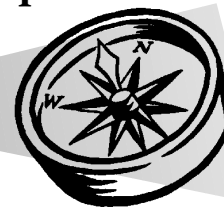




Team Building

Map & Compass



JUMP

S T A R T



Pioneering

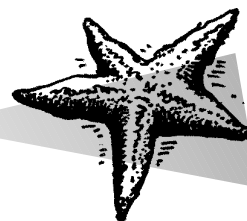


Hiking

for Scouts



Winter Fun



Water Fun



Theme: TEAM BUILDING — Series “A”

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





Read Me First !

JUMPSTART Introduction

Welcome to the outdoor world of Scouts!

You have joined more than 43,000 other adults serving young people as leaders. This resource is designed to help you through the early stages of program planning for a Scout

troop. As you read through the material you'll find answers to many of the program-related questions most Scout leaders ask.

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

This is normal. We all experienced 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 Scouts.

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 Scouts. The suggested time periods 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 troop more fun. JUMPSTART's weekly planning schedules provide space to record which leaders have responsibility for specific activities.
- Keep notes. Was the program a success? What worked? What didn't? 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 other leaders. Not only will future programs run smoother, but you won't have to schedule a separate 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 excitement to the program.

What Is Scouts All About?

Before planning a program, you need to know something about this age group. Your program should be fun and within the average Scout's abilities to participate. They are learning to work as a team and develop important social and leadership skills.

Scouts Canada sets out more formal guidelines for the Scout program. To meet the Mission and Principles of Scouts Canada, the goals of the program are to encourage Scouts to:

- behave in ways that show adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of its duties,
- understand and demonstrate the requirements and responsibilities of good citizenship,
- develop the skills of working in co-operative relationships,
- show respect, tolerance for, and be of service to others,
- practise leadership skills,
- camp, explore and respect the outdoors, and develop good environmental practices,

- develop and display self-discipline and self-reliance,
- pursue hobbies and personal interests.

We seek to accomplish this through a system of progressive self-educating practices and activities.

Let's review how to plan a program. Once you know the process and how to involve Scouts, it won't be long until you're putting your own great ideas into action!

Program Planning

Effective planning is the key to providing a program which meets the needs of Scout-aged youth. It makes the difference between a program which offers no meaningful fun and one that gives a variety of quality activities and experiences.

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

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.

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

Who Plans?

Although group decision-making may sometimes be slow, when the leadership team shares planning responsibilities, it reduces individual burdens.

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

Meet with your leadership team and develop common themes based on ideas generated by the Scouts. The team will see a purpose in their work; this will generate enthusiasm.

Long, Medium, Short Range Planning

Long Range

Mark down the following dates on a calendar:

- 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

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 have to change some things to suit others.

Be realistic when you estimate budget costs. The group will have to raise whatever budget your section needs. Prioritize your list in case you cannot do some things. Whatever you estimate, the group committee must approve it.

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



SCOUT MEETING SCHEDULE: WEEK 1 _____

THEME: TEAM BUILDING "A"

Date: _____

Time	Activity	Program Details	Leader Responsible
15 mins.	Gathering Activity	Human Pinball game (See detail planning sheet)	_____
10 mins.	Opening Ceremony	Details can be found in the Scout Leader's Handbook)	_____
20 mins.	Game	The Blob (See detail planning sheet)	_____
40 mins.	Skills	Listening Skill Session (See detail planning sheet)	_____
20 mins.	Game/Challenge	Popsicle Push-Up (See detail planning sheet)	_____
20 mins.	Patrol/Troop Meeting	Distribute first part of decision-making session. Do individual part at home, and do group part next week Play The Blind Square game. (See detail planning sheet)	_____
10 mins.	Closing	<i>See Scout Leader's Handbook)</i>	_____
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans.	

Badge Links: _____

Meeting Notes: _____

GAMES

HUMAN PINBALL

PURPOSE

Here's your chance to be a flipper in a giant pinball machine—your dream come true! The lights and bells may be missing on our organic model, but there's plenty of action.

EQUIPMENT

All you need is a volleyball.

HOW TO PLAY

All players except one stand in a circle, facing outwards. Spread your legs as wide as comfortable until your feet are touching your neighbours' on either side. Everyone should bend down and swing their arms between their legs. This is what it feels like to be a pinball flipper.

The one non-flipper enters the circle as the movable target. The flippers try to hit the target by knocking a volleyball or rubber playground ball back and forth across the circle. Whoever hits the target gets one point and also gets to be the new target. Every time the ball goes out of the circle, the target scores a point. (However, the target's only job is to avoid the ball. Only flippers can flip it.)

Exactly what these points are good for is questionable, since everyone is entitled to as many "free games" as they want. And considering the circumstances, it's far more likely that the rushing blood would swell your head long before any phenomenal score could. Maybe that's why no one yet claims to be the World's Human Pinball Wizard!

THE BLOB

PURPOSE

If you're addicted to late-night TV monster movies, here's a sure way to kick the habit and break out into the light of day. But, warning... you won't avoid being swallowed up by "the Blob."

EQUIPMENT

You don't need anything for this game.

HOW TO PLAY

The Blob begins innocently enough as a mere individual playing a game of tag. As soon as the Blob catches someone, it joins hands with them. Now both are part of the Blob, too, and they set out, hand-in-hand, in search of victims. Everyone the Blob catches (only the outside hand on either end of the Blob can snatch at players) joins hands with it and becomes part of the lengthening protoplasmic chain. Thus, the insidious Blob keeps growing.

Unlike your run-of-the-mill, mad scientist-created Blob, this one is not content merely to ooze along, seeking its prey. It gallops around the field, cornering stray runners and forcing them to join up. (You'll have to agree on boundaries for this game; some people will go to any lengths to avoid meeting an untimely end at the hands of the primordial slime.)



Moreover (horrors!), the Blob can split itself into parts of at least two players and, with its superior communal intelligence, organize raiding parties on the lone few who have managed to escape. The thrilling climax occurs when there's only one player left to put up a heroic last-ditch stand on behalf of humanity. But alas, there is no defense against the Blob, and humanity succumbs. (If that seems unfair, well, that's the plot.)

The moral of our story could well be, "You become what you fear." If you have the heart to destroy humanity again, you can have the last person caught start the Blob for the next game.

SKILL SESSION

LISTENING

The skill session this week concentrates on listening. Quite often while one person is talking, the listener is already formulating an answer or comment. Because of this, the listener is not devoting full attention to what the speaker is saying. Their mind is leaping ahead, making conclusions and assuming facts before the speaker finishes.

Ask your troop to listen to the following statements and then answer them. Give each Scout a sheet of paper with numbers 1 to 8 written on it. Inform them that each question has a short answer. They should write their response down on their piece of paper. Read each question only once. (Time: 15 - 20 minutes)

QUESTIONS

1. Is there any law against a man marrying his widow's sister?
2. Do they have July 1st in England?
3. If you had only one match and entered a cold room that had a kerosene lamp, an oil heater, and a wood stove, which would you light first for maximum heat?
4. How many animals of each species did Moses take aboard the ark with him during the great flood?
5. The Canucks and the Maple Leafs play five hockey games. They each win three games. No ties or disputed games are involved. Why?
6. How many birthdays does the average man have? The average woman?
7. According to international law, if an airplane should crash on the exact border between two countries, would unidentified survivors be buried in the country they were travelling to, or the country they were travelling from?
8. A man builds an ordinary house with four sides, but each has a southern exposure. A bear comes to the door and rings the doorbell. What colour is the bear?

ANSWERS

1. No. If a man has a widow, he's dead!
2. Yes, they do. And they have July 2 and July 3 also. They have all the dates of the month we do, just not the same holidays!
3. First, you'd light the match.
4. Moses didn't take animals; it was Noah who took two of each.
5. The Canucks were not playing the Maple Leafs. Nobody said they played against each other.
6. The average man and woman have one birthday each. All the rest are their birthday anniversaries!
7. You cannot bury survivors.
8. White. The only place you can build a house with four southern exposures is at the North Pole where every direction is South.

Start your discussion with tallying the right/wrong answers. Ask your Scouts these questions: Why did you get any wrong? Why is listening an active process?

These riddles show that very few of us are good listeners. Wrong answers to the riddles are commonly a function of our inability to listen carefully to the entire question.

PERSONAL LISTENING ABILITY

Ask your Scouts to rate themselves on their personal listening ability. Ask them to consider when they are required to listen at school, to their parents, at church or even at Scouts!

On a piece of paper, write the numbers 1 to 10. Using the code below, read each question and allow the Scouts to write their code beside each number. (Time 5 - 10 minutes)

CODE:

1 = Almost always 2 = Usually 3 = Sometimes
4 = Seldom 5 = Almost never

QUESTIONS

1. I "tune out" dull, boring or repetitive material when someone is speaking to me.
2. I find myself distracted by sights and sounds in a room when I am supposed to be listening.
3. I stop listening when the material is too difficult.



-
4. I tend to listen for facts, rather than do the hard work of trying to determine the main ideas of the speaker.
 5. I fake attention to a speaker.
 6. I let my emotions get in the way of listening. I get so angry anticipating what is going to be said, that I find I am not listening.
 7. Certain words arouse such an emotional response in me that I block out what is said afterward.
 8. I try to apply my logic to everything the speaker says, rather than listening for the speaker's explanation.
 9. I find myself criticizing mannerisms in the speaker's delivery or personal appearance rather than focusing on what is being said.
 10. I daydream when I should be listening.

There are no perfect scores on this test. Many people will give themselves a rating of 30 - 35. We all lapse into these behaviours sometimes until we learn to recognize and practise controlling them.

FIRST PERSON PRONOUNS

This exercise will illustrate conversational habits and help Scouts become more aware of keeping conversations interesting.

Divide your Scouts into pairs. Tell them to have a conversation without using any personal pronoun (e.g. I, me, we, mine, my, etc.). When players use a personal pronoun, they are eliminated. Each remaining partner joins up with someone else until only two people remain. These two should then talk in front of the troop until one of them uses a personal pronoun. The person left can be applauded or receive a small prize. (Time: 10 - 15 minutes)

DISCUSSION

1. The word "you" is said to be the most important word in our language. Why don't we use it more often?
2. Why do we find it difficult to reduce the number of times we use personal pronouns (e.g. I, me, mine) in our daily life? When would be a good time to use these words?

TEARING A SHEET OF PAPER

If instructions aren't clear, demonstrated, or if a speaker doesn't allow questions, a listener can easily misunderstand. The following exercise will demonstrate the importance of clarity when giving instructions. (Time: 5 minutes)

Give each Scout a piece of paper—either square or rectangular. Each Scout must stand with eyes closed (no peeking!) and cannot ask any questions or speak in any way. Now they must follow these directions.

1. Fold your paper in half, then tear off the bottom right corner of the paper.
2. Fold the paper in half again, then tear off the upper right hand corner.
3. Fold the paper in half again, and tear off the lower left hand corner.
4. Tell your Scouts to open their eyes and show their unfolded paper to each other. (Expect many papers to be different.)

DISCUSSION

1. What words in the above directions could be interpreted differently by listeners?
2. How could the directions have been improved to reduce confusion?
3. How did your Scouts feel when told not to ask questions or offer comment?
4. Would a demonstration have made this exercise easier?

TELEPHONE MESSAGE

PURPOSE

This will demonstrate how important it is to listen carefully and speak clearly. (Time: 5 - 10 minutes)

HOW TO PLAY

Sit your Scouts in a circle, close together. Play some loud music, or have distracting noises. One person whispers a message into another's ear. No one is allowed to repeat the message, or use hands to illustrate it. The listener should turn to the person sitting beside her, and whisper what she heard (or thought they heard). After the message goes around the circle, ask the last person to repeat what they heard out loud. Then, ask the first person to say the original message.

DISCUSSION

1. Was it difficult to hear with other noise going on?
2. How did you feel when told you couldn't clarify what you thought you heard?
3. How could this relate to hearing impaired people?



GAMES

POPSICLE PUSH-UP

PURPOSE

This co-operative activity can be used as a simple four-person stunt, or you can continue to add people until you end up with a useful, large group, initiative problem.

EQUIPMENT

You don't require any equipment.

HOW TO PLAY

To set up the initial four-person attempt, ask for four volunteers who can do at least one push-up. Ask one person to lie face down on the ground, as if preparing to do a push-up. The second person lies face down, at right angles to the first person so that the tops of his feet are on top of the first person's lower back. The third person repeats the procedure, using the second person as his foot rest. The fourth person fits in this weave connecting everyone in a square configuration. All four should be face down with their instep on someone's back.

On a signal, everyone should do a push-up. If done together, there will be four raised bodies, with only eight hands touching the ground: simple but impressive.

If one of the participants has trouble getting up (foot pressure on their back might cause a problem), tell them that you will give a "1-2-3-Go" count, and that the "permanently prone" individual should attempt a push-up on the count of "3." This offers the advantage of a head start.

After your groups of four have had some fun with this quartet push-up (including a 360° rotation attempt while in the up position—doomed for failure, but worth a laugh), ask the group to continue to add people to one of the quad arrangements in an attempt to include the whole group (4 to infinity) in a mass popsicle push-up. There are many solutions to this puzzle.

This riddle is time-consuming to solve—not from the standpoint of discovering a workable solution, but because it takes a long time for a group to decide on a technique and carry it out. A leader would definitely speed the process.

People who cannot do a push-up or have back problems can act as official photographers or prejudiced referees for this "World Record" attempt.

PATROL/TROOP CHALLENGE

INSTRUCTIONS

Copy the story and list of items below for each Scout. This is the first part of the decision-making session we'll discuss at the next meeting. The patrol leader should read the story to the patrol and answer any questions. Scouts can ask questions about the story at any time.

Before the next meeting, each Scout must rank the items according to their importance to their own survival. Assign "1" for the most important and up to "14" for the least important. Next week, the patrol will rank the items as a group.

WINTER SURVIVAL

Your patrol has just crash-landed in a heavily-wooded wilderness area of southern Manitoba abounding with lakes and rivers. It is 11:32 a.m. in mid-January. Your airplane has been completely destroyed, except for the frame. The pilot and co-pilot have been killed, but no one else is seriously injured.

The crash came suddenly, before the pilot had time to radio for help or inform anyone of your position. Since the pilot was trying to avoid a storm before the crash, the plane was considerably off course. The pilot announced shortly before the crash that you were 125 km northwest of a small town—the nearest known settlement.

The last weather report indicated that the temperature would soon reach -25°C in daytime and -40°C at night. You are dressed in winter clothing appropriate for city wear—shoes, jeans, shirt, overcoat and hat.

While escaping from the plane fourteen items were salvaged. They are:

- Compress kit with 7 m of 50 mm gauze
- 10 m of rope
- Ball of steel wool
- Family-sized chocolate bar (one per person)
- Cigarette lighter (without fluid)
- Knife
- Newspaper (one per person)
- Flashlight with batteries
- Compass
- Quart of 85 proof whiskey
- Two ski poles
- Extra shirt and pants for each survivor
- Sectional air map made of plastic
- Can of shortening

Rank these fourteen items in order of their importance for survival, starting with a "1" (the most important) and ending with "14" (the least important). Bring the list to the next Scout meeting.



THE BLIND SQUARE

Purpose

While blindfolded, each patrol must form a perfect square, equilateral triangle, octagon or pentagon.

Equipment

You'll need a 25 to 30 metre length of rope.

How to Play

Each participant must have at least one hand on the rope at all times. Use a large, relatively flat, cleared area for this activity. Get participants to form a circle and put on blindfolds. Ask each person to grasp the rope and then, as a group, form a perfect square. When they think they've accomplished the task, they should stand in place and remove their blindfolds. Surprise!

Replace the blindfolds and continue with each geometric shape until time is up.





SCOUT MEETING SCHEDULE: WEEK 2 _____

THEME: TEAM BUILDING "A"

Date: _____

Time	Activity	Program Details	Leader Responsible
15 mins.	Gathering Activity	Crows and Cranes game (See detail planning sheet)	_____
10 mins.	Opening Ceremony	Details can be found in the Scout Leader's Handbook)	_____
20 mins.	Game	Catch the Dragon's Tail (See detail planning sheet)	_____
60 mins.	Skills & Game	Making Decisions Skill Session. The Maze game (See detail planning sheet)	_____
20 mins.	Patrol/Troop Meeting	All Aboard (See detail plan ning sheet)	_____
10 mins.	Closing	<i>See Scout Leader's Hand- book)</i>	
15 mins.	Leader Discussion Time	Review meeting & dis- cuss next week's plans.	

Badge Links: _____

Meeting Notes: _____

GAMES

CROWS AND CRANES

PURPOSE

This is a real steam-off game requiring no equipment.

EQUIPMENT

Nil.

HOW TO PLAY

Divide the Scouts into two teams. The teams face each other (about 1.5 metres apart) in the centre of the hall. One team is the "Crows", while the other is the "Cranes."

Call out one of these names. (Add to the suspense by rolling the "r".) The team whose name you called must run to touch the wall behind them before the other team can tag them. Tagged Scouts become part of the other team. The game ends when one team has caught all of its opponents.

Add to the game by calling other names (e.g. crabs, crackers, crocodiles). Any player who moves when you call out these names is considered caught by the other team.

CATCH THE DRAGON'S TAIL

PURPOSE

It's one thing when a puppy chases its tail, and quite another when a dragon tries it. The difference involves more than just a matter of scale.

EQUIPMENT

You'll need a large area for this event, clear of holes and immovable oaks.

HOW TO PLAY

Line eight to ten people up, one behind the other. Scouts must put their arms around the waist of the person in front. The last person in line tucks a handkerchief in the back of his belt. To work up steam, the dragon might wish to try out a few fearsome roars.

At a signal, the dragon begins chasing its own tail; its head tries to snatch the handkerchief at its tail. Here's the tricky part of this epic struggle: people at the front are clearly competing with those at the back. But, the folks in the middle aren't sure which way to go. When the head finally captures the tail, surprisingly, everyone feels like a winner. Now the victorious head dons the handkerchief and becomes the new tail, while the Scout standing behind them becomes the new head.

Now that you've tried this game with one dragon, fill an entire field with tail-chasing dragons!



SKILL SESSION

DECISION-MAKING: WINTER SURVIVAL

This is part two of a decision-making activity which will provide an opportunity to experience the value of shared leadership. Part 1 was distributed to Scouts at the previous meeting.

Allow each patrol 20 minutes to discuss and rank the items according to their importance to the patrol's survival. Leaders should watch during the exercise and answer these questions:

- Who does/doesn't participate?
- Who participates most frequently?
- Who gets involved making decisions and how do they influence the patrol?
- Does the patrol use all its resources?

After the time limit expires, give patrol leaders the correct answers. Individuals should score their own papers (Part 1 completed at home), while the patrol scores its ranking. Now spend time comparing answers.

ANSWERS

The correct ranking of the survivors' fourteen items is as follows:

1. Cigarette lighter (without fluid)
2. Ball of steel wool
3. Extra shirt and pants for each survivor
4. Family-sized chocolate bar (one per person)
5. Can of shortening
6. Flashlight with batteries
7. 10 m of rope
8. Newspaper (one per person)
9. Knife
10. Compress kit (with 7 m of gauze)
11. Ski poles
12. Quart of 85 proof whiskey
13. Sectional air map made of plastic
14. Compass

SCORING

- Step 1 Score the difference between the correct ranking and the individual's ranking for each item.
- Step 2 Score the difference between the correct ranking and the patrol's ranking for each item.
- Step 3 Compare the totals.

(E.g. Correct ranking = compass #14; individual's ranking = compass #9. $14 - 9 = 5$. Individual's score for compass is 5.)

The higher the score, the poorer the choices. Expect individual scores to be higher than the patrol's choices. This exercise illustrates that group decisions are usually better than those made by individuals.

DISCUSSION

Once the scoring is complete, have a troop discussion reviewing how they worked as a team. Using your observations, emphasize these points:

- Some people have ideas and resources, but don't get a chance to speak. An effective leader encourages opinions from all members.
- Decision-making is not an easy thing when everyone has different opinions.
- What are the different ways of making decisions? What are the results? Look at decisions by chance, voting, and one person.
- Every patrol needs a way to solve problems or plan a program. How did this patrol solve its problem?

After finishing the discussion on team work, share the background information and explanation with the Scouts.

BACKGROUND INFORMATION

Give the following information to your Scouts only after they have completed the group discussion. (The information below refers to the winter survival scenario read to the Scouts at last week's meeting.)

Mid-January is the coldest time of year in Manitoba. The survivors must preserve their body heat. Building a fire, minimizing exertion, and insulating themselves are top priorities.

Many survivors will be suffering from shock after such an accident—not a good time to make important decisions. They may feel helpless, hopeless and lonely. These feelings have led to many unnecessary deaths. Decisions should be based on strong reasoning principles. This will help reduce fear and panic. Well-reasoned decisions will generate hope and a will to survive.

Airlines follow a flight plan that contains vital information such the aircraft's course, speed, estimated time of arrival, number of passengers, etc. Search-and-rescue operations would begin shortly after the plane failed to arrive at its destination.

Almost certain death. That's what a highly stressed passenger would face trying to walk 125 km to civilization in the depth of winter, through deep snow, crossing many water obstacles, dressed in city clothes.

Once survivors have found ways to stay warm, their most immediate problem would be to find ways to attract the attention of search planes. The group must assess all items for their warmth-generating or signalling value.

REASONS FOR THE ANSWERS

The correct ranking of the survivors' items was made on the basis of information provided by Mark Wanig and supplemented from Rutstrum (1973). Wanig is an very experienced survival training instructor.

1. Cigarette Lighter (without fluid). Cold is the gravest danger facing the group. Warmth is their greatest need, followed by signalling devices. A fire will satisfy both these needs. Without matches, the passengers could use a cigarette lighter without fuel to make a spark.
2. Ball of steel wool. Steel wool is excellent for catching a spark and supporting a flame, even if it's a bit wet.



3. Extra shirt and pants. Besides adding warmth to the body, clothes can be used for shelter, signalling, bedding, bandages, string when unravelled, and tinder to make fires.
4. Family-sized chocolate bar (one per person). Survivors would need energy. Chocolate would provide this for quite some time.
5. Can of shortening. After polishing the lid with steel wool, survivors could use it to produce a mirror-like signalling device—a powerful communications tool. In bright sun, a mirror can generate light up to 7 million candlepower. This mirror would increase the chances of rescue to 80% within the first 24 hours!
Other uses for the item include rubbing the shortening on the body to protect exposed areas from the cold; using melted shortening to start a fire or to produce a candle wick; and using the can as a cup for drinking water.
6. Flashlight. A flashlight is a good signalling device. However, in the cold it loses battery power very quickly. A flashlight must be kept warm, i.e. close to someone's body. If the fire burns down or goes out, a flashlight could be used for signalling.
7. Piece of rope: A rope could be used to pull dead limbs off trees for firewood. When cut into pieces, rope will help in constructing shelters. It can be burned. When frayed it can be used as tinder to start fires. Unravelled, it would make good insulation if stuffed inside clothing.
8. Newspaper (one per person). A newspaper could be used for starting a fire or as insulation stuffed inside clothes. It could provide recreation (e.g. reading it, memorizing it, folding it) or be rolled into a cone and yelled through—a signal device.
9. Knife. A knife could be used for cutting rope or making tinder from shavings.
10. Compress Kit (with gauze). Wrapped around feet and hands, this could provide excellent insulation. It could become a candle wick when dipped in melted shortening or made into tinder. The small supply is the reason it's ranked so low.
11. Ski poles. Not a very important item, a ski pole could be used as a staff for signalling, a support for a shelter or heat reflector by the fire, or to support someone in the snow going for more wood.
12. Quart of 85 proof whiskey. Whiskey is dangerous. If someone drinks this at -30°C, it would freeze their esophagus and stomach. Drinking it warm would cause dehydration. Its only useful function would be to build a fire or provide fuel for a torch—a piece of cloth dipped in the whiskey.
13. Sectional air map made of plastic. Another dangerous item. It might encourage someone to try walking out—an almost certain death sentence.
14. Compass. Yet another dangerous item. Someone might try using it to find help—again, a death sentence. It's the least desirable item in this list.

THE MAZE

PURPOSE

This game will teach co-operation. It takes no equipment.

HOW TO PLAY

Form the group into a circle. Each member should reach across with their right hand and take someone else's right hand. Members repeat this with their left hand, but reach out for a different person. Now a leader says, "Go." Only two people (determined earlier) should let go of their right hands. Everyone else keeps hold. These two "loose ends" will attempt to straighten out the maze of hands into a straight line.

SKILL SESSION

DECISION-MAKING METHODS

Brainstorm ways for your Scouts to make decisions in a group. After writing their ideas down, add others that might have been missed. Review each method together. Ask the Scouts' opinion about when each method might be used, and which would be quicker.

1. Consensus of the entire group.
2. Majority vote.
3. Committee formed by a minority of group members.
4. Averaging individual opinions in the group.
5. By a member with the most expertise.
6. By a member with the most authority.
7. By a member with the most authority without a group discussion.

Which decision-making method to use depends on the circumstance. Sometimes, it isn't feasible to ask every person their opinion and then make a decision. In an emergency, there's no time to discuss decisions (e.g. do we get out of a burning building, or wait?)



1. CONSENSUS OF THE ENTIRE GROUP

A collective opinion arrived at by a group of people working together gives everyone a chance to influence the decision.

- Results in a higher quality decision with members who are committed to it.
- Uses the resources of the whole group.
- Takes longer than some methods to make a decision, but often takes a shorter time to implement.

2. MAJORITY VOTE

Our political system uses this method. It's effective if time is important and full group commitment is not important.

- Takes at least 51% of the group to decide.
- Often splits group into winners and losers.
- The minority may try to sabotage the decision.
- Doesn't use the entire group's resources.

3. DECISION BY MINORITY

This decision is reached by less than 50% of the group (i.e. executive committee, patrol leaders).

- Does not establish group interaction.
- May affect group morale.
- Useful for simple, routine decisions.
- Effective when group is too large or time frame is short.
- Useful only if the members have some knowledge on the subject.

4. AVERAGING INDIVIDUAL OPINIONS IN GROUP

One person asks each member for their opinion then forms a decision based on the average.

- May leave members feeling alienated from lack of group interaction.
- Lowers group commitment to decision.
- Useful for quick decision-making.
- Useful if group commitment is unnecessary.

5. DECISION BY EXPERT

The group decides who is the expert. This person considers the issue and presents their decision to the group. But, who is the expert? A power struggle may result, or it may turn into a popularity contest.

- May create resentment.
- Low commitment by group to decision.
- Useful for quick decision-making.

6. DECISION BY AUTHORITY AFTER GROUP DISCUSSION

Group may originate ideas and hold discussions, but the final decision is made by the designated leader (i.e. Scout leader or school principal).

- Can create low commitment to the decision if group doesn't agree.
- Doesn't resolve conflict within group.
- Members may only tell the leader what they think the leader wants to hear.
- It uses the group's individual resources.
- Requires shorter time to decide.
- Depends on the leader's skill at listening.

7. DECISION BY AUTHORITY WITHOUT GROUP DISCUSSION

All decisions are made by the designated leader without discussion by group members.

- Group doesn't feel committed to the decision or even the leader.
- Group may sabotage the leader's effectiveness or decision.
- One person may not have the resources to make a good decision.
- Takes the shortest time to reach a decision.



PATROL CHALLENGE

ALL ABOARD

PURPOSE

This challenge stimulates good discussion about team effort, group and individual commitment, leadership, compassion, and group problem-solving dynamics.

EQUIPMENT

You'll need a piece of wood 30 cm square (see below).

HOW TO PLAY

Mark out a 30 cm square or use a piece of wood with those dimensions. (Dimensions will depend upon the size of the group, so be prepared to make it bigger or smaller. A 30 cm square is the correct size for 6 players.)

Get the entire patrol on the platform. No one may touch the ground around it. Everyone must remain on the platform for at least 10 seconds.





SCOUT MEETING SCHEDULE: WEEK 3 _____

THEME: TEAM BUILDING "A"

Date: _____

Time	Activity	Program Details	Leader Responsible
15 mins.	Gathering Activity	Guard the Chair game (See detail planning sheet)	_____
10 mins.	Opening Ceremony	Details can be found in the Scout Leader's Hand-book)	_____
20 mins.	Game	Five Up game (See detail planning sheet)	_____
40 mins.	Skills	Communication Skill Session (See detail planning sheet)	_____
20 mins.	Game/Challenge	Traffic Jam (See detail planning sheet)	_____
20 mins.	Patrol/Troop Meeting	Moonball (See detail planning sheet)	_____
10 mins.	Closing	<i>See Scout Leader's Hand - book)</i>	_____
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans.	

Badge Links: _____

Meeting Notes: _____

GAMES

GUARD THE CHAIR

PURPOSE

This is a fun, fast-reaction game requiring teamwork.

EQUIPMENT

You'll need one chair and one soft sponge ball.

HOW TO PLAY

Put the chair in the centre of a circle, about one metre in diameter. One player is selected to guard the chair. The guard must stay outside the small circle.

Form the rest of the Scouts into a large circle, one arm's length apart, around the circle containing the chair.

Players in the large circle must try to hit the chair with the ball. The guard may block the ball with any part of their body, except hands.

A player who hits the chair becomes the guard. Players may pass or throw the ball around the circle to get a clear shot at the chair.

FIVE UP

PURPOSE

This is a good team game.

EQUIPMENT

You will need only one volleyball.

HOW TO PLAY

Form players into two teams of five to eight players each. Using a ball, each team tries to complete five successful passes between five different players on the team. The other team tries to prevent this without fouling—just like basketball.

If two players seize the ball at the same time, the referee calls a toss-up. This rule is designed to prevent pushing and shoving.

There's no rule limiting the number of steps a player may take while possessing the ball.

Players should call out "one", "two", "three", etc., as they pass the ball. If a player misses a catch, drops the ball, or passes to a player who has already been in that sequence, the team must start over at "one."

When a team completes five successful passes, it scores a point. A toss-up starts the next playing sequence. The team with the most points after a pre-determined time, wins.



SKILL SESSION

COMMUNICATION EXERCISE

This first exercise will stress the importance of reading everything, even when rushed.

While handing the list of questions out to each Scout, tell them that they have only three minutes for the exercise; it's essential that they finish within that time period. Say this quickly, as if very rushed! Don't allow time for explanations or questions. After the Scouts finish the sheet, check to see how many followed the instructions, starting with number one: "Read everything before doing anything." (Time: 15 minutes)

1. Read everything before doing anything.
2. Print your name in the right hand corner of this paper.
3. Call your name out loud with your hands cupped to your mouth.
4. In the margin of this page, subtract 77 from 143.
5. Punch three holes in the top of this page in the form of a triangle with your pencil .
6. Only after completing number nine, write the answer to number four with three added to it in the bottom left-hand corner of this page.
7. Give the person on your right a warm hug.
8. When you have finished reading all of the above, do only number seven and ignore everything that follows this statement.
9. Whisper, "Isn't this fun?" into the ear of the person on your right.
10. Stand up quietly and spin around three times.
11. Say loudly, "I'm three quarters of the way through this test."
12. Count in your head backwards from 10 to 1.
13. Draw a circle around the number seven.
14. Underline with your pencil all the even numbers that are on this page, and box off the odd ones.
15. Now that you have finished reading all of the questions, do only number three.

COMMUNICATION QUICKIE EXERCISE

This exercise emphasizes why Scouts should listen carefully and follow directions. Give each Scout a blank piece of paper and tell them you're going to give them a task. (Time: 5 minutes)

Spell out "two words" from these letters, using every one: OODRWWTS. After they have struggled with this, give them the answer. The letters (and the directions) spell: "two words."

DISCUSSION

What did this teach you about the need to listen carefully? Why would it have been much better to see this written down, rather than hearing it?

LET'S TALK EXERCISE

This exercise shows how we use non-verbal clues, and how natural these gestures are to us. It also demonstrates how much we depend on gestures to communicate. Without gestures, communication becomes more difficult. (Time 15 minutes)

Divide your Scouts into pairs. Ask them to talk for 2 - 3 minutes about anything. After the time expires, tell them to stop and explain to each other what they noticed about their partner's non-verbal behaviour; for example, they looked away while you were talking; they tapped a finger or pencil; they squinched up their face; they waved hands about, etc.

After the Scouts have identified these gestures, acknowledge that people do them unknowingly. Now that the youth have been "critiqued", ask them to resume the conversation, but this time to concentrate on using no movements. Allow 2 - 3 minutes.

DISCUSSION

1. Were you aware of your non-verbal movements in the first conversation?
2. Did you find your partner's gestures distracting or annoying?
3. How did it "feel" when you were forced to talk without using any gestures? Was the conversation as effective or interesting?

HAND TO CHIN EXERCISE

This activity illustrates how actions speak louder than words. (Time: 5 minutes)

Ask the troop to stand in a loose group in front of you so they can all see your face and hands. Ask the Scouts to extend their right arms parallel to the floor.



Say, "Now, make a large circle with your thumb and forefinger." (As you speak demonstrate the action.) Ask the Scouts to continue to make progressively smaller circles, each time demonstrating the action. Then continue. "Now, very firmly, bring your hand up to your chin." Note: As you speak, bring your hand up to your cheek, not your chin.

Pause.

Most Scouts in your group will have followed your gesture (not your words). Their hands will be touching their cheeks.

Look around, but don't say anything. After 5 - 10 seconds, a few in the group will realize their error and move their hands to their chins. After a few more seconds, others will notice and move their hands, too.

Using other Scout members as leaders, try a few more actions in the same way.

You've been verbally reinforcing the point, "Do as I say, not as I do." This is why it's important to role-model what we want people to do, not just to say.

DISCUSSION:

1. How can we use this demonstration of actions speaking louder than words in our life?

COMMUNICATION SKILLS DISCUSSION

Ask your Scouts if they have ever been in a verbal fight? How did it end? The following four skills will help your Scouts communicate more effectively.

1. Paraphrase what the other person is saying.
 2. Check your impression.
 3. Describe the other person's behaviour.
 4. Describe your own feelings.
1. Paraphrasing. Many people mistakenly think that they correctly understand what the person is saying, without troubling to check whether the remark means the same thing to the speaker. By repeating back to the speaker what you think they said, it gives the speaker an opportunity to agree with your impression, or correct it. It also makes the speaker realize that you are listening closely, and trying to understand.

For example: Judy says, "I'm glad school's over."

You think that Judy means that she hates school.

You paraphrase, "You mean you hate school?"

Judy responds, "No, just that now I can work full time and make more money."

-
2. Impression checking. Often in conversation, inferences are drawn from the tone, words, gestures or facial expressions of the speaker, based on our own experience. Impression-checking involves describing to the speaker what you perceive to be their expression of feeling.

For example: "I'm uncertain whether you're angry at me because I didn't take out the garbage, or angry that I forgot."

An impression shows the speaker that you are attempting to understand what they are communicating, not just by words, but by their expressions. It doesn't involve approval or disapproval of the speaker's feelings.

3. Describing behaviour. Behaviour description means reporting specific observable actions by others without judging these actions as good, bad, wrong or right. It means describing the action clearly enough for others to know what you observed. It helps to begin your description with expressions such as, "I noticed that..." or, "I heard you say..."

For example: "Bob, I noticed that you've taken the opposite position on nearly everything Harry has suggested today." (Not, "Bob, you're just trying to show Harry up"—which is an accusation—or, "Bob, you're being stubborn"—which is name-calling.)

To develop your ability to describe behaviour, you must sharpen your observation skills, recognize when you are making inferences, and be able to describe them in non-threatening terms.

4. Describing one's feelings. This technique, most often used in personal relationships, describes what the other person's actions or statements have caused you to feel. The trick is not to describe the action, but how the action made you feel.

For example: "When you shout at me, it makes me think you think I'm dumb."

In reality, the person is shouting because they're frustrated. A statement describing your feelings will help the person realize how the actions and statements are affecting you. Or, it offers an opportunity for the speaker to correct the misunderstanding the comments gave you.

GAMES

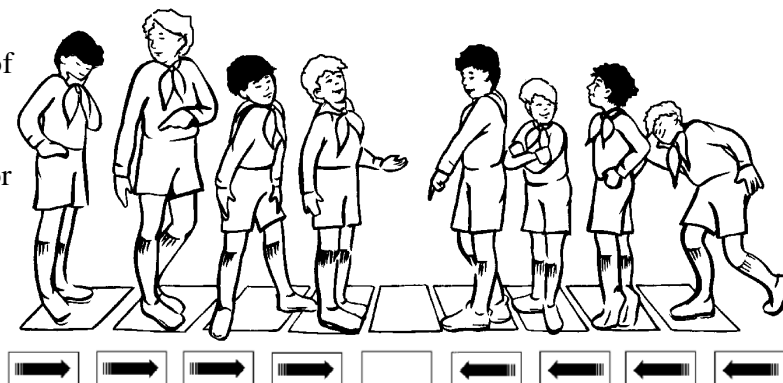
TRAFFIC JAM

PURPOSE

This game teaches an excellent message. It requires no equipment.

HOW TO PLAY

In a straight line, mark a series of squares—one more than the total number of players. Make the squares (within one easy step) with chalk, masking tape, picnic plates or anything handy.





Divide the group into two smaller groups of four to seven persons. The Scouts must now exchange places on the line of squares. All members to the left of centre are to end up on the right and all members to the right of centre are to end up on the left.

The two groups must change sides using the following moves.

LEGAL MOVES

- A person may move to an empty space in front of them.
- A person may move around a person who is facing them into an empty space.

ILLEGAL MOVES

- Backward moves.
- Any move around someone facing the same way the mover is facing.
- Any move that involves two persons moving at once.

PATROL CHALLENGE

MOONBALL

PURPOSE

Moonball is an excellent game that develops cooperation and fast reactions. Play becomes intensely competitive as a group competes against its last best effort. Don't use a volleyball, basketball, etc., for this game. A beach ball's flight characteristics fit in well with the low-key emphasis. Several beach balls are all you need.

HOW TO PLAY

Scatter your group (any number, but use two or more balls as the group size demands) on a basketball court or field. Use a well-inflated beach ball as the object of play. The group's objective is to hit the ball in the air as many times as possible before the ball strikes the ground.

The tension and expectation builds as each "world record" is approached. Moonball is popular with all ages because it's simple to understand, requires little skill and involves everyone.

RULES

- A player cannot hit the ball twice in succession.
- Count one point for each hit.



SCOUT MEETING SCHEDULE: WEEK 4 _____

THEME: TEAM BUILDING "A"

Date: _____

Time	Activity	Program Details	Leader Responsible
15 mins.	Gathering Activity	Old Plug game (See detail planning sheet)	_____
10 mins.	Opening Ceremony	Details can be found in the Scout Leader's Handbook)	_____
20 mins.	Game	Go-Tag game (See detail planning sheet)	_____
40 mins.	Skills	Problem Solving Skill Session (See detail planning sheet)	_____
20 mins.	Game/Challenge	The Tangled Knot (See detail planning sheet)	_____
20 mins.	Patrol/Troop Meeting	Message Relay (See detail planning sheet)	_____
10 mins.	Closing	<i>See Scout Leader's Handbook)</i>	_____
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans.	

Badge Links: _____

Meeting Notes: _____



GAMES

OLD PLUG

PURPOSE

Scouts will learn about co-operation in this game.

EQUIPMENT

All you'll need is a volleyball.

HOW TO PLAY

Form your troop into a circle. Four Scouts should stand in the centre of a circle, each with their arms around the waist of the Scout in front. Those forming the circle should pass the volleyball around trying to get a chance to hit—below the knees—the last Scout standing in line ("old plug") in the centre. The other three Scouts help manoeuvre to protect "old plug." The Scout who finally hits "old plug" moves to the front of the line of the four Scouts. The Scout who was hit takes a place in the circle, and the Scout who was formerly third in line now becomes "old plug."

GO-TAG

PURPOSE

This is a version of a game that's played with intense seriousness in India and Pakistan. You can enjoy it at whatever skill and strategy level you decide to play. No equipment is needed.





HOW TO PLAY

Everyone squats in a line, alternate players facing opposite directions. If you think of the line as the central axis you can imagine an oval track running around the line. (There's no need to mark boundaries; the track is defined by the axis.)

The Scout at one end of the line will be the first runner. Scout #1 may run around the track in either direction. The person at the other end will be the first chaser. Scout #2 may start running either clockwise or counter-clockwise, but may not switch directions once started. The object of the game is for the chaser to tag the runner.

What keeps this from becoming just a steeplechase game of tag is that the chaser works with the other people squatting in the line. Running around the track, the chaser can tap the back of any squatting player and shout, "Go!" The tapped player steps forward to begin the chase, while the old chaser replaces the new one squatting in the line. This manoeuvre is called the "Go-Tag" and makes the chaser a group entity, able to cross over the centre of the line and change the direction of the chase.

When you first play the game, practice the Go-Tag manoeuvre a few times so everyone understands how it works. Then start playing more seriously, exploring the strategies that the chasers can use. Change the chasers frequently and rapidly enough to catch the runner off guard—that's a key to the game. Running speed is not as important as reflexes and quick thinking.

When the chaser finally tags the runner, the tagged runner squats at one end of the line, the person who tagged them becomes the new runner, and the person at the other end of the line becomes the starting chaser for the next round.

SKILL SESSION

SOLVING PROBLEMS

Scouts need to look at problems as challenges. Building fun into problem-solving can have a positive impact on the attitudes of those who participate in these activities.

The following activities introduce a variety of challenging problems. The variety also helps everyone feel involved. As not all people perceive problems in the same way; the variety of problems give opportunities for everyone to both demonstrate and develop new skills. It makes them fun.

Arrange activities into three, ten-minute, round-robin stations: The 9 Dots, Wordles, and The Misplaced Dot. Copy the page with the activities on it and cut them apart.

STATION A: THE NINE DOTS

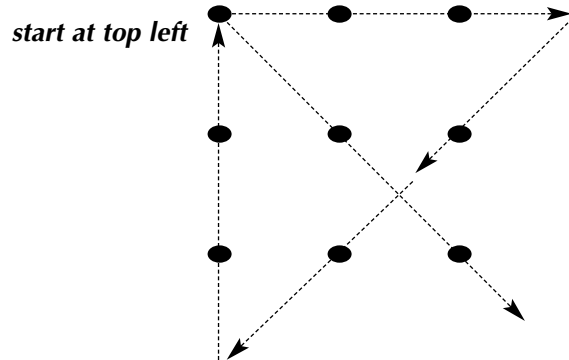
This exercise provides an example of how we frame a question, adding rules that don't really exist because of our life experience and past learning.

Tell the Scouts to connect all the dots without lifting their pencils, or using more than four straight lines. They may not retrace their lines, but may use fewer than four lines if they prefer.



The solution encourages creative thinking; it requires youth to see outside artificial boundaries: in this case a series of dots. The objective of dot-to-dot drawing is to teach motor skills, not to create a framework for thinking.

ANSWER:



STATION B: WORDLES

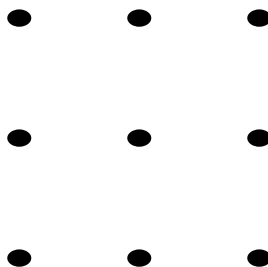
This activity provides a quick exercise to encourage group interactions. It introduces the notion of problem-solving. Most people will be able to solve some of the brainteasers but will need to rely on others to find all the answers. Try to get the Scouts not to focus on "I." The exercise simply requires giving a translation of the problems by visual and written communications.

Tell the Scouts they have five minutes to decipher the brainteasers below into a word or phrase.

ANSWERS:

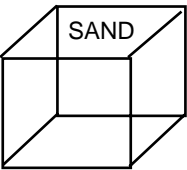
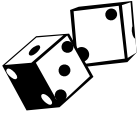

- | | |
|------------------------------|--------------------------------|
| 1. Sandbox | 11. Knee on light (neon light) |
| 2. Man overboard | 12. Circles under the eyes |
| 3. I understand | 13. High chair |
| 4. Reading between the lines | 14. Paradise |
| 5. Long underwear | 15. Touchdown |
| 6. Crossroads | 16. 6 feet under ground |
| 7. Downtown | 17. Mind over matter |
| 8. Tricycle | 18. He's beside himself |
| 9. Bi-level or split level | 19. Backward glance |
| 10. 3 degrees below zero | 20. Life after death |

STATION A: THE NINE DOTS

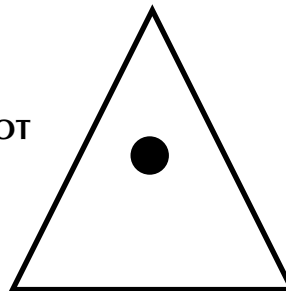




STATION B: WORDLES

1. 
2. MAN
BOARD
3. STAND
I
4. |R|E|A|D|I|N|G|
5. WEAR
LONG
6. R
ROAD
A
D
7. T
O
W
N
V
8. CYCLE
CYCLE
CYCLE
9. LE
VEL
10. $\frac{o}{M.D.
B.A.
PhD.}$
11. $\frac{KNEE}{LIGHT}$
12. ii
oo
oo
oo
oo
13. CHAIR
14. 
15. T
O
U
C
H
V
16. GROUND

17. MIND
MATTER
18. HE'S / HIMSELF
19. ECNALG
20. DEATH LIFE

STATION C: THE MISPLACED DOT



(photocopy this page as required)



STATION C: THE MISPLACED DOT

This exercise seeks to judge an object in terms of its relevant dimensions, while ignoring other influences. The key to this exercise is to be able to avoid being visually confused by the converging lines at the triangle apex.

Ask your Scouts to assess whether or not the dot is (a) closer to the top than the base of the triangle, (b) closer to the base than the top of the triangle, or (c) midway between the top and the base. (This is the correct answer.)

In the discussion period, focus on why they were accurate or inaccurate in the task. Discuss real-life constraints that illustrate how things affect our perception of events or situations. How can we overcome such forces?

PROBLEMS OR OPPORTUNITIES? _____

SEVEN STEPS TO PROBLEM-SOLVING

PROBLEM SOLVING STEPS	USEFUL MEMBER ROLES	BLOCKS
1. Define the problem	Recording definition Orienting Clarifying Describing current situation	Ambiguity Different perceptions Generalizations
2. Get the facts	Collecting data Giving information Orienting Summarizing Assigning importance to problem	Moving to the next step too quickly Lack of focus
3. Identify causes	Questioning each fact Recording causes Reviewing check list	Accept fact without relating cause
4. Propose Solution	Seeking opinions Giving opinions Co-ordinating Making suggestions	Starting to evaluate ideas too soon Limiting participation Minority not heard



5. Test solutions	Giving opinions Testing feasibility Mediating - harmonizing Co-ordinating Evaluating alternatives	Emotional distortions Steamrolling over others Majority voting Loss of focus
6. Choose best course of action (solution)	Giving opinions Co-ordinating Mediating - harmonizing Testing for consensus Gaining a commitment Making a decision	Majority decision Polarizing
7. Implementing and control decision	Giving information Testing feasibility Initiating action Accepting responsibility	Lack of involvement Generalizations Vague responsibility

This problem-solving guide gives Scouts seven steps to creative problem-solving in groups. Often we view problems in a negative way—things that have "gone wrong." Sometimes negativeness restricts our thinking. Challenge your Scouts to view problems as challenges and opportunities. Asking, "What are the opportunities here?" can release new energies and ways of thinking.

GAMES

THE TANGLED KNOT

PURPOSE

Your Scouts have to solve this puzzle while working as a team.

HOW TO PLAY

Ask the troop to form a tight circle shoulder-to-shoulder. Have everyone close their eyes and extend both hands into the centre of the circle. With eyes closed, ask each person to grasp the hands of two different people. When each hand is grasping another hand, tell participants to open their eyes and listen to the explanation of the objective.

Without letting go of hands, the group must unwind and free themselves from the seemingly impossible Gordian Knot. They must end up in a circle.



RULES

1. Scouts must not break physical hand-to-hand contact when unwinding the knot. Grips may change and palms may pivot on one another, but youth must maintain their contact.
2. When the group is finally arranged in a circle, some individuals' arms may be crossed. This is part of an acceptable solution.
3. If time is running out, the problem can be simplified by breaking one grip and asking the group to form a single line instead of a circle.

PATROL CHALLENGE

MESSAGE RELAY

PURPOSE

This challenge is a brain teaser with lots of action.

EQUIPMENT

You need one message (about twenty words, cut into one-word pieces), one box and a pencil and paper for each team.

HOW TO PLAY

Teams must line up in relay formation at one end of the hall. At the other end, place boxes with messages jumbled up. On a signal, one player at a time runs up, picks a word out of the box, returns and gives it to the team leader. The team leader does not run. As soon as the first runner returns, the next player then goes up and gets another word, and so on.

The team leader tries to sort the words into a message. While the other Scouts in the team are not running, they can help too. The message should require a specific action such as, "When you have deciphered this message, put the paper with the message on it, as well as the pencil and words, into your box and deliver them to me".

The first team to get all of the words, decipher the message and complete the action, wins.



TEAM BUILDING “A”DAY HIKE _____

Time	Activity	Person Responsible
9:00 a.m.	Scouts arrive at gathering area for hike. Patrol leaders check for sunscreen, hats, water containers, review route being taken, and rules. (See detail planning sheets)	_____
9:15	Depart on hike. Leaders are spread throughout troop with one leader at the end.	_____
10:30	Stop for break. Have a snack and drink. Check for blisters. Play Trees in an Apple, and Fox and Squirrel games. (See detail planning sheets)	_____
11:00	Continue hike.	
12:00	Arrive at destination for lunch. “Do Lunch in a Tree.” While Scouts are eating, set up Spider Web game. (See detail planning sheets.)	_____
1:00 p.m.	Spider Web game. (See detail planning sheet)	
1:30	Start to return. Use different route if possible. Have a leader at end of line.	_____
2:45	Stop for break. Have a snack and drink. Play Trust Fall game. (See detail planning sheet)	_____
3:00	Continue hike.	_____
4:30	Arrive at pick-up point. Play Hot Isotope Transport game. It's not necessary to carry this equipment on the hike as the game will be played at the pick-up point. Leave it in a vehicle and retrieve when needed. (See detail planning sheet)	_____
5:00	Parents arrive for pick-up.	_____

HIKE PLANNING AND SAFETY

BEFORE AND DURING

Hiking involves two separate actions—moving and not moving. When planning the amount of time you will need for your hike, remember to include at least five minute rest stops every hour, plus time to have your lunch, explore the area and return back with more rest stops. The terrain will have an effect on the amount of time required for your hike, too. Walking 8 km over a vertical rise of 1500 m demands more energy than walking 24 km on flat land.

Pick a date and a rain date for your hike. Your first date should come as soon as possible after finishing this series. Arrange transportation to and from your trailhead (gathering place).

PAPERWORK

- Arrange for permission from the landowner. Check to see if you need a fire permit.
- Send home details of the planned hike. Include date and rain date, drop-off and pick-up times, special equipment required, contact number for emergencies, leader's name and phone number, and a permission form to be signed and returned. (See attached sample permission form.)
- Ensure that you have everyone's Physical Fitness Certificate and health card number with you.
- Contact your group committee chair to let them know where you are going. If you're leaving the district you must get permission from the group committee and the local council.
- Leave a list of names of everyone attending the hike, as well as phone numbers with a designated contact person. This should be an adult who will be staying home during the hike—someone you can contact in case of an emergency or change in plans. The person would then call parents to keep them informed. Include this person's name and phone number in the letter sent home to parents.
- Have a qualified first aider on the hike, and a complete first aid kit.
- Review the activities and gather all necessary equipment.

HIKING RULES & SAFETY

1. Always walk in single file. If walking on roads, walk facing traffic.
2. Hitchhiking is against the law in many areas. Don't do it!
3. Learn to recognize Poison Ivy, Poison Sumac and Poison Oak. Stay clear of them!
4. If caught in a severe thunderstorm, stay away from large trees or rocky ledges. Remove your packs and metal hiking poles, and take cover in dense woods or ditches. If hiking on the plains, lie flat.
5. Always stay on the trail. Even if it's muddy, resist the urge to walk beside the trail. This just makes the trail wider and destroys more vegetation.
6. If the trail curves or zigzags, don't cut across the corners. This will compact the soil, destroy vegetation and establish a water run-off rut which will lead to more erosion.
7. Don't take chances with unsafe drinking water. On a day hike, bring your own.
8. Obey all signs, especially, "No Trespassing" or "Keep Off" signs.
9. If you pass through closed gates, shut them behind you.
10. Never walk on railroad tracks.
11. Stay together. The hike's pace is set by the slowest person.
12. You are in some animal's home. Respect its privacy by not feeding or teasing it. Keep your voices low—don't create noise pollution.
13. Don't pick natural vegetation, cut down trees or move rocks.
14. Whatever you pack in, pack out. Don't litter.
15. "Take nothing but memories; leave nothing but footsteps."



SAMPLE LETTER AND PERMISSION FORM

THE 9TH SCOUT TROOP DAY HIKE

When: June 8 (rain date June 21)
Where: Amazon Park, 9:00 a.m.
Pick-up at: Amazon Park, 5:00 p.m.
Bring: \$5.00 for lunch with permission form

Your Scout will be participating in an 11 km hike (round trip), on established trails. We will be stopping for lunch.

Bill Brown and Wendy Lee (both experienced hikers holding a current Standard First Aid certificate) will be the leaders on this hike. Sharon Brown has offered to be the contact person for the hike. If there are any emergencies or changes to the schedule, you can reach her at 222-2222.

Your Scout will require the following equipment:

- | | |
|--------------------|--------------------|
| - hiking boots | - rain gear |
| - day pack | - whistle |
| - water bottle | - small flashlight |
| - compass | - hat |
| - insect repellent | - knife |

Extra equipment:

- camera and film
- binoculars

Please sign the attached permission form and return it with \$5.00 at the next meeting.



I, (parent's name) , give permission for my child, (Scout's name) , to attend the hike at the Amazon Park on June 8 (or June 21). I agree to drop my child off at 9:00 and pick him/her up at 5:00. I will ensure that he/she has all equipment required. By giving permission I feel confident that my child can accomplish a hike of this duration.

Date: _____ Health Card # _____

Signature: _____ ☐ \$5.00 enclosed
parent's signature

GAMES

HOW MANY TREES ARE IN AN APPLE?

Give each Scout an apple and ask them to determine how many trees are in their apple.

The solution, of course, lies in dissecting their apple and counting the number of seeds inside. Then your Scouts may eat the apple.

FOX AND SQUIRRELL

PURPOSE

The object of the game is for the foxes to catch the squirrel by tagging whoever is holding the squirrel ball with one (or both) of the fox balls. If two against one seems unfair, just wait. You'll find out how foxy squirrels can be.

This is one of those wonderful games where you can't tell who's playing with, or against, whom. While it's not very demanding physically, somehow the youth always manage to reach a near-panic level.

EQUIPMENT

You will need three balls. Two should be similar—for the foxes—and the other, perhaps smaller and distinctly different, for the squirrel.

HOW TO PLAY

Everyone stands in a circle and begins passing the fox balls and squirrel ball from player to player around the circle. With a bit of practice, you should be able to get them all moving at top speed. Try out a few suddenly reversals as well.

Now here's the tricky-squirrel bit. We all know that foxes are quick, but squirrels are slick, and able to leap besides. That means you can only pass the foxes to the player next to you, but you can throw the squirrel across the circle. To keep everyone alert, call out "Fox!" or "Squirrel!" each time you pass one of the balls.

While the squirrel may appear as the favoured underdog, don't be surprised if the unexpected happens. You'll detect fox sympathizers by noticing who tosses the squirrel your way just as two foxes are approaching.

LUNCH IN A TREE

Leaders should spread out sandwich ingredients, utensils (no knives), drinks and dessert. Patrols will choose their lunch selections and determine how they are going to transport it up the tree.

Each patrol picks its own tree; they must climb it without damaging the bark or branches in any way. The patrol must work as a team to assemble their lunch and eat it while remaining in the tree.

Any objects falling out of the tree must remain on the ground; they cannot be recovered by the patrol until after lunch.

Safety: Pick a tree that will support the patrol's weight. Don't allow youth to climb more than four metres up. Don't allow horseplay.



SPIDER WEB (TROOP SIZE)

PURPOSE

This game teaches teamwork and leadership skills.

EQUIPMENT

You'll need various lengths of nylon cord and several bells. (Diagram 1 suggests how to tie the ropes.)

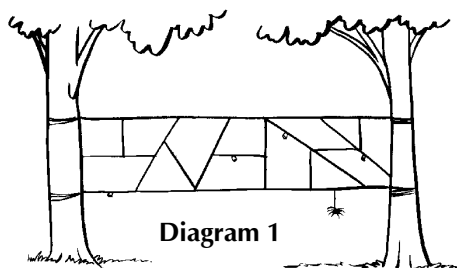
HOW TO PLAY

The object is to move your entire troop through a nylon web without touching the web material. Tie the ropes in a web pattern between two trees. Count those in your group so there are at least as many web openings as there are bodies to pass through. Tie four or five small bells anywhere on the web so movement of the cords (a touch) transfers readily to the bells.

If a bell tinkles, it means the spider has felt the participant; the scout must begin again to keep from being eaten by the hungry spider. Try to find a horrible looking rubber spider at a joke shop; dangle the spider threateningly from one of the nylon threads—a touch of the bizarre to add fantasy and fun.

To make the event more challenging, a person can pass through a web opening only once. This adds to the group commitment and the need for teamwork. You'll be surprised to see how small an opening a Scout can squeeze through (with help).

Safety: Don't allow anyone to dive through the web.



TRUST FALL

PURPOSE

One at a time, get your Scouts to stand on a platform (or log) and fall backward into the arms of the rest of the group. Falling youth should keep their bodies perfectly straight.

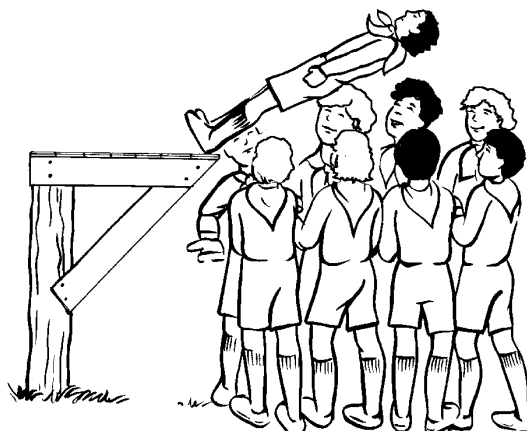
VARIATION

The person who falls is then placed on the ground face up to watch the next person fall. Repeat this for the entire group.

SAFETY FOR EVERYONE

LEADER

1. A leader holds a foot of the person on the platform until everyone is prepared for the fall.
2. One leader stands at the front of the line to catch the falling person's head.
3. Make sure you have enough strong Scouts ready to catch the faller.
4. Don't fall yourself.
5. Give the final signal for the person on the platform to fall.



PERSON ON PLATFORM

1. Keep arms close to your body (fold across chest, clasp hands in front, hold pants).
2. Stay as straight as possible; avoid bending at waist.
3. The faller should fall only when the leader gives a signal.
4. Fall back; don't jump or throw your body.

REST OF GROUP (CATCHERS)

1. Line up in two lines facing each other.
2. Hold hands palms up, elbows slightly bent, alternating hands **WITHOUT CLASPING WRISTS**.
3. Let arms "give" slightly with the weight of the falling person.
4. Don't back away.
5. Plant your feet firmly with one foot back.
6. After the catch, lower the person in a horizontal position.
7. Be sure to catch the faller's head.
8. Keep your heads back.
9. Be prepared for a person who bends at the waist. This will put all of their weight on two or three catchers.

"HOT" ISOTOPE TRANSPORT

PURPOSE

Scouts must pick up the isotope container (supposedly radioactive) from within a circle, and place it on the ground outside the circle.

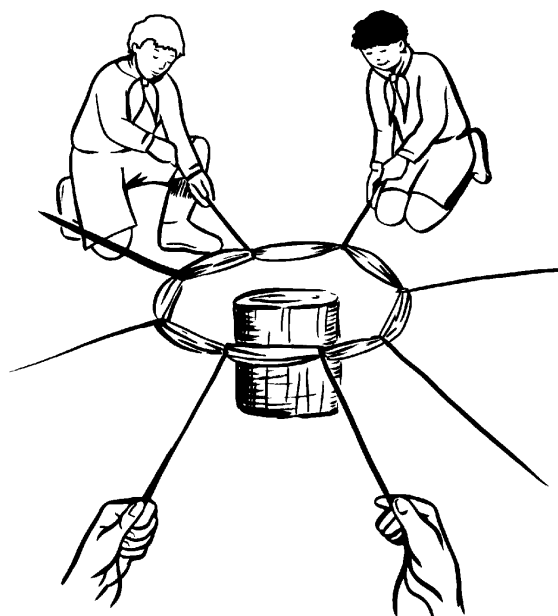
EQUIPMENT

The isotope "container" is a log (15 to 20 cm in diameter and 25 cm long) set upright in the centre of a 6 metre diameter circle fenced with rope (or marked in the dirt). The transporter is a 5 to 8 cm wide rubber band cut from an inner tube. To this band are tied eight, six metre long ropes.

HOW TO PLAY

Line the patrol up around the circle. Each Scout should grasp a rope. Under the direction of the patrol leader, Scouts must pull the ropes to stretch the rubber band, then bring the expanded band down over the container. Relax the band to fit tightly around the container, then lift and deposit the container upright outside the circle.

The patrol accomplishing the task in the shortest time, wins. (Try having several containers. The patrol moving the most containers out in a given time, wins.)



Medium Range

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

- identify community resources you need, and make necessary contacts,
- gather necessary equipment,
- set goals related to themes,
- determine youth member needs,
- 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 JUMPSTART) to ensure variety. These elements include games, crafts, music, acting, sports, outdoors, and spiritual fellowship. Use these elements to avoid a boring program and to hold your Scouts' 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:

- playing the games,
- becoming familiar with the skills,
- practising ceremonies,
- learning new songs.

This “practice” prepares the whole team to help implement the activity. It ensures that any leader is ready to fill in, if needed. After the meeting, check back to see if your program activities met the Scout program goals. These goals help you evaluate whether your program fulfils the needs of Scout-aged youth. If your Scouts are having fun, you can bet it meets their needs.

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

Discipline in the Troop: Helpful Tips

Discipline is a topic Scout leaders are always considering. Without it, programs dissolve into chaos, fun disappears and people sometimes get hurt. Here are some tips to help establish and maintain the necessary degree of control, while encouraging acceptable behaviour.

1. establishing discipline is different from being a disciplinarian. Try to help Scouts develop self-control, not blind obedience to authority.
2. Set, and explain to your Scout troop, rules and routines, then follow them consistently. Help Scouts draw up a list of behaviour rules that they think are necessary to make the troop more fair for everyone. Create a troop Code of Conduct and apply this Code to everyone.

3. Set a personal example for Scouts to see and learn from. Your attitude sets the tone and limits for acceptable troop behaviour.
4. Give ample warning when routines and activities are about to change. This will prevent Scouts from feeling rushed, and allow time to make the activity-switch mentally.
5. Watch for warning signals that Scouts are losing interest; at this point, change activities.
6. Use praise to reinforce positive behaviour. Let Scouts know you notice and appreciate their efforts to be good or improve.
7. Deal with problems calmly, quietly, and without causing embarrassment to the youth. 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 what is going wrong and what is needed to correct the behaviour. Give the Scouts a chance to air their feelings. They may tell you something that was overlooked in the planning. Too often we assume youth are aware, or capable, of knowing what we want, when in reality no one has ever told them.
9. Prepare your meetings in advance. You will appear more confident. Have backup activities ready when Scouts get restless. Lag time between activities invites boredom and mischief.
10. Talk with other leaders, senior youth, and parents about discipline concerns that need special attention.
11. Use the patrol leaders. Part of their role involves finding out what Scouts like to do, assisting in planning and leading activities, and serving as role models.

FURTHER PROGRAM HELP

Program Resources

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

- *The Scout Leader's Handbook* — tells you everything you need to know about Scouts and the Scout section, ceremonies, working with youth, the outdoors, planning, and more.
- *The Leader Magazine* — published 10 times a year. It features program-related stories, tips and resource information.
- *Games from A to Z* — jam-packed with games.
- *Best of the Leader Cut Out Pages* — more tips and program ideas from the *Leader* magazine.
- *The Campfire Book* — this will light up your campfire program.
- *Scouts Canada's Song Book* — full of both traditional and fun songs for all occasions and theme programs.
- *The Patrol Leader Handbook* — activities and games to use.
- *Campfire Program CD/Cassette* — two actual campfire programs to use as is, or to help learn some great campfire songs.

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.

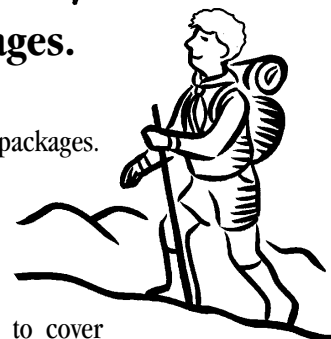
JUMPSTART Video Now Available!



Video for use with JUMPSTART theme packages.

The video provides:

- Self-help, how-to information on program planning and using the packages.
- A program planning resource for Scout Woodbadge Training.
- Resources that include the outdoors in the Scout program.
- Other Scout information.



The video highlights the planning process and uses a "Hiking" theme to cover a week's program in detail: gathering activities, opening ceremony, games, skills, Patrol exercises and the closing ceremony.

The video also highlights a variety of other JUMPSTART packages.

Running Time: 30 minutes. Video Cat. # 20-415

**Videos Available at
Your Local Scout Shop!**

Cat. # 20-421

