

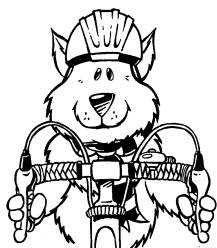


JUMP



S T A R T

for Cubs



Theme: ROCK HOUNDS

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

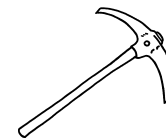
Long Range

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.

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Wolf Cub Meeting - Detail Planning

Theme: Rock Hounds



A Leader's Introduction To Geology

- 1) It is important to distinguish between “minerals” and “rocks.”
- 2) There are thousands of different minerals, each of which is a particular mixture of elements that form the earth and the universe! The most abundant elements are oxygen, silicon, aluminum, iron, calcium, sodium and magnesium. They make most of the common rock-forming minerals, including quartz, feldspar, mica, and calcite. Minerals are identified by the type and abundance of elements within them, and by their physical properties such as crystal shape, hardness and (sometimes) colour. Quartz, for example, is made up of one part silicon and two parts oxygen. It commonly resembles clear, irregular pieces of glass. Quartz sand on an Atlantic seashore is the same as quartz sand in the Sahara desert - or anywhere else in the world. In summary, minerals are naturally occurring materials having a definite chemical composition and crystal shape.

Rocks are made up of minerals which can come together in a near-infinite variety of combinations. Granite, for example, is a rock formed by three minerals - quartz, feldspar and mica. Mica is a mineral that is usually black or clear, and flakes off in thin sheets. Feldspar has shiny, salmon-pink or whitish surfaces.



Rock Classification

Rocks can be classed into one of three groups. The following is a brief description of each group and some common rocks found in them.

Igneous Rocks

Igneous rocks are formed from molten rock. Molten rock is called “magma” when it cools underground, and “lava” when it spills out onto the earth’s surface, e.g. volcanoes. Because magma cools more slowly, minerals within magma are larger. Rocks derived from magma include granite.

Obsidian - mostly grey to black. Very smooth, glass like. Valued by early native people for arrowheads and decorations. From lava.

Basalt - fine-grained black rock. From lava.

Granite - as mentioned above.



Sedimentary Rocks

Sedimentary rocks, as the name implies, are made of sediments that gradually form into deposits. Sedimentary rocks are made of mineral grains and rock fragments deposited by wind (into sand dunes), water (rivers, lakes and oceans), and ice (glaciers). These rocks are widespread in Canada, underlying the prairies and, where the earth has piled them, forming large parts of the mountains in western Canada and the maritime provinces.

Mineral Grain Sizes

Coarser

Conglomerate - composed of rounded waterworn pebbles cemented together by the mass of finer material filling the spaces between. Conglomerates show where rivers once ran.

Sandstone - common rock made of sand grains cemented together. Ancient beaches are a source of sandstone.

Shale - composed mostly of clay particles, often with a little sand mixed in. Stream-carried mud, consisting of fine particles, will be carried and deposited farther than sand before settling out.

Finer

Limestone - composed of calcium carbonate. Commonly formed from accumulated lime removed from seawater by living organisms, such as coral. Limestones often have fossil sea life embedded in them.

Metamorphic Rocks

Pressure and heat that accompany the deep burial of rocks will, in time, change the crystal pattern of the rock. Examples of metamorphic rocks are:

Slate - formally shale

Gneiss - formally granite or shale

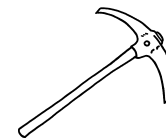
Quartzite - formally sandstone

Marble - formally limestone

Igneous and metamorphic rocks make up most of the Canadian Shield, which extends from northern Saskatchewan and Manitoba across much of Ontario and Quebec.



Physical Properties of Minerals



Geologists and rock collectors identify rocks and minerals by a number of physical properties. Some of these properties are:

Colour

Colour is the first trait we notice about minerals. Sometimes colour is directly related to a specific mineral. Traces of blue and green can indicate the presence of copper. Rust coloration can indicate iron deposits. Precious stones such as emeralds and rubies have distinctive colours. Violet coloured quartz is called amethyst.

Lustre

Lustre refers to metallic and nonmetallic surface shine. Nonmetallic shine, in lay terms, can include glassy, greasy, silky and pearly.

Hardness

Friedrich Mohs, an Austrian mineralogist, developed the Mohs Hardness Scale in 1822 as a means to compare the relative hardness of minerals. In a scale from softest (1) to hardest (10) it shows as below:

The Mohs Hardness Scale

1 Talc	6 Feldspar
2 Gypsum	7 Quartz
3 Calcite	8 Topaz
4 Fluorite	9 Corundum
5 Apatite	10 Diamond

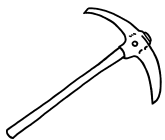
Harder minerals with the higher number can scratch softer minerals. To determine the hardness of a rock or mineral, geologists use their fingernail (hardness of 2.5), a copper penny (hardness of 3), a steel knife (hardness of 5.5) and an unglazed ceramic tile (hardness of 7). If an unknown rock can be scratched with a knife blade, but not with a penny, it has a hardness of about 4. Talc and gypsum can be easily scratched with your fingernail.

Specific Gravity

This property simply describes the density of a rock or mineral. Lead will weigh more than the same size piece of talc.

Streak

Streak is the colour of the mineral powder. It is best seen on a dull, unglazed bathroom tile, available through hardware stores. Minerals over a hardness of 7 will not make a streak. Softer minerals, especially black ones, will leave a powder trail.



Other

Some rocks have a distinct smell. Sulphur smells like rotten eggs. Occasionally, limestone will smell like oil and gas when broken. Remember, oil and gas are “fossil” fuels derived from ancient plant and sea life.

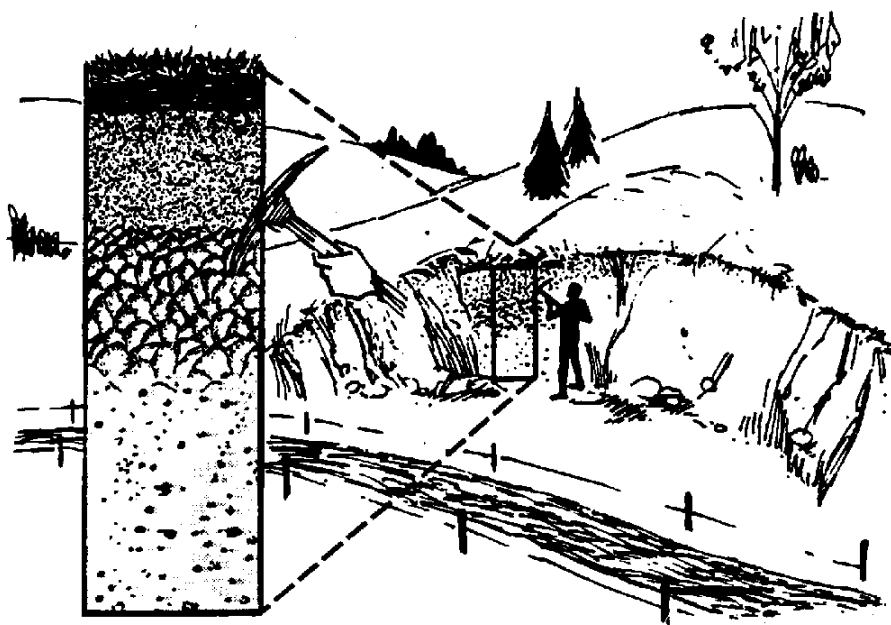
Magnetism is another simple property. A kitchen magnet held to a rock or mineral will detect iron rich metals. Crystal shape is common to all minerals in their formation. Salt crystals (halite) have a cube shape, while quartz crystals are hexagonal (six sides). Some rocks also have characteristic texture. Soapstone, commonly used in sculptures, has a distinct greasy or hard soap feel to it.



A Leader's Introduction to Soils

“Soil” is the loose material that overlies bedrock. It is important for plant growth in agriculture and forestry, for construction of roads and buildings, and for our water resources. Soil is made of minerals and rock fragments, water, and organic matter such as leaves, grasses and roots. The minerals provide the chemical elements necessary for plant growth. The smallest mineral grains are most suitable because they are accessible to rootlets. In Canada, most soil is derived from the erosion of bedrock by glaciers which has left us with a widely varied mixture of mud, sand, gravel and stone. This variability is one of the distinctive geologic features of Canada.

If you look closely at soils you can see that they are “layered” in what are called “soil horizons.” The horizons reflect complex chemical and mechanical changes associated with weathering. Soils can change dramatically among sites, reflecting variations in the texture (coarse and fine soils) and the type of mineral and rock fragments, water drainage, climate, land slope (relief), and vegetation type. In many areas the uppermost layer (“A horizon”) is commonly dark coloured because it contains organic matter: it is the horizon where leaf and plant litter decompose. The thickness and amount of organic material reflect the ability of a soil to grow plants and to hold moisture. Below the A horizon, is the “B horizon” where weathered minerals accumulate and plant roots occur; it is commonly marked by an iron stain (red or orange). The B horizon changes downward into the “C horizon”, where rocks and minerals are little changed from the parent glacial debris or bedrock on which the soil has developed.





You will be amazed to know that soil is actually “alive.” A typical patch of soil measuring a half a hectare by 15 cm deep contains:

- one to two tonnes of fungi — organisms that live on dead matter
- one to two tonnes of bacteria — single-celled creatures
- 90 kilograms of one-celled animals called protozoa
- 45 kilograms of algae — tiny water plants
- 45 kilograms of yeasts, which are microscopic plant-like organisms.

These tiny creatures help purify water, recycle nutrients, generate oxygen and carbon dioxide, decompose waste and produce soil.

Further explanation of rocks and minerals can be found in the *Peterson Field Guide Series: A Field Guide to Rocks and Minerals* by Fredrick Pough.



Games

Rock Kim's Game

To teach Cubs observation skills, collect 10-12 ordinary rocks from around the meeting area, or bring in some special rocks if you have some. Place them on a table and cover with a cloth. Give each Cub 30 - 60 seconds to look at the rocks. Have the Cubs try to write a description of each rock on the table.

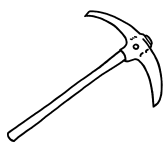
Household Rocks and Minerals

Split the pack into sixes. Give each Cub a copy of the *Household Rocks and Minerals* checklist. Have each six work to make the right matches. Then have each six work to add as many more household items and the associated rock or mineral as they can.

Note: This activity takes some thinking, since most Cubs and adults do not normally relate household items to minerals. Raising awareness is the objective of this activity. You may want to have some samples handy, such as nails, pencils, etc. to show and tell afterwards.

Iron Hunt

Split the pack into sixes. Give each six a number of fridge magnets, a piece of paper and pencils. Using the magnet, each six has 5 minutes to locate as many things in the meeting area or other space that has iron in it by seeing if the magnet sticks to the object. See which six can locate the most items containing iron.



Soil Identification

For Cubs who like to play with mud, this game will be just what they have been looking for. Soil can be classed three ways: sandy, clay or loam. Sandy soil feels gritty and does not hold water very well. Clay soil feels greasy and can be clumped into a ball when squeezed. Loam has a soft, crumbly feel. Put out different samples of soils collected from around your neighbourhood and let the Cubs decide what type of soil the samples are.



Crafts

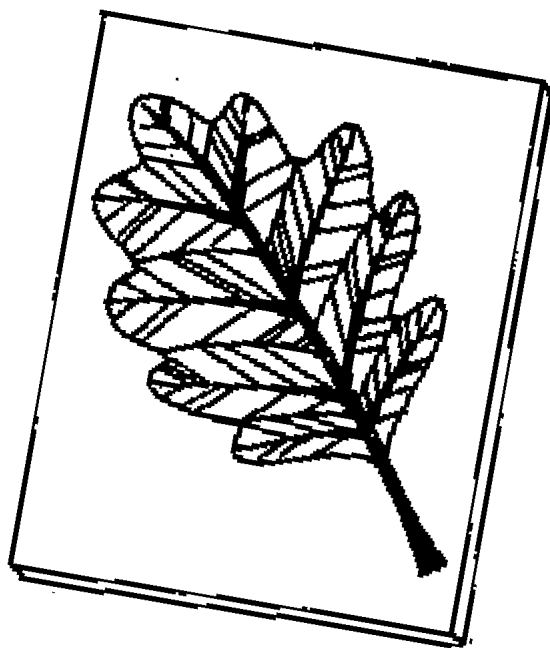
Plaster Leaf Fossil Making

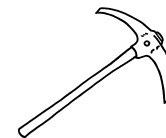
Common fossils owe their existence to a complex process called recrystallization. For example, when a clam dies in the sea, it is soon covered with sediment or the remains of other plants and animals. As the years pass, water moving through the sediment slowly dissolves the clam shell. The cavity left behind can become partially or completely filled with silica, pyrite or calcium carbonate. In this way the original shape of the shell may be preserved, in some cases including the finest detail.

To make a plaster fossil, you follow the same basic steps for creating a real fossil. First, you need some sediment. Play dough is a good substitute. The recipe for play dough is as follows:

1 cup	all purpose flour	250ml
1/2 cup	salt	125ml
1/2 cup	water	125ml

Blend flour, salt and water and knead until you have a dough consistency. Cubs can easily do this work. Roll the dough out flat. Have the Cubs collect several leaves with large, thick veins. Press the leaves into the dough about 1/2 cm to make an impression. Remove the leaves. You are now ready to fill the cavity with plaster. Using plaster of paris, mix up a small batch in a large paper cup so the consistency resembles thick pancake batter. Spoon the plaster onto the leaf impression and set aside to harden. You can also use shells, animal bones or real fossils.





Activities

Rock Collecting

Provide each Cub with an empty egg carton. Split the pack into sixes and take a hike around the meeting area to look for rocks. If leaders would like to collect rock samples for Cubs from larger rocks or rock outcrops by using a hammer, make sure the Cubs stand well back and that the leaders wear safety goggles. After enough rocks have been collected, return to the meeting space to examine the rock. Have the Cubs conduct physical property tests and identify each rock's properties, such as colour, hardness, smell, streak and density. Compare the rocks with each other. Density means comparing the weight difference between two equal sized rocks. Provide each six with several scratch plates, pocket knives, pennies, and plastic magnifying glasses. Identification is not as important as learning to observe and recognize a rock's characteristics. Have the Cubs sort their rocks according to density, hardness and crystal shape.

Crystal Making Challenge

Have the Cubs refer to their *Cub Books* for instructions on making sugar crystals. Challenge them to make crystals at home, substituting salt for sugar. See which Cub can bring in the biggest and best formed salt crystals. Discuss the property of minerals forming into characteristic geometric shapes. See what shape salt crystals make.

Map and Compass Review

Split the pack into sixes. Provide each six with one or more compasses and a street map of the neighbourhood. Discuss and demonstrate how to find north using the compass, and then how to orient the street map to north. Discuss and show common map symbols for schools, main highways, etc. so the Cubs can read the map with some basic understanding.

Race To The Klondike

1995 is the 100th anniversary of discovering gold in the Klondike.

There are two objectives for sixes to accomplish in this treasure hunt activity: collect more gold than any other six, and return to the meeting space within the allotted time. Using a map, the six must orient themselves, figure out the route to take, find the gold field, retrieve the gold and return back to the meeting space. Because no two maps are the same, no six covers the same route. The following is an example of how you might structure this activity.

Materials Needed

Each six will need a compass, a street map of the neighbourhood, a watch and several pillow cases or cloth sacks for carrying gold. Each Cub will also need a written synopsis of the following



information to study as they enter the meeting and to use while on the activity. Before starting the actual activity, go over the objectives and clarify any questions the Cubs might have.

The Scene

Back in the 1800's, an old prospector named "True North" Ned and his faithful mule, Buttercup, discovered gold in the neighbourhood. Unfortunately, Ned would get his directions mixed up. He never took the same route to the gold field twice. Ned did keep accurate maps, written in code, of each trip he took. By sheer coincidence, he made the same number of maps as there are sixes in the pack. Each six must take a map and Buttercup (a leader) and follow the map's directions to the lost gold field. Once there, the Cubs are to retrieve as many gold nuggets as they can, and return to the meeting space.

Ned's Maps

Ned's maps can only be figured out by using a local street map with it. A picture of a tree with the word "elm" next to it might refer to Elm Street. Some of the clues may prove to be too difficult for the Cubs to figure out. Fortunately, Buttercup the mule remembered each trip and can provide answers to what some of Ned's map symbols mean. For an extra handful of hay, Buttercup can answer two questions the six might have about the map (to find out where the six gets hay, keep reading). The trip from the meeting space to the lost gold field should take about 15 minutes at a brisk walking pace.

The Gold

Obtain several buckets of washed, pea size gravel for each six. Spread the gravel out on a large piece of cardboard and spray paint the gravel gold. Once dry, take the gravel to a large playing field or open area and scatter the fake gold nuggets in a wide area. The wider the area, the more time it will take the Cubs to find the gold. You should plan on the Cubs taking 10-15 minutes to search for gold.

The Challenge

Prospecting is not without risk. Ned needed to carry all his supplies and Buttercup's food for the trip, or risk starving. As well, winter weather brought the risk of deep snow that would trap prospectors and their gold in the wilderness.

To bring home the concept that valuable supplies are used up with time, and that winter is approaching, provide each six with a number of "supply cards." Using index cards, give each six 6 cards marked "food", 6 cards marked "water", and 8 cards marked "hay". Once the six begins their hike, they must give Buttercup a food, water and hay card every 5 minutes. If the six takes longer than 30 minutes to complete the activity, it will run out of food and water supplies. Therefore, the six must purchase the necessary supply cards back from Buttercup or risk death. Each card costs a "Cub" size handful of gold nuggets from the gold the youth have collected. The Cubs can sacrifice



Buttercup in order to save gold, but only if the Cubs think they can make it back to the meeting space without needing any more food and water supply cards. (This means the Cubs can reach the meeting space in less than five minutes.) If the six takes longer than 45 minutes to complete the activity, they become trapped by deep snow and freeze.



Cub Strategies

Remember, finding gold is important, but all the gold in the world is worthless if the six does not survive the trip to the gold field and back. Therefore, the Cubs have a number of strategies to figure out:

1. How fast to read the map. Speed will give more time to find gold, but may result in costly direction mistakes. Asking Buttercup questions also uses up valuable hay cards, and so the questions must be asked only when needed.
2. How much time to take looking for gold. Once at the gold field, Cubs need to decide how long they can afford to look for gold before needing to find supplies. Can the six find more than the handfuls of gold needed to buy extra supplies?
3. Once at the gold field, the Cubs do not have to take the same route back to the meeting space, and can save time taking a more direct route home. How long it will take them to get home is another problem to figure out.
4. Cubs must also decide which has the higher priority: preserving the gold they carry or preserving their lives.

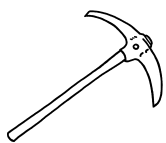
End the activity by gathering all the sixes. See which six collected the most gold. Then discuss some of the problems the sixes encountered, and how they worked out finding a solution together. This discussion ends the Race to the Klondike activity.

You may wish to teach the Cubs the song called “Klondike”, found in *Scouts Canada’s Song Book*.

Rock and Minerals Visitation

This activity may be done at the meeting or off-site. Arrange to meet with a resource person involved with rocks and minerals as a hobby or commercially. Some ideas for a visit or a visitor are:

- Members of a local gem, mineral or rock club
- Jewellery store specializing in precious stones
- Commercial gravel, mining or fossil fuel operations
- University geology department collection and professors
- Professional geologists
- Museum collections
- Federal or provincial geological survey officers (collectors & experts).



Resource contacts can be found in the Geological Survey of Canada's publication *Information for Collectors*.

Soil Profile Hike and Collection

To develop a better understanding of soil, Cubs need to explore what is called a soil profile. Find several areas around the neighbourhood in which the Cubs can dig a hole. Have each six visit these sites, and using shovels, dig a hole 1/2 metre wide, 1 metre long and 1/2 metre deep. Examine the side of the hole for differences in soil layering. An alternative to digging is looking at a road cut-line. Have Cubs draw a sketch of the soil profile. Use small glass jars to collect a cup (250ml) of topsoil at each site and mark the location from which they were taken on a neighbourhood map. See how soil samples differ among sites disturbed by construction activity and those not disturbed by people.

Take a sample of topsoil and spread it out on a white paper plate. Using a magnifying glass, see how many living things you can find. The Cubs may want to try drawing some of the bugs or other living creatures they find.

As you travel from site to site to collect samples, look for ways water has affected soil. Water erosion washes millions of tonnes of productive topsoil away each year, while breaking down stream banks and roadsides. Water trapped in rock cracks expands when frozen, splitting large rocks into smaller pieces that eventually make up soil.

Since most of Canada was once covered by glaciers, you may want to include a discussion about how glaciers helped to form soil. The large variety of rocks you find in many soils in Canada is a direct result of glaciers transporting and mixing soils as they moved. Prairie potholes are a soil feature left over from chunks of melting glaciers forming small ponds. Smoothed surfaces on rock outcrops and rocks with scratches (called Striations) are also products of glacier wearing.

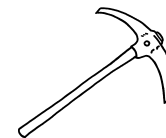
Water Test

Take the soil samples and mark on a neighbourhood map the location they were taken. Put each sample into a clear sandwich size plastic bag. Using a measuring cup, pour a cup (250ml) of water into the bag. Carefully drain any extra water back into the cup. By seeing how much water each soil sample can hold, you can show which sample has the greatest amount of organic matter and potential for productive plant growth.



Household Rocks And Minerals Checklist

Connect the matching components by drawing a line. R = Rock, M = Mineral.



Rocks and Minerals

Bauxite (Aluminium) (R)
Boron (M)
Carbon
Cassiterite (Tin) (M)
Chalcopyrite (Copper)
Chert (Flint) (R)
Chromite (Chromium)
Cinnabar (Mercury) (M)
Dolomite (R)
Feldspar (M)
Galena (Lead) (M)
Gold
Granite (R)
Graphite (M)
Gypsum (M)
Halite (M)
Hematite/Magnetite (Iron) (M)
Lepidolite (Lithium) (M)
Limestone (R)
Pentlandite (Nickel) (M)
Phosphorus
Potash (R)
Quartz (Silica) (M)

Silica Sand (M)
Silver
Sphalerite (Zinc) (M)
Sulphur
Talc (R)
Wolframite (Tungsten) (M)

Household Rocks/Minerals

drinking glass, windows
antique gun
electrical wire, cookware
tin can
silverware
jewellery
fertilizer
match head
nails
table salt
radiation shield, pipe solder
coffee mate
x-ray tube
thermometer
diamond ring
computer chip (silicon)
building stone
pencil
cement
glowing surface of clocks, etc.
light bulb filament
electrical boxes, galvanized metal
plaster board for building, toothpaste,
bread whitener
money
talcum powder
stainless steel pots (along with nickel and iron)
pop cans
glass, medications
building blocks

Household Rocks And Minerals Answers

Aluminium- pop cans
Beryl- x-ray tube
Carbon- diamond ring
Chromium- stainless steel pots (along with
nickel & iron)
Copper- electrical wire, cookware
Dolomite- building stone
Feldspar- coffee mate
Flint- antique gun
Gold- jewellery
Granite- building blocks
Graphite- pencil lead
Gypsum- plaster board for building,
toothpaste, bread whitener
Halite- table salt
Iron- nails

Lead- radiation shield, pipe solder
Limestone- cement
Lithium- glass, medications
Mercury- thermometer
Nickel- money
Phosphorus- glowing surface of clocks, etc
Potash- fertilizer
Quartz- computer chip (silicon)
Silica Sand- drinking glass, window
Silver- silverware
Sulphur- match head
Talc- talcum powder
Tin- tin can
Tungsten- light bulb filament
Zinc- electrical boxes, galvanized metal

Cub Meeting Schedule: One Month

Theme: Rock Hounds



Activity	Date: _____ Week 1:	Date: _____ Week 2:	Date: _____ Week 3:	Date: _____ Week 4:
Gathering Activity 10 mins.	Rock Kim's Game	Race to the Klondike instructions	Share crystal formations. Prepare for visit.	Soil sample taking supplies distributed
Opening Ceremony 5 mins.				
Game 10 mins.	Household minerals I.D.	Map & Compass review	Exploring rocks & minerals visitation (80 mins.)	Soil identification
Theme Activity 20 mins.	Fossil making	Six preparation for Klondike Race (10 mins.)		Soil profile hike – collection – microbug search – effect of water on soil (40 mins.)
Game 10 mins.	Iron Hunt	Race to the Klondike activity (50 mins.)		
Theme Activity 20 mins.	Rock collecting & examination (30 mins.)	Review each six's success & decisions (10 mins.)		Water tests on samples (20 mins.)
Song/Story 10 mins.		Discuss teamwork. Bring in crystals next week.		
Six Meeting 10 mins.	Crystal Making challenge	– Recite promise – Prayer	– Recite law – Prayer	– Recite promise – Prayer
Spiritual Fellowship 5 mins.				
Closing Ceremony 5 mins.				
Leader Discussion Time 15 mins.				

Cub Meeting Schedule: One Week

Theme: Rock Hounds



Date: _____

Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Rock Kim's Game (See detail planning sheet)	
5 mins.	Opening Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i>)	
10 mins.	Game	Household minerals I.D. (See detail planning sheet)	
20 mins.	Theme Activity	Fossil making (See detail planning sheet)	
10 mins.	Game	Iron Hunt (See detail planning sheet)	
30 mins.	Theme Activity	Rock collecting & examination (See detail planning sheet)	
10 mins.	Six Meeting	Crystal Making Challenge (See detail planning sheet)	
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:	Black Star, Collector Badge, Naturalist Badge, Observer Badge		
Meeting Notes:			

Cub Meeting Schedule: One Week

Theme: Rock Hounds



Date: _____

Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Race to the Klondike instructions (See detail planning sheet)	
5 mins.	Opening Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i>)	
10 mins.	Game	Map & Compass review (See detail planning sheet)	
10 mins.	Theme Activity	Six preparation for Klondike Race (See detail planning sheet)	
50 mins.	Theme Activity	Race to the Klondike activity	
10 mins.	Theme Review	Review each six's success and decisions	
10 mins.	Six Meeting	Discuss teamwork. Remind to bring crystals next week.	
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:	Green Star		
Meeting Notes:			

Cub Meeting Schedule: One Week

Theme: Rock Hounds



Date: _____

Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Share crystal formations. Prepare for visit if off site. (See detail planning sheet)	
5 mins.	Opening Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i>)	
80 mins.	Theme Activity	Exploring Rocks & Minerals	
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:	Observer Badge, Canadian Arts Award		
Meeting Notes:			

Cub Meeting Schedule: One Week

Theme: Rock Hounds

Date: _____



Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity	Distribute equipment to each six for soil sample taking (See detail planning sheet)	
5 mins.	Opening Ceremony	(Details can be found in the <i>Wolf Cub Leader's Handbook</i>)	
10 mins.	Game	Soil identification (See detail planning sheet)	
40 mins.	Theme Activity	Soil profile hike – collection – microbug search – effect of water on soil (See detail planning sheet)	
20 mins.	Theme Review	Water tests on samples (See detail planning sheet)	
10 mins.	Six Meeting		
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:	World Conservation Badge, Naturalist Badge		
Meeting Notes:			

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!