

CUBBING



A guide for leaders
Pack Scouters Series No:1

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Editor's Note:

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A guide for leaders
Pack Scouters Series No: 1

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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.

CUBBING



INTRODUCTION

This book introduces a number of areas of general interest to adults concerned with the Wolf Cub program. As such, it should be part of the working library of all these adults.

The first area outlines a very general view of Cubbing and includes a schematic drawing showing the eight interrelated elements of the program.

The second area deals with boys of eight to ten and includes “a developmental task approach” to provide an understanding of boys of this age group. This approach reviews the physical, mental, social and emotional growth of boys as they move through the three key developmental tasks of this age.

The third area explores some aspects of the home and community in today’s changing world and suggests ways and means by which the program may cope with these continuing changes.

The fourth area looks at groups, groupings and leadership in a broad way to show the relationship of these items to Cubbing.

Finally, there is a list of resource material for leaders who wish to explore the areas in greater detail along with two appendices on the subject of understanding boys.

SECTION 1

WHAT IS CUBBING?

Cubbing Is Fun

Cubbing is a program of fun and activity for boy eight to ten years of age. Cubbing offers boys in their own community the opportunity to:

- Work and play with others.
- Develop responsibility.
- Increase skills in hobbies and handicrafts.

Cubbing Provides A Promise

Before they become full members of the group known as a pack, Cubs make a promise:

“I promise to do my best,
To do my duty to God and the Queen,
To keep the law of the Wolf Cub pack,
And to go a good turn to somebody every day.”

Such a promise will assist them to develop a sense of self-reliance, religion, loyalty, obedience, unselfishness, and of service to others.

Cubbing Provides Adventure

Cubbing makes full use of the need for adventure and the vivid imaginations of young boys. Games of all kinds, simple skills, sense training, outings and camp, stories, music, acting and handicrafts are all combined to form a unique program for boys of this age.

Unique terms such a Wolf Cub, pack, Akela, Grand Howl are used and appear to have a great appeal to boys of this age.

Cubbing Offers Opportunities For Boys To Work Together

A pack of Cubs consists of about eighteen to thirty-six boys working and playing together under the guidance of understanding adults, who help the boys to get the most out of the program. The number of Cubs depends on the available leadership and meeting facilities.

The pack is divided into small groups, known as “sixes”, led by a boy leader known as a “sixer”. He is assisted by another Cub called a “second”. In addition, recognition is given to the natural but ever changing “twosomes”, “threesomes”, “foursomes” groupings that boys of this age follow.

Through the pack and six organization, Cubs learn to co-operate with others, develop responsibility and leadership skills and share in worthwhile group experiences.

Cubbing Helps To Develop Hobbies And Handicrafts

Cubs learn many useful things in the pack. Among other things they develop native ability and dexterity and learn to appreciate nature and books. The star and badge schemes encourage them to qualify in subjects such as swimming, gardening, drawing, toy-making, safety and first aid.

The Cub manual, *The Way to the Stars* covers this phase of the Cub program and is available through distributors of Scout equipment, local Scout offices or Supply Services, National Headquarters, Boy Scouts of Canada, Ottawa.

Cubbing Allows Boys To “Reach Out”

Cubbing provides an opportunity for boys to “reach out” into the wider community while retaining a link with more secure foundations. This helps them to satisfy their basic need for new experiences.

Finally

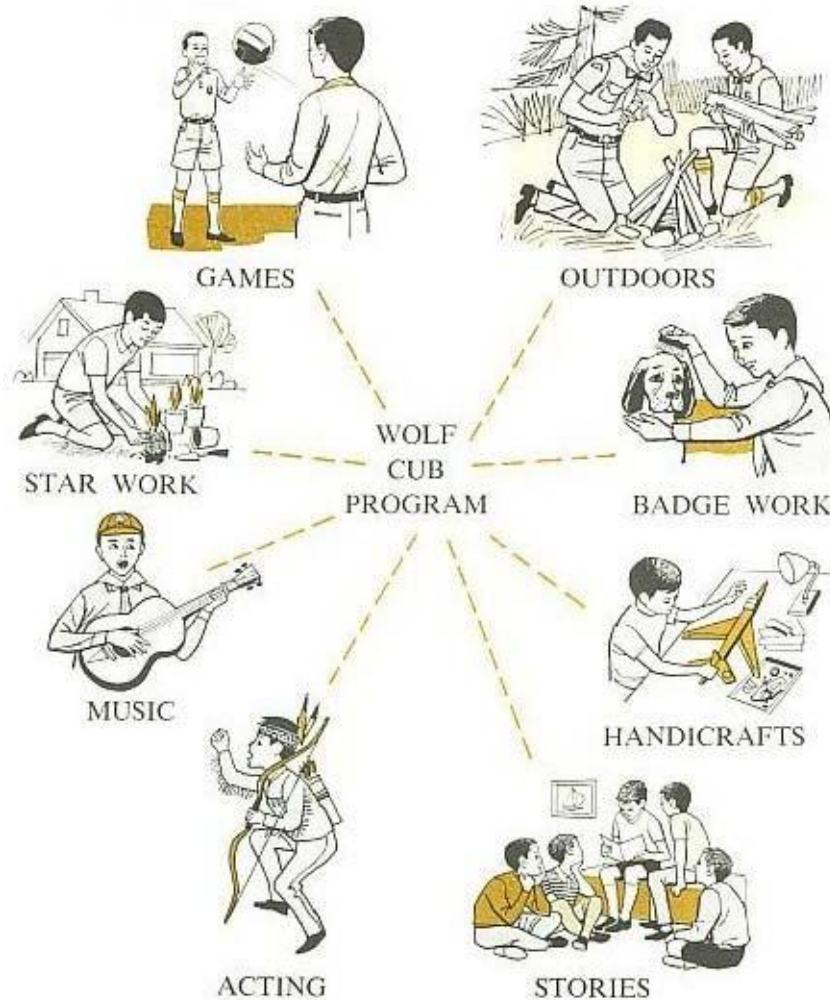
Cubbing, along with the home, school and church, aims to assist boys to become full members of their communities. With the help of dedicated leaders and wise parents, Cubs will gain much from their experiences in the pack.

Later, when they become eleven years of age, they are encouraged to go on to Scouts, which provides a program geared to serve their changing interests and needs.

SECTION 2

CUBBING CONSISTS OF A NUMBER OF ELEMENTS

The total Wolf Cub program is made up of a number of interrelated elements as follows:



Each of these has a specific purpose and all are outlined in detail in others books of this series.

Games allow boys to be themselves, spontaneous, excitable, noisy, yet controlled. Games provide an activity through which boys can experience sociability, fellowship and a sense of belonging.

Music, as an absorbing activity, provides a means of expressing and releasing emotions in a socially desirable manner and is an important means of building a common bond within a group.

Crafts satisfy a boy's need to make things. It permits full expression to creative feelings and provides another means of self-expression.

Acting provides opportunities for boys to make full use of their imagination and creative ability and also the use of such important social processes as acceptance, status, recognition, etc.

Stories fire the imagination, kindle the emotions, bring to life the past and open up the future. They not only entertain but provide a natural means of instructing boys in areas related to concepts such as loyalty, truthfulness, etc.

Outdoor activities provide the opportunity to give boys a chance to know and appreciate wide spaces and nature, to develop an interest in birds and animals, in trees and rocks, in stars and planets.

Star and badge work provides a wide range of “boy-interest” activities from which boys may choose to do or make or go. Some of the activities are suggested projects to encourage the boys to work in small groups and to use the sound principles of discovery learning.

It is the group activities such as games, acting, outdoor activities and singing, that provide the most appeal and attraction to boys and best serve their patterns of growth. The individual activities such as star and badge work serve a valuable and complementary purpose especially when carried out as project activities.

SECTION 3

CUBBING IS CONCERNED WITH BOYS OF EIGHT TO TEN

The job of leaders is to expose Cubs to situations in which they will be able to develop spiritually, socially, mentally and physically. Thus it is necessary to understand something of boys.

Boys look upon the world with curiosity, wonder and imagination. They explore it with adventure in heart. Happenings of the moment are very important. Every day brings hopes, joys, sorrows and new experiences of great significance to them.

Boys have needs: to belong, to have a task, to be recognized, to be liked, to feel secure, to be fit, to achieve and to be understood. Experiences important to them reflect their needs.

Living is learning and growing, and growing is learning. Boys must meet the developmental tasks of life. They tasks represent those things that lead to healthy and satisfactory growth in our society; those things that boys must learn if they are to be judged in our society; those things that boys must learn if they are to be judged by others, as well as judging themselves, as reasonably happy and successful individuals. Developmental tasks arise at our about certain periods in the lives of individuals. Successful achievement tends to lead to happiness and success with later tasks, while failure leads to unhappiness, disapproval by society and difficulty with later tasks.

The period from six to twelve years of age is characterized by three great outward thrusts or pushes, each of which involves a number of developmental tasks:

- A.** A physical thrust into the world of games and work requiring skills dependent upon nerve development, muscle development and co-ordination.
 - Learning physical skills necessary for ordinary games.
 - Building wholesome attitudes towards one’s self as a growing organism.
- B.** A mental thrust into the world of adult concepts, logic, symbolism and communication.
 - Developing concepts necessary for everyday living.
 - Developing fundamental skills in reading, writing and calculating.

CUBBING



- C. An emotional thrust out of the home and into the peer group (friends of the same age and school grade).
- Learning to get along with age mates.
 - Achieving personal independence.
 - Learning an appropriate masculine social role.
 - Developing attitudes towards social groups and institutions.
 - Developing conscience, morality and scale of values.

By the end of the period, each individual should have worked out his particular style at his own level in all three areas. Studies indicate that one period does not suddenly terminate and another start. The pace of change can be fast and apparently there is no sudden increase or decrease in interests from one age to another.

We will explore some aspects in order to make adults more aware of, and sensitive to, these needs and tasks. For convenience, we will be looking at “artificial” divisions of behaviour patterns, fully recognizing that boys cannot be so divided. In addition, we should mention that we are talking of typical behaviour for these ages and that behaviour of individual boys will vary from one to another.

Age ten should be of special concern to leaders. Studies suggest that this is a crucial age in Cubbing and much more needs to be done in order to retain these boys in the program as well as attract others. In other books in this series we offer suggestions on how to handle this particular situation.

A. PHYSICAL GROWTH

Physical thrust into the world of games and work requiring skills dependent on nerve development, muscle development and co-ordination. This involves two main development tasks:

- Learning physical skills (throwing, catching, kicking, tumbling, swimming, handling simple tools, etc.).
- Developing wholesome attitudes and habits to growing self (neatness, cleanliness, self-discipline, etc.).

Success in these tasks will lead toward a well-balanced personality, and a reasonable degree of physical fitness, neatness and orderliness.

The second task is partially accomplished by the increasing understanding and acceptance of the promise by the boys. The principles of the promise are, or should be, closely linked to the teachings of the home, school, church and other close affiliations affecting the boys.

Characteristics Related to the Physical Skills Task

- Very daring; takes many risks.
- Noisy, active and restless; full of energy.
- Developing the large muscles, physical skills and muscular co-ordination.
- A period of relatively slow growth and physical development.

By Eight

- Reached over half final height and almost one-third of his adult weight.
- Large muscles (legs and arms) more developed than small muscles (hands and fingers).

Nine On

- Period of greatest activity in life.
- Loves to test muscles and skills against others (running, jumping, walking fences, etc.).

At Ten (an Important Age in Cubbing)

- Free outdoor play most consuming interest.
- Associates easily with playmates.
- Growing body demands great activity.
- Imaginative outdoor play at elementary level; running and hiding games and gunplay.
- Signs of new interests beginning to show; beginning to give up gunplay, cops and robbers, etc.

Eleven

- Still very active, but activities more diversified and more closely linked with increasing interest in people (as opposed to mere play) and in their activities.
- Incessantly restless and explorative.

How Can We Relate These Needs to Cubbing?

- By providing outlets for the boundless energy of this age group.
- By providing proper opportunities for boys to grow in the fields of physical skills and fitness, neatness and orderliness.

The Cub way is the play way and play is the basic way in which boys learn. Play in games, and in many other ways in the program should cater to their physical growth and their need for physical activity.

B. MENTAL GROWTH

Mental thrust into the world of adult concepts, logic, symbolism and communication, involving two main developmental tasks:

- Developing concepts necessary for everyday living.
- Developing fundamental skills in reading, writing and calculating.

General

- Many interests and activities, indoors and outdoors, lie outside the school. All provide methods of self-education (discovery learning) and have significant relation to the process of growing up. Play serves as one way to prepare boys for maturity.

Characteristics

- Alert, curious, questioning and careless.
 - Craves kindness and consideration.
 - Strong emotions; inadequate self control.
 - Short but keen attention span.
 - Remembers vividly things that *interest* him.
 - Collects things; makes things.
-

- Tests authority of adults.
- Quick to note parental deficiencies but wants and needs adult approval.
- Wants to be independent; needs opportunity to try.
- Lacks good judgement (due to lack of experience); needs practise.
- Needs help to accept responsibilities.
- Leaving world of make believe to enter world of reality.

Six to Eight

- Imagination continues to develop.
- Interest in fairy tales fades; interest in hero-worship increases.
- Day dreams; sees self as space pilot, football or hockey hero.
- Active, probing curiosity; more probing, not only how? and what? but why?
- Increased experimentation with everything.
- Fear lessens and courage develops through dares of playmates.
- Beginning to learn tools of culture (reading, writing, numbers).
- Pensiveness at seven becomes expansiveness by eight.

Eight

- Increasing ability to plan ahead.
- Able to see different sides of a question; able to discuss a problem.
- Appraising what happens to them and what causes it to happen.
- Hobby interest more specialized.

Nine

- New forms of self-dependence modify relations to family, school and culture.
- Self-motivation is the cardinal characteristic and the key to understanding them on way to maturity.
- Growing capacity to concentrate on things.
- Typically pre-occupied.
- Lacks time for routine tasks.
- Does not relish interruptions.
- Work span greatly lengthened.
- Like to tax skills.

Nine On

- Period of rapid mental growth.
- Interested in use of hands; more patient and consequently more skillful.
- Sense organs still improving; discrimination and observation especially keen.
- Experimenting with and exploring everything.
- Spirit of adventure high; continually getting into difficulties and out again.

- Confidence and courage increases with success.
- Resent adults who want to solve their problems.
- Great progress in three R's; laying foundation for general education.
- Collections are a favourite pastime; collects everything and anything.

Ten

- The end of fundamental child development.
- Amiable, casual and easy going.
- Relaxed interlude while assimilating, consolidating and balancing ideas, thoughts and actions.
- Frank and unselfconscious.
- Accepts life; free and easy give and take.
- Termed the "Golden Age".

Eleven

- Collecting zeal reinforced by swapping and trading.
- Interested in people as well as things, particularly like interpersonal aspects.
- Sensitive and self-assertive.
- Beginning of adolescence; leading on to maturity.
- New patterns and intensities of behaviour; curious, sociable, restless, talkative and always on the go.
- Hungry for food and experiences.
- Highly competitive; games call for supervision.
- Thrives best at school under patient, understanding teacher who combines firm control with well-timed flexibility.

How Can We Relate These Needs to Cubbing?

- By the provision of active challenging activities that stimulate the minds and curiosity of this group.
- By using a sensible approach to safety-first and letting boys carry out reasonably daring activities.
- By the careful use of skilled resource people and good films to attract them to do their best in specified topics.

During the Cub-age period, boys increase their store of concepts (tools with which to think) from several hundred relatively simple ones such as roundness, sweetness, etc., to several thousand which enable them to cope efficiently with ordinary occupational, civic and social matters.

To develop trustworthy concepts, boys must have concrete experiences on which to build. Cubbing can help to provide such experiences.

C. SOCIAL GROWTH

Thrust of the child out of the home and into a peer group, involves four main developmental tasks:

- Learning how to get along with age mates.

- Developing attitudes towards social groups and institutions.
- Achieving personal independence.
- Learning an appropriate masculine social role.

Characteristics

- Gregarious, outgoing personality.
- Needs to learn to work with and in groups.
- Joiner; like to form groups (even two persons).
- Needs peers (friends of same age and school grade) to share confidences with, show off to and imitate.
- Needs to learn to control natural but unacceptable traits such as lying, teasing, bullying and fighting.
- Secretive.
- Sloppy.

General

- Moves away from family circle at the beginning of this period.
- Acceptable physique and physical skills important as basis for good relations with peers.
- Must make place for self among peers.
- Process of learning to get along is really development of a social personality.

Six to Eight

- Requires less adult supervision and attention.
- No longer dependent on family circle alone for social responses.
- Desires privacy at home.
- Plays with more people of own age (like self).
- Begins to have friends outside immediate neighbourhood.
- More and more find they must do certain things to grow up and be accepted in society.
- Imitates children who get most approval, not to be like them but to earn similar or more approval.
- Spends hours imitating activities of fathers, uncles and older brothers.
- Gradually discovers reasons for rules and in a game may triumphantly call on them.
- Beginning to help make and enforce rules with others.
- Enters co-operative period of work and play; influence of playmates of own age apparent.

Eight

- Occasionally gang up, shout derision at others (adults).
 - Most games unorthodox, improvised on the spot rules, with lots of bickering, dickering, disputes, but goes on (in contrast to "I'm quitting" at seven); muddles through (noisily, disgruntled).
 - Wrangling often highly educational.
-

- Co-operation, loyalty, sportsmanship, etc., learned through numberless experiences, home, school, street, acquiring social aptitudes and insights.

Nine to Eleven

- Forms gangs and cliques of two, three or four friends, with codes, passwords and secrets.
- Those strong and skillful in games tend to be the leaders.
- Each member must solve own fights and troubles within group but group will stand together against outsiders. Loyalties develop.
- Team gradually replacing individual play.
- Takes dares; has fights; busy all the time.
- Games and sports become more complex.
- Untidy about dress, clothes.
- Comes to table dirty.
- Forgets manners.
- Believes girls worthless.
- Begins to think dad isn't as wise as he used to be.
- Likes to assert himself but has discovered value of co-operation.
- Wants approval of playmates even more than parents.
- Places prior position on gang approval and activities over that of parents.
- Does not want parents to act his age or be his "pal". Wants boys of his own age for associates but needs parents and other adults as comforters and confidants who will give guidance in an understanding way.

Ten

- Excited at thought of forming new club.
- Members will later reform club, get better motto, or start mystery club with codes, etc.
- Clubs transient and fluid, but urge and passion strong.

Eleven

- Interest in clubs remains strong, but more critical; less amiably confronting.
- Does a lot of shifting in self-organized clubs; much attention to elections, dues and votes on projects.
- Increasingly inquisitive about adults and adult roles.
- Develops and uses all sorts of devices and ruses for exploring interpersonal relations with parents, adults and peers.

How Can We Relate These Needs To Cubbing?

- By providing opportunities for group activities and projects properly developed, controlled and run by the members of the group.
- By encouraging project activities of the star and badge schemes.
- By recognizing and encouraging friendship groups.

- By assisting boys to cover the transition from home domination to community exploration and acceptance.

C. (2) EMOTIONAL GROWTH

This is related to social growth and involves the following developmental task:

- Developing conscience, morality and a scale of values.

Characteristics

- Underlying deep spiritual nature; hero worship.
- Church goer, possibly server.
- Good turn meaningful to this age group.

General

Moral development is influenced to a large extent by environment. The most important of many factors in environment are:

Family (Parents And Others)

- Transmitter of culture of group to child.
- Home ought to be the training centre for ethical values.
- Model or standard of behaviour; boys imitate what they observe.
- Approval and disapproval, reward and punishment teaches and reinforces socially desirable behaviour.
- Punishment to fit misdeed can motivate boys to do right.

Playmates

- Behaviour is frequently “group-linked”. Conduct, when under the influence or standards of a group, may not be typical of conduct when alone or with another group.

Schools

- Personality of the teacher and the way classroom situations are handled are more important than emphasis on character and citizenship training. In general, boys are far more influenced by what they see than by what they are told.

Sunday School and Church

- Teachings differ from social enforcement, stressing God’s disapproval of wrong doings rather than tangible punishment. Good religious instruction helps boys develop self-control.

Leisure

- Reading, movies, radio and television all influence, in different degrees, the behaviour and growth of boys.

Intelligence and Judgement

- Intelligence and right conduct tend more often than not to go together because intelligent individuals know that right conduct is simply the intelligent thing to do because it gets best results.
- Through late childhood and thereafter, an unmistakable trend from the specific to the general and from the concrete to the abstract develops. There is also an increase in tolerance, improved quality of judiciousness and a regard for relatives of conduct. Most impressive is a consistent concern for fairness, which moves from fairness for self to fairness also for others.

Ten

- Beginning to distinguish 'right' and 'wrong', which develops from pre-school 'good' and 'bad'.
- Tends to be more concerned with wrong than right, particularly wrong of others.
- Over-reacts to teaching.
- Self-righteousness, e.g. swearing, cheating, but has alibis.

Eleven

- Beginning to steer own course.
- Wants freedom to be non-conformist.
- Less rigid and puritanic.
- Approach is experimental.
- Goes to extremes in truthfulness and downright untruthfulness.

How Can We Relate These Needs To Cubbing?

The development of conscience, morality and a scale of values arises from the concepts boys have learned through the experiences they have had in forming them and living with them.

- By providing activities such as acting, leading of games and stories, to help reinforce and strengthen the concepts.
- By providing opportunities for Cubs to sharpen their intelligence. For example, through answering questions at the time they are asked or guiding them to search for their own answers.

CONCLUDING COMMENTS AND REVIEW

The stage of growth with which Cubbing is directly concerned involves boys of eight, nine and ten years of age. A review of the special characteristics of this age group show that these boys are:

- Beginning to play together for longer periods of time.
- Increasingly able to pay attention to one thing for a period of time (assuming the "thing" is realistic and appealing to them).
- Developing a willingness to share and co-operate.
- Beginning to show an interest in competition, related to one's standing in the group (prestige).
- Developing interest in *group* team games and activities.

In Addition These Boys Show:

- A growing desire for better performance in skills.
- A strong identification with their own age and sex.
- A desire to be accepted by their own age groups.
- A readiness to leave home and parents (e.g. camp).
- A need for close friendship with playmates.
- An interest in a wider range of activities.
- A need to express themselves freely and imaginatively.

These boys want everyone to obey stated rules and regulations, and demand justice and impartiality.

Physically, boys are sturdy, long-legged in appearance and generally healthy. Co-ordination is good but posture may be poor. Most boys appear to have boundless energy and expend it in great amounts but tire quickly. They seem continually hurried and untidy. This is a period of small muscle development. The heart develops less quickly than the body but damage is prevented because the muscular system tends to tire first.

These boys need freedom to participate in setting standards and rules. They should have a say in the operation of the pack programs. They also need the understanding and sympathy of the adults around them.

Whole body activities such as stunts, running, throwing and catching, “it” games and sports, along with activities encouraging eye-hand co-ordination such as knot-tying, drawing and handicrafts are important.

Outdoor activities such as playing in brooks, gathering natural things, building campfires, wide games are also important.

The major job of adults is to help boys gain confidence in themselves and in their growing ability to deal with things and people, so that they may decrease their dependence on adults and achieve acceptance among a group of their own peers. Boys should be encouraged to be on their own, but at the same time feel free to return to the security and understanding they expect to find from adults in the home and community.

SECTION 4

CUBBING IS CONCERNED WITH THE HOME AND COMMUNITY.

In order to have a good understanding of boys in their care, Scouters need to know something of their home and community.

What Is Happening To Families?

Within approximately the span of a single lifetime, family life in North America has swung from patriarchy to matriarchy and the child-centred family. On the whole, adults are aware today that when father, mother or children dominate the home, nobody’s needs are fully met. The same applies to most group programs. Boys are not being prepared for success and happiness as adults, by behaving as tyrants

at the expense of their elders, anymore than they are by being ruled by, or kept emotionally dependent on parent, teachers, or other adult leaders. As potential citizens of a democracy they need to learn, within family and other environments around them, respect and consideration for the rights and needs of others as well as their own and the sharing of work and responsibility. At the same time it must be recognized that our way of life is constantly changing and new looks at life are being made both within and outside of Scouting. We now have few solidly fixed sign posts for guiding boys along the path of learning within a democratic atmosphere. Yet the principles we follow with boys are actually part of the democratic philosophy, although they are not labelled as such. To value each boy as an individual; to respect his right to be himself; to recognize the need for him to grow and learn in his own way; to allow him privileges and give him responsibilities as he becomes ready for them are all part of the democratic process. As in the home, it is also important to regard each member of the pack not only as an individual, but as a member of a group, each capable of doing his part and making an unique contribution toward the good of the group as a whole.

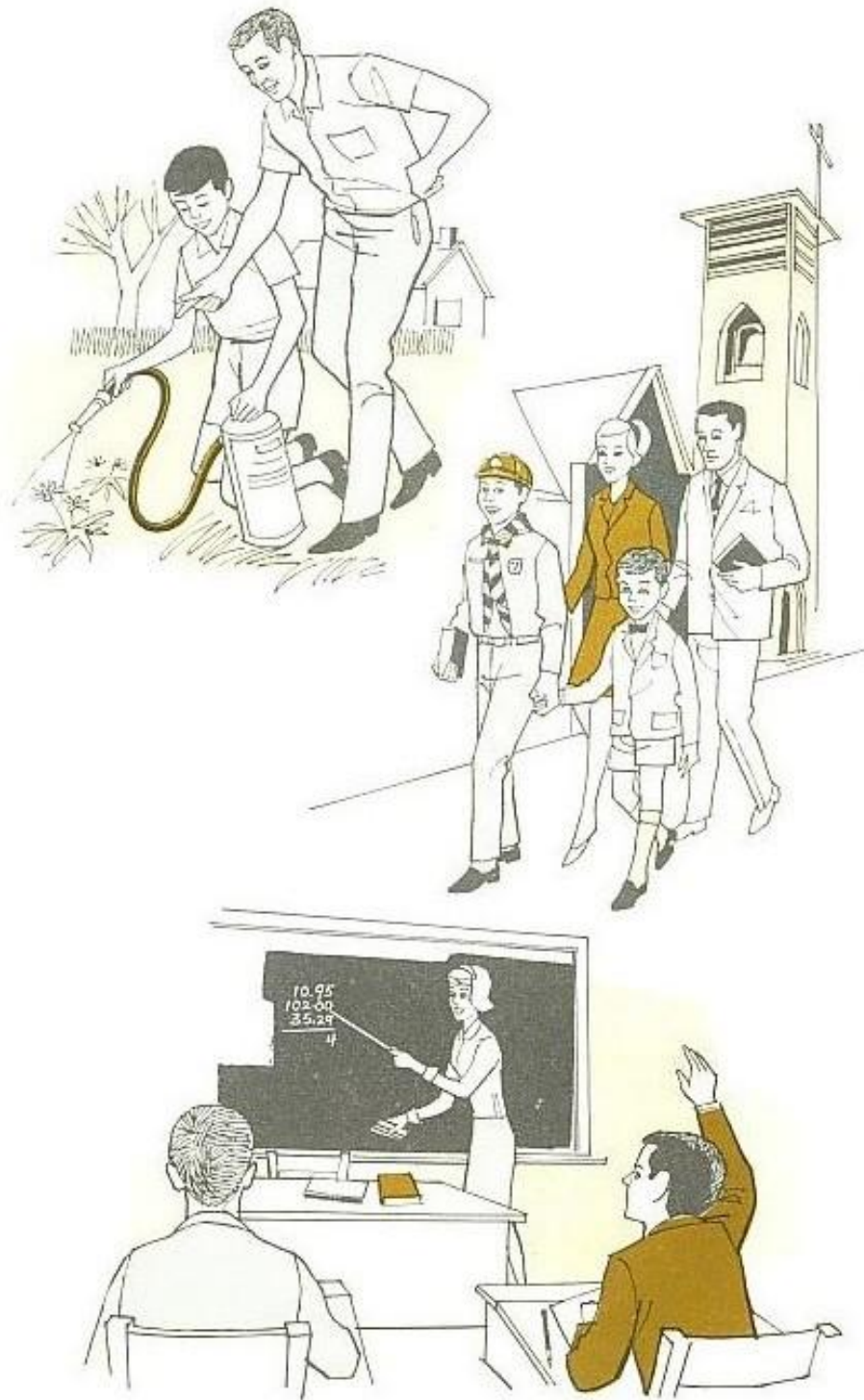
Democracy in the mixed world of the child and the adult does not mean equal votes or equal responsibilities for all members. Children are not the equal of their elders in wisdom or experience and cannot have an equal voice in matters that are beyond their judgement, anymore than they can contribute an equal share to family work or family income. Adults should be alert to opportunities in which they can give children a voice in making decisions that are within the limit of their experience. They can have a voice, although not an equal voice, in decisions which affect them individually. Children may not agree with the final decision but they could be in on the discussions involving, for example, a family whose budget could stand a television set *or* a stay at a summer camp but not both. This affords them an important learning experience.

A democratic approach in the home and the group is not an invitation to adults to abdicate their responsibilities as parents, teachers or leaders. On the contrary, it is a way of living which allows them the widest possible expression of their capacity for leadership, wisdom, maturity and love, a way that offers rich rewards for both children and adults.

Studies Of Families Show That:

- They are highly mobile; one in four move every year. How does this affect a pack's turnover?
- One in ten are one-parent families. How does this affect the emphasis on home-centered requirements?
- Most live in metropolitan areas of 100,000 population or more. As of 1965, Canada had fifty-two cities each with a population greater than 40,000. This total population of 8,206,000 represents 42% of the population and it is growing. What effect does this have on the outdoor aspect of Cubbing?
- Many of the more talented and ambitious parents are continuing their education through extension and evening courses. Can they be used as resource persons for special aspects of the program?
- Many parents are greatly concerned and sometimes are confused about how to raise their children today. Can Cubbing help them with this problem?
- Many parents in today's automated society, are concerned that their children receive early training and education for work as well as leisure, in order to prepare them for a world of change. Can Cubbing assist in the leisure aspect of this situation?
- The role of father appears to have lost its prior position thus tending to weaken the masculine influence on boys. Can Cubbing help to offset this trend?

CUBBING



What Do Parents Want For Their Sons?

- To learn worthwhile things.
- To grow strong and be physically fit.
- To develop health and good habits.
- To develop self-respect.
- To have confidence in themselves and their abilities.
- To have fun.
- To gain new experiences
 - by going places;
 - by making things;
 - by doing things.
- To be good sports, honest and fair.
- To feel some responsibility for others.
- To learn to do some things for themselves.
- To learn to get along with other people
 - by developing their own standards;
 - by making their own decisions.

Parents May Be Divided Into Groups:

1. Parents who whole-heartedly believe in Scouting and what it stands for, who really pull their weight on committees and are vitally interested in their boys' development. A small, but enthusiastic group that needs to be cultivated.
2. Those who believe in the Movement and think it is good training will form the largest group of parents. They are prepared to assist to a limited degree. Use them at every opportunity.
3. A fairly high percentage of parents will think Scouting is a good thing for their sons, but have little intention of giving up their time or energy. They will use the pack largely to free themselves for their own enjoyment. Approach them on every possible occasion. It may be hard to get them interested, but keep trying.
4. Over-indulgent parents, or much worse, one parent who thinks son Johnny is something special and expects him to get extra attention. Fortunately there are not too many of these. Take a firm stand with Johnny and his parents and insist he toe the line with the rest.

Families Live In Communities

Most Cubbing is carried on in urban and suburban communities across the country.

The community is a form of social organization defined by five important aspects:

1. It has a system of organization (postal number, fire protection and police protection).
2. It occupies a piece of territory (a suburb of a city).
3. It has limited political autonomy (it is a corporation, township, village, etc.)
4. It is where the primary needs (food, rest, relaxation) of people are satisfied.
5. It possesses a social structure and social processes of its own.

Communities have changed greatly since the war. Many of them are considered “dormitories” for individuals commuting to the large metropolitan areas that they surround. Transportation and communication networks have tied them to municipal, provincial, national and even international commitments. Sources of power have revolutionized the tasks related to caring for the home and family.

Growth in economy and rising standards of living have added “luxuries” to the home and community. Schools have been consolidated.

Few people know each other well in such communities. Local organizations and patterns of life are strongly influenced by forces outside the community. The problems are compounded by the high mobility of the residents, the increasing taxes for expanding services (especially school construction), the lag in community recreational resources, the varying values and the aspirations and outlooks on life due to the increasing influx of people of highly different backgrounds.

It is important that Cubbing continue to fit into these evolving communities and that leaders are aware of the changes and other aspects of the community. This means that Cubbing must remain flexible and adapt itself to situations that may differ from community to community and sometimes even within communities.

Many organizations, institutions and groups in communities across Canada work with boys. The home, the school, the church, the recreation authorities and sporting organizations are some examples. Cubbing needs to work with these agencies to help boys reach independent, active and contributing adult maturity. To achieve this, at least three things are required:

- Establishing an understanding, intelligent partnership with the home, school, church and other community agencies.
- Knowing something of how boys grow so that the program activities will contribute to sound development.
- Having a good working knowledge of the overall program.

If we are to succeed in supplementing the training boys receive, we must have some understanding of what is happening to boys in each of the general areas mentioned. We must have a general idea of their home background, how they are doing in school and their church and community involvement. This is not as difficult as it appears to be. Much of it can be discovered by *listening* to the boys and by talking to them individually. Home visits and talks with teachers and religious leaders of the boys also help.

Cubbing has no absolute priority on boys and it is only realistic to recognize that other programs make contributions that Cubbing is not equipped to make. It is important that we co-operate, not compete, with other groups. Conflicts in loyalty will undoubtedly arise, e.g. Little League practices and games on pack meeting nights, but the way these are handled becomes quite important from the boys’ point of view.

Cubbing does not exist in a vacuum. It is affected by the attitudes people have about it, by the rating people put on the experience of being a member and by the attitude of boys themselves towards the program.

It is also important that Cubbing makes full and effective use of available community resources and personnel. This will be emphasized in book 2, *Pack Operations*.

SECTION 5

CUBBING IS CONCERNED WITH GROUPS, GROUPINGS AND LEADERSHIP

Groups

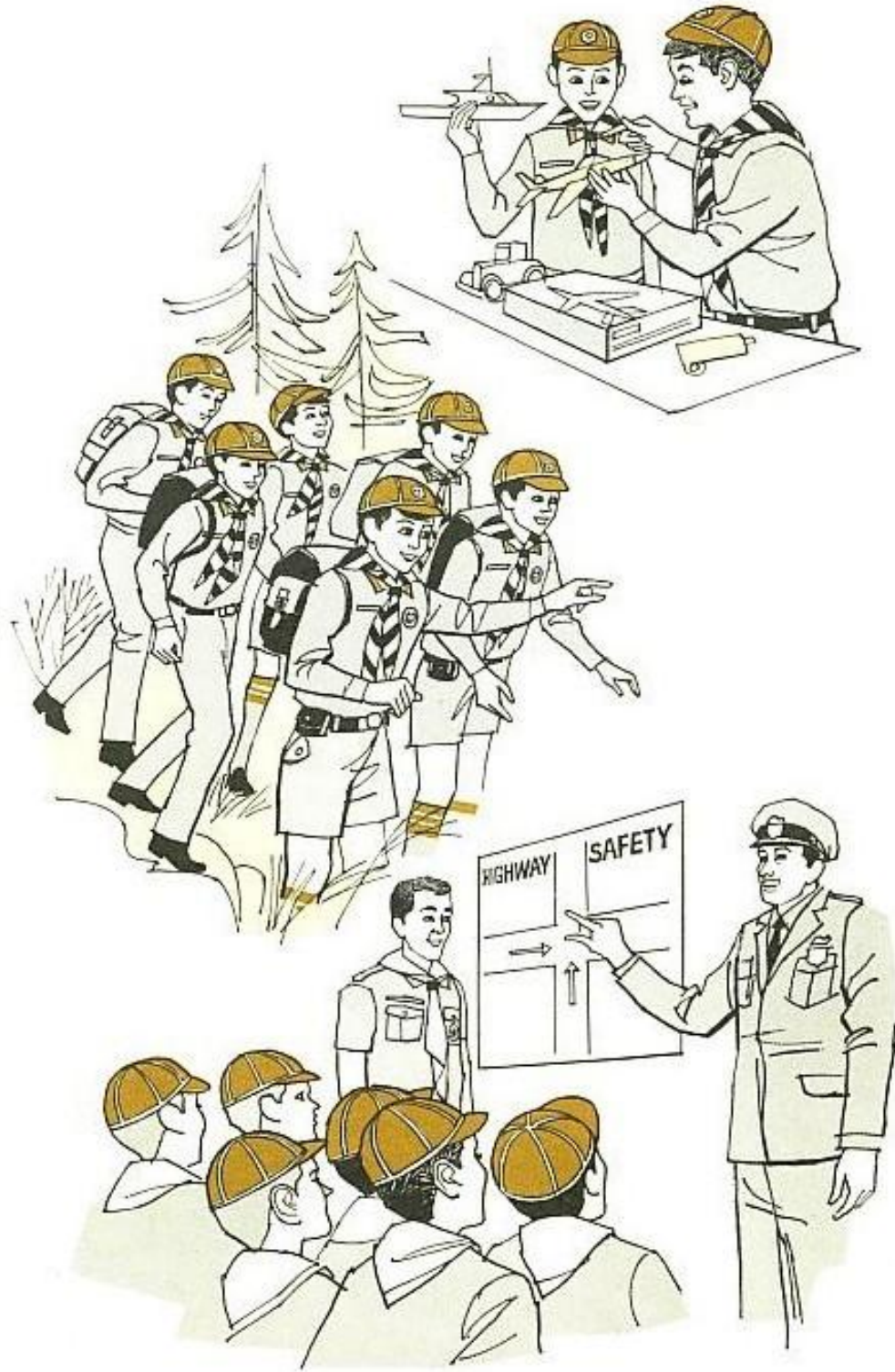
Small groups are a powerful force in developing an individual's social skill and determining his success and happiness in life. Through group experience, individuals may meet many psychological needs, develop behaviour skills which contribute to their mental health, learn social skills including those of democratic decision-making and learn the customs of society. As they try out various forms of behaviour in the group, they are able to work out an accurate and realistic picture of themselves and develop the flexible behaviour that is required of well adjusted persons who are successful in their relationship with others.

Cubbing is one of the many youth-serving, group-work agencies which attempt to make use of the group-play life of children.

What are the characteristics of groups? What effect should groups have on the development of boys? Good groups should:

- Provide opportunities for boys to be with friends.
- Provide opportunities for all or most of the members to share a leadership role.
- Ideally be composed of peers, boys of their own age and stage of development; leadership best arises when boys are with peer groups.
- Provide program and experiences geared to development of boys to meet the needs and interests of the majority.
- Be relatively small but large enough to require adjustments of each member.
- Allow for responsible participation (a fundamental need for growth).
- Provide opportunities for members to contribute to and participate in the program.
- Allow for group as well as individual achievement.
- Help members to live with each other and contribute to group life.
- Encourage spiritual life through learning to live and play together.
- Have facilities for meetings that help to develop group life. Cleanliness, ventilation and washrooms all help in creating right climate.
- Recognize that the attitude of adults affect group life; cheerful greeting on arrival sets the tone.
- Allow for involvement. Members are attracted to groups that are friendly, that give prestige, that accomplish appealing things worthy of recognition and that, in general, meet their personal needs and interests.
- Be cohesive. Cohesion is the feeling of belonging. Cohesion means a low rate of drop-out, high standards of work and good group spirit.
- Provide objectives to help to cement group cohesion. All should know them and feel involved. Develop a flexible plan and get all contributing. Evaluate the plan frequently.

CUBBING



Groupings

There are at least three types of inter-related groups operating in Cubbing.

- These are
- (1) The pack (in the example, there are eighteen Cubs).
 - (2) The six (in the example, there are three sixes).
 - (3) And ad-hoc groups (in the example, there are six groups and one “loner”).



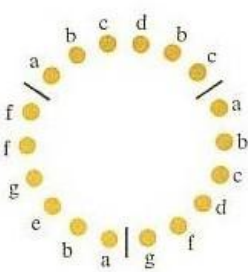
The *pack* provides

- Anonymity and security for individuals which is important for this age group.
- An administrative unit for registration, etc.



The *six* provides

- An administrative unit for convenient handling, records, etc.
- Unit for games and other small group activities.



Ad-hoc groups

- Are normal ever-changing “cliques” of two, three or four boys which cut across “six” lines, and form naturally from larger groupings.
- May be a peer group (group of friends).

Thus in the example pack, there are ad-hoc groups formed as follows:

- a a a (usually sixers)
- b b b (but not necessarily the seconds)
- c c c
- d d
- e (a loner, not unusual)
- f f f
- g g

Such groups change often. This too is normal and should be expected and given a degree of formal recognition.

This month we may have

a a a
b b b b
c c c
d d
e
f f f
g g

Next month this changes to

a a b b
a b b
c c c
d d e f
- -
f
f g g

Leaders should make the best possible use of the energy and enthusiasm of such ad-hoc groupings. Projects, for example, provide one way of doing this. Keeping such groups together in one six is another way.

Leadership

Leadership is now seen as a function of the situation and it is assumed by the person(s) who helps the group move towards its goals. A person who is a leader in one situation (or group) may not be the leader in another. Someone set in authority over others is not necessarily the leader.

Styles of leadership vary. The “one-man show” whose ideas and plans are the ones to be carried out, seeks obedience *but* may find defiance leading to drop-outs. The leader who draws ideas and suggestions from the group by discussion and consultation and encourages members to take part in setting decisions, seeks co-operative participation *but* may find inaction. The leader who chooses to be only a source of materials and information, plays down his role in the group’s activities and exercises a minimum of control, seeks initiative within the group *but* may harvest chaos.

Leadership skill is knowing how, when and where, to use each style and to vary the techniques to fit the leadership style to the leadership needs. In most cases, the second style described above will be best suited in providing opportunities of the members of the group.

Leadership in Scouting is a responsibility to be shared among boys and adults working together. Boys must be given responsibility in order to develop and increase their understanding of responsibility.

Thus, the main concern of adult leaders is:

- To provide situations in which boys may grow.
- To recognize the great influence of the peer group.
- To allow for as much interaction (through group activities) of boys as possible.
- To share the role of leadership with and among boys.
- To listen to them.
- To let them take the lead now and then.
- To help them grow.

This are of leadership will be explored in more detail in other books in this series.

RESOURCE MATERIAL

Note: In addition to individual use, the following books and films could provide excellent material for discussions by groups of leaders, parents and others interested in the subject.

Pamphlets:

Six to Eight — Years of Discovery, 11pp.

Nine to Twelve — The Restless Years, 17 pp. The Metropolitan Life Insurance Company, Ottawa 4.

Toward Understanding Boys in Middle Childhood — Ages 6-7-8.

Toward Understanding Boys in Late Childhood — Ages 9-10-11. Moser, Clarence G., Boy Scouts of Canada, Ottawa.

Planning Play, R.C.A.F. Pamphlet #96, 1959. Queen's Printer, Ottawa.

Pre-Adolescents — What Makes Them Tick? by Fritz Redl. Child Study Association of America.

Books:

Understanding Boys, Moser, Clarence G., Association Press, N.Y., 250 pp. Boy Scouts of Canada, Ottawa.

This book furnishes the reader with a basic understanding of the needs and developmental tasks of boys. It explains how their behaviour can be influenced and how they can be assisted in meeting their tasks.

Developmental Tasks in Education, Havighurst, Robert J., David McKay Co. Inc., N.Y., 100 pp.

This book is the basis on which *Understanding Boys* has been developed. It relates the biological, psychological, cultural basis and the educational implications of each of the tasks that an individual needs to master through life in order to become assimilated in our North American society.

The Child and Society, Frederick Elkin, Random House paperback, 1963.

An explanation of the process of socialization and how children are influenced by the home, school and peer group.

Where Did You Go? Out. What Did You Do? Nothing. Smith, Robert Paul.

A delightful peek into the world of kids. Available in libraries.

Youth, the Years from Ten to Sixteen, Gessell, Arnold, et al., Harper Bros., N.Y., 542 pp.

The Child from Five to Ten, 475 pp., Gessell, Arnold, et al., available in most public libraries.

These two books are the result of study of a large group of middle and upper class children as they grew from babyhood to maturity. Each year of age is covered separately and Scouters may find much of interest in the simply demonstrated evidence of behaviour trends, likes and dislikes of boys and girls.

Gessell Institute's Child Behaviour, F.L. Ilg./L.B. Ames, Dell, Laurel, paperback, 1959.

A popular summary of some of the material presented in the above two books.

A Teacher's Manual, Anglican Church of Canada, Church House, 600 Jarvis Street, Toronto.

Ideas about and on working and learning with typical nine and ten year olds.

Boys Eight to Ten Years Old, Boy Scouts of America, available from Boy Scouts of Canada, National Headquarters.

A research report produced for the Boy Scouts of America concerning interests, problems and activities of boys of eight to ten.

Your Child from Six to Twelve, U.S. Government Printing Office, available from Superintendent of Documents, Washington, D.C.

An inexpensive booklet concerning six to twelve year olds; value of play in their life; everyday problems; interaction of family, school and community.

The Family in Canada, Elkin, Frederick, 192 pp., Canadian Conference on the Family, Ottawa.

An account of present knowledge and gaps in knowledge about Canadian families.

The Community, Canadian Citizenship Branch, Ottawa, 31 pp., 1963.

A series of articles reprinted from *Citizen*, and dealing with a number of aspects of community life.

Human Groups, W. J. H. Sprott, Pelican, 1958.

A study of how men and women behave in the family, the village, the crowd and other forms of association.

The Small Groups, Olmstead, Michael S., Random House paperback, 1963.

Ideas on groups, group behaviour, group leadership, individual in the group, culture in the group.

Films:

Three films from the Ages and Stages series.

He Acts His Age, b/w, 14 minutes, C.F.I.*

This film is the introduction to the Ages and Stages series on child development. It examines the play habits of children from one to fifteen years of age, shows the characteristics of each group and stresses the need to understand children if you wish to help them.

From Sociable Six to Noisy Nine, sound, colour, 18 minutes, C.F.I.*

This film delves into the behaviour patterns of children from six to nine years of age. It looks into the meaning of various kinds of conduct and suggests ways in which parents may guide and govern their children through a challenging and often trying phase of development. A family with three children is presented and the audience has the opportunity to observe how the parents cope with various situations.

From Ten to Twelve, sound, colour, 26 minutes, C.F.I.*

This film provides opportunity to study the emotional physical development of children from ten to twelve years. Far removed from infancy, yet not across the threshold of adolescence, these children present an absorbing study of “adults in the making”. We watch the children of one family in various situations in the home, at school and in group play, and realize that much of their conflicting behaviour is actually a normal part of the growing process.

* C.F.I — Canadian Film Institute, 1762 Carling Avenue, Ottawa, Ontario. Most films have a small service charge.

APPENDIX 'A'
Chart of Child Needs

NEEDS	FROM PARENTS	FROM TEACHERS	FROM PLAYMATES	FROM COMMUNITY
Emotional AFFECTION (feeling of being loved)	Comradeship. Playing no favorites. Serenity in home	Evident fondness for child. Happy co-operative atmosphere in classroom. Kindness, fairness.	Friendships. Interest in child's achievements.	Understanding teachers. Active Child welfare agencies and kind foster parents when home supervision breaks down.
BELONGING (feeling of being wanted by the group)	Significant share in family work and play. Proud of child as member of family.	Welcoming a child in school and giving real share in activities of classroom and playground.	Companionship. Genuine share in group's activities.	Inspiring child's co-operation to contribute to the beauty, health and welfare of community.
INDEPENDENCE (feeling of managing and directing own life)	Child helped to stand on own feet. Given opportunities to make decisions and choose friends with reasonable guidelines.	Initiative encouraged. Participation in class discussions. Training in self control and self direction.	Child given his turn in doing things and being leader.	Opportunities for older children and youth to have part in community councils.
ACHIEVEMENT (satisfaction from making things and doing jobs)	Encouragement in school work. Opportunities for worthwhile tasks; hobbies and adventure.	Work at which child can succeed. Opportunities for success in sports, hobbies, dramatics, etc.	Child included in school projects, sports, dramatics, musical and other activities.	Vocational guidance. Share in community enterprises — salvage campaigns, victory gardens, church activities, etc.
SOCIAL APPROVAL (feeling that others approve of conduct and efforts)	Praise for good behaviour, honest effort in work and other accomplishments (sports, making friends, etc).	Commendation for good behaviour, diligence in school work, success in sports, dramatics, music, etc.	Generous admiration for child's accomplishments in school work, sports, dramatics, etc.	Credit for constructive activities, patriotic work, etc.
SELF ESTEEM (feeling of being worthwhile)	Confidence in child and his future.	Making child feel a worthwhile person. Helping child understand and accept his strengths and weaknesses.	Appreciation of child's good qualities.	Making child feel he matters to community. Giving him share in community enterprises.
Intellectual (for training in ability to think clearly and solve problems wisely)	Encouraging children to find out the facts before coming to conclusions.	Training children to think in an orderly fashion, to acquire sound study habits, and to read widely.	Participation in group projects planned and carried out by children themselves.	Compulsory education. Inviting partnership of children in helping solve community problems. Developing partnership between home and school.
Character and Social (for developing ability to live with others in a cooperative and worthy way)	Good standards of behaviour at home, encouraging honesty, sincerity, social service and spiritual development. Sex education.	Training child to co-operate with others in work and play and to complete difficult tasks for worthwhile ends.	Approval of child when a good sport (good loser, good winner, etc.)	Good character-building agencies — schools, churches, playgrounds, day nurseries, recreation centres, etc.
Physical (for developing a healthy body and good health habits)	Nutritious food, adequate sleep, suitable clothing, sanitary living quarters, medical and dental care, training in good health habits, outdoor activities.	Health education, physical training, co-operation with medical authorities in health inspection and immunization against disease.	Consideration by child of health and handicaps of associates. Full co-operation in preventing spread of contagious disease.	Adequate medical and dental services. Immunization against diseases. Sanitary living conditions. Full social security.

Chart prepared by and used with the kind permission of the Canadian Mental Health Association.

APPENDIX 'B'

UNDERSTANDING BOYS... BOYS GROW BEST WHEN...

The following thought-provoking summary is taken from *Understanding Boys* by Clarence G. Moser, published by the Association Press. It is a highly recommended book for every leader.

Boys Grow Best When:

1. They are with adults who are at ease with them and who seem to enjoy them most of the time...
2. They are permitted to make mistakes which will not harm them unduly, and are permitted to live with adults who do not themselves pretend to be perfect...
3. Those about them believe in them and express confidence through words and through giving them freedom...
4. Those about them understand what they are trying to achieve and support and team with them in their endeavours...
5. Those about them permit them to express doubts, to raise questions, to try their own ideas...
6. They understand the limits of the freedom within which they can make decisions, and when this freedom is limited to the responsibility they feel able to carry at their stage of development...
7. Those about them deal with them with firmness and consistency...
8. Adults around them behave as adults and show what the adults way is like...
9. Those about them gear their expectancy of a child's behaviour to his capacity for that behaviour...
10. Those about them help them to succeed when they need help, but let them struggle when they are winning by themselves...
11. Those about them understand how they grow and develop, and provide motivation and opportunity for encouraging sound growth...
12. They feel strong within themselves, when they feel they are just the kind of person wanted by their family, their friends, their community and nation...
13. There is an atmosphere of friendliness and warmth whether with adults or children...
14. They meet actual life situations, emotionally charged, and deal with them successfully whether with or without adult help...
15. Their performance expectancy is related to themselves and not to others...
16. They are interested in what they are doing for its own sake. They will be interested when it has meaning to them. Children forced to perform at tasks in which they have no interest or understanding are not helped but actually blocked. Those who attempt it are battling against human nature and will lose in the end...

Index not included in this e-edition
