

# PROGRAM BUILDING



A guide for leaders  
Pack Scouters Series No: 3

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# PROGRAM BUILDING



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Pack Scouters Series No: 3

Originally  
*Published by the National Council  
Boy Scout of Canada  
Ottawa, Canada*

## CONTENTS

	Page
FOREWORD	5
INTRODUCTION	5
PROGRAM BUILDING	
1. GENERAL PROGRAM NOTES	6
2. CONDENSED PROGRAM TIPS	7
3. DETAILED PROGRAM TIPS	10
4. SUGGESTED INDOOR MEETINGS AND ACTIVITIES	11
5. SOME OTHER SUGGESTIONS FOR INDOOR MEETINGS	14
SPECIAL PROGRAM IDEAS	
1. SUGGESTED PROGRAM ACTIVITIES WITH THE FAMILY	15
2. SUGGESTED PROGRAM ACTIVITIES IN THE COMMUNITY	16
3. ACTIVITIES FROM A TO Z	18
4. CEREMONIES PROVIDE COLOUR	19
5. COMPETITIONS LEND SPICE	24
6. ATMOSPHERE ADDS NOVELTY	25
7. SPECIAL PACK MEETINGS	26
8. SOME OTHER SUGGESTIONS	38
RESOURCE MATERIAL	40
APPENDIX 'A' — LET'S ANALYZE THE PROGRAM!	41
APPENDIX 'B' — GUIDE TO AN INVENTORY OF COMMUNITY RECREATION RESOURCES	42
INDEX	<i>not included in this e-edition</i>

## FOREWORD

This is one of a series of books designed for Scouters working with Wolf Cubs. The complete series consists of:

- Cubbing.
- Pack Operations.
- Program Building.
- Creative Activities for Wolf Cubs.
- Outdoor Activities for Wolf Cubs.
- Star and Badge Activities for Wolf Cubs.

The titles show that the total Wolf Cub program has been covered from the basic book on *Cubbing*, through general ideas on pack operations and programming and on to specialized activities, such as acting, games, music, stores, crafts, outdoor activities, and star and badge work.

We are grateful to Scouters and others who have provided ideas, suggestions and other valuable information for inclusion in these books.

The program activities and, as a result, the book series are under constant review in order to keep them up-to-date. Comments and suggestions on the books or about Cubbing in general will be welcomed by the Wolf Cub Subcommittee of the National Program Committee, National Headquarters, Boy Scouts of Canada, Ottawa.

## INTRODUCTION

This book is designed for Scouters and is packed with detailed information related to program development. Scouters should choose the items that suit their particular situations and adapt them where necessary.

The first part of the book is concerned with ideas for indoor meeting activities and lays the basis for what follows.

The latter part of the book offers special program ideas designed to encourage greater family involvement with Cubbing and to make fuller use of aspects of the community in the program. In addition, the place of ceremonies is outlined; some comments are offered on competitions in the pack; atmosphere is discussed as it relates to the *Jungle Book* and other themes and this leads to some program outlines for special pack meetings.

There are a number of books providing resource material concerned with program building listed on page 39. Finally, Appendix 'A' provides guidance to leaders on analyzing programs while Appendix 'B' is a guide to locating the potential resources and skilled personnel available in most communities.

## SECTION 1

### PROGRAM BUILDING

#### 1. GENERAL PROGRAM NOTES

Planning is as essential to success in Cubbing as it is in every other area of life. Planning gives purpose and direction to your efforts. Planning ensures vitality and progress. Planning helps in program development leading to adequate programming and therefore to good Cubbing. The basic appeal of Cubbing is proved. Imaginative, intelligent planning brings it to the boys. Your general objective in program planning must be to make your programs so full of fun, adventure, romance and interest, that members will remain and boys will want to belong.

The problem is to create and maintain interest. Certain general rules, summed up as follows, will help this process:

- action is better than inaction
- participation is better than looking on
- outdoors is more fun than indoors
- unusual is more exciting than the usual
- surprise is more interesting than the expected
- mysterious is more appealing than the obvious

In addition, a number of other important fundamentals of good programming include:

- An Objective — part or all of which can be reached and recognized. This could simply be to provide a week by week program that will be fun for the boys and satisfy many of their basic needs, but could also provide opportunities for their physical, spiritual, mental and social growth.
- Continuity — part or much of each meeting should tie in with what you did last week and with what you will do next week.
- Fun — essential reason boys join Cubbing.
- Variety — physical, mental, spiritual and social activities provide for the overall growth of boys.
- A Climax — a good build-up to a climax and back to a reasonable plateau again, i.e., noisy to quiet; active to passive, etc.
- Balance — all or most of the elements of Cubbing are covered: games, acting, stories, outdoors, crafts, music and star and badge work.
- A Theme — around which all the items of the program revolve. This theme may be suggested by the boys themselves.
- Achievement in Recognizable Form — when a boy goes home and is asked what he did in Cubs, he should be able to relate in terms of progress as well as in fun, games and knowledge.
- Use of Resources — how many helpers have you? Do you fully use them? What are their capabilities? Do they understand the needs and characteristics of boys and their behaviour and patterns of growth? What books are available? Are they being used? What training is available? Is it being used? What casual and specialized resources in the community are available? Are they being used?

## 2. CONDENSED PROGRAM TIPS

### Plan Your Work — Work Your Plan

- planning — use sixer's council, assistants and instructors
- plan three months in outline
- plan one month in detail
- put the plan on paper
- have a job for all; let them know; check
- complete change every so often
- fun is important

### Get Sixty Minutes Out of Every Hour

- see that the opening and closing ceremonies don't drag
- start right on time, i.e., Grand Howl at 6:30 p.m. sharp if you meet at 6:30 p.m.
- attendance and dues to sixers as Cubs arrive
- inspection should be short, snappy and thorough
- use games to keep Cubs in corners
- no lagging between program items; assistance must keep on their toes
- set a time for the following and then beat the time down
  - how long does it take for the pack to get into the circle?
  - how long does it take for the pack to become quiet?
  - how long before the last Cub leaves the hall?
- don't overplay games, five minutes is long enough

### Atmosphere: Distinctive — Unusual — Thrilling

- terminology — Akela (not sir)
- opening and closing — Grand Howl
- stories — crafts — excitement

### Discipline: Happy, But Firm and Just

- based on the promise and applies at all times
- speak in a low, firm voice
- keep the program moving
- uniform and dues help provide a sense of belonging
- waiting list develops keenness
- atmosphere — unusual, clean, punctual
- call of "pack" means freeze
- games well controlled, rules fully explained

**Instruction — Important Part of Program — Ten to Fifteen Minutes**

- progress for all — requires short and long-term planning
- chart — Cubs put up their own stars
- work slips — use parents for home-centred requirements
- use games, stunts and quizzes to teach and pass requirements
- National Anthem/Song at the end of most meetings
- clothes folded in corners, not jumbled on stage
- encourage Cubs to telephone when absent
- lair games — matchstick writing on promise, etc.
- notice boards — pictures of animals, boxers skipping, cartoons, etc.
- instruction — 5 per cent talk, 10 per cent demonstration, 85 per cent practical work

**Games — Average Five Minutes**

- use for passing and reviewing requirements
- good disciplined start and proper finish
- don't overplay favourite games
- points for all sixes, i.e., last six gains at least one point
- variety of games is important
- elimination games — Cub to do a somersault or headstand and rejoin game
- use imagination — one type of relay, many ways to play: run, hop, skip, blind-folded, arm in sling, lights out, carrying a ball, etc.
- let Cubs suggest and lead games



**Surprise Items — Five Minutes of Every Other Pack Meeting**

- stunt by leaders/sixers — a song, a dance, a yell
- presentations — service stars, happy birthday, candy, cake
- observation stunt
- fire drill — demonstration by Scouts — accident — lights out during game
- campfire — songs, games, skits, stories
- acting — good turn, expressions, acting slips, words
- crafts — card for Mother’s Day, present for father, etc.
- member of troop visit and talk on jamboree
- visit of chaplain — yarn on “duty to God”
- film show — jamborees — Canadiana
- see ideas on special pack meetings, page 26

**Outdoors — Simple Ideas**

- see book on *Outdoor Activities*
- twenty-five per cent of meetings outdoors — Saturdays — use assistants and parents
- send out six, small groups or Cub to report back by public telephone
- good turn — shovel walk
- wool trail on snow
- games
- build the biggest snowman, snowball or snowhouse, either as Cub, six or pack

**Summer Holiday Program**

- see outline programs in *Outdoor Activities for Wolf Cubs*
- story reading and telling — Tuesday mornings by mothers at boys’ homes
- handicraft — gardening, Saturday mornings by fathers at boys’ homes
- learn-to-swim campaign — at cottages and camps, taught by parents, older brothers and sisters
- expeditions — assistants or parents on Saturdays
  - (a) splash party at lake or river
  - (b) train or bus trip to historic spot
  - (c) museum visits
  - (d) library — story telling

### **3. DETAILED PROGRAM TIPS**

#### **Every Plan Must Have an Objective**

##### **Consider Each Individual**

In preparing a target plan, review the progress made by each member of the pack. Remember that each boy is an individual. Consider his ability and potential progress. Discuss objectives with him if possible. The sum total of the objectives set for each individual will provide the target for the entire pack.

##### **Use Your Assistants**

Program details should be planned with and for your assistants. Capable men and women must be made to feel that they are filling a need and making a vital contribution in giving their services. Do not saddle assistants with routine record-keeping or mechanical procedures only. Periodically, rotate jobs so that assistant leaders have the opportunity to grow and develop on the job.

##### **What Do the Cubs Think?**

Encourage the Cubs to talk things over in the pack meetings. Cub activities and programs must appeal to the boys. If the ideas come from the boys themselves you can be sure that the program will interest them. Use your sixers through the sixers' council meetings, and consult other Cubs as well.

##### **Plan in Advance**

Detailed meeting plans should be made in advance for a suggested three months' period. They must be flexible, and the leader should expect to make alterations and changes as the time for the actual meeting arrives. However, much time and effort can be saved if rough outlines of meeting programs, including instructions and games, can be drawn up for a period in advance. Also, it is important that all leaders and instructors know what they are going to do at any particular meeting. If, for example, a leader is asked to conduct a series of sense-training games, then he should know of this well in advance in order to prepare his material.

The programs must be flexible to allow for weather, other conditions and unusual occurrences such as a circus or fair coming to town. It is no time for quiet games if the weather is cold and the heating plant is not working, nor is it time for rough active games on a hot, sticky June evening.

##### **Change Activities Fairly Often**

Each program should contain variety: changes from noisy to quiet games; mental to physical activities; work to play; romance to handicrafts; etc. And each program should vary from the previous one, so that the Cubs never really know what is going to happen next. (Actually, in working with such an active age group, few leaders will always be sure of what will happen next.)

##### **Active to Quiet**

Start your meeting on an active level, with strenuous physical games which provide an opportunity for the boys to work off surplus energy. As the meeting progresses, active games should be scheduled after periods of physical inactivity, i.e. have an active game after an instructional session or talk. The meeting should end on a quiet note, with quiet games, or a yarn. This is important with Cubs as they are more likely to go quietly home if they are not physically stimulated or emotionally aroused toward the end of the pack meeting.

### Outside Help

Bring in outsiders to help you in your work. Instructors who would not be available as year-round leaders can often be found to present their hobby, trade, or interest, to meetings for a two or three-week period. Group committee members, members of sponsoring bodies and specialized associations such as the local fish and game club, etc., are sources of help.

### Not All Games

Meetings are not made up entirely or chiefly of games. While there is definite training value in games, there must be periods of other work. The Cubs themselves, particularly the older boys, enjoy a meeting in which they make progress.

### Review Your Plan

Is every part of the Wolf Cub program being used? Are some parts being over-stressed and others ignored? Is every Cub in the pack making progress? Are the programs fast moving and diversified? How is the pack inter-six competition going over? Are the parents in touch with pack activities? Are the pack records up to date? Is “duty to God” given due emphasis in the pack program? Are good turns part of the regular Cub and pack activities?

## 4. SUGGESTED INDOOR MEETINGS AND ACTIVITIES

In view of climatic conditions, many activities must take place indoors with, it is hoped, periodic trips out-of-doors.

This section will cover in detail a suggested program for an indoor pack meeting. Use it as a guide. Keep programs flexible at all times and experiment with your own ideas.

### A Suggested Outline for a Pack Meeting

TIME	ACTIVITY	LEADER
(i) 6:20 —	Assembly and Preliminaries. Boys arrive, go to corners. Sixers mark attendance, collect and hand in dues. Check tidiness of each Cub. Six carries out its tasks. Time for free unorganized play.	All
(ii) 6:30 —	Parade Circle, Grand Howl, Salute the Flag	Akela
	— Cub Silence or Prayers	
	— General and Special Inspection	Baloo
(iii) 6:40 —	Steam-Off Games	
	— Man the Boat	Akela
	— Whackem	Instr.
(iv) 6:50 —	Instruction Period	All
(v) 7:05 —	Games on Star Work	
	— Knots	Baloo
	— Exercise	Instr.
(vi) 7:15 —	Special Item — Skit, Outdoor Stunt, Play Story, etc.	Leader
(vii) 7:30 —	Six Competition Games	
	— Star Relay	Raksha
	— Spot the Colours	Akela
(viii) 7:40 —	Campfire, Story	Raksha
	— Songs	Baloo
	— Game	Instr.

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## PROGRAM BUILDING

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- Announcements
- The National Anthem Akela
- (ix) 8:00 — Grand Howl
- (x) — Cub Silence or Prayers Akela
- “Good Night, Good Hunting, Go straight home.”

### Detail Notes

(i) A leader should be present during the free opening period to check undue horseplay and noise among the first arrivals. As Cubs arrive they go to their six corners where the sixers take charge. Let early arrivals play about with a ball or other game equipment until all or most of the boys have arrived.



Attendance — Give credit for attendance when absence is due to a good cause. Encourage Cubs to telephone a Scouter or their Sixer when they are unable to attend.

Dues — The collection of individual Cub fees is to be encouraged. Sound arguments favour weekly fees. Since it is always desirable that the Cubs earn the money, the average boy can more readily earn and more easily remember the small weekly fee, whereas the larger monthly or yearly fee is harder to save and easier to forget. The regular weekly payment is of distinct “business” value to the Cub.

Service Six — This is usually passed around from month to month. The service six is responsible for placing the table and chairs for the leaders, bringing out the totem pole, if used, competition score board and the star and badge wall chart. After the meeting this six puts the equipment away and generally tidies up. The sixer of the service six may lead the Grand Howl.

Meanwhile, the leaders have been reviewing the suggested program, setting out the necessary equipment, recording the fees, and, in general, getting ready for the pack meeting.

(ii) Exactly at 6:30 p.m. the leader calls, “pack, pack, pack!” Responding with a single drawn-out cry “p-a-c-k!”, the Cubs run and form the parade circle around the Cubmaster, the service sixer leads the Grand Howl, the pack face and salute the flag.

Cub Silence or Prayers — see (x).

## PROGRAM BUILDING

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**General Inspection** — This means a general looking over of each six and the approval of its tidiness and smartness of appearance, uniform, hair, shoes, etc., considered against a possible perfect score of ten points. A leader does the general inspection, the Cub instructor recording at the competition score board. As the leader approaches each six the sixer calls, “red six, alert!” The leader looks over the red six, from front to rear, and calls out the points awarded, as “red six, eight points”, etc., and the Cub instructor marks up eight points for the red six.

**Special Inspection** — This concerns the cleanliness and tidiness of such personal details as hands, neck, ears, teeth, hair, clothes, neckerchief and footwear. The actual subject is not revealed in advance. Since points are involved it doesn’t take the six very long to come up to a high standard of cleanliness.

**(iii) Steam-Off Games** — These are used to permit the Cubs to let off excess energy and to put them in a receptive mood for the instruction period to follow. The details of the two games mentioned are in book four. Pack instruction should introduce Cubs to the games to be played.

**(iv) Instruction Period** — It is not necessary to instruct by sixes, and, in many cases, Akela may instruct the recruits, an assistant and a Cub instructor may instruct the Cubs working on stars with outside help, while another assistant will be working with the other Cubs.

**(v) Games on Star Work** — These are used to instil and review the details of some of the items the Cubs were taught during the instruction period.

**(vi) Special Item** — This could be an outdoor stunt, a handicraft session or a boxing match. In other words, include a surprise or novelty item by the leaders. See Activities A to Z, page 18.

**(vii) Six Competition Games** — These are to develop the keenness of the Cubs and could be used to review sections of their Cub work. The details of the two games mentioned are in book four.

**(viii) Closing Ceremonies** — For the campfire the service six brings out the artificial campfire, if available, and the Cubs sit cross-legged in a close circle. Several lively songs are sung, a game and stunt or two are played and then the Cubs settle down for the evening’s story. At the end of the story Akela, followed by the Cubs, rises. Announcements are made and the National Anthem/song is sung.

**(ix) The service six** clears away the campfire and places the totem pole in parade circle. The pack gives the final Grand Howl which may be whispered to fit into the quiet mood carried over from the story.

**(x) Cub Silence or Prayers** — Some packs have this item at the beginning of their meetings; others have it at the end just prior to dismissal.

Cub silence is a brief period of personal silent prayer during which time the thoughts of the Cubs are directed by Akela to something for which they have reason to be thankful. For packs comprising boys of mixed church connections, Cub silence is used as the prayer period.

In pack comprised of one denomination (and especially if the group is sponsored by that denomination), prayers as approved or suggested by the chaplain or clergyman concerned should be used.

It is not necessary to have a formal lowering of the flag. It can be taken down by a Cub after the pack meeting.

## 5. SOME OTHER SUGGESTIONS FOR INDOOR MEETINGS

### Variety

When planning programs ensure that the same games and activities are not used over and over again. Variety allows a wide field of activities to be covered.

### Special Pack Meetings

A number of themes and program suggestions for special pack meetings are outlined on pages 26 – 38.

### A Games Night

Choose a variety of games for fun, physical development, sense training and star work. The evening should conclude with a well told story.

### A Work Night

Spend plenty of time on star work such as signalling (include the new chums here), knots, first aid, etc. Tell a story illustrating the use of signalling. Use a few instructional games, and include quizzes in your program. Bring in outside help.

### Acting and Charades Night

Use the various suggestions on acting in *Creative Activities for Wolf Cubs*, including, possibly, dressing up. This could be a most enjoyable evening.

### A Handicraft Night

This requires some planning and preparation. Make posters and individual or composite models, draw flags, make some simple gifts for parents. Have a variety of ready-made models and all the necessary equipment on hand. See *Creative Activities for Wolf Cubs* for more ideas. This is another opportunity to use outside help.



### **Hobby Shows**

Hobby shows provide opportunities for Cubs to display skills and usually represent the end result of much preparation and organization on the part of leaders and boys. This usually starts when boys talk of their hobby or express an interest in hobbies. Leaders should follow this up in order to provide encouragement and interest others in the idea. A group approach will arouse or increase the enthusiasm of individuals. Cubs may contribute any object which they have worked on, either alone or with the help of others. These could include stamp, coin or other collections, gold fish, soap carving, cooking, models, carpentry projects, sketches, stories, etc.

Some districts run periodic hobby shows which generate much interest on the part of boys, leader and parents. Scouters should encourage their boys to participate in these events.

## **SECTION 2**

### **SPECIAL PROGRAM IDEAS**

#### **1. SUGGESTED PROGRAM ACTIVITIES WITH THE FAMILY**

Programs with mothers, fathers, brothers and sisters taking part and helping to put across the skills and ideas of Cubbing will result in keen and happy Wolf Cubs.

#### **Here Are a Few Ideas to Discuss With Parents**

- Ask one or two fathers to organize a father and son hockey game with an older Scout or a Scouter as referee.
- Encourage fathers to organize industrial tours where their boys will be taken to interesting places. Visit the father's place of business and learn what he does.
- Encourage parents to be instructors and examiners for handicrafts.
- Have parents plan and run a soapbox derby.
- Family picnics on a pack basis can be a valuable way of 'teaching by doing'.
- Encourage parents to go to church with their boys on special occasions, such as 'B.P. Sunday'.
- Invite the fathers to run an afternoon compass hike or fire-lighting expedition.
- Encourage mothers and sisters to take an active part in father and son banquets and special six parties.
- Ask mothers to organize an after school visit to the local library.
- Ask fathers and mothers to make necessary arrangements for an evening of swimming instruction for some boys.
- Encourage fathers to take their boys along to sport events.
- Encourage fathers and sons to visit the doctor and dentist annually.
- Encourage parents and sons to visit and meet the local police chief and fire chief.

## PROGRAM BUILDING

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- Encourage parents and sons to visit a library, meet the librarian and look over sections of mutual interest.
- Encourage fathers to take their sons fishing or hunting.
- Encourage parents and sons to inspect the house together to find and remove fire hazards.
- Hunting with a camera; advice from an older brother or sister.
- Encourage parents to develop/share a hobby, i.e., carpentry, photography, with their sons.
- Evening (night) hike to previously selected spot for marshmallow or wiener roast.
- A mystery trip as a family with an older brother.
- A fishing trip with an older brother.
- Angling or fishing day. Each father/older brother, teaches his son/brother how to handle equipment; fly casting.
- Industrial hike (on a six basis), i.e., newspaper, telephone, bottling firm, etc.
- Ball game. Take a group.
- Historic trek. Make a trip along an historic trail or to an historic site. Improve or mark trail or site in co-operation with those in charge of it. Arrange to take part in a ceremony or observance at the place.
- Know your town/county tour. Circle your town/county on a carefully chosen route; visit historic spots, industries, museums, government buildings, etc. Cubs could act out some of the incidents. And those who do visit should be encouraged to tell the pack about it.

Discuss a few of the above ideas with your Cubs. Ask them if they have done or would like to do some of the activities and what other ideas they would like to suggest.

Always plan your program well in advance and invite a few parents to sit in on general planning sessions.

## **2. SUGGESTED PROGRAM ACTIVITIES IN THE COMMUNITY**

- Take a short walk from the meeting place to see how many ways can be found in which the community provides safety and conveniences for the people: water hydrants, traffic lights, pavement, the school building, the policeman on the corner, the hospital, and so on.
- Talk about the people who are employed by the city and what they do: policemen, firemen, garbage collectors, street cleaners, the mayor. Who pays them and how the money is collected. Pantomime these jobs.
- Talk about what other people do and how different jobs affect the whole community. Let the boys tell about their fathers' jobs. What is the leading industry or business of the community and why?
- What does the city do to help needy people and what happens if there is a disaster such as a fire, flood or blackout? Let the boys tell of the organizations they know about that help people in trouble. What institutions are there in the community to take care of people who need help?
- Visit the airport. If possible, make arrangements for the pack to go inside a plane and have its parts explained. Let them learn about the control tower.



- Visit the telegraph office and learn how to send a telegram. Learn how to use the telephone. Let the boys make telephone pads or cards for their mothers to list often-used numbers. Have them practice the proper way to call their home, the doctor, the fire station.
- Learn about the local transportation system and bus routes.
- Visit the railroad station and learn how tickets are purchased.
- Visit the fire station, the city hall, the library and other public buildings.
- Visit the post office and learn how mail is handled. Encourage stamp collecting and learn about domestic and foreign postal rates.
- What is the history of your community? What Indians lived in this section? Are any members of that tribe living now? Where are they and how do they live? From what countries did the first settlers come and how did they live? Act these out. Build a scrapbook.
- Learn about some of the interesting people who have lived in the community and how the town has grown. Visit spots of historical interest and talk to people who like to talk about the history of the community.
- Talk about other parts of the country and how they are different: whether cold, hot; mountainous, flat; near the sea, inland. In what parts are there few trees? Where is water plentiful? How do these conditions affect the way people live and what they do?
- Correspond with a pack in another part of the country and exchange information about the sections of the country and favourite games, songs and other activities. Learn about other places from their stones, shells, wheat, corn, nuts, dried fruit, pressed flowers or leaves sent by Cub or pack pen-pals.
- Have Cubs make a scrapbook of pictures or drawings of their community to exchange with a pack in another part of the country or world.
- List those things of pride in the community, province or region of the country. Who are the outstanding citizens in the community? Does the community produce anything that is sent around the world for other people to use?
- Spot places on a large city map: the homes of each boy in the pack, the school and church they go to, important buildings, playgrounds, river or lake, all the places the boys are familiar

## PROGRAM BUILDING

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- with or would like to find. Let the boys tell about trips they have taken and show on a road map where they have been.
- Learn folk songs, games and saying from different parts of the country and the world. The *Hi Neighbour* UNICEF book series is excellent. (See Resource Material in *Creative Activities for Wolf Cubs*.)
  - Have Cubs dramatize events that happened in their own and other parts of the country, such as playing Indians, explorers or pioneers; a trip in a stage coach, covered wagon, or canal boat. Read, tell and dramatize Indian legends (Corn Goddess), historical stories and poems written about their section of Canada.
  - Talk about the people who came from different countries to make Canada and what is meant by a democracy. Bring pictures of Ottawa, the Peace Tower, Government House and other scenes of Ottawa to the meeting. Let the boys talk about how Canada is governed and what each of them can do to keep it a great country.
  - Visit a newspaper office and find out how news is collected. See the printing presses in operation.
  - Make a model of the community.
  - Post a few ideas on the notice board and ask the Cubs to add other suggestions and ideas.

Appendix 'B' is a guide to locating potential resources and skilled personnel available in most communities.

### 3. ACTIVITIES FROM A to Z

Acting	Distances — Estimation
Animal Tracks	Diving
Animals — Recognition and Habits	Drown Proofing
Aquariums	Exercises
Axemanship	Exploring
Bicycling.	Film Show
Birds — Recognition and Habits	Fire Bucket Chain
Birds — Shelters and Winter Feeding	Fire Lighting
Boating	Firewood Chopping
Bridge Building	First Aid
Camping	Fishing
Camp Beds, Making	Flags — of Other Countries
Canal Cruising	Flag Breaking
Carpentry	Gadgets
Choruses and Yells	Games
Climbing Trees and Walls	Gardening
Clothing Repairs	Good Turns
Codes	Government, The Study of
Collections — Flowers, Minerals, etc.	Handyman Jobs
Compass	Heights — Estimations
Cooking — Foil, Charcoal, etc.	Hiking
Corn Roasts	Hobby Show
Crafts	Indian Lore
Dam Building	Industrial Tours
Disguises	Jamboree Films

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## PROGRAM BUILDING

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Kim's Game	Sports
Knotting	Surprise Incidents
Ladders, Improvising	Swimming
Leaf Impressions	Tape Recording
Lifeline Throwing	Tent Pitching
Lifesaving	Terrariums
Lifebuoy Throwing	Toy Making — Mending
Link Ups and Pen Pals	Treasure Hunt
Mantracks	Tree Planting
Map Making	Tree Recognition
Map Reading	Trekking
Map Using	Uniform Parade
Model Making	Universe, Study of
Nature Log	Visits of All Sorts
Numbers — Estimations	Volleyball Match
Observation	Volunteer Jobs
Pathfinding	Wading Ponds/Streams
Photography	Waterwheel Making
Physical Development, Record of	Waterworks — Visit
Picnics	Weather Lore
Plants — Recognition and Uses	Weights — Estimations
Planets	Weiner Roasts
Plaster Casts	Whipping Rope
Raft Making	Windmill Making
Shelters	Weeding Garden
Signal Fires	Xylophone Making
Sketching	Yule Log Making
Sleigh Rides	Zodiac Study
Sound Signals	Zoo Visit
Sing Songs	Zoological Study
Star Gazing	

#### 4. CEREMONIES PROVIDE COLOUR

##### a. General

There ceremonies of the Wolf Cub pack include the Investiture of a Tenderpad Cub, the Investiture of a Sixer, the Going-Up Ceremony, the Grand Howl (which forms part of the other ceremonies), various presentation ceremonies and the Flag Saluting Ceremony.

Ceremonies play an important part in the life of both the pack and the individual Cub concerned. For the pack they create a pattern of progress, and for the Cub they mark recognition of work that he has completed and encouragement to greater efforts.

Plan all ceremonies carefully so that those taking part will know what is expected of them. Review the details each time before conducting any ceremony.

Timing and atmosphere are important. Planning of the program items which proceed and follow the ceremony need special thought and preparation so that the right atmosphere may be developed.

Generally speaking, all ceremonies should be short, simple, sincere and end on a happy note. Simplicity is important, for over-elaboration usually means loss of interest on the part of the Cubs.

If the Cub so wishes, parents and other relative may be invited to witness the ceremony. It provides an opportunity to have the parents visit the pack and meet the Scouters. Take a minute or two to welcome them and to explain the importance of the ceremony.



### **b. The Grand Howl**

The Grand Howl is used for the opening and closing of pack meetings and forms an essential part of most of the other ceremonies.

To an outsider it may not mean very much, but it does provide an opportunity for Cubs to let off steam and to express, in a controlled manner, their loyalty to Akela, their joy at being alive, their thankfulness for being Cubs, or their recognition of an award to another Cubs.

The Grand Howl is used specifically as:

- a salute to Akela and an expression of personal loyalty
- a reminder of the Cub promise, and
- a greeting or tribute to a pack friend or visitor.

Cubs take it most seriously and enter into it with their whole heart and lungs.

The procedure is outlined in *The Way to the Stars*. If a totem pole is used, the Cub who is to lead the Grand Howl brings it in and stands it at Akela's right-hand side.

Akela or one of the other leaders may be in the centre of the circle, or the Cub leading the Grand Howl may be there alone. The assistants and instructors are in a line outside the circle. They do not salute but remain at the alert during the Grand Howl.

### **c. The Investiture of a Tenderpad Cub**

It is Akela's privilege to invest the boy as a Cub and the ceremony should be kept quite simple in order that the candidate can understand and enter into it thoroughly. Generally, he will be nervous and forget his part, and Akela should say the promise with him.

The ceremony is best held at the beginning of a regular meeting, immediately following the opening ceremonies. The pack will be ready, mentally and physically, for a few minutes of quiet attention, they will still be neat and tidy, and the boy will be less likely to suffer from stage fright than after a long interval of anticipation. Also, there is definite value to the recruit in the realization that he is to become a Cub, and entitled to take part in all pack meeting activities.

If there are a number of boys to be invested, have two ceremonies at any one meeting. If the meeting is outdoors, the ceremonies will not appear to be too repetitious.

In the case where more than two boys are to be invested, they are all called to the centre of the circle and stand in a line in front of Akela. Each boy in turn takes a pace forward and is invested by Akela. When each boy had made his promise and received his Tenderpad Badge, the presentation of the neckerchief and cap and the rest of the ceremony can be performed jointly. Akela should emphasize the point that it is during this ceremony that the boy is made a member of the World-wide Brotherhood of Scouts.

In order to retain the simplicity of the ceremony, such miscellaneous items as the provincial and group badges and the six patch should be presented at some other time.

### *Suggested Procedure*

The pack is called to the parade circle.

The Cubmaster gives a short yarn on the significance of the ceremony and its special importance to the boy to be invested.

The boy(s) is called into the parade circle. His cap, group neckerchief and badges are readily available, being held by an assistant just outside the circle.

Cubmaster: "Do you know the promise and the Grand Howl of the Wolf Cub Pack?"

Recruit: "Yes, Akela, I do."

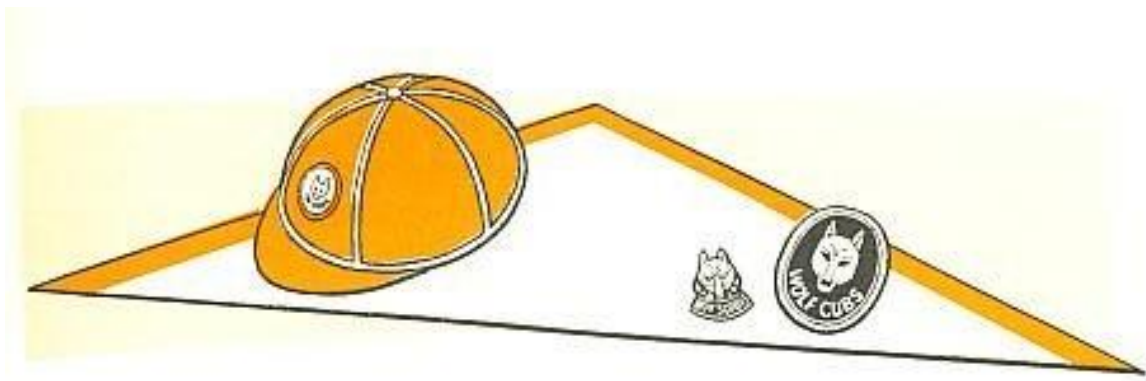
Cubmaster: "Are you ready to make the solemn promise of the Wolf Cubs?"

Recruit: "Yes, Akela, I am."

The pack is called to the alert and salute during the making of the promise.

Cubmaster: "Repeat after me — (Cub repeats line for line)

"I promise to do my best,  
To do my duty to God, (pause here)  
And the Queen,  
To keep the law of the Wolf Cub pack,  
And to do a good turn to somebody every day."



Cubmaster: "I trust you to do your best to keep this promise. You are now a Wolf Cub and one of the World-wide Brotherhood of Scouts."

He then pins on the Tenderpad badge, hands the Cub the metal buttonhole badge and gives him a firm left-hand shake.

The neckerchief is then placed on the boy to make him an official member of the pack. This may be done by an assistant.

The Cub cap is handed to the Cub and he puts it on. The Cubmaster and Cub then salute each other. The Cub turns about and salutes the pack. He pauses for a moment at the "alert", while the pack salute in return to welcome him to their ranks.

The Cub then joins his six.

The ceremony ends with the Grand Howl, in which the new tenderpad is now able to join for the first time.

#### **d. The Investiture of a Sixer**

The formal investiture of a sixer in the presence of the pack is of value if it adds importance to the rank, and helps to fix a sense of responsibility in the Cub concerned.

The ceremony is best held at the end of the meeting.

#### ***Suggested Procedure***

The ceremony is divided into four parts.

- i.** A short yarn by Akela, addressed particularly to the new sixer and the Cubs of his six.
- ii.** The repeating, after Akela, of a promise such as:  
"I promise to do my best,  
To help the leaders of the pack, and the Cubs of my six;  
And to give the (colour) six as good a lead as I can."
- iii.** Giving the sixer formal charge of the six by presenting him with his insignia.
- iv.** Formal acceptance of the sixer by the Cubs of his six through each of them welcoming him with a handshake.

The ceremony will conclude with the Grand Howl, led by the new sixer.

#### **e. The Going-Up Ceremony**

Preparations for the Going-up Ceremony must be carefully made. The Scoutmaster and patrol leaders should be known to the Cubs and an occasional visit to the pack to yarn and play a game will help to introduce them. Arrange with the Scoutmaster for the Cubs who will be going up to be invited to take part in troop and patrol hikes with the patrol that they will be joining. Invite the patrol leaders to the pack to run a portion of the program. Pack Scouters and the older Cubs should be encouraged to visit the troop and join in their activities.

The welcoming role of the Scoutmaster, patrol leaders and Scouts of the troop in the Going-up Ceremony is of utmost importance. The Cub going up must be made to feel welcome and at home.

Troops and pack concerned should adapt the ceremony to suit their situation. The main purpose is to get the boys from the pack to the troop smoothly and efficiently. A ceremony as such is not the only, and may not be the best, way of accomplishing this purpose.

### ***Suggested Procedure***

The traditional procedure has been for the pack to form a parade circle at one end of the den or field, and the troop to form a horseshoe a short distance away with the open end of the horseshoe facing the pack.

Akela is in the centre of the circle, and the other pack Scouters are on the far outside of the circle away from the Scout troop.

The Scoutmaster is in the opening of the horseshoe with the other troop Scouters in a line alongside the horseshoe.

The pack does the Grand Howl. The Cubs who are going up fall out in front of Akela, who makes a few brief comments about them and extends good wishes in the name of the pack.

The Cubs then repeat their promise after Akela.

The Cubs walk back to shake hands of the Cubs in their sixes and the other leaders and return to the centre of the circle.

The pack gives them three cheers and then squats.

The Cubmaster and the Cubs go to the opening of the troop horseshoe where the boys are formally presented to the Scoutmaster. The Scoutmaster welcomes the Cubs to the troop and introduces them to his assistants and to the Cubs' patrol leaders. (It should already have been decided by the Cubs concerned and the court of honour as to which patrols the boys will join).

The patrol leaders take the Cubs to their patrols where they are welcomed.

The ceremony closes with the troop yell or three cheers for the new recruits.

### **f. Suggested Presentation Ceremonies**

#### ***Stars***

The pack is formed in a parade circle containing the Cubs who are to receive a star. The purpose of the star is explained and the boy is encouraged to continue his good work. The Cub(s) is presented with the star and the other Cubs give a Cub cheer.

Use visitors such as the Scoutmaster or district Scouter to make the presentation.

#### ***Service Stars***

Keep close watch on your record book and try to make presentation of service stars a surprise item.

#### ***Badges***

The pack is formed in a parade circle. A short, simple introduction to the presentation is given. Each Cub is called out individually to receive his badge. After the ceremony the other boys give a Cub cheer.

In your comments, encourage the Cubs to earn service type badges such as First Aider, Guide, House Orderly, etc. When completed, give the Cubs special recognition for effort.

Don't keep the boys waiting for their badges by holding them for a parents' night or other such event. Present badges as soon as you receive them and, at the special event, have the boys stand and mention to the visitors the badge or badges earned.

### **g. Flag Ceremony in the Pack**

Breaking and saluting the flag is part of the ceremonial in many packs.

It serves the purpose of bringing "duty to the Queen" more realistically to the Cubs and is also a useful supplement to the star requirement on the flag.

### *Suggested Procedure*

The flag is prepared by a Cub, instructor or assistant.

After the pack has completed the Grand Howl, Akela says, “face the flag”. It is broken by an assistant or a Cub, and Akela leads the pack in saluting by saying, “pack, salute”. Akela will then say, “inward face”, which is followed by directed Cub silence or prayers to conclude the opening ceremony.

At the end of the meeting the pack will again do the Grand Howl, then “face the flag” while it is being lowered by an assistant or a Cub. There will be no saluting. “Inward face” is followed by Cub silence or prayers.

If it is customary for the flag to be permanently displayed in the pack den, breaking the flag at the opening and lowering it at the closing of the meeting will not be necessary.

## **5. COMPETITIONS LEND SPICE**

Competition in the pack has value if it adds to general Cub interest and keenness at meetings, and helps to establish and maintain standards of efficiency and personal habits. It should be a means to an end and not an end in itself. In other words, if its use tends to develop friction between sixes rather than a spirit of friendly rivalry, drop the competition for a period of time. It should never be carried to excess whereby every point won or lost becomes a matter of vital concern.

The always-running competition may be interwoven with many pack activities, attendance, inspection, games. Award points in relation to the importance of the activity. Avoid awarding points for star and badge work. This puts undue emphasis on and affects the choice and flexibility of the two schemes.

### *Duration*

Experience generally favours the monthly contests with each six starting from scratch at the first meeting of the month. This comparatively brief period is better than a quarterly or season-long period, with the possible discouragement and loss of interest on the part of sixes which drop far behind the leaders.

### *Prizes*

Boys will strive just as keenly for a month’s presentation of a “good hunting” pennant plus a bag of jelly beans, as for an expensive cup. Instead of a pennant some make a small ceremony of placing a ribbon of the colour of the winning six on the pack totem pole. Once a year, perhaps on the pack’s annual parents’ night, Akela may make some award to the six winning the greatest number of monthly contests. This could be a book from the *Wolf Cub* series for each member of the six. One pack takes the six out for a bowling session.

### *Scoring System*

Most scoring systems use plus points only, starting from zero. Scoring on games is based on the principle that there are no losers; “some sixes do not win as many points as others.”

### *Scoring Points*

A table of points should be drawn up by Akela and the sixers. The table should be discussed from time to time, and altered if advisable.

### *Score Board*

This could be a wall or movable blackboard of suitable size, or white or manila paper thumbtacked to a board. This permits the Cubs to see at a glance where their six stands.

The competition headings may be run down the first column. At the beginning of each meeting the top of the column shows the total points of each six as carried over from the previous meeting.

### *Suggested Subjects and Points*

**General Inspection** (of sixes) — general smartness of appearance and completeness of uniform, up to three points per boy.

**Special Inspection** (of individual Cubs, by sixes; usually surprise items) — on some particular detail such as hands, teeth, hair, shoes, etc., one point per boy.

**Attendance** — full six present, ten points, less two for each unexpected absence and two points per boy for Sunday school or church attendance.

**Discipline** — six discipline is marked up at the end of the meeting. Each six, up to five points.

**Games** — for a pack of four sixes; first place, four points; second place, three points; third place, two points; and fourth place, one point.



## **6. ATMOSPHERE ADDS NOVELTY**

When Baden-Powell thought of starting a Movement for younger boys, he turned to Kipling's *Jungle Books* and adapted the idea of the wolf pack as typifying keenness, obedience and team work, while appealing to small boys' instinctive love for romance and adventure.

When you read the jungle stories you will see how admirably they can be interpreted by small boys. Here we have a pack of wolves, lively, intelligent, well trained, and working together as one under their omnipotent leader, Akela. They are powerful and their strength lies on their functioning as a pack and not as individuals. They are able to do this only by their implicit confidence in and subjection to Akela, who is chosen from amongst them as being the finest specimen in every way and a perfect example to them all! We see the young cub, helpless at birth, growing up in the jungle with all its snares and dangers and learning the wisdom of his fathers. He learns how to hunt, where to play, and whom to have for friends, until, equipped with sufficient knowledge, he passes from the playground stage of the cub to the more severe adventure of the wolf.

The story of Mowgli, the little Indian boy of the *Jungle Books*, is an inexhaustible mine of adventure that will capture your boys and give them just the thrills they want. The jungle is a wonderful world in which they can exercise their imagination and develop their own characters. It provides a picture they can all understand of a society governed by law and order. In it, the good are honoured and evil is represented by Shere Khan and Tabaqui, who are hated and eventually defeated.

### Read the Jungle Books

Let yourself be captured anew by their poetry, their mystery, and also by their strength and virility. It is not a matter of nice, quiet games for nice, quiet boys; it is a struggle for life, just as Mowgli had to fight his way in a jungle that was often hostile, against such enemies as Shere Khan, against hunger and cold. We have to think in terms of the rough-and-tumble games of Mowgli and his brother wolves, who could bit hard even in play, for “this was the hour of pride and power, talon tush and claw.”

Start with *Mowgli's Brothers*, the first story in *The Jungle Book*. There you will learn how Mowgli got his name; you will find that Akela was the great, gray lone wolf, leader of the Seeonee Pack; Baloo was the gruff, brown, old bear who taught the young wolves the law of the jungle; Bagheera, the black panther, was a skillful hunter; Raksha was Mowgli's wolf mother. You will find that on occasions the pack came together, assembling in a circle and howling to Akela, who was in the center of the circle on a council rock. You will learn that young wolves are born blind, live and grow up in lairs, and *do* give in to the old wolves, for the law of the jungle is hard but just.

Then, tell the story of *Mowgli's Brothers* to your boys and watch their eyes light up. Explain how they, as Cubs, assemble in a circle and give greeting to Akela, their Cubmaster.

The Grand Howl is distinct to Cubbing. It is the controlled, eager greeting of the boys to their leader used at the beginning and end of pack meetings. It is an expression of welcome and of delight, of unity and of good discipline. Boys like to make noise, and the Grand Howl is a safety valve by which they can justify that basic feeling.

### A Word of Caution

The jungle is not the whole or even the major part of Cubbing.

It is not some special rite which must be performed meeting after meeting. It is not the objective of Cubbing. It is only one method of many possible methods. It is a framework to help you create an “esprit de corps”, and to give you a favourable atmosphere for developing the right qualities in each of the boys in your care.

Use other stories about wolves, such as Jack London's *White Fang* and *The Call of the Wild*, both recommended by B.-P. Make the widest possible appeal to the boys' imaginative powers.

There are also other backgrounds that can be used: the circus, Treasure Island, space night, etc. These help to develop the leaders' ingenuity and the boys' imagination. See the section on Special Pack Meetings for ideas.

We are using jungle atmosphere to help train Cubs, and not using Cubs to be actors in a jungle atmosphere. The proper balance must be maintained.

## 7. SPECIAL PACK MEETINGS

Following up our review of atmosphere in the pack, in order to provide a treat for the Cubs and a change of pace for the Scouters, we suggest that *special pack meetings* be run occasionally.

These meetings can take place at any time, but usually fall on such special days as Hallowe'en, Christmas or on the fifth meeting of the month.

In most cases the theme is developed in order to camouflage regular pack activities, not to get away from such activities. Such meetings also provide the opportunity to sharpen the ingenuity and imagination of boys and leaders, and to make good use of handicrafts (costumes), story telling (*Treasure Island*), acting and music (sea chanties).

**a. Treasure Island Theme**

**General Notes**

- (1) Read *Treasure Island* to get the proper atmosphere.
- (2) Encourage sixers and other Cubs to read the story and submit ideas.
- (3) Talk about the program weeks ahead of time.
- (4) Make up stencils for tattooing, such as an anchor, Jolly Roger, crossed cutlasses, etc.
- (5) Have mothers make up a “Jolly Roger” flag for each six.
- (6) Have a father make up a treasure chest out of cardboard or wooden carton.
- (7) Post clippings of pirates, costumes, etc., on bulletin board.
- (8) Program will require one adult for each six plus one extra.
- (9) Display articles of pirate clothing: bandana, mask, Spanish boots, jeans, striped jersey, mustache, earrings, vest, buckles, pistols, cutlasses, etc.
- (10) Arrange for costume display a week ahead.
- (11) Make up a treasure map on brown paper using India ink. See illustrated copy of *Treasure Island* for details.
- (12) Have a good supply of newspaper, tissues, paper towels, etc., on hand.
- (13) Have a running commentary to connect up program items.
- (14) Keep the program running.



***Dramatis Personae and Terminology***

Akela — Long John Silver

A.C.M. — Squire Trelawney

A.C.M. — Captain Smollett

Cub Instructor — Jim Hawkins

Dave and Grey Six — Dusty Dave and the Grey Greasers

Wally and Red Six — One Eyed Wally and the Red Rascals

Charles and Yellow Six — Two Toed Chuck and the Golden Galloots

## PROGRAM BUILDING

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Pieces of Eight — Toffee candy and nuts wrapped in silver paper along with pennies

Grog and Hard Tack — Hot chocolate, soft drinks, cakes and oatmeal cookies

### ***Suggested Program***

Assembly — Raise “Jolly Roger”, costumes, make-up, tatoeing (newspapers, greasepaint, stencils, red ink)

Parade of Costumes

Steam-off Game — Clear the Deck (see games)

Game — Tug O’War (long rope)

Game — Man Overboard (knot ropes and bandages) rescue, bowline, “pieces of eight” for winners

Handicraft — Make up newspaper hats

Work — Boarding Spanish ship, walking plank (2 x 4’s and trestles), treasure chest

Game — Sword and Hat fight (paper hats and cardboard cutlasses), “pieces of eight” for winners

Work — Walk the deck, book balancing, pay a forfeit if books are dropped

Game — Sleeping pirate

Acting — Each gang a part of story; arrival of Old Ben Gunn; digging for treasure; mutiny

Fun Game — Grog and Hardtack, knock out weevils?

Quiet Game — Treasure Map, how many trees? “Pieces of eight” for winners

Sing-song — Row, Row, Row; Poor Old Man; Rolling Home; Drunken Sailor, etc.

Story — Part of *Treasure Island*

Finale — Loyalty — royal pardon; salute the flag; National Anthem/Song; good night — sail right home

### ***Games***

Relate the games to the story of *Treasure Island*. For example, it is possible that seamen had a Tug-of-War while on their long sea journey; they did lose a man overboard; they had to know how to read a compass and to steer the ship; they did storm the fort as played in the “Sword and Hat Fight” and there was a mutiny.



**Sleeping Pirate** — Circle. One Cub as pirate in center blindfolded and sitting; noisy can of pebbles, bell, etc., between knees; armed with flashlight or water pistol. Selected Cub stalks up to try to steal treasure. Three shots are allowed the pirate.

**Man Overboard** — Relay. Sixer out in front and every Cub with a rope. On “go”, all tie ropes together and throw end to sixer who, in the meantime, has tied a bowline round his waist; he ties his rope to the line and is secured and given artificial respiration. (If a granny knot is used and the line comes apart, the sixer is lost).

**Compass Corners** — Each six with a compass; have to cover certain area using compass directions.

**Get the Map** — Sketch a rough map on a large sheet of fairly heavy paper. On “go”, each “gang” attempts to get the map or the largest piece or as many pieces of it as they can. After “go”, leader allows fifteen seconds during which one “gang” may take map or pieces from another “gang”.

**Grog and Hard Tack** — Relay. Soft drinks and six hard cookies to each “gang”. On “go”, each pirate in turn runs up, taps his cookie three times to knock out weevils, eats it, has a swig of grog and returns to tag number two.

**Treasure Map** — Each “gang” is given a map showing such markings as trees or groves, and within an allotted time, have to count them and report.

**Clear the Deck** — The den becomes a ship. On call pack runs to place designated, i.e., “amidships” is center of the den; “bow” is front; “stern” is rear; “starboard” is right side; “port” is left side; “clear the decks”, all Cubs get their feet off the ground; “scrub the decks”, “boom coming over”, all duck; “boom”, all fall flat, etc.

#### **b. How About a Christmas Party?**

Here are some ideas to stimulate the imagination:

- Have each Cub bring in a small amount of money. A Scouter buys inexpensive gifts, wraps them gaily and has them presented by Santa Claus (group committee man or a dad) at the Christmas party.
- Borrow the record album of Dickens’ *Christmas Carol*. Play it for the sixers at a sixers’ council. If they like it they won’t mind hearing it again at the Christmas party. If they don’t like it, don’t use it in the program.
- Tell the story of the First Christmas and the Three Wise Men.
- Have the Cubs act out their favourite Christmas carol or story or both. Read and act out the poem *’Twas the Night Before Christmas*.
- Have a tree even if it is only a table model. When lighted it creates a wonderful atmosphere for singing carols and telling stories.
- Before the party, have the Cubs make the ornaments (candy cups, popcorn sting, stars, etc.) and decorate the tree and hall and also take their items home for their own trees.
- If room permits, have the Cub bring along their younger brothers or sisters to the party. If the pack has room for additional boys then have each Cub invite a friend to the party.
- Have plenty of candy. Finish up with light refreshments. Remind the Cubs that Christmas is a period of giving and encourage the boys to give more than they receive. For example:
  - a. Have the Cubs make simple gifts for their mothers and dads. Make a knitting box for mother out of an old ice cream carton and a tie rack for dad out of scarp wood. Also they could make simple wreaths and table decorations for their homes using pine cones, branches, green and red ribbon, etc.

- b.** Give joy to other people by carol singing. The concourse of a public building such as a railroad station is a good spot. Practise the carols beforehand. A musical instrument will help. Keep the program short. Use carol sheets, if necessary. Old folks' homes and children's homes are other good spots in which a smart, alert, happy group of carol singers will bring much happiness.
- c.** Encourage the Cubs to make and use a bird-feeding platform which could be a simple board screwed to a windowsill. Suet, grain and bread crumbs are welcomed by the birds.
- d.** Talk about the Scout Brotherhood Fund, and encourage the Cubs to participate by bringing part of their Christmas money to be deposited in a special container under the Christmas tree.
- e.** After Christmas, collect and make up a scrapbook of Christmas cards to be delivered by sixes or Cubs to the children's ward of the hospital or to a sick children's home. These will provide many hours of pleasure.
- f.** The same thing can be done by having the Cubs bring in their old and extra toys to be made up into parcels for presentation to a local children's hospital or home.
- g.** A visit and presentation of a variety show for an old folks' home is an excellent idea. A few simple skits, well rehearsed; the singing of popular songs and carols in which the old folks can join; a rhythm band, if possible; and perhaps the giving of inexpensive gifts such as playing cards to the inmates is all that is required. Parents can look after transportation.
- h.** Shovel off the snow from the church steps and from the walks of the homes of old people.

Finally, take the pack out on one or more rambles during the holiday period. Send a Cub instructor along to build and keep a roaring fire going so that the Cubs may roast wieners and have a chance to warm up. Play active games and do active things to keep the Cubs moving. Have a supply of candy for use as "iron rations".

### *Christmas Games*

**Trim the Tree** — Divide the pack into two groups, line them up in relay formation. Attach two large sheets of paper to the opposite wall, and give each Cub a crayon of a different colour. On signal, the first Cub runs up draws in a stand and other Cubs in turn draw in an ornament or light. First team to finish trimming its tree wins.

**Jigsaw** — Cut up a supply of old Christmas cards into jigsaw pieces. Divide the pack into teams of two Cubs each. Give each team a jigsaw card in an envelope. First team to assemble its card correctly wins. Then let teams exchange cards and try again.

**Searching for Santa** — Get a small toy Santa Claus and partially hide it somewhere in the hall. At the opportune time, announce that Santa has been hidden in the hall and the pack are to find him. The fun of the game is this, when a Cub finds Santa, he should not give away the location but keep looking and in a minute or so be seated and watch the others look. The last two or three Cubs will provide much entertainment.

**Newspaper Christmas Tree** — Give each Cub a sheet of newspaper. Explain that when the lights go out, they must tear out the form of a Christmas tree from the paper. Put the lights out for two minutes. Have each six present their best "tree" and then pick the winner from that group.

**Nutcracker Sweet** — Each six selects a Cub to represent it. Each Cub is given a hammer and five Brazil nuts, almonds or other nuts to crack. The first Cub to crack and eat his five nuts wins a prize. The prize could be another nut. Variation, use peanuts, to be shelled by hand.

**Reindeer Butting** — Sixes line up for relay. Each reindeer butts an orange to the goal line with his head, then runs back with the orange and gives it to the next reindeer who does the same.

**Stuck-Up Relay** — Sixes line up for relay. Each Cub runs to a table where he must chew and swallow a piece of taffy, caramel or other sticky candy. Then he runs back to touch off the next Cub.

**c. An Indian Night**

Assemble and dress up.

Each Cub makes his own headdress.

Each brave picks a name, and each six becomes a tribe (Crows, Crees, Blackfoot, Iroquois, Mohawks, Mohawks, Mohicans, Sioux, etc.).

**Game "How"** — All in circle. Leader walks around; touches one brave on shoulder; they race around circle and on meeting; stop; put up right hand in Indian salute; say "how"; and race back to vacant spot in circle. Last one there is the new leader.

**Feather Blow** — Tribes in relay formation. A feather for each tribe. On "go", first brave blows feather over a set distance and brings it back to number two who repeats the procedure.

**Cock Fight** — Tribes in two lines. Each brave numbered from right to left, with big braves on right. Big chief calls out number and two braves come forward, each hopping on left foot and holding right foot in left hand behind his back. Each attempts to knock the other brave off balance.



**Challenges** — Indian leg and arm wrestling. Tribes in two lines facing each other and squatting. Any brave may challenge a brave in the other line to come forward and wrestle with him.

**Act — Massacre of Lachine** (or other local Indian story) — Using whole pack. Half as settlers, half as Indians.

**Relay — Javelin Throw** — Toothpick to each brave. Each in turn tosses toothpick to target. Tribe with the most toothpicks on or over target wins.

**Indian War Dance** — The local library or museum will be of help for this.

**Stalking Game** — Lights out; all in circle; leader in centre blindfolded with headdress in front of him. On signal one brave at a time attempts to creep up and take away headdress without being hit with rolled-paper swatter held by leader.

**Council Fire — Peace Pipe**

Songs — *This is How the Great Red Indian, Tammany, Ten Little Indians, Bunda.*

Stunt — African warriors victory chant, yarn on Indian lore — taps, Cub Silence

Equipment Required — Blankets, hatchet, peace pipe, tom tom, feathers, sticky paper, toothpicks, construction paper, crayons and paint.

**d. Olympic Night**

Do not let the Cubs know the nature of the events until they are brought to the starting line. The number of events depends on the available time.

**Shot Put** — Toeing the line at one end of the room each Cub has two turns at throwing a bean bag into a circle at the other end.

**Hammer Throw** — A ball of wool on a string thrown after circling above the head, for distance.

**Foot Race** — Cubs directed to sit down in a row, feet extended. Feet are measured, largest foot wins.

**Long-Distance Race** — The distance across a Cub grin, measured with a tape.

**Thirty-Inch Dash** — Cubs are given a thirty-inch length of string. They are told to grip one end in their teeth and at the word “go” start chewing. First string chewed wins.

**Mile Race** — Each six stands in a single file. First Cub on the word “go” may wander off the line. When he thinks forty seconds have elapsed, he returns and the next Cub starts, and so on. The remainder must stand in line at ease. Points are to be kept for each six. The six closest to four minutes wins the highest total and so on down to the lowest.

**Silent Spot** — A section of the floor is designated “the silent spot” and will be occupied by each six in turn. While in there, there will be no noise or movement. Breathing is permitted, of course, and there is to be one point off for each mishap.

**Sack Race** — Each Cub is given a paper bag and at “go” blows it up until it can be burst with the hand. First “pop” wins.

**Hurdle Race** — Lining up at one end of the room Cubs run to the other, crawl back to a hurdle (two chalk lines one yard apart) and with their noses push a peanut from the first line across the second.

**Peanut Race** — Each Cub is given a peanut and a toothpick. With the toothpick he knocks the peanut to the other end of the room. A broken toothpick disqualifies.

**Putting Sixteen-Pound Shot** — “Putting” a blown-up paper bag.

**Handkerchief Throw** — A handkerchief laid flat on the palm of the hand and thrown.

**Tug-of-War** — A peanut tied in the middle of a string and the ends held in the teeth of contestants in pairs. The winner is the first to reach the peanut, and a point is given to each winner.

**Crab Race** — Crab crawl on hands and feet, back down, face up.

**Relay Race** — Sixes, with hands on shoulders, race to the end of the room and back, a break of the hold disqualifying.

**e. “A Trip Through Space”**

Credit for the idea of this special pack meeting goes to a sixer who made a space helmet from directions given in a magazine.

The space helmet was made from cardboard cartons, odds and ends of wire, bottle tops and other things that appealed to the imagination of the would-be space traveller. He then brought it to a pack

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meeting to show Akela his handiwork. Recognizing the boy's interest in space travel, Akela planned this special pack meeting.

To be judged "spaceworthy", the helmets had to have a covered window of cellophane, oxygen tanks of cardboard rolls (found in wax paper cartons), and air hose (old ropes) running from the tanks into the helmet. The rest was up to the imagination; the more vivid the better.

Instruction was given at a pack meeting prior to the party. A model helmet provided ideas for the Cubs. Each Cub brought a carton plus materials with which to embellish his helmet. The helmets were taken home and completed there.

Then came the space night and the guests that arrived would turn any science-fiction fan green with envy. They were welcomed by those veteran space travellers the leaders, suitably clad for such an adventure. Inspection (prizes for best costumes) was to see that space helmets were properly adjusted, plus roll call (to make certain the crew was ready), dues (to cover expenses of the trip) and finally suitable "adventures". Each passenger was given a length of rope (for knot tying) which he looped through his belt. Akela became the pilot, and boys imitated motors on the ship, and took off into space. A version of "Snatch the Hat" called "Capture the Planet" was played. "Place the Ring Around Saturn", "Rocket Ship Race", "Sleeping Space Man", "Space Chase" and a "treasure hunt" made up the program.

### ***Games for Space Night***

***Capture the Planet*** — Two teams, one on each side of the room, face each other. In the centre, a number of balloons with the name of a planet painted on each one. The Cubs are numbered. When the leader calls a planet, then a number, each Cub runs out and tries to capture the planet for his side. If the planet "blows up" the Cub is killed and is out of the game.

***Place the Ring Around Saturn*** — Pack in relay formation. A short distance in front of each team a balloon is placed. Each six is equipped with a hoop. At "go" each Cub has his chance to attempt to put the ring around Saturn by trying to throw the hoop over the balloon.

***Rocket Ship Race*** — A conical paper cup with a hole cut in the point is threaded on a piece of string tied between two chairs. Each six is in relay formation, with this equipment placed in front of each six. At "go" the first boy, with hands behind his back, runs to the rocket ship and blows the "ship" up the string. When the end is reached, the Cub grasps the "ship" and pulls it back to the start, touches off the next Cub, and so on down the line until each boy has had a turn. First team finished wins.

N.B. — Have a competition to clean up. At first whistle sixer runs up, unties the string and removes cup. Suddenly whistle blows, he stops immediately, runs back, touches off next boy who runs up and takes over where sixer left off. This continues until all the strings are wound up and the chairs put away.

***Sleeping Space Man*** — A version of "Sleeping Pirate", played in a darkened room, with the space man equipped with a "ray gun", at other times known as a flashlight.

***Space Chase*** — Played as "Fox and Rabbit", but the "trees" in "Fox and Rabbit" are planets, the boxes and rabbits being space ships.

***Treasure Hunt*** — Each six is given a coded message. They go outside and follow a trail to a certain planet where they find the treasure. Each six travels to a different planet.

**f. A Stampede Night**

- To Lairs (To Bunkhouses)  
“Tote out your gear”; “Git ready to ride herd”.
- 7:30 Opening (The Round-up)  
“Yip, Yip, Yip”; “Gather ’round the corral”;  
Cub prayer; Grand Howl; Announcements.
- 7:35 Attendance and Dues:  
“Call your handle, partner”; “Lay down your chips”.  
Inspection (Checking Gear)  
Points for cowboy range gear.
- 7:40 Steam-off (Wild Rodeo)  
“Bulldogging Game” (see games).
- 7:50 Growl (Quiet Palaver):  
About range savvy and gear (see suggestions).
- 7:55 Instruction (Larnin’ Time):  
Refresher on Clove Hitch
- 8:00 Games:  
“Riding Herd”, or “Roundin’ up Strays”, or  
“Steer Chasing” (see explanation);  
“Cowboys and Rustlers” (see explanation).
- 8:15 Clean-up (Chores):  
“Tote away your gear”; “Clean out bunkhouses”.  
Cowboy song, *Home on the Range*.  
Guitar accompanists (volunteers); Mule Train.  
Cowboy Story (any good western);  
Tumbling Tumbleweed.
- 8:30 Closing (The Last Round-up):  
“Yip, Yip Yip”; “Gather ’round the corral”;  
Announcements; Grand Howl;  
“Good night, good hunting, hightail it home”.



*Games for Stampede Night*

**Bulldogging** — Divide the pack into two teams of equal numbers. Cubs of one team are cowboys. Each cowboy is given a length of rope. Cubs of the other team are steers (and have a rope tail). Each team is numbered from one upwards secretly; teams are not to know their opposite numbers. On “go” the steers run, jump and act frisky, showing their numbers loudly. Cowboys must locate their opposite numbers and tie them up; bowline around waist, clove hitch on arm or reef knot on legs. Steers may frisk until touched then must sit down quietly to be tied. Cowboys tying a knot and raising their arm win in their order. Incorrect knots are disqualified. Steers become cowboys for the second game.

**Roundin’ Up the Strays** — Cardboard pie-plate, stiff cardboard or book for each six. Sixes in relay formation. The leading Cub of each six is ready with board in his hand and a paper steer (square of paper) on the start line. On “go” the leading buckeroos fan the steer along the floor with the board to finish line or wall. The paper steer must not be hit with the board. At the finish line the Cub picks up his steer and runs back with the board and the steer to the next Cub. The game continues for each Cub in six relay style. First six seated, arms folded, wins.

**Cowboys and Rustlers** — Half of the Cubs form a circle by touching hands. They are sleeping cowboys and close their eyes. The other half are rustlers and each has a rope. Broomhandle steers are placed inside the circle. On “go” rustlers try to sneak past the sleeping cowboys. To rustle a steer, rustlers must gain the circle untouched, tie a clove hitch around a steer and drag the steer past the sleeping cowboys without being touched. Rustlers must drop and lie dead if touched (shot) by cowboy. If a time limit is set, rustlers tying most steers win. If no time limit is set, first four rustled steers win. Cowboys become rustlers for the second game.

*Range Savvy for Stampede Night*

**Sombrero** — Wide brimmed hat to keep sun, wind and rain out of eyes.

**Bandana** — Used to keep dust out of nose and throat while riding herd.

**Flannel Shirt** — To absorb perspiration while doing chores and riding.

**Vest** — To keep the back warm yet allow free arm movement.

**Chaps** — To keep mesquite and sage brush from tearing dungarees.

**High-Heeled Boots** — To facilitate riding the stirrups straight-legged.

**Spurs** — To urge horse after cattle and punish wild broncos.

**Rope or Lariat** — To rope horse or steer, tie pack, lug wood and rig a rope corral.

**Western Stock Saddle** — Made deep for all-day comfort; saddle horn or pommel used to take shock of rope when throwing a steer.

**Brandin’ Iron** — To mark cattle for ownership, usually at calf age.

*More Range Savvy and Cowboy Lingo*

Hogleg — Shootin’ Iron

Palaver — To Talk

Hightail It — Hurry

Drygulch — Ambush

Run a Blazer — Cheat

Pronto — At Once

Cowpuncher — Cowboy

Bunk House

Mesquite

Chuck-wagon

Stagecoach

Chores

Longhorns

Chow

***Cattle Brands***

Barbecue  
Rocking-H  
Tumbling-H

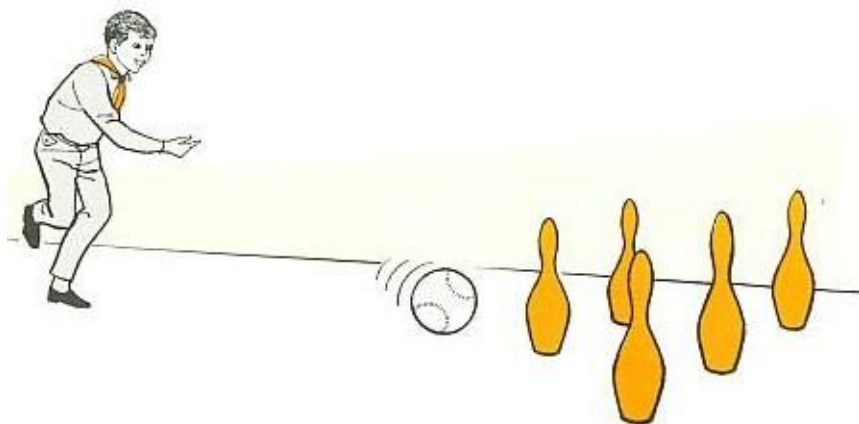
Circle-U  
Double-H  
Lazy-H

**g. Indoor Field Day**

Here are a number of ideas which, combined with some that you might invent, could produce an interesting and fun-filled evening.

***Javelin Throw*** — Throw three drinking straws over a line ten feet away, and score one point for each successful throw.

***Bowling*** — Roll three softballs one at a time at five Indian clubs or blocks of wood set up in the regulation formation. Distance twenty feet and score one point for each club that is knocked down. Remember to take the clubs out of the way as they are bowled over. There are no extra points if a contestant needs less than the three balls.



***Curling*** — Slide three bean bags so that they stop on or touching a sheet of paper taped to the floor. Distance twenty feet. Score one point for each bean bag at rest touching the paper.

***Bombing*** — Drop three clothespins into a milk bottle from an erect kneeling position on a chair seat. Pin must be held at eye level. Score one point for each pin in the bottle.

***Funnel Catch*** — Make a funnel, if necessary, from a piece of cardboard. The contestant bounces a rubber ball with his right hand off a wall and must catch the ball in the funnel in his left hand after the ball bounces on the floor. Three tries and score one point for each successful catch.

***Ping-Pong Bounce*** — Bounce or toss three ping-pong balls one at a time into an egg carton, distance five feet. The carton could be tacked down on top of a ping-pong table, although the floor may be used. Score one point for each ball resting in the carton.

***Calendar Toss*** — Slide bottle tops to a calendar page of the large number variety. Use three tops each, distance five feet, and score by adding the dates on which the bottle tops come to rest.

***Discus Throw*** — Sail three pieces of cardboard or playing cards over a line fifteen feet away. Score one point for each successful card. There is a knack to this even that judges should master beforehand for the purpose of demonstration.

**Shotput** — Toss an inflated balloon over a line five feet away. Three tries and score one point for each successful throw. Have a number of inflated balloons on hand in case of breakage.

**Horseshoes** — Invert a chair so that the legs are pointing up and toss five rubber rings (i.e. sealer rings) so that they encircle any one of the legs. Distance five feet and score one point for each successful ring.

#### **h. Dollard at the Long Sault**

This special pack meeting is based on the heroic story of Adam Dollard des Ormeaux and his fight with the Iroquois at the Long Sault Rapids on the Ottawa River about 1660. A Canadian five cent stamp, honouring Dollard, was issued. Perhaps this could be worked into the program.

Prior to the meeting, the Cubs are told the story so as to put them in the proper frame of mind. Thomas B. Costain in his novel, *The White and the Gold* describes this event in thrilling detail. The *Encyclopedia Canadiana* gives a good concise account of the story in Volume three, under the heading “Dollard des Ormeaux, Adam”. Most libraries carry this reference work.

Make-up is simple and consists of cardboard feathers for the Indians, scraps of fur for hats for Dollard and his men. Depending on time, additional make-up and costumes may be developed and used.

#### **Suggested Program**

- 2:15 Cubs arrive, complete make-up and are divided into two teams, the Iroquois and the Frenchmen with their Indian allies, the Huron and Algonquin. The Iroquois are sent to one end of the hall (or field) and Dollard and his men are sent to the other end.
- 2:30 Inspection. Points are allotted, in the form of trinkets (beads) to the Iroquois and supplies (beans) to the Frenchmen. The points are based on costume, makeup, and in the case of the Indians, on scalps (handkerchiefs).
- Collect wampum (fees).
- Sit down when inspection is completed.
- Explain rules of the ambush game.
- 2:45 Game: “Ambush at the Long Sault”.
- Iroquois are divided into two parts, each half creeps along on either side of the room.
- Frenchmen, in threes, portage through the centre of the hall, in an attempt to reach the end of the far wall and portage back. Iroquois shoot at them with soft balls. If a Frenchman is hit, he drops “dead” and lies motionless.
- Note: If you have many Frenchmen and Indian allies, let some of them be trees. These trees will be scattered between the two files of Iroquois, but must remain motionless. This will allow better cover for the men making the portage.
- When all the Frenchmen have had a chance at portaging, each side forms separate circles.
- 2:55 Instruction: Knots. For the Frenchmen, for the purpose of strengthening the blockade. For the Iroquois, for the purpose of tying together shields.
- 3:05 Iroquois chief approaches with signal for truce. All form large circle for challenge games like Indian wrestling. Winner of each challenge, challenges someone from the “enemy”.
- 3:20 Indian Chief accuses Dollard’s men of cheating and both teams return to their respective ends to form up in circles.
- “Attack” — Iroquois Chief prepares to attack. Explain rules of “Attack” game which is based on #289 of “Games for Cubs”. Any Iroquois hit with an object is dead. Indians may throw back
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objects but Frenchmen must be hit twice before they are dead. Attack commences, followed by retreat.

3:30 Instruction First Aid — tying a cut finger.

3:40 Explanation of next game. “Defection of the Huron”.

This game is based on the favourite game of Cubs trying to break out of a circle.

3:50 Explanation of next game. This will require stretching a rope across the room (or field). Game — Grenade and Torch Throwing Relay”. This is based on the game #235 in “Games for Cubs”.

4:00 Game — “Grand Scalping”. Scalps could simply be woollen bands worn on arms or slipped through belts. They can only be taken when owner is away from home base. At end of certain time, side with most scalps wins.

At the end of this Special Pack Meeting, you may have refreshments which, depending on the season of the year, could be tied in with the theme. Thus, if it is in the fall, you could have corn and explain that this was one of the basic foods of the Indians. With some historical research, you may be able to find what sort of rations the early French Voyageurs and Coureurs des Bois used when they were out on the trail. Perhaps, during the meeting itself, you could issue rations made up of raisins, and chocolate.

End the meeting with one of the wonderful Indian Stories from the book “The Corn Goddess” by Diamond Jenness. This is available from most libraries or from The Queen’s Printer, Ottawa, Ontario.

## 8. SOME OTHER SUGGESTIONS

### *Pioneer and Historical Nights*

Bring to life some of the local history. Incidents in Canadian history are all good themes. Some examples: Laura Secord, Order of Good Cheer, Massacre at Lachine, Red River Rebellion, '49 Gold Rush, Hudson’s Bay Company, etc.

### *Robinson Crusoe*

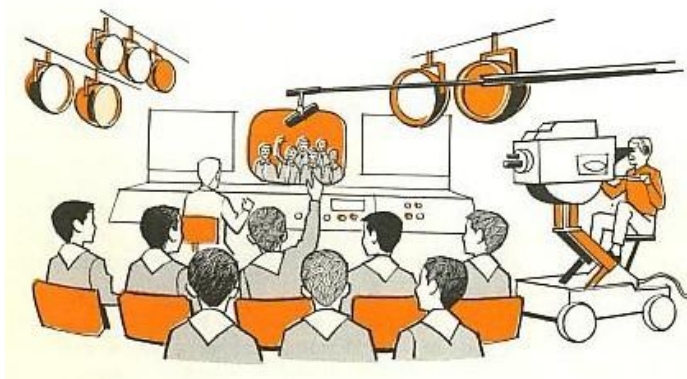
Read and have the Cubs read the book for ideas. Some ideas are: have a shipwreck; make shelters; trail man Friday by following paper foot prints; make a boat, have a trip to the wreck using compass; floating the flotsam ashore using knots; looking for food (plant and tree identification), etc.

### *Indian Night*

This can be very well done in a camp setting. Ideas for costumes, props, songs and yarns are easy to find through the local museum or library.

### *Games Night*

All sorts of games to have fun as well as to review work.



### ***Visits***

Visits to museums, art galleries, places of historical interest, industrial plants, radio and television stations, may provide stepping stones to other areas of program. After a visit to a television station for example, Cubs may develop and produce their own version of a popular television show to entertain their parents at a parents' night.

### ***Movie Night***

Get a father to run the projector. There are many sources from which to borrow the equipment and films. A popular feature of "movie nights" has been the showing of films of Canadian and world jamborees. These provide a treat for Cubs and encourage them to look forward to Scout activities.

### ***Holiday Parties***

Hallowe'en, Christmas, St. Valentine's, St. Patrick's, Jewish Purim, Chinese New Year, Ukrainian Christmas, etc. The background behind these holidays is rich in folklore, pageantry and play material.

### ***U.N.I.C.E.F. Night***

The United Nations Association of Canada supplies excellent booklets dealing with stories, games, music and crafts of children of the world. These booklets are mentioned under Resource Materials and provide worthwhile material for special pack meetings, based on customs of other countries.

## RESOURCE MATERIAL

Much of the resource material mentioned in *Creative Activities for Wolf Cubs* and *Star and Badge Activities for Wolf Cubs* apply equally to this book.

The following provide activities and games for both home and pack use.

***Active Games and Contests***, B. S. Mason and E. D. Mitchell, A. S. Barnes & Co.

Although written primarily for school and playground use, many of the activities described are suitable for active play at home. The age level at which each activity contributes most is indicated in each case.

***The Book of Games for Home, School and Playground***, W. B. Forbush and H. R. Allen, J. C. Winston & Co.

This book includes hints for parents even though the activity descriptions are written so that boys and girls, themselves, can understand the instructions. Activities are classified according to the age and the size of participating groups.

***The Family Pleasure Chest — Fun At Home***, H. Eisenberg and L. Eisenberg, Parthenon Press.

Games, outings and parties both indoor and outdoor, family festivals, and hobbies are supplemented with sectional bibliographies.

***Planning Play***, R.C.A.F. Pamphlet 96, Queen's Printer, 1959, 56 pp.

Produced in co-operation with the Department of National Health and Welfare, this fine guide shows how to make full use of existing facilities and resources including leadership and written materials in fulfilling the play needs of children and youth.

Leaders who are interested in delving deeper into the subject of program building may find the following of interest:

***The Theory of Play***, E. D. Mitchell and B. S. Mason, The Ronald Press Co., New York.

***Community Recreation — A Guide to its Organization***, H. D. Meyer and C. B. Brightbill, Prentice-Hall Inc., Englewood, N.J.

***Fun in the Family***, Jerome S. Meyer, ed., Permabook, 1959.

Puzzles, brain twisters, mental tests, oral games, pencil and paper games, action games, games for special occasions, tricks and stunts for members of families and other small groups.

## APPENDIX 'A'

### LET'S ANALYZE THE PROGRAM!

How does it stack up against the fundamentals of a good program.

1. Was it fun
    - (a) for the boys?
    - (b) for the leaders?
  2. Was it quite a chore to *put over*?
  3. Were the assistants busy most of the time?
  4. Did the boys accomplish anything that they could go home and talk about (achievement)?
  5. Did the pack as a whole seem to enjoy most or all of the program?
  6. Did you listen to what the boys said about the games — (a) too short (b) too long (c) too rough (d) my favourite (e) the leader's favourite?
  7. Did you have control of the situation, especially during the games?
  8. Were there any difficult discipline situations?
  9. Were the boys attentive while games were explained, or prayers said or during inspections?
  10. In the aim of the program for the evening did you feel the objectives were met?
  11. How did this program relate to the previous and to the next program (continuity)?
  12. Was any *theme* recognizable by the boys?
  13. What outside resources or help from experts or parents did you use? Did the program benefit by such help?
  14. Were there any surprises for the boys or did the program follow a regular pattern?
    - (a) Did you have a Grand Howl and flag break?
    - (b) Do you have this every meeting? (WHY?)
  15. Was there something in the program for every boy, i.e. sports — games — tests — teaching? Was the program well-balanced?
  16. Did the program allow time to recognize the achievement of the boys?
  17. Did you feel that this was just one of those nights when you should have stayed at home?
  18. Did the leaders find a sense of satisfaction with the program?
  19. Who planned the program? You alone or did you assistants/boys help?
  20. What attempt, if any, was made to influence the spiritual development of the boys?
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## APPENDIX 'B'

### GUIDE TO AN INVENTORY OF COMMUNITY RECREATION RESOURCES

Note: This guide provides a skeleton inventory of the potential resources available in most communities. Scouters should work with their group committee and officials of the district council and add names and details to develop an invaluable program resource inventory.

#### A. COMMUNITY LEADERS

##### 1. *Administrative*

Committee Chairmen — i.e. Recreation, Parks Board, School Board, Library Board, Community Centre Board.

Municipal Officials  
Neighbourhood Leaders  
Organization Executives  
School Authorities  
Team Managers  
Others

##### 2. *Instructors*

Art and Crafts  
Athletics  
Dramatics  
Executive Skills

Leadership Techniques  
Music  
Skating/Skiing  
Others

##### 3. *Coaches*

Baseball  
Hockey  
Rugby  
Soccer

Softball  
Track and Field  
Others

##### 4. *Youth Leaders*

Camp Counsellors  
Day Camp Leaders  
Guide and Brownie Leaders  
4-H Club Leaders

Leaders of Handicapped  
Playground Leaders  
Others

#### B. COMMUNITY RESOURCES

##### 1. *Open Spaces — Passive Activities*

Botanical Gardens  
Camping Parks  
County Parks  
Conservation Areas  
Major Parks

Nature Trails  
Neighbourhood Parks  
Parkettes  
Provincial Parks  
Zoological Gardens

**2. Open Spaces — Active Activities**

Baseball Diamonds  
Fair Grounds  
Natural Ice Rinks  
Playgrounds  
Rugby Field

Soccer Field  
Softball Diamonds  
Swimming Areas  
Track and Field  
Others

**3. Outdoor Facilities**

Artificial Ice Rinks  
Band Shells  
Bowling Greens  
Marinas

Outdoor Theatres  
Sports Stadiums  
Tennis Courts  
Others

**4. Indoor Facilities**

Art Centres  
Artificial Ice Arena  
Auditorium  
Gymnasium  
Halls

Meeting Rooms  
Museums  
Swimming Pools  
Others

**5. Private and Commercial**

Boat Docks  
Bowling Alleys  
Curling Rinks  
Golf Courses

Ski-Tows  
Tennis Courts  
Theatres  
Others

**C. COMMUNITY INTERESTS**

**1. Social**

**a) Lodges**

Eastern Star  
Masonic  
Moose  
Oddfellows

Orange Lodge  
Rebeccas  
Others

**b) National Societies**

American  
Asiatic  
Baltic States  
Belgium  
British  
French  
German  
Irish

Italian  
Latin American  
Netherlands  
Polish  
Scottish  
Ukrainian  
Others

**c) *Other Clubs***

Advertising and Sales	English Speaking Union
B'nai B'rith	Knights of Columbus
Burns Club	Senior Citizens
Canadian Club	Others
Empire Club	

**d) *Service Clubs***

Civitan	Philos
Kinsmen	Progress
Kiwanis	Rotary
Lions	Y's Men
Optimists	Others

**e) *Societies and Associations***

Boards of Trade	Red Cross
Chambers of Commerce	Others
Junior Chambers of Commerce	

**f) *Union Locals and Associations***

Industrial	Trade Unions
Professional Associations	Others

**g) *Veteran's Associations***

Air Force Associations	Canadian Legion
Army, Navy and Air Force Associations	Navy League
British Imperials	Others

**h) *Women's Clubs***

Business and Professional Women	Pilot Club
Canadian Legion Women's Auxiliary	Rotary-Anns
Council of Women	Soroptimist Club
I.O.D.E.	University Women's Club
Kinnettes	Women's Institutes
Lionettes	Others
Opti-Mrs.	

**2. *Creative and Intellectual***

**a) *Arts and Crafts***

Adult Craft Groups	Leathercraft Guilds
Art Gallery Associations	Metalwork Guilds
Art Groups	Quilting Groups
Camera Clubs	Weaving Guilds
Ceramics Clubs	Woodcarving Guilds
Film Councils	Others
Hobby Groups	

## PROGRAM BUILDING

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### b) *i. Church Groups*

Choirs  
Men's Clubs  
Missionary Societies  
Sewing Circles

Women's Auxiliary  
Youth Groups  
Others

### *ii. Churches*

Anglican  
Baptist  
Christian Reformed  
Christian Science  
Eastern Orthodox  
Evangelical  
Greek Orthodox  
Gospel Church  
Hebrew Synagogue  
Jehovah's Witness  
Latter-Day Saints  
Lutheran

Mennonite  
Pentecostal  
Presbyterian  
Reformed Church  
Roman Catholic  
Salvation Army  
Seventh Day Adventist  
Society of Friends  
Ukrainian Catholic  
Unitarian  
United  
Others

### c) *Community Groups*

Home and School Associations  
Home and School Councils

Parent-Teacher Associations  
Others

### *Y.M.C.A.*

Boy's Groups  
Camp Program  
Foreman's Club  
Hi-Y

Phalanx  
Phy-So  
Youth Dances  
Others

### d) *Literary Groups*

Book Review Clubs  
Citizens Forums  
Creative Thinking Groups  
Great Book Groups

Libraries  
Press Club  
Others

### e) *Music, Drama*

Boy Scout Bands  
Choral Music Societies  
Community Orchestras  
Concert Bands  
Folk Dancing Clubs  
High School Orchestras  
Junior Bands

Little Theatre Groups  
Music Appreciation Groups  
Puppetry Guilds  
Symphony Orchestras  
Square Dancing Clubs  
Town Bands  
Others

**f) *Special Interest Groups***

Aquarium Clubs  
Boys Clubs  
Chess Clubs  
Conservation Associations  
Garden Clubs  
Horticultural Societies  
Historical Societies  
Model Aircraft Clubs

Model Railroad Clubs  
Nature Clubs  
Science Associations  
Stamp Clubs  
Teen Towns  
United Nations Associations  
Others

**3. *Courses — Classes***

**a) *Art and Craft Classes***

Aluminium Etching Classes  
Art Metalcraft Classes  
Ceramic Classes  
Children's Craft Classes  
Felt Craft Classes  
Leathercraft Classes

Oil Painting Classes  
Photography Classes  
Sketching Classes  
Textile Painting Classes  
Water Colour Painting Classes  
Others

**b) *Dramatics, Music Classes***

Acting  
Choral Music  
Directing  
Instrumental Music

Make-up  
Stage Craft  
Others

**c) *Home Improvement Classes***

Home Building Classes  
Refinishing Furniture Classes  
Upholstering Classes

Woodworking Classes  
Others

**d) *Language Classes***

English and Citizenship (Newcomers)  
French Language Classes  
Foreign Language Classes  
Public Speaking Classes

Reading Improvement Classes  
Short Story Writing Classes  
Others

**e) *Sports Classes***

Skiing Lessons  
Swimming Lessons

Tennis Lessons  
Others

**f) *Special Interest Classes***

Blue Print Reading Classes  
Drafting Classes  
Executive Classes  
Leadership Training Classes

Parent Education Classes  
Psychology Classes  
Sociology Classes  
Others

**4. Sports**

**a) Armed Service Units**

Air Cadet Corp	Reserve Squadrons (R.C.A.F.)
Army Cadet Corp	Sea Cadet Corp
Militia Unit	Others
Reserve Squadrons (Navy)	

**b) Gym Groups**

Gymnastics Clubs	Men's Keep Fit Clubs
Judo Clubs	Others

**c) Individual Sports**

Archery Clubs	Roller Skating Clubs
Aquatic Clubs	Skiing Clubs
Badminton Clubs	Snowshoe Clubs
Boxing Clubs	Speed Skating Clubs
Diving Clubs	Track and Field Clubs
Family Skating Clubs	Wrestling Clubs
Fishing Clubs	Others
Rod and Gun Clubs	

**d) Leagues and Private Clubs**

Bowling Leagues	Skeet Shooting Clubs
Curling Club — Juniors	Table Tennis Clubs
Figure Skating Clubs	Tennis Clubs — Seniors
Golf Clubs	Tennis Clubs — Juniors
Golf Clubs — Juniors	Others

**e) Team Sports**

Baseball Clubs	Hockey (Minor Organization)
Baseball (Minor Organization)	Soccer Clubs
Basketball Clubs	Soccer (Minor Organization)
Basketball (Minor Organization)	Softball Clubs
Football Clubs	Softball (Minor Organization)
Football Clubs (Minor)	Volleyball Clubs
Hockey Clubs — Adult	Others
Hockey Clubs — Juniors	

**5. Special Events**

**a) Competitions**

Regattas	Others
Soap Box Derby	

**b) Entertainment**

Band Concerts	Movies
Community Concert Series	Musical Concerts
Dramatic Presentations	Others
Lecture Series	

**c) Fairs and Exhibitions**

Agricultural Fairs	Ice Skating Carnivals
Aquatic Events	Trade Fairs
Art Shows	Others
Commencement Exercises	

**d) Parades and Celebrations**

Community Banquets	Special Meetings
Military Parades	Others
Special Celebrations	

**e) Sports Events**

Baseball Games	Hockey Games
Boxing Matches	Soccer Games
Curling Bonspiels	Softball Games
Football Games	Wrestling Matches
Golf Tournaments	Others