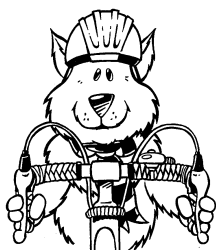




# JUMP

S T A R T

## for Cubs



## Theme: AROUND THE WORLD

A full month of FUN-filled theme based activities,  
plus tips on working with Cub-age children  
and program planning how-to's!!





## READ ME FIRST !!

### JUMPSTART Introduction

Welcome to the jungle world of Cubs! You have joined more than 46,000 other adults serving young people as leaders. This resource is designed to help you through the early stages of program planning for a Cub pack. As you read through the material, you will find answers to many of the program-related questions most Cub leaders ask.

Do you feel a bit unsure or overwhelmed with the task of thinking up interesting Cub programs?

This is normal. We all experience those same feelings.

The JUMPSTART program resource will give you enough background information, ideas and confidence to “jumpstart” your planning so you can begin having FUN with your Cubs.

### How To Use JUMPSTART

Scouts Canada developed JUMPSTART to help get you off and running with a fun-filled program as quickly as possible. Remember these tips:

- Be flexible when planning and delivering your programs. While this package gives you a starting point, unforeseen events can alter the basic plan. Flexibility will make the meeting more enjoyable and easier for both you and the children. Times found in JUMPSTART's weekly planning schedules are approximate only; change them to suit your needs.
- Shared leadership means sharing the workload. When every leader accepts a job, no one feels over-burdened with all the work. This makes running a pack more fun. JUMPSTART's weekly planning schedules provide space to record which leaders have responsibility for various activities.
- Keep notes. Was the program a success? What worked? What didn't work? At the bottom of every weekly meeting schedule, JUMPSTART provides space to record these details. Plan to stay after the meeting to discuss the program with your fellow leaders. Not only will this save time, but future programs will run smoother and you won't have to schedule a separate leader meeting to discuss program planning.
- Be creative. JUMPSTART material sets out a basic plan; don't feel tied to it. Your own creativity will add even more fun and excitement to your program. Use the extra planning sheets to put your own ideas into the theme.

### What Is Cubs All About?

Before planning a program, you need to know something about this age group. Your program should be fun and within the average Cub's abilities to participate. Cub-age children are at a special time in their lives. Full of curiosity and adventure, they love to be creative and explore nature; they are learning to work as a team and develop important social and leadership skills.

Scouts Canada sets out more formal guidelines for the Cub program. In Cubs, we emphasize activities which encourage the children to:

- express and respond to God's love in their daily lives
- do their best
- keep fit
- satisfy their curiosity and need for adventure and new experiences
- be creative and develop a sense of accomplishment
- make choices
- develop a sense of fair play, trust and caring
- work together in small groups and experience being a leader
- participate in outdoor activities
- learn about the natural world and their part in it.

The essence: We want Cubs to have lots of fun, while feeling good about themselves, their friends and God, and the environment. At this stage in a child's development, it is extremely important for each Cub to acquire personal feelings of self-worth through doing their best. For a Cub, a good program includes the fun of trying new experiences where every child is appreciated and considered a member of the team. As a leader, you will be helping Cubs to develop the social skills and self-confidence necessary for them to try even more exciting experiences later on in life.

The simplest way for you to develop a program that creates these opportunities is through the use of imaginative, theme-based activities.

Before we get into the actual workings of some popular program themes, let's review how to plan a program. Once you know the process and how to involve Cubs, it won't be long until you are putting your own great ideas into action!

### Program Planning

Effective planning is the key to providing a program which meets the needs of Cub-age children. The time spent planning and preparing is reflected in the quality of the program and the experience that the youth receive.

Use the Cub program guidelines as an initial gauge for measuring whether a particular activity idea is appropriate for the program. The guidelines are also the tool for evaluating the design of the section program.

Planning makes all leaders fully aware of their commitments; it helps them equip themselves for the job ahead.

What else is important?

Plan more activities than you need. If one part of the program does not seem to be working, be flexible and switch to a backup activity. This will also help reduce discipline problems caused by boredom during lag times between activities.

### Who Plans?

Although group decision-making may sometimes be slow, when the leadership team shares planning responsibility, individual burdens are greatly lessened.

Before getting too carried away with planning, don't forget an excellent resource — the Cubs themselves! Ask them about their interests. Give the children an opportunity to brainstorm ideas and themes. Write these suggestions down for later use in picking programs.

Meet with your leadership team and develop common themes. They will more easily accept ideas that are generated by the children and packaged into themes. The team will see a purpose in their work; this will generate enthusiasm.

JUMPSTART plans break down into specific themes and meetings.

### Long, Medium, Short Range Planning

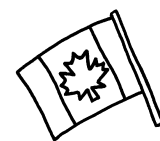
#### Long Range

Choose about 10 themes offering a good variety of interests, when planning for the entire year. Estimate how many meetings each theme requires.

On a calendar (the Scouts Canada calendar works well), mark down the following:

- regular meeting dates
- school vacation periods
- special holidays
- district events (e.g. Apple Day)
- special community events
- special weeks (Scout/Guide Week)
- hiking/camping activities
- dates when the meeting hall is not available.

...Continued on back cover



# Wolf Cub Meeting - Detail Planning

## Theme: Around the World



### Games

#### ***Mexican Jumping Beans***

Have the pack form into sixes. Give each six a small bag of dry beans (kidney beans), with several handfuls of beans in each bag. Form sixes into single lines for this relay race. When the leader says go, the first Cub fills his socks with all the beans and then hops from one end of the room to the other. When he returns to the line, the Cub empties his socks and gives the beans to the next Cub. Continue until all Cubs have finished and the beans are collected.

#### ***Piñata Breaking***

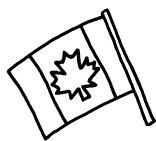
Have two pre-made piñatas filled with candy. Attach a sturdy cord or light rope to the first piñata and hang from the ceiling in a way that allows a leader to raise and lower it. Have each Cub try to break open the piñata. Blindfold them. One at a time, give the Cubs a broomstick to swing. Each child gets three turns to swing, while a leader raises and lowers the piñata over the Cub to make the event more exciting to onlookers. When the piñata breaks open, allow the Cubs to rush in for the spilled candy. Use the second piñata if needed for everyone to have a turn.

#### ***Memutar Pinggan (Malaysian Plate Spinning)***

The object of this game is to keep the plate or plates spinning. Use several plastic or metal dinner plates. Have Cubs sit or kneel in a circle, leaving a large empty space in the centre. One player spins a plate on edge in the centre of the circle and calls out one of the other player's names. The player whose name is called attempts to catch the plate before it falls down. Play continues this way or by adding more spinning plates. Don't use china plates!

#### ***Water Relay***

The object of this game is to simulate how people in developing countries must carry fresh water over long distances. Therefore, it is essential that the water not be spilled. This activity may best be done outside. Have Cubs line up by sixes in relay formation. Give the first Cub in each line a paper cup and place an empty bucket beside each six. At the other end of the area, put a bucket of water for each six. When the leader says go, one Cub from each six races to their water bucket, fills the cup with water, balances the cup on their head and walks back to their six without spilling any water. The Cub empties the cup into the empty bucket, if there is any water left, and passes the cup to the next Cub.



### ***Inuit Blanket Toss***

Have two or more Cubs take the ends of a blanket and open it up. Put a small ball or doll in the middle of the blanket. The Cubs must work together to toss the object into the air by flipping the blanket upwards and then catching the object in the middle of the blanket. Once the Cubs have mastered this skill, you can have them try flipping an object from one group of Cubs to another and back again.

### ***Inuit Toe Jump***

Cubs squat down and hold their toes on each foot — left hand on left toes, right hand on right toes. By extending their bent knees, have the Cubs try to jump forward as far as they can without falling over.

### ***Inuit Knee Walk***

Cubs kneel down on the grass or ground and lift their legs to their backside. Have them grasp each foot with their hands and try to balance and walk on their knees. It may be easier to start by having the Cubs grasp their pants cuff.

### ***Terompah Gerusi (Giant Sandal)***

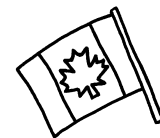
This Malaysian game requires attaching six leather or rope straps (for footholds) onto two planks that are at least 5 cm thick, 10 cm wide, and 2 metres long. For indoor use, you can attach footholds to a length of carpet or sturdy cardboard. With their right foot in one “sandal” and their left foot in another, Cubs place their hands on the shoulders of the person in front of them and try to shuffle along as a team. Once the Cubs have mastered moving around, try having them move different directions and around obstacles.

### ***Food Identification Kim’s Game***

Put the following food on a table and cover with a small towel: chocolate bar, cinnamon, nutmeg, clove, pepper, turmeric, papaya, as well as various other imported and exotic foods which do not have obvious countries of origin. Have the pack split into sixes. One Cub for each six comes up to the table and looks at the food for 10 seconds. When every Cub has had a turn looking, the six writes down all the food items they can remember.



## Crafts



NOTE: The Ojo de Dios and Piñatas both take time for Cubs to make. Your pack may want to choose one or the other crafts to work on alone.

### ***Ojo de Dios***

The Huichol Indians of Mexico originated this woven charm or talisman. Nowadays, the Ojo de Dios (God's Eye) is planted in both Central American and Mexican cornfields. Its traditional colours are said to secure the protection of the gods of the east (red) so that they will send sun (yellow) and rain (blue) to help the crops. It is also meant to protect children and to give them the strength and power of the Aztecs.

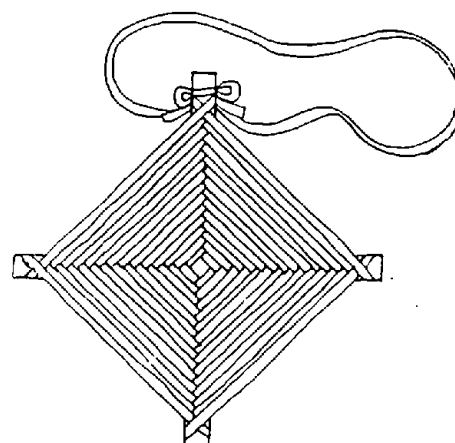
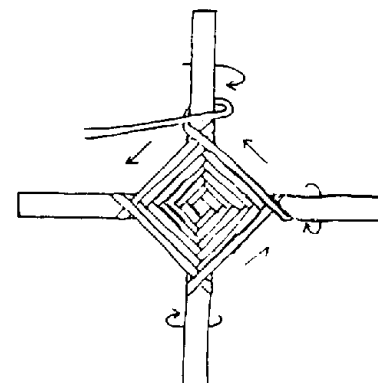
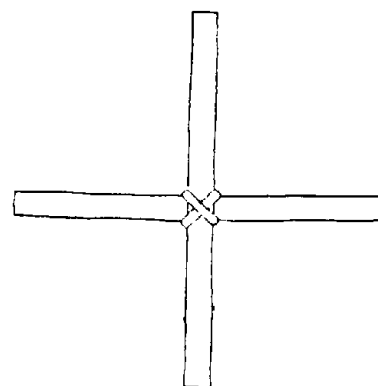
Try making an Ojo de Dios with your Cubs. Tie the red yarn to the blue, and the blue to the yellow, to make one long piece of yarn that is easier to use. Work individually with each child until the rhythm of over-under is established. Younger children may just want to wrap up a stick, then wrap up the next one, until the four sticks are covered in yarn.

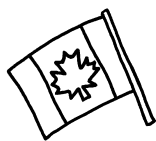
#### Materials:

Gather one metre of red, yellow, and blue 3-ply yarn per child; 2 small sticks tied into 1 cross shape per child; scissors; one 50 cm piece of yarn per child.

#### Method:

1. Tie a knot around any 1 of the 4 sticks. Push the knot to the centre of the cross to start.
2. Wind the yarn around each stick in succession, circling over 1 stick, then under the next. Keep circling the yarn until it is finished. Then tie a knot to end it.
3. Thread the 50 cm yarn through one point of the God's Eye to make a necklace or to hang in a window.





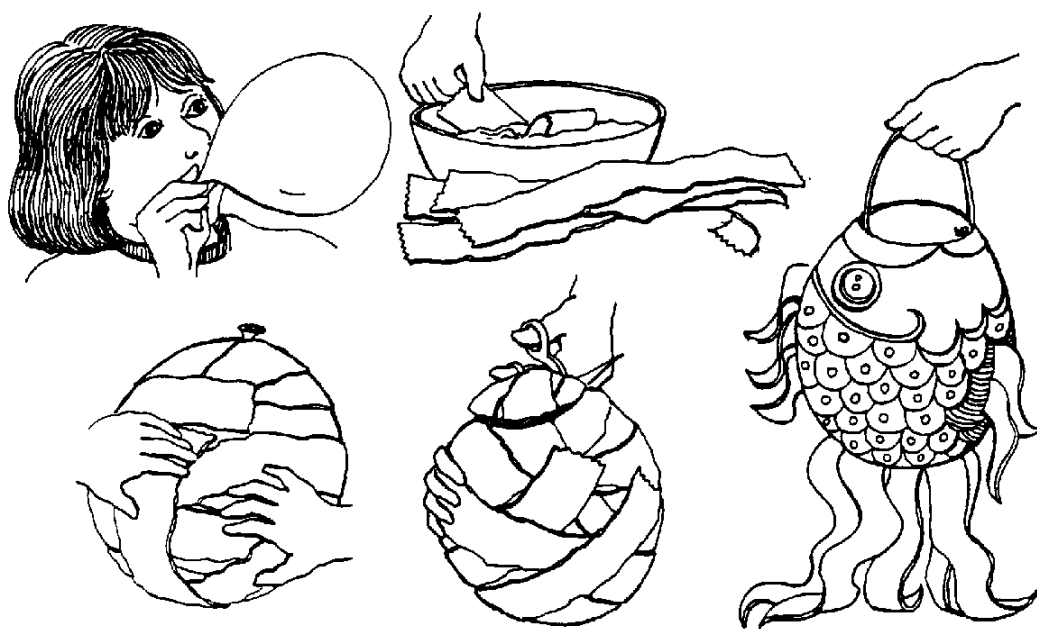
## Piñata

When Spanish-speaking communities hold a special event for children, there's almost always a piñata-bashing. Piñatas are large hollow containers, often shaped like animals, filled with small treats - candies, toys, coins and so forth. At a piñata party, the piñata is hung high above everyone's heads. Then one by one the guests are blindfolded and each tries to bash the hanging piñata with a long stick. When it finally breaks, treats shower down on the players and everyone scrambles to gather a share of them.

To make a piñata, start at least one week before your party to give the papier-mâché time to dry. You'll need: a round balloon; newspaper; paste made from equal parts of flour and water; glue; poster paint and other decorations (streamers, cotton batting, netting, etc.); string; lots of wrapped candies, nuts, small toys, coins and other goodies.

### Method:

1. Blow up the balloon and put it on a work area covered with newspapers.
2. Tear other newspapers into strips about 5 cm (2 inches) wide. Dip each strip into the flour and water paste, then wipe off excess paste and smooth the strip around the balloon. Continue this process until the whole surface has been covered twice.
3. Allow the papier-mâché to dry, then repeat the whole process two more times. This will give you a strong piñata that won't crack too easily.
4. Burst the balloon and remove it. Cut a round hole about 13 cm (5 inches) across in the top of the piñata. Fasten string to opposite sides of this hole to make a handle.
5. Paint and decorate as you wish, then fill with goodies.





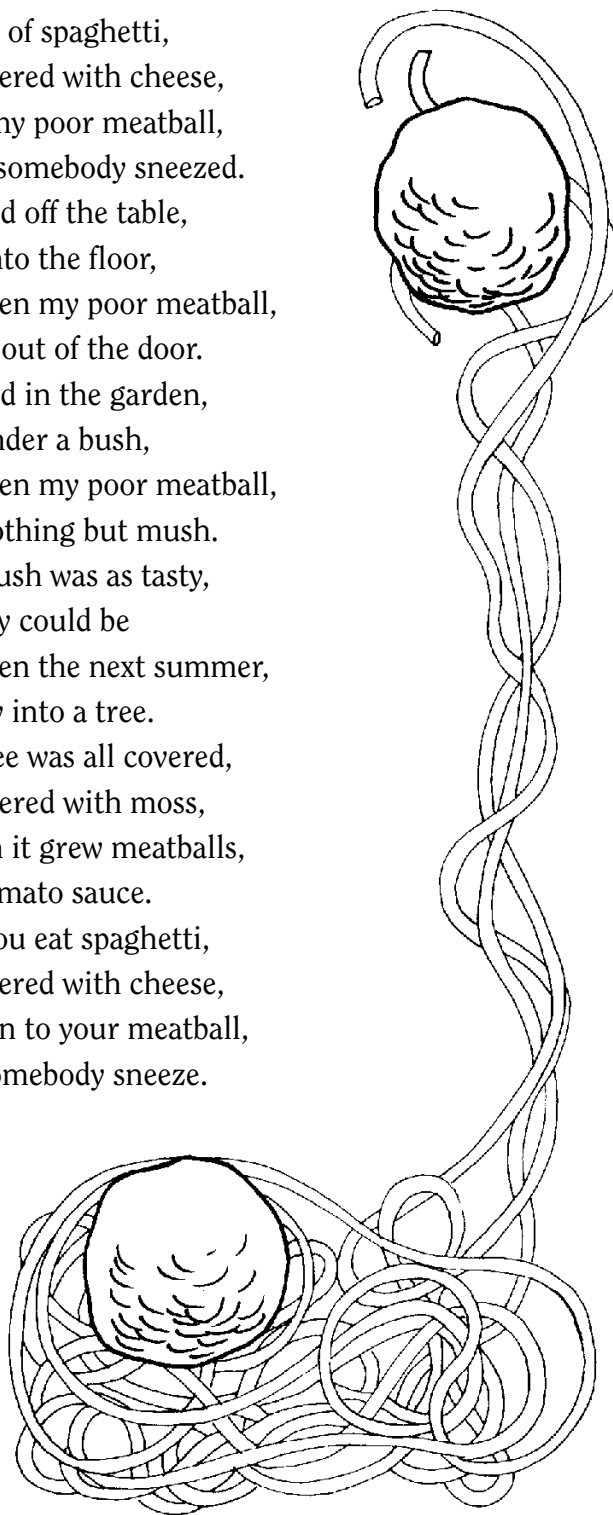
## Songs

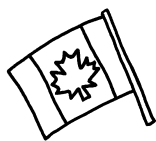


### ***On Top of Spaghetti***

*(Tune: On Top of Old Smokey)*

On top of spaghetti,  
All covered with cheese,  
I lost my poor meatball,  
When somebody sneezed.  
It rolled off the table,  
And onto the floor,  
And then my poor meatball,  
Rolled out of the door.  
It rolled in the garden,  
And under a bush,  
And then my poor meatball,  
Was nothing but mush.  
The mush was as tasty,  
As tasty could be  
And then the next summer,  
It grew into a tree.  
The tree was all covered,  
All covered with moss,  
And on it grew meatballs,  
And tomato sauce.  
So if you eat spaghetti,  
All covered with cheese,  
Hold on to your meatball,  
Lest somebody sneeze.





## Ravioli

*Tune: "Alouette"*

All: Ravioli, I like ravioli  
Ravioli, it's the best for me.  
Leader: Have I got it on my chin?  
All: Yes, You've got it on your chin.  
Leader: On my chin?  
All: On your chin. Oh-h-h-h-h  
Ravioli, I like ravioli.  
Ravioli, it's the best for me.

2nd verse: tie  
3rd verse: shirt  
4th verse: pants  
5th verse: shoes  
6th verse: floor  
7th verse: walls



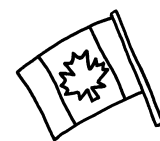
### *Actions:*

At each verse, point to the item as the song leader adds the new word.  
The group repeats it and sings the preceding verses in reverse order.

8th verse:

All: Ravioli, I like ravioli.  
Ravioli, it's the best for me.  
Leader: Is it all over?  
All: Yes, it's all over.  
Leader: Yes, it's all over.





## Vive L'Amour

Let every good fellow now join in a song,  
Vive la compagnie!  
Success to each other and pass it along,  
Vive la compagnie!

Chorus:  
Vive la, vive la, vive l'amour,  
Vive la, vive la, vive l'amour,  
Vive l'amour, vive l'amour,  
Vive la compagnie.

A friend on your left, and a friend on your right,  
Vive la compagnie!  
In love and good fellowship let us unite,  
Vive la compagnie!

Chorus

Now wider and wider our circle expands,  
Vive la compagnie!  
We sing to our comrades in faraway lands,  
Vive la compagnie!

Chorus

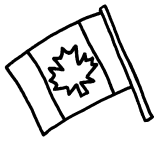


## World Activities

### ***Haves/Have Nots Shelter Making***

Split the pack into three groups, A, B, and C. Combine groups B and C into one so that the pack is divided 1/3:2/3. Group A will be the Haves. The larger group will be the Have Nots. This grouping symbolizes the ratio of people living in poverty around the world. The object of this activity is to bring awareness of how unevenly resources are divided among the world's population. The task is to set up shelter, a basic need of all people. Give the Haves a light-weight tent, sleeping bags, blankets and pillows. Give the Have Nots a good number of flattened or cut up cardboard boxes, packing tape, string, a table and one blanket. Tell the Cubs to build their shelters. After they have finished, call them together to discuss how the Have Nots felt about their living conditions as compared to the Haves. How does this reflect world situations?





### ***Haves/Have Nots Water Relay***

Using the above groupings, regroup the pack so that Group B is the Haves and the combined Groups A and C are the Have Nots. The objective of this short activity is to discuss water priorities. Fresh, clean water is essential for life. Every day, over 40,000 children a day die from lack of clean water. The Haves have all the fresh water they need. The Have Nots only have the water in the buckets used for the water relay game. Let each group figure out how much water they use in a day and decide how they are going to get by with the water they have. Include discussion on recycling and reclaiming waste water. For information, according to Environment Canada, Canadians used an average of 360 litres of water per day in 1983. The average toilet uses 22 litres with every flush. On a hot day, the average person can lose 6 to 12 litres of sweat.

### ***Haves/Have Nots Food Sharing***

Using the above groupings, regroup the pack so that Group C is the Haves and the combined Groups A and B are the Have Nots (by now Group C should be looking forward to being the Haves). Explain to the Cubs that each person needs about 2000 calories a day of food for growing and good health. Using chocolate chip or some other kind of cookie, give the Haves enough cookies for a 3000 calorie diet per person. Give the Have Nots enough cookies for a 1000 calorie diet per person. Ask the Have Nots how they plan on surviving on this diet, and if it is possible to trade anything with the Haves. After a time, tell the Have Nots the space they are sitting on contains oil in the ground. Tell the Haves they need oil but do not have any under the ground they occupy. Now see how the trading for food goes.

### ***Haves/Have Not Activity Conclusion***

End the activities with a discussion on the role the United Nations plays in providing food, shelter and health care to developing countries. Discuss what you know about Canada's role as food providers and peace keepers around the world. Include information on Scouts Canada's World Brotherhood Fund and projects, and the relation of the fund with Scoutrees for Canada.

### ***Library Food Search***

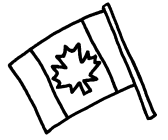
Briefly introduce the food used in the Food Identification Kim's Game. Give each six a list of the food and any ingredients used to make it. Each six then uses the library's resources to find the country, or countries, of origin for the food on the list. When the six finds the location of a specific food, they can come for a sample of the food used in the game.

After the allotted time has been used, gather the Cubs around a world map. Give each six a set of sticky dots. Label each dot with a food ingredient. Put the dot on the country, or countries, that particular food comes from. Count how many countries ship food to Canada from just the food the Cubs had to work with.

From the business section of the local newspaper, give Cubs the section on money trading values. Discuss the value of the Canadian dollar as compared with other countries. Talk about how this would affect Canada's ability to buy food from other countries and to sell food produced in Canada to the rest of the world.



## Story



### ***The Wind and the Sun—An Aesop Fable***

ONE DAY THE WIND AND THE SUN HAD A QUARREL. Each boasted that he was the stronger.

As they argued, they looked down and saw a man walking along the road, going from one town to another. His cloak was fluttering around his shoulders.

“I propose a test,” said the Wind. “Whichever one of us can tear the cloak from the back of that man is the stronger. Do you agree?”

“Of course,” said the Sun smiling warmly.

The Wind took the first turn. He blew so hard that the trees began to sway back and forth. Kite strings were torn from children’s fingers. Clothes hung out to dry were blown off the line.

The man shivered and held tightly to his cloak.

Then the Wind blew up a gale. Leaves and branches were torn from trees. Everyone hurried indoors for shelter.

The man leaned into the wind and held his cloak even tighter. Every time it blew about, he gathered it back around himself. The mighty Wind blew and blew, but he could not tear the cloak away.

“You have failed,” said the Sun. “And now it is my turn.”

When the Wind stopped the flowers turned their faces to the Sun and the birds began to sing. The children came outside again to play. It was very warm. The man felt hot and thirsty. He came to an inn and stopped to drink a cup of water.

The Sun shone brighter and the man became hotter and hotter. He pulled off his boots. It was much too hot to wear them.

At last he came to a stream. He sat on the bank and dipped his feet in the cool water. But the Sun still shone warmly on his back.

The man could bear the heat of the day no longer. He decided to lie down in the shade of a tree to rest. He took off his cloak and laid it across the grass.

“I have won,” said the Sun to the Wind. “As you can see, it is easier to influence people with gentleness than with force.”

## More Stories:

*The Poppy Seeds* by Clyde Robert Bulla, Crowell, New York, 1955.

*The Corn Grows Ripe* by Dorothy Rhoads, Puffin Books, New York, 1993.

*Ten Small Tales* by Celia Barker Lottridge, Douglas & McIntyre, Toronto/Vancouver, 1993.

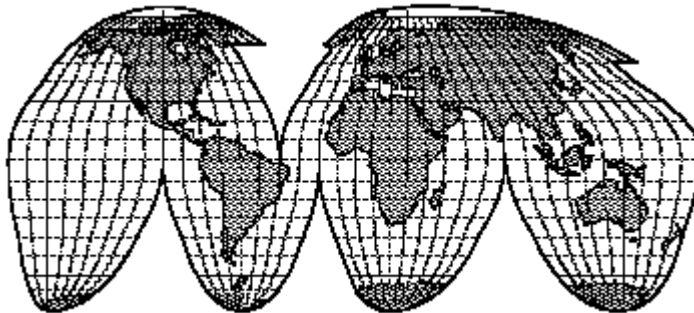
## References:

*Let's Celebrate* by Caroline Parry, Kids Can Press.

*The Cooperative Sports and Games Book* and *The Second Cooperative Sports and Games Book* by Terry Orlick, Pantheon Books.

*The Leader* magazine.

*Scouts Canada Song Book*



# Cub Meeting Schedule: One Month

## Theme: Around The World



Activity	Date: _____ Week 1: Fiesta Night	Date: _____ Week 2: Developing World	Date: _____ Week 3: World Trade	Date: _____ Week 4: Inuit Olympic Night
Gathering Activity 10 mins.	Ojo de Dios craft	Memutar Pinggan (Malaysian Plate Spinning)	Meet at local Library	Six picks a country and make flags and banners
Opening Ceremony 5 mins.				
Game 10 mins.	Mexican Jumping Beans	Water Relay	Food identification Kim's Game	Work on flags and banners
Theme Activity 20 mins.	Piñata making	Have/Have Nots Shelter Making	Introduce new foods from Kim's Game	Activity stations – Inuit blanket toss – Inuit toe jump
Game 10 mins.	Piñata breaking using premade piñatas	Have/Have Nots Water Relay	– Library food informa- tion search – Locate food origins on world map	Snack Break
Theme Activity 20 mins.	Finish Piñatas and Ojo de Dios crafts	Have/Have Nots Food Sharing		Activity stations – Inuit knee walk – Terompah Gerusi
Song/Story 10 mins.	The Wind and the Sun	Role of the United Nations	On Top of Spaghetti and Ravioli song	Vive l'Amour—song
Six Meeting 10 mins.	Discuss the morals from the story.	World Brotherhood Fund/Scoutrees for Canada	Money values International cooperation	Spirit of cooperation & team work
Spiritual Fellowship 5 mins.	– Recite law – Prayer	– Recite promise – Prayer	– Recite law – Prayer	– Recite promise – Prayer
Closing Ceremony 5 mins.				
Leader Discussion Time 15 mins.				

# Cub Meeting Schedule: One Week

## Theme: Around the World—Fiesta Night

Date: \_\_\_\_\_



Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Ojo de dios Craft	
5 mins.	Opening Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i> )	
10 mins.	Game	Mexican Jumping Beans	
20 mins.	Theme Activity	Piñata making	
10 mins.	Game	Piñata breaking (using premade Piñatas)	
10 mins.	Song/Story	The Wind and the Sun story	
10 mins.	Six Meeting	Discuss morals from the story and how they could apply them to their lives	
5 mins.	Spiritual Fellowship	– Recite law/promise – Prayer	
5 mins.	Closing Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i> )	
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans	
Badge Links:	Purple Star, World Cubbing Badge, Canadian Heritage Badge		
Meeting Notes:			

# Cub Meeting Schedule: One Week

## Theme: Around the World—Developing World



Date: \_\_\_\_\_

Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Memutar Pinggan (Malaysian Plate spinning)	
5 mins.	Opening Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i> )	
10 mins.	Game	Water Relay	
20 mins.	Theme Activity	Have/Have Nots Shelter Making	
10 mins.	Game	Have/Have Nots Water Relay	
10 mins.	Theme Activity	Have/Have Nots Food Sharing	
10 mins.	Discussion	Role of the United Nations	
10 mins.	Six Meeting	<ul style="list-style-type: none"><li>– Scout Brotherhood Fund</li><li>– Scoutreets For Canada</li><li>– Letter home re: meeting at Library next week</li></ul>	
5 mins.	Spiritual Fellowship	<ul style="list-style-type: none"><li>- Recite law/promise</li><li>- Prayer</li></ul>	
5 mins.	Closing Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i> )	
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans	
Badge Links:	Purple Star, International Trade Badge, World Cubbing Badge; World Citizen Award		
Meeting Notes:			

# Cub Meeting Schedule: One Week

## Theme: Around the World—World Trade

Date: \_\_\_\_\_



Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Meet at local library	
5 mins.	Opening Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i> )	
10 mins.	Game	Kim's Game; Food Identification	
50 mins.	Theme Activity	<ul style="list-style-type: none"><li>Library Food Search</li><li>Each six to find information on where in the world the food or ingredients come from</li><li>Locate origins of food on world map</li></ul>	
10 mins.	Song/Story	On Top of Spaghetti/Ravioli song	
10 mins.	Six meeting	Money Values/International cooperation	
5 mins.	Spiritual Fellowship	<ul style="list-style-type: none"><li>Recite law/promise</li><li>Prayer</li></ul>	
5 mins.	Closing Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i> )	
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans	
Badge Links:	International Trade Badge		
Meeting Notes:			



# Cub Meeting Schedule: One Week

## Theme: Around the World – Inuit Olympic Night

Date: \_\_\_\_\_



Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Sixes pick a country and make flags and banners	
5 mins.	Opening Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i> )	
10 mins.	Game	Work on flags and banners	
20 mins.	Theme Activity	Activity stations – Inuit Blanket Toss – Inuit Toe Jump	
10 mins.	Break	Snack	
20 mins.	Theme Activity	Activity stations – Inuit Knee Walk – Terompah Gerusi	
10 mins.	Song/Story	Vive l'Amour	
10 mins.	Six Meeting	Spirit of cooperation & teamwork	
5 mins.	Spiritual Fellowship	- Recite law/promise - Prayer	
5 mins.	Closing Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i> )	
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans	
Badge Links:	Purple Star; Canadian Heritage Badge; Aboriginal Awareness Badge		
Meeting Notes:			

# **SCOUTREES FOR CANADA THE CANADIAN SCOUT BROTHERHOOD FUND**



## **WHAT IS ITS PURPOSE?**

The Brotherhood Fund is Canadian Scouting's primary financial means of supporting projects in World Scouting's Community Development Program in the Third World.

## **WHAT IS COMMUNITY DEVELOPMENT?**

Community development is a process by which individuals and groups within a community work to improve the quality of life for themselves and their community at large.

In the projects helped by Scouting organizations, groups of Scouts in developing countries identify and carry out community projects to better their lives. The World Scout Bureau encourages such projects, monitors their progress and makes them known to Scouting in other countries.

## **WHERE DO WE COME IN?**

Scouts in industrialized countries like Canada help brother Scouts in developing countries get started on the road to self sufficiency. Grants from the Brotherhood Fund provide the "seed money" for many and various community development projects.

Canadian Scouts become more responsible and resourceful members of their own communities by getting involved in world Scouting community development.

## **EXAMPLES OF COMMUNITY DEVELOPMENT PROJECTS?**

Brotherhood Fund grants have helped in many ways. For example: Scouts in Nigeria built a fish farm several years ago to provide an affordable source of protein to their local community. This project was successful and has entered into a second stage of development. The Scouts are now building a fence around the farm to avoid wild animals taking the fish. Other improvements are the installations of guttering to ensure that mud does not flow into the pond during the rainy season and a pump to oxygenate the water.

Scouts in Bénin are learning about environmental issues. They are also being introduced to skills such as tree planting and the construction of fuel efficient cooking stoves and solar driers in 10 districts in the Northern part of the country. About 2,500 Scouts and 1,000 members of the local communities are involved in the construction and planning of this project. The communities will gain a better understanding of the environment and land will be put aside for the production of fruit and fast growing trees for fuel. Scouts in Peru are learning the skills involved in producing and selling jewellery crafted from local stone. The youth will be trained in local workshops and it is hoped the project will eventually provide long-term employment for those involved.

The Canadian Scout Brotherhood Fund sponsored a Safe Drinking Water project in the Philippines in 1991 to prevent the disease "Seistonasis". This project originally benefitted 3-400 people but greater demands are now being made on the original equipment. Consequently, an upgraded pump, piping and a 20,000 gallon

reservoir are now being built by local Scouts to ensure the community's continuing benefit from the project.

## **WHERE DOES THE MONEY COME FROM?**

About 15% of all revenue generated by Scoutrees for Canada goes into the Brotherhood Fund. In this annual project, Canadian Scouts obtain financial pledges from people in their communities to sponsor them in planting millions of tree seedlings.

Individuals, Scout groups, Scouter's Clubs, training courses and local Scout Councils make direct donations to the Brotherhood Fund from their own resources or from organized fund-raising projects.

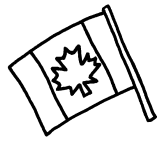
A number of provincial and regional councils have been able to support Brotherhood Fund projects directly in the last few years. In some cases this has led to twinning with the recipients of the funding, and has helped Canadian youth and adults appreciate the importance of Community Development in the Third World.

## **HOW CAN WE GET MORE INVOLVED?**

Learn about life in developing countries. As a group, get involved with your district, regional or provincial council in accepting responsibility for a project in the Third World.

Get involved in a fund-raising project to contribute to the Brotherhood Fund. Read the Canadian Leader magazine for further news about world Scouting community development.

Participate in Scoutrees for Canada. Fifteen cents of every dollar raised goes to the Brotherhood Fund.



Planting trees also contributes to the development of Scout's own local community.

Now add other special dates, e.g. religious celebrations that might provide themes for your planning. (See your leader's handbook for further details.)

Write in the themes you want to do with your section, keeping in mind the need for flexibility. You may need to change some things to suit others.

Be realistic when you estimate budget costs. The group will have to raise whatever funds your section needs. Prioritize your list in case you cannot do some things. Keep in mind, the budget is subject to the group committee's approval.

Now that you have a long term plan, use it as the basis for a medium and short term plan.

### **Medium Range**

A medium range plan covers a period of two or three months. Its purpose is to:

- decide on community resources you need, and make necessary contacts
- gather necessary equipment
- set goals related to themes
- determine needs/interests of youth members
- designate specific program responsibilities to all leaders
- communicate with parents
- evaluate past programs and make necessary changes
- brainstorm so as many activities as possible occur outside.

When developing your monthly programs, use a combination of program elements (the kind of combinations you will discover in JUMP-START) to ensure variety in how activities are presented. These elements include: games, crafts, music, storytelling, playacting, outdoors, and spiritual fellowship. Use these elements to avoid a boring program and to hold your children's interest.

### **Short Range**

You are now ready to prepare detailed plans for a specific time period — a month or a weekend event. Sit down with the entire team to prepare the meeting plan. During this meeting the team may want to "preview" the theme by doing such things as:

- making the crafts
- practising ceremonies
- learning new songs.

This "practice" prepares the whole team to help implement the activity and ensures any of them are ready to fill in if needed. After the meeting, check back to see if your program activities met the guidelines for the Cub program. These guidelines help you evaluate whether your program fulfils the needs of Cub-age children. If your Cubs are having fun, you can bet it meets their needs.

Remember... plan your work, then work your plan, and HAVE FUN!!!!

### **Discipline In The Pack: Helpful Tips**

Discipline is a topic Cub leaders are always considering. Here are some tips to help you establish and maintain the necessary degree of control while encouraging acceptable behaviour.

1. Recognize that establishing discipline is different from being a disciplinarian. Try to help Cubs develop self-control, not blind obedience to authority.
2. Set and explain to your Cubs pack rules and routines; then follow them consistently. Help Cubs draw up a list of behaviour rules that they think are necessary to make the pack more fair for everyone; create a Pack Code of Conduct. Apply this Code to everyone.
3. Set a personal example for Cubs to see and learn from. Your attitude sets the tone and limits for acceptable pack behaviour.

4. Give ample warning when routines and activities are about to change. This will prevent Cubs from feeling rushed and allow time to make the activity switch mentally.
5. Watch for warning signals that Cubs are losing interest; at this point, change activities.
6. Use praise to reinforce positive behaviour. Let Cubs know you notice and appreciate their efforts to be good or improve.
7. Deal with problems calmly, quietly, and without causing embarrassment to the Cub. Never use humiliation or name-calling.
8. If things seem to be getting out of hand, call a "time out", stop the activity and sit everyone down until order is restored. Explain to the Cubs what is going wrong and what is needed to correct their behaviour. Give the Cubs a chance to air their feelings. They may tell you something that was overlooked in the planning. Too often we assume children are aware or capable of knowing what we want, when in reality no one has ever told them.
9. Prepare you meetings in advance so you can show confidence in what you are doing. Have backup activities ready when Cubs get restless. Lag time between activities invites boredom and mischief.
10. Talk with other leaders and parents about discipline concerns that need special attention.
11. Have a Kim. A Kim is an older Scout who becomes part of your leadership team. Kim's role is to help find out what Cubs like to do, assist in planning and leading activities, and serve as a role model.

### **Further Program Help**

#### **Theme Program Resources**

If you would like more ideas and information on theme activities and program planning, look for these resources.

- **The Wolf Cub Leader's Handbook** — tells you everything you need to know about Cubs and the Cub section, ceremonies, working with children, nature, planning, etc.
- **The Leader magazine** — published 10 times a year, features program-related stories, tips and resource information.
- **Games from A to Z** — jam-packed full of games.
- **Best of the Leader Cut Out Pages** — more tips and program ideas from the Leader magazine.
- **The Campfire Book** — to help spark the fun in your campfire programs.
- **Scouts Canada's Song Book** — full of both traditional and fun songs for all occasions and theme programs.
- **The Pack Resource Book** — more program ideas.
- **The Kim Book** — written for Kim, it will give you ideas on how a Kim can help out in your Pack. If you have a Kim make sure she or he has a copy of this book.
- **Campfire Program CD/Cassette** — two actual campfire programs to use as is, or to help learn some great campfire songs.
- **Fieldbook for Canadian Scouting** - looking for adventure? This is where it begins. Lots of great tips and information on how to safely enjoy the outdoors.
- **Camping/Outdoor Activity Guide** — helpful information, outdoor policies, Scouts Canada's "Accepted Practices", forms and applications required to plan outdoor activities.
- **www.scouts.ca** — visit our website to keep current with program changes, tips and new information.

Scout Councils offer many training courses. Find out when they plan to run the next course. Call your local Service Scouter or Field Executive for assistance and information.

## JUMPSTART Video Now Available



### Video for use with JUMPSTART theme packages.

#### This video provides:

- ☛ Self-help, how-to information on program planning and using the packages.
- ☛ A program planning resource for Cub Woodbadge Training and JUMPSTART sharing sessions.
- ☛ Resources that help include the outdoors in the Cub program through theme programming.
- ☛ Other Beaver information such as basic ceremonies.

This video highlights the planning process and uses an “Emergency Preparedness” theme to cover a month’s program in detail: gathering activities, opening ceremony, games, theme activity explanations, and the closing ceremony.

The video also highlights a variety of other themes.



“A Howling Success!” — *Akela*



“The Jungle Law is JUMPSTART!” — *Baloo*

**Running Time: 30 minutes.**    Video Cat. # 20-215

### Videos Available at Your Local Scout Shop!