

# Are you prepared for an avalanche?

*Please Note: Following a number of tragic avalanche deaths in and around the mountain national parks, an independent panel of experts reviewed winter backcountry risk in the mountain national parks in 2003. A key recommendation from this review was that Parks Canada require custodial groups travelling in avalanche terrain to use a certified mountain or ski guide. See sidebar at the end of this article.*

With the advent of the cold weather, many adventurous people - older youth and leaders alike - are preparing to hike and ski in mountainous and hilly backcountry areas. Trip preparation, recognizing avalanche

terrain, assessing snow stability and backcountry search and rescue techniques reduce the chances of being caught in an avalanche and/or increase the odds of surviving an avalanche. The basics of these skills can be learned through avalanche awareness courses or by travelling with experienced people, and then refined over successive winters. Here are some tips to help ensure your winter adventure ends happily and safely.

#### Trip Preparation

A trip plan can help recreationists avoid dangerous situations. By seeking information from maps, guidebooks, information centers and from people who have been in the area before, recreationists can plan alternate routes for poor weather and for unexpected avalanche conditions. Also, members of the group should agree

on the trip plan and objective before travelling to the trailhead.

Increasingly, snow stability information is available for more mountainous areas of Western Canada as recorded telephone messages, posted notices at information centres or stores and over computer networks. In many avalanche accidents, backcountry users did not obtain this information before travelling into avalanche terrain.

Many avalanche victims and their parties are poorly prepared to search for a person buried by an avalanche. From October 1984 to September 1996, 75% of those who died as a result of non-commercial (recreational) avalanche accidents were not wearing avalanche transceivers! Probes, shovels and transceivers are all important for an efficient search by surviving members of the accident party.

Remember, do not spend more money on your ski or snowmobile suits than on avalanche safety.

#### Human Factors

Most backcountry travelers prefer to travel in informal groups without a designated leader. In such groups, decision-making may suffer. The people who migrate to the front of the group may be less skilled at assessing snow stability or at selecting routes in avalanche terrain than people further back. Also, people "back in the pack" may follow the track, paying little attention to the terrain or snowpack. The group should get together for important decisions about stability and the route. Sometimes a quiet voice asking, "But why do we think that slope is stable?" can prompt a careful re-assessment of the snow stability and ultimately, a sound decision. Also, involving less experienced people in route selection and stability assessment contributes to the experience of every person in the group, which will pay off in subsequent trips.

Fair weather can affect decisions. Blue sky draws recreationists towards open slopes and high passes. However, unstable snow can remain for days or sometimes weeks after the last storm. Decisions should be based on avalanche bulletins, field observations and facts, and not on the good feeling of being out with friends on a blue-sky day.

Many backcountry travelers are goal-oriented. Some get so focused on reaching a pass or a summit, that they continue even after learning of unfavorable conditions! We should be prepared to turn around and come back when the snowpack is more stable. Turning around can be difficult if the trip has been planned weeks ago, or if group members travelled a long way to get to the trailhead. However, the snow slopes will still be there next weekend, and next winter.

Some accidents happen late in the day, especially when the weather is poor. Under such conditions, backcountry travellers often become less careful about selecting routes or observing snowpack conditions (Freestone and others, 1995). Instead, they focus on getting "back to the barn".

### Public Avalanche Bulletin

The Canadian Avalanche Association produces a Public Avalanche Bulletin, which provides up to date information for the South Coast Mountains, the North Columbia Mountains, the South Columbia Mountains, the Kootenay Boundary and the South Rocky Mountains regions. It is available to the public free of charge.

**Toll free: 1-800-667-1105**

If we find ourselves thinking, "it won't happen to me" or "it's probably okay to cross this slope," our safety margin is too thin. The snowpack continues to surprise even the most experienced people. We need a wide margin of safety so we can continue to enjoy the mountains, winter after winter.

#### Terrain and Route Selection

While route selection is often a subtle art learned over many years, accidents show that some backcountry users do not know or choose to ignore the basics of terrain evaluation. Some enter gullies or large slopes capable of producing huge avalanches when they are aware that the snow is unstable. Others select slopes which if they release can carry them over cliffs or into trees, rocks, gullies or crevasses. Such terrain traps increase the risk of injury or deep burial, and decrease the chance of survival. Also, if the runout from a slide path is difficult for other members of the group to access, the risk to people crossing the path also increases.



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*Before heading for the high country...be prepared.*

Photo: Len Goodwin

# CANADIAN AVALANCHE ASSOCIATION

The Canadian Avalanche Association is dedicated to bringing the avalanche community together to develop knowledge and understanding of avalanches, facilitate communication, promote professionalism, and provide quality avalanche education.

The Canadian Avalanche Association was created in 1981. There are currently over 640 members, active in all aspects of snow safety from research to avalanche control. In October of 1991, with assistance from the National Search and Rescue Secretariat, the Canadian Avalanche Association opened the Canadian Avalanche Centre. The Centre has become Canada's national avalanche agency, providing information to the public through Public Safety Services, coordinating the Canadian Avalanche Association Training Schools, and

managing an Industry Information Exchange™ service.

The Canadian Avalanche Association Training School had its beginnings in avalanche courses developed in the 1970s by the National Research Council of Canada and the British Columbia Institute of Technology. These courses have an international reputation and attract students from all parts of Canada and from around the world. Since the early 80s, when the Canadian Avalanche Association began to operate the courses, thousands of people have been taught standards, methods for observing and recording weather and snowpack conditions, and techniques to forecast snow stability, and evaluate avalanche hazard.

The Industry Information Exchange™ (Infoex™) is a daily ex-

change of avalanche and weather information. Each day, information is sent to the Canadian Avalanche Centre from Alberta and British Columbia. Centre staff summarize and collate the data, then send information to organizations who are subscribers to the service.

For further information about the Canadian Avalanche Association, the Canadian Avalanche Centre, their activities or services, and how you can get involved, please call or write:

**The Canadian Avalanche Centre**  
P.O. Box 2759  
Revelstoke, BC, V0E 2S0  
Phone: (250) 837-2435  
Fax: (250) 837-4624  
E-mail: [canav@avalanche.ca](mailto:canav@avalanche.ca)

## Safety Measures

Some safety measures, such as crossing possibly unstable slopes one-at-a-time or well spaced out, reduce the likelihood of being caught by an avalanche. Other safety measures such as wearing transceivers or removing ski pole straps tend to reduce the consequences of being caught. Some winter recreationists do not know or do not practice such safety measures.

## Snowpack

In some accidents, people failed to recognize unstable snow conditions or heed the warning signs. These ranged from obvious indications such as recent fresh avalanches to thin hard-to-find weak layers in the snowpack. While most slab avalanches are released by weak layers of recently deposited snow crystals, most of the slabs that cause accidents are released by much older weak layers of crystals or surface hoar. Such layers can remain sensitive to human triggering after being buried for weeks. Although occasionally misleading, field tests such as profiles and Rutschblock tests (stability tests commonly used by avalanche practitioners to evaluate the snowpack) are usually helpful in finding weak layers and assessing snow stability.

## Weather

Heavy snowfall, rain, drifting snow or warming especially towards 0°C, are all signs of increasing avalanche danger. In previous accidents, some people noted these signs but did not alter their route or plans to avoid or minimize the danger.

Also, poor visibility and "white-outs" make it difficult to keep the group together and select safe routes.

## Search and Rescue

Since about half of buried avalanche victims die within half an hour, the odds of finding a person alive are poor if the surviving members of the accident party go out to get help. Parties need to be equipped with transceivers, shovels and probes, and know how to use this equipment.

As in all things outdoors, the more prepared you are, the better and safer your adventure will be.™

- *The Canadian Avalanche Society is a non profit organization promoting excellence in avalanche safety for industry and recreation ([www.avalanche.ca](http://www.avalanche.ca)).*

Visit [www.santasvillage.ca](http://www.santasvillage.ca)



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[groupsales@santasvillage.ca](mailto:groupsales@santasvillage.ca) for more details.

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# *New Standard of Care for Youth Groups in National Parks Backcountry*



Photo: Scouts Canada Archives

**E**ffective immediately, new policies have been introduced for custodial groups planning backcountry travel in the Mountain National Parks (Banff, Yoho, Kootenay, Jasper, Mt. Revelstoke, Glacier, and Waterton Lakes). These policies are in effect from November 15 - April 30 each year, and have evolved significantly since they were first introduced in April 2004. **Parks Canada has established a new standard of care, and custodial group leaders have new obligations and pre-trip planning considerations they must understand.**

Parks Canada has developed a classification system for avalanche terrain, and has applied ratings to approximately 250 trips in the Mountain National Parks. The policies for custodial group travel in the backcountry are based on this rating system.

Parks Canada has also built a comprehensive, online resource for custodial groups to assist them with planning backcountry travel.

Parks Canada's goal is to encourage our youth to travel in their mountain parks, while at the same time receiving appropriate leadership in suitable locations.

For information on this and other backcountry related material, visit the home page of any of the Mountain National Parks web sites, and [www.pc.gc.ca/banff](http://www.pc.gc.ca/banff).

For other general Parks Canada public safety links, visit the following:

[Current Conditions](#)

[Public Safety - Sharing the Responsibility Parks Canada and You](#)  
[Sharing the Responsibility for Safety](#)

[National Park Regulations](#)

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# The Ultimate Walking Stick

by Ken Sitter

At times the envy Cubs have for Scouts is almost palpable, like when Scouts are busy using saws and knives to make walking sticks.

So short of doing 80 per cent of the work, by doing the cutting and trimming for them, what's a Cub leader to do?

Simple: use broomsticks like we did at Nipissing Area's 2003 summer camp and turn the case of walking stick envy around.

Two years ago the Scout program during the weeklong event at Camp Wirribara included making a traditional Scout stave or walking stick that had Cubs begging their leaders for the chance to make their own.

The next summer they made their own ultimate walking sticks, accessorized with survival kit essentials. The idea was proposed during a camp planning meeting and a prototype was quickly cobbled together – an old broomstick, painted green, with a whipped handle and grip and accessorized with an orange garbage bag held on with elastics, empty film canisters held to the stick with duct tape, and other accessories.

The film canisters could be filled with survival items, like fishing line and hook, thread and needle, small candle, tin foil, wet wipes and Band-Aids. Other optional attachments included a whistle, bear bells, compass and personal-sized tubes of insect repellent and sunscreen.

Two small camera bags purchased from a dollar store and attached with plastic ties to the stick served as water bottle/snack pouches. One leader, a maintenance worker at a large retirement home, collected broomsticks and mop handles for the project, as well as leftover latex paint. Dollar store purchases and donations completed the materials list.

The project was broken down into easy steps and spread over the first three days of the five-day camp. On Day 1, the Cubs were briefly instruct-



Photos courtesy of Ken Sitter

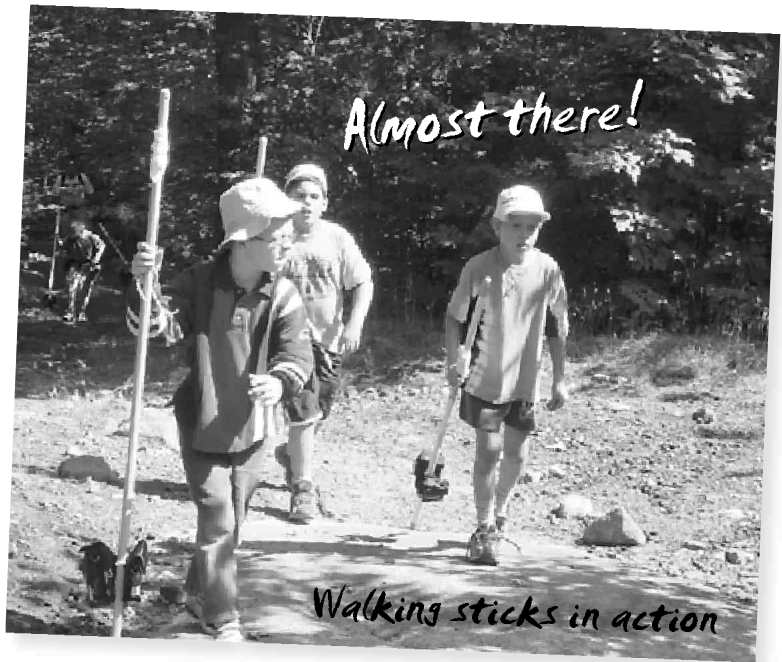
ed in the history of the Scouting stave and its proper handling, then they eagerly sanded the finish off the broom handles. They attached small cup hooks to the bottom of their sticks and hung the sticks on clothesline stretched between trees. This made painting easier and less messy. They were encouraged to personalize their sticks with whatever colours and design they wanted.

On Day 2, rather than cut each stick down to its owner's size, Cubs were shown where to place their grip so that they could each have the same number of accessories and they wouldn't outgrow their stave (as both the grip and accessories could easily be moved). Holding the stick verti-

cally in front, with the upper arm pointing down, the elbow should be bent at a 45 to 60 degree angle.

The Cubs then learned how to use a two-metre length of cord to make a small loop handle and whipping for their grip. Most of them required several efforts to get the whipping tight enough not to loosen when holding the stick by the grip. Though not finished with accessories, the sticks were ready enough for the Cubs to want to use on that day's traditional four-kilometre hike to and from the old forest fire tower.

On Day 3, the Cubs finished the hiking sticks by filling the canisters, and attaching them and other accessories to the sticks. White plastic



Fuji film canisters are the most convenient to use. They are slightly taller, so there is no overlap when attached to the stick with duct tape. And the tops insert into the canister and stay on better than tops that grip the outside of the canister. A plastic or rubber cap, like those on the bottom of chairs and table legs to save the floor from scratches, can be placed on the bottom of the stick to reduce its wear and tear.

The water and snack pouches were attached near the bottom of the stick, to prevent it from becoming top heavy. The orange garbage bag

was attached using elastics or twist ties near the top of the stick, usually above the grip, where it would be less likely to get ripped on twigs and shrubs.

Cubs were able to squeeze several Band-Aids, a folded gauze pad, alcohol wipe and cut Q-tips into one canister for a mini-first aid kit. They also had ideas of their own to use as accessories, such as a lightweight emergency blanket, a walkie-talkie and a map pouch.

Though they only went on a short treasure hike that day, everyone was keen for a much longer three-hour

hike a day later in search of animal tracks.

And yes the Scouts were envious. "Scouter Ken," they objected, "how come you didn't have us make walking sticks when we were Cubs?"

- Ken Sitter is a leader with the 3<sup>rd</sup> Widdifield Cubs, Nipissing, ON.

## Old Christmas trees? - make walking sticks!

One of the hardest parts of making a suitable walking stick involves finding the perfect branch. It must be strong enough, but not too hard or soft. Of course, it can't come from a living tree.

Our troop finds an abundant supply of perfect sticks each year after Christmas - Scotch pine trees.

Tell everyone to be on the lookout for Scotch pine trees standing at the end of driveways a week or two after Christmas. (Remind Scouts to first ask the homeowner if they can take the tree.)

The perfect Scotch pine is a structurally sound tree about half a metre longer than your finished walking stick. This size will enable Scouts some flexibility when carving. If they find a tree with a curved or twisted stem, all the better! It opens up some creative opportunities.

Once everyone has a tree, remove all the branches and put the stick in a warm, dry basement. By mid March it will be ready for carving.

Now the fun begins. Peel off all the bark, then decide what design to carve into the top. Our troop's more ornate sticks (made from stems with a large diameter) feature an aboriginal head based on Pacific coast native art styles, a Scouter wearing an old style Stetson hat, and the Scout symbol with a maple leaf. Scouts made these using hand saws, chisels and other woodcarving tools.

Only the wood characteristics and your imagination dictate the final appearance.

- Tim Leitch worked with the 10<sup>th</sup> Whitby Scouts, ON.

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# Fun at the Pond

by Ruth Marvin

Hats  
– not just for  
keeping warm!



**Y**our mom always reminds you to take it with you on cold winter days. It can dress up an outfit, and keep your ears warm at the same time! It's hats, hats, hats – of all shapes and sizes. Here is some fun for your Beavers – to keep under their hats!

### My Tall Silk Hat

One day as I was riding  
on the subway  
My tall silk hat, my tall silk hat.  
I laid it down upon  
the seat beside me  
My tall silk hat, my tall silk hat.  
A great big lady came  
and sat upon it  
My tall silk hat, my tall silk hat.  
A great big lady came  
and sat upon it  
My tall silk hat, my tall silk hat.  
Christopher Columbus,  
what do you think of that!  
A great big lady sat upon my hat  
My hat she broke and that's no joke  
My hat she broke and that's no joke!  
Christopher Columbus,  
now what do you think of that!

### This is the circle that is my head

This is the circle that is my head  
(make circle with both hands).  
This is my mouth with which words  
are said (point to mouth).  
These are my eyes with which I see  
(point to eyes).  
This is my nose that's a part of me  
(point to nose).  
This is the hair that grows on my  
head (point to hair).  
This is my hat, all pretty and red  
(point to hat).  
This is the feather so bright and gay  
(extend index finger upward  
alongside of head).  
Now I'm ready for anything today!

### My Hat it has Three Corners

My hat it has three corners  
Three corners has my hat  
And had it not three corners  
It would not be my hat!

### Actions:

Omit 'my' – poke self  
Omit 'hat' – touch head  
Omit 'it' – point to where the  
hat would be  
Omit 'has' and 'had' – hold out palms  
Omit 'three' – hold up three fingers  
Omit 'corners' – bend elbows  
and touch with other hand  
Omit 'and' – join index fingers  
and shake  
Omit 'not' – shake head from  
side to side  
Do all the actions and on 'be' buzz.

Sing song and each time through  
add one more action until the whole  
song is done in action.



### Wearing a hat

Tune: She'll be Coming Round the Mountain

Have Beavers make up a verse for different (funny) kinds of hat.

She'll be wearing a hockey helmet when she comes...

She'll be wearing a hard hat when she comes...

She'll be wearing a baseball cap when she comes...

She'll be wearing a Beaver Hat when she comes...

### Match the Hat

Tell the Beavers before the meeting, to wear an interesting hat and be prepared to tell who wears the hat and what they do for a living (e.g. hard hat, clown, fire fighter's hat, cowboy hat, ball cap, football helmet, police officer hat). This could be a great format for a parents' night.

### Hat Scramble

Have Beavers bring in a hat. Do in a relay with hats piled at one end of the room. The first member runs and find his hat and puts it on and runs back to tag the next in their lodge.

### Hat Tag

One player is selected as "IT". Another player is given a hat. Only he/she can be chased by "IT". The player with the hat can pass, not throw, the hat to other players. If touched by "IT" the player with the hat becomes "IT" and the hat is given to another player.



### Make "My Tall Silk Hat"

*What you need:*

Black construction paper

Scotch tape

Glue stick

Scissors

Lightweight cardboard

*What to do:*

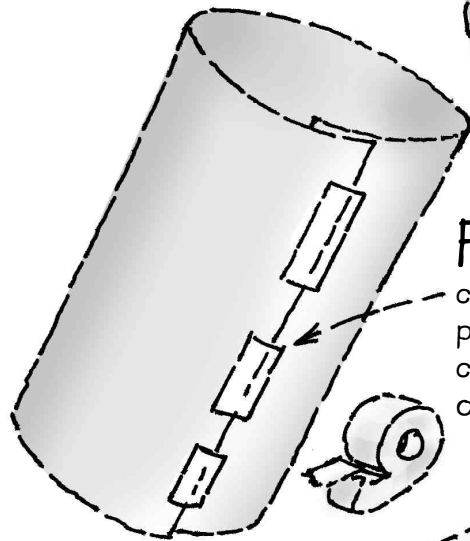
Form the black construction paper into a circle and glue or tape in place. To make a brim, use the circular opening of the black construction paper for the pattern. Trace the circle on a piece of construction paper. Inside the circle, draw tabs that you will use to glue the brim to the inside of the hat. Outside the circle, draw a larger circle as wide as you like. Cut out and glue tabs to the inside of the crown. Cut a band about 2 1/2 cm. wide and glue on hat. This band could be cut from a bright colour.

Make sure you and your Beavers all keep warm under your hats this winter.

*- Ruth Marvin keeps toasty warm with her Beavers in North Bay, ON.*

### "My Tall Silk Hat" Construction

Use black construction paper for the brim.



Form the black construction paper into a circle and glue or tape in place.

Inside the circle, draw tabs that you will use to glue the brim to the inside of the hat.

Cut a band about 2 1/2 cm. wide and glue on hat. This band could be cut from a bright colour.



# February is Bring a Friend Month !

by Julian Celms

**B**ring a friend night – are you ready? Take a moment and think about what sort of program you will be running that night. Programming for this

And what if you might be doing more than just bring a friend? What if you have had a school talk and this is the first time youth meet your Cub pack or Beaver colony? What if you dropped off flyers in the neighborhood or local school, and have garnered some attention? If your guests have been encouraged to come through a school talk (you can discuss this with your council office) or a friend of one of your youth, they already have some pre-conceived ideas of what their experience should be like. Put yourself in the eyes of a youth who is coming to this for the first time – intimidated by a room possibly full of new people they really don't know yet. This is very intimidating to a child. Programming for bring a friend isn't hard – you just have to be mindful of the factors I've mentioned above.

event does put forth a few challenges. Your guests haven't seen Scouting before, and you want to give them a great experience that will make them want to return.

Let's look at the basics. You won't need to change too much – but you don't want to miss the opportunity to put on a good impression.

*Before* – A few weeks before, remind your section that at a future meeting there will be a bring a friend night. Ask everyone to invite a friend. If they can't make it for the designated night – it's okay to arrange another time. Ask your Beavers to remind their friends to dress for the weather as well, as you might go outside. There are a couple of neat ways to invite friends – have your group make up some invitations, or even use the online "postcards" found in each youth section on the Scouts Canada web site to send an invitation. Follow up in person or with a phone call. Finally, remind your youth that there will be new faces that evening, and make sure you welcome them and say hello when they arrive.

*Arrival* – Be on the lookout for a new face. Welcome them warmly, and congratulate the friend who brings them along. Introduce yourself, and explain what the leaders' names are. Explain how to join in the gathering activity, and let the friend lead them in. If your newcomer has come without a friend, pair up with someone the same age. Formal introductions can happen at your opening.

If a parent has come along, take a moment to chat, and describe what is in store for their child. Invite them to watch if they wish, and take a moment to explain the upcoming activities of your section in the next few months, and what makes your program special. Be prepared to answer any questions they have about your group and section, the leadership team, and how to join.

*Gathering Activity* – Pick an activity that isn't totally dependant on friends working with friends (something that might work with larger groups and is pretty easy to pick up).

*Opening* – This is something that is special to Scouting, and someone new may feel out of place during your opening. Have the person who buddied up with your newcomer explain what will happen and how it's done, and they are welcome to participate. Make sure they tell their friend that no one is expecting it will be perfect. After the opening, introduce the leadership team again, and have each person in the circle say their name. You might go over the agenda so that your newcomer has an idea of the flow for the evening.

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**Main Program** – The key to your evening agenda is not to do something that builds on too many skills the rest of your colony or pack already have. So don't invite someone halfway through a multi-week craft. Like any of your meetings, plan active games and activities. A good idea may be to do some of your colony's favorite things (I'm sure you remember some of the winners from last year). If you can, get outside for a game, or some stargazing or a quick campfire. And for Cubs – there is nothing wrong with doing any star or badge work that you had planned to do – as long as it's easy to understand. Run your meeting as you would normally do – just be sure that everything you plan, a potential new member will enjoy and understand.

During the meeting take a moment to say "hi" to your guests, ask them if they have any questions, and tell them a bit more about the exciting activities you have planned for the rest of the year.

**Closing** – Just before the closing ceremony, have the group thank your newcomer for coming, and let them know you look forward to seeing him/her again. After the meeting chat with their parents about the program. They may want to sign up right there on the spot! It doesn't hurt to follow up with a thank-you a few days later.

Meet the challenge – give your guests an exciting introduction to Beavers or Cubs, that makes them want to come back!

– Julian Celms is Director of Beavers, Cubs and Outdoors.

## Checklist\*

- send out an invitation
- have a friendly chat with the parents as they arrive with their child
- welcome the youth and ensure they have a buddy throughout the night
- run a program that will be inclusive to a potential new member
- thank your guest for coming, ask them what they thought of the meeting, and if they have any questions.

## RATIOS FOR BEAVER OUTINGS AND CAMPS

Recently we have received some questions regarding the required ratio of adults to children for Beaver camps and outings. Please refer to Section 10000.2 of Bylaw, Policies and Procedures for this complete information – surf to [www.scouts.ca](http://www.scouts.ca) and go to for leaders/B.P.&P. Further questions: [jcelms@scouts.ca](mailto:jcelms@scouts.ca).

## Bring an adult!

You can turn much of this program around and aim it at parents, family, friends and members of the community you may know who have the skills and attitudes that make great leaders. Work with your Group Commissioner and send out an invitation, following up in person (don't take an over the top sales approach).

Have a job description (available in B.P.&P.), all of the leader resources (Leader Handbooks, Campfire books, *The Leader Magazine*, *Fieldbook*, *Games from A-Z*, Program Builder CD ROM) nearby to show the wealth of resources for leaders. For some, seeing a room full of energetic kids running around and all these resources can seem very daunting. Bring it down to the bottom line – why it's fun and how your team has fun doing what you do. Have a friendly chat, and work with your potential recruit to understand their needs and any concerns. We have a great program, and with great volunteers working together you can share the workload – and maximize the FUN!



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# Sixer and Seconds Workshop - Part 2

by Bill Milner

The last Paksak provided a framework for conducting Sixer and Second workshops – a great idea for training our future leaders. Here is a list of some activities that I have used or been involved with in the past.

## Confidence

How does a confident person dress, look, feel, and act? How does a confident person walk? Try a silly walk, a sad walk, a confident walk. An important part of being confident is being comfortable while trying new things. So try a new game - a short, simple one. Then play it again. Talk briefly about it. Was it easier to play the second time? Was it more fun when you knew how to play and when everyone was playing properly? I've used the loop-de-loop game. Everyone stands in a circle, holding hands. The activity leader separates one set of hands, inserts a hula hoop, and re-joins the Cubs. The hoop has to be passed around the circle without letting go.

## Memory

Part of being confident is being able to remember previous events. How can you use those experiences to be more comfortable in similar, new ones? Here's a great memory game, with simple rules - the Group Juggle. The Cubs form a circle. Start a ball with the first Cub. He throws it to another Cub across the circle. The second Cub throws to the third Cub, third to fourth, and so on until the ball has been once to each Cub and returns to the one who started. The only thing the Cubs have to remember is who they throw to, and who throws to them. Easy with one ball. With two balls going, or three, or four...a lot of fun.

## Trust

The members of your leadership team need to trust each other, and be able to depend on each other. Why is trust important? You need to know that tasks assigned will be carried out, so that the team doesn't suffer because of a weak link. The obvious trust game is Wind in the Willows. Form a small circle with a Cub in the centre. The

centre Cub closes his eyes, spins a couple times, and then yells out if he is falling backwards, forwards, left, or right. The Cub (and nearby adult) then catch the rigid Cub as he falls. Supervise carefully, swap often.

## Communication

It is important the Cubs be able to give instructions by speaking clearly, and being easily understood. Try and line up by age without opening mouths or making any noise. Was it difficult or easy? Why? Pair them up, and blindfold one of the pair. Without touching, the second Cub has to provide her partner with instructions to get through a maze, or through a field of hazards, or to a target without incurring any penalties for touching sides, etc. More fun if the target moves a bit!

## Teamwork is Important

The Cubs should understand that part of the role of a leader is to encourage teamwork and be able to lead a team. How do you get people to work together? Should you always set an example and go first? Try building a giant hand-made net strung between two poles, with bells hanging from it. The holes in the net should be a variety of sizes (don't be neat building your net!). The Cubs have to pass objects through and also get their group through various-sized holes without ringing the bells.

## Rules are Important

Leaders should know the value of rules. Why do we have them? How are they made? Give the Cubs a variety of balls, poles, blindfolds, etc. and the opportunity to make up and play their own game. Do proper rules make the game easier to explain and play? Why? What if people don't follow the rules?

## Responsibility

This station could be an opportunity to relax a bit after a previous very active one. Sit down, get comfortable, and talk about the specific roles and duties of a Sixer or Second. While these vary from pack to pack, there are some fundamental similarities. What

should you be doing? Be a good example, have a positive attitude, represent the interests of your six, support the leaders, and perform some pack specific duties including collecting dues, leading songs and games, leading Grand Howls, etc. At our last training day, the Cubs were provided with a pocket-sized book outlining their tasks and responsibilities, with room to fill in pack-specific stuff.

## Protocol

Good leaders encourage their six to properly observe the appropriate behaviour during ceremonies. Why do you dress properly for special occasions? Here is the opportunity for a trivia or "Reach for the Top" style game, answering questions and gaining points for their team. Maybe you can practise flag-raising, learn about different Grand Howls, or make up some thank-you prayers.

## Leadership

How do you lead? Is leadership just asking people to follow you, or should you be respecting the abilities of the followers? Take turns playing follow the leader through a variety of obstacles. Did you lose anyone? Why? What could you do to make the game more fun for those that you left behind?

## Teaching

As leaders, Sixers and Seconds may often be called upon to help teach the younger Cubs. What makes a good teacher? How do you teach a skill? In pairs, take turns being a student and a teacher. Try teaching how to make knots, but think about the technique. Stand beside the student so everything faces the right way. Ask questions to see if the student understands. Have the student demonstrate the newly acquired skill.

This list is not exhaustive, and I would certainly suggest that there is too much here for one day. Try these as pack activities if you'd like. Challenge the Cubs with a building project, or engineering challenge. Share your ideas, let us all know how things work out. Good luck, and have fun!  
- Bill Milner now Scouts in Australia.

# “To contribute to the education of young people...”

by Ian Mitchell

Scouting's Mission challenges us to educate youth by involving them throughout their formative years in a non-formal educational process. In other words, teach them while they are having fun and being active.

The Scout section program asks youth to visit a historic site and explain its importance to our history (Pathfinder - Citizenship #6). So where do you find these sites? How do you make such a requirement interesting? Fun?

## Organization of Military Museums of Canada, Inc.

Working through National Defence, Directorate of History and Heritage, this group is endeavouring to record every last military memorial in Canada. Scouts have been assisting with the project through identifying and recording information and forwarding it to the museum organization. With a database now boasting over 5100 individual Canadian military memorials, we can still do more ([www.dnd.ca/hr/dhh/memorial/engraph/home\\_e.asp?cat=2](http://www.dnd.ca/hr/dhh/memorial/engraph/home_e.asp?cat=2)). Here is a quote from this worthwhile organization.

## The Challenge

“With their proud military her-

itage, at home and abroad, Canadians have honoured their soldiers, sailors and airmen and women with thousands of memorials spread across the country. Cenotaphs have been erected in municipal centres, service clubs and veterans' organizations have raised monuments in cemeteries, parks and other public areas, church members have mounted plaques and stained glass windows as memorials, and cairns and fountains have been constructed. All this to mark the service of family, friends and comrades, and to ensure these important events form part of our communal memory.

Some of these memorials are old, beginning to decay, and in need of refurbishing. Others are still in good condition - or relatively new - and need only periodic care.

All Canadians have a vested interest in ensuring that no memorial lies forgotten and neglected. That is one of the main principles behind the project. Another is the desire to connect veterans, those who will not forget fallen comrades, with youth, who should always remember the sacrifices that have been made to ensure that Canada remains such a magnificent country.

Any information and/or photographs relevant to this project please forward to:

National Inventory of Canadian Military Memorials Project  
Organization of Military Museums of Canada, Inc.  
P.O. Box 323  
Ottawa, ON K1C 1S7

As the project develops, the locations of the recorded military memorials will be published on the Internet and, finally, in hard copy.

Please note that grave sites, in themselves significant tributes to our deceased military personnel, have already been recorded.”

## Scouting's Role

What a neat way to educate youth about locals who have served from your community. Perhaps you can hold a memorial scavenger hunt between meetings; build it into a Patrol Challenge and see who can find what. Then go visit them, collect data on new sites and forward it on. Of course Scouts can always build the refurbishing of these newly discovered treasures into their programs.

But don't stop there. Find someone who can tell the story behind the memorial.

– Ian Mitchell is Director of Scouts, Venturers and Rovers. Suggestions: [imitchell@scouts.ca](mailto:imitchell@scouts.ca).



## Scouting's Mission

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

## Énoncé de Mission du scoutisme

La mission du scoutisme consiste à contribuer au développement des jeunes afin de leur permettre d'atteindre leur plein potentiel physique, intellectuel, social et spirituel en tant qu'individus, citoyens et membres de la collectivité sur les plans local, national et international par l'application de nos principes et pratiques.





# You've Been Duked!

## *A Brief Introduction to the Duke of Edinburgh Award*

by Christopher von Roretz

**T**hough the value of Scouting from individual to individual varies, one thing that all of us have in common, youth and leader alike, is that we do have lives outside of this organization. Be it with a job, family, or just sitting back to enjoy a moment's peace, everyone spends his or her time doing *something*. In over 100 countries though, there are about five million youth who do more than just something with their free time – they live life to the fullest.

The Duke of Edinburgh Young Canadian's Challenge award is a well-structured award programme open to youth aged 14 – 26. It is primarily based on personal improvement and living through new experiences. As a secondary goal, the award puts a youth's spare time to excellent use in fun activities of their choice.

The award has three levels: bronze, silver and gold. After completing a certain level, the youth receives a certificate signed by Prince Philip, the Duke of Edinburgh, and a very spiffy pin. Also available for purchase through your local Scout Shop is a badge for each level. The certificate for bronze, silver and gold are presented, respectively, by: a local leader (e.g. Mayor, group chair), the Lieutenant governor, and Prince Philip.

These facts are just minor details in what the award is all about. At each level of the award, there are four domains that the youth must work at: service, skill development, physical fitness, and an expedition. The service and fitness goals are measured in terms of total hours contributed: the higher the level of the award, the more hours one must devote. The skill chosen must be practiced consistently for a number of months, corresponding to the minimum amount of time to be spent on the award. The duration of the expedition and the amount of preparation is increased from bronze to silver to gold. It is also worth mentioning that in order to earn the gold level, the youth must complete a "residential project" where he or she participates in a five-or-more

day activity with mainly new people (e.g. a counselor training camp or jamboree). This requirement, though required for the gold, may be completed at any point in time while working on the award, even in your first weeks of bronze.

A minimum amount of time must be spent on each level of the award: half a year for bronze, a year for silver, and one-and-a-half years for gold. The only deadline is your 26<sup>th</sup> birthday, meaning that if you choose to register for the programme at the age of fourteen and forget about it, you can still resume it when you are in your early twenties! The awards need not all be completed – a youth can register directly into silver or gold, and likewise the gold level may be done directly after having completed bronze. There is an advantage to doing successive awards though – the amount of work required for the next is reduced.

This award may sound like a lot of work, and if someone living a very "TV-junkie" sedentary life were to register, he or she would likely have a harder time getting started. The youth you and I know aren't like that though. Scouts, Venturers, Rovers, SiTs, etc. are rarely, if ever, the type of people we would call lazy. The Duke of Edinburgh award is in fact an ideal award for youth in these sections. If you have a member or more working on either their Chief Scout's Award or their Queen's Venturer Award, getting a bronze or silver level is just a matter of writing out your accomplishments in the log book. Or, as I have encountered, if you have a youth who is not particularly interested in earning one of the prestigious awards Scouting offers, why not encourage them to try for the Duke of Edinburgh instead? Odds are that any given youth will *already* be participating in at least one or two of the required activities.

What about the rare youth who finishes off the typical Scouts Canada awards, but is not old enough to move on to the next section? The Duke of Edinburgh requires that all criteria be met *after* the start/signup date. What

this means is that even if you've done 50 hours of community service before signing up, you will have to do even more hours for the award. This is an excellent way to encourage youth to continue with their participation in experiences they may have had in Scouts and beyond.

The Duke of Edinburgh Award is acknowledged the world over as a great way to encourage youth to lead meaningful lives, but unfortunately, it is not overly advertised. Why not check out the national web site at <http://www.dukeofed.org/> and explore a bit? The site offers a lot of information about the award and the programme in general, and includes all the necessary forms to register, apply for an award, and present one. If you have any friends overseas interested, also available is the international site at <http://www.intaward.org/>.

As leaders, we can play an even greater part than simply encouraging our members to participate – we can be their advisors. Every youth needs a "leader" who can meet with them occasionally to answer questions and to encourage them to continue reaching for their goal. Why not get a handful of interested youth together and act as their advisor when they sign up? I realize that we are all involved up to our necks in volunteering, but this is a commitment that requires a relatively small amount of time and will improve your relationship with your youth members.

Recognizing significant achievements of youth is a valued part of Scouting. By promoting participation in this award, you allow youth to gain self-confidence and let them realize their worth. Let's show the world what Scouting can do!

Should you wish to know more about the award, please visit the web site. Take care, and happy Scouting!

– Christopher von Roretz is a Beaver leader, Rover, Duke of Edinburgh Group advisor and participant (currently on gold) from Dorval Strathmore Group (Montreal).