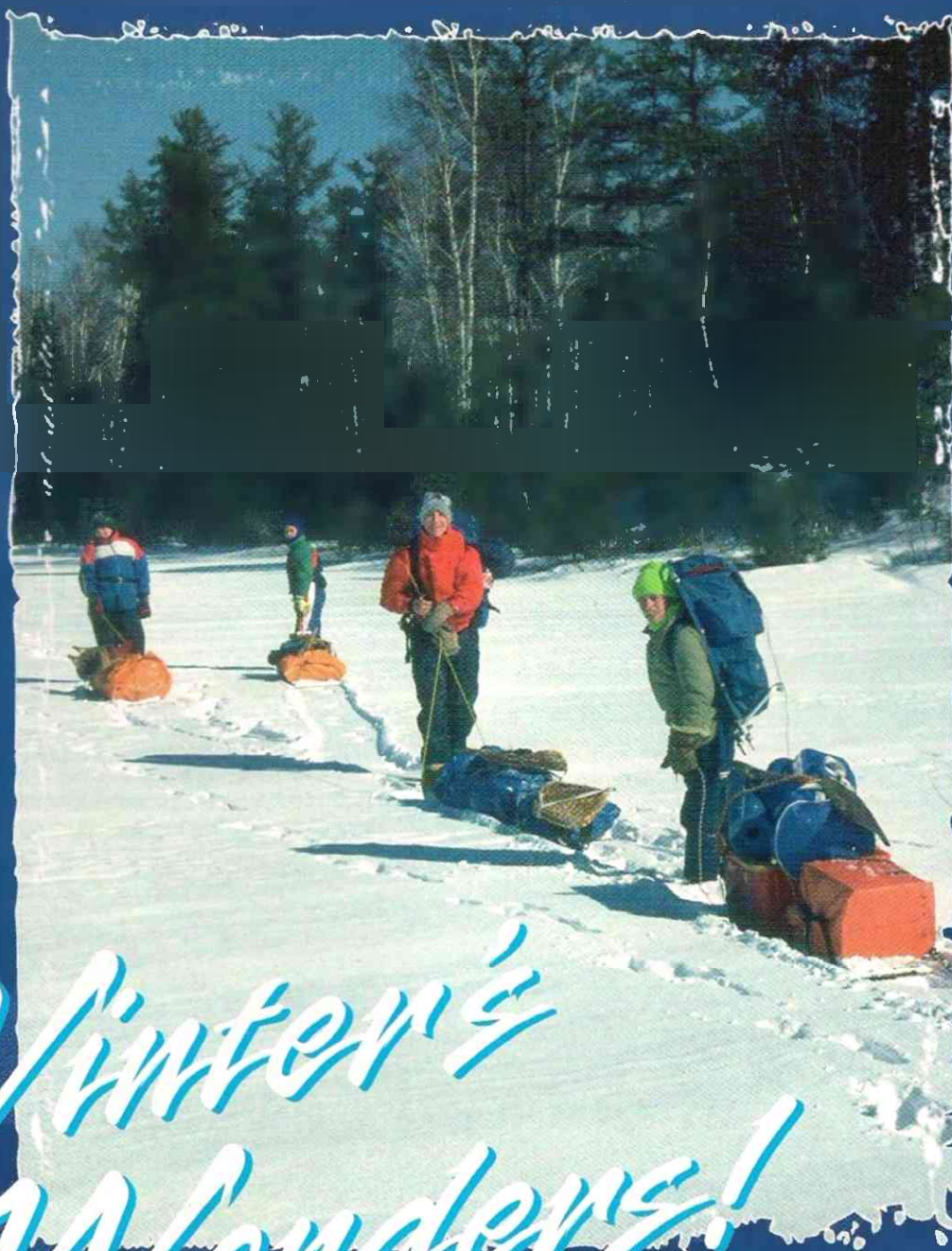


# the leader

FEBRUARY 1999

VOLUME 29 NO. 6

Scout-Guide Week  
February 21 to 28, 1999



## Winter's Wonders!

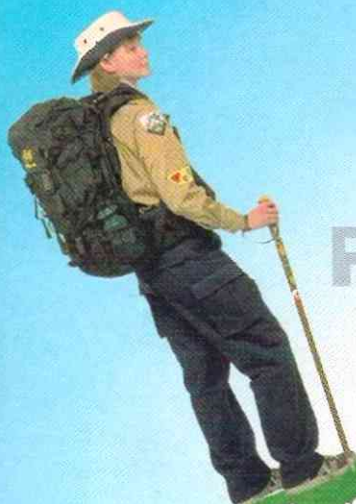
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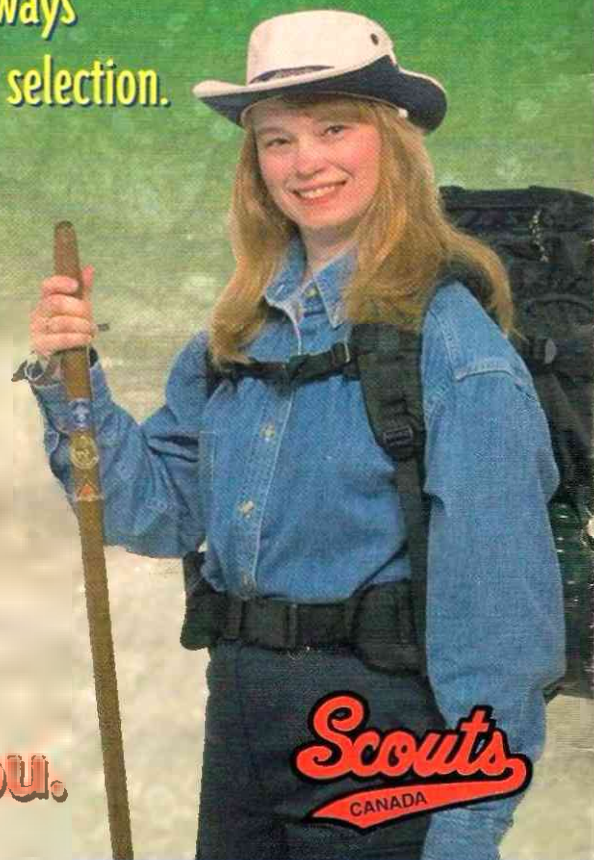
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# A Snowman in Nunavut?

by Catherine Walsh and Hazel Hallgren



**I**N APRIL 1, 1999, Canada's Northwest Territories will split in two, forming a third territory called Nunavut. Here's a theme program (suitable for Beavers or Cubs) that will celebrate winter and tie into the birth of our new northern territory. Invite a Cub or Scout troop to your group to help with the program.

Beavers from the 25th Assumption Colony in Saint John, NB, enjoyed winter with a snowman theme. Traditionally, Inuit people in the high Arctic never made snowmen, though adults made stone inukshuks — person-like statues. (See the December "Fun at the Pond" for some inukshuk-making ideas.) Inuit children today sometimes make snowmen when the snow is right.

Because the wind was howling outside like an Arctic wolf, Saint John colony leaders helped their Beavers make snowmen indoors. Mix two cups of Ivory Snow soap powder (not ultra) with  $\frac{1}{2}$  cup of warm water. Blend this in a mixer until it forms a crumbly substance resembling powdered milk.

With moist hands (but not dripping wet) and using a tin foil base, roll your 'snow' into winter snowmen shapes. Decorate the shapes with eyes, buttons, ribbons, colourful thread and pine cones. Make paper hats from construction paper.

It takes at least 24 hours for the snow to dry completely, so this activity is perfect for winter camps or sleepovers. (Our colony of 18 Beavers used a 6-litre box of soap.)

## Kick the Hoop

Inuit people use athletic games to generate a sense of community and to stay fit during winter. Kick the Hoop is a favourite with many Aboriginals.

To play, take a branch and form it into a hoop. Suspend it from a thin rope. Holding it above the ground, get your Beavers or Cubs to kick upward and hit it with their boots. When everyone can reach one height, raise the hoop higher. Who's the tallest kicker in your group?

Try this variation: With a hand holding one ankle, try kicking the hoop with your other foot.

## Snowshoe Relay

Beavers from Red Deer, Alberta, made cardboard snowshoes from pieces of bristol board. After cutting them out in appropriate shapes, the Beavers coloured on the webbing and straps with marking pens.

During construction, take time to explain that Native peoples made many different styles of snowshoes: Ojibwa, Algonquin, Maine and Bear Paw are just several. (See diagram)

To play the game, line lodges up in relay formation. The first child in each

Photo: Nicole Fay

line shuffles down a track to the end of the room, around an igloo (overturned table covered by a white sheet), and back to the next person in line. Play continues until everyone has raced to the igloo.

### Head-to-Head Tug of War

Inuit and other Aboriginal males needed great strength and endurance to survive on the tundra. This competition helped develop their muscles and coordination.

Face two Inuit 'hunters' head-to-head, separated by about 1/2 metre. Put a circular rope over the top of their heads; let both youths back up until the rope is taut. On a signal, your 'hunters' must try to pull the other person across a line marked behind each.

### Marshmallow Snowmen

For a snack, make some snowmen from large white marshmallows. Push toothpicks down the centre to keep the snowmen from falling apart; use food colouring to paint on buttons, smiles, and other features. Include a cool punch with this treat.

### Recycling in the Arctic

Inuit people constantly recycled old resources into useful tools. Caribou antlers became fish hooks, and bones were recycled into toys.

Help your colony make good use of suet. (Get some from a butcher.) Wrap it up in a thin mesh (metal screening is good) and hang it from windows so birds can eat it during winter.

Photo: Paul Ritchie

### Made a Snowman Song

During the depths of an Arctic winter Inuit people abandoned themselves to song. Here's one they probably did *not* sing. (Tune: Oh My Darling Clementine.)



*Take time to sit around a campfire so your Inuit hunters can enjoy winter.*

Made a snowman (2X)

Made a snowman tonight  
Tonight I made a snowman  
Made a snowman tonight.

Made three snowballs...

Put a face on...

Got twig arms...

Wrapped a scarf around...

Danced around him....

### Indoor Snowballs

Ask Keo to help make at least 60 snowballs from wadded newspapers. Really crush the paper so they don't lose their shape. Divide into small teams with equal numbers of snowballs. On a signal, bombard other teams with

the snowballs. Set a time limit of five minutes before stopping the action.

You might also want to set out two buckets in the middle of each team. Opposing teams must try to toss their snowballs into the bucket.

Tie winter survival, first aid, igloo-building and sled racing into your Inuit theme program. Make sure many fun activities relate to badge work — it'll make earning badges easier and more exciting. X

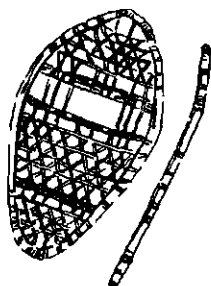
— Catherine Walsh  
is a Beaver leader in Saint John, NB. Hazel Hallgren leads a colony in Red Deer, AB.

## FAR NORTH QUIZ

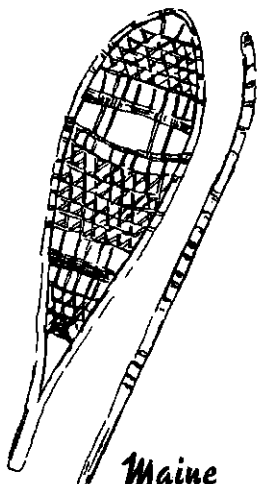
Organize a quiz for older Beavers or Cubs using this information. See which six scores the highest points. Add other questions that tie into an Arctic or cold-weather survival theme.

- Q: What does the word "Inuit" mean? (The people)
- Q: What's the name of a sleek boat that Inuit paddle? (Kayak)
- Q: In what month will Nunavut become a third territory in Canada? (April 1999)
- Q: What does the word "Nunavut" mean? (Our land)
- Q: Why do older Inuit people chew on caribou skin? (To make it soft before turning it into mocassins.)
- Q: Today, do Inuit people use dog sleds primarily or snowmobiles? (Snowmobiles)

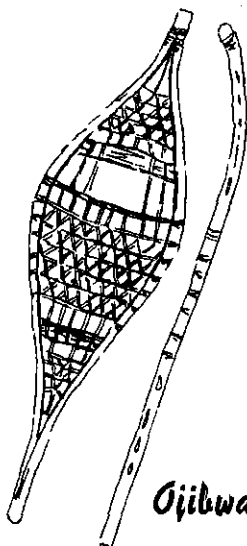
### Snowshoe Styles



*Bear Paw*



*Maine*



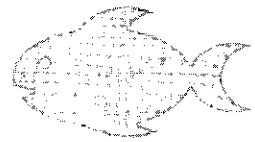
*Ojibwa*

## DID YOU KNOW...?

- Inuit people have at least 14 different, individual words to describe snow, including *qiasuqaaq* (snow that has thawed and refrozen with an ice surface), *masak* (wet, falling snow) and *kavisilaq* (snow roughed by rain or frost).



# Looking for Something 'Fishy'



**If** your Beavers or Cubs are seeking some indoor freshwater adventure related to live animals, help them set up an aquarium. The project ties in with the Cub Pet Keeper Badge, and relates well to several other badges.

Here are some tips your colony or pack members can follow to make their goldfish-growing experiences pleasant.

## Selecting a Tank

Choosing the right tank size is not only important, it's vital. A "starter" aquarium should have a volume of 38 to 76 litres (10 to 20 gallons). Avoid

deep or narrow tanks; they can be tippy and don't give fish much room to swim freely.

Glass tanks seldom leak, but always check your tank before putting a fish inside. Place the tank on a level surface that will support the weight. Slowly fill the tank with water. Allow the tank to stand for at least 24 hours to make sure no leaks develop. Once you're sure your new tank doesn't leak, drain and clean it thoroughly with a soft cloth dipped into a diluted solution of aquarium salt. Wash all inside surfaces of the tank; don't use abrasives, soap or detergents. Then rinse out the tank thoroughly.

Placement of your tank is important. Avoid putting your tank on or near any heat source, or in areas of strong drafts, cold or direct sunlight. Too much light encourages algae to grow, and the water will turn green. Sunlight should filter through the tank an hour or so each day.

## Filtration Equipment

Many different filter types will clean and aerate your aquarium. Electrically-driven water pump units are very common for home aquariums. They purify water through a self-contained canister or an outside hanging overflow filter. Other filtering types include "undergravel" filters, and inside box and corner filters powered by external air pumps.

## Decorations

It's fun decorating an aquarium and creating your own undersea adventure garden. Gravels, decorative rocks, ornaments, live and artificial plants sold in aquarium stores are safe. Look for sunken treasure or pirate ships, mermaids and other interesting ornaments that ignite youthful imaginations.

Beware of objects that you can collect on your own. Beach sand, sea shells and builder's gravel may contain soluble chemicals that could harm fish.

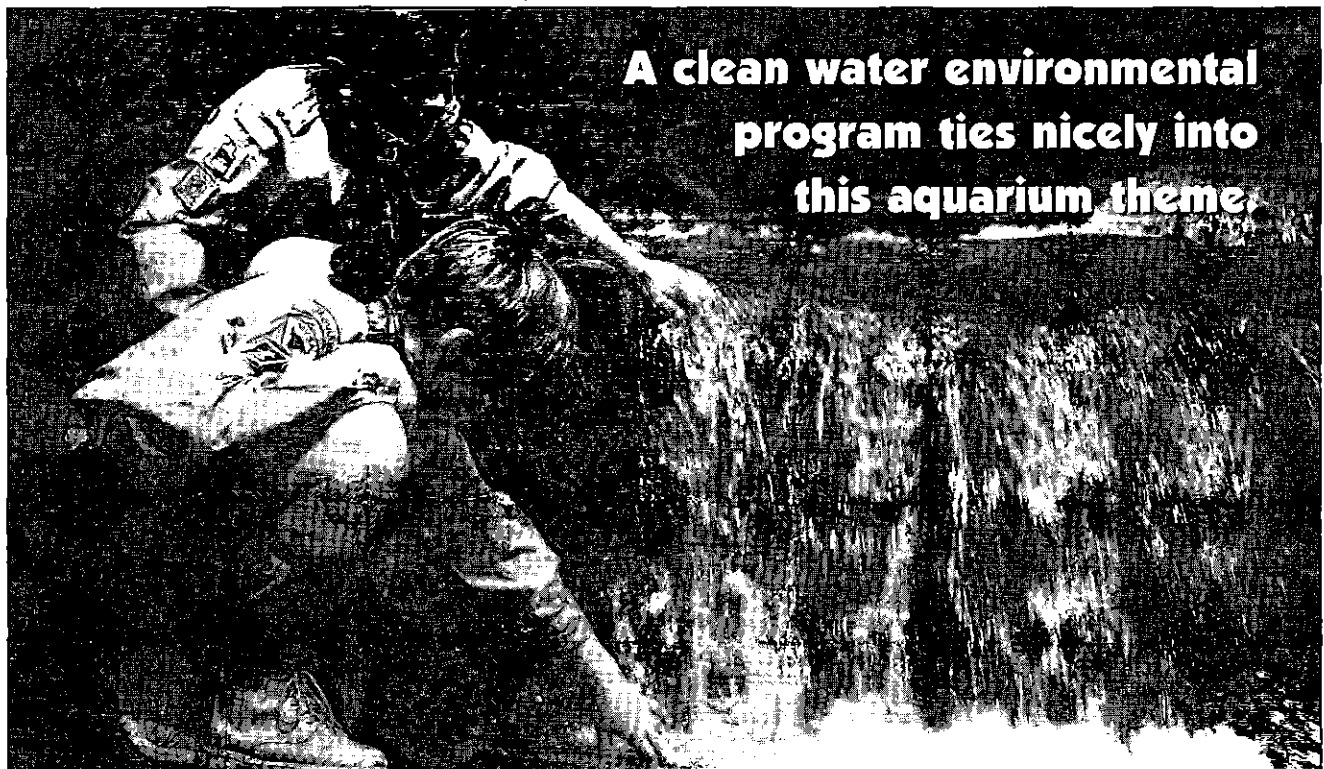


Photo: Paul Ritchie



# to Do?

# Set Up A Freshwater Aquarium

by Tara Jodoin



## Filling the tank

If you've chosen an undergravel filtering system, place it in the aquarium *before* you put in any gravel. Use approximately 1 kg of aquarium gravel (2 lbs) for each gallon of water. Let your Beavers or Cubs wash it several times before putting it into your aquarium. Put the gravel in a bucket and allow water to run over it until all dirt has been washed free.

Place gravel higher in the rear of the tank, sloping downward towards the front. A height of 7 cm in the rear and 1 cm in the front is ideal; dirt and debris will collect in the lower parts of the tank where you can easily remove it with a siphon (a tube that sucks water and dirt out of the gravel). After half-filling your aquarium, put in plants and other decorations. Youth will need to anchor plastic plants in the gravel so they don't float to the surface.

Now, install and test your filtration system. After making last minute adjustments to decor and equipment, fill the tank to within 2 cm of the top.

## Conditioning the Water

Most communities treat their municipal water supplies with chlorine and chloramine. These kill bacteria; they're also dangerous for fish. When making water changes and before putting in your fish, neutralize these chemicals with a water conditioner (available at pet stores). Follow the instructions closely or fish won't be able to build up the protective slime coating on their scales.

## Number of Fish in the Aquarium


How many fish can your tank safely and comfortably hold?

Here's a good rule of thumb: 2.5 cm (1 inch) of fish for every gallon of water in the tank. Larger fish need more surface area than smaller fish. A local pet store can tell you exactly how many fish can safely live in your aquarium.

Partially change the water in your tank every month. Siphon approximately one-third of the water from the bottom of the tank. This will prevent dissolved wastes from accumulating. Remember! The new water must be conditioned and the same temperature as the old water.

Remove all decaying food lying on the bottom or it will cause ammonia and nitrate levels in the water to rise — a deadly situation.

Choose your fish food carefully. Foods are formulated for a variety of fish and tailored to the habits of particular fish types.



**All fish grow, flourish  
and live longer when their  
owners follow a simple rule:  
feed a variety of foods.**

## "No way I'm gettin' in there, Sharky!"

Before putting fish into your tank, make sure both the water in your aquarium and the fish bag are approximately the same temperature. The water in your tank can be a degree or two warmer, but not cooler. To equalize the two temperatures, simply keep your fish in the bag floating in the tank for about 15 minutes.

During this time, make a number of exchanges of water from the bag with equal amounts of water from the tank. While your fish are in the bag, if they show any sign of distress (especially gasping at the surface), *immediately* release them into the tank.

## Feeding Time at Your Marineland

Give your fish small amounts of food, rather than large quantities, at each feeding. Overfeeding can cause "fouling" of your aquarium water. Feed twice a day and only what they will eat in about 3 to 5 minutes.

## Nutrition

Goldfish require a balanced diet that incorporates vegetable, animal, mineral and vitamin components in the proper amounts. Remember: variety is the key to success when feeding goldfish and other fish types.

All fish grow, flourish and live longer when their owners follow a simple rule: feed a variety of foods. Goldfish can be fed goldfish pellets and flakes, or even lettuce and cucumber. (Make sure you cut these into small enough pieces.)

## "I care for you, fishy."

Coming from cooler waters (which contain more oxygen than warmer waters), goldfish are very susceptible to overcrowding. If you see your goldfish swimming at the water surface gasping for air, they may be experiencing oxygen deprivation — caused by high water temperatures or overcrowding. Give them immediate relief.

Goldfish thrive greatly on well-aerated water. Because they are bottom-

grubbing fish that continually poke in the gravel, an efficient filter is a sensible investment. Also, goldfish are sensitive to chlorine and chloramine; all water intended for use with goldfish should be treated (conditioned) properly.

ly damaged, has no missing scales, torn fins or signs of blood on body or fins, you will avoid initial trouble. A sick fish appears sad; even in the first stages of disease it will have a drooping dorsal fin, closed ventral fins, or it will move strangely.

## Scales

Goldfish scales are large. Count how many rows of scales you see from the gill opening to the beginning of the tail — generally 26 to 35. Can you see a line of scales in the middle of the side line? It has little dots. These are really pits that make up the "lateral line," a sense organ that makes the fish sensitive to low sounds and temperature changes in the water.

Get Beavers and Cubs to draw a detailed picture of each fish in your aquarium. It will help them notice individual characteristics. Then, give each fish a name.

## The Cost of Setting Up an Aquarium

You have two basic choices when buying aquarium equipment: getting all the equipment individually, or purchasing a complete aquarium kit.

If you decide to buy a "starter" aquarium kit, expect to pay about \$50. For this, you'll probably get a 10 gallon tank, water conditioner, a heater (not needed for a goldfish tank), net, bulbs for aquarium light, a temperature indicator, a video, food and a filter. Inexpensive kits usually don't include gravel, plants, pump for filter, fish, aquarium salt, or a siphon — though you'll need them. With these items, your total will rise to about \$90. Buying the components individually will usually increase your cost by about 15%.

## 'Fish' Around for More Ideas

When your Beavers or Cubs have completed this project, look for ways your aquarium ties into other Scouting activities. If lake or river ice is safe in your area, go ice-fishing. Practise rescue drills simulating a victim breaking through surface ice. Discuss hypothermia and first aid procedures.

Explore water pollution or acid rain. You might even want to chart how all life on Earth depends on clean water. Set up a display at a local library or shopping mall. Include some recruiting information. After all, you should always be "fishing" for new Scouting members! ^

## Program Links

Cubs: Artist Badge, Pet Keeper Badge, Black Star, Blue Star.

— Tara Jodoin is a co-op student at St. Patrick's High School in Ottawa.

# A sick fish appears sad; even in the first stages of disease it will have a drooping dorsal fin, closed ventral fins, or it will move strangely.

## Disease

Goldfish can develop many diseases common in tropical fish. Diseased goldfish clamp their fins together, exhibit listless behaviour, eat less, and swim erratically, often with scratching motions. If you think your goldfish is sick, seek advice from your local pet store owner.

## Choosing a Fish

Pick a goldfish that moves with extreme precision and with all fins alert and in use. If the fish is not physical-

## Colour

Some goldfish are coloured blue, purple, orange or black. You can see these colours at their best only if you protect your fish from strong light.

The colour of a goldfish changes as its environment changes. Most sport a dull bronze colour until they are several months old. Some remain this colour for the rest of their lives, but a large number (if they have enough sunlight and warmth and good food), slowly turn yellow-orange, silver, or a combination of these colours.

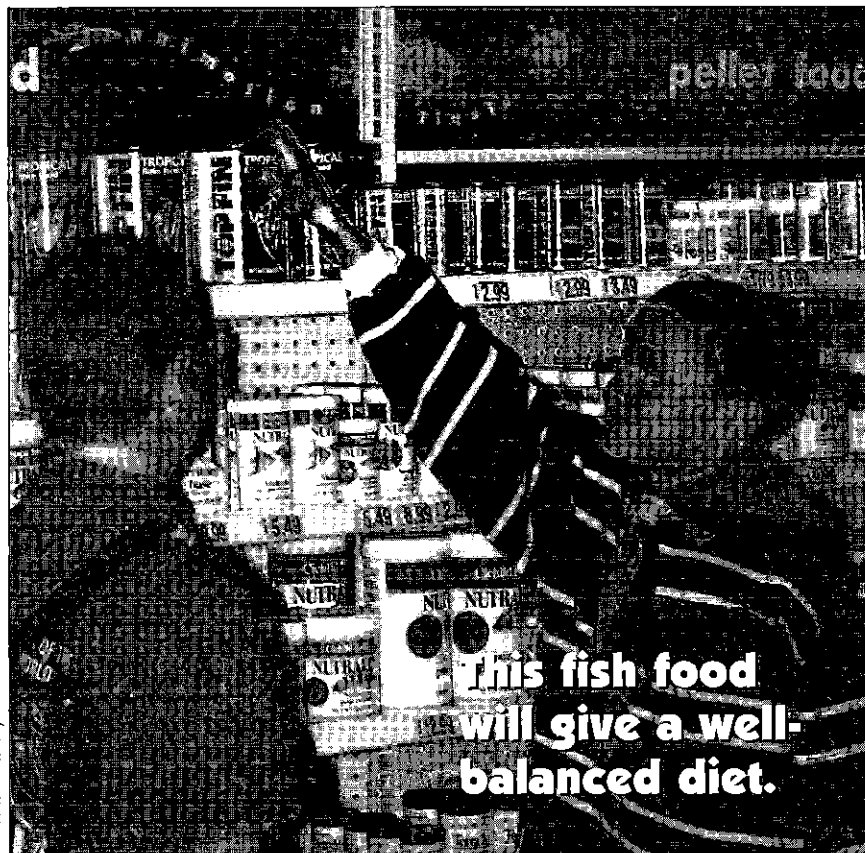


Photo: Allen Macartney



# When Laryngitis Strikes...

## Build A Program Around It!

by Colin Wallace

### Picture the crisis.

You wake up one morning with a severe case of laryngitis. You can hardly croak your name. You ask your spouse to call in and tell your boss you won't be in to work. You stay home watching soap operas and game shows for the rest of the day. **That's not so bad. Right?**

But suppose you develop laryngitis on the night of your troop meeting? Now suppose the entire adult population of your neighbourhood is struck with the same ailment. You can't cancel your meeting, because your spouse can't phone all the kids; she can't speak either. And you can't pass the buck to your assistants — they have laryngitis too. So you have to go ahead with your meeting.

#### An Impossible Task?

Your challenge: Give patrol leaders all the materials they need to run a successful program, *but* you may not talk at all. That means *absolutely no talking* by you — not even a whisper to explain your laryngitis.

Put a strip of masking tape or a surgical mask over your mouth to remind you to keep your "yap" closed.

Since writing instructions will take too much time during your meeting, prepare two flash cards to help you respond — YES and NO. Let the Cubs or Scouts ask you leading questions that you can answer by flashing the cards.

Give your Scouts the basic ingredients for all program activities, but let them figure out the best way to use them.

What kind of ingredients? You might offer some toothpicks and fast-drying glue for a mini-pioneering session. A couple of raw eggs and milk cartons might set the stage for an experiment where team members compete to see who can drop their egg from the greatest height without breaking it. Or, give each youth an ice cube to keep frozen until the end of the meeting. How can they do it? Offer an incentive prize.

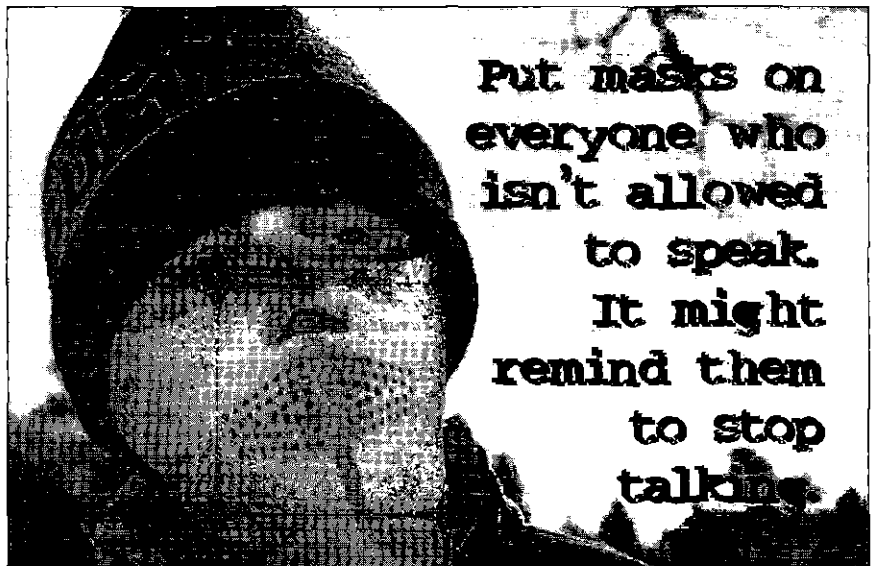
#### Mime Your Manners

Maybe you can arrange for a mime in white face to demonstrate the art form of Marcel Marceau. If everyone wore a white face (use theatre paint or mascara) your entire pack or troop could use mime as the sole means of communicating for the meeting.

Why not investigate the purpose and spiritual benefits of the monastic vow of silence, observed by some religious orders. Do this by donning a hood and flowing robe.

Play a very active steam-off game that requires communication in total silence. Before starting, let teams decide how they are going to pass instructions. If anyone breaks the law of silence, think up some funny penalty.

You can learn several important expressions in American Sign Language. Include a few slang (but not vulgar) expressions. Get a copy of *Indian Sign Language*, by William Tomkins (Dover Publications), and practise reciting your section promise using only silent



gestures. What other silent messages could you pass?

### Show them Where to Go

Invite a local police officer to demonstrate and drill everyone in the art of manually directing traffic — a useful skill if you must control traffic at a road accident. During a visit to your local fire hall, a firefighter might explain signals that direct the flow of water and use of equipment. (Fire or police Venturers might also make good resources.) Don't forget to check out various signals players and officials use in sporting events like baseball and football. Everyone knows the signal for "Time out." What others do they know?

Ask people who use signals from other occupations and professions to demonstrate them. Some examples might include airplane marshallers, television directors, deep sea divers, and heavy crane operators.

Send semaphore or wigwag flag messages across the field behind your meeting hall. Or send morse code messages by flashlight. Learn how to lay out ground-to-air rescue symbols. You'll find them in the *Fieldbook*, or any survival book such as *The SAS Survival Handbook*, by John Wiseman (available in your local Scout Shop).

### I Spy

Practise trailing a 'spy' through your neighbourhood by following a chalk trail and clues she writes on the sidewalk. Write a report (a fill-in-the-blanks form that you provide your teams) about her route, clothing, and behaviour. Make sure she doesn't spot you.



Photo: Paul Ritchie

At the end of the silent but scintillating meeting, examine the differences between your speechless meeting and a regular meeting. Find out if patrols can operate without the benefit of your wisdom (or nagging). Could you be speechless for a whole week-end at camp? Would you miss talking to the Scouts? Why? Would the Scouts miss you talking to them? Why not? Discuss the challenges faced everyday by those who can't hear or speak.

### Aboriginal Views on Silence

Close your meeting with a reading from *The Gospel of the Redman*, by Ernest Thompson Seton. It describes how aboriginal people respected silence. According to this book, native

people never used to equate articulate speech with intellectual superiority. Instead, native peoples believed in the peace and tranquillity of deep silence. It was an important gift to treat with reverence. Silence brought health and peace of mind and body.

If you asked an aboriginal person what true silence brings, he might say, "It brings self-control, courage or endurance, patience, dignity, and reverence." Early native people thought silence was vital for character development. How do we treat silence? Do your Cubs or Scouts play a radio or television while they do their homework? Why?

### Laryngitis for Everyone

What if all your pack or troop leaders got laryngitis? What chaos would occur? Try one meeting where your entire pack or troop gets laryngitis.

And when you've all recognized the gift of speech, why not volunteer to read for blind people or those who can't see well? Put your voices to good use. Give your kids something to talk about. Seniors' retirement homes might also have residents who would appreciate young readers. ^

### Program Links

Cubs: Disability Awareness  
Badge, Entertainment Badge  
Scouts: Performing Arts Badge,  
Troop Specialty Badge,  
Cultural Awareness Badge



Photo: Allen Macatney

*"But my question is this: How do we know what we're supposed to build with these blocks if Rainbow can't tell us?"*

— Colin Wallace is a leader with much to say. He lives in Scarborough, ON.



# CJ'01

## An Island Adventure Awaits You!

by Andy McLaughlin

**V**ast beaches, majestic dunes, red sandstone cliffs, friendly faces, and the adventure of a lifetime await you in Prince Edward Island, site of CJ'01.

On July 6-14, 2001, over 10,000 participants will descend on Cabot Beach Provincial Park — along the outer rim of Malpeque Bay, on PEI's North Shore. This 300+ acre site hosted CJ'77. We'll return there for the first jamboree of the new millennium. It promises to be a week of excitement, friendships and innovative programs!

Cabot Beach Provincial Park is in part of PEI known as Anne's Land. The picturesque area inspired Lucy Maud Montgomery's "Anne of Green Gables." Historic towns and villages, scenic bays, inlets and lighthouses dot Anne's Land.

### Idyllic Setting

Cabot Beach Park is idyllic for both landlubbers and water enthusiasts. Malpeque Bay and the beaches provide the perfect setting for swimming, canoeing, sea kayaking, sailing, and many other water activities. The acres of land feature plenty of open spaces for camping and program activities. (To gain an appreciation of the site's beautiful landscape, watch the CBC television show "Emily of New Moon." This show is filmed at the park.)

### Come to Scouting's Olympics

Jamborees are the Olympics of Scouting. You'll meet new friends from across Canada (and around the world), try new and challenging activities, and experience everything Scouting offers.

In between the opening ceremonies on July 7 and the closing on July 13, Scouts and Venturers will enjoy a challenging and memorable program. There'll be some old favourites (Mud Mania anyone?), and a few new surprises. You can bet there'll be lots of water activi-



**New friends are just waiting to greet you.**

ties. Bring your bathing suit; you *will* get wet — guaranteed!

In addition to the many planned jamboree activities, Prince Edward Island offers numerous, enticing tourist attractions for visiting Scouts.

Only an hour away is historic Charlottetown, the birthplace of Canada. Visit Province House, where the Fathers of Confederation met in 1864 to discuss the union which ultimately led to the Confederation of Canada. Charlottetown also features many other historic sites, parks, bicycle trails, cafés and shops. Visit there before, during or after your CJ'01 adventure.

The town of Cavendish lies close to the jamboree site. Sometimes called the amusement park capital of PEI, in Cavendish you'll find bumper boats, water slides, wax museums,

the farm that inspired Montgomery's books. In addition to the Victorian farm house, visit the trails and woodlands that she frequented. Nearby, you'll see the site of Montgomery's actual home.

### Volunteers Wanted

A major Scouting event like this doesn't just happen on its own; thousands of volunteers will make CJ'01 the best jamboree ever. We'll be looking for many Offers of Service to help run CJ'01 program activities. Jamborees give adults the chance to contribute to young people in a meaningful and exciting way, plus share in the friendship of other caring and dedicated volunteers.

Think about becoming a part of this jamboree family.



**"All aboard for jamboree adventure!"**

go-cart tracks, rides and much more. Of course, you'll also find Green Gables,

island adventure. Don't miss the jamboree thrill! ^

Photos: Barrett and Mackay

### Start Planning Now!

Prince Edward Island is the place to be in 2001. Start your fundraising now. CJ'01 seems like a long way away, but it'll arrive before you know it! Keep checking the **Leader** and [www.scouts.ca](http://www.scouts.ca) for more details, including registration and fee information, and program news.

Whether you're a Scout, Venturer, leader, or Offer of Service, Cabot Beach Park and CJ'01 will provide your

# Duty, Courage and Dedication

## 1998 CHIEF SCOUT'S INVESTITURE

**T**WENTY-EIGHT DEDICATED AND courageous Scouting members received Scouts Canada's highest honours this year from His Excellency, the Right Honourable Roméo LeBlanc, Governor General and Chief

Scout of Canada. On November 20, 1998, these distinguished members and their families gathered at Rideau Hall in Ottawa for our annual investiture ceremony.

"All of you have demonstrated the attitudes that are the very foundation of the Scouting Movement," said the Chief Scout as he opened the investiture ceremony. "(You understand) that people have a duty to others and a duty to themselves. The idea of duty is not very tangible — indeed, it is not even very much 'in vogue' in these days of instant gratification. But 'doing one's duty' (helping others, doing your best) is what makes this world a better place to live in."

"Doing your duty is not limited to a single event or a single age — indeed, it extends throughout your life. But the rewards come every time you bring a smile to someone's face and every time you feel satisfaction that you did something good — not because someone forced you, but because it was right."

Applauding the self-sacrifice of these members before him, His Right Honourable Roméo LeBlanc said: "You

whom we honour today make all of us proud to be part of the Scouting Movement. As Chief Scout, I congratulate and thank you."

### SILVER CROSS

*(for gallantry, with considerable risk)*

This year one Scouting member received the Silver Cross for gallantry.

On August 6, 1997, dense, lethal smoke suddenly engulfed disembarking passengers on the Bloor/Danforth subway line in Toronto. **William W. Boyce** (Oshawa, ON), a long-time employee of the Toronto Transit Commission, reacted quickly. His calm, reassuring voice repeated precise evacuation instructions, which ensured that passengers safely exited in an orderly manner, with minimum panic. Bill courageously risked his life to save others.

### BRONZE CROSS

*(for gallantry, with moderate risk)*

Four brave Scouting members earned the Bronze Cross, including two youths and two adults.

**Tom Benvenuti** (Lynden, ON) was working at the Stelco Hilton Works Mill on September 23, 1997 when a guard rail suddenly broke away. Tom and a co-worker were propelled toward an industrial pit. Reacting quickly, Tom retained his balance, promptly reached out for his co-worker and pulled him back to safety. Tom's decisive action and presence of mind saved a life.

While sliding on December 25, 1995, **Matthew Burnie's** (14, Tottenham, ON) younger brother and a friend suddenly fell through thin ice into deep water. Without hesitation, Matthew crawled cautiously on his stomach across the ice and successfully rescued his brother. The friend reached safety on his own. Matthew risked his life to save his younger brother.

On August 15, 1997, **Valerie A. Cross** (Halfmoon Bay, BC) suddenly observed a drowning man flail, gasp for breath and sink in deep water off Katherine Lake. Shouting for help, Valerie swam out, quickly dove underwater to retrieve the man and brought him to shore for first aid. Valerie's courage and heroic efforts saved a life.

On November 30, 1997, **Ryan J. Culling** (10, Calgary, AB) was walking with his brother across ice on a pond. Ryan's brother suddenly broke through the ice into deep water. After sending his sister for help, Ryan successfully pulled his brother out of the water.



Prompt action by members of the 75th Hamilton Group helped save a life.



**Scouts Canada is very proud of these outstanding members.**



Ryan's presence of mind under stressful conditions saved the life of his brother.

## **MEDAL FOR MERITORIOUS CONDUCT**

*(for especially meritorious conduct not involving heroism or risk of life)*

Sixteen members received the Medal for Meritorious Conduct.

On November 25, 1995, members of the 1st Port of Owasco Sea Venturer Company were on a cave exploration weekend near Milton, Ontario. Their names: **Bradley Anderson** (Toronto, ON), **Justin Brown** (18, Pickering, ON), **Derek Jean** (18, Pickering, ON), **Edward Lang** (Pickering, Ontario), **Robert Lang** (17, Pickering, Ontario), **Trevor Jay Nicholson** (19, Pickering, ON). Suddenly, a Venturer fell 18 metres off a cliff, landing on jagged rocks. The youth sustained serious injuries. Reacting instinctively, the other Venturers used their knowledge of first aid to stabilize the victim. Other Venturers went for emergency assistance, directed the medical response team to the site, and helped carry the victim to camp. Here, he was airlifted to hospital. Advisors and Venturers alike displayed the finest attributes of Scouting. This ultimately saved a life.

On November 4, 1997, under extreme emotional distress, **Nicholas Roderick Armstrong** (16, Kingston, NS) calmly used his knowledge of first aid to attend to his father's needs after he was severely injured in a farm accident. Nicholas reacted promptly and in a mature manner. His decisive action and proper use of first aid, saved his father's life.

On November 30, 1997, **Ross Conybeare** (Hawkestone, Ontario) noticed an unconscious person lying face down in a ditch by the roadside. Ross stopped to offer emergency assistance. His compassion and his life-saving skills, which truly exemplified Scouting's ideals, saved a life.

On December 2, 1997, **Matthew Lambert** (13, Port Colborne, ON) happened upon a life-threatening situation. His father was severely injured and trapped beneath an automobile he had been working on. Matthew used a 130-pound car jack to elevate the automobile, extricated his father, and helped him back to the house for emergency medical care. Matthew's maturity and presence of mind under extreme emotional distress, saved his father's life.

**Pat Sacco** (Welland, ON) stopped at the scene of a roadside emergency on



*Matthew Burnie helped save someone who had fallen through ice into deep water.*

July 1, 1997, where a man had choked and was unconscious. After calling 911, Pat applied the Heimlich Manoeuvre to dislodge the obstruction, performed CPR until the man regained consciousness and remained until emergency help arrived. Pat's prompt action and proper use of first aid skills saved a life.

When the hydro system failed during the Great Ice Storm of 1998 in Eastern Ontario and Western Quebec, **Steven Taylor** (Russell, ON) led by example. He willingly persevered by watching over other people's evacuated homes, collecting food for emergency distribution and volunteering for night patrol. Steven's display of unselfish, individual support and dedication to his community during a crisis, truly exemplified Scouting values.

**Joyce Vincelette** (Russell, ON) inspired others in her community with



*Ryan Culling saved his brother's life when he broke through pond ice.*

unselfish commitment, perseverance and dedication to duty, during the Great Ice Storm of 1998. She helped relocate seniors to safety, provided transportation, prepared and distributed meals and volunteered for night patrol. Joyce exemplified Scouting ideals with compassion, truly contributing to the well-being of her community during an emergency.

Members of the 75th Hamilton Cub Pack and Scout Troop were at Camp Nemo, Ontario, for the weekend of December 5-7, 1997. While on a hike along the Bruce Trail, a large rock fell on top of a Scout and pinned him underneath it. Without hesitation, the Scouts found a suitable tree branch to lift the rock up and helped free the seriously injured Scout. After providing first aid, the Scouts guided emergency personnel to the site and, later, helped them back to camp. Prompt team action and proper use of skills in a critical situation saved a life. Members of the 75th Hamilton Group who received the Medal of Meritorious Conduct include **Bradley William Arthur Griffin** (14, Hamilton, ON), **Grant Kenneth Mattis** (17, Dundas, ON), **Tyler Potter** (14, Hamilton, ON), **Randy Soepboer** (Hamilton, ON).

## SILVER FOX

*(for service of the most exceptional character to Scouting in the international field, performed by persons who are not members of Scouts Canada)*

A single person was awarded the Silver Fox in 1998.

**Jack H. Goaslind** (Murray, Utah, USA) has always been a dedicated supporter of Scouting in Canada, in the

U.S.A. and throughout the world. In his calling to "The Presidency of the Seventy" for The Church of Jesus Christ of Latter-Day Saints, Jack was responsible for all youth programs within the Church. He focused a great deal of time and energy on providing guidance and support to our programs worldwide. Jack's commitment to Scouting is unparalleled.

## SILVER WOLF

*(for service of the most exceptional character to Scouting, normally of national importance)*

Five Scouting members received Silver Wolf recognition.

Since **George W. Chambers** (Sackville, NB) first became an assistant Cub leader in 1948, he has provided Scouting youth with leadership in many capacities. George helped with a Cub pack, served as district commissioner, trained Scouters, was a council member-at-large and currently, chairs his district Honours and Awards Committee. For over 50 years, George's dedicated Scouting spirit has affected the lives of hundreds of Canadians.

Since 1960, **David Hamilton** (Nepean, ON) has served Scouting youth in a wide variety of significant positions. His service included roles as assistant Scoutmaster, Troop Scouter, District Commissioner, Regional President, Provincial Treasurer, Provincial President and National Management Board member. David also facilitated a complex restructuring of the Ontario Council in 1996-97. David exemplifies commitment to true Scouting values.

**Reverend Henry Haugen** (Camrose, AB) has been providing dedicated service and leadership to Scouting since 1930. Beginning as a Scout leader in Saskatchewan, he has held a number of positions at regional and provincial levels in Alberta. Since 1988, Henry has served as a conscientious member on the National Honours and Awards Committee, adjudicating over 400 applications each year. Henry personifies true life-long commitment to the Movement.

Since 1947, **Jack McPhaden** (Winnipeg, MB) has served Scouting in a variety of capacities; he has always maintained close contact with our youth membership. In addition to leadership roles within the troop, Jack has worked as a volunteer at a number of local, provincial and national jamborees. As recently as CJ'97, Jack was busy running a rope-making program to the great delight of 600 jamboree participants.

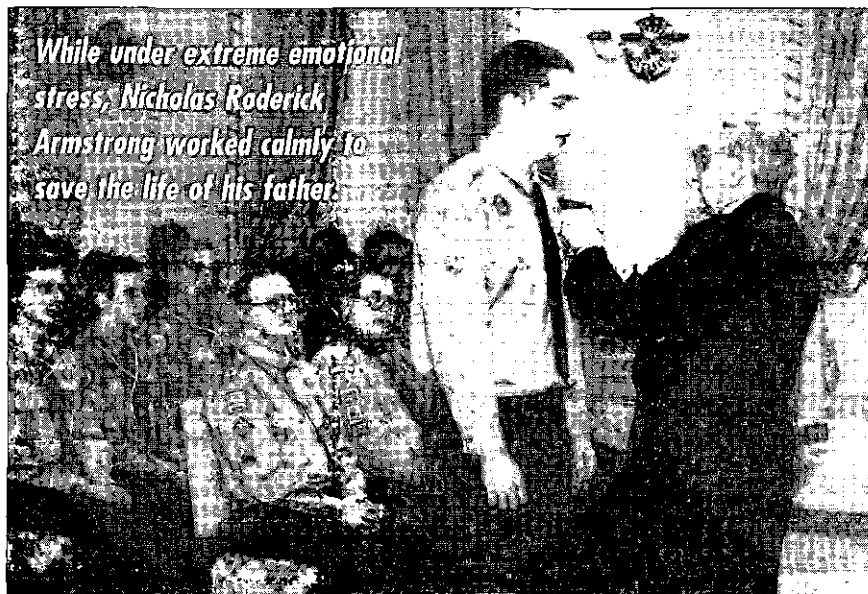
**David Rattray** (Nepean, ON), our current National President, began his service to Scouting as a Beaver leader. He also served as a Cub leader and group chair before being recruited to serve on the National Finance Committee. Following terms as National Treasurer, Vice-President and First Vice-President, David was elected President of the National Council in 1996. Over the past number of years, David's strong, steady leadership has positively affected the Movement.

## SILVER MAPLE LEAF

*(for service to Scouting in excess of 25 years, as a member of the executive staff. Awarded upon retirement.)*

One member received the Silver Maple Leaf this year.

**Frank Kavanagh** (St. John's, NF) retired last March after diligently serving Scouting in a professional role for 35 years. In addition to managing provincial council activities, Frank provided extra support to many provincial and national jamborees. During his tenure as Provincial Executive Director for the Newfoundland/Labrador Council, Frank offered solid, consistent leadership and advice to hundreds of volunteers in the true spirit of Scouting. ^



*While under extreme emotional stress, Nicholas Roderick Armstrong worked calmly to save the life of his father.*



# To Web Or Not to Web

by John Rietveld

To "web" or not to "web," that is the question.

Or perhaps we could pose a question like this: How can we keep in touch most effectively with our Scouting community?

## Tangling with the Web

So what medium best fits Scouting? What's the best route for people managing communications for sections, groups, districts or regions? A web page can offer super communication "inroads" for your group. Here are a few tips and cautions for you to consider as you point your group up the information highway.

A clear message is always important, but over the Internet it's doubly true. That's because you are never sure who your audience is. Mainly, you'll attract Scouting members; but you could play host to non-Scouting folks from anywhere in the world. In electronic communications:

- Your words and images must be more clear and precise.
- Avoid jargon.
- Avoid giving personal opinions when you write.

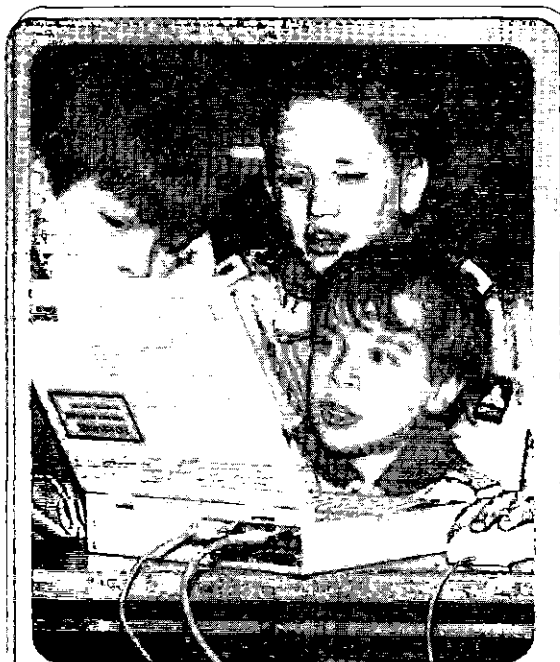
The thirst for instant information means Scouting communicators need to produce more than did newsletter editors of the past. Timely, relevant, visually attractive communications have always played a key role. But today, our messages need to be *more* up-to-date, suitable for paper and electronic media, and often interactive.

For almost three years (well ahead of many other agencies) Scouting has maintained a presence on the worldwide web. Since February 1996, Scouts Canada's web site has received over 200,000 individual "hits." The pace increases monthly. Last October, Scouts Canada's site registered a record 15,000 visits, far outstripping our previous record of 11,000 visits during CJ'97 in Thunder Bay.

## Keeping Up with Late-Breaking News

An out-dated web site loses its popularity very quickly. When individual pages on the web site go unchanged for months, the number of hits declines rapidly. One minor update, however, will quickly generate more interest, as new and previous visitors return to get the latest scoop.

So, how can you keep up with this demand?



**"Here's an interesting web site. And it's easy enough for me to read, and I'm only in grade three."**

- Don't forget "tried and true" print media. Magazines like **the Leader**, district newsletters and section bulletins will continue to form the backbone of Scouting communications. Many people still don't have access to the Net. Others prefer to read pages on the couch, in their kitchen or in bed, rather than on a computer screen.

- Produce information pieces with both paper and the computer screen in mind. Articles produced for print are easily adapted for the web. You'll need to start by typing your piece on a computer. Consider purchasing software to turn your document into html text for Internet use.

- Think visually! An inexpensive scanner allows you to incorporate images and photos into your web page. Several software packages allow you to improve low quality images. Desktop publishing packages provide countless images, fonts and graphics.

- Don't get carried away. Too many graphics, photographs and gimmicks might cloud your message and distract your reader.

## Hooked in the Web

Whatever medium you choose, make like an old-time reporter. Answer the five "Ws": who, what, when, where and why? Start with a strong, current opening line. Add a catchy headline, a pleasing illustration or appropriate photo. You'll have your readers hooked — or caught in your web! ^

# Scouting Goes Fully Co-ed

by Andy McLaughlin

**S**couts CANADA always promotes values of fairness, tolerance and inclusion.

On November 21, 1998, our National Council passed a motion affirming Scouts Canada as a fully co-educational organization. This historic motion will have far-reaching implications for Scouting in Canada. The new policy recognizes and reflects Canadian societal changes, the co-ed position of the World Scout Movement, and the continued evolution of Canadian Scouting (See the January **Leader**, p. 15, for the approved motion.)

What does the new co-ed policy mean to you and your group? Here are some questions and answers to help you understand it.

**Q:** What does the policy mean?

**A:** It means that boys and girls will be treated equally when they ask to join a Scouting group. No group or individual has the power to deny a female membership in the group.

**Q:** When does the new policy take effect?

**A:** Effective immediately, groups must treat potential male and female members the same.

**Q:** Our group is having difficulty accepting this? What can we do?

**A:** Your service team and/or council office can help. They can work with your group to help deal with any issues or concerns that may arise.



Photo: Allen Macartney

## Scouting is too much fun to restrict to boys only.

**Q:** Our group is full, and girls want to join? What do we do?

**A:** Any potential members wishing to join a full group should either be put on a waiting list or referred to a nearby group. Again, boys and girls must be treated equally on any waiting list.

**Q:** Are there any exceptions to the co-ed policy?

**A:** Only groups where theological philosophies (required by the national governing body of the specific denomination or religion) insist on gender separation can remain male-only. In practice, this will probably be limited to groups sponsored by The Church of Jesus Christ of Latter-Day Saints (Mormons), some Orthodox Jewish groups, and possibly orthodox Muslim groups.

Local sponsors (e.g. a particular Anglican or United Church) must not discriminate against girls wishing to join.

**Q:** Are there any changes to Scouting's programs, policies and procedures because we are fully co-ed?

**A:** The following guidelines developed in 1992 are still in effect:

### Leadership

Volunteer recruitment will be in accordance with *By-law, Policies and Procedures*. Scouts Canada strongly encourages mixed leadership in all sections where membership is mixed, and at any camp or outing for a mixed section. Parents and group committee members, or other suitable adults, can help section Scouters meet these requirements.

### Camping and Activities

Camps and activities are open to boys and girls on an equal basis. In mixed groups, leaders must make appropriate physical arrangements (e.g. for sleeping). Special sensitivity and parental reassurance is required when youth members participate in activities unaccompanied by adults (e.g. night hikes, patrol camps, patrol leader camps).

### Training

Scouts Canada does not anticipate significant changes in the formal train-

# Questions and Answers

ing requirements for section leaders, service teams or commissioners. Scouts Canada encourages trainers to include gender issues in topics, such as young people's development, attitudes, values and relationships. Within course work, trainers should also cover practical aspects of mixed membership for program planning, camping, and games.

## Premises

Leaders must have appropriate toilet and change room facilities at all group meeting places, campsites, etc.

## Future Issues

The National Management Board has formed a task group to look at all policies, procedures and programs. Judith Evans (Vice-President, National Council), Steve Kent (former Chair, National Youth Committee) and Leo Bruseker (Alberta Provincial President) are on the committee. They will report their recommendations to the May National Council meetings.

Contact your Service Scouter or your council office if you have any other questions regarding co-ed Scouting. Let's all work together to make Scouting available to all young people wanting to participate! ^

## National News

### Co-ed Scouting and More

National Council held its semi-annual meeting in Ottawa on November 21, 1998. The meeting brings together representatives of the provincial councils, chairs of national standing committees, and the National Management Board.

The following motions were approved:

- ☐ That Scouts Canada become a fully co-educational Movement (See the January *Leader* for details).
- ☐ That the national membership fee be increased by up to \$1 (from \$5.50), effective September 1, 1999.
- ☐ That the Northwest Territories Council name be changed to the Northwest Territories and Nunavut Council, effective April 1, 1999.

## Notices of Motion

The following Notices of Motion were presented. (These motions will be discussed and voted on at the May, 1999 National Council meeting.)

- ☐ That the National Council holds a National Youth Forum in the summer of 2000, as outlined in the proposal presented by the National Youth Committee.
- ☐ That the National Council adopts the final report of the Staffing Task Group recommending changes to the structure of Scouts Canada. (See the December *Leader* for details.)

The following people were elected at the National Council Annual General Meeting, held November 21, 1998: David Huestis as the new National President, David Rattray as Past-President, and Judith Evans and Jon Noble as new Vice-Presidents.

Other officers of the Council were re-elected.

The next National Council meeting will be held Saturday, May 15, 1999 at the Holiday Inn, Pointe Claire, Quebec.



## Scouting's Mission

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

## Énoncé de Mission du scoutisme

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





# "Ah, Mint!"

## Be a Cool Leader.

by Bryon Milliere

**Hey leaders** - Do you know what's cool with kids today? Dig into your second helping of *Bridge the Gap*

— a grab bag of tips, stories and ideas to help you connect with the younger generation.

SEAN COVEY, son of the famous author, Stephen R. Covey, wrote this outstanding book. He just applied the advice given in his father's book (*The Seven Habits of Highly Effective People*) to the challenges and triumphs of teenagers.

Now a father of four and a graduate of the Harvard MBA program (with a long string of his own successes), Sean shows how teens can navigate through the difficulties of youth and live extraordinary lives.

Humorous illustrations (cartoons and stories), interesting quotes, personal testimonies, and even poems support the seven simple life-changing habits. Success awaits those who apply these habits early in life. Failure and frustration will hound those who develop harmful habits. Why? Because habits become our "default settings" — our automatic reactions.

Part 1 of the book explains how our habits, perceptions, and principles guide personal decisions and behaviour. In part 2, Sean challenges readers to take responsibility for themselves and stop blaming circumstances and the world for life's difficulties.

### Bank on Success

Knowing who you are is an important step to self-acceptance. Sean uses what he calls the "Personal Bank Account" to illustrate how decisions and actions add and subtract from personal confidence.

Because people have a better chance of reaching their destination in life if they know where they're going, the author lays out an engaging plan to build a personal mission statement and goals. Readers can make their own, based on individual values, talents and dreams.

win-win relationships requires the Scouting values of honesty, trust, kindness, respect and consideration.

God gave us two ears and one mouth. The author points out this fact to remind readers to understand the other person's point of view before pushing their own. Everyone wants to be understood; unfortunately, most people are unwilling to weigh the value of other people's views with their own.

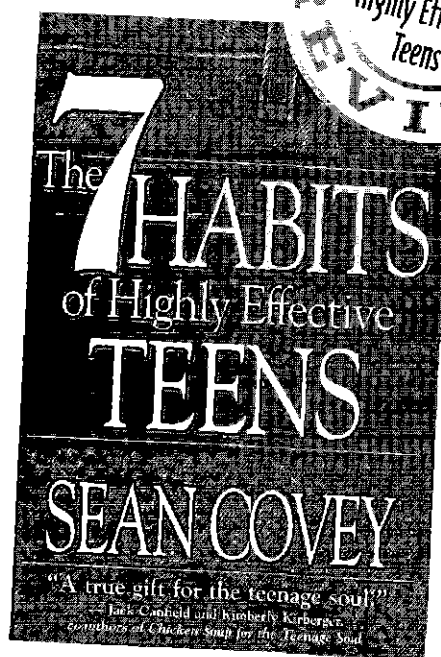
Trust, respect and common goals breed success. In the words of Helen Keller, "Alone we can do so little, together we can do so much." *The Seven Habits of Highly Effective Teens* explains how to build teamwork and vision. It provides a simple five-step action plan that patrols could use to solve problems.

### Take Care of Your Body

The book's last major part reminds readers to "sharpen the saw" (take care of their bodies). Just as taking time to sharpen a saw will make cutting wood easier, taking time to look after yourself physically, mentally, socially and spiritually makes life easier. If youth develop these basic habits with a sense of hope, they will move mountains.

Each chapter ends with simple "Baby Steps" that make it easy to start applying the messages.

*The Seven Habits of Highly Effective Teens* will help your Scouts and Venturers grow into happy, well adjusted adults. Pick up a copy for yourself or pass one to a teenager with a bright future.



### Growing Relationships

*The Seven Habits of Highly Effective Teens* will help improve relationships. Part 3 of the book applies the bank account idea so youth can build up trust and confidence in others by their actions. It describes how they can approach relationships with a win-win attitude, letting everyone benefit from the relationship. Building strong

# Making Cool Choices

Marketers with products to sell to youths pay millions of dollars each month to find out what kids consider "cool." Today's youth have lots of money; that makes them a lucrative market.

What's your group doing to find out what interests youth in your community? Are young people directly making decisions that affect the Scouting program? Who decides what badges the Cubs, Scouts and Venturers will work on?

Scouting is organized so young interests are easily channelled to the leadership team. Sixers, and sometimes Seconds, form the Sixer's Council. Patrol leaders, and sometimes Assistant Patrol Leaders, form the Court of Honour. Use these leadership training structures to learn what your members want. Then, constantly look for ways to give young members opportunities to exercise their decision-making skills. Those Scouts who start making simple decisions at a young age (e.g. deciding on a camp menu) build confidence that will help them make tougher decisions later in life, such as career choices.

Let's listen to youth more often, then act on it!

## National Retail Services Tells It All

In an unscientific survey of members (through a mail-in survey from last year's catalogue), people made some interesting comments. They identified camping/outdoors, being with friends and fun/activities as "what they liked most" about Scouting. Here are the results broken down by section.

Section	Responses	Camping/Outdoors	Friends	Fun/Activities
Beavers	56	42%	20%	37%
Cubs	207	51%	13%	36%
Scouts	168	73%	16%	11%

### News Flash!

## YOUTHFUL PRIORITIES

Ninety-five percent (95%) of young people consider good friends very important, according to a recent poll by the Angus Reid Group. Other items youth rate high (in descending order) include, good education (94%), being yourself (93%), good career (91%), good family life (89%), working hard (85%), learning new things (83%), and healthy lifestyles (81%).

What factors encourage youth to participate in Scouting?

Seventy percent (70%) of youth want opportunities to participate in self-esteem building activities. Other top reasons for joining Scouting include: outdoor activities like hiking and camping (73%), esteem-building activities (70%), well-screened leaders (65%), becoming good

citizens (64%), learning life skills (63%), and working with positive role models (60%).

### Parental Views

What's the primary reason parents sign up their children for a group or an activity? It's so they can have fun or enjoy themselves, according to 31% of polled people. Other important reasons include learning teamwork and making great friends.

Take a look at the pictures from your last camp or activity. How many kids are wearing smiles? Kids learn best through play, according to experts in the learning field. Put more constructive, fun play in your program.

## TODAY'S WORDS AND EXPRESSIONS

"Talk to the hand, 'cause the hand don't talk back," or "Talk to the hand 'cause the hand don't see." Youths use this expression to end uncomfortable conversations (e.g. when parents are criticizing them). They also use it as a way to rudely end a conversation with a peer.

**Dis:** As a verb "dis" means: 1. To insult  
2. To speak disrespectfully to or about someone.  
Usage: "Don't dis me man."

**Mint:** 1. Cool  
2. Nice.  
Usage: "Ahhh, mint."  
("Cool" is also acceptable.)

**Sweet:** 1. Nice  
Usage: "That was a sweet deal/experience."

## JOKES BRING NEW LIFE

Kids tell us they want more fun at Scouting activities. Tell some jokes each night. Here are a few to start you off. Sixes or patrols can compete against each other for the funniest jokes.

- Q:** Why do cows wear bells?  
**A:** Because their horns don't work.
- Q:** What flower is in between your nose and your chin?  
**A:** Two-lips.
- Q:** What did the porcupine say to the cactus?  
**A:** "Is that you mamma?"



Photo: Paul Ritchie

Kids want more fun in Scouting programs. Give it to them.

# Fun at the Pond

by Leslie Forward



The windy month of March is on its way!

Will it come in like a lamb and leave like a lion?

February and March are fantastic months to record weather. God blesses us with many types of weather: rain, snow, sleet, cloudy skies and bright sun. The temperature reaches both low and high.

## Let's Be Meteorologists

Give each meteorologist (Beavers and leaders) a calendar. In the meeting room, display an extra large calendar. During the week on their calendar, Beavers can record the daily weather, while leaders record the daily temperature. Each week, as a gathering activity, record the information on the large colony calendar. Discuss changes in the weather.

Visit a weather station and meet a meteorologist. If this isn't possible visit a television station and speak to the weather reporter. The person can explain how she receives weather reports.

Memorize the saying, "Red sky at night, sailor's delight. Red sky in morning, sailors take warning." Over the next weeks, see if this rhyme is true.

## Lion or Lamb?

Introduce your Beavers to the ancient folklore about March coming in like a lion and ending like a lamb, or vice versa. If March 1 is a nice day, put a picture of a lamb on that day; if stormy, place a lion on the calendar. Watch the weather throughout the month; guess if March will "go out" like a lamb or a lion.

Read the weather parts of the *Farmer's Almanac* to your group. Get members to guess what they think the

weather will be at each future meeting by tail group. Keep a record and see which tail group is most lucky when predicting the weather.

## Sail Away on the Wind

March provides many opportunities to make and fly kites. You'll need heavy shop paper, balsa wood, string, nails, old catalogues and glue.

Nail two strips of wood firmly together. Put nails into the four ends. Tie string from nail to nail. This supports the kite and gives it shape. (See diagram) Cover with paper, gluing it into place. Be sure you have no loose edges that might rip free.

Now it's time to make the tail. Tear a page from a catalogue and tie it to the tail string. Use a half-hitch knot. (This is a good opportunity to teach Beavers how to tie knots. Perhaps Keeso could demonstrate.) Keep tying on pages, very closely together, until the tail is long enough. Secure the tail to each kite.

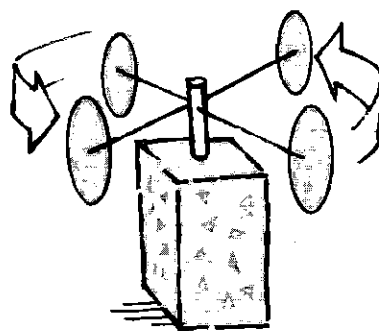
To make the harness, attach strings to the top and bottom of the kite. Tie these strings together, and then to your main kite-flying string. Now go and fly your kites in a safe place. If you make several extra kites, donate them to a children's hospital.

## Weather Vane

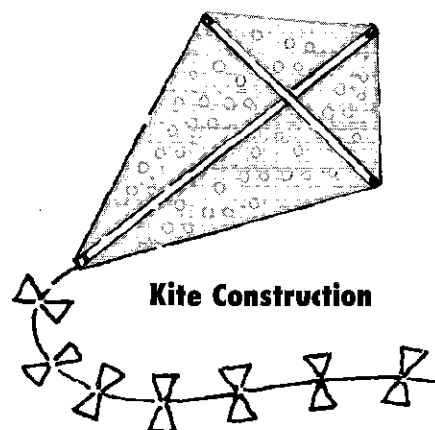
This craft (a weather vane) is excellent for windy days. Here's what you will need:

- ☐ Two-litre milk carton
- ☐ Cardboard
- ☐ Two long, wooden food skewers
- ☐ Clean sand
- ☐ Thin dowel
- ☐ Scissors
- ☐ Glue
- ☐ Paper
- ☐ Stapler
- ☐ Paint or markers

## Weather Vane Construction



## Kite Construction





Put 10 cm of sand in the milk carton. Glue the top flat and wrap with colourful paper. Cut four large cardboard circles and staple or glue these vertically to the ends of the two wooden food skewers. (See diagram) The circles will catch the wind. Attach the skewers to the dowel. Insert the dowel into the top of the milk carton, pushing it down into the sand so it can rotate freely. Decorate with stickers and bright paints.

### The Wind and the Sun Story

One day the Wind and the Sun were having an argument about who was stronger. The Wind puffed out his cheeks and blew, "Of course, I am stronger than you!"

"No," beamed the Sun, "I am more powerful."

And so the argument continued. As they took a break in their discussion, they noticed a traveller walking on the road below. "See that traveller?" roared the Wind. "I will prove that I am stronger by removing his coat."

"We will see," glowed the Sun.

The Wind blew as strongly as possible. He puffed his face and blew wind so powerful that the traveller could barely walk. The Wind roared and screeched, but the traveller just wrapped his coat more tightly around his body. Finally, the Wind was exhausted, but the traveller still wore his coat.

"My turn now," shone the Sun. He beamed down on the traveller. Soon the traveller loosened his grip on the coat. In a short time, he undid the buttons. Soon, the traveller took off his coat.

"See," said the Sun. "I am stronger."

Let your Beavers act the story out, or let them add actions: puffing and

blowing every time they hear the word "Wind," and smiling brightly when they hear the word "Sun."

Beavers might even cut out sun and wind figures to glue on the end of coffee stir sticks. Let them hold their sticks up when the wind or sun is performing.

### Lion and Lamb Face Game

Prepare a large circle (45 cm diameter). On one side draw a lion's face, while on the other side draw a lamb's. A Beaver tosses the circle in the air. If the lion's side is up, Beavers stalk through the grass, and pounce and roar like lions. If the lamb's side is up, Beavers prance around on hands and feet, and "Baa!" like a lamb. This is fun, noisy and boisterous. Finish with a quiet activity.

### Lion and Lamb Mask



### Lions and Lambs Song

Sing to the tune of "London Bridge."

Lions and lambs  
Prance and roar (3X)  
Lions and lambs  
Prance and roar  
In the month of March.

Rain and sleet and  
Sun and snow (3X)  
Rain and sleet and  
Sun and snow  
In the month of March.

Winter changes  
Into spring (3X)  
Winter changes  
Into spring  
In the month of March.

Beavers help and  
Share and care (3X)  
Beavers help and  
Share and care  
In the month of March.

### The Lion and Lamb Tag Game

Before playing this game, you must make lion and lamb masks. You'll need paper plates, cotton balls, pipe cleaners, scissors, glue, markers, paper strips, and lengths of elastic.

Using the paper plates for the faces, cut out eyes and nose sections in the plates. Now cut out one paper strip for each nose and glue it in the centre of the face. For the lion, attach pipe cleaner whiskers and a curled paper mane. (Curl the paper around a pencil.) For the lamb, glue cotton balls all over the face. Cut out two ears, and cover with stretched cotton balls. Attach the ears. Cut out extra large eyes. Attach elastic to hold the mask in place. (See diagram)

To play the game (a form of tag), each player needs both a lion and a lamb mask. Everyone except one player (the lion) begins the game as a lamb. The lion roars and tries to tag the lambs. When tagged, lambs turn into lions who help tag other lambs. Some leaders may want Beavers to wear the masks on their chests for safety reasons.

Spring is coming! ^

## Year of the Seniors' Activity

**1999** is the Year of the Senior. Many seniors find themselves house-bound in March because of bad weather. Beavers could pass out "Good Deed Certificates" to seniors who live near them. With parental permission, Beavers could help the seniors by sweeping walks, going to the corner store for groceries, or even taking out garbage. An entire colony could get involved by tidying around a seniors' residence.

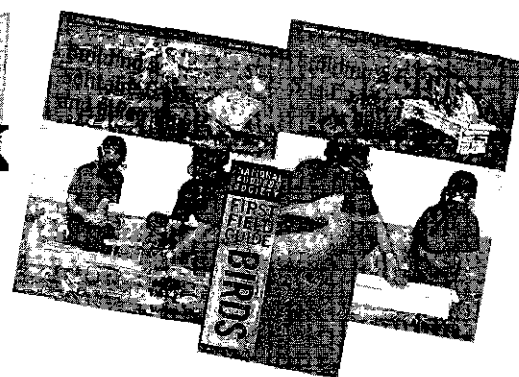
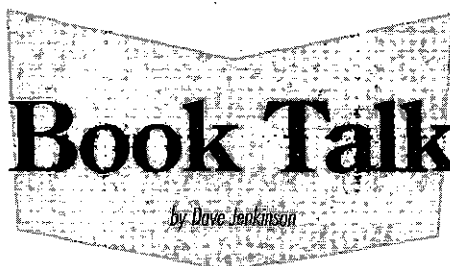
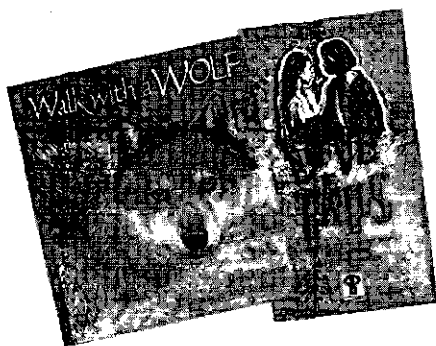
## Good Deed Award

To: \_\_\_\_\_

For: \_\_\_\_\_

Signed: \_\_\_\_\_ (Beaver)

Signed: \_\_\_\_\_ (Parent)



**"It's a bird! It's a plane!**

**No, it's Super...**

Wait a minute! It is a bird.  
But which one?"

If you ask this question much, the *National Audubon First Field Guide: Birds* may be exactly what you need. This field guide focuses on the 50 birds that North Americans are most likely to see. A clear, full-colour photograph of a bird covers two thirds of each pair of facing pages. Brief text describes the bird's characteristics, while a short sidebar lists the bird's distinguishing features. A small outline map of North America shows the bird's range. Pictures of two or three birds that are somehow connected to the "main" bird also appear. For example, the Downy Woodpecker shares its two pages with the Northern Flicker, the Pileated Woodpecker and the Yellow-Bellied Sapsucker, which are in the same family, while the Tree Swallow is joined by the Barn Swallow, Chimney Swift and Purple Martin which have similar silhouettes. This approach increases the book's coverage by another 125 birds.

The *First Field Guide* is small and flexible enough to fit into a day pack; it also has a removable, water-resistant, postcard-sized spotter's card that you can easily take on a hike. Don't miss the three other National Audubon First Field Guides: *Insects*, *Wildflowers*, and *Rocks and Minerals*. (Cubs: **Black Star B2**, **Observer Badge 2**; Scouts: **Pathfinder Outdoor Skills 9**, **Naturalist Badge**)

#### Dating Abuse

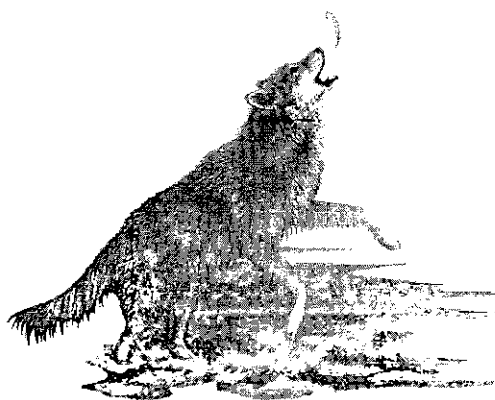
The Scout program (personal development area, pathfinder level) invites youth to "explore the area of social

interaction with others." Two suggested topics include dating and abusive behaviours.

If you feel uncomfortable about introducing these areas, turn to *Love Taps*: a 21-minute National Film Board video. It shows that physical and emotional abuse occurs in many adolescent dating situations. The video presents two teen couples (actors). Mark and Therese appear in the first scenario.

## Walk With A Wolf

features Sarah Fox-Davies' outstanding watercolour and pencil illustrations.



Mark is very controlling; when Therese does not do what he wants, Mark angrily responds with escalating violence towards her. Following each incident, he apologizes profusely, but his abusive behaviours do not cease. Therese finally breaks up with him.

In the second scenario, Ben is on the receiving end of his girlfriend's non-stop putdowns. Eventually, Ben confronts Kelly about her verbal abuse. (She calls it "joking.") Kelly agrees to stop. The two scenarios give Scouts and Venturers lots to talk about. The cassette jacket provides some discussion questions as well as post-viewing activities. (Scouts: **Personal Development Pathfinder Badge**)

#### Link Up!

Looking for a linking activity for Cubs and Beavers? Why not ask Keo to share some portions of *The Jungle Book* with White Tail Beavers? Keo might also consider reading them *Walk With A Wolf* by Janni Howker. This short picture book follows a she-wolf during a late fall day as she hunts an old moose with her pack. In addition to the story, Howker provides factual information about wolves. Sarah Fox-Davies' watercolour and pencil illustrations are outstanding and should enchant young listeners. (Cubs: **Reader Badge 5**)

#### Great Building Projects

Ken Ainsworth, a woodworker and industrial arts teacher in Snow Lake, MB, has produced the first two volumes in the "Building Together" series, a child-centred woodworking experience which focuses on fun and satisfaction rather than perfect results. Each volume contains two projects: a solitaire game and peg board in volume 1, and a shelf and bike rack in volume 2. Full-colour photographs illustrate each step of the project. Sidebars provide extra building tips for novice woodworkers. Only easily available hand tools are required. (Cubs: **Carpenter Badge**; Scouts: **Builder Badge**)

#### BOOK DETAILS

K. Ainsworth, *Building A Shelf And A Bike Rack*, Annick Press, 1998: \$5.95.

K. Ainsworth, *Building A Solitaire Game And A Peg Board*, Annick Press, 1998: \$5.95.

J. Howker, *Walk With A Wolf*, Illustrated by Sarah Fox-Davies, Candlewick Press, 1998: \$19.99. (Distributed in Canada by Raincoast Books)

*Love Taps*, National Film Board of Canada, 1997 (Order # 9196 088), VHS: \$39.95.

*National Audubon First Field Guide: Birds*, Scholastic, 1998: \$14.99.

# Conflict and Cooperation: Make Everyone a Winner

by Ross Francis

**I**F EVERYONE AGREED with each other, did exactly as asked and shared the same opinions all the time, life would be pretty boring.

Sometimes, conflict breaks out when several people discuss their ideas, beliefs and opinions. This usually occurs when they don't agree on an opinion or course of action. Different cultures, religions, morals/ethics, and education may all contribute to the disagreement. Dissimilar personalities may aggravate a conflict, or sometimes one person may just have incorrect information.

## It's Okay to Disagree

Conflict is natural and not entirely negative. Often disagreements lead to positive learning and growing experiences for everyone. Conflict helps open our minds to other people's ideas, opinions and beliefs, however strange they may have first seemed.

This process leads to personal growth as we broaden our horizons and outlooks. When both parties take time to express themselves, listen attentively to the other person and try to understand the viewpoint, youths or adults can often resolve their conflict. Usually, this process builds greater respect and appreciation between the two parties.

## Destructive Conflict

Destructive conflict hurts everyone. Avoid discussions or actions that break friendships or prevent your group from achieving an objective. It's not easy. Conflict becomes hard to resolve if people decide that they strongly don't like the other person or idea, and are not willing to listen any longer. As cooperation withers, strife escalates.

Leaders should recognize that their goal shouldn't focus on eliminating conflict entirely — it's not possible. Instead, try to help children learn to cooperate and deal with conflict in a positive, controlled manner that leads to growth. It

isn't a contest for winners and losers. Seek to resolve conflicts so all parties leave feeling good about the resolution and their part in it — a "win/win" situation.

## Tips for Resolving Conflict

- Involve youth in setting behaviour standards or rules for your group.
- Establish appropriate consequences for youth behaving outside the standards.
- Be specific when setting the "rules."
- Describe the rules in positive terms. Instead of telling youths what they "can't do," tell them how to do an activity properly. Instead of saying, "No yelling inside the hall," try saying, "When we're in the hall, we use our quiet indoor voices."

**It's easy  
to avoid  
most big  
arguments  
when you  
have the  
right  
tools.**



Photo: Heather Fleet



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- Post rules for all to see.
- Make sure the "punishment suits the crime."
- Limit the number of rules you have so youths can understand and remember them easily.

### Heated Conflicts

If a conflict becomes "heated" and the fists are about to fly, separate the two parties and send them to a "cooling off place"—like a penalty box in a hockey game. Have them sit for a while and think about the problem, the causes and how they can resolve it creatively.

After they've cooled down and had some time to reflect on the problem, bring them back together in a corner or room called a "Peace Place." This is a quiet area where the individuals can try to work things out.

Set some guidelines for your "Peace Place" such as: talk quietly, listen to the other person before responding, agree together that you want to find a satisfactory "win/win" solution (if possible). Perhaps establishing a time limit will prompt things along. A respected adult should be nearby for assistance. Try to let the youths resolve the problem on their own without an adult intervening.

### Group Discussions

Use a stuffed animal (a talking beaver or wolf) to limit the number of speakers. Only the person holding the beaver or wolf may speak. Pass the stuffed animal back and forth or around the circle for larger discussions to allow everybody an opportunity to speak. (Make sure a scuffle doesn't break out over the animal.)

Does your conflict involve a larger group?

Gather everyone together for a group meeting. One mature person should act as "referee" to ensure order and a positive resolution.

Begin by clearly identifying the problem. Write it down for all to see; read it aloud. Get your group to brainstorm different solutions. List these as well. Choose one solution, or

a combination, and develop an implementing plan. Set guidelines and a time frame for carrying out the plan, and establish a date and time to meet again to determine if you really have solved the problem.

**Our goal:  
learning how  
to positively  
resolve  
conflict, not  
eliminate it.**

### Children Frequently Involved in Conflicts

Some children seem to cause more conflicts than others. (This may indicate additional, underlying problems.) Usually these children seek more attention. Sometimes giving them specific tasks or responsibilities will help improve their behaviour. In many cases, if a leader spends a little bit more time with the youth you'll notice a marked improvement. Incidents of violent conflicts diminish when unhappy youths feel respected, cared for, listened to, liked and treated fairly.

If these solutions don't work, perhaps you should speak to the youth's parents. The child may be dealing with a very difficult home situation, or some other problem. When speaking with parents, describe clear examples of the

youth's behaviour and tell how it affects the group.

Remember! Your attitude and tone when dealing with conflicts can make a big difference. Soften your tone, speak quieter, and give everyone plenty of space. *Practise lowering your voice* as your frustration level goes up. (It's hard and unexpected behaviour.) Soon group members will recognize this as a clear sign that something needs changing.

Sometimes it's easy to label a youth as a "problem child." Think of the person instead as a "youth with problems." Try to determine what these problems may be, and help the youth deal with them.

### Intervening When Appropriate

When a conflict reaches a certain stage leaders must intervene. Do this to:

- Prevent injury
- Re-establish safety



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- Establish order
- Create an opportunity for learning
- Solve the problem
- Improve relationships.

Here are some different styles of intervention you might find helpful.

#### *Direction*

When you issue a directive (e.g. "Do it like this...") you are probably either responding to an unsafe situation, or your group is out of control. There's no time to negotiate; you must re-establish some order immediately.

#### *Mediation*

When you resort to mediation, you bring in a third impartial party to sit with both parties to help them work out their dispute. The mediator establishes the ground rules, listens to both parties, then helps them define the problem. Working with the conflicting people, the mediator identifies potential solutions and helps end the disagreement amicably.

Mediators usually ask things like: Describe what happened. Why did it happen? How did you feel about what happened? What would you do if it happened again? How can you improve the situation? What can you do to prevent it from happening again?

#### *Arbitration*

When someone (a third party) arbitrates a conflict, he listens to both sides, then tells the two other people (or groups) what they must do to resolve the situation.

#### *Judgement*

This occurs when one or both parties is clearly wrong. A third party listens to all the evidence, and decides who was wrong and what are the consequences.

#### **Listening Sympathetically**

Often, a Beaver or Cub just needs someone to listen to his ideas and thoughts without commenting or asking questions. As a child speaks, he may realize the real cause of the conflict, and find a suitable solution himself. This is one of the most productive methods for resolving conflict.

Why? It helps develop problem-solving skills. These skills will make future conflicts much easier to resolve. It also builds confidence and social skills.

Look for great opportunities to teach and learn conflict resolution. By identifying "teachable moments" during weekly meetings, you'll have yet another valuable item in your leader "bag of tricks"; it's something that can have profound, lifelong impact. When you identify a teachable moment, gather your colony or pack around and have members discuss the problem, the causes, the solution and the learning for those involved.

Beavers and Cubs love stories, so why not take different problems and describe them through an interesting anecdote? This method provides opportunities for youth to assess the situation and look at the process objectively.

#### **Games that Build Cooperation Skills**

These games will develop cooperation among youth.

#### *Monster Building*

Break up into lodges or sixes. Ask each group to design and build a monster. Together, members must decide what they want it to look like, then each youth builds a different part of the creature. You can assign different body parts to each youth or allow them to decide on their own.

This activity helps build a team but allows each youth to "do their own thing" as they build the larger project. Give groups all the materials they'll need to build their monster. Older youth may wish to build a huge monster from various cardboard boxes, while younger children may decide to build their monster from construction paper, markers and glue.

When finished, groups present their monsters and describe each youth's contribution to the project.

#### *Frozen Bean Bag*

You will need a bean bag for each child in your group.

Beavers should move around their meeting room with a bean bag on their heads. If a bean bag falls off, the child must freeze in place until another person comes along and puts the bag back on. If a bean bag falls off the head of the child helping the "frozen" Beaver, both must freeze, awaiting help from someone else.

Play the game several times to help everyone develop their walking and balancing skills. Each child should try to help as many friends as possible.

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Ask each youth to explain how it felt to help or be helped by a friend.

### The Line Starts Here

Allow absolutely no speaking once this game starts.

The goal: form the entire pack into a line in a certain order (e.g. by height, beginning with the shortest and ending with the tallest, etc.). Beavers and Cubs must do this without any talking. When members think they've completed the

task, they sit down — once more without speaking.

Is your group large? Try doing the game in sixes first, then experiment with a larger group.

When finished, discuss how they communicated without speaking. Did they find it frustrating having an idea but not being able to speak? Were they able to communicate their message effectively in other ways? How did they feel when someone understood their message and the group made progress?

Leaders working with Beavers and Cubs will probably encounter lots of conflicts. Here's the key: turn these into positive learning experiences for everyone. When resolving these issues, try to provide examples where better cooperation could have helped solve the problem.

### Create a Good Atmosphere

A good, positive, cooperative atmosphere in your pack or colony will prevent most negative conflicts. By building respect and appreciation for each other, your group members will learn to express themselves in a positive non-threatening atmosphere.

Yes, different ideas, beliefs, and opinions shared with others sometimes do cause conflict, but they also make life interesting and dynamic. Let's celebrate the positive. ^

**Perhaps Keen  
can provide  
conflict  
resolution  
skills.**



Photo: Allen Macartney

## KUB KAR RACING POINTERS

- Use Kub Kars to build a sense of team spirit within the pack.
- Before racing, carefully explain to all Cubs that the aim is for everyone to have fun.
- Speak to overly-competitive parents who might turn the event into a win-lose event. Explain that we want everyone to gain a sense of winning.
- Every contestant should earn a prize — if only for entering.

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# Learning Disabilities:

## *Now Everyone Can Play the Scouting Game*

by Ian Mitchell

**Fact:** Ten percent of young people in recreational programs have a learning disability and/or an attention deficit disorder.

**Fact:** Usually, those with learning disabilities display no outward physical signs. Most affected people appear completely normal. In fact, some of the so-called "misbehaviour" we see in youth relates to learning disabilities.

What are learning disabilities and how can they affect your Scouting program?

Many people suffer from various types of learning disabilities. Usually, these show up as delays in early development. They may also appear as difficulties with attention, memory, reasoning, coordination, communicating, reading, writing, spelling, calculation, emotional maturity and social competence.

Whether you're aware of it or not, probably several people in your group have a form of learning disability. Someone with a learning disability may find it difficult doing certain tasks, or experience great frustration because of confusion.

### Helpful Clues

Lets take a look at some clues that may identify someone with a learning disability.

### Distracting Behaviour

Some clues that suggest a child is easily distracted include:

- Forgetful.
- Inability to focus on only one thing.
- Frequent daydreaming.

Everything grabs the attention of this youth. Often, he won't complete tasks (e.g. a badge). To help him:

- Tell the youth to focus on your eyes when you're speaking to him.
- Assign only one task or activity at a time.
- Make activities short.
- Give specific start and finish times for tasks.
- When possible, remove all other distractions.

### Hyperactivity and Impulsiveness

Clues that suggest a child is hyperactive or impulsive include:

- Restless or constant moving (can't be still).
- Acts impulsively.
- Bumps into everything.
- Rushes through tasks, making lots of errors.
- Disruptive.

To help this type of child:

- Follow the tips above.
- Provide clear and concise instructions.
- Emphasize the intent of an activity (e.g. accuracy is more important than speed).

### We're Not Identical

Not all young people are identical; each one has different gifts and abilities. Those with learning disabilities will experience more failure than success, so they naturally won't like competition as much as those who taste success frequently. In this situation, emphasize more cooperative, inclusive games.

Try to use cooperative games to prevent social isolation and to encourage positive social interaction. That will bear immensely valuable fruit.

Most popular outdoor games have a strong competitive flavour. But with a little creativity, leaders can transform even traditional games into a cooperative experience which still provides pleasure and satisfaction to all participants.

Example? Lets look at baseball. You could replace the "three strikes you're out" rule with one where you stay at bat until you hit the ball three times. This

new rule would give everyone a chance to participate equally. If you don't keep score, you'll eliminate the pressure of winning. Try adding a rule that puts pressure on the pitcher to toss the ball so others can hit it easily; your game will speed up considerably. Or, you might get a pitcher from the batting team to throw the ball for his own teammates.

Other changes that can level the playing field might include:

- Equal playing time for all.
- Choose teams randomly.
- Ensure all players get to play all positions.

These changes will add a new dimension to games, while making them "inclusive" for all youth, especially those with learning disabilities.

### Accept and Help

Leaders should strive to increase their awareness and acceptance of young people with learning disabilities. By doing this, they'll help all youth in their sections.

For more information or resources, contact the Learning Disabilities Association of Canada, 323 Chapel Street, Suite 200, Ottawa, ON, K1N 7Z2, (telephone 613-238-5721). A

## NEW SAILING BADGE EQUIVALENTS

**T**HE CANADIAN YACHTING Association has determined the following equivalencies for the new Sailing Badge:

- White Sail Level 1 covers requirements # 1 (a), 2, 3, 4 (c), 5 (b), 6, 7 (a) (b) (c) (d).
- White Sail Level 2 covers requirements # 4 (a), 5 (a), 8.
- White Sail Level 3 covers requirements # 4 (b), 9 (c).

# "If You Wanna Be My Saver... First You Gotta Learn First Aid."

by the Canadian Red Cross Society

**F**OR SCHOOL AGED children, learning the basics of first aid and safety is just about as easy as memorizing a Spice Girls™ song.

It may not be quite as amusing, but when someone is choking or bleeding...

*♪ Tell me what you want, what you really want to know! ♪*

Just ask Alexandra Lalonde of Kelowna, B.C. She knows. Three years ago, when only ten, she saved her baby brother's life. In the middle of the night, he started choking on something he had put in his mouth. Alexandra didn't panic; she quickly applied the Heimlich Manoeuvre on her brother and the object came shooting right out. Alexandra knew the drill because a few weeks earlier she had received basic first aid training from the Red Cross' *PeopleSavers* program at her school.

Injuries are the leading cause of death among Canadian children. Be-

cause of their lack of experience, children are obviously much more injury-prone. However, research shows that you can reduce injuries by as much as 40 percent if you take first aid training. Now that's something to think about!

The Canadian Red Cross launched the *PeopleSavers* program, true to its mission of assisting the most vulnerable people in society. The program teaches safety awareness and first aid skills

dence to respond appropriately if something goes wrong."

This program is offered to children aged 5 to 12. Participants learn critical thinking skills in three areas:

- ✓ Check for safety
- ✓ Call for help
- ✓ Care for a person

Children are taught strong safety habits, which include learning to assess and avoid dangerous situations at home and in the community. They also learn who they can turn to, and how to call for help. The training provides them with basic first aid skills for a variety of injuries or emergencies — from cuts, scrapes, broken bones and burns, to poisoning, bleeding and choking. (The choking training proved remarkably helpful for Alexandra.)

*PeopleSavers* is a recognized and preferred learning resource of the British Columbia Ministry of Education. The original B.C. program was designed by Red Cross volunteers and staff experts, helped by elementary school teachers. Lessons are fun and interactive, and provide many opportunities for children to practise the skills they are learning. A *PeopleSavers* mascot is always present to reinforce the Red Cross safety message: "Prepare! Stay Safe! Survive!"

"I'm confident that the (*PeopleSavers*) course being offered to all educational institutions will have a profound effect upon the recipients and will pay future dividends," said Roger Lindstrom, principal of Coquitlam River Elementary, in Coquitlam, B.C.

Want more information? Call your local Canadian Red Cross office today. This program offers a great opportunity to introduce children to first aid. <sup>^</sup>



**This is a fast and easy  
way to learn how to  
save someone's life.**

to elementary school aged children. Already well-established throughout British Columbia, *PeopleSavers* has now been upgraded and adapted to better reflect the Canadian diversity.

## Be Prepared for Life

"*PeopleSavers* aims to prepare kids for a safe and healthy childhood," says Caroline Gagnon, Programs and Services Officer for the Canadian Red Cross. "We can achieve this by developing their awareness of dangerous situations, and by giving them the confi-

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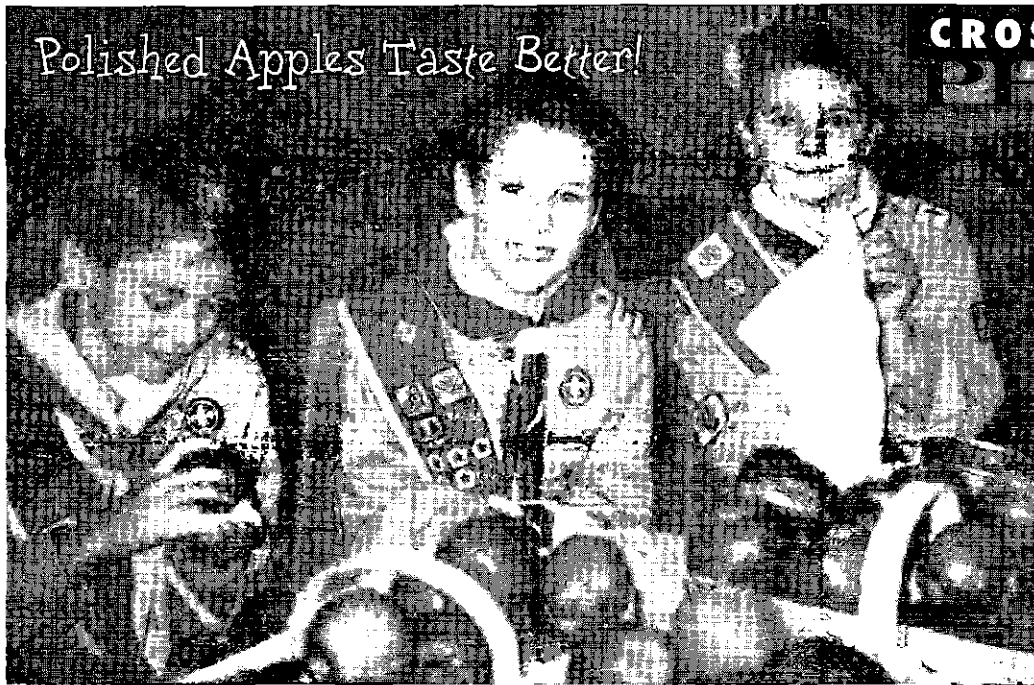


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## CROSS-COUNTRY PHOTOS



Andrew McKeen, David Knapman and Joseph LaForest of the 1st Comber Pack (Stoney Point, ON) put a high gloss on some apples before heading out last fall to offer them to neighbours during Apple Day. "I bet you can scientifically prove it," said David, as his friends looked up inquiringly. "Well, haven't you noticed that polished apples taste better?" (Perhaps it's the wax!) Photo: Susan Knapman



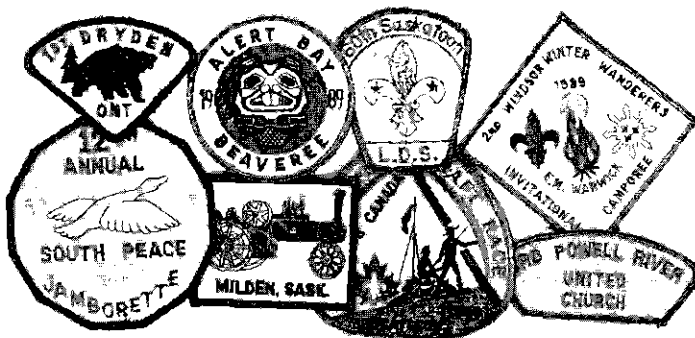
1st Black Creek Beavers, BC, visited a real dairy farm last spring during one of their many outings. This young calf stole everyone's heart. First it wanted hay, then it decided to suck fingers. "That tickles!" giggled more than one Beaver. Photo: Tracy Nagy



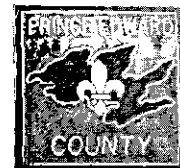
Audrey Foster (right in photo) received a certificate and 50-year service pin for her outstanding commitment to Scouting youth over the past half century. Since 1948 Audrey has been at the centre of Scouting activities in Hamilton. That's dedication! Keep on Scouting, Audrey. A

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# Spirituality and the Revised Program

by Ben Kruser

**S**COUTERS DON'T HAVE TO BE SPIRITUAL experts, but they do need to be able to explain what they believe in simple terms, why they believe it, and how they're putting it into practice. Leaders need to be able to talk about spirituality in the same way they talk about any other part of the Scouting program: simple and straightforward. As B-P. said, let's treat it as part of everyday living.

— SCOUTER/REV. ROB BROWN

As a leader, are you feeling somewhat uncomfortable with the added spiritual emphasis built into the Venturer program? The following thoughts may help you.

## Managing Spiritual Emphasis

Why does Scouting's spiritual emphasis consistently create high stress levels for leaders? There's little need for this anxiety.

Canadians share a growing multicultural, pluralistic commitment; we recognize the rights of all religions — not just the majority. Yet, questions of faith are deeply personal, and many leaders feel uncomfortable discussing their own beliefs. **The Leader Magazine** publishes many examples of spiritual program ideas, yet leaders are often unsure how or when to use them.

Many Scouters are also sensitive about the possibility of offending others. Although the words "spiritual" and "religious" have different meanings, we tend to use them interchangeably. This can confuse things even more.

## Definitions

For starters, leaders need to understand some common terms, specifically spiritual, religious, and multi-faith.

**Spiritual:** Scouting understands this as getting in touch with one's own inner being; it's characterized by the highest qualities of the human mind or spirit.

**Religious:** This pertains to any particular system of beliefs, attitudes and behaviours that constitutes one's relationship with the powers and principles of the universe — most commonly with a deity or deities.

**Multi-faith:** Multi-faith refers to those spiritual values common to all religions that encompass the highest qualities of humanity (e.g. benevolence, compassion, social justice, the Golden Rule). A multi-faith service keys in on these common spiritual values, and demonstrates that people of diverse religious backgrounds share goals of perpetuating peace and harmony in life.

## Spiritual Explorations

Within the context of these definitions, let's explore the meanings of spiritual emphasis and religious emphasis.

### Spiritual emphasis

Spiritual emphasis deals with actions that bring awareness of the highest qualities of human being (mind, body, and soul). Some examples of the spiritual emphasis in Scouting include:

- ☐ Carrying out the Scout Promise, Law, Motto and slogan
- ☐ Developing and demonstrating a personal understanding of God, or of the powers and principles of the universe
- ☐ Accepting responsibility for yourself and the consequences of your actions
- ☐ Responding to others in caring ways
- ☐ Demonstrating awareness of, and concern for, the environment.

### Religious emphasis

Religious emphasis deals with ritual acts or observances that relate to a particular system of beliefs, attitudes and behaviours. Through these, a person hopes to gain a

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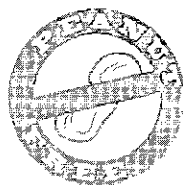
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*Practise your faith actively. Think of ways to 'connect' with God during weekly meetings.*

## Try this New Grace

Next time your group is looking for a good way to thank God for providing, say this grace together as a company.

Bread is a lovely thing to eat,  
Bless the barley and the wheat.  
A lovely thing to  
breathe is air,  
Bless the sunshine everywhere.  
The Earth's a lovely  
place to know,  
Bless the folks who  
come and go!  
Alive's a lovely thing to be,  
Giver of life, we say,  
"Bless thee!"

Photo: Paul Ritchie

connection with the powers and principles of the universe or a deity. Some examples of religious emphasis in Scouting include:

- ☐ Developing a fuller understanding of your religious beliefs by working towards the Religion in Life Award or some other religious study
- ☐ Actively participating in your religion's worship services as a Scouting member
- ☐ Attending a religious sponsor's retreat for Scouters of that faith.

### Prayer, Grace, Worship

What's the purpose of prayer, grace and Scouts' Owns?

Have you ever asked yourself this question? Leaders know many ways how to pray, for example, but don't know what they're supposed to accomplish or how they relate to young people and Scouting. This often breeds discomfort with making an "understanding of God" part of their program.

Why do we pray?

Praying involves speaking to our God. It heightens awareness of common, everyday acts so that people have a greater understanding and appreciation for them. A greater knowledge of ourselves and our relationships leads us to a fuller association with spiritual and religious convictions.

Why do we say grace at meals?

It reminds us that we do not live to eat, but eat to live. We are thanking God for providing for our physical needs. By moving awareness past personal hunger to an awareness of food as a physical blessing from God, we gain a realization not only of our good fortune to have food, but also of our potential for continued physical and spiritual growth.

Why do we have Scouts' Owns?

The purpose of a Scouts' Own is "for the worship of God and to promote a fuller understanding of the Promise and Law." A worship service creates an environment that helps us concentrate on our relationship with God (or the powers and principles of the universe), with ourselves and others. A Scouts' Own provides time to reflect on our fulfilling of the Promise and Law, and our personal commitment to our spiritual values.

### Concluding Thoughts

"Duty to God." It's Scouting's number one principle.

"Adherence to spiritual principles, loyalty to the religion that expresses them, and acceptance of the duties resulting." This is the Venturer program's first goal. No wonder spirituality is such an important part of our programming. All we need is an opportunity to apply these ideas to our lives. A

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## Understanding Scouting's Principles and Mission: *Part 2*

from Rob Stewart

**H**ow does Scouting's Mission affect all aspects of our programs and raison d'être? Let's explore this question using a World Bureau resource entitled "Scouting: An Educational System." Our discussion will provide a deeper understanding of our Mission.

We'll start by reviewing the Mission: "To contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potential as individuals, as responsible citizens and as members of their local national and international communities through the application of our Principles and Practices."

The World Bureau expands on our Mission by defining physical, intellectual, social, spiritual and emotional in greater depth.

### Physical

Scouting seeks to develop the ability to:

- ☐ Coordinate one's movements and thought processes (psycho-motor skills).
- ☐ Take responsibility for the growth, functioning and health of one's body.
- ☐ Come to terms with one's physical limitations.

### Intellectual

Scouting seeks to develop the ability to:

- ☐ Pursue interests, solve problems and adapt to situations in a relevant way through effective information management, creative thinking and intuition.
- ☐ Perceive patterns, connections and relationships between phenomena, events, ideas, etc.
- ☐ Develop receptivity to other perspectives of reality (e.g. understanding different ways of looking at things; understanding cultural, religious, age, gender-related standpoints, etc.).
- ☐ Extract meaning from one's experiences.
- ☐ Judge things for oneself; think through the implications of one's decisions and actions; and retain one's own free will.

### Emotional

Scouts Canada doesn't identify this facet separately in our Mission, but it is inherent in our overall concept. Scouting seeks to develop the ability to:

- ☐ Acknowledge, recognize and express feelings and emotions, and take responsibility for managing these in daily life.

### Social

Scouting seeks to develop the ability to:

- ☐ Listen and to express oneself effectively.
- ☐ Accept other people as distinct human beings with equal rights.
- ☐ Take into account the interdependence of mankind, and of mankind and the natural world.
- ☐ Cooperate, to support and to lead.
- ☐ Take an active and constructive role in society and contribute towards a better quality of life for all.
- ☐ Adhere to common rules out of one's own free will.

### Spiritual

Scouting seeks to develop the ability to:

- ☐ Acknowledge and explore a dimension beyond mankind.
- ☐ Explore the spiritual heritage of one's community.
- ☐ Understand the beliefs, practices and customs of other world religions.
- ☐ Integrate spiritual values into one's daily life and in the global direction of one's development towards a higher and more unified state of consciousness.

### Character Builders

According to Lord Baden-Powell, "character" includes developing harmony and balance of the entire person. This will result in members who have greater autonomy, solidarity, responsibility and commitment.

Scouts Canada's programs were created using our Mission and Principles as the foundation upon which we base everything else. When we're designing new programs, our volunteers continually keep in mind whether the activities are consistent with Scouting's Principles, Practices and Mission.

When you plan programs and choose directions for your local colony, pack, troop, company or crew, take a moment to reflect on these fundamentals, too. A

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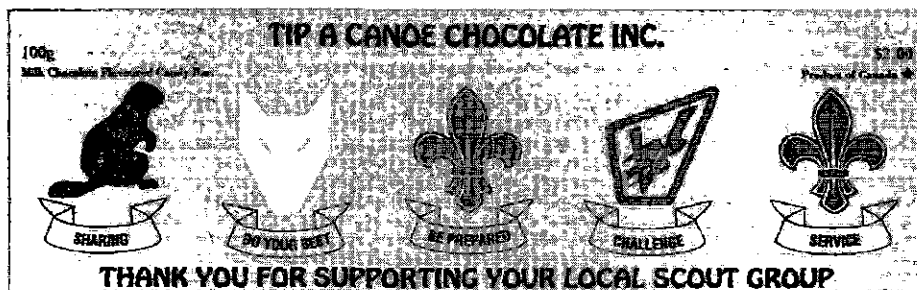
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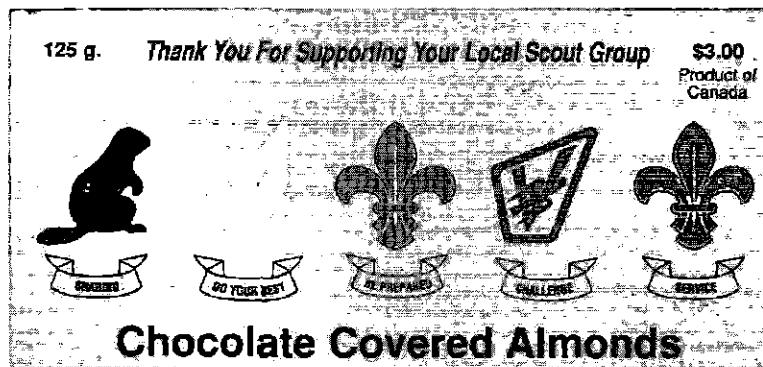
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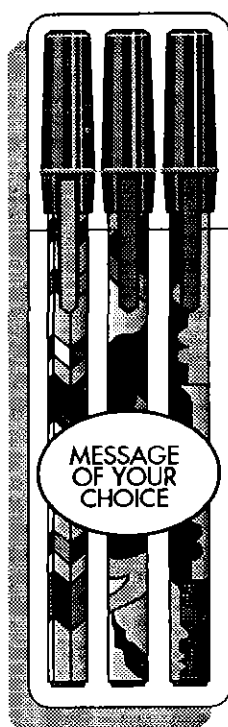
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## IN THE MARKET

# Use the Torah to Expand Your Scouting Group

by Ben Kruser

## HOW CAN THE TORAH MAKE YOUR SCOUTING GROUP MORE SUCCESSFUL?

Scout-Guide Week is a good time to consider new ways to expand programs into your community. The Torah provides many examples how people changed their normal behaviour to befriend others and invite them in to their lives. Let's look at several stories that might prove insightful during Scout-Guide Week.

### Be Flexible

Genesis 18 (verses 1-2) describes how Abraham interacted with three strangers: "And the Lord appeared unto him by the terebinths of Mamre, as he sat in the tent door in the heat of the day; and lo, three men stood over against him, and when he saw them, he ran to meet them from the tent door..."

The passage then describes how Abraham made the strangers feel welcomed as he would any other member of his household.

But why does the Torah give a weather report, you ask?

Well, even though sitting out in the sun was uncomfortable for Abraham, he didn't want to miss any opportunity (by sitting isolated inside his tent) to meet new people. Perhaps he even thought of inviting them as new members into his group. In short, he wanted to make them feel at home and welcomed. This openness reaped clear benefits. For instance, Abraham was able to sit and talk to his guests about his group's values, beliefs and customs. This would allow them to become part of the larger community, if they wished. In the end, Abraham's community grew as existing members extended themselves to accept and support new members.

### No Looking Back

New members brought unique ideas (creativity) that could be expressed and pursued within the parameter's of the community's value structure.

Later on in the story, the three strangers gave advice to Abraham's son Lot: "Do not look back," they warned.

As Scouting overcomes the hurdles of inevitable change, we need to listen to the advice of new members. Look forward and work together productively to reach future goals. Avoid looking back to the "good old days" before new members arrived and change happened quickly. If you do this, your entire Scouting community might become frozen in time and you might lose members.

### Give Thanks

During Scout-Guide week especially, let's give thanks for the friendships we make, and the continuing flow of ideas and inspiration both new and existing members bring to Scouting. ^

## SCOUTER'S 5

### Enthusiasm Makes the Difference!

**H**ave you ever noticed how people love spending time with enthusiastic people? They seem to have an exciting spark to life. They can see the drama in common life situations.

Scouter Guy Mandeville of Trenton, ON, has some enthusiastic thoughts to share that will make Scouting more fun. Let's listen closely.

What will enthusiasm do for you? It will:

- ☐ Energize others.
- ☐ Make life sweeter.
- ☐ Reduce or eliminate fears.
- ☐ Improve your ability to easily persuade others.
- ☐ Overcome almost all tensions.
- ☐ Improve the depth of insight into just about any situation, job or problem.
- ☐ Add a more rewarding feeling to your tasks and accomplishments.
- ☐ Eliminate worry and fears from your mind.
- ☐ Put new creative skills and spirit into your work.
- ☐ Calm yourself in today's fast-paced world.
- ☐ Help others around you experience a more vital life.
- ☐ Make it easier to relate to youth. (Young people are naturally enthusiastic.)

If we consciously foster a spirit of enthusiasm, it helps us encourage one another.

### What is Scouting?

What Scouting is NOT is a "way of life."

What Scouting IS is an approach to life for youths, and an attitude to life for the rest of us.

Scouter's 5 Minutes

Feb. '99

## SONGS

**C**hants are great after skits (to register approval or scorn), during campfires, or just to work up extra enthusiasm. Following are a collection of chants from Scouters across the country. Several deal specifically with the Beaver 25th Anniversary celebrations, while one reflects an ecological theme.

### Wonderful Beavers

Ten, nine, eight

Beavers, we do rate!

*(Hands and arms up in air)*

Seven, six, five

Beavers are alive!

*(Shout "Alive!" and jump)*

Four, three, two

Me, and you, and you

*(Point to self and others)*

One, YES! WONderful Beavers!

### Silver Birthday Party

Today it is a special day

Hooray, hooray!

Today it is a special day

Hooray, hooray!

Our Silver Birthday year has come

We sing and shout "Yes! Everyone!"

Hip! Hip! Hooray!

### Birthday Cheer

Two, four, six, eight

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## We Care

Beavers care!  
Beavers share!  
Beavers, Beavers  
EVERYWHERE!  
Happy Birthday!

## Beavers Is Fun!

Three, two, one  
(Hold up fingers as you count)  
Beavers is a ton... (Getting louder)  
Of fun, FUN, FUN!! (Really loud)  
— Hazel Hallgren, Red Deer, AB.

## Scouting Chant

Scouts are honest! Scouts are true!  
We are taught just what to do.  
To help our country's fellowman,  
We do the very best we can.

To the woods we're often set,  
To save and explore the environment.  
We cook our meals on an open fire,  
Then put it OUT before we retire!

On wildflowers we do not trample.  
We are to others a good example.  
We do not throw our trash around,  
Because we love Canadian ground!

Songs

## Twelve Things to Remember

Never take for granted the...

- Value of time.
- Success of perseverance.
- Pleasure of working.
- Dignity of simplicity.
- Worth of character.
- Power of kindness.
- Influence of example.
- Obligation of duty.
- Wisdom of economy.
- Virtue of patience.
- Joy of friendship.

## Wolf Cub Prayer

Lord of the Council Rock, I pray.  
For the strength to do my best each day.  
Draw near to me that I may see  
The kind of Cub that I may be.  
In serving others may I see  
That I am really serving Thee.  
Fit me, Oh Lord, with your great love  
That I may be a better Cub.

## Meeting Closing

Though men bind your body in rules and conventions, your spirit may still be free: free to dream, free to hope, free to strive, free to love.

Take that freedom bravely by the hand and let it fill your being until your heart soars to worlds as yet unknown.

Then live the dreams that you freely see, that you may bring them to pass for your brothers and sisters.

Scouter's 5 Minutes

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# Co-Ed? Get on with It!

I would like to voice my opinion of the co-ed issue. I've been involved in Scouting for many years at both regional and area levels. At present, I'm the youth representative in the Carleton Area.

I've attended too many regional and area meetings where adults just debate the issue of Scouting going co-ed. I find these meetings disgusting!

All I hear are self-centred leaders talking about what suits themselves. Some even complain that now they might have to find a female leader. Can you imagine?

Will all groups automatically get female members? Probably not. Scouts Canada has been open to female members for a long time without a flood of them rushing to sign up. If girls haven't approached your group yet, then probably they won't ask to join in the immediate future either.

Why don't we stop and ask what Scouting is all about? What would Lord Baden-Powell say about the constant adult bickering and fighting over the co-ed issue in Scouts Canada?

When B.-P. founded the basic Scouting guidelines, he designed the program for youth. He didn't endure all this political turmoil. He set up Scouting as a non-discriminatory organization. If we sink so low to say that girls shouldn't have the right to join Scouting, it's as bad as saying other races shouldn't join either. And let's not stop there. What about closing our doors to disabled youth?

What leader would refuse a disabled youth who wanted to join Scouting? Sure it would mean more responsibility and work, but most leaders would extend a Scouting welcome despite the

need for more helpers. Well, it's the same for girls.

As a youth active in the Scouting Movement, I'm ashamed that so many adults are making such a fuss about co-ed Scouting. For me, it's another opportunity to learn how to get along better with other people — in this case girls.



**Scouting is primarily for the youth. Let's all remember this truth.**

Scouting programs exist to provide youths with worthwhile experiences — ones they can apply later in life. Instead of focusing on the negative, look for the positive!

Above all, remember... adults should be in Scouting for the youth!

— Eric Wadge, Carleton Area, ON.

## Safe Scouting Involves Helmets

I enjoyed your *Venturer Log* piece on Power Sailing (December '98). It was quite interesting and a good program activity. However, the youth in your illustration was not wearing a helmet as he zipped over the ice at high speed. Neither did the article make any reference to wearing a helmet.

Scouting must always encourage youth to enjoy outdoor sporting activities in safe ways. Let's encourage people to wear the proper protection.

— Randall Grant, Ottawa, ON.

## Amory Mountain Bike Trek

With great interest I read about the Amory Adventure bike hike conducted by youth from the 144th Calgary Sea Venturer Company (November '98 *Leader*). They biked along the old, abandoned C.P.R. rail bed — called the Kettle Valley Railway — that passes through our area. This route is also an outstanding backpacking trip for those wanting a walking adventure through the Okanagan area of British Columbia. It offers unbelievable scenery.

Our troop (The 1st Rutland Sea Scouts) is offering any other Scouting group unlimited logistical support if they decide to hike or bike through this incredibly beautiful area.

E-mail us (ranch@direct.ca) and we will do everything possible to make sure your experience is a pleasant one.

— Ron Long, Kelowna, British Columbia.

## Lard Resin, Honey and Black Cider

In the August-September '98 *Leader* (pp. 35-36) you offered some early pioneer remedies for sickness. These included lard resin, honey, black cider and bees' wax.

If we start Scouters off with home remedies like these instead of encouraging good, scientifically established medicines and procedures, we are opening ourselves up to all sorts of liabilities. ^

— Scouter Robert Taylor

## Editor's Note

The interesting, pioneer home remedies for illness were not intended to supplant today's antibiotics. We included them as a very brief, interesting footnote — a story describing how our great grandparents dealt with sickness.





# What Facility Crisis?

by Andy McLaughlin

We've all heard the stories: school boards charging high rents for gymnasium use; schools closing, tossing Scout troops and other community organizations into the street; developers throwing up new subdivisions without community halls, schools and recreation centres; even fierce battles waged over the limited space in church halls.

## A Dash of Creativity

Scouting groups are facing facility crises in virtually all urban, and many rural, centres. And the news only ever seems to get worse.

Can your group hurdle this obstacle? You bet! All you need is a bit of creativity. In doing so, you can help make your program more active, exciting and vibrant.

Here's a simple solution to the problem. Meet outside more often!

We have Scouting's greatest facility at our disposal. It's cheap and fun to get your group ScOUTing. In fact, you don't need to wait for a facility shortage to get outside. Your kids have just spent the day cooped up in a classroom. Do they really need — or want — to spend another hour and a half inside? No.

The first-ever Scout meeting did *not* take place in a hall or gym, or any other indoor setting. It happened outside, at Brownsea Island. Today, getting outside, or venturing out of the meeting hall for any reason, is a rare treat for some Scouts. Make it the norm for your group.

## You're Fully Equipped Now

Cities and towns have parks, pools, skating rinks, conservation areas, hiking trails, arboretums and many other outdoor areas. These can provide an active, first-rate Scouting program. Weekly outdoor meetings provide a plethora of program possibilities:

- ✓ Organize an astronomy night. On a clear night you can still see stars, planets and constellations, even in urban centres with lots of light pollution. Discuss how stars and planets are formed. Identify various constellations. Look for "falling stars," or orbiting satellites, or other features of the night sky.
- ✓ Practise building emergency shelters. Invent as many different types of shelters as possible using only a tarp and readily available elements around you. In the winter, build quinzhees; in summer, build debris shelters (see "Outdoors" column, August-September '98).

- ✓ If you have access to several canoes, here's a neat shelter some Toronto Scouts built in Algonquin Park. Turn over two long canoes so they lie parallel (gunwales down), separated by about three metres. Now, lay five other canoes across the tops of the two supporting canoes. (See diagram) Stretch a tarp across, and peg it down. What a neat place to hold your next patrol meeting! Get some candle lanterns and start tying some knots.

- ✓ Host a skating party and invite other Scouting groups. (Make it a linking event.) In Eastern Ontario, Scouts can enjoy the world's longest outdoor skating rink, the Rideau Canal. Winnipeg has over 100 outdoor rinks. Many other cities and towns also have outdoor skating rinks. In late spring and summer, plan a pool party by heading to a local outdoor pool (or lake).

Photo: Peter Ng

- ✓ Take an urban hike. Use a map and compass to negotiate your way from city hall to the public library. Or you could help your Scouts learn what makes a good neighbourhood or community by going on an urban scavenger hunt. Organize your group into sixes or patrols, and appoint a secretary to record the address or cross-street where you find:

- a bus stop
- a park
- a mail box
- a grocery store
- a fire station
- a hospital or clinic
- a church
- a taxi stand
- a hotel
- a convenience store
- a single-family house
- a townhouse
- an apartment building
- an arena
- a community centre
- a high school.

#### Get Oriented for the Future

Has your group ever experienced a subway or bus orienteering course? Do your Cubs or Scouts know how to make their way from the suburbs to downtown? Take time on the bus to discuss public transportation and how it reduces pollution, prevents traffic congestion, and saves money.

Organize a bicycle rodeo (a great springtime program activity). Your Scouts can learn how to tune up and maintain their bikes. You could also review bicycle safety before cycling season gets into "full saddle." It's a perfect outdoor activity; run it anywhere, from a park or a leader's garage to an empty parking lot. You might even get in an early season ride along a bike path or mountain bike trail.

Go on a hike or ramble in your nearest green space. Beavers, Cubs or Scouts could learn about different types of plants, trees or wildflowers. Go bird-watching. While you hike through the park, perform a valuable public service by cleaning up the trail while you walk.

#### Lots of Options

If you don't have (or can't afford) a facility, and don't relish the thought of spending all your time outdoors, there are other alternatives. Have you tried the libraries, museums, city hall, or even corporate boardrooms in your town? How about empty retail space? Many of these spaces go unused at night. They could be perfect 'fits' for your group, especially if you only need them occasionally.

Still no luck finding a facility? Try a leader's home, backyard, or garage. For larger groups too big to fit in one leader's house, why not meet as patrols or sixes in different leaders' homes for three weeks? Then come together as a group for an outdoor meeting or activity at a park once a month.

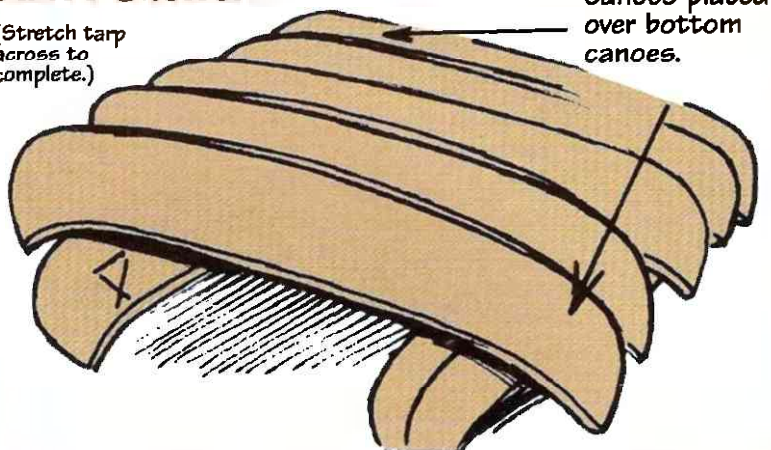
If your group operates without a permanent facility, use a "patrol box" to make your meeting totally transportable. Your wheeled box could store flags, craft items, game equipment, badges to hand out — everything on-the-go Scouts need.

Many Scouting groups believe lobbying school boards is the only solution to their facility problem. But with an imaginative approach, and a commitment to get outside, you can turn this "crisis" into a strength. It can result in even more exciting and active programs.

Want a challenge? Here's one: Plan to hold all meetings next month outside. Your Scouts will thank you for it!

#### Canoe Shelter

(Stretch tarp across to complete.)

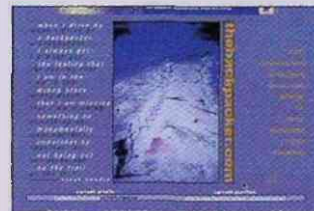


Canoes placed over bottom canoes.

Canoes spaced about three metres apart.

## SURF BEFORE YOU TURF

We know, we know. We said go outside, and now we're encouraging you to sit in front of your computer. But here are some web sites that will help you prepare an energetic outdoor program.



[www.thebackpacker.com](http://www.thebackpacker.com)

This U.S.-based site contains outdoor information submitted by users. It includes a comprehensive searchable hiking trail database for Canada and the United States, complete with trail descriptions, directions and ratings. The site also features articles on day hikes, equipment reviews and more.



[www.out-there.com](http://www.out-there.com)

This Canadian site is a large directory of outdoor Web resources. It has categories for any outdoor activity, from rock-climbing and mountain biking, to snowshoeing and caving. It also has Web directories for equipment, outdoor magazines, and resource books. Whatever the outdoor topic, you'll find information about it here.



[www.yahoo.ca/recreation/outdoors](http://www.yahoo.ca/recreation/outdoors)

Yahoo includes a comprehensive outdoor directory featuring thousands of outdoor-oriented sites. The directory breaks down into several different categories, including Scouting, where you'll find over 1,100 web sites.



# If they gave out badges for **FUNDRAISING**, we would have them **ALL.**

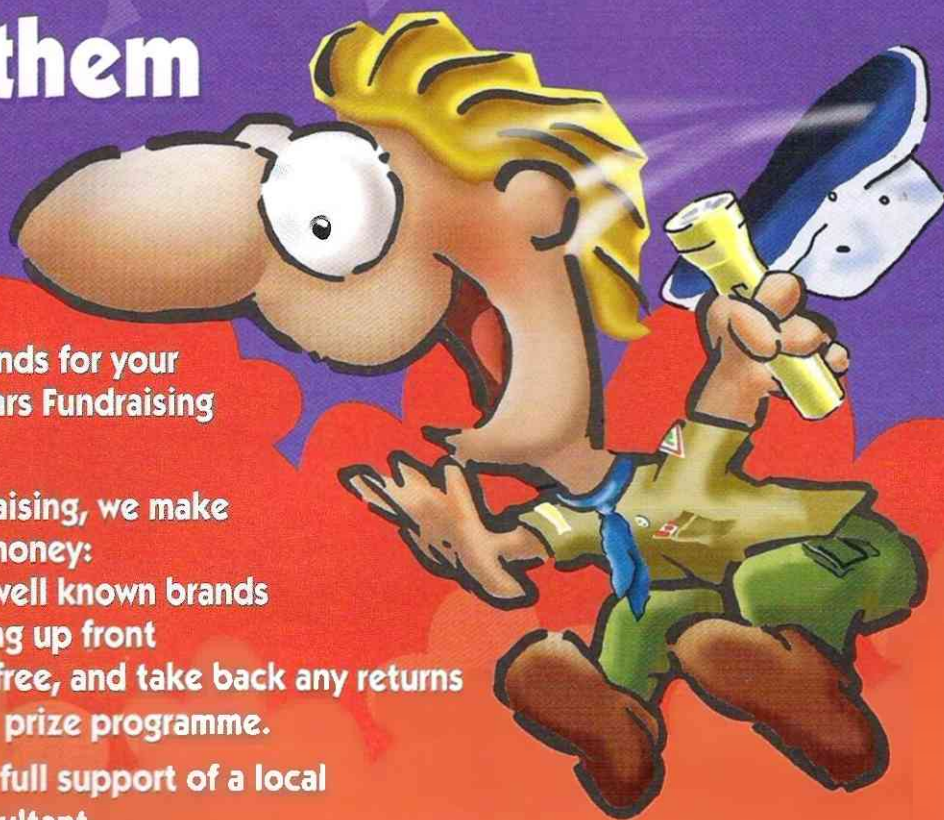
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