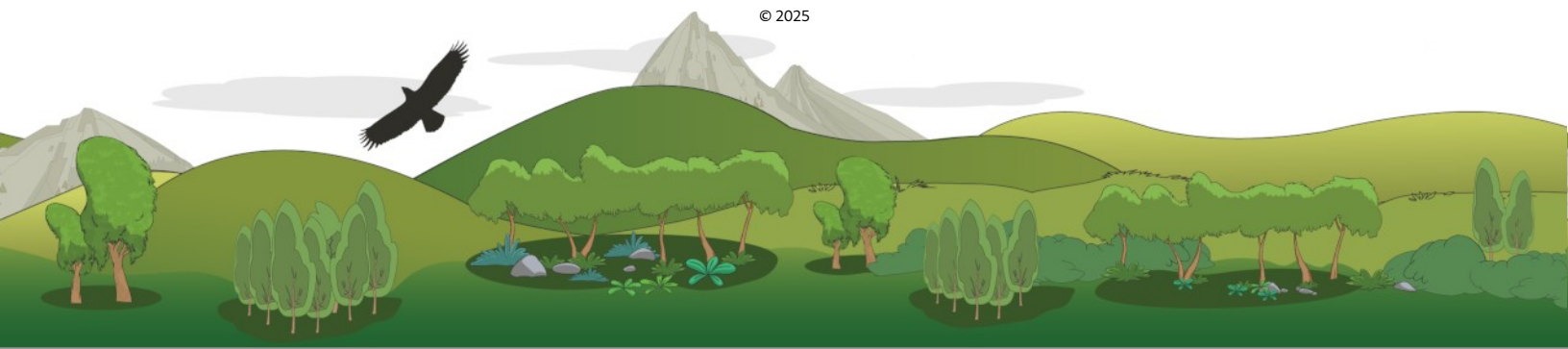


The Cub Book



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Welcome to Cub Scouts!

Dear Cub Scout,

Welcome to the Wolf Cub pack. Your time here will be filled with fun and adventure. Along the way, you will learn to do a lot of exciting and important things.

You'll go to camp and on outings.

You'll go fishing and fly kites.

You'll learn how to keep warm, make shelters, and cook outdoors.

You'll visit all kinds of interesting places.

You'll learn how to take care of yourself.

You'll plan and do things with your Lair and your Pack.

You'll learn about Mowgli, Bagheera, Baloo and the Jungle story.

You'll make gadgets, play games and sing around a campfire.

And, you'll make a whole lot of friends. This book is written to help you do all these things. It is full of ideas and, if you use it well, it will become like a friend. You can use your book as a diary of things you did as a Cub Scout and keep it for the rest of your life.

HAVE FUN AND GOOD HUNTING!

AKELA
The Old Wolf

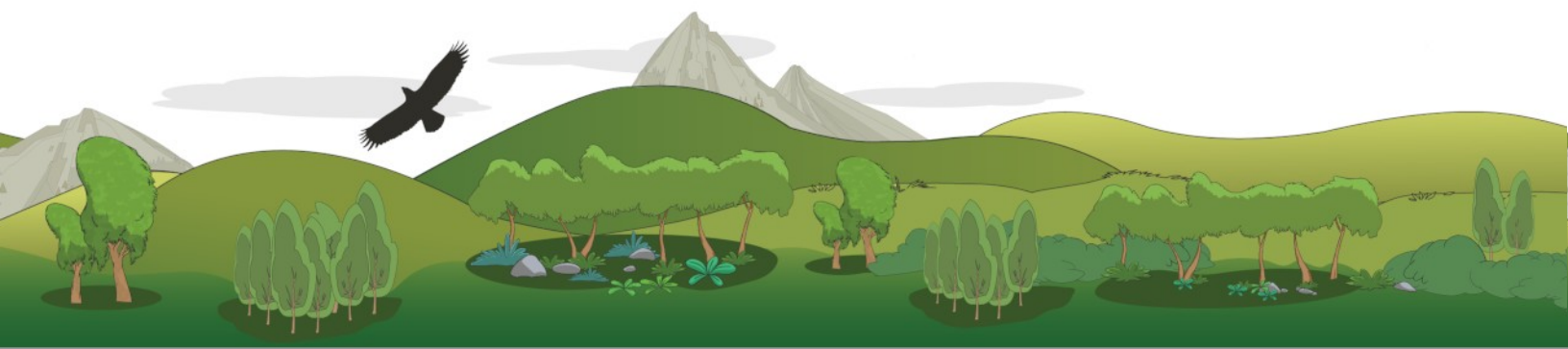
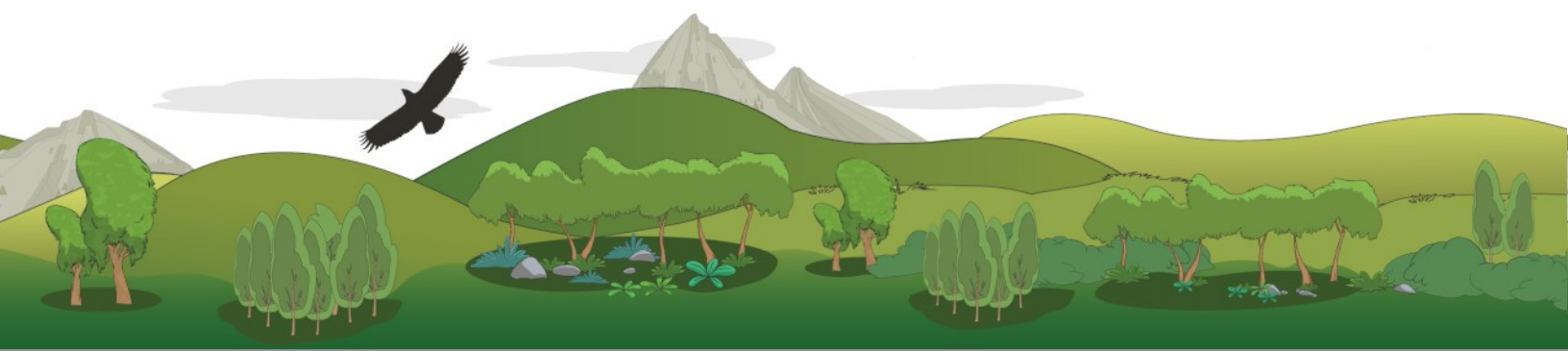


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Chapter I: Wolf Cubs in the Jungle

Why are you and your friends called Cub Scouts? The idea comes from “The Jungle Book,” by Rudyard Kipling. It’s a book of stories about Mowgli and the wolf cubs.

Mowgli was a young boy who lived in a village in India. One night, a tiger named Shere Khan attacked some villagers around a woodsman’s fire and Mowgli escaped into the jungle. Mowgli found a family of wolves living in a cave, crawled in and soon curled up with the wolf cubs. Raksha, the mother wolf, liked the little boy and wanted the other wolves to let her adopt him, but Shere Khan demanded that the wolves give him Mowgli to eat. Raksha was ready to fight to keep Mowgli as her son. Then Bagheera, the black panther, and Baloo, the wise old bear, persuaded Akela, the chief of the wolf pack, to let Mowgli become a member of the pack.

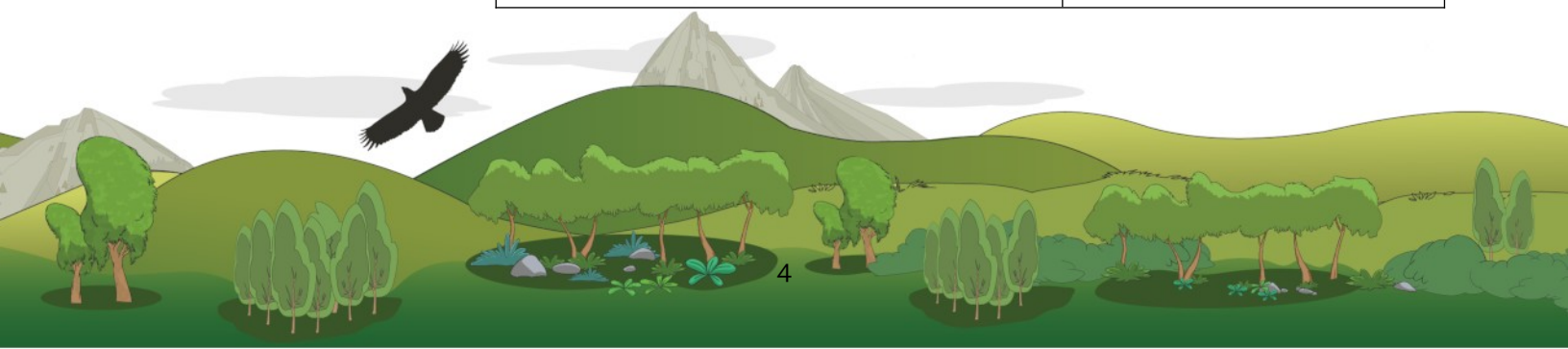
Mowgli grew up with the wolves. Akela and the other old wolves, Bagheera and Baloo taught him how to live in the jungle and hunt with the pack. With their help, he became wise in jungle lore.

In a real pack, the old wolves take very good care of the cubs. Just like puppies, wolf cubs are very playful and like to jump and run and tumble all the time. The old wolves teach them how to find food and shelter and look after themselves. Most importantly, the old wolves teach the cubs how to work together. Wolves hardly ever hunt by themselves. Instead the wolf pack hunts as a team. When they catch their food, they share it with each other.

The old wolves in your Cub Scout Pack have jungle names like Akela, Baloo and Bagheera. They will help you learn how to look after yourself and other people, too.

When I joined the pack, my Scouters had these jungle names.

Scouter’s name	Jungle Name (Akela, Baloo, Raksha, etc.)

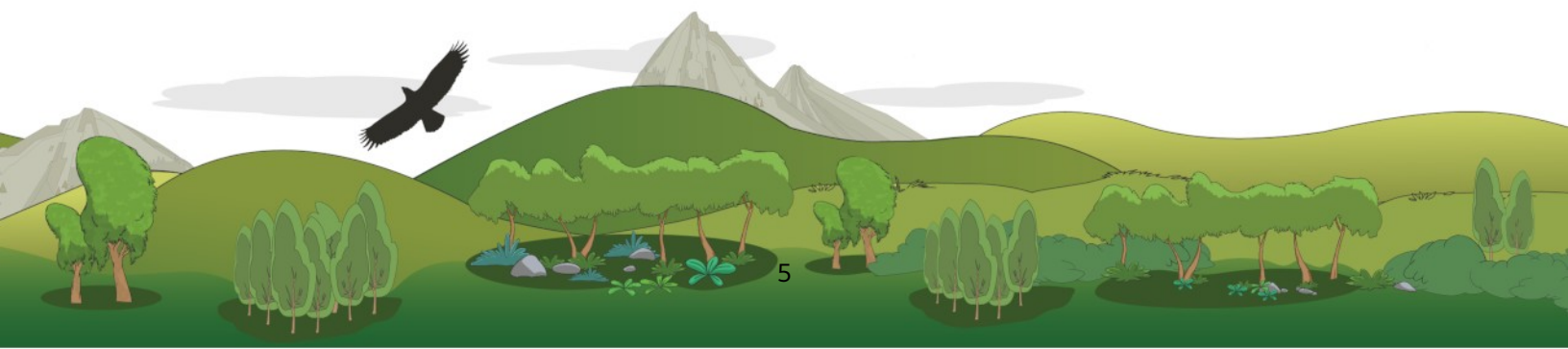


Your Scouters may even help you pretend to be the animals in “The Jungle Book.” You can be Bagheera, the black panther, quietly stalking his prey until he pounces with a ROAR! Ask Akela or one of the other Cub Scouts to show you how.

Songs, plays and jungle dances I did as a Cub Scout:

Here’s a picture of a jungle character I really like.

This is what I learned about my favourite character:



WORD SEARCH

T	R	P	P	R	O	A	T	K	P	A	J	H	E	E	T	O	A
O	A	B	E	A	R	L	I	T	I	E	P	A	L	O	E	R	C
B	S	C	U	N	N	B	L	I	N	D	I	A	O	U	E	A	U
K	H	L	O	O	T	L	R	O	N	O	N	L	C	A	B	K	O
I	A	W	O	L	F	H	K	B	E	D	S	O	O	K	A	S	T
P	L	B	L	A	E	P	O	O	M	O	W	I	H	K	H	E	
L	M	L	E	A	D	A	I	R	A	K	I	A	K	E	L	A	I
O	O	B	O	T	L	N	R	O	A	R	E	R	N	E	N	I	B
N	T	O	O	I	O	B	O	L	F	B	O	O	J	R	T	B	A
B	E	E	O	N	R	L	A	U	E	E	N	A	U	A	P	A	P
M	O	W	D	I	A	E	T	G	I	L	I	O	N	U	A	K	A
O	E	O	W	B	E	A	N	G	U	N	G	L	G	E	G	S	N
W	O	L	D	R	O	I	N	D	R	B	A	K	L	I	T	H	T
G	U	N	G	L	L	E	I	O	B	A	G	H	E	E	R	A	H
L	N	E	N	P	B	W	O	L	B	O	C	U	B	T	B	A	E
I	K	A	I	E	E	C	U	B	S	I	E	O	C	U	P	S	R
A	G	K	I	P	A	K	J	U	N	B	L	E	A	D	E	R	N

BALOO

INDIA

BAGHEERA

WOLF

MOWGLI

ROAR

AKELA

KIPLING

BEAR

RAKSHA

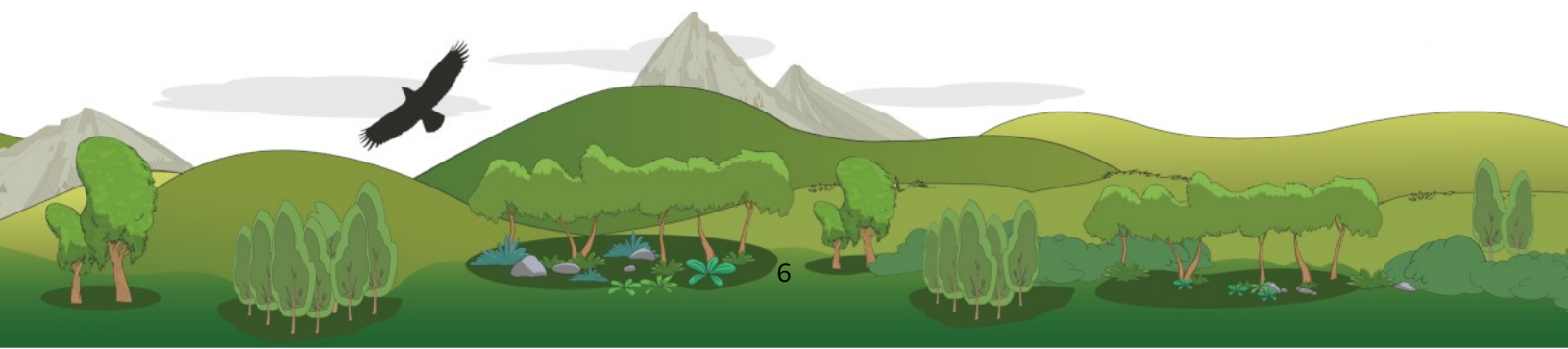
CUBS

PACK

JUNGLE

PANTHER

LEADER



Chapter 2: How to Become a Cub Scout

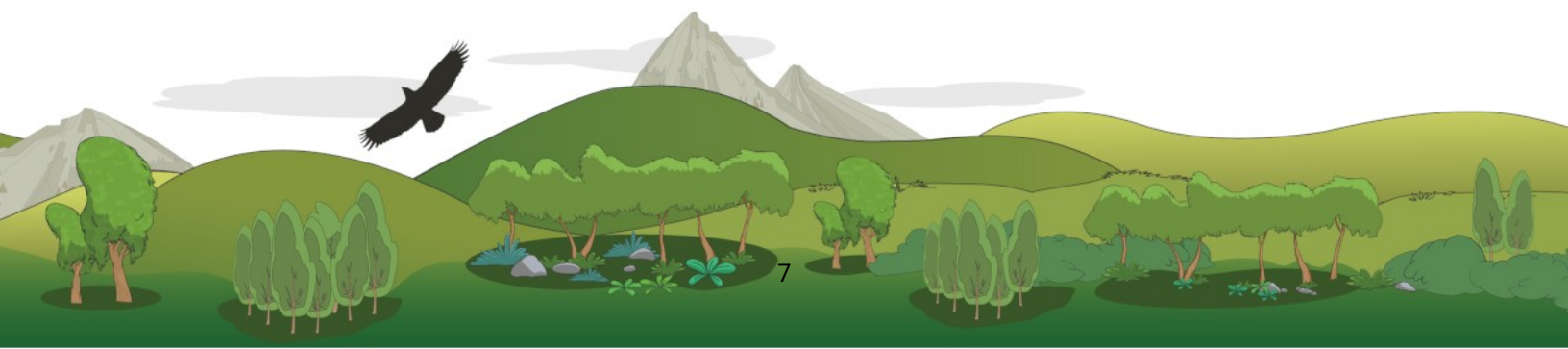
When you arrived at your first Cub Scout meeting, you may have felt like you stuck out like a sore thumb. Maybe you didn't know anyone there, and you may not have understood what was happening, and weren't sure what to do. You didn't quite feel like a Cub Scout yet. But that's only because there are some things that every new Cub Scout has to learn before they feel like part of the Pack.

It was the same for Mowgli in the jungle stories. He and the other new wolf cubs had to learn to run on their own and do a few things before their parents brought them to the council rock to be identified and accepted by the other wolves.

As a "Tenderpad," you need to learn the Tenderpad requirements listed below before you are identified and invested by your pack. When you are invested, turn you'll turn in your Beaver Scout woggle (if you have one), and Akela will give you the Group neckerchief and Cub Scout woggle that all invested Cub Scouts wear. This means that the other Cub Scouts and your Pack have "identified" you, just like the wolf pack in the jungle story accepted and identified Mowgli.

Here are the things you need to learn to be invested as a Cub Scout.

- 1) Repeat and explain the Cub Scout Promise and Law.
- 2) Perform the Grand Howl with other Cub Scouts.
- 3) Demonstrate the Cub Scout salute and handshake, and repeat the Cub Scout motto.
- 4) Read or listen to the story of Lord Baden-Powell.



Tenderpad Requirement No. 1

Repeat and explain the Cub Scout Promise and Cub Scout Law.

These are the Cub Scout Promises. You'll make the promise that fits you best.

1. I promise to do my best,
2. To love and serve God,
3. To do my duty to the King,
4. To keep the law of the Wolf Cub Pack,
5. And to do a good turn for somebody every day.

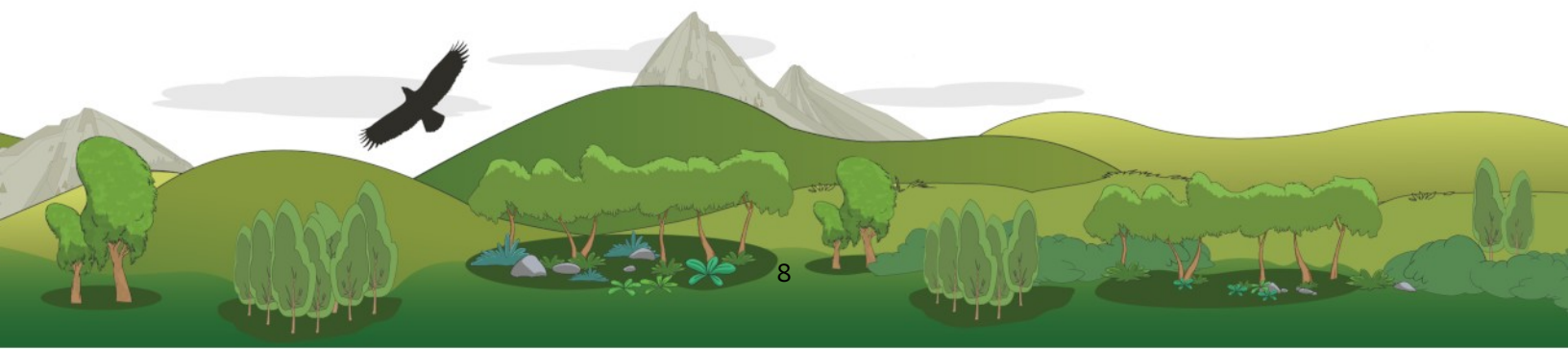
OR!

1. I promise to do my best,
2. To be true to myself,
3. To do my duty to my country,
4. To keep the law of the Wolf Cub Pack,
5. And to do a good turn for somebody every day.

I PROMISE TO DO MY BEST.

When you promise to do your best, it means you will try your hardest and do your best to keep your promise. It also means that, when you are doing something important like helping someone with a job or playing a game, you will not give up if it gets tough. You'll stick with it as best you can. Sometimes you may make a mistake. That just means you will learn from it, try even harder the next time and keep on doing your best every day.

These are some of the promises I made while I was a Tenderpad:



TO LOVE AND SERVE GOD / TO BE TRUE TO MYSELF.

There are lots of different beliefs all across Canada. Lots of people believe in one God. Lots of people believe in many. Lots of people don't believe in any. But one thing that really seems to be consistent all across Canada is the belief that we should take care of each other and the world around us. When you can take the words of your faith, or that connection to the world around you, and put it into daily practice, you are showing how to be true to yourself.

These are some of the things I do to live up to my beliefs:

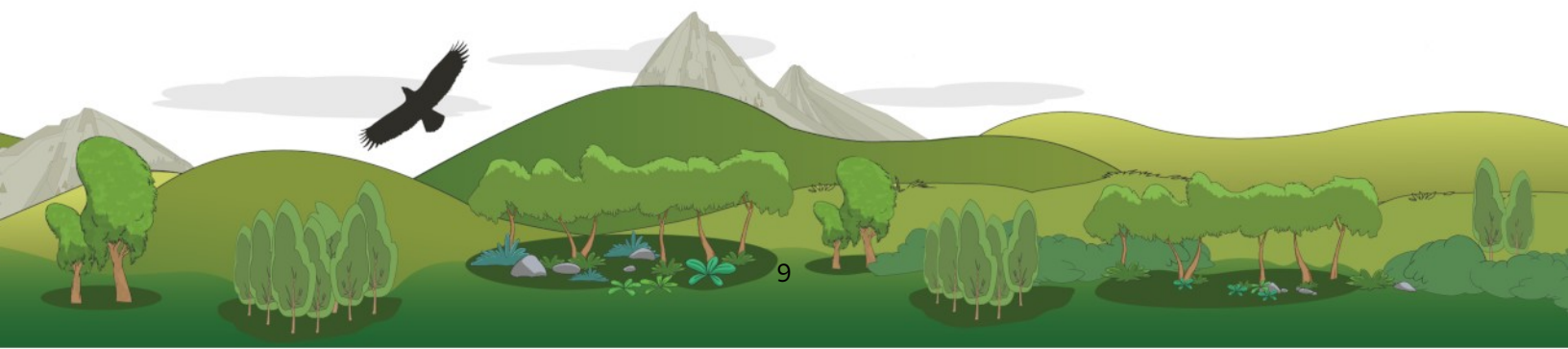
TO DO MY DUTY TO THE KING / MY COUNTRY.

When you belong to a group like a family, a Pack, or a country, you need to do your share of the work to keep everyone together.

King Charles is our King and the laws of Canada are made in his name. The King represents our country and all its people, and the crown he wears is a symbol of what he means to us. We do our duty to the King and to our country by obeying the law.

When we obey the traffic safety laws and respect other people's things, we are doing our duty to the King and our country. Whenever we do something to help make Canada a better country, like protecting our environment and helping others, we are also doing our duty to the King and our country.

The Governor General is the Patron Scout of Canada and represents the King in this country. *Who is the Governor General today?*



A Lieutenant Governor represents the Governor General in each province, and a Territorial Commissioner represents the Governor General in each territory. *Who is the Lieutenant Governor or Territorial Commissioner where you live today?*

TO KEEP THE LAW OF THE WOLF CUB PACK.

The Law of the Wolf Cub Pack says,

The Cub respects the Old Wolf;

The Cub respects themselves.

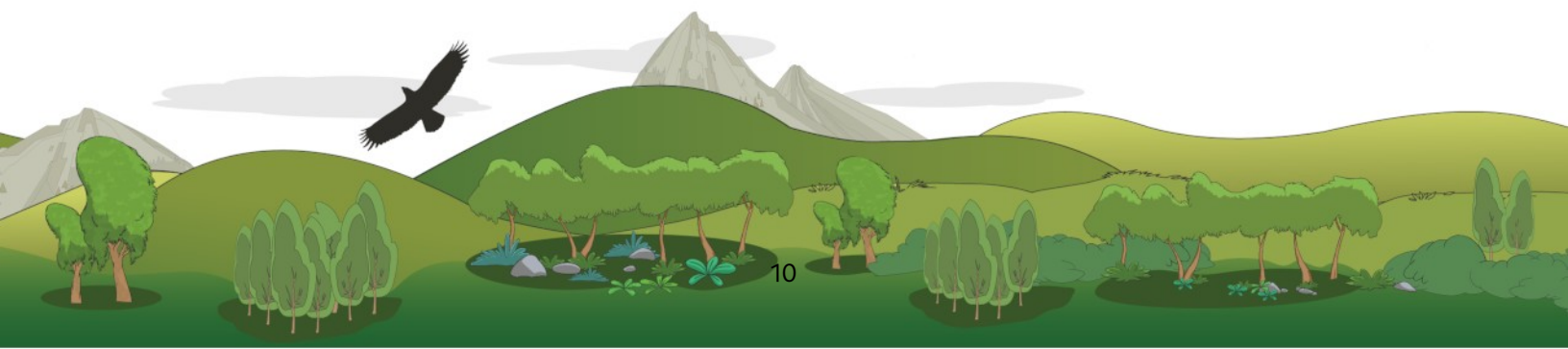
When Mowgli lived with the wolves in the jungle, he learned that they had to hunt together and follow the orders of Akela, the Old Wolf, if they were going to survive. Just as the King represents the people and country of Canada, the Old Wolf represents the Cub Scouts and the Pack. Obeying the law helps the Pack stay together and have fun.

Imagine what your Pack would be like if Cub Scouts did just what they felt like doing. There would be lots of noise and running around, but not much else. You wouldn't get a chance to do neat things like going on rambles, camping, badge work, crafts and finding out what teamwork is all about.

That's why, in your Cub Scout Pack and a real wolf pack, all the Cub Scouts and young wolves need to do their share to follow the Old Wolf and listen to what they say. That is how the Pack stays together and has fun doing things. When you do your share, you are respecting Akela, the Old Wolf.

Laws are meant to make things better for your whole Pack. Sometimes you may feel that a Pack law in your Code of Conduct is not quite right or that there is a better way to do something. Because a Cub Scout respects themselves, try to suggest a way to make a law or a rule better. You can do this by talking it over with Akela or the other Cub Scouts in your Lair. After the Pack has heard your suggestion, do your best to respect and follow its decision, even if it decides not to change things. Respect is very important when you belong to a group like a Cub Scout Pack.

If you want to know more about laws, try out the adventures for the Canada and World Personal Achievement Badges in Chapter 5.

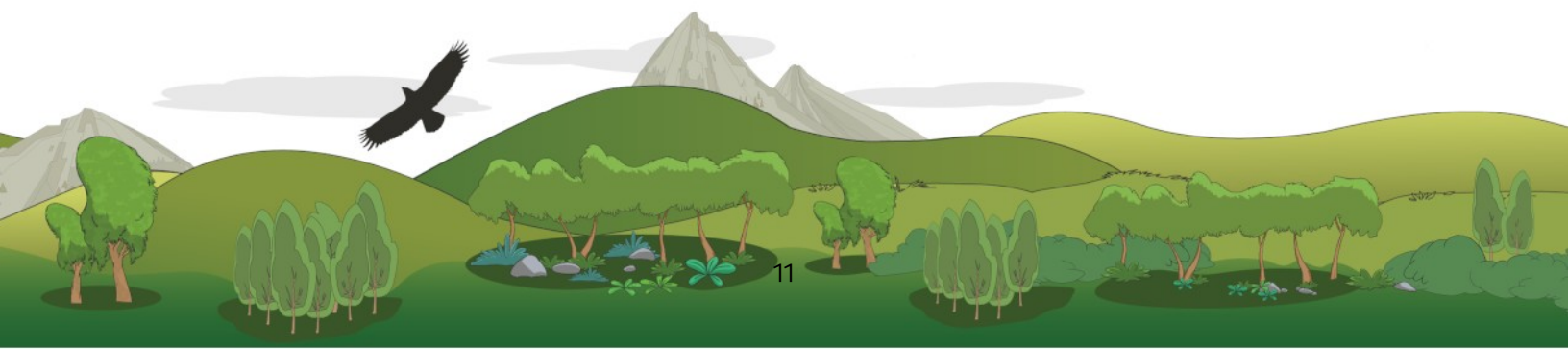


AND TO DO A GOOD TURN FOR SOMEBODY EVERY DAY.

Doing a good turn, or a good deed, means helping someone just for the sake of helping, without expecting a reward. A good turn can be a big one like saving someone's life, or a small one like smiling at someone or doing the dishes without being asked. Usually, we only have chances to do small good turns but we have lots of chances to do them because there are so many good turns that need to be done.

When we do a good turn, even a small one, we are also keeping our Cub Scout Promise and Law, because we are helping to make the world a better place and Canada a better country.

Here are some good turns I've done that I'd like to remember:



Tenderpad Requirement No. 2

Perform the Grand Howl with other Cub Scouts.

Just as Mowgli and the wolves gathered around the council rock to howl a welcome to Akela, the Old Wolf, the Cub Scouts in your Pack form a circle and do the Grand Howl to welcome your Akela. Here is what they howl:

"A-h-h K-a-y L-a-a
W-e-e-l-l d-o-o o-o-u-u-r BEST!
D-Y-Y-Y-B, D-Y-Y-Y-B, D-Y-Y-Y-B, D-Y-Y-Y-B
(draw this out like a wolf howl)
W-e-e-l-l DOB, DOB, DOB, DOB!"
(make it sound like short, sharp barks)

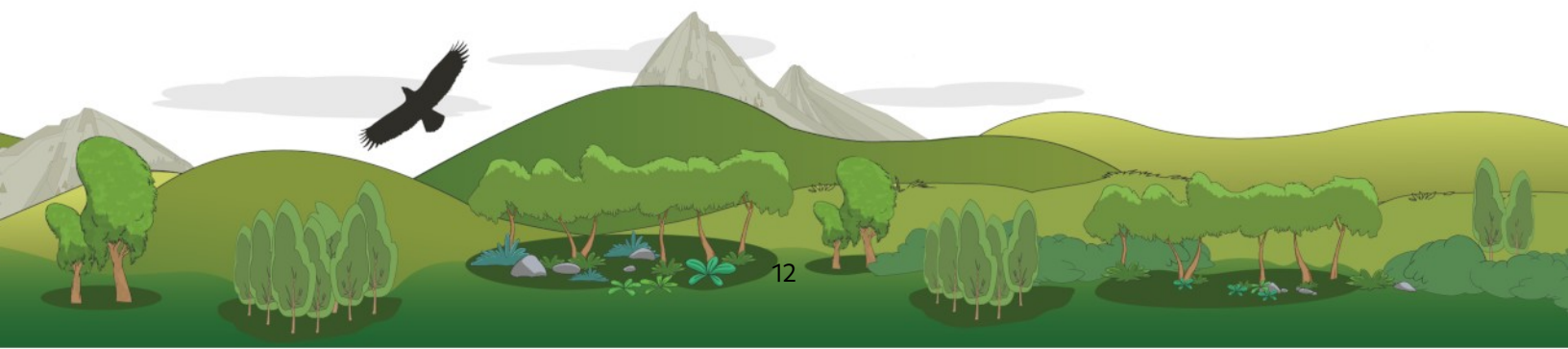
DYB means Do Your Best, and We'll DOB means we'll Do Our Best.

Akela, another Scouter or one of the older "Howler" Cub Scouts in your Lair will show you how to squat for the Grand Howl, when to jump up and how to hold your hands.

While you're still a Tenderpad, you will just watch the Cub Scouts do the Grand Howl, although you might get a chance to practise it with the other Tenderpads. When you are invested as a Cub Scout, you'll join them in doing the Grand Howl at most Pack meetings.

This is how loud I howled on the day I was invested. Circle ONE:

whispered, **spoke,** **shouted,** **yelled,**
howled so loud I couldn't hear any one else.



Tenderpad Requirement No. 3

Demonstrate the Cub Scout salute and Cub Scout handshake, and repeat the Cub Scout Motto.

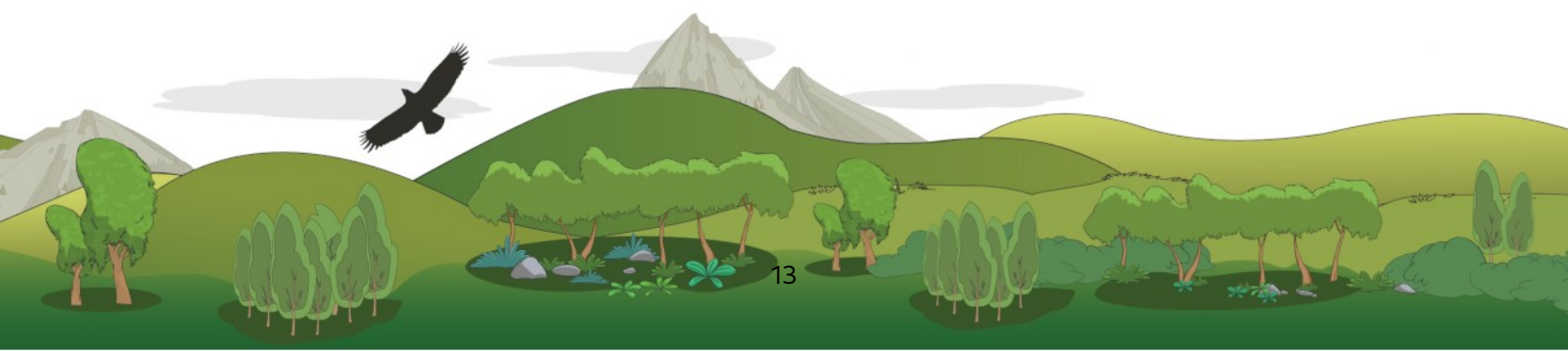
Cub Scout Salute: The salute is a very old form of greeting. Long ago when warriors greeted each other, they held up their right hand with the palm forward to show that they had no weapon in it. The salute is also a sign of respect and friendship for a Scouter or another Cub Scout or any other Scout.

When you salute a Scouter or another Cub Scout, you use a special sign. You hold your right hand to the side of your head with two fingers spread out to look like the pointed ears of a wolf. Akela will show you how to do it.

Cub Scout Handshake: Lord Baden-Powell, the founder of Cubbing and Scouting, once met an Ashanti chief in Africa who greeted him by shaking hands with the left hand. The chief explained that the left handshake was a sign of trust. Why? Because a warrior holds their shield in the left hand and has to put it down before they can shake with that hand.

Today, in cultures where it is acceptable, Cub Scouts and Scouts shake hands with the left hand. It is a sign that they are all members of the worldwide community of Scouting.

Cub Scout Motto: The Cub Scout motto is ***“Do Your Best.”*** It reminds us that we have promised to do our best, always.



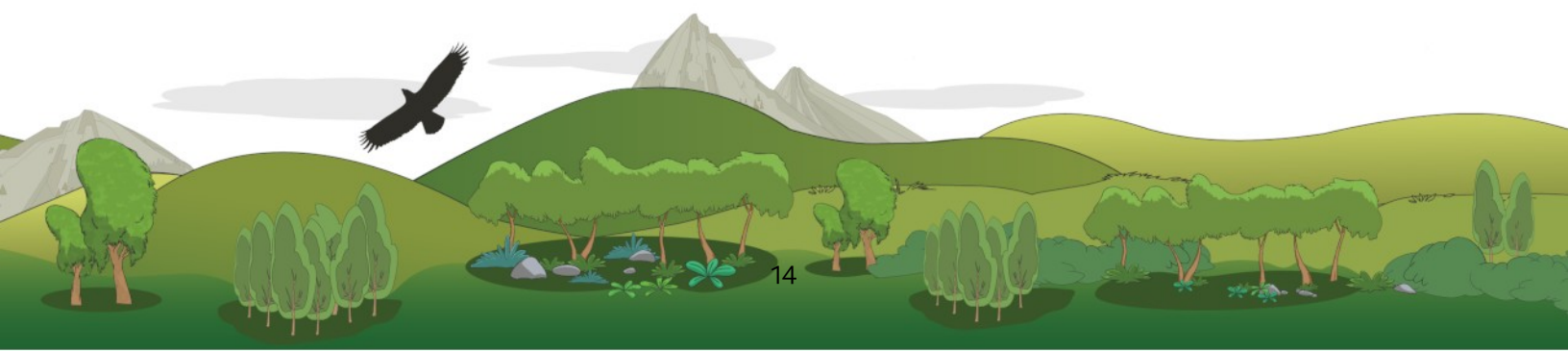
Tenderpad Requirement No. 4

Read or listen to the story of Lord Baden-Powell and how he started Cubbing and Scouting.

You can read Lord Baden-Powell's story in Chapter 3. Ask one of your Scouters to tell you about some of the other events in his exciting life, too.

Tell Akela, your Lair or your Pack some of the things you have learned about Baden-Powell and how Cubbing started.

These are some of the things I talked about:



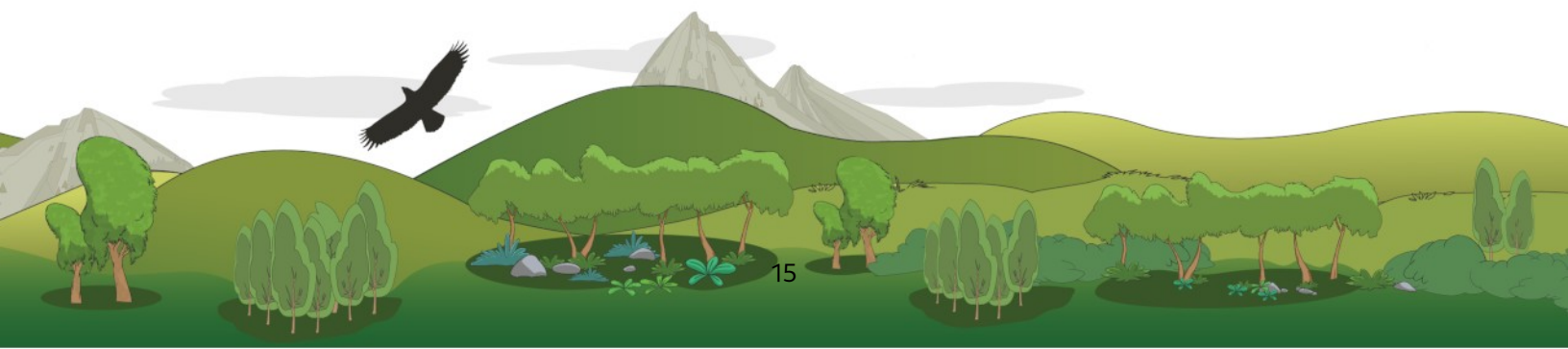
Your Investiture as a Cub Scout

When you have completed all four Tenderpad requirements, Akela will invest you as a Cub Scout. They will ask you to repeat the Cub Scout promise while the other Cub Scouts make the Cub Scout salute. When you have said the promise, Akela will invest you into the Pack and the worldwide Scouting movement, and give you your Group neckerchief and your Cub Scout woggle. Then you will be able to join with the other Cub Scouts in your first Grand Howl.

I was invested on _____ (date) by Akela, whose name is

_____.

This is what I remember about my investiture:



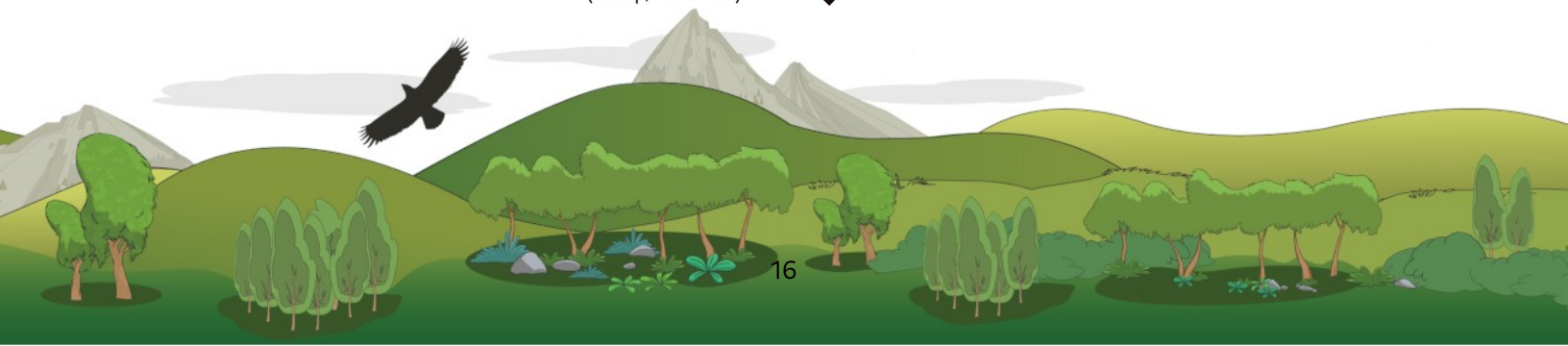
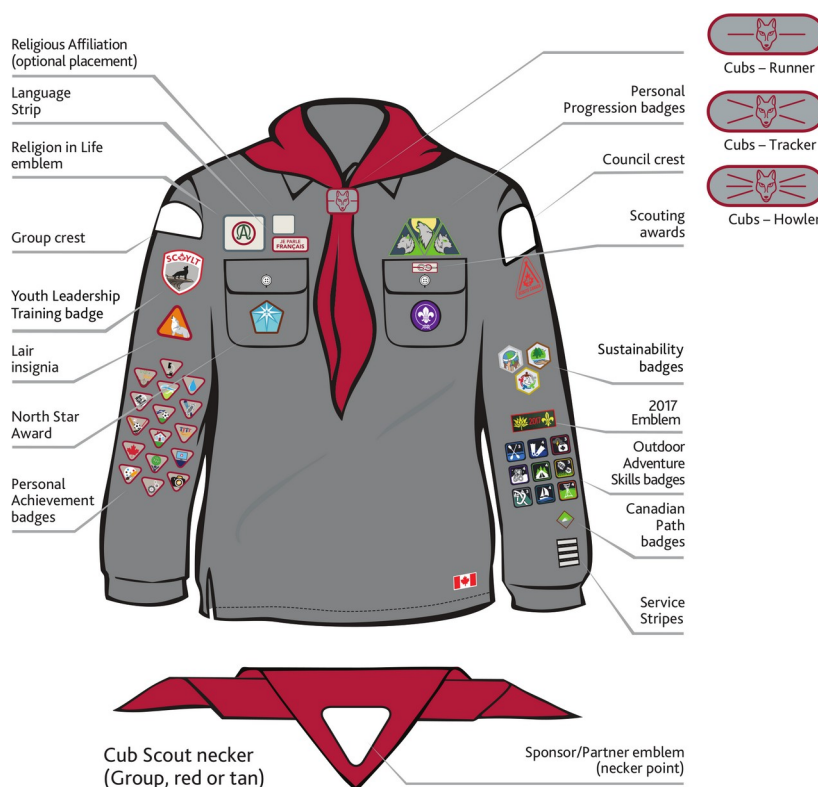
The Cub Scout Uniform

Your uniform is an important part of Cubbing. Wearing it is your way of telling yourself and other Cub Scouts that you are a Cub Scout too. It also tells people in your community that you are a member of a Cub Scout Pack.

Every time you put on your uniform, remind yourself of your Cub Scout promise and what Cubbing means to you. That way, putting on your uniform helps you prepare yourself to do your best. Take care of your uniform to keep it looking put-together so that wearing it will help you feel put-together too.

Wear your uniform to meetings, while travelling to and from outings, at camp and even while on a hike or a visit in your community. Many Cub Scouts wear their uniform to school during Guide-Scout Week every February.

At times, when you are on a hot summer outing, doing a grimy job, or snowshoeing, you will wear other clothes, but there are always many other chances to wear your uniform with pride.



Chapter 3: How Cubbing and Scouting Began

Lord Robert Baden-Powell, called B.-P. for short, started Scouting in Britain in 1907. When B.-P. was a boy at boarding school, he loved to escape to the nearby forest and hide from anyone who might be looking for him. He learned to creep through the woods, stalk animals and cook over tiny fires which he could put out quickly when someone came to find him.

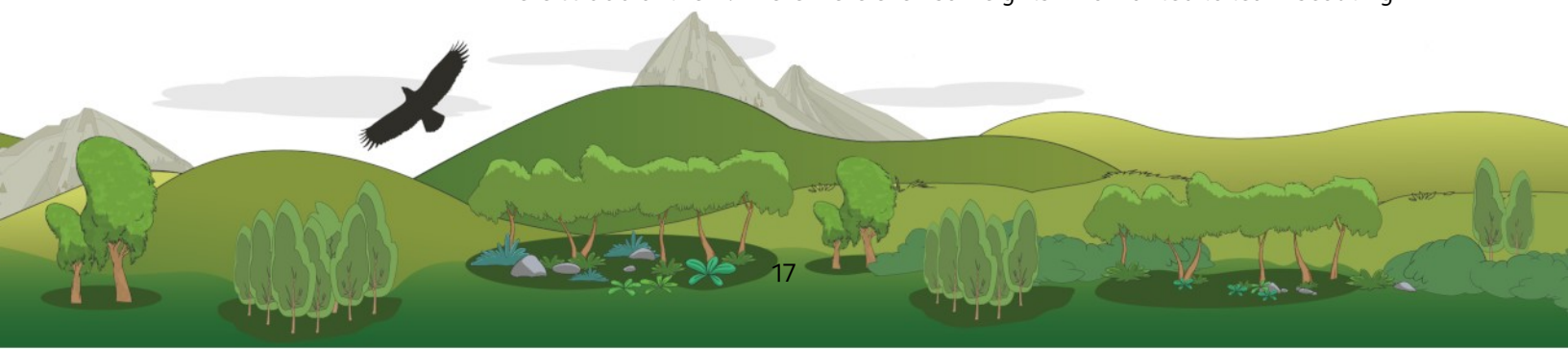
When B.-P. grew up and joined the army, he taught these same skills to his soldiers. He also taught them how to use maps and compasses, how to tell directions from the stars and how to read tracks and trail signs to know what was happening. B.-P. wanted his soldiers to be able to look after themselves in wild country so they wouldn't need army barracks, cooks and doctors. He called these soldiers "Scouts."

In 1900, there was a war in South Africa. B.-P. and his soldiers were defending the town of Mafeking from attack by a much stronger enemy force. B.-P. got the boys of the town together and made a cadet corps. The cadets became very good at carrying messages and doing other jobs the soldiers usually did. That way, the soldiers could spend all their time defending Mafeking instead. B.-P. learned that he could give a young person a job to do and trust them to do their best at it.

When the war was over, B.-P. went back to Britain and thought about what he had learned. He'd learned that you can train soldiers as Scouts to look after themselves in wild country, and that you can teach young people to do important jobs they had never done before. He decided to see if he could teach them to become Scouts.

In 1907, he got together 20 teen-aged boys and took them to camp on Brownsea Island. For two weeks, they had a great time living in tents, cooking their own meals, playing games, practising first aid and doing everything that army Scouts do, and that Scouts do today. Then in 1908, he wrote a book called "Scouting for Boys," which taught boys everywhere how to become Scouts. Thousands of young people bought his book. They began forming their own Patrols and asking adults to help them learn Scouting skills.

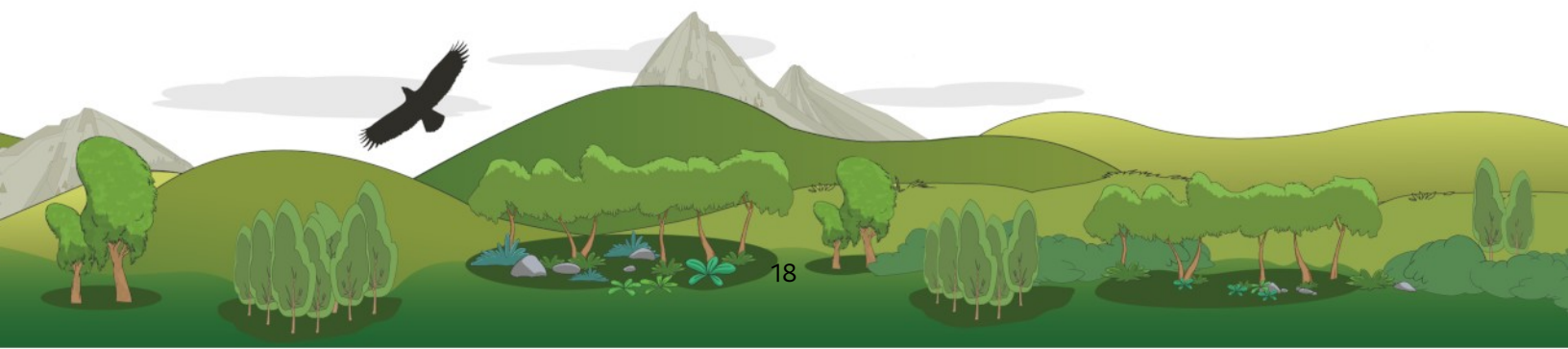
In 1909, two years after the first Scout camp, B.-P. asked all the boys who had formed Patrols on their own to get together in one place. He learned that there were 11 000 of them! There were even some girls who wanted to learn Scouting



things, so B.-P. wrote a book for them too, and called them Girl Guides. Now, most countries welcome all genders into Scouting—Scouts Canada opened the doors in 1997!

Because younger kids like you also wanted to become Scouts, B.-P. wrote a book called “The Wolf Cub’s Handbook” for them in 1916. He got the idea of Wolf Cubs from the adventures of Mowgli and the wolves in “The Jungle Book.” The “Wolf Cub’s Handbook” is still around. It has lots of exciting stories and ideas for things to do in it. Ask Akela or one of your other Scouters to read some of it to you and the other Cubs in your Pack.

Cubbing and Scouting spread from Britain to Canada and the United States and then all over the world. Today, there are millions of young people and Scouters who are joined in the worldwide community of Scouting. Together we honour Lord Robert Baden-Powell as our founder and follow his dream of working and playing together as we learn Cubbing and Scouting skills.



Chapter 4: Your Natural World

B.-P. always said that one of the most interesting things you can do is explore the world. You don't even have to travel to a far country.

B.-P. taught us the best and easiest way to explore is to keep our eyes and ears open and notice what's going on around us.

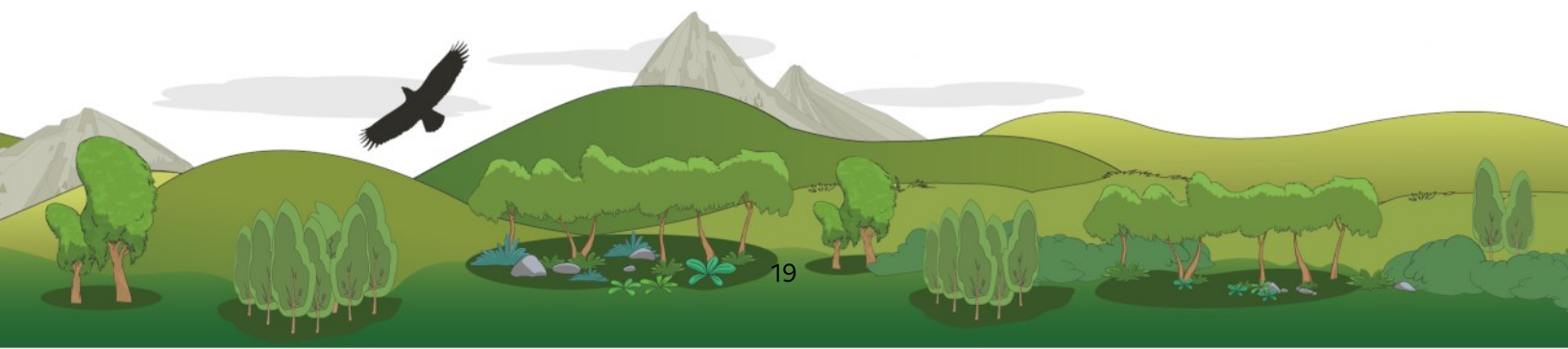
Look at those tracks in the snow. Where do they come from? Where do they go? What kind of animals made them?

Listen to the rain splashing in the puddles. How much rain is going to fall today?

Look at the maple seeds spinning down like helicopters. Maple leaves look a bit like oak leaves, but maple seeds don't look much like acorns!

There are so many things to see, hear, smell and touch.

Do you want to explore your natural world? Here are some things you can do, right in your own neighbourhood.



A Nature Collection

Do you like to collect things? Do you have set of hockey and baseball cards? How about making a nature collection? It's easy and fun, too!

Before you start your collection, there are a few things to think about.

First, some things in nature are very rare, and it is wrong to take them from where they belong. In some provinces, it's even against the law to pick certain flowers. If you're not sure whether you should collect something from nature, leave it where it is. There are lots of other things you can collect instead.

Second, it's not much good to collect a bunch of things if you are just going to pile them up in your room and forget about them. Decide what things you want to collect, then plan how you are going to display them. If you need to, ask someone to help you with a few ideas.

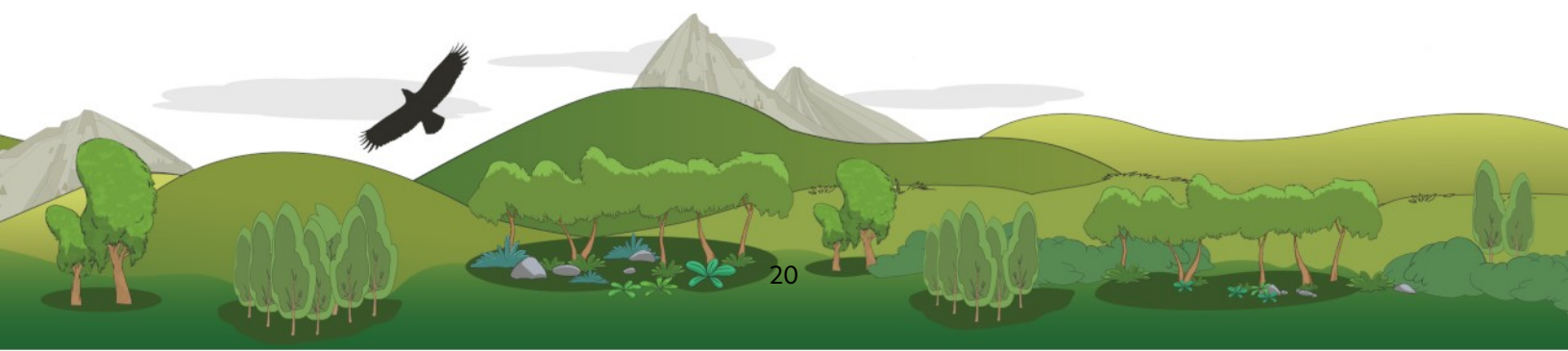
If you collect leaves, try your best to only collect fallen leaves, and dry them thoroughly by pressing them in newspaper under a pile of books, then tape them in a scrap book. If you collect rocks or shells, you can clean off the dirt with an old toothbrush and mount them in egg cartons.

If you collect seeds, let them dry for about four weeks and glue them to a piece of cardboard.

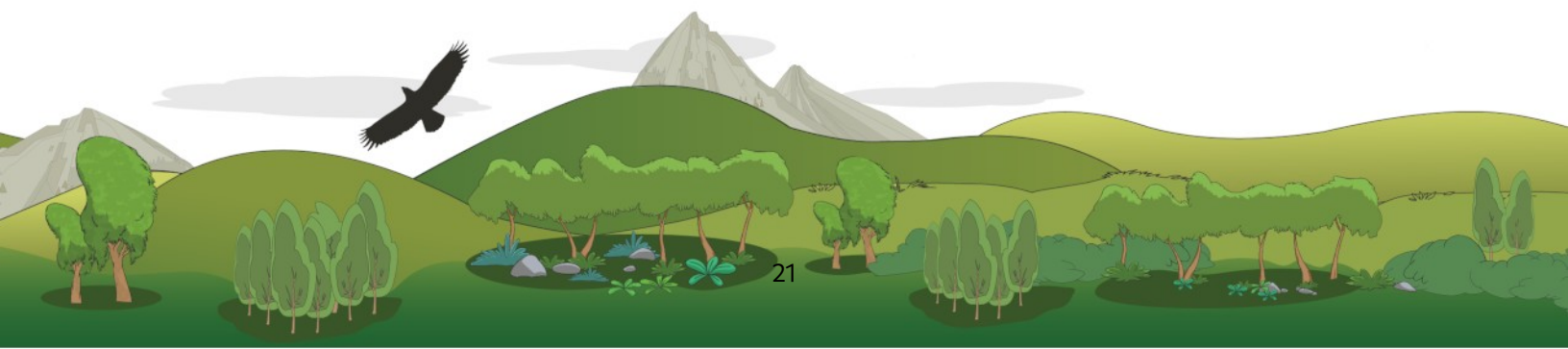
Make a label for everything you collect to say what it is and where and when you found it. If you don't know what it is, leave that space blank until you find out.

There are books in your school or public library to help you find the names of almost everything under the sun. The librarian or your parents, teacher or Scouter can help you. Once you've got your collection well started, show it to your Lair, your Pack and your Scouters.

These are the things I collected:



Here is a picture of my collection or something in it that I really liked.



Grow a Garden

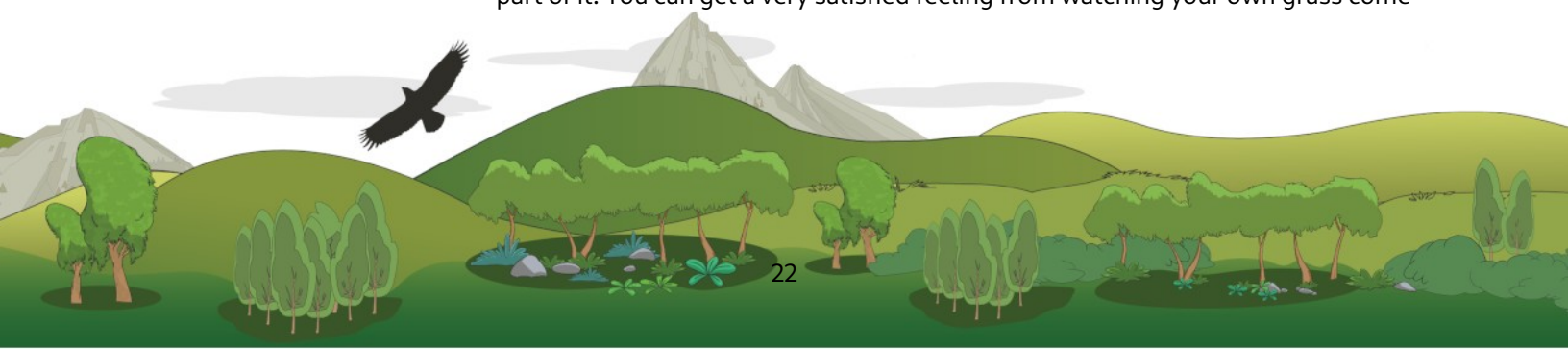
You can be a gardener even if you live in a high-rise apartment.

1. Get a few pea, bean or corn seeds.
2. Roll up a piece of blotter or paper towel and put it snugly inside a glass or small bottle. You can buy blotting paper at a stationery or office supply store. If you can't find a blotter, use enough layers of paper towel to make the roll stiff.
3. Fill the glass or bottle about one-quarter full of sawdust or earth.
4. Place your seeds between the blotter and the inside of the glass, above the level of the sawdust.
5. Wet the sawdust or earth enough so that the blotter soaks up the water. If you're using paper towel, pour in the water carefully so that it doesn't get too wet and collapse.
6. Put your glass or bottle in a dark place for a few days. Keep the blotter or towel damp.
7. When the plant starts growing, bring it out into the light again. Keep the blotter or towel damp.

The types of seeds I tried were:

You can also grow a bulb flower such as a tulip or a daffodil in a pot, but you have to be patient because it takes a lot of time. Follow the instructions on the box the bulb comes in or ask a gardener or someone at a nursery how to go about it.

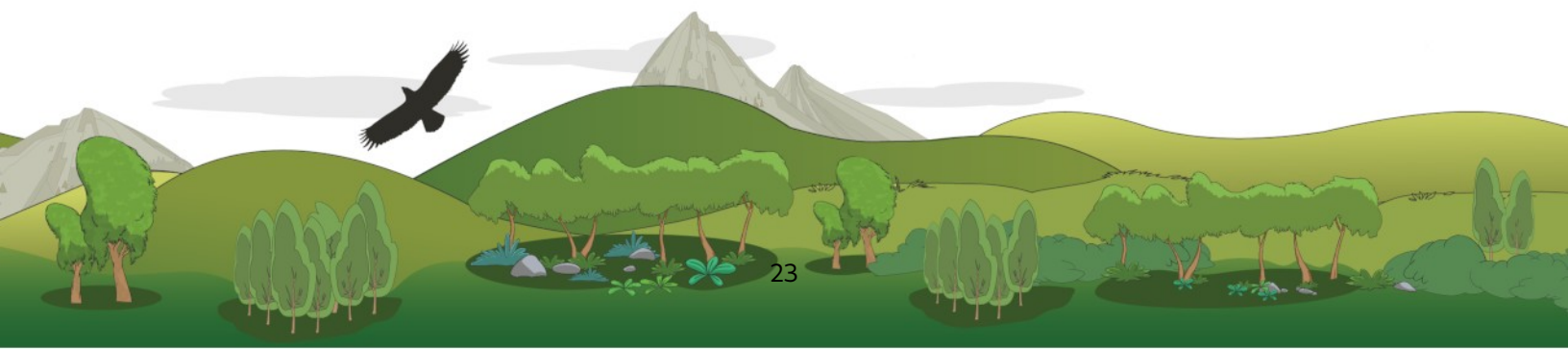
If you live in a house with a lawn or garden, ask your parents if you can take care of part of it. You can get a very satisfied feeling from watching your own grass come



up green or your flowers bloom, or eating some vegetables you grew yourself. Your parents can help you choose what to grow. You can also borrow books from the library to tell you what to do.

Your Akela and Pack will be interested in hearing about what you've grown.

Here's what I grew when I was a Cub Scout:



A Chemical Garden

You can explore the world by being a chemist, too. Try this chemical garden with the help of one of your Scouters or your parents. **Be careful. The ammonia can burn your hands.** Wash your hands thoroughly after mixing the ingredients and wash all the dishes with soap and hot water when you are finished with them.

If there is a reason you can't do this project, talk it over with one of your Scouters to see if you can do similar kind of project instead. Your teacher might suggest one. Or maybe you or your Scouters know a scientist who can give you other ideas.

Do this project with adult help.

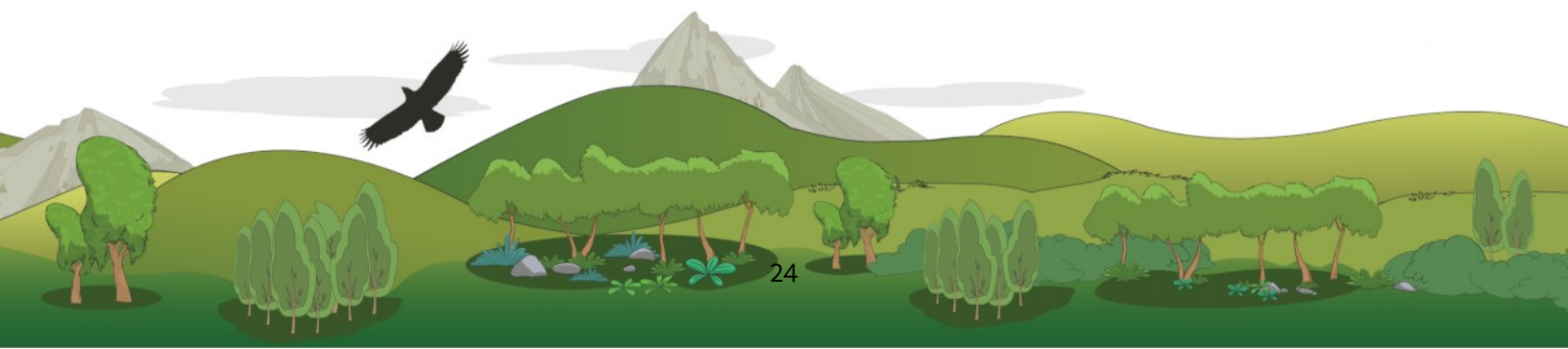
You need:

1. A shallow bowl for your garden
2. Another bowl for mixing the ingredients
3. Pieces of brick or cellulose sponge (sponge is best)
4. Chemicals:
 - water
 - liquid bluing
 - liquid ammonia
 - salt (preferably non-iodised coarse salt or pickling salt)
 - food colouring

You can buy all the chemicals at a grocery store. You may be able to get the sponge or some of the other ingredients at a craft and hobby shop.

HOW TO DO IT

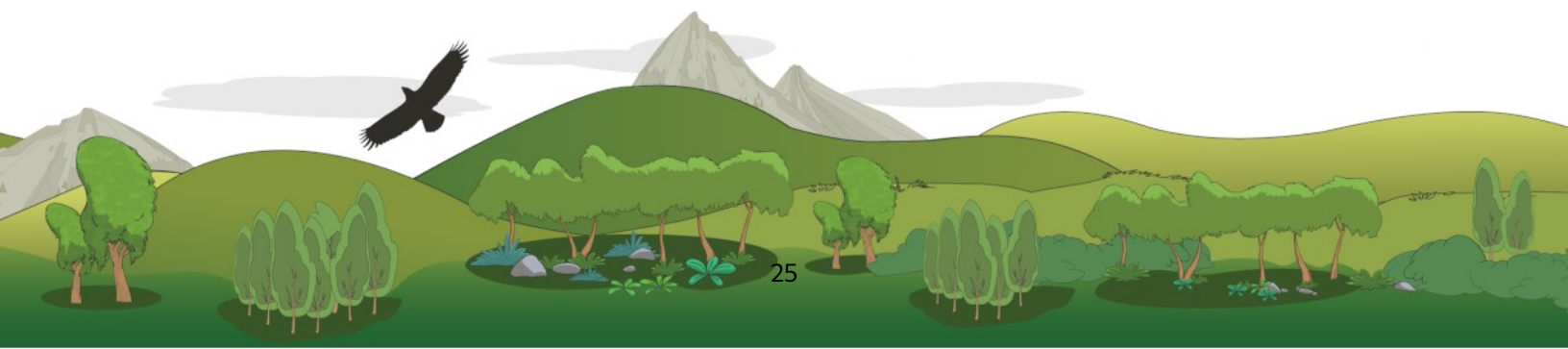
1. Arrange the sponge or brick in the shallow bowl.



2. Pour equal amounts of water, liquid bluing and ammonia into the mixing bowl. Try 50 mL or 3 tablespoons of each.
3. Pour the mixture evenly over the sponge or brick in the shallow bowl. Sponges work better than brick. Make sure they are made of natural fibre, like a cellulose or sea sponge. A 10 cm x 15 cm sponge should be big enough.
4. Sprinkle a fair amount of salt over the mixture.
5. Add a drop or two of food colouring to the mixture. Put different colours in different parts of the mixture.
6. Set the bowl in an out-of-the-way place where it won't be disturbed.
7. Look at it every day to see what's happening but don't move the bowl.
8. When crystals stop growing, carefully add a bit of water to see if they'll start again.
9. When the experiment is over, wash the dishes carefully.

Tell your Akela how your chemical garden worked out.

Here is a drawing of what my garden looked like.



Measuring Rainfall

Some days you are hit by a storm and it rains very hard for an hour or so. On other days, the rain comes down gently but it keeps on falling all day. Which kind of rainfall produces more rain?

You can find out if you make a rain gauge.

You need:

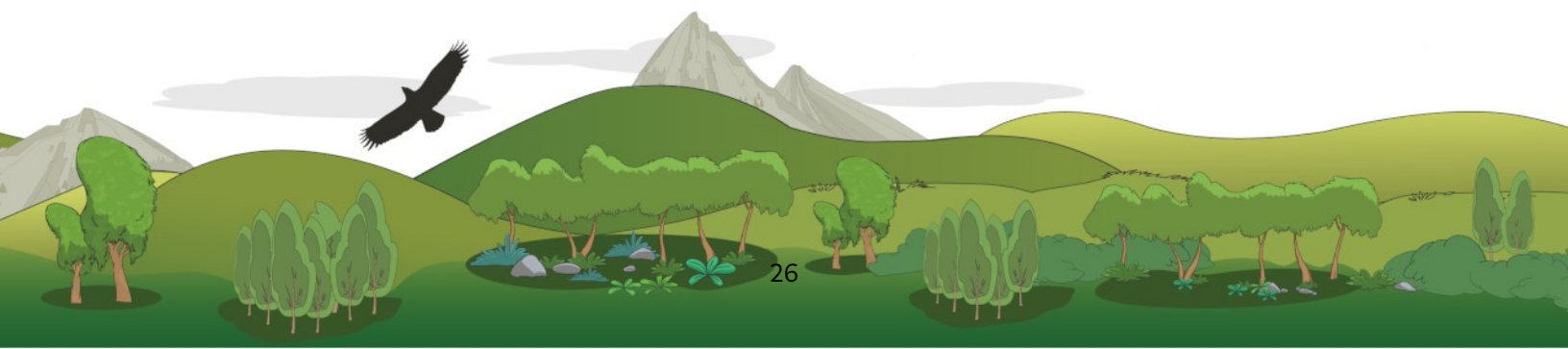
1. A tin can as wide as you can find.
2. A flat place away from trees or walls to set the can for collecting rain. The best place to put it is about 30 cm above the ground.
3. A tall glass jar with straight sides as narrow as you can find. An olive jar is good.
4. A ruler.
5. A grease pencil or a bit of paint and a fine brush.

How to make it:

1. Carefully pour 2 cm of water into the wide tin can. Pour the water from the can into the narrow bottle. Notice how much higher it rises in the bottle.
2. Mark the water level in the bottle with the grease pencil or paint brush. This is the mark for 2 cm of rain.
3. Using the ruler and grease pencil or brush, carefully divide the space between this mark and the bottom of the bottle into 10 equal parts. Each of these marks represents $\frac{1}{10}$ of 2 cm, or 2 mm of rainfall. Using the same spacing, mark off the space above the 2 cm line as well.

How to use your rain gauge:

1. Place your can on the flat space before the rain begins.



2. When the rain is over, make sure your bottle is empty, then pour the water from the can into the bottle and read the rainfall in millimetres from the marks on the bottle.

Even better, you can keep a continuous record of rainfall by leaving your can in its flat place and, at the same time every day, measuring the amount of rain you find in it. Keep a record for a week or even a month by marking your figures on the calendar or in a notebook. Some days you may find the water level drops. Where do you think the water goes?

The largest rainfall that I measured with my rain gauge was _____ millimetres.

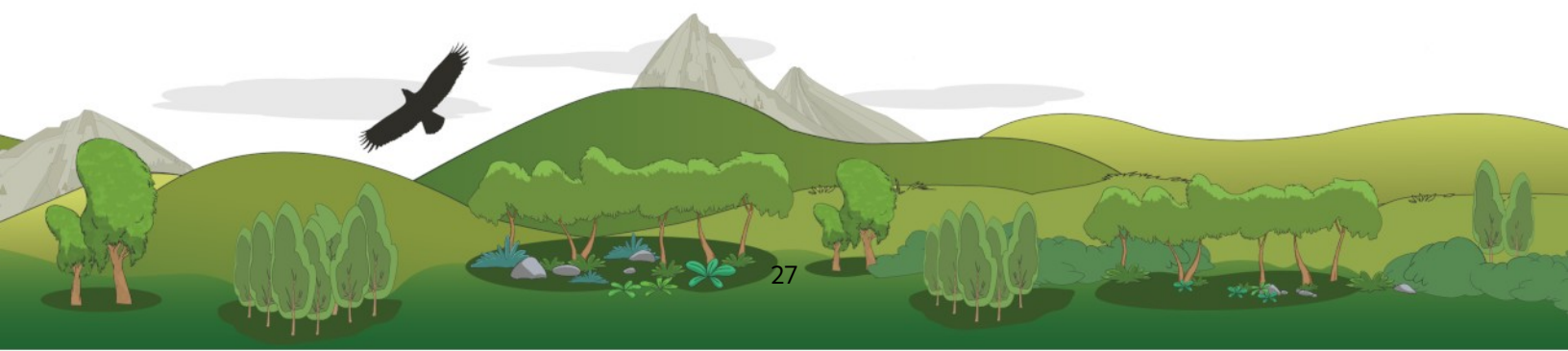
That was quite a rain!

In the winter, you can measure snowfall with a ruler. Pick a flat spot that was shovelled or ploughed after the last snow fall and stick the ruler down through the snow to the ground. Because snow isn't always quite level, it's a good idea to take several measurements. Then find the average reading by adding together all your measurements and dividing by the number of measurements you made.

The largest snowfall at home while I was a Cub Scout was _____ centimetres.

(Write in your record with a pencil in case there is a larger snowfall later.)

When you're finished making your record of rainfall or snowfall, show it to your Scouters and compare it with records made by other members of your Lair or Pack.



A Bird Feeder

When you promised to do a good turn every day, did you ever think that you could do a good turn to birds as well as to people? During the winter, snow and ice bury most of the natural food supply of birds. You can help birds survive by keeping a bird feeder going all winter.

If you want to attract a lot of birds, start feeding them in the autumn before the snow falls. One thing is **VERY IMPORTANT**. If you start feeding birds in the fall, you must continue until spring. The birds will become dependent on your feeder. If you stop feeding them before they can find food somewhere else, many of them may die.

You can make a bird feeder in many different ways. Here are some of them:

1. Put a half coconut shell in a tree.
2. Cut a hole in the side of a milk carton and hang the carton in a tree.
3. Put a tray with sides on it almost anywhere.
4. Buy a feeder from a store. Maybe you can buy a kit and build it yourself.

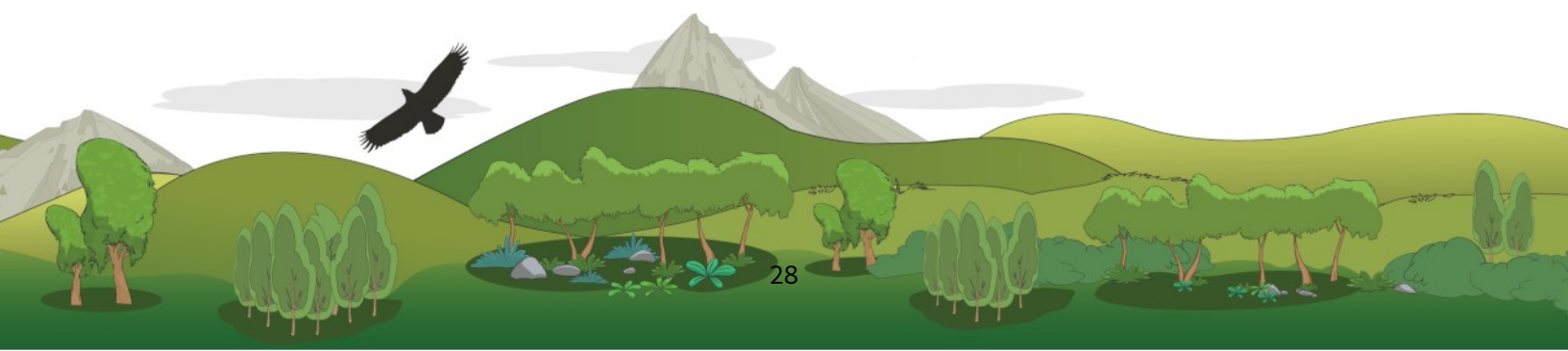
Keep your feeder filled with wild bird seed. You can buy it in a grocery store or pet shop. You can also use sunflower seeds, crushed corn or unsalted nuts (too much salt is harmful to birds).

One of the best bird foods is beef fat, called "suet." Some grocery stores sell suet mixed with bird seed in a net bag that you can hang from a tree.

Whenever you put new seed in your feeder, spread some on the ground for timid birds too.

If you like, you can keep a record of all the different kinds of birds that use your feeder. Borrow a book from the library to help you identify them. You can use this information for your Scoutcraft badges.

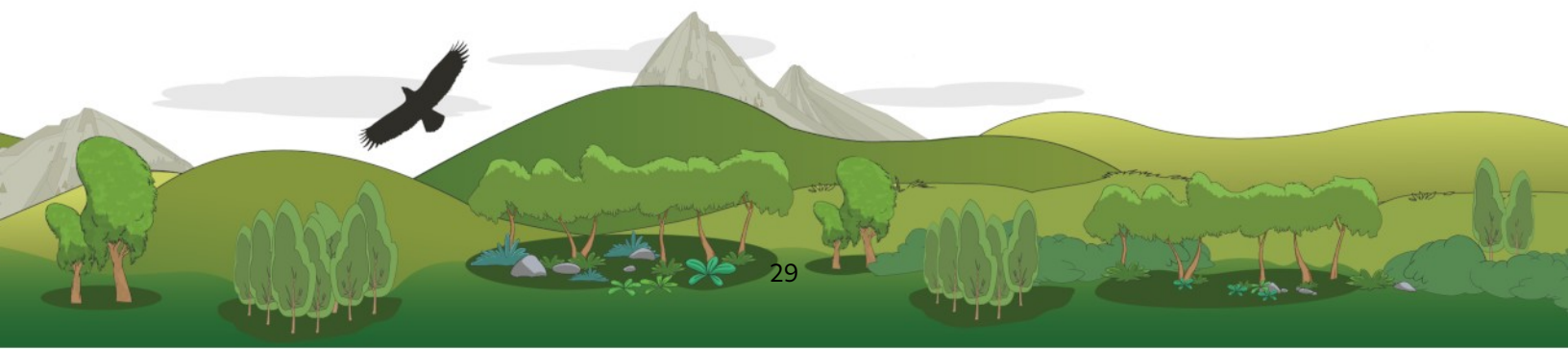
In the spring, tell your Lair, Akela or one of your other Scouters about your bird feeder. If you've kept a record of the different birds that use it, show them the record, too.



You can also make a bird bath or bird house. Bird baths are easy. Take an old garbage can lid and mount it on a tree stump or place it on the ground and surround it with a few rocks. Make sure you keep it filled with water.

Birds are fussy about where they build their nests. If you want to build a bird house, borrow a book about bird houses from the library and follow its directions. Make sure that the house you choose to build is a kind that a bird living in your area likes!

I saw these kinds of birds using my feeder or bird house:



Looking after the World

The more you use your eyes and ears to explore the world around you, the more you'll come to love it. And the more you love the world, the more you'll want to protect it. We hear a lot about pollution and damage to our environment these days. What can just one Cub Scout do to protect the world against damage?

Plenty!

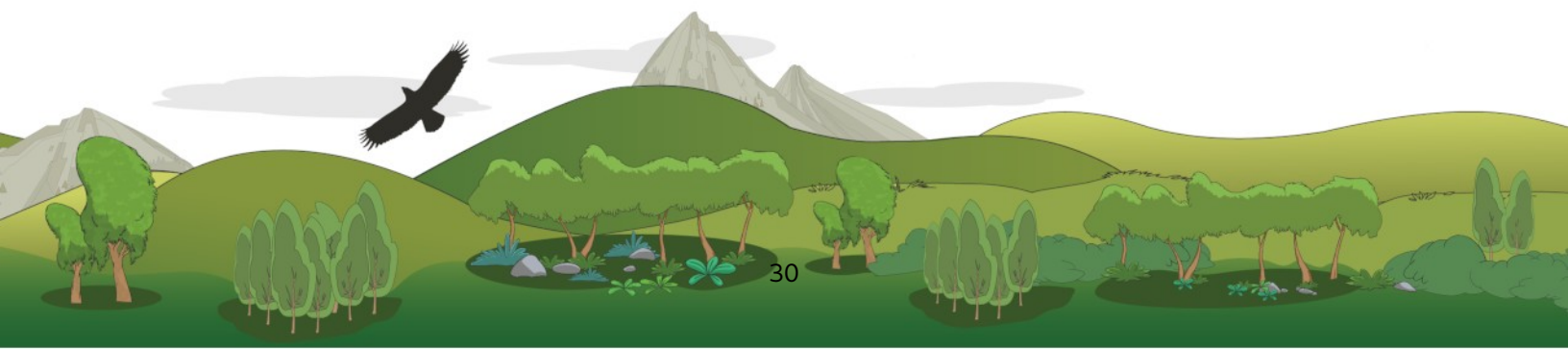
The first thing you can do is leave nature alone and let it look after itself. Everything in the natural world has its own place. If we go out and cut off branches from living trees or catch frogs or snakes and carry them around to show our friends, or poke our fingers at birds' eggs, we disturb their place in nature and harm them. Let's use our eyes and ears to observe nature but let's not use our fingers too much!

The second thing you can do is clean up after yourself. Before you go home after an outing or a camp, you can help pick up every little scrap of litter you and the other Cub Scouts dropped. Plastic things like Styrofoam foams and plastic bags are especially harmful to nature when they're left lying around. When you leave, try to make the place as clean as it was when you arrive — or even cleaner. Use garbage cans when you find them. If you can't find them, carry out the trash you carried in.

Things I can do to protect my natural world:

There are lots of other things you can do to protect your natural world. Maybe you can think up some of them yourself. Why don't you make a list of things you think up and share it with your Lair?

These are some of the things our Lair did to protect our natural world:



Badge Requirements

If you have tried some of the activities in this chapter, you have completed some adventures for a few different badges! You might start a Cub Scout Earth or Cub Scout Science Personal Achievement Badge (PAB), or you might want to try for a Scouts for Sustainability badge! Let your Scouters know what you've done and ask them to help you decide on the other adventures you'd need for these badges, too.

To earn a Scouts for Sustainability badge, find two adventures in the same group that fit any two of the "Sustainable Development Goals" (SDG) below. Once you've completed an adventure for two of the goals, you'll earn the Bronze level badge! Here are some ideas. There will be more later. What other things could you do?

SCOUTS FOR SUSTAINABILITY – SOCIETY

- ☐ Care for a lawn or a flower or vegetable garden for a month. (SDG 3 – Good Health and Well-being)

SCOUTS FOR SUSTAINABILITY – ENVIRONMENT

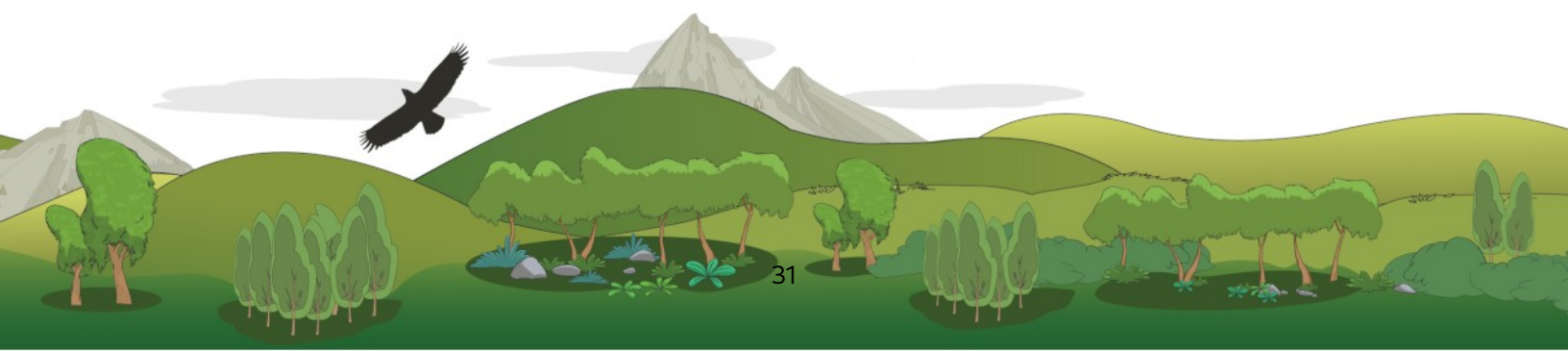
- ☐ Plant a tree or shrub and take care of it for a season. (SDG 11 – Sustainable Communities, SDG 15 – Life on Land)
- ☐ Make and set up a bird bath, bird house or bird feeding station, and look after it for a season. (SDG 15 – Life on Land)

PERSONAL ACHIEVEMENT BADGE IDEAS

If you enjoy exploring your natural world, here are some more adventures you'd like to try for some PABs! To complete any of the Personal Achievement Badges, you need to plan and take four adventures on the topic you're interested in. If you've got a great idea that's not on the list, or want some more ideas, talk to your Akela!



- ☐ Make and mount a display of natural things, such as leaves, weeds, rocks, seeds, etc., and tell about your collection. (Earth, Hobby)
- ☐ Grow a plant indoors and describe how it grew. (Earth)
- ☐ Grow a chemical garden. (Science)
- ☐ Describe how trees grow and why they are important to us. (Earth)
- ☐ Make a rain gauge and show how to use it. (Earth, Science)
- ☐ Describe or show how to use and take care of common garden tools. (Home)
- ☐ Explain the water cycle by drawing a diagram. (Earth)



MORE GREAT BADGE IDEAS

Looking for more ways to explore your natural world? The Outdoor Adventure Skills (OAS) badges show other Cub Scouts what sort of adventures you've gone on, and some of those involve learning about your natural world! Here are some of those skills you can work on. If you'd like to see the list of everything you need for each one of the badges, talk to Akela, or one of your other Scouters.

Scoutcraft Skills



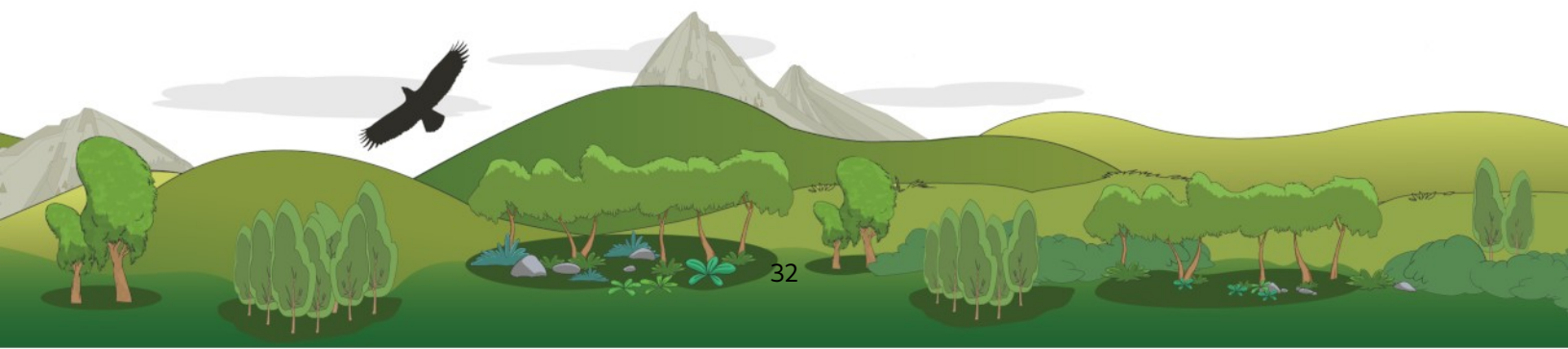
- ☐ 1.3: When outdoors at camp, I know what is drinkable and not-drinkable water, and to check with a Scouter when I'm not sure.
- ☐ 1.6: I can name three wildflowers by sight in a wild field, bush or forest.
- ☐ 2.5: I can name four trees by sight in a wild field, bush or forest.
- ☐ 3.8: I can identify three wild animal tracks.
- ☐ 5.7: I have caught, cleaned and cooked a fish over a campfire. (Have a parent or Scouter help make sure you're following all the local rules about fishing)
- ☐ 6.7: I have identified fifteen different birds in the wild, keeping a record in a birding journal. My journal includes what species of bird, what its habitat is, where and when I saw it and what it was doing.

Aquatic Skills

- ☐ 1.7: I know three different animals that live in the ocean.

Other Personal Achievement Badge Ideas

- ☐ Keep one of the following animals under observation for a month and describe its development: tropical fish, worms, grasshoppers, ants, crickets, tadpoles, caterpillars. (Science)
- ☐ Go on a field trip and identify six different kinds of birds, or keep a record of birds using a bird bath or bird feeding station for a month. Know which birds are protected in your area. (Home, Science)
- ☐ Visit and report on a trip to one of the following places: conservation area, weather station, fish hatchery, observatory, tree farm, fire ranger tower, farm, experimental farm, greenhouse, park, zoo, cave, marsh, dam. (Earth)
- ☐ Learn to fish, or develop some new fishing skills. Show how to put together and use an angling outfit, a handline outfit or an ice fishing outfit. (Water)
- ☐ Discuss water pollution in your area – how it can affect fishing and what can be done about it. (Water)
- ☐ Keep and take care of a pet for three months or, if this is not possible, help take care of another person's pet for three months. (Home)
- ☐ Describe the illnesses this pet can get and what medicines you can use to cure it. Describe how to be careful and what to do when animal has a dangerous disease such as rabies. (Home)
- ☐ Explain how and why your chosen pet became domesticated. (Home, Science)



Wrapping Up

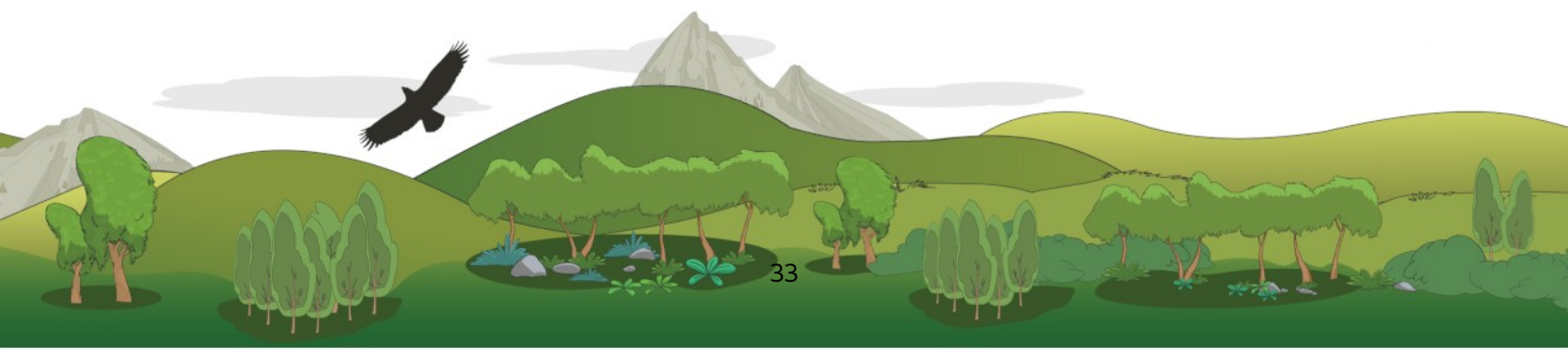
In my natural world, the two things I did that I liked the best are:

1. _____

2. _____

Some special things I learned are:

Some things I'd try next time:



Chapter 5: Your Organised World

If you were a real wolf instead of a Cub Scout, life would be simple. You would have three things to care about: staying alive, hunting for food and raising your family of baby wolves. Even to live this simple life, wolves need to be organised. They work together under the head wolf to hunt and protect the babies, and every wolf has its own duties and responsibilities.

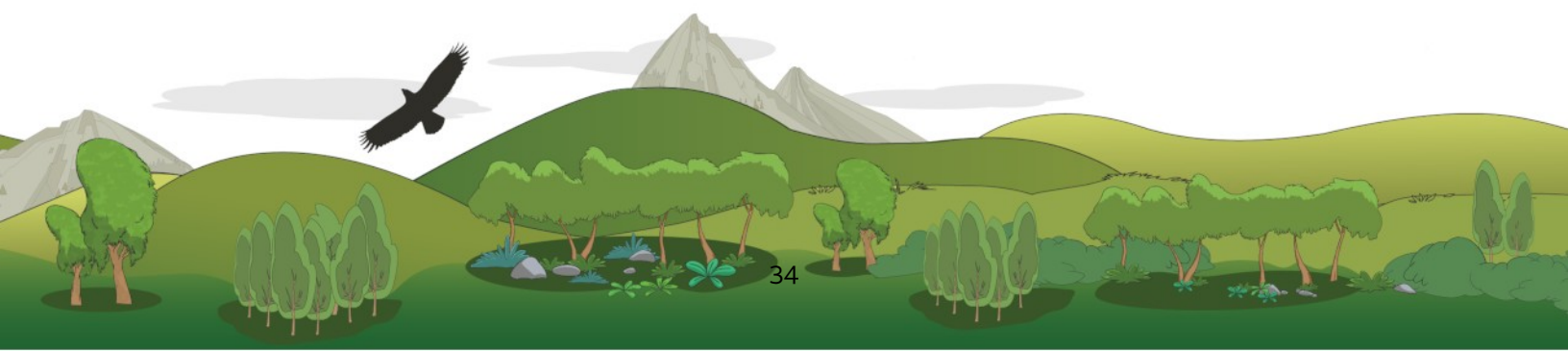
Your life is a whole lot more complicated than a wolf's life. Think of all the things you like to do. Do you like to travel to far-away places? Go to school? Watch TV? Play sports? Your life is filled with so many more things than a wolf's life.

If even the wolf's simple world needs to be organised, it makes sense that your complicated world need to be organised, too. And it makes even more sense to try to learn something about it.

Our Country and Our Flag

If someone asked you to draw a picture of something that means "Canada," what would you choose? You might draw a map of Canada, a Royal Canadian Mounted Police officer, or even a beaver or a hockey player. The easiest thing of all to draw is the Canadian flag. Try it.

Make the flag twice as long as it is high. Divide it into three parts, making the middle part a square. Leave the middle part white and draw a red maple leaf in it. Colour the other two parts red.



Instead of drawing the maple leaf, you can glue or tape a real maple leaf onto your flag. If maple trees don't grow in your area, write to a friend who might be able to send you one.

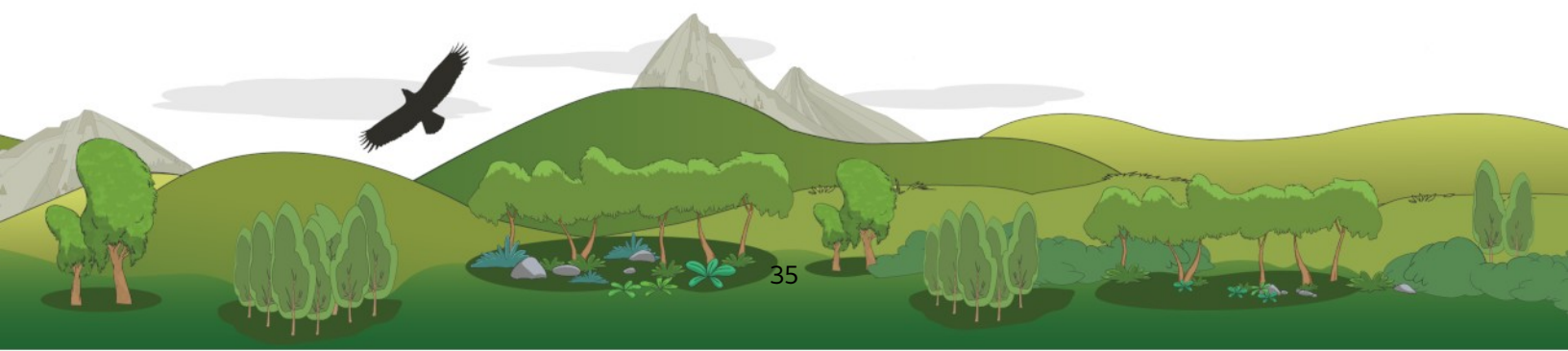
In some parts of Canada, maple leaves turn red in autumn – the same colour as a flag. If the leaves where you live turn gold instead of red, you can still use a real leaf. Your flag will look different but good.

The maple leaf flag was first flown in February 1965. It's a beautiful flag, and many people like to fly it in front of their homes or offices. In some cities and towns, it seems that every building has a flag. Sometime when you see a lot of flags try to count them to find out how many there are in one place.

You may get a chance to carry the Canadian flag or the Cub Scout flag in a parade some day. If you do, treat it with care and respect and listen carefully to the person who tells you how to carry it.

When you've drawn your Canadian flag, show it to Akela, your Lair, your Scouters and your Pack.

See if you can get a picture of the coat of arms of Canada or your province or territory. Try the library, city hall or any government office. In the space below, draw your own picture of the coat of arms and find out something about each symbol on it. Your Scouters, parents and teachers will likely be able to help you.



Our National Anthem

Many times in our lives, we will be asked to sing our national anthem, "O Canada." It is our country's song and tells about the things we believe in. Get to know these words by heart and, when you sing it, be proud to sing it loud and clear.

O CANADA

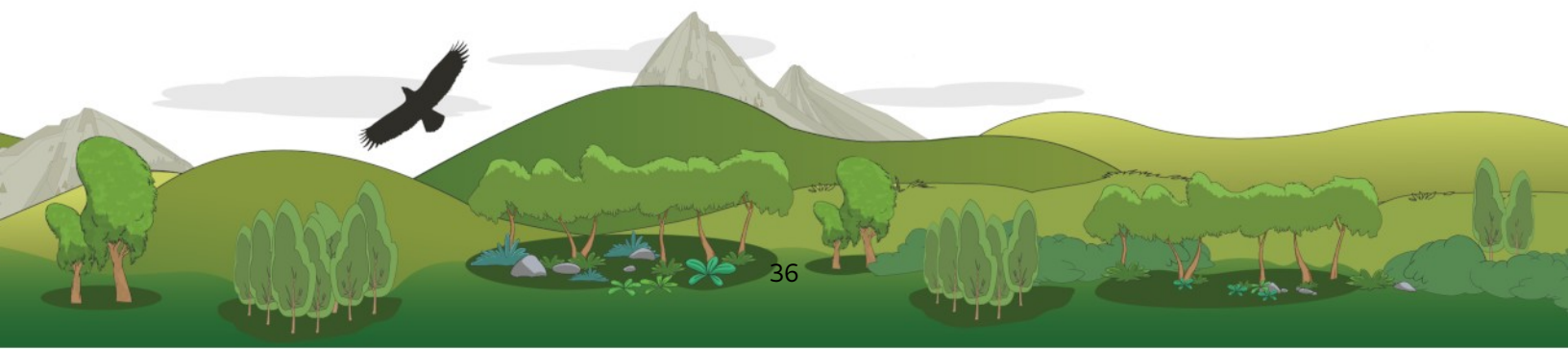
O Canada! Our home and native land!
True patriot love, in all of us command.
With glowing hearts, we see thee rise
The True North strong and free!
From far and wide, O Canada,
We stand on guard for thee.
God keep our land, glorious and free!
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee.

The Royal Anthem

Because, as Canadians, the head of our government is the King, there may be certain times when you are asked to sing the Royal Anthem. Ask one of your Scouters for the tune and see if you can learn these words by heart.

GOD SAVE THE KING

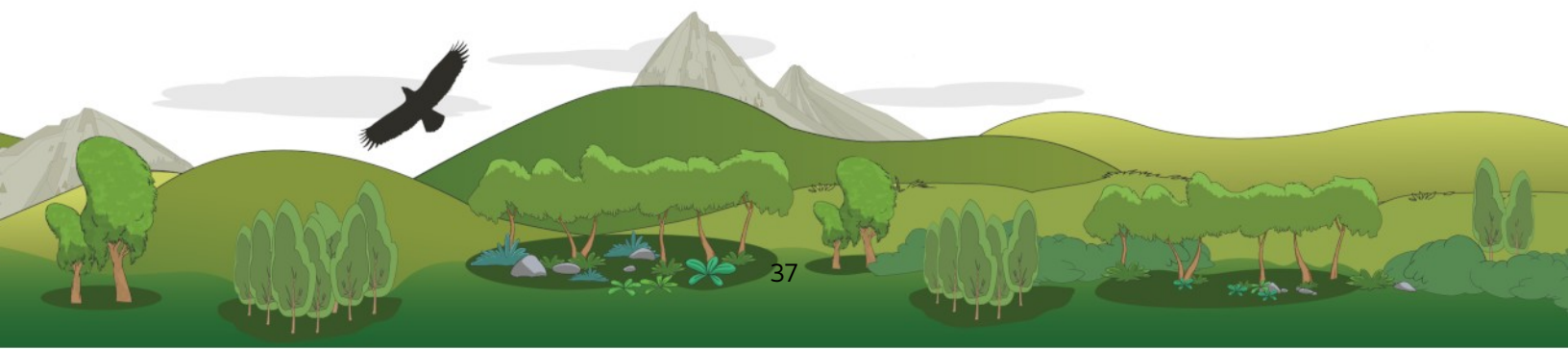
God save our gracious King,
Long live our noble King,
God save the King.
Send him victorious,
Happy and glorious,
Long to reign over us;
God save the King.



First Aid

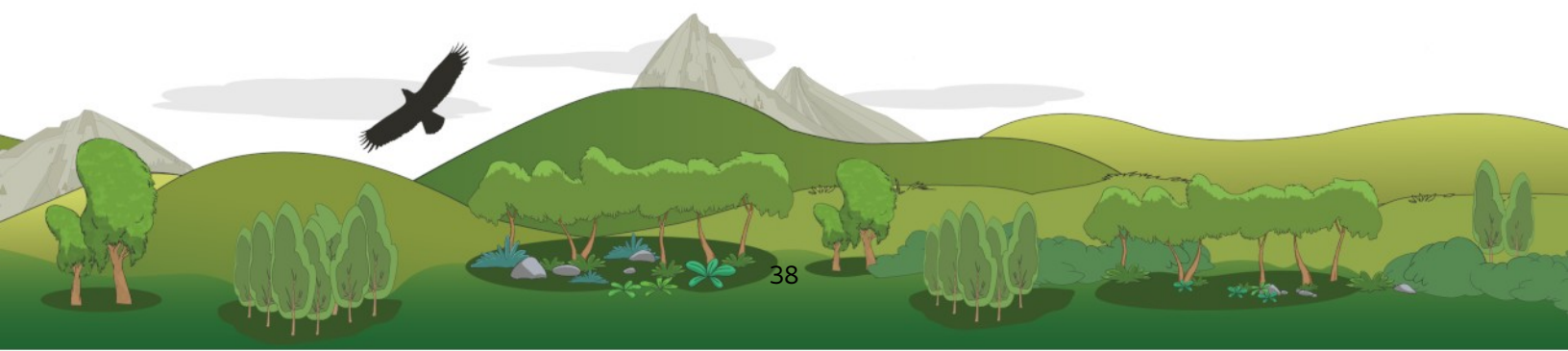
One good way to keep our world well organised is to help each other when we have problems. You can help in a very special way if you learn how to give first aid. First aid is quick help to ease an injured person before they can get to a doctor. Here are some important things you can do to give first aid to an injured person.

1. Get an adult. This is the most important thing. If there is an accident, get a doctor, nurse, Scouter or other adult as quickly as you can. If at all possible, stay with the injured person and send someone else for help.
2. Stop any bleeding. If blood is pumping out of a wound, it can be very dangerous for the injured person. Press hard and keep on pressing or quickly tie a bandage or cloth tightly around the wound. Keep pressing until the bleeding stops. If there is a piece of glass or metal deep in the wound, do not take it out because that could cause more damage. Just press hard as close as possible to the wound. Lay the person down. If the wound is on an arm or a leg, try to lift up the arm or leg and keep pressing at the same time to help slow the bleeding. Send for a doctor or another adult.
3. Fracture (broken bones). If you think a bone is broken, do not move the injured person. Send for adult help.
4. Burn or scald. A burn is an injury caused by flame or something hot like a stove. A scald is caused by hot liquids or steam. To ease the pain and keep the burn from spreading, treat both kinds with cold water. For serious burns where the skin is broken or blistered, send for help immediately. For less serious burns where the skin is just red, put the burned part in cold water and keep it clean. **NEVER** remove burned clothing, even if it is stuck to the skin. **NEVER** break any blisters. **NEVER** put on creams or lotions or grease. Send for help.
5. Animal bite. Stay away from the animal because it might bite again. Tell an adult what kind of animal made the bite and point it out if you can do so safely. Get the injured person to a doctor.
6. Something in the eye. Do not let the person rub the eye. Cover both eyes with clean material and get the person to a doctor. It is important to cover both eyes because, if someone can see with one eye, they move the eyeball.



That causes the other eyeball to move and scrape against whatever is in it. And that can cause more injury.

7. Cuts and scrapes. Wash with plain soap and water. If there is dirt in the wound, wash it out under running tap water (don't use water on bleeding wounds). Try to leave it open to the air. If you must cover it, use the cleanest material possible.
8. Bruises. Hold the bruise in very cold water or place a cold wet towel or piece of ice on it. This will ease the pain and may reduce the swelling.
9. Nose bleed. Pinch the nostrils with head slightly forward. If bleeding doesn't stop in 10 minutes, see a doctor.
10. Insect sting. Look out for a stinger in the skin, swelling, or difficulty in breathing. If you spot any of these, get adult help quickly.
11. Heat exhaustion. Someone with heat exhaustion has lost a lot of water in their body through sweating. They will have a cold body and clammy skin and seem very tired. Lay the person down in the shade with head low. Give sips of cool salted water, but ONLY if the person is awake. (Use one spoonful of salt in a litre of water.) Get a doctor.
12. Sunstroke (heatstroke). You can tell that someone has sunstroke if the person's body is hot and the temperature is high but they have a dry face and are nervous and irritable. Move the person out of the sun, keep their head high, and loosen the clothing. Cool down the person by fanning and wetting clothing. Get a doctor quickly, because the person's body is not able to cool themselves properly.
13. Hypothermia. This happens when your body gets too cold to warm up on its own. It is a very serious condition that you can see because the person shivers uncontrollably and may have numb hands and feet. Put the person in a warm dry place like by a fire, or in a warm bed, and get adult help right away. Another way is to get into a dry sleeping bag with the person and use your own body heat as a warmer. Know how to stay warm to keep it from happening to you.



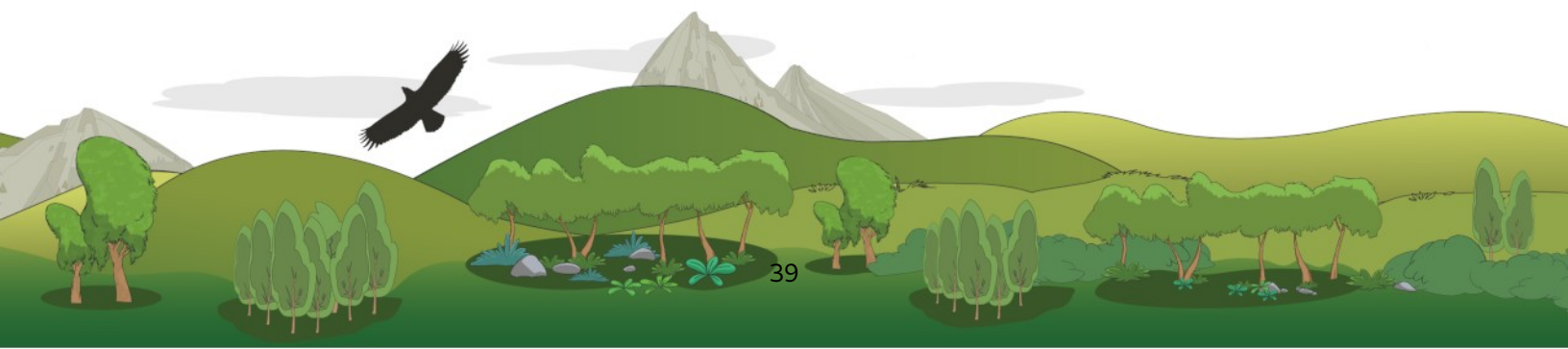
14. Frostbite. This happens when part of your skin surface is frozen. Often the skin will turn white. The face, toes and fingers are the easiest places to get frostbite. Warm a frostbitten area slowly with the palms of your hand or under your armpit. **NEVER** rub, put snow on the area or warm the part too fast. Always get adult help.
15. Medical alert. Know how to check for and what to do about a medical alert bracelet worn by an injured person.
16. Emergencies. Know how to find the poison control and other emergency telephone numbers for your area.

First aid is serious business. If you want to learn it at all, you must learn it well and practise it regularly so that you won't forget it and make a mistake. If you learn it well, some day you may save someone a lot of pain and suffering. You may even save someone's life.

Practising first aid can be fun. Ask Akela or another Scouter to help you and some of the other Cub Scouts practise it. Maybe a parent of one of the Cub Scouts is a doctor or nurse who will come to a meeting to help you learn. Try to get some red poster paint or actor's makeup and paint gruesome wounds on yourselves, then practise treating those wounds. Perhaps, when you are good at first aid, you and the others can do a skit that shows one or two Cub Scouts having an accident and the others treating them and getting help. See what you can dream up to put on for the rest of the Pack.

The St. John Ambulance of Canada has a fun activity booklet called "We Can Help" that tells a lot about first aid. Ask Akela or an adult friend to help you get a copy.

This is what I did at a meeting where we practised first aid:



A Scrapbook of Visits

Does your Pack go places? Ask Akela to take the Pack on visits to places in your organised world.

A fire station is always exciting, and you can learn how to protect yourself against fire, too.

Maybe you can visit the council chambers of your village, city, or town, or a local Scout Council meeting. If you do, ask your guide if you can sit in the mayor or reeve's chair for a minute. Then you can imagine what laws you might pass if you were in charge – free ice cream bars for Cub Scouts every Friday; a school holiday every Monday!

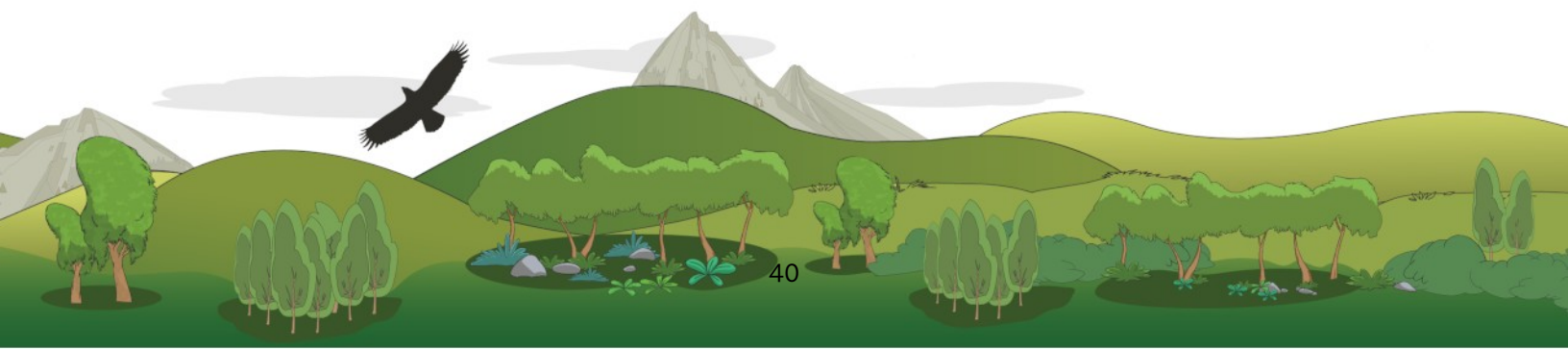
If you live near an airport, you might get a chance to go up into the control tower to hear the pilots talking on the radio.

It can be fun to keep a scrapbook of your trips. There are so many places you can go – a farm, zoo, bottle factory, tree nursery, library, city hall, fire station, TV station, weather station, shipyard, airport, mine. You can probably think of a lot more to add to the list.

What was the most interesting thing you saw on your visit? Draw a picture of it. What was the least interesting thing? Draw a picture of it, too. Did you collect any post cards or folders? Tape or glue them into your scrapbook. Did you learn any safety tips? Write them down in your book.

After each visit you make, show your scrapbook to your Lair.

Here's a list of some of the more interesting visits I made as a Cub Scout:



Badge Requirements

If you have tried some of the activities in this chapter, you have completed some adventures for a few more badges! You might start a Cub Scout Canada or Cub Scout Community PAB, or you might want to try building up your Emergency Skills! Let your Scouters know what you've done and ask them to help you fill out the rest of the adventures you'd need for these badges, too.

PERSONAL ACHIEVEMENT BADGE IDEAS

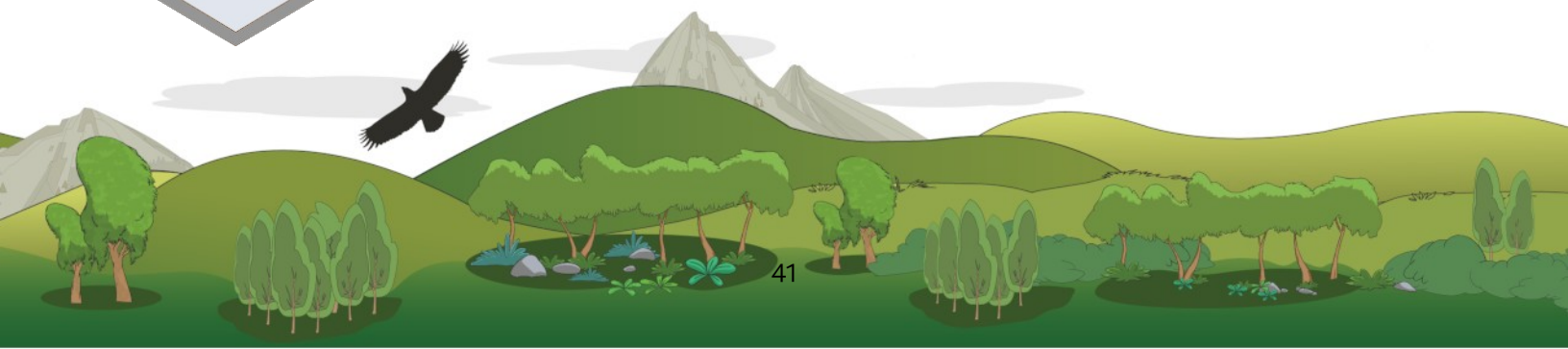
If you enjoy exploring your organised world, here are some more adventures you'd like to try for some PABs! To complete any of the Personal Achievement Badges, you need to plan and take four adventures on the topic you're interested in. If you've got a great idea that's not on the list, or want some more ideas, talk to your Akela!



- ☐ Draw, trace or copy the coat of arms of Canada and the coat of arms of one province or territory. Explain the meaning of each symbol on the coats of arms. (Canada)
- ☐ Serve on your school's safety patrol. (Community)
- ☐ On a map of your community, point out the location of your home and three other interesting places, such as your school, the library, your place of worship, your Cub Scout meeting hall, etc. (Community)
- ☐ Visit a national, provincial, or local government building. Tell or make a scrapbook about your visit. (Canada, Community)
- ☐ Visit a municipal service such as the police or fire station, water works, sewage treatment plant, etc. Tell or make a scrapbook about your visit. (Community)
- ☐ Visit a communications service, such as a newspaper plant, telephone exchange, Internet provider, radio or TV station, etc. Tell or make a scrapbook about your visit. (Community)
- ☐ Visit a transportation centre, such as an airport, a railway station, bus depot, taxi dispatcher, etc. Tell or make a scrapbook about your visit. (Community)
- ☐ Make a scrapbook describing space technology and space travel. (Space)
- ☐ Plan and carry out a project to help your school, community, or place of worship. (Community)
- ☐ Make a scrapbook describing the life of one or more important Canadians. (Canada)

SCOUTS FOR SUSTAINABILITY: SOCIETY

We first mentioned the Scouts for Sustainability Badges in Chapter 4. These badges have been developed for members of Scouting all across Canada. Their purpose is to help all of us become aware of how we can support the environment and the world, in ways that relate to the United Nations' Sustainable Development Goals.



When we are aware, we will want to start taking better care of the world — the environment, our society and finding exciting new ways of doing things! As you explore your organised world, you might just find yourself asking how you can give back to it.

These badges are awarded at three different levels, Bronze, Silver and Gold, as you take on different numbers of projects and activities that have to do with different sets of the Sustainable Development Goals in different categories. You'll earn Bronze for two goals, Silver for four and Gold for finishing projects related to every Goal in that category. The projects you take on for these badges can even be part of your work toward any other badge in Cub Scouts!

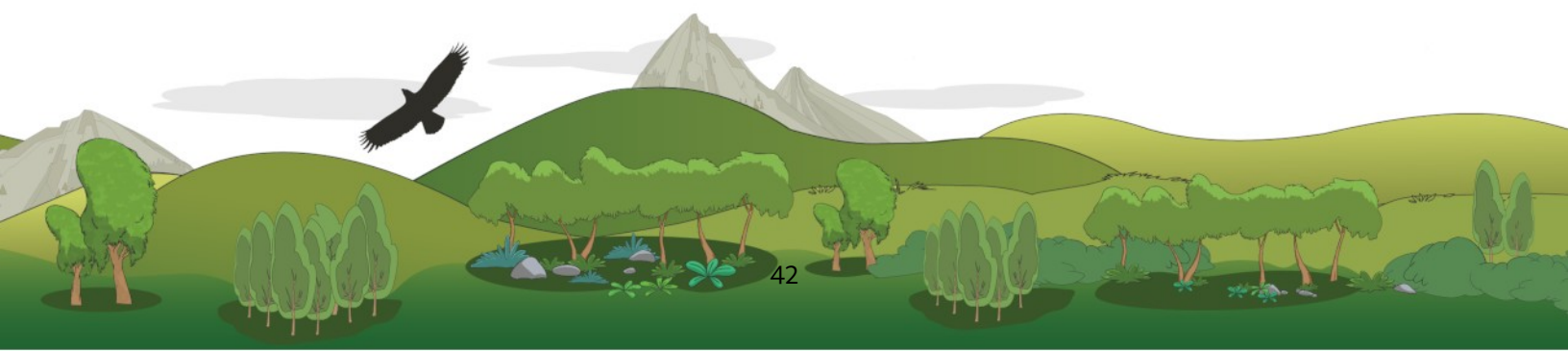
Here are some ideas for projects that you, your Lair or your Pack might want to take on, so that you can see how you can give back to your organised world:

Goal #3: Good Health and Well-Being

- ☐ Learn about eating well at camp, and create a meal plan with your Lair for a whole camp, all the way down to what ingredients you'll need. Is your meal plan balanced? Will it provide enough food energy for the whole weekend?
- ☐ See how long it takes to wash your hands by sprinkling a little mustard powder on them, rubbing it all over your hands, then washing them. Did the yellow come off right away?
- ☐ Make a desktop Zen garden for your home.
- ☐ Hold a bike rodeo at your Cub Scout meeting hall, with some areas for practising the rules of the road, and some "precision riding" areas.
- ☐ How flexible are you, really? Ask Akela to invite a yoga teacher in to teach a short class to your Pack.
- ☐ Find a new way to use a playground, by trying out different exercises using the equipment. Where could you do chin-ups? Tricep dips? Bicep curls?
- ☐ With a partner, learn about spotting ticks and preventing bites, by placing a (very!) small dot sticker somewhere on yourself and challenging your partner to find it and remove it with tweezers. How can you prevent ticks from getting on you during an outing?
- ☐ Play "emoji charades" -- instead of having to act out an action, choose an emoji randomly and try to act out that feeling, for your Lair to guess.

Goal #4: Quality Education

- ☐ With your Lair, invent a new school system. What sorts of things will you teach? How? Is it similar to your real-life school system? Different? Share your design with the Pack.
- ☐ Are there Cub Scouts in your Pack with their Language Strip? Maybe older Scouts in a Troop, Company or Crew, or your Scouters? Find out what it's like to move to a new place where you don't speak the language by having



them act out being doctors, shopkeepers, librarians and other community roles, only speaking in that language.

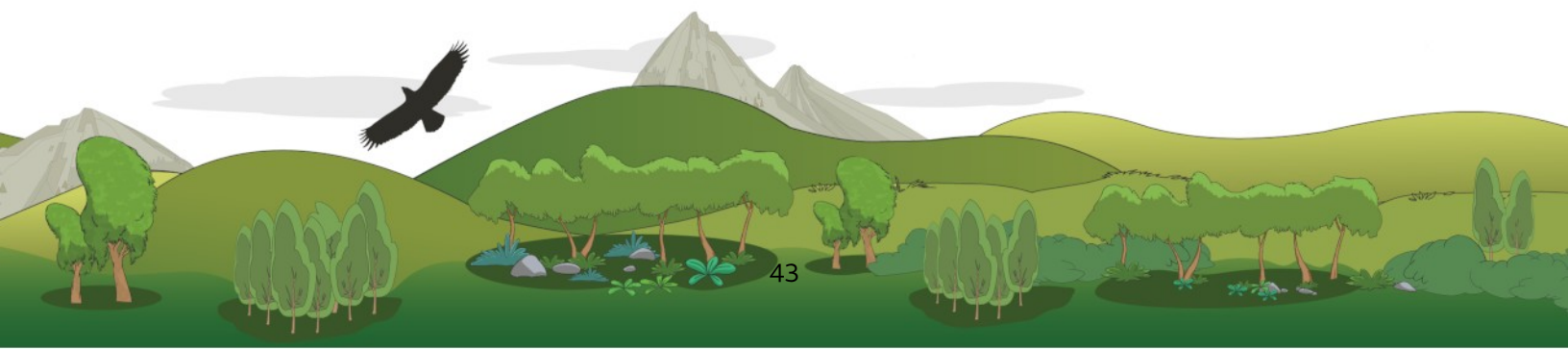
- ☐ How would you welcome someone to the Pack who has moved from another country? Put together a welcome kit of things that will help that person feel more comfortable in Canada, and in your Pack.
- ☐ If your school library accepts donations of books, hold a book drive in your community to get donations of fresh books!
- ☐ Hold a supply drive to get donations of school supplies (or money to buy them), and donate them to a disadvantaged school in your community.
- ☐ Set up a reading buddies program with a Beaver Scout Colony. How will you pair up Cub Scouts and Beaver Scouts? What sort of stories will you read together? How will you track how the Beaver Scouts improve in their reading skills?
- ☐ Work with Akela or another Scouter to invite an outside expert to visit your Pack to teach a new skill.

Goal #5: Gender Equality

- ☐ Try out some different Olympic sports as a Pack. Do you think that any of these sports can be only participated in by a specific gender or can anyone do them?
- ☐ Make a list of jobs and their definitions (e.g. firefighter: "a person whose job is to extinguish fires"). As a Lair, decide if you believe each of these descriptions should belong to a particular gender, or not. Talk about why these stereotypes can hurt people.
- ☐ Have you ever had a "lightbulb moment" where you realized you, or someone else, was treated differently because your gender? As a Pack, create some paper lightbulbs of these times, and challenge yourselves to challenge these stereotypes!
- ☐ With your Lair or your Pack, make self-portraits. On the front of the page, add some words about how you think other people see you (e.g. messy, loud, silly, kind, sporty, tall, etc.). On the back, write some words you think about yourself (e.g. loves cats, likes the colour purple, likes to play hockey, etc.). Hang up your self portraits and have a conversation about the things that people see on the outside, and the things on the inside that can't be seen. How can stereotypes about what's on the outside affect people?
- ☐ As a Lair, decide on one Cub Scout to be the leader for a month of meetings, or for a camp weekend. They'll help with things like fire drills, important tasks and be "in charge" of some things. What qualities should a leader have? Discuss why some people think a leader should be one gender or another, and whether that's fair or hurtful. Who are some men and women in roles of leadership around you? What makes them good leaders?

Goal #10: Reduced Inequalities

- ☐ Learn about a holiday you haven't celebrated before, add it to your Pack calendar and celebrate that as a Pack.
- ☐ With your Lair or Pack, learn about a different culture by putting on a feast of authentically-made dishes from that culture. Akela or another Scouter



might be able to help to ensure everyone respects the culture you're learning about.

- ☐ Learn some common phrases, and how to pronounce them, in a new language. Practice them with your Lair. Challenge other Lairs to try to learn some phrases in other languages, and then see if you can figure out what the other Lairs are saying!
- ☐ Learn about a social issue that's important to you, and present it to your Pack. Talk about ways you can make a difference in that issue, and take questions.
- ☐ Shere Khan was the most fearsome hunter in *The Jungle Book*, but do you remember that he limps when he walks? Lots of sports can be adapted and played by athletes who might not otherwise be able to complete, like sled hockey, blind soccer and wheelchair basketball. Try out some Paralympic sports, using the appropriate equipment.

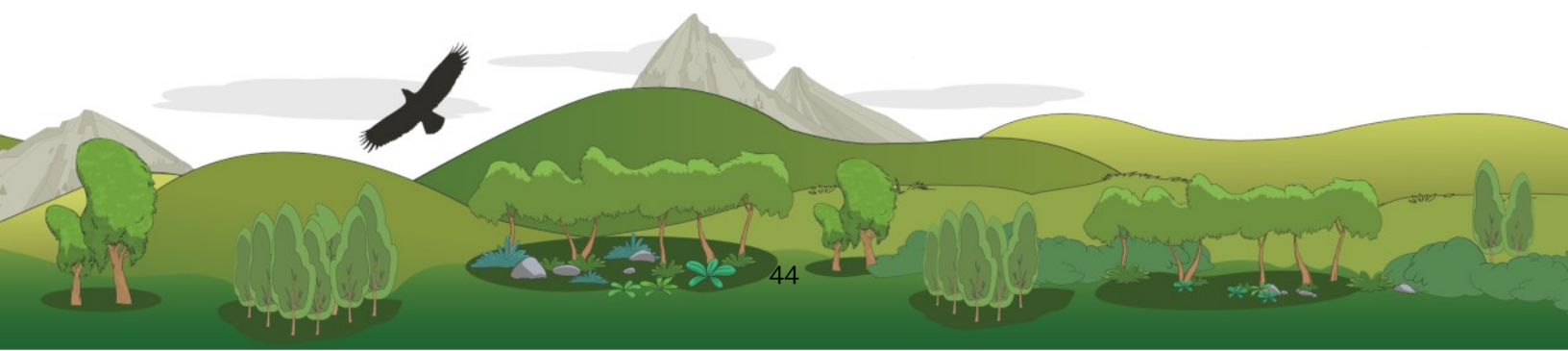
Goal #16: Peace, Justice, and Strong Institutions

- ☐ As a Lair, try to build a tower from newspaper and tape, but each member of your Lair gets randomly assigned some advantage or disadvantage, by drawing from a deck of cards. (e.g. drawing a diamond might mean you can't speak, a spade means you can't use your hands) How did these advantages and disadvantages affect how easy it was for everyone to take part? Did it change how people were treated?
- ☐ Explore some different imaginary scenarios as a Lair, and talk about whether they're fair or unfair. What would make unfair situations fair? Is there a difference between "equal" treatment and "equitable" treatment? Some scenarios to start with could be, one person always gets to be "it" first in games, your older sister gets to stay up later than you, your friend always lets you cut in line at the water fountain. What else can you imagine?
- ☐ Invent some roles for your Lair and vote on who should hold each role. How long will you hold these roles? What else can you vote on in Cub Scouts? What parts of life outside of Scouting should be voted on?

Goal #17: Partnerships for the Goals

This Sustainable Development Goal is all about taking what you've explored with one of the other Goals, and bringing it to your community. Maybe you made a home compost bin, and you'd like to make more to offer to your neighbours. If you've realized that your neighbourhood playground can be used for fitness as well, maybe you can work with your community's Parks and Recreation Department to install signs to teach others! Who can your Pack team up with?

This is the project that I took beyond my Pack for this goal:



MORE GREAT BADGE IDEAS

Looking for more ways to explore your organised world? The Outdoor Adventure Skills badges include a set of Emergency Skills badges, where you can learn about how to help out in an emergency! If you'd like to see the list of everything you need for each one of the badges, talk to Akela or one of your other Scouters.

Emergency Skills



- ☐ 1.2: I can demonstrate the basic approach to first aid.
- ☐ 1.3: I can treat minor cuts or scrapes.
- ☐ 1.9: Describe how to call for firefighters, police or an ambulance.
- ☐ 2.3: I can care for someone who has a minor burn.
- ☐ 2.6: I know how to Stop, Drop and Roll if my clothes are on fire.
- ☐ 3.1: I can perform first aid for large wounds.
- ☐ 3.2: I can perform first aid for nosebleeds.
- ☐ 4.1: I can place someone into the recovery (safe airway) position.
- ☐ 4.12: I know how to treat and report (if appropriate) insect and animal bites.

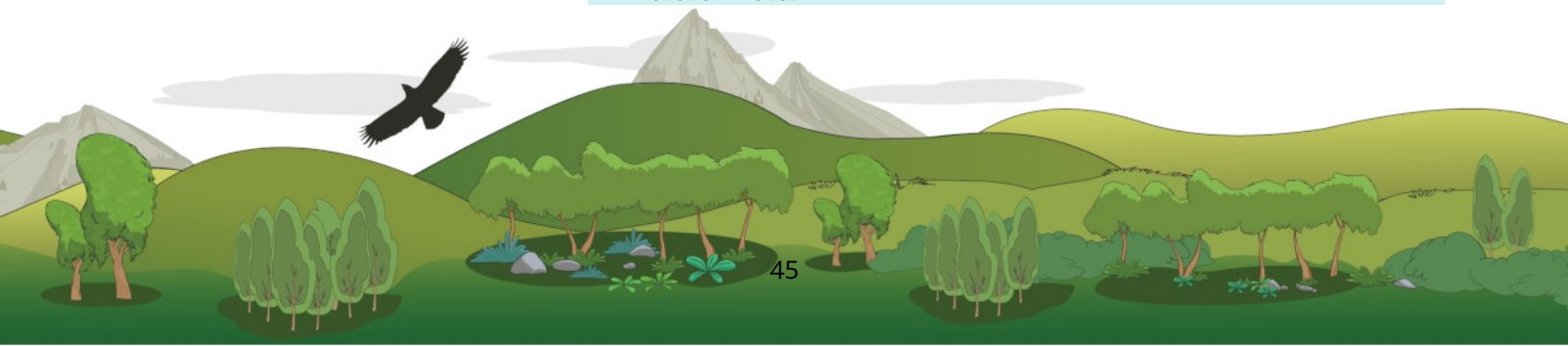


Winter Skills

- ☐ 4.13: I know how to prevent and treat hypothermia and frostbite.

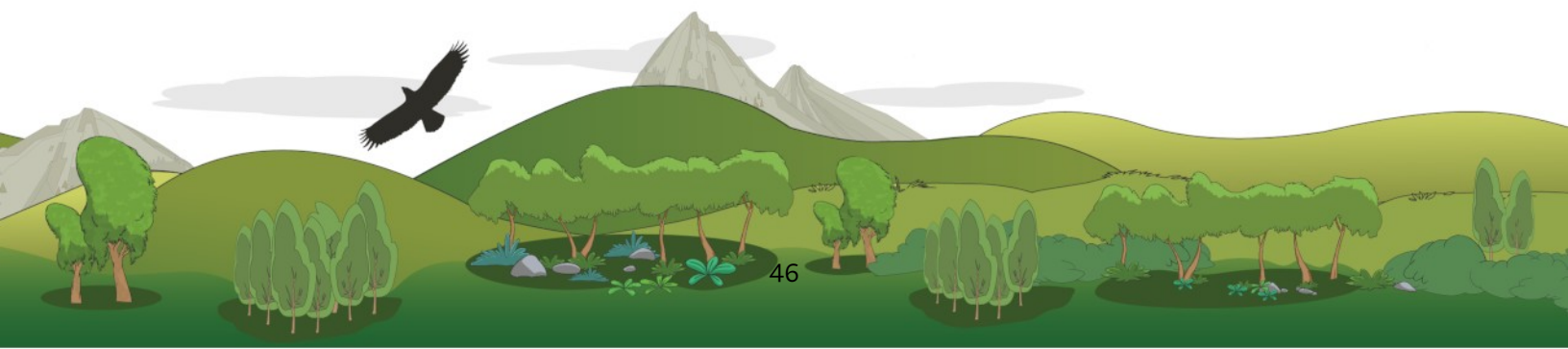
More Personal Achievement Badge Ideas

- ☐ Show that you can politely give clear, simple directions to someone asking their way. Describe what you would do if a stranger offered you a ride or asked you to come along to show them how to get to a place. (Community)
- ☐ Show on a map the route of your local bus and a direct route to the centre of your community. (Community)
- ☐ Describe how to get to the main highways around your community. (Community)
- ☐ Describe or point out on a map the location of the... (Community)
 - ☐ nearest mailbox or post office
 - ☐ police station
 - ☐ hospital, doctor, and pharmacy
 - ☐ fire station or alarm box
 - ☐ railway or bus station
 - ☐ gas station
 - ☐ hotel or motel





- ☐ Talk to your Lair about the Code of Conduct of your Pack and what it means. What rules should you have in your Lair so that everyone can enjoy Cub Scouts more? What might happen if your Pack did not have rules? (Canada)
- ☐ Talk to Akela, Baloo or one of your other Scouters about who makes the laws in our country and why they are important to us. Who is responsible for making sure our laws are followed? Who can you get to help? (Canada)
- ☐ For any four of the following situations, explain to your Lair what the laws are and why we have them. Talk about what would happen in your neighbourhood if you didn't have these laws. (Canada)
 - ☐ crossing private property
 - ☐ burning or damaging private property
 - ☐ traffic laws for bicycles, pedestrians and automobiles
 - ☐ littering
 - ☐ hurting other people
 - ☐ taking what doesn't belong to you
 - ☐ polluting or damaging the environment
- ☐ Talk with your parents or guardian about the following situations and decide what you would do for any four of them. (Canada)
 - ☐ Someone breaks into or damages your house.
 - ☐ Someone steals your bicycle.
 - ☐ A stranger asks questions about your parents or neighbours.
 - ☐ You see someone hurting another person.
 - ☐ Someone asks you to break open a school locker.
 - ☐ Someone (not your doctor) offers you drugs to make you feel good.
- ☐ Make a scrapbook of another country, showing pictures, drawings or samples of some of the following. Make a presentation to your Pack or Lair on the country you've chosen, using your scrapbook. (World)
 - ☐ the country's flag
 - ☐ people's everyday clothes
 - ☐ the country's coins and stamps
 - ☐ interesting places in the country
 - ☐ how people get around
 - ☐ people's houses
 - ☐ what the weather is like
 - ☐ what kind of food people grow
 - ☐ the kinds of things children your age like to do
- ☐ Learn where the people in your neighbourhood or their ancestors came from. Make a presentation for your Pack or Lair on one of these countries, describing: (World)
 - ☐ how people in that country express themselves today (language, beliefs, clothing, religion, ceremonies, etc.)
 - ☐ why some people from the country came to Canada
 - ☐ some of the country's customs your neighbours have kept (e.g. religion, food, clothing, games, etc.)





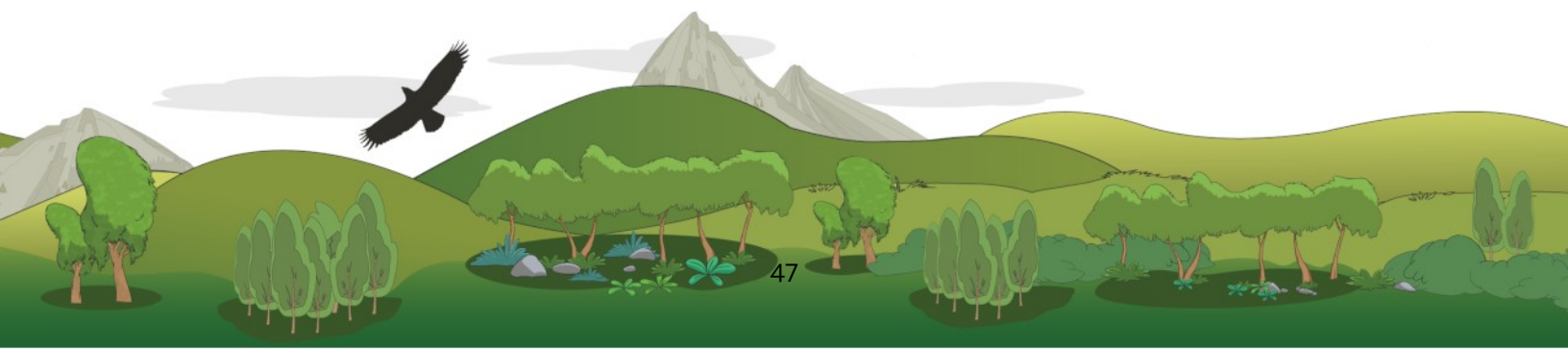
Language Strip

Do you speak more than one language? If you can show a Scouter that you can have a conversation in a second language, then you can wear that Language Strip on your uniform! There are many Language Strips available, for many languages, including sign language and Braille. Ask one of your Scouters about them.

Religion in Life and Spirituality Awards

The requirements for the Religion in Life Award are set by major faith organisations across Canada. Ask your spiritual advisor (your minister, priest, rabbi, imam, etc.) or a Scouter for information.

If your religious organisation hasn't set these requirements, or your beliefs are more personal, you could take on a Spirituality Award instead. Ask a Scouter to help you earn this award.



Wrapping Up

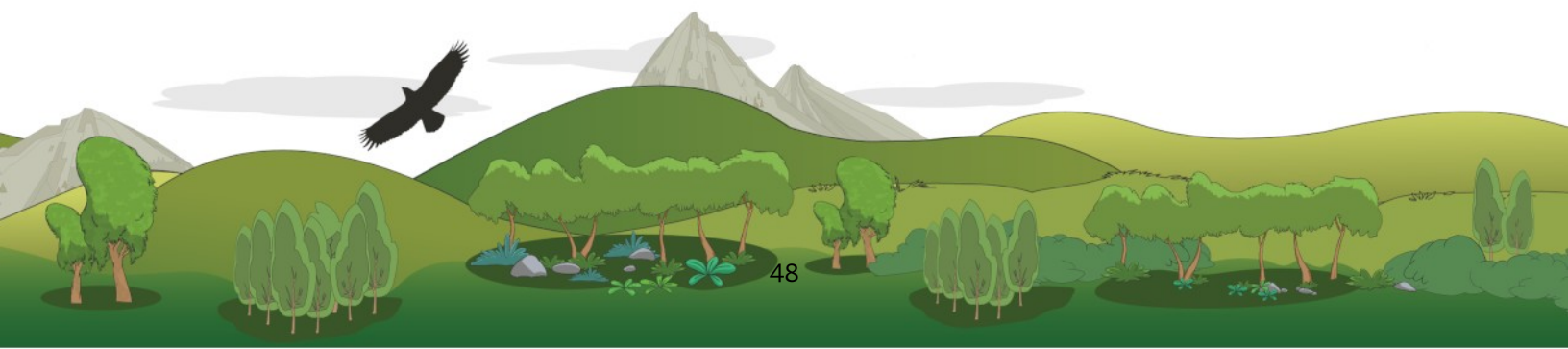
These were the two things I did in my organised world that I enjoyed a lot:

1. _____

2. _____

These are some of the special things I learned about how and why we organise ourselves:

These are some of the things I'd like to do next time, or when I'm in Scouts:



Chapter 6: Cub Scout Skills

When B.-P. was a boy, he loved to get outdoors, away from home and school, to do things on his own. He learned how to build small fires and cook on them. He built simple gadgets to help make camping easier. He learned to know where he was all the time, so he wouldn't get lost. He set up shelters to protect himself from the weather.

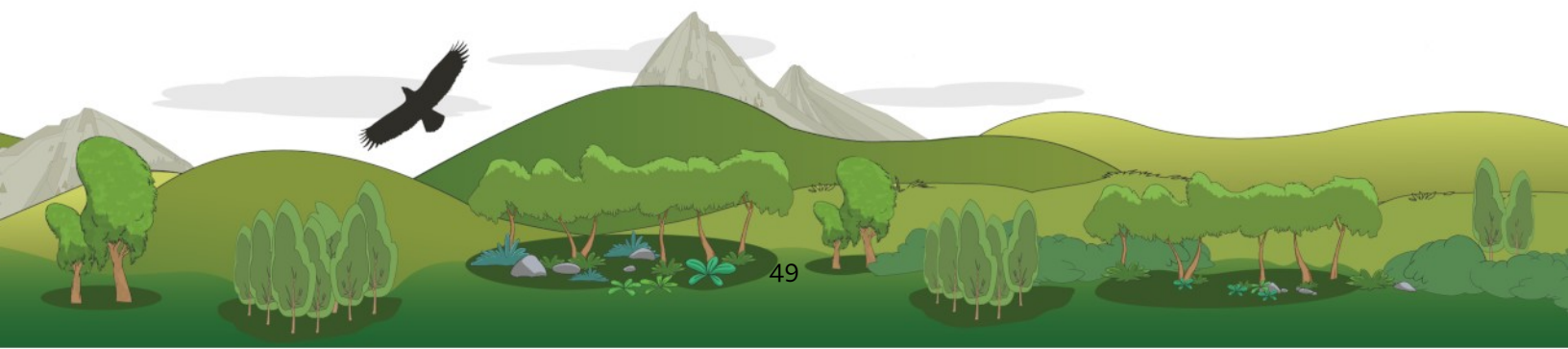
In fact, B.-P. was learning Cub Scout skills, even though he didn't invent Wolf Cubs until many years later!

Cub Scout skills are the things you can do to help keep yourself safe and comfortable when you're alone or with a few friends away from home.

Learning and practising Cub Scout skills with your Scouters and the other Cub Scouts can lead you to all kinds of adventures and fun. You can learn and do many of these skills with your parents and family, too.

In this chapter, you will learn a few Cub Scout skills, and your Scouters will help you learn others. Then, in Chapter 9, you will see how to use your Cub Scout skills to explore the outdoors. When you go up to Scouts, you'll call them Scouting skills and learn even more of them.

A good way to start is to make a small kit that you can carry with you wherever you go to help you out of many difficulties.



A Cub Emergency Kit

Think of some things that might happen to you when you're out on your own.

For example:

1. You were supposed to meet a friend but can't wait for them and want to leave a note.
2. You wander too far from home and have to phone for a ride.
3. You tear a hole in your pants climbing through a fence.
4. You lose a button off your shirt.
5. You cut your finger.
6. You are lost and cold and want to build a fire.

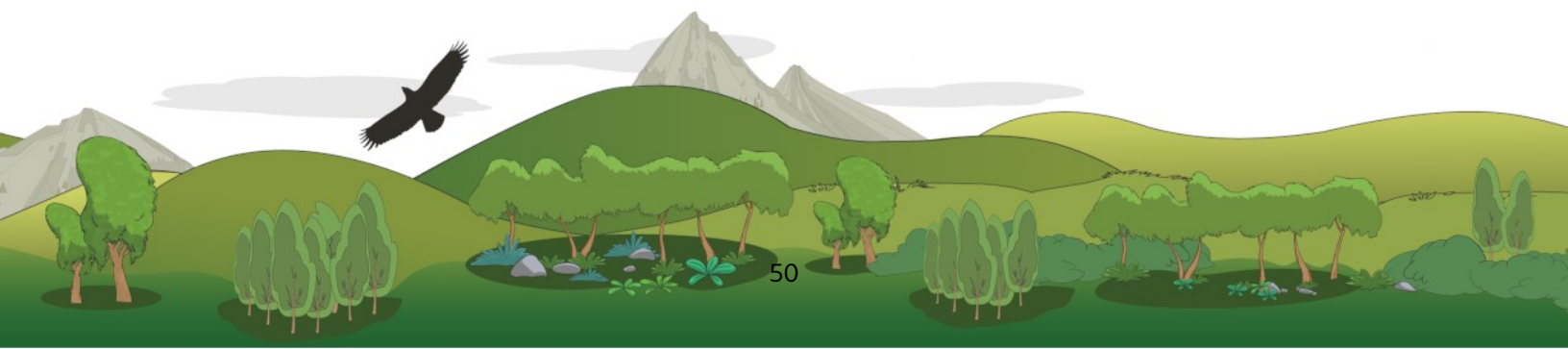
What thing could you carry with you to help you deal with these problems?

Start with a container to keep your articles in. It needs to be small so that you can carry it in your pocket or knapsack where you go. The best emergency kit in the world is no good to you if it's back home in your cupboard when you need to use it.

It also needs to be strong and waterproof. The best container will probably be made out of tough plastic. If you can't find one at home. Try the local hardware or discount store.

When you have your container, tape your name, address and telephone number on the inside, then think about what you should carry in it. Here are some suggestions:

- ☐ A few pieces of paper
- ☐ A small pencil
- ☐ A needle and some strong thread
- ☐ A few large safety pins
- ☐ Matches (waterproofed or in a waterproof container)
- ☐ A few buttons
- ☐ A small hank of strong string
- ☐ A small pocketknife
- ☐ Some adhesive bandages
- ☐ A pair of scissors
- ☐ An emergency blanket
- ☐ Latex or nitrile gloves in your size
- ☐ What else do you think might be important to have?



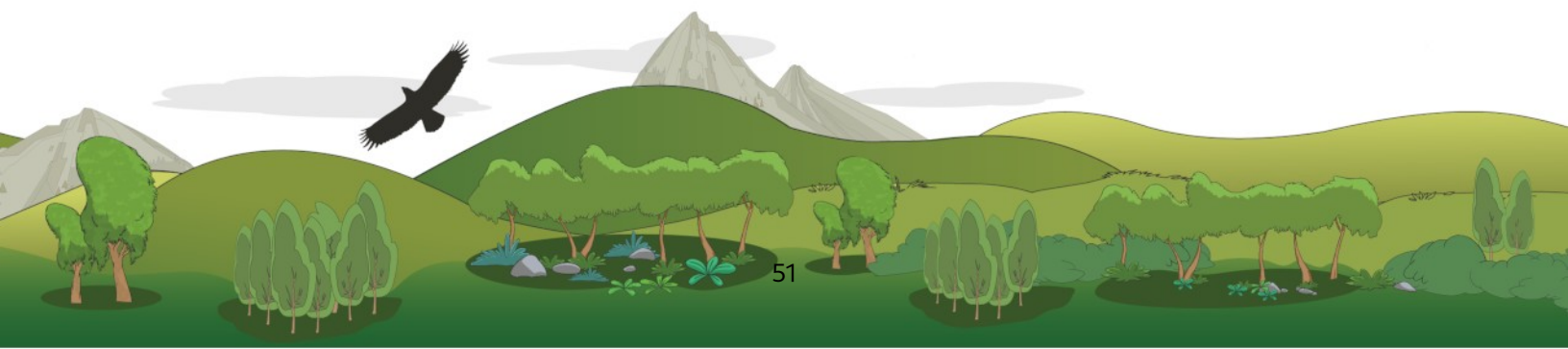
Remember that your container should be small enough to carry everywhere, so you only have room for the most important articles. Think carefully about what things can help you the most.

When you've made your Cub Emergency Kit, show it to one of your Scouters and your Lair.

I made my emergency kit on _____

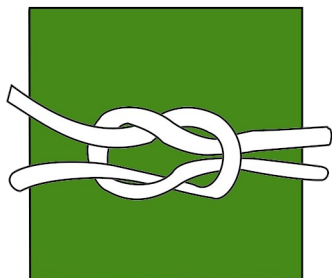
I put it into this type of container: _____

I keep my kit in my _____



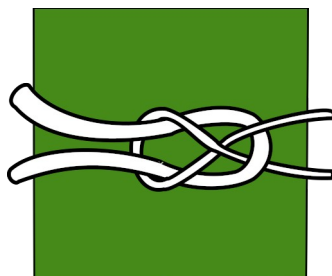
Knots

Knots are a fun part of Cub Scouts. When you learn to tie knots, you learn to make loops that won't slip, tie together two different kinds of rope, tie on a bandage properly, shorten a guy line on a tent and lash a rope to a pole. The great thing about knots is that they are fun to learn, fun to practise using and really handy when you have to use rope in a hurry. So, let's have some fun!



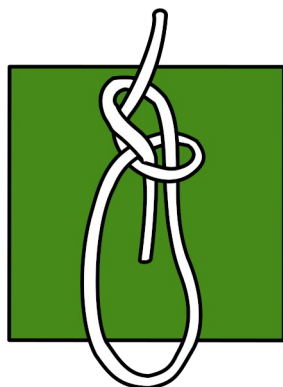
REEF KNOT

This is also called a square knot and it's probably one of the easiest knots to use. You use this knot to tie together two ropes of the same size or to tie on a bandage or an arm sling properly. The little verse that goes with it tells you what you do with the two ends of rope as you tie it. It says, "left over right and right over left." What did you use your reef knot for?



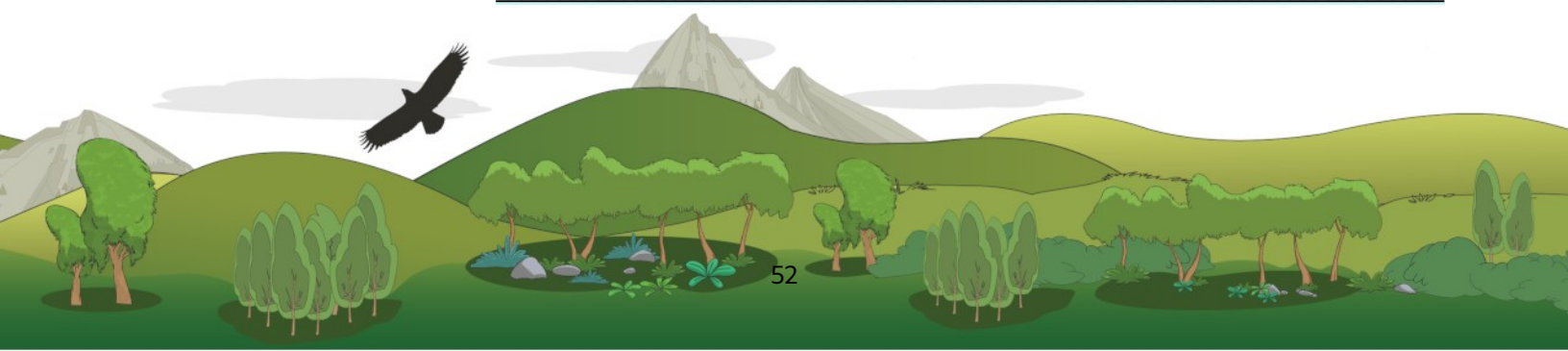
SHEET BEND

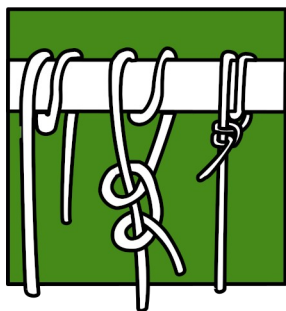
Did you ever try to tie together two different kinds of rope? Notice how the thin rope jams against the loop of the thick one. The sheet bend is a good knot for tying together two different sizes of rope, but you can also use it to tie together two ropes of equal size. What did you use a sheet bend for?



BOWLINE

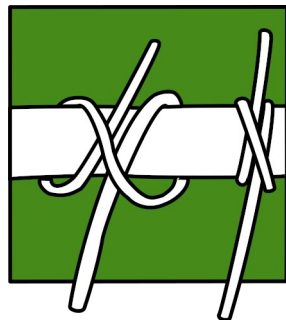
This makes a loop that won't slip, no matter how hard you pull on it. You can use it to make a leash for your dog or a hand hold on a rope you're using to pull something. What did you use a bowline for?





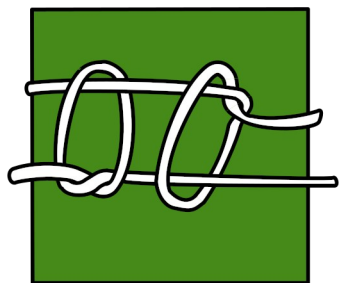
ROUND TURN AND TWO HALF HITCHES

This is an easy way to tie a rope to a pole, ring, or bucket handle. It's great for towing things. What did you use a round turn and two half hitches for?



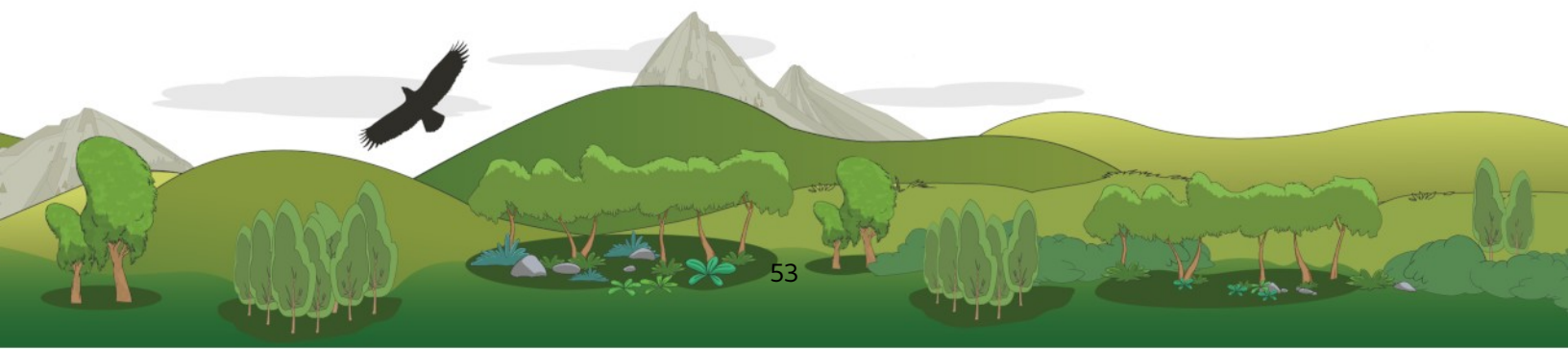
CLOVE HITCH

This is another way to tie a rope to a pipe, tree or pole. It's a good knot to use for clotheslines and, in Scouts, you'll use it for a lot of Scoutcraft work. Remember to protect trees by putting a piece of cloth or burlap around the trunk where the knot will be. What did you use a clove hitch for?



FISHERMAN'S KNOT

This knot help you tie together two pieces of line — some twine and fishing line, for example. What did you use a fisherman's knot for?



A Gadget

A gadget is something simple you can put together to help make things easier for you at home, in the outdoors or wherever you are. There are hundreds of gadgets you can make if you want to. Another Cub Scout, one of your Scouters or your parents can probably suggest a few that might be fun to try. Start with this list and add some ideas of your own!

wolf head woggle

sewing kit

waterproof matches

uniform hanger

pencil holder

letter opener

notebook folder

pot holder

coin pouch

tie rack

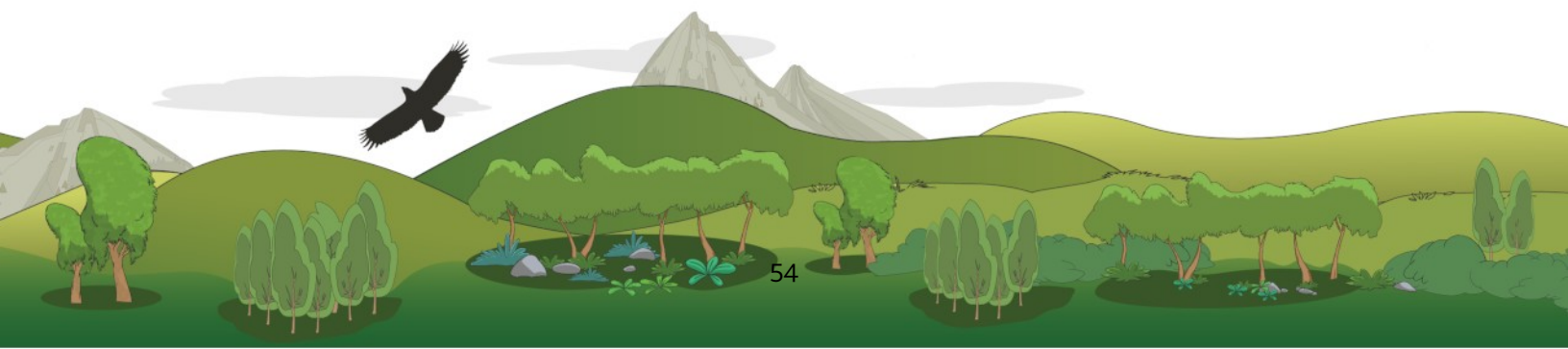
emergency kit

letter holder

book marker

fire starter

a whistle



Cooking Pot Gadget

Here is a gadget you can make to use on a cookout or at camp. You start with a tin can and you end up with a cooking pot!

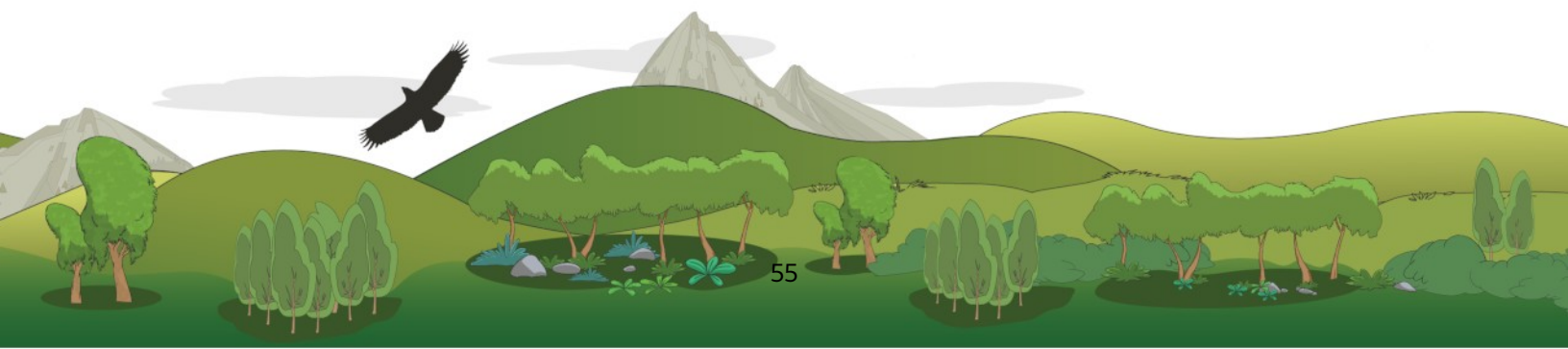


You need:

1. A large tin can - 1.36 L (48 fl. oz.). A juice can is good.
2. Strong wire - 40-50 cm long
3. A hammer and a 7.5 cm long nail
4. A piece of wood about as long as the can is wide
5. A can opener

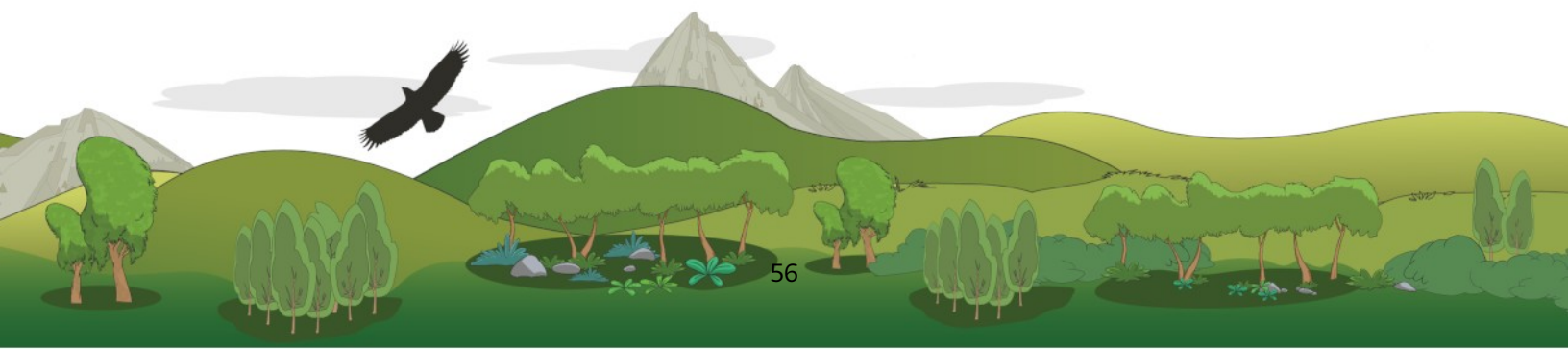
How to make it:

1. Take the lid off the can and make sure there are no sharp edges.
2. Wash the can in hot water and soap.
3. Wedge the piece of wood into the top of the can. You may have to bend the can a bit so that it fits fairly tightly.
4. Hammer the nail through the can a little way into the piece of wood (you might have to ask someone to hold the can for you while you are hammering). This is to make a hole in the can. Pull out the nail, then hammer it a little way into the other end of the wood, on the exact opposite side of the can. Pull out the nail again.
5. Remove the piece of wood. Smooth out the sharp edges of the holes in the can. You may be able to bang them flat with the hammer or you can remove them with a metal file.
6. String the wire through the holes in the can to make a handle. Twist the ends of the wire around the handle to hold it on firmly.
7. When you go on your cook out, fill your cooking pot with baked beans, stew or water for instant soup mix, and hang it over your fire. Stir it now and again to that your supper doesn't burn!



This is what my gadget looked like.

Show one of your Scouters your cooking pot and ask them to let you try it on your Pack's next cookout. Of course, you need a fire before you can use your pot, and that's what you can learn about next.



Lighting Fires Safely

Every Cub Scout wants to learn to light a fire that will stay lit. In Cub Scouts, you have a chance to learn how to make a fire that will light almost every time — even in the rain, if you're careful.

Here's a question about fires. Can you answer it?

Q. What's the first thing you have to think about when you want to lay and light a fire?

A. The first thing to think about is how you're going to put the fire out.

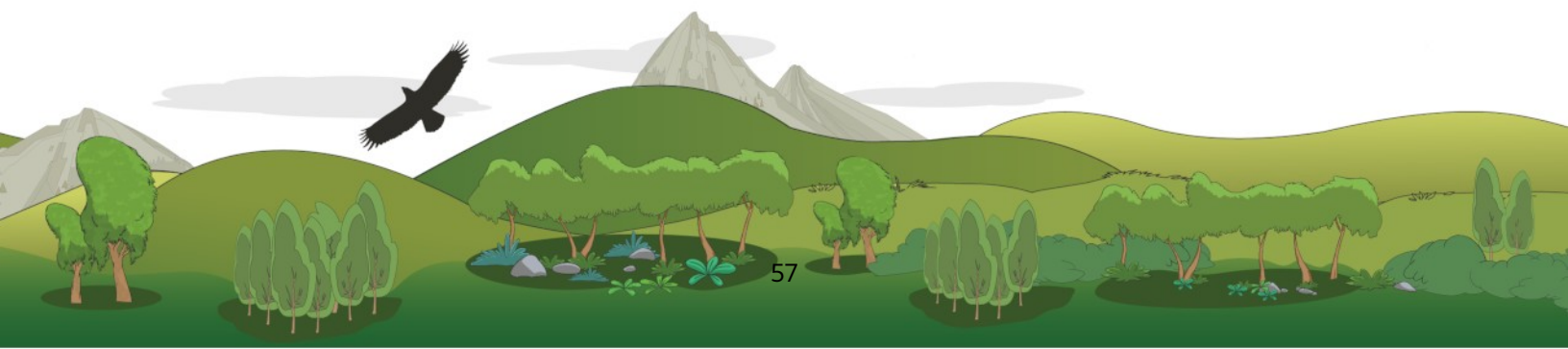
Did you guess the right answer? Think about it for a minute. What do you think would happen if you lit a fire and couldn't put it out? It could be very dangerous for you and everyone and everything near you.

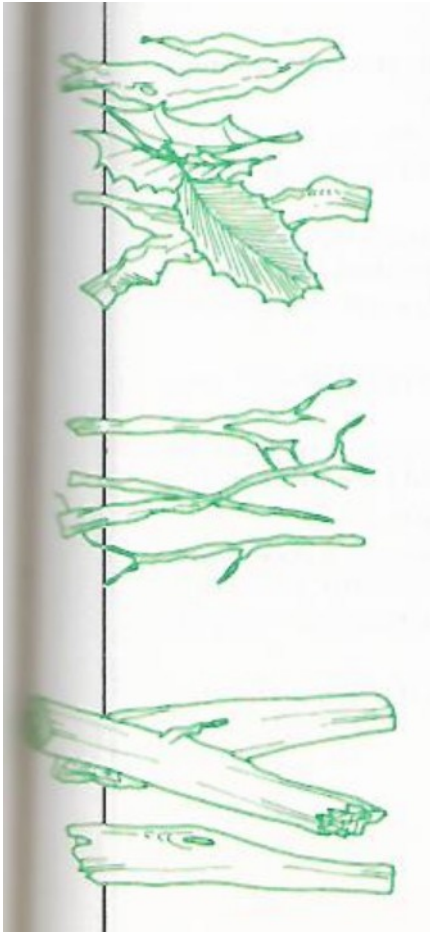
Here are the most important safety rules about fires:

1. Before you light it, make sure you can put it out. Nearby, keep lots of water or sand to bury your fire.
2. Never light a fire unless one of your Scouters or a parent is with you.
3. Always build a fire in the open on hard bare ground, away from grass, leaves and roots. Try to keep it small.
4. Check the wind direction and make sure that sparks won't blow away and cause a fire nearby.
5. Never leave a fire unattended. Watch it carefully until you put it out.
6. Never play with a fire or near a fire.
7. Be sure the fire is completely out before you leave it. Pour water on it, stir the ashes and pour on more water. Be sure you tidy up before you leave.

If you follow these safety rules, you can be sure your fire won't get out of control.

To make your fire burn properly, you need three things: tinder to get it started, kindling to keep it going and fuel to provide heat.

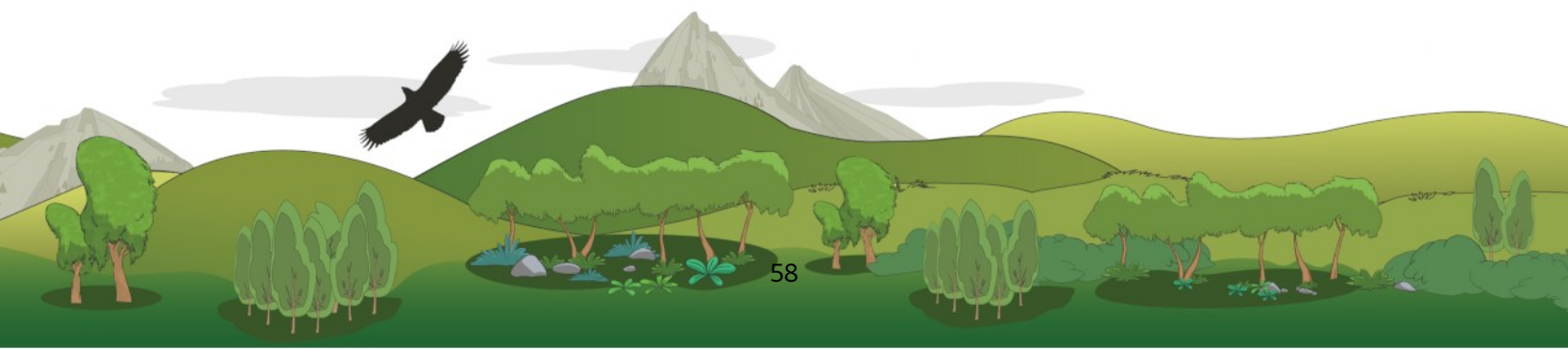




Tinder is thin, dry stuff that lights easily and burns quickly. You can use paper for tinder, but it's better to practise using other things so that you can light a fire even if you don't have paper. Some other things that make good tinder are birch bark you find on the ground, dry brown grass, dry twigs at the base of fir or pine trees, and dead leaves. Whatever you do, **NEVER** peel the bark from live trees. The bark is their skin and, if you peel it off, you will likely kill them.

Kindling is twigs and small sticks that will catch fire from the tinder and burn long enough to light the fuel. Make sure your kindling is dead and dry; not every stick that looks dead is dead. If the weather is wet, you can find dry kindling by breaking dead sticks off trees, but be sure they are dead first. If you're not sure, ask one of your Scouters to show you.

For fuel, you need bigger sticks about the size of a broom handle. These sticks are harder to light - which is why you need tinder and kindling to get the fire started - but once they catch fire, they will burn for a long time and gives lots of heat.



Fire Starter

With some adult help, you can make a fire starter. Roll newspaper into a tight roll, and every 50 mm, tie a piece of cord around it, leaving a bit dangling. Cut the roll between the cords and soak them in melted paraffin wax. When you remove them from the wax and dry them, you have several fire starters. All you have to do is light the bit of dangling cord with a match.

The cone fire is an easy fire to make.

Here's how to do it.

1. Before you start, make sure you have enough fuel to keep your fire going.
2. Place a large handful of tinder on the ground.
3. Push a stick into the ground and slant it over the tinder.
4. Make a cone of kindling by leaning it on the stick you pushed in the ground. Toward the wind, leave an opening. You'll use this to light the tinder.
5. Crouch down in front of the opening with your back to the wind. Strike a match (wooden matches are best), let it burn into a real flame and carefully touch it to the tinder, close to the ground.
6. Let the kindling in the cone get a good start, then slowly feed the fire with thin pieces of fuel. If you add fuel too quickly, you may put out the fire.

A cone fire is great for boiling water or heating baked beans or other canned foods in your pot. For other things, like baked potatoes or baked apples, you need a kind of fire that burns down to hot coals. Ask a Howler or a Scouter to help.



I lit my first fire on an outing to _____

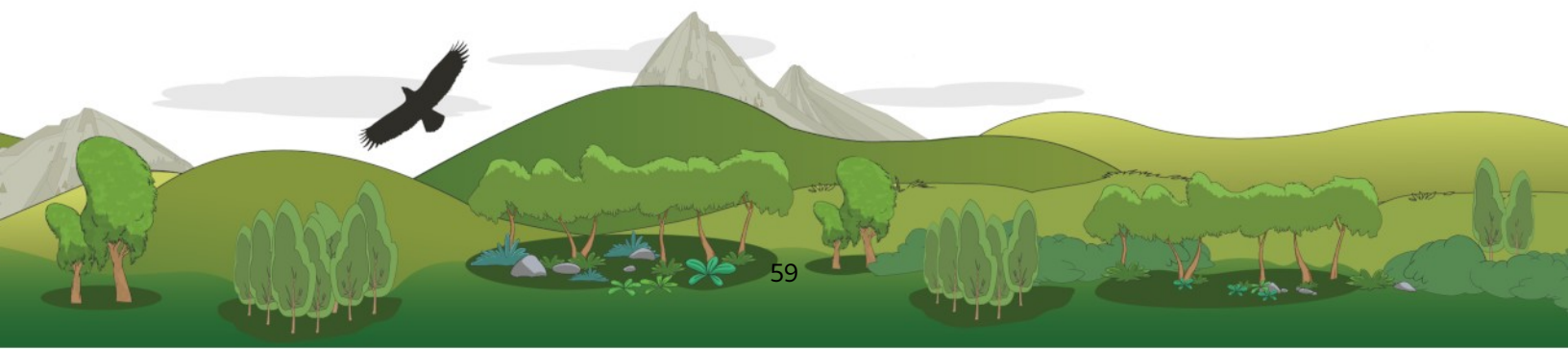
I needed _____ matches. This is what I used for tinder: _____

Kindling: _____

Bigger fuel: _____

I used my fire to _____

and it was (circle ONE)	a fizzle,	OK,
	neat,	awesome!



Outdoor Cooking

Nothing tastes better than food you cook yourself, especially when you're outdoors. Ask one of your Scouters or a Howler if the Pack or your Lair can go on a cookout so that you can try your hand at being a great chef!

The easiest way to cook outdoors is to heat up some tinned food in your pot over a cone fire. Do you like baked beans? Irish stew? Chicken noodle soup? Just empty the can into your cooking pot and hang it over the fire until it's hot. Keep stirring the food or you may find that it is burned on the bottom and cold on top. Wear a pair of leather gloves or use pot holders to remove the pot so you don't burn yourself.

If you like wieners and beans, you can cut up a wiener and stir it into the pot with the beans. Or you can stick it onto the end of a strong green stick (one that isn't dead and dry) and hold it over the fire. You know the wiener is done when the skin starts popping and crackling.

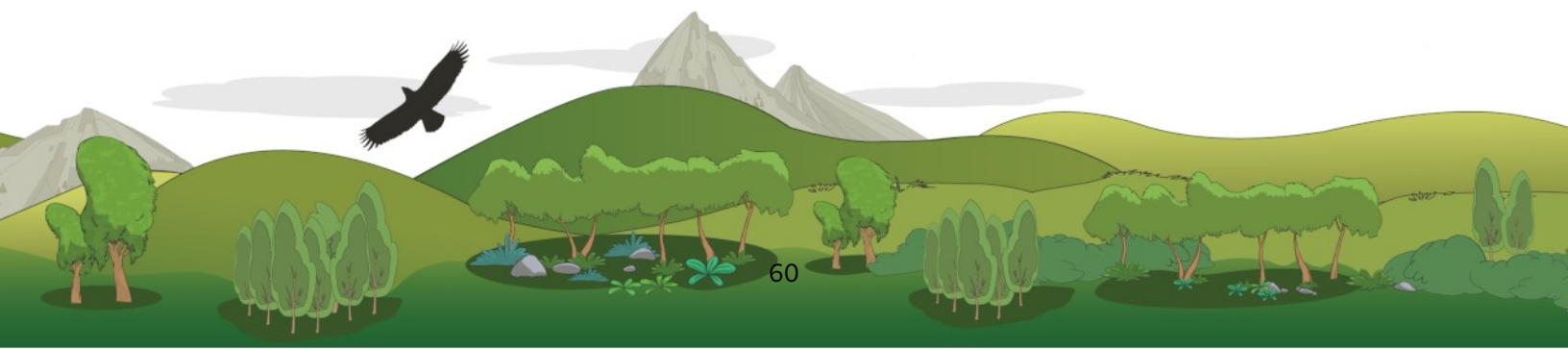
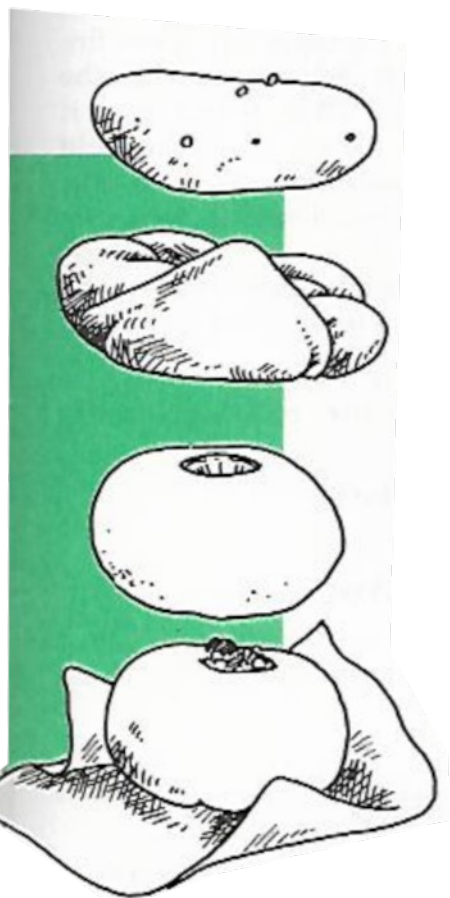
How about a baked potato or baked apple? Get these foods ready at home before you go on the cookout. Here's what you do.

BAKED POTATO

1. Wash the potato thoroughly. Leave on the skin, but cut away any "eyes" and brown spots.
2. Wrap the potato in a layer of aluminum foil with the dull side out. Fold together the edges carefully so that there are no gaps or bulges.
3. Wrap the potato in a second layer of aluminum foil as carefully as you did with the first layer.

BAKED APPLE

1. Take the core out of the apple with a kitchen corer.
2. Fill the hole with something sweet. Try raisins, marshmallows, cinnamon, a bit of sugar, even some pieces of chocolate.
3. Wrap the apple in two layers of aluminum foil in the same way you did the potato.



When you pack an potato or an apple to take on your cookout, protect them so that you don't put a hole in the aluminum foil.

To bake a potato or an apple, you need a fire with good hot coals. Ask Akela to show you how to make one and be patient. It takes a while for the coals to get hot.

When the coals are ready, carefully put the potato in the middle of them and let it bake for one hour.

When the potato is half done, put your apple in the coals. It takes half an hour to bake, and if you time it right, your apple and potato will be ready at the same time. Pull your packages out of the fire with a stick and let them sit for a minute while the aluminum foil cools a bit. Then, if you open it carefully, you can use the foil as your dish. Add butter or margarine and salt and pepper to your potato if you like, and you have a meal fit for a king — or even a Cub Scout!

If you really want to try something challenging and fun, ask one of your Scouters to help you cook a foil dinner.

This was my first fire cookout menu: _____

It tasted (circle ONE)

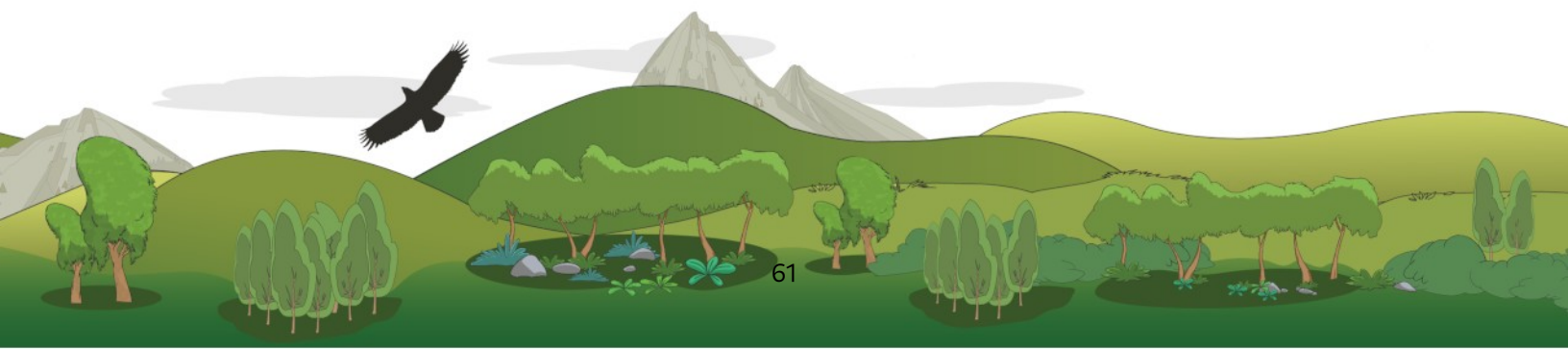
UGH,

HMM,

OK,

YUMM,

FANTASTIC!



Badge Requirements

If you made a Cub Scout Emergency Kit or tried some of the other activities in this chapter, you have earned some of the requirements in the Scoutcraft OAS badges. Let one of your Scouters know what you did. Ask a Howler or a Scouter to help you do the rest.

OUTDOOR ADVENTURE SKILLS

Scoutcraft



- ☐ Tie and show a practical use for the following knots:
 - ☐ 2.1: Reef knot
 - ☐ 2.1: Round turn and two half hitches
 - ☐ 3.1: Fisherman's knot
 - ☐ 3.1: Clove hitch
 - ☐ 4.2: Sheet bend
 - ☐ 4.2: Bowline
- ☐ 2.6: Help lay, light and safely put out a fire in the open.
- ☐ 3.6: Show how to use a compass by teaching a younger Scout.
- ☐ 3.9: Lay, light and safely put out a fire in the open.
- ☐ 3.10: Make a Cub Scout Emergency Kit.

Camping

- ☐ 3.10: Describe the conditions that bring about changes in the weather, and how they affect camp.

Trail

- ☐ 1.10: Take part in at least two Pack rambles or hikes.
- ☐ 2.3: Show how to use a road map.
- ☐ 2.7: Help prepare and cook a hot meal on a family, Lair, or Pack outing.
- ☐ 3.3: Follow a trail that was laid by a Scouter using clues, trail signs, a map, compass directions, a compass or a combination of these.

Winter

- ☐ 3.11: Identify the North Star and three other features of the night sky.

PERSONAL ACHIEVEMENT BADGE IDEAS

- ☐ Make or put together a gadget for home, school or outdoor use. (Building)
- ☐ Send and receive a message in code, either a well-known code like Morse, semaphore, Braille or Blissymbolics, or a secret one you make up yourself. (Technology)



- ☐ Draw a simple sketch map showing the streets and main buildings around your home or Cub Scout meeting place. (Community)
- ☐ Make a model of our solar system. Describe and show what is meant by planets, comets, meteors, meteorites and stars. (Space)

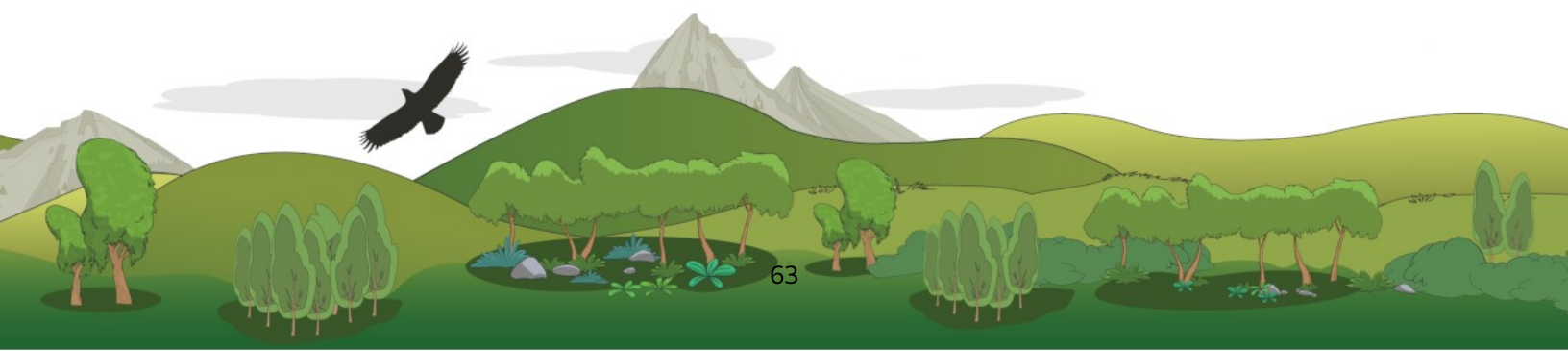
MORE GREAT BADGE IDEAS

Camping Outdoor Adventure Skills

- ☐ Spend the following number of nights camping (total!):
 - ☐ 1.9: First night camping
 - ☐ 2.13: Two nights camping
 - ☐ 3.15: Seven nights camping
 - ☐ 4.12: Twelve nights camping!
- ☐ 3.6: Help with cooking a meal at camp, over a fire or a portable stove.
- ☐ 4.6: Take charge of cooking a meal at camp.
- ☐ 3.12: Show how to pitch a tent, with the help of others.
- ☐ 4.10: Describe what to do if lost in the woods.

Winter Outdoor Adventure Skills

- ☐ 1.6: Show that you are properly dressed for a winter outing or describe how to dress for winter weather.
- ☐ 1.10: Take part in a winter hike.
- ☐ 1.11: I know that I should not touch cold metal with bare skin, especially my lips or tongue.
- ☐ 2.8: Take part in a winter camp.
- ☐ 3.2: Light a small fire in winter conditions.
- ☐ 3.4 Cook a simple meal over a fire in winter conditions.
- ☐ 4.10: Take part in a hike on snowshoes.
- ☐ 4.13: I know how to prevent and treat hypothermia and frostbite.



Wrapping Up

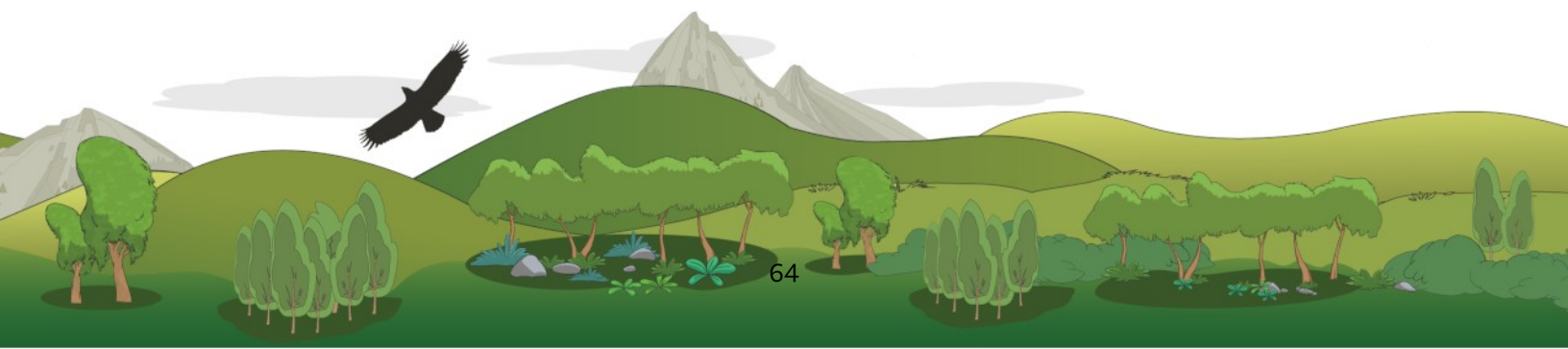
The three Cub Scout skills I learned and used most were:

1. _____

2. _____

3. _____

Some special things I learned to do with these skills are:



Chapter 7: Developing Yourself

Everyone is different. Some of us are good at sports and some are good at other things. Some of us never seem to get sick while others have to spend a lot of time in bed or in the hospital. Whoever we are, we want to look after and develop ourselves as well as we can. This chapter will give you some ideas on how to do this and have some fun while you're doing it.

Keeping Clean

You've already learned about cleanliness at home or in school. Just to remind you, here are some simple ways to help keep yourself keep clean and away from germs that might make you sick. After you've read them, put down the book and see how many you can remember.

HAIR

1. Wash your hair at least once a week and after active sports or a dirty job.
2. Use your own brush and comb, and keep them clean.
3. Do not wear another person's hat.

EYES

4. Keep your fingers away from your eyes.
5. Wash your face when you wake in the morning and before you go to bed.

EARS

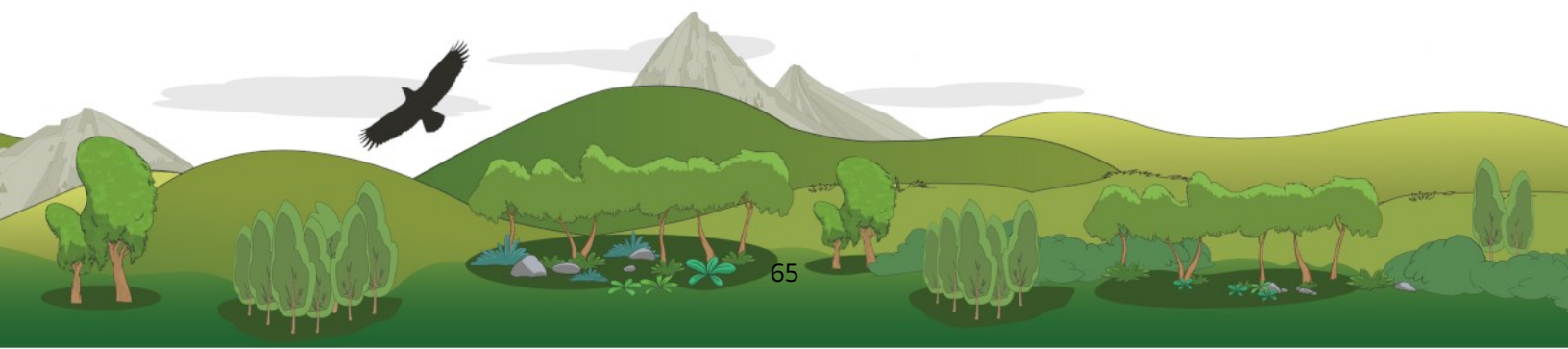
6. Never put anything sharp into your ears.
7. Wash them every day.
8. If you have trouble hearing or your ear aches, tell your parents.

NOSE

9. Try not to blow your nose too hard. It can damage your ear passages, because they are connected to your nose.
10. Keep your fingers out of your nose so that you won't scratch the inside.

TEETH

11. Brush your teeth after every meal and after you eat sweets and other sticky things.



12. If you can't brush after a meal, rinse out your mouth with water.

HANDS

13. Wash your hands with soap before eating or touching food.
14. Wash your hands with soap after using the toilet.

NAILS

15. Cut your finger and toe nails with a clipper before they get too long.

FEET

16. Wash your feet regularly.
17. Wear clean socks every day.
18. Wear proper footwear for the weather (e.g. snow boots in winter)

GENERAL

19. Bathe or shower regularly, particularly after working up a good sweat.
20. Keep your room and belongings clean and tidy.

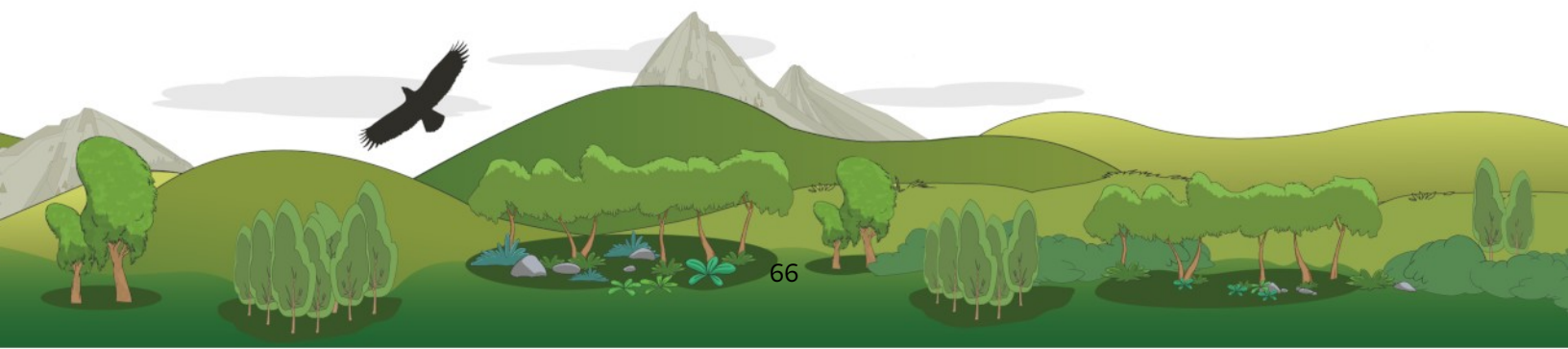
Did you remember all 20 ways to keep clean and avoid germs? If you weren't sure of some of them, read them over and test yourself again.

This is what I already do well (list numbers):

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

This is what I want to do better (list numbers):

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



Good Food and Cooking

Have you ever seen a food wheel? You don't ride on it, but it's just as important as the wheels on a bicycle. The food wheel helps you choose different kinds of food to eat so that your body gets enough of the good things it needs to grow as well as it can.

Ask your parents to let you choose some of your family's meals by using the food wheel from the Canada Food Guide. It shows you 3 types or groups of food that you should eat every day. These groups are: plenty of fruits and vegetables; protein-rich foods like meat, nuts, and legumes; and whole grain foods. When you eat food from all three groups every day, you have a good balanced diet. Look at the food wheel, then list your favourite foods from each of the three groups.

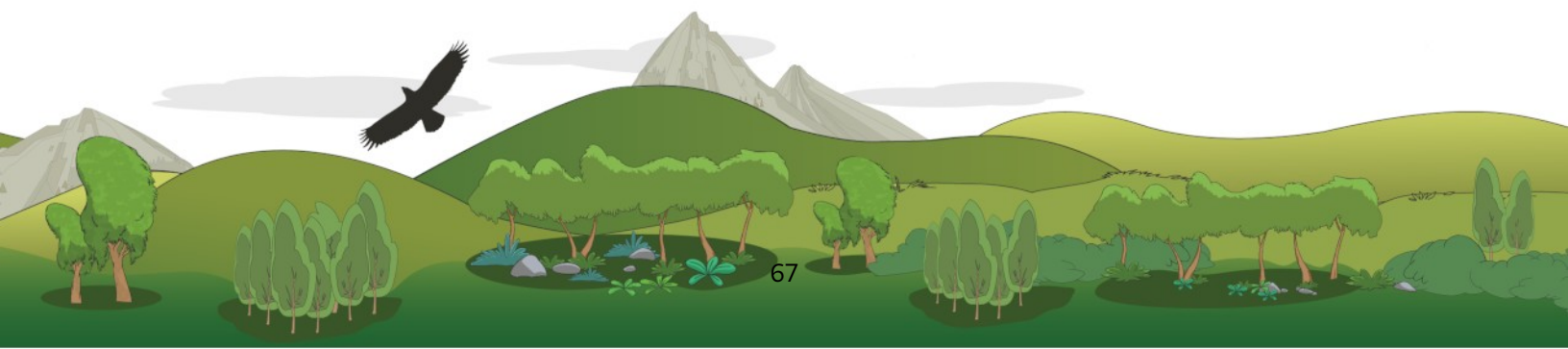
My favourite foods from each group are:

Fruits and vegetables:

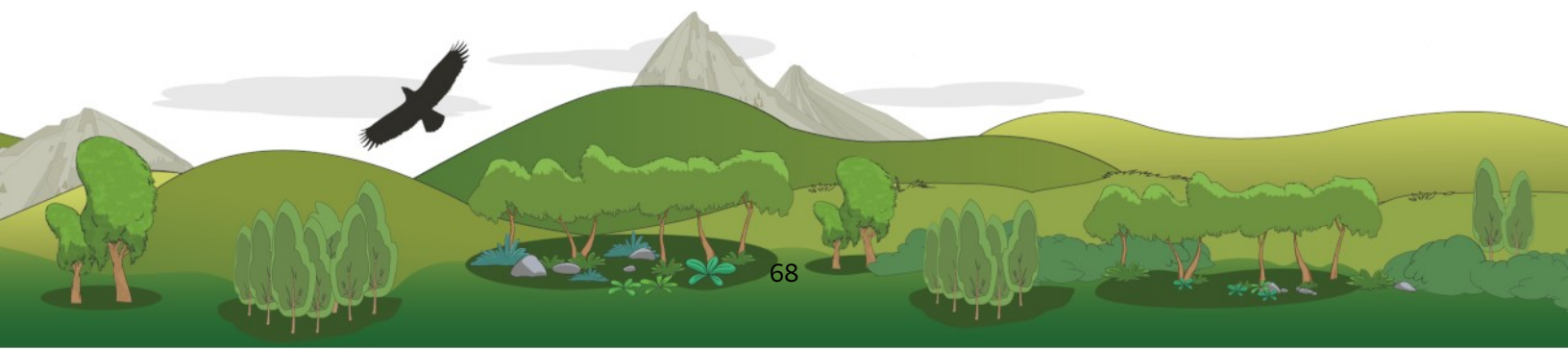
Protein-rich foods:

Whole-grain foods:

And while you're at it, think about asking your parents to let you do some of the cooking, too. With their help, you can cook lots of things. You can fry an eggs, make a dessert or just heat up something out of a can. Food that you've helped to cook tastes best. After cooking and eating, remember to help with the clean up. It's always easier if everyone shares the work.



These are my three favourite meals:

[illegible]

Exercise

To keep your body healthy, you need exercise. You probably get lots of exercise when you play active games with your friends. It's a good idea to get into the habit of exercising now, so that you can easily keep it up as you grow older. Here are hints to help you exercise.

The best way to keep fit is to build exercise into the things you do every day. When you go somewhere, for example, walk or ride your bike whenever you can.

Be active, especially outdoors, for part of every day when you play with your friends. Street hockey, bike rides, relay races, tobogganing, obstacle courses and tag games are always lots of fun. Go on outings with your pack, family and friends. Rambles, hikes, camping, swimming, snowshoeing and cross-country skiing are great things to do to stay fit.

Play a team sport such as soccer, baseball or hockey, where you have to be alert and move around a lot. Try to avoid sports that have a lot of crunching body contact. Your body is developing and doesn't need to be bumped, banged and bruised on purpose.

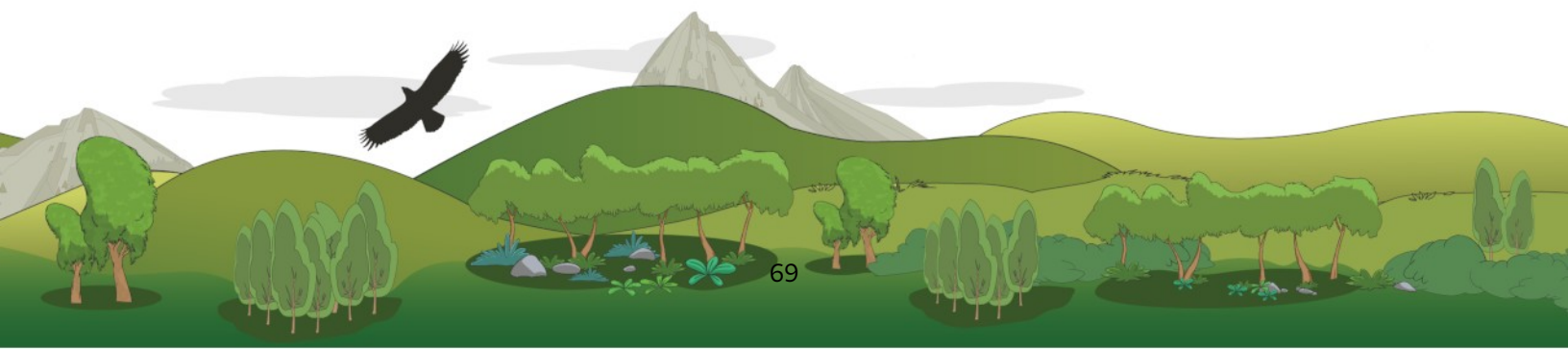
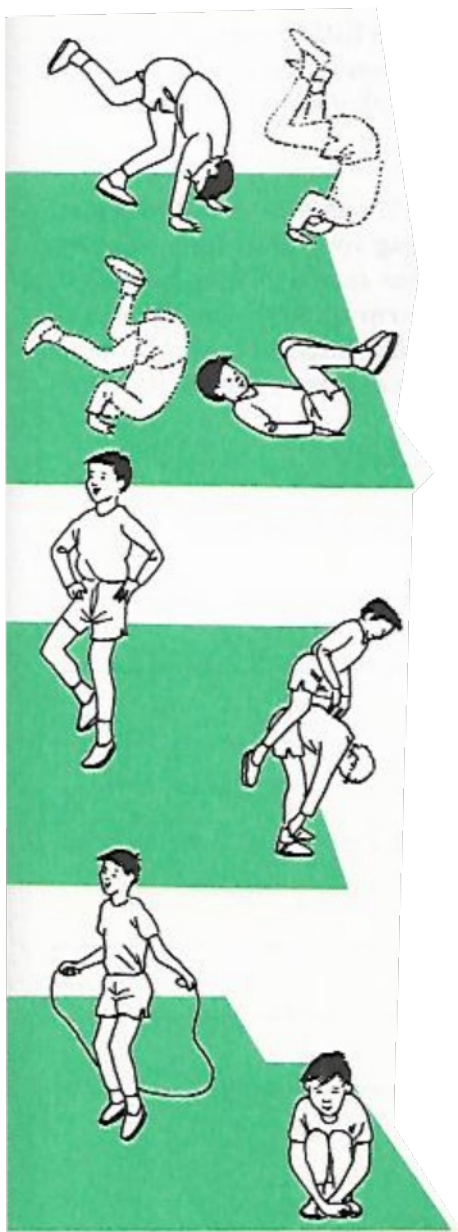
Try to complete one of the Cub Scout Summer, Winter or Year-Round Fitness Personal Achievement Badges. When choosing exercises, ask for some help from a Scouter or your teacher, parent or a family friend. When you work on the badge, think of ways to build the exercises into your everyday activities. Here are some athletic activities to try as exercises.

FRONT ROLL

Squat, bend forward, tuck in your chin, put the back of your head and shoulders on the ground and roll forward. Keep your shoulders rounded and your chin tucked in.

SPIDER CRAWL

Do a push up and stay up on your toes and the palms of your hands. Now crawl forward as far as you can. Try it backwards! Sideways?



HOPPING ON ONE FOOT

Hop on the ball of your foot. You might find keeping your hands on your hips helps you balance.

LEAP FROG

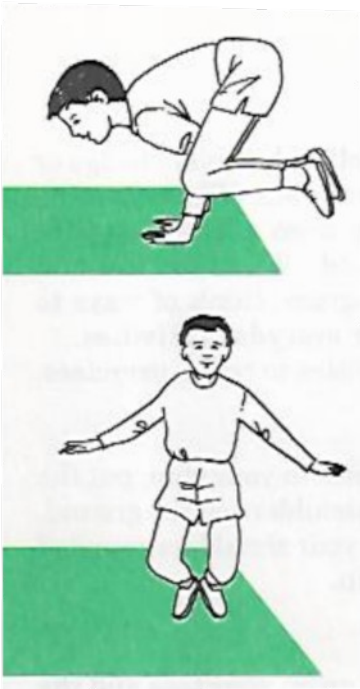
Ask another Cub Scout to bend over and hold their ankles. If they're much taller than you, they may have to squat a bit. Lightly touch the other Cub Scout's back as you spring over them. Land on your toes.

SKIPPING

Many athletes skip rope to keep in good condition. Try skipping forwards and backwards.

BLAST-OFF

Squat, hug your legs with your hands and coil your body and small as possible. Count down from 10. On "zero," yell "Blast off!" and jump as high into the air as you can. Land on your feet.



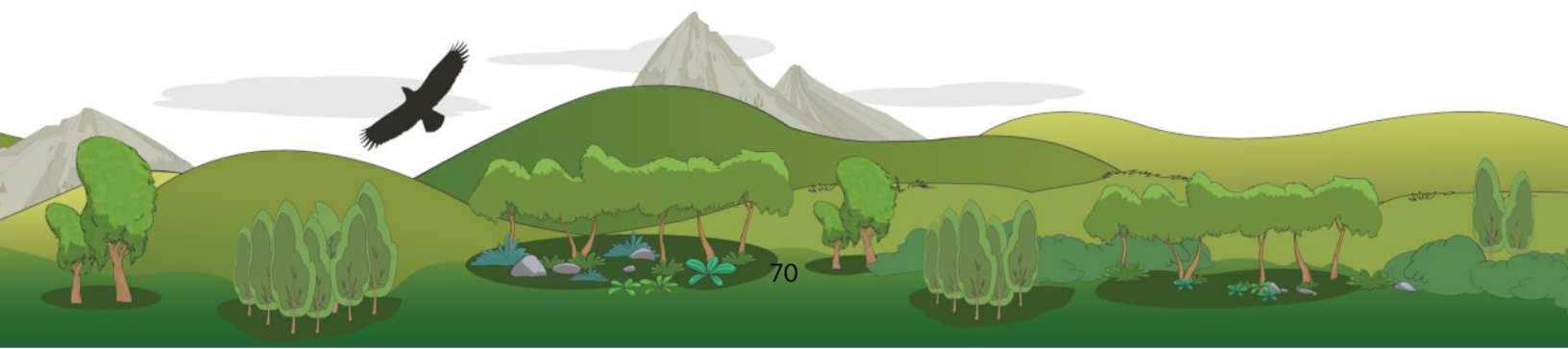
CROW HANDSTAND

Squat and put your hands flat on the ground. Keep your arms between your legs and lean forward slowly, shifting the weight of your body to hands and elbows until your feet swing free of the ground. Keep your head up.

HEEL CLICK

Stand with your feet a little part. Jump high, click your heels together in the air and land on your feet. Can you click your heels twice while you're up there?

If you are going to do some physical exercise, warm up first by stretching your body and muscles. One of your Scouters or teachers may be able to help you choose a set of warm-up exercises. They will help you loosen up so you don't strain muscles. Your body is like Plasticine. It's easier to work with when you warm it up.



Here are some exercises I do for warm-up:

These are the things I already do to help me keep fit:

These are the new kinds of exercises I'd like to try:

Exercise	Who can help	When I did them

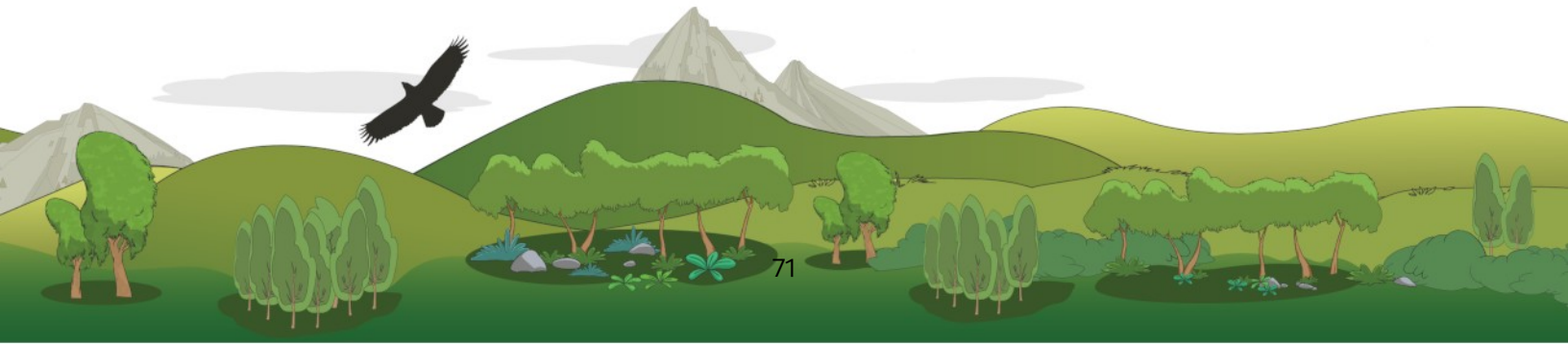
Ask your parents or a family friend to help you make some simple exercise equipment. Here are two ideas you can use. Make sure that you test all the equipment for safety before you use it. Then, take or draw a picture of the equipment you've made and show it to your Lair. Better yet, invite your Lair over to try it out.

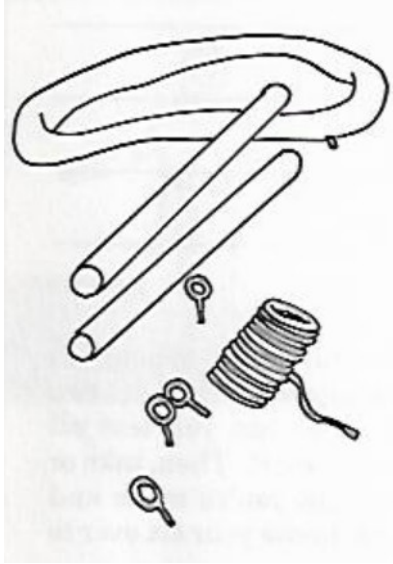


Back Yard Gym

You can put together this simple gym if you have a large sturdy tree in your yard or can arrange to have a large pole solidly placed in the ground.

If you have a partially-finished basement, you can anchor many of these devices to the joists under your ceiling with eye bolts and hook arrangements that allow you to remove them when you're not using them. Be sure to put good padding, like an old mattress, on the floor to protect you.



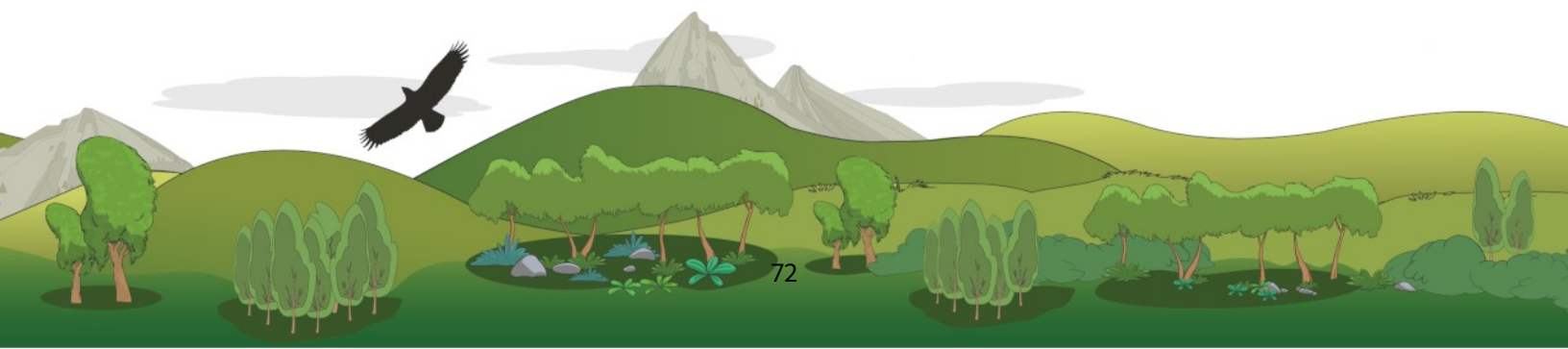
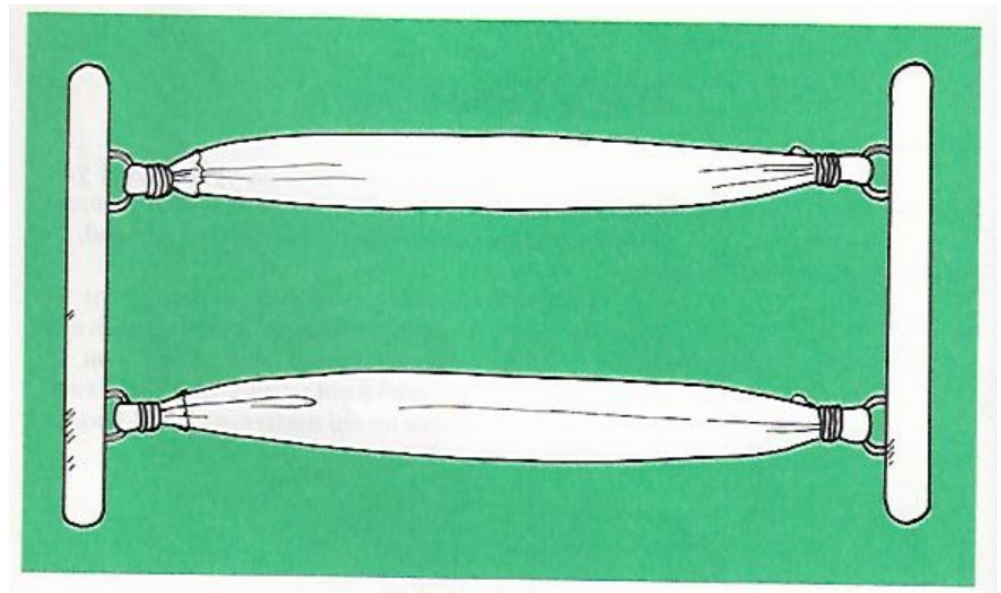


Muscle Builder

You can make this from easy-to-get materials. It helps to build shoulder and arm muscles.

You need:

1. Two pieces of dowel 35 cm long and 2.5 to 3 cm in diameter (a broom handle will do)
2. Four eye bolts long enough to go through the dowels
3. Two pieces of old bicycle inner tube, each about 50 cm long
4. String or tape to fasten tubing to the eye bolts



Obstacle Course

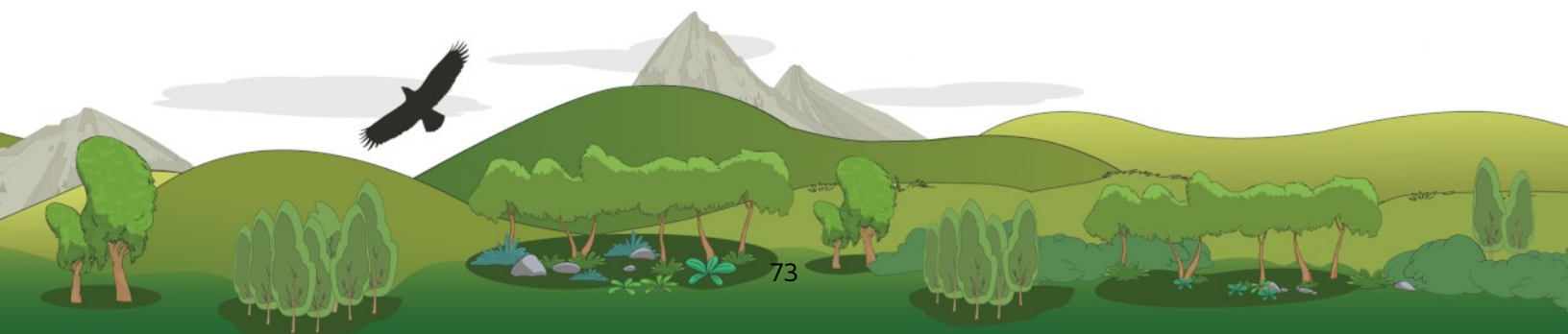
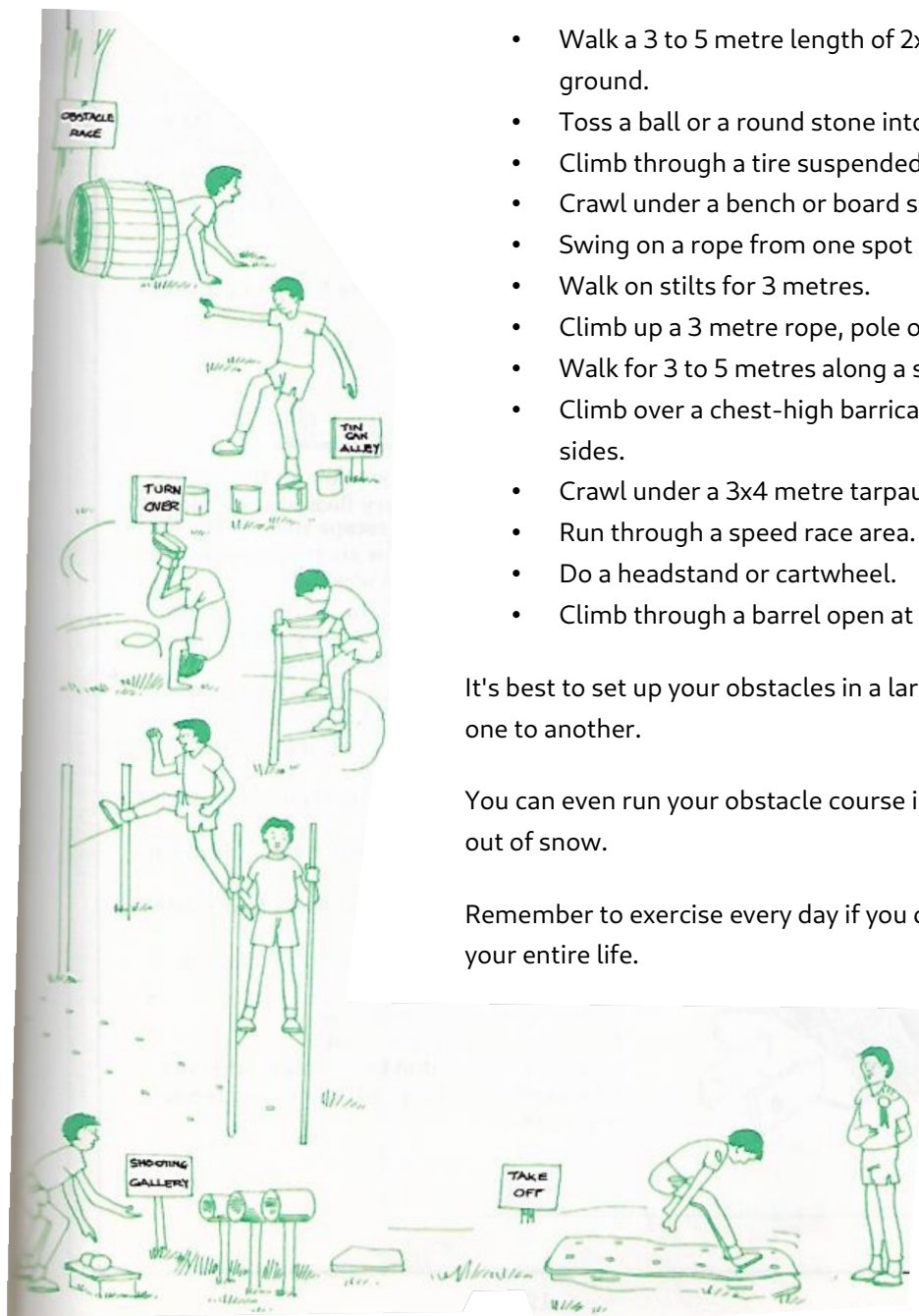
Ask a Scouter to help you and your Lair run an outdoor obstacle course for the Pack. Have a meeting with your Lair and decide what equipment each Cub Scout must bring. Here are some ideas to try.

- Walk a 3 to 5 metre length of 2x4" stud or a 6" plank set on edge in the ground.
- Toss a ball or a round stone into a bucket 3 metres away.
- Climb through a tire suspended from a tree.
- Crawl under a bench or board set 30 cm off the ground.
- Swing on a rope from one spot to another.
- Walk on stilts for 3 metres.
- Climb up a 3 metre rope, pole or tree.
- Walk for 3 to 5 metres along a series of 750 mL cans set 30 cm apart.
- Climb over a chest-high barricade made from picnic tables set on their sides.
- Crawl under a 3x4 metre tarpaulin that has been pegged down.
- Run through a speed race area.
- Do a headstand or cartwheel.
- Climb through a barrel open at both ends.

It's best to set up your obstacles in a large circle so that you can move quickly from one to another.

You can even run your obstacle course in the winter by building lots of obstacles out of snow.

Remember to exercise every day if you can. Regular exercise is a habit to keep for your entire life.

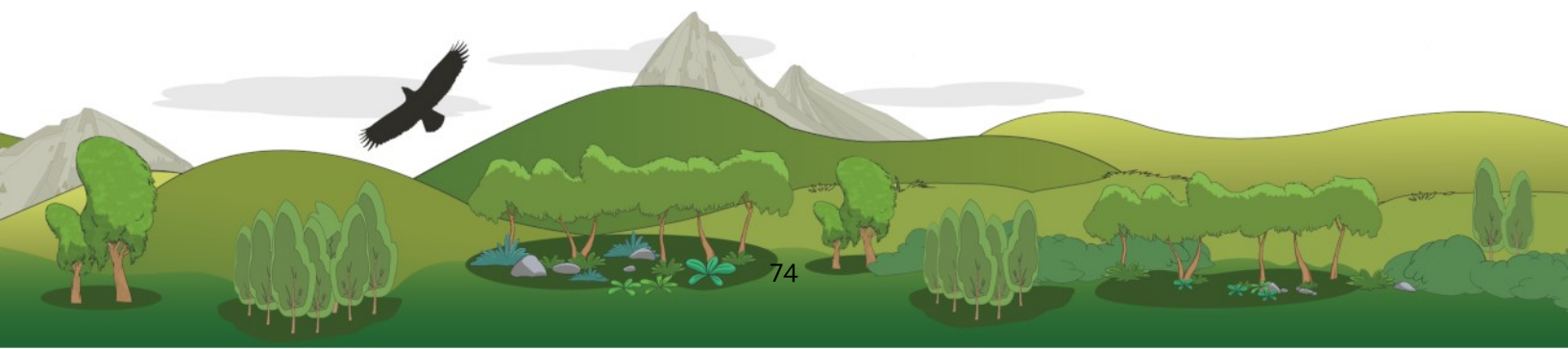


Safety

If you want your body to develop as well as it can, you need to protect yourself from accidents. Do you know where most accidents happen? At home! That means the best way to start protecting yourself and your family is to do a safety check of your home. Here's how to do it.

1. Draw a big picture of every floor of your home.
2. Mark every door and window on the picture.
3. For every room on every floor, draw a line showing the quickest escape route to the outside in case of fire. Draw another route you can use if the first route is blocked.
4. Show your picture to your parents and ask them to hold a fire drill to help your whole family learn the best way to escape.
5. With your parents, look carefully at every room in your house, include the garage if there is one. Check for anything that might be dangerous:
 1. old rags, newspapers or liquids that might burn
 2. smoke detectors that don't work (dead batteries)
 3. loose or frayed electrical wires that might cause a spark
 4. poisons stored within reach of children
 5. loose rugs that might slip
 6. guns that aren't locked up
 7. matches left lying around
 8. electrical fuses that are too big for the circuit
 9. toys and other things left where people might trip on them

Make a list of everything you find that might be dangerous and ask your parents to let you help get rid of all hazards.

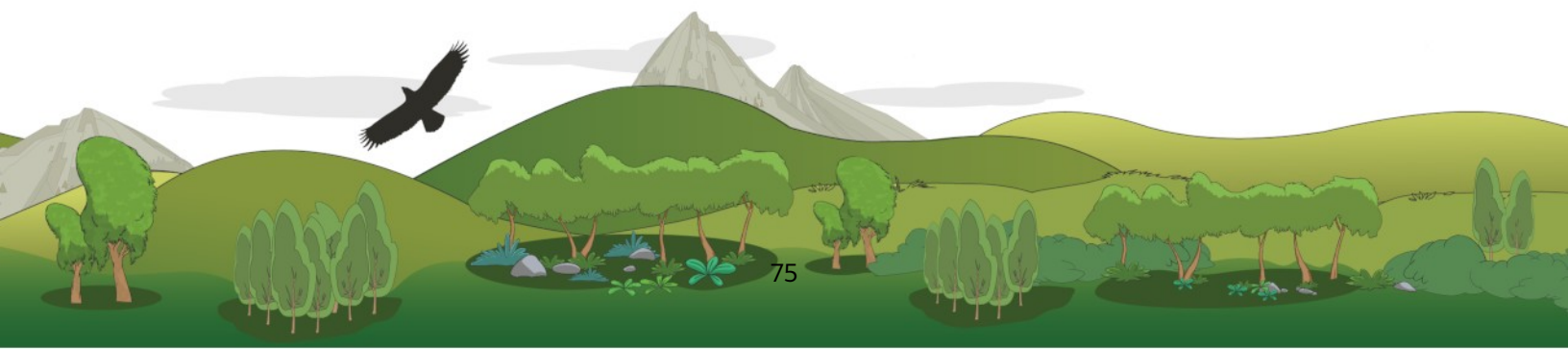


These are the dangerous things I found in my home:

When you've finished your home safety check, show your work to one of your Scouters. Talk to your Lair about what you found and did. Suggest that your Lair do a safety check of the building where the Pack meets.

Look for the same things that you looked for in your home safety check. Try to find as many ways as possible to escape from your hall in case of fire. Maybe Akela can hold a fire drill for your Pack so that you can test the escape routes.

Here is a map of our meeting hall with emergency exits and alarms:



After you've checked your home and Cub Scout hall, you can check your community for safety. Ask Akela to let some of the Scouters take your Lair through your neighbourhood. Look for things like:

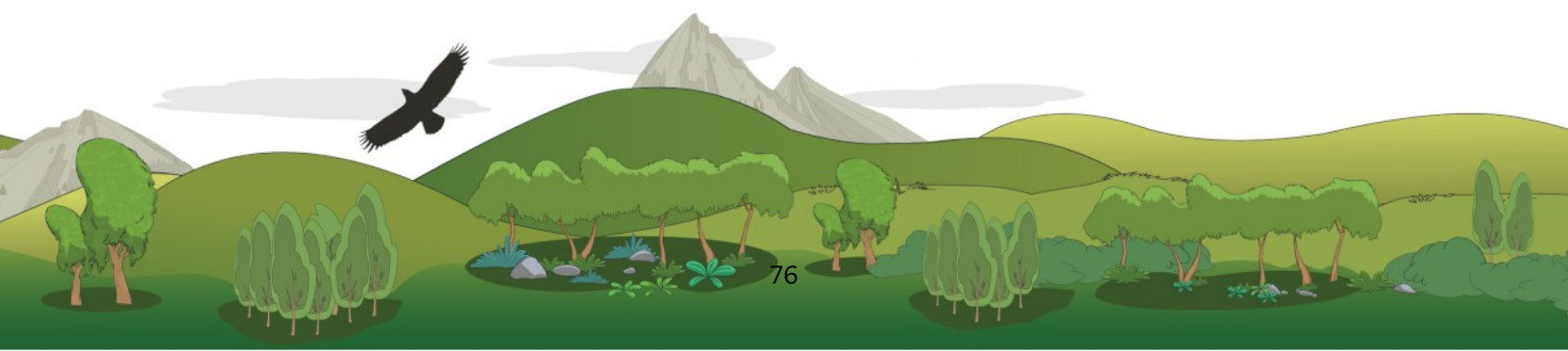
1. Places where crossing the street is dangerous.
2. Things such as old appliances where children could try to play in them and get trapped.
3. Places where there is a lot of litter.

Because every neighbourhood is different, you will need to use your eyes and imagination to figure out what might be dangerous

Did you find a place with lots of litter? Here's a chance to do a good turn for your neighbours. Ask Akela to organise a clean-up. Make sure you handle broken glass and other sharp things carefully! Check the area again sometime after you've cleaned up. You may find that you have to go back every once in a while to clean it up again.

These are the dangerous things my Pack or Lair found on our community safety check:

	Dangers	What We Did About It
1.	_____	_____
2.	_____	_____
3.	_____	_____



Badge Requirements

If you have done some of the fitness and safety activities in this chapter, you have completed some adventures for some badges. Here are some more ideas for badges to work on!



PERSONAL ACHIEVEMENT BADGES

- ☐ Choose and do any five of the athletic activities illustrated in this chapter (Year-Round Fitness)
- ☐ Describe the rules of good nutrition, and use what you've learned to plan a healthy, balanced meal for your family. Will you try some new foods? What groceries will you need? How much time will it take to prepare? Will you make it a special meal with candles on the table or name cards? (Home)
- ☐ Show the proper ways to sit, stand, walk and run. Have a discussion with your Lair about why it's important to do these activities in a way that won't hurt your body. (Year-Round Fitness)
- ☐ Build and use a simple outdoor or indoor gym. (Building, Summer Fitness, Year-Round Fitness)
- ☐ As a safety project, clean up waste litter from a public area. (Community, Earth)
- ☐ Design, build, and run an outdoors obstacle course. (Building, Summer Fitness)
- ☐ Be a regular, playing member of an organised sport team. Explain the basic rules of the sport and take part in at least six games. (Summer, Winter, or Year-Round Fitness)



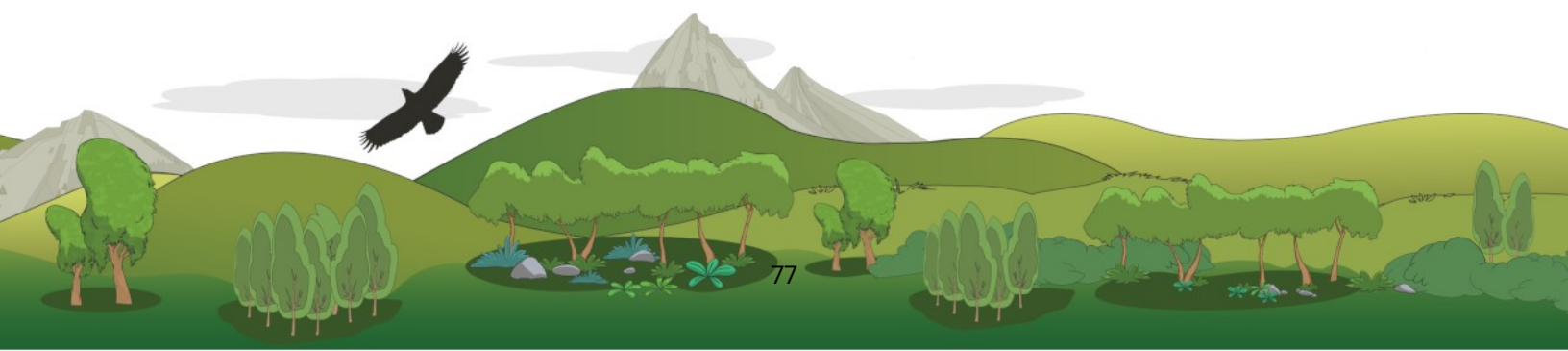
OUTDOOR ADVENTURE SKILLS

Camping Skills

- ☐ 3.2: Describe how to take care of your own clothing and belongings, and explain why it is important. (I can audit my personal gear for camp.)

Emergency Skills

- ☐ 2.4: Make a home escape plan with your family.
- ☐ 3.11: I know how to help create an escape plan for a building or activity location in case of fire.
- ☐ 3.12: Describe the highway codes for pedestrians and cyclists, and explain why we have these rules.



MORE GREAT BADGE IDEAS

Cub Scout Home Personal Achievement Badge

Take on as many of these as you can for your Home PAB! Remember to ask an adult to watch while you're working with hot or sharp things.

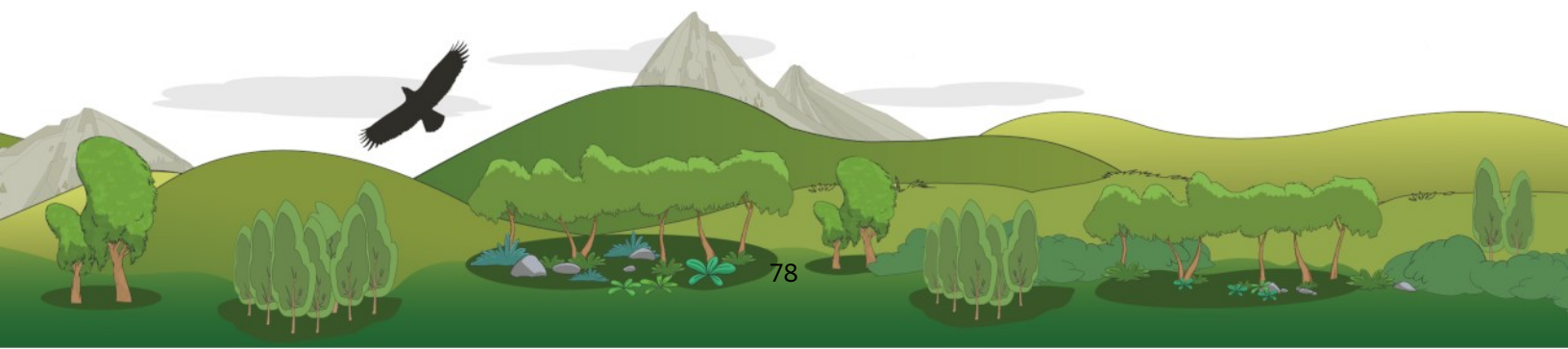


- ☐ Make tea, coffee, or cocoa; and cook an egg and make toast.
- ☐ Prepare a simple hot meal.
- ☐ Make a bed and wash dishes and utensils.
- ☐ Clean windows and metal work.
- ☐ Clean and tidy a room.
- ☐ Vacuum a rug.
- ☐ Set a table for a two-course meal for at least three people.
- ☐ Show the correct way to answer callers at the door and on the telephone, and show how to pass on a message.
- ☐ Wash and iron your neckerchief.
- ☐ Show how to dispose of household garbage.
- ☐ Show how to use a kitchen stove safely.
- ☐ Sew on a badge and a button.

Cub Scout Summer Fitness Personal Achievement Badge



- ☐ Explain to Akela and your Lair the importance of diet, sleep and exercise to the development of your body.
- ☐ Take part in an ongoing personal fitness program.
- ☐ Do any seven of the following:
 - ☐ a 50 metre run in 10 seconds
 - ☐ a 200 metre run in 60 seconds
 - ☐ a running high jump of one metre
 - ☐ a running long jump of two metres
 - ☐ a standing long jump of 1.2 metres
 - ☐ 30 sit-ups
 - ☐ 12 push-ups
 - ☐ a rope or pole climb of 3 metres
 - ☐ a 20 metre baseball throw
 - ☐ a one kilometre run
- ☐ Own, or have the regular use of, a bicycle of suitable size, licensed where necessary.
- ☐ Demonstrate proper mounting and dismounting of a bicycle.
- ☐ Demonstrate cleaning and oiling your bicycle, and inflating the tires to the proper pressure.
- ☐ Explain why you should keep a bicycle in good condition.
- ☐ Describe the road signs and safety rules for cyclists in your community.
- ☐ With an adult watching, go for a short ride on a given course that includes cycling in traffic. On the ride, show that you understand and can apply the safety rules for cyclists.



Cub Scout Technology Personal Achievement Badge



- ☐ Hunt in your house for the oldest piece of technology. Now find the newest. What do you notice about what has changed. How is the oldest piece still useful? Create a set of photos or drawings that show how a piece of technology has changed, and share it with your Lair.
- ☐ Create a simple web page for your Lair. What information should you share on the page? What information should not be shared?
- ☐ Everything that is used to make a task easier is technology. Find out how the ballpoint pen was invented. What was used before ballpoint pens? Try it out if you can. What do we use now? How many different kinds of pens can you find in your home?
- ☐ Technology can help us but it can also hurt. Think of four examples of how it helps and four examples of how it might hurt someone. Which pieces of technology can both help and hurt? What makes the difference?
- ☐ Create a video to share with your Lair or Pack about stopping online bullying.

Cub Scout Winter Fitness Personal Achievement Badge

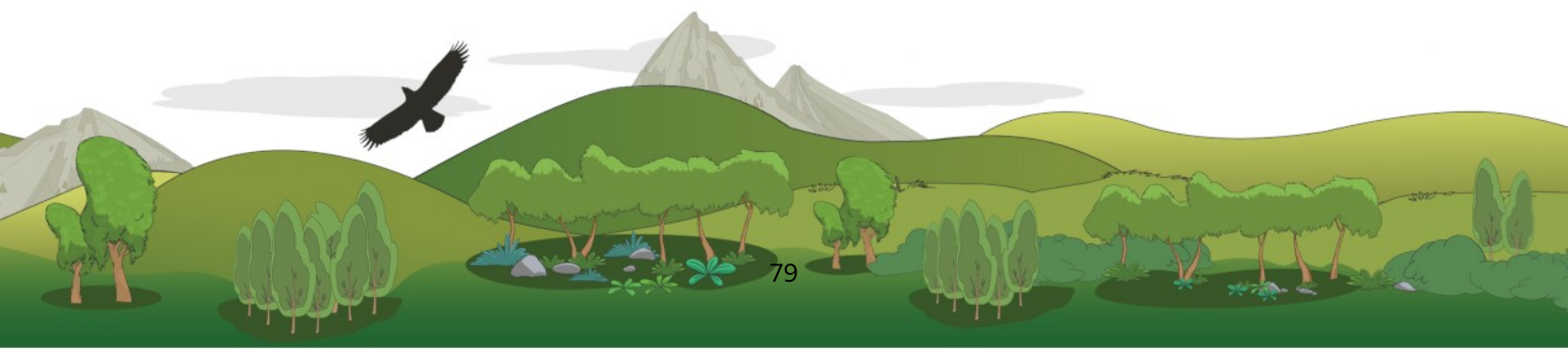


- ☐ Show how to care for skating equipment.
- ☐ Show how to carry skis and ski poles properly.
- ☐ Show how to care for your winter fitness equipment properly in the off-season.
- ☐ Explain the rules of courtesy when skating or skiing.
- ☐ Show how to put on your skates or skis properly, so that you can use them safely without hurting yourself.
- ☐ Explain how to dress properly for various types of winter weather.
- ☐ Describe how to get help in case of a winter accident (skating, skiing, falling through ice, etc.)
- ☐ Skaters: Show that you can skate forwards, backwards, make turns and stop on a signal.
- ☐ Skiers: Snowplow straight down a hill in complete control. Show how to perform right and left linked snowplow turns.

Aquatics Outdoor Adventure Skills



- ☐ 1.1: I know when to use a PFD (Personal Flotation Device).
- ☐ 1.5: I know how to stay safe while playing around water.
- ☐ 2.2: I can swim 10 metres (using any stroke) without assistance.
- ☐ 2.3: I know how to put on a PFD by myself.
- ☐ 3.4: I can put on a PFD while in the water and use the HELP and Huddle positions.
- ☐ 3.5: I can swim 25 metres (using any stroke).
- ☐ 4.1: I have achieved Aquaquest Stage 6, YMCA Swimmer Level, Red Cross Swim Kids Stage 5 or I can demonstrate the equivalent skills.
- ☐ 5.3: I can achieve the "Swim to Survive" standard: roll into deep water, tread water for one minute, swim 50 metres.





Emergency Outdoor Adventure Skills

- ☐ Do the basic steps of rescue breathing: tilt back head, pinch nose, give four quick breaths, watch for chest to rise and fall. (Part of CPR for Emergency 5.1: complete Emergency First Aid and CPR-A.)

Paddling Outdoor Adventure Skills

- ☐ Paddling 1.1: Jump into chest-deep water with a PFD on.
- ☐ Paddling 1.3: Explain what a PFD is for.
- ☐ Paddling 1.4: Put on a PFD by yourself, and explain how it should fit.
- ☐ Paddling 1.7: Show you know how to behave in a canoe or kayak for safety.
- ☐ Paddling 1.8: Explain why you should care for a PFD.
- ☐ Paddling 2.1: Swim 25 metres with a PFD on.
- ☐ Paddling 2.2: Explain the difference between a PFD and a life jacket.
- ☐ Paddling 3.6: Get a weather forecast for the area where you'll be paddling.
- ☐ Paddling 3.8: Show how to signal for help.
- ☐ Paddling 4.17: Learn about, and explain what a "float plan" is.

Wrapping Up

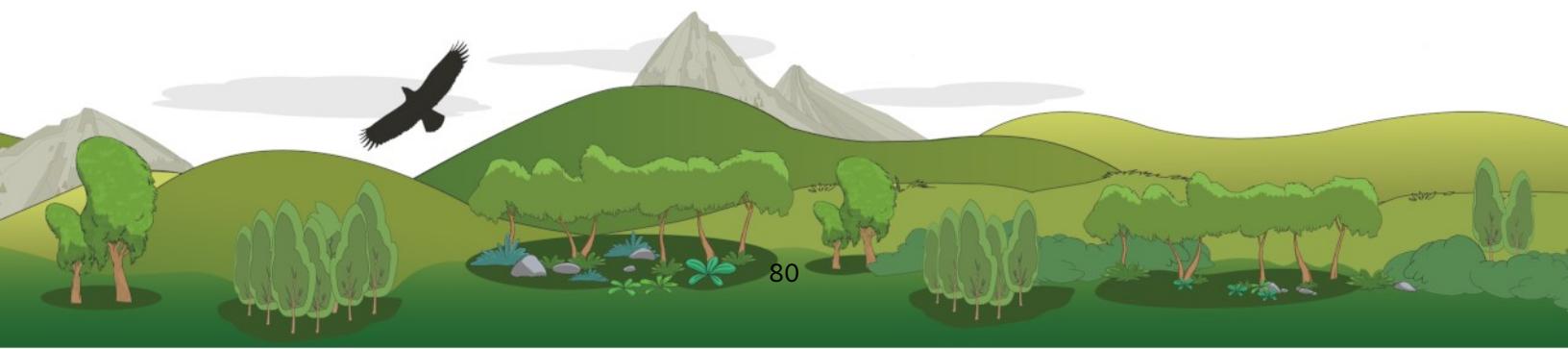
These are the two things I did to develop myself in Cub Scouts that I remember best:

1. _____

2. _____

Some special things I learned were:

Some things I'd like to try next time, or when I'm a Scout are:



Chapter 8: Making Things

Do you like to make things? You can get a lot of satisfaction from working with your mind and hands to create something new, whether you are writing a story, building a model, or drawing a picture.

If you do like to make things, here are some ideas for you to try. Lots of them are easy enough for you to do all by yourself. Others are a little bit harder, and you might want to ask your parents to help you. Or, maybe you could ask one of your Scouters to help the whole Pack make them.

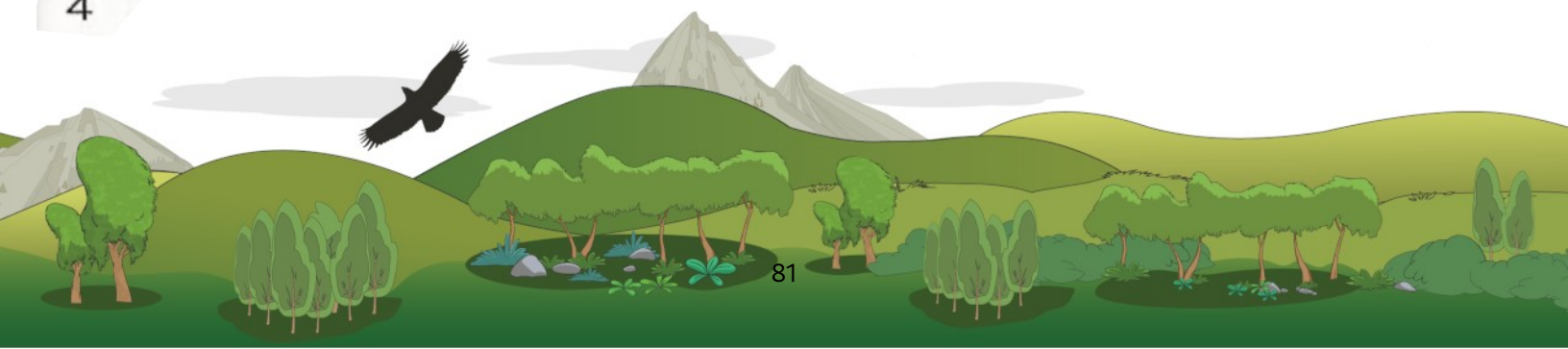
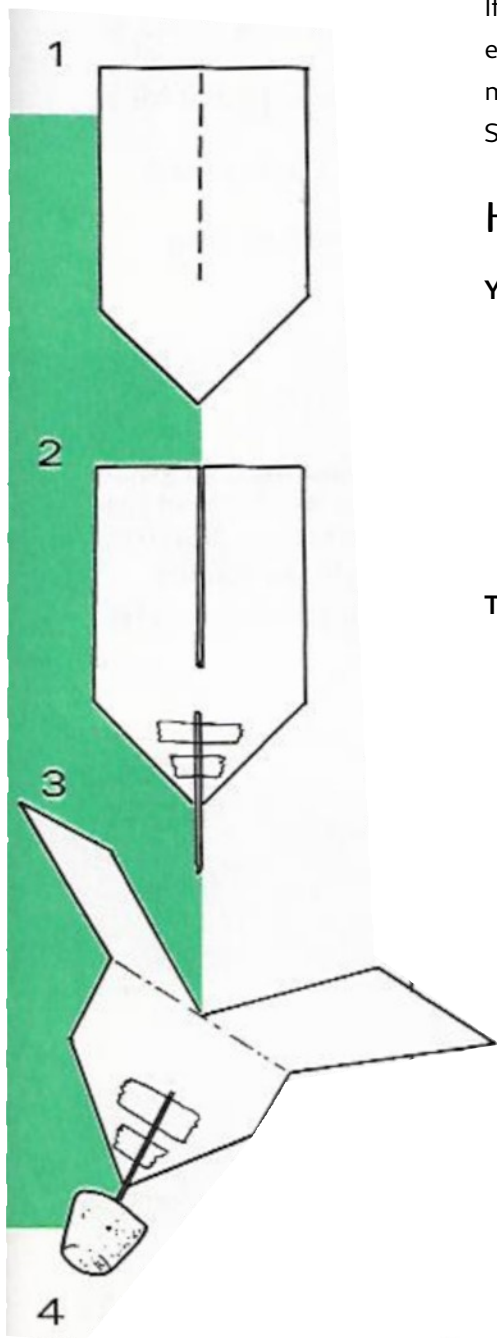
Helicopter

You need

- Stiff paper or thin cardboard (an index card is good)
- A cork
- A rounded toothpick, a 3.75-cm (1-1/2") nail or a burned wooden match
- Scissors
- Tape

To make it:

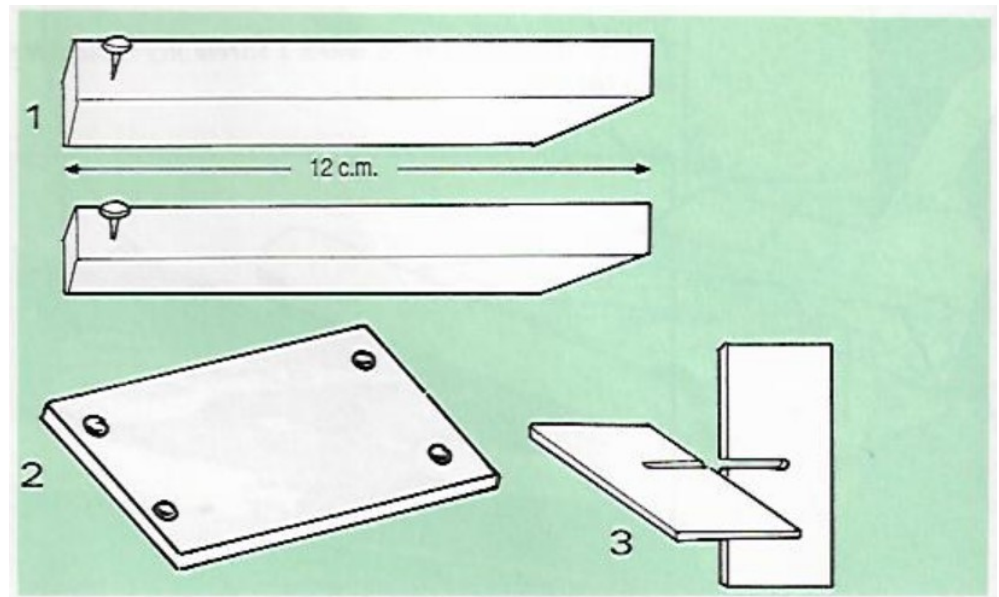
1. Cut the paper or cardboard to look like this. (Cut the short edge's corners off at a 45° angle, to make a point. Then cut straight from the middle of the other short edge, until you get to where your first cuts started)
2. Tape the toothpick, nail or match to the shape, so that half of it sticks straight out from the point in the card.
3. Fold the flaps of the card away from each other.
4. Push the stick into the cork. If you are using a wooden match, push very carefully so that it won't break. Try making a hole smaller than your stick in the cork first.
5. Take your helicopter outside and throw it into the air! You can even do it inside if the room is big enough and you won't break anything.



A Paddle Boat

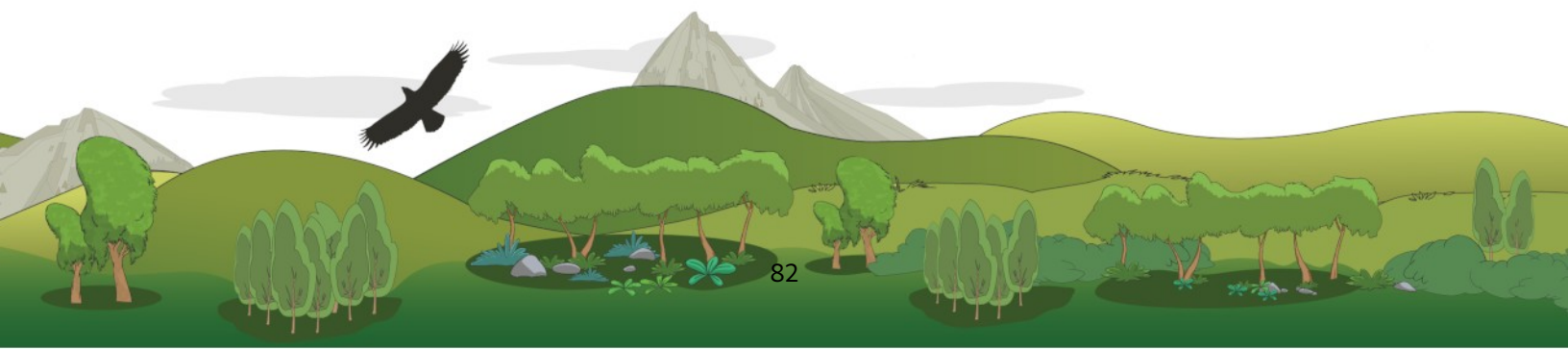
You need

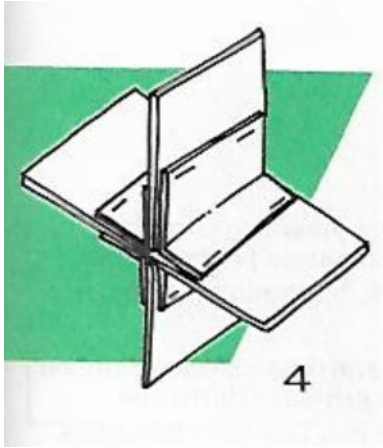
- A small piece of plywood 6 mm (1/4") thick, about 5 cm (2") wide and 8 cm (3") long.
- Two pieces of wood 18 mm (3/4") thick, 18 mm (3/4") wide and 12 cm (5") long
- Some coated cardboard from a milk carton.
- Small nails
- One or two elastic bands about 5 cm (2") long



To make it

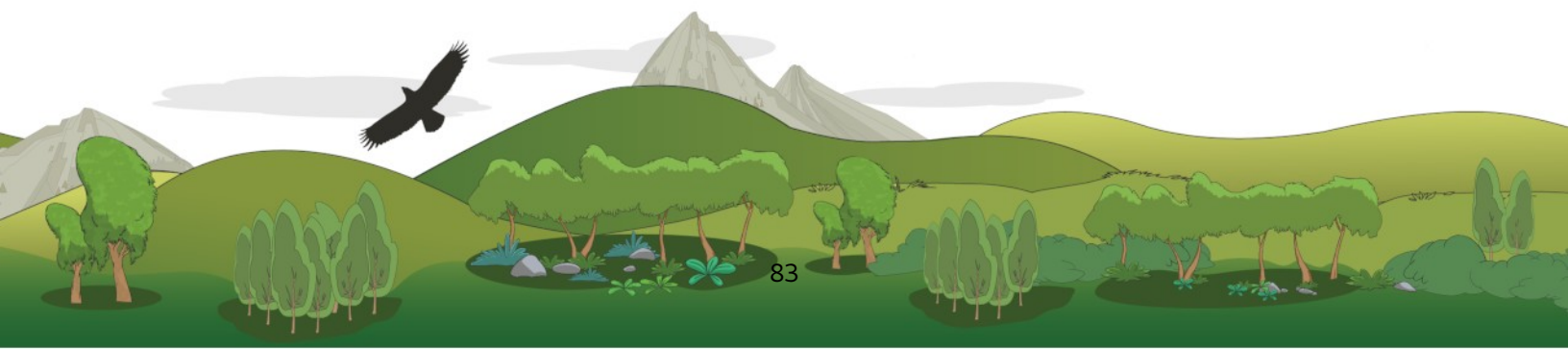
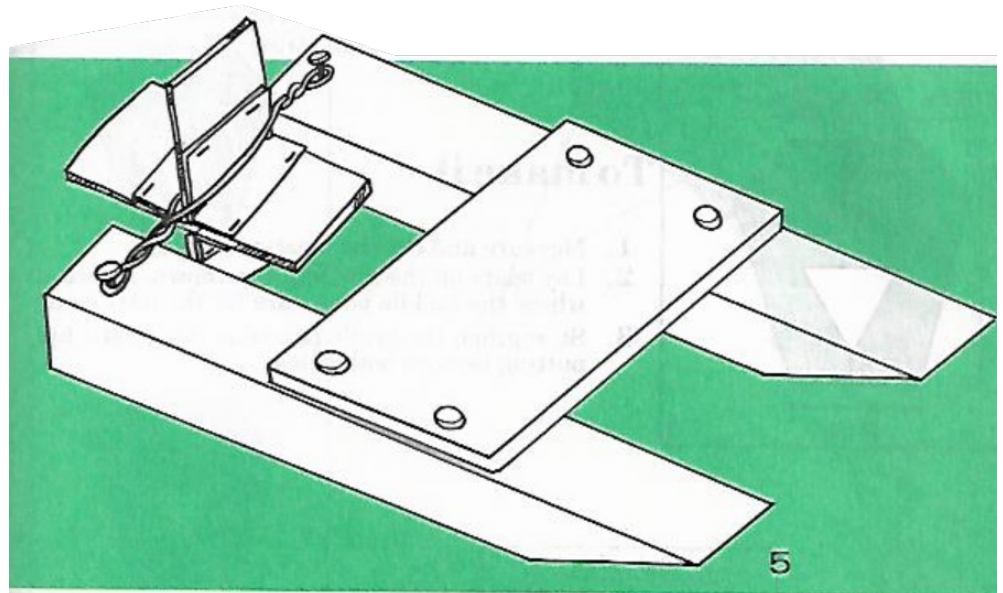
1. Cut the end of the two pieces of wood on a diagonal, and put them together as shown in the diagram. Add a nail on the top of each of the long pieces of wood, almost at the back. The two nails at the back should stick out a bit so that they will hold the elastic.
2. Attach the 5 x 18 cm x 6 mm piece of plywood to join the two pieces of wood.





3. From the milk carton, cut two pieces 7.5 cm (3") long and 2.5 cm (1") wide. In the centre of each, cut notches halfway across so that you can fit them together to make a paddle wheel.
4. Cut squares of cardboard 2.5 cm by 2.5 cm (1" square). Fold them in half and staple them into the middle of the paddle wheel to strengthen it.
5. Mount the paddle wheel on the back of your boat using the elastic and two nails as shown in the diagram. (Wrap the elastic band around the paddle wheel diagonally, so it can't fall off.) Once it's on your boat, spin the paddle wheel backwards until the elastic band is tight, then set it down in a bathtub or a pool and watch it go!

I sailed my paddle boat _____ (where?)
and it worked _____.



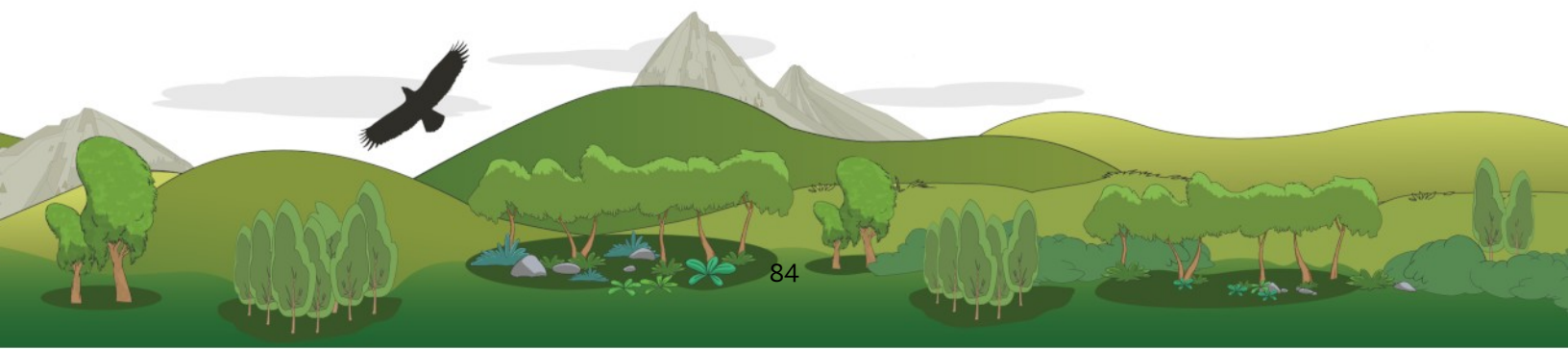
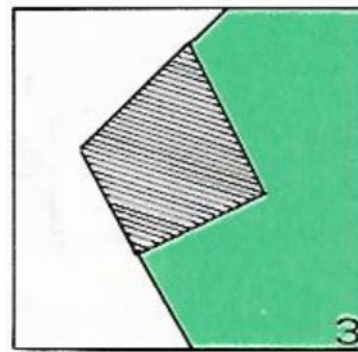
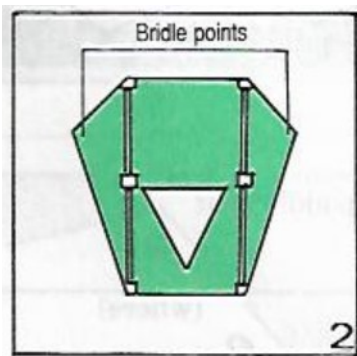
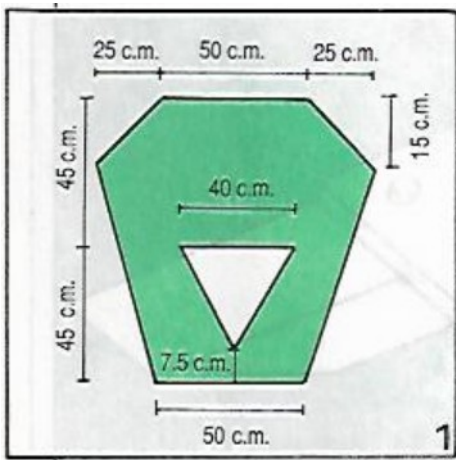
An Easy Kite

You need

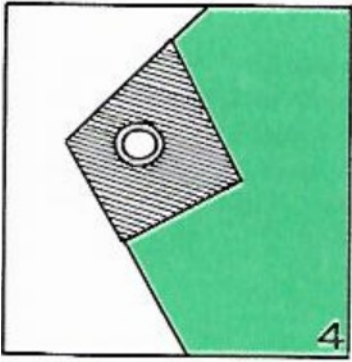
- A piece of polyethylene plastic 100 cm by 90 cm. The best is 200 gauge polyethylene from a hardware store, but you can also use a strong garbage bag.
- Two spars 90 cm long and 6 mm thick. Bamboo garden canes split length-wise down the middle will do, or you can buy thin mouldings or dowels from a hardware or building supplies store.
- Plastic tape at least 3.75 cm (1-1/2") wide.
- Kite line or other thin string.

To make it

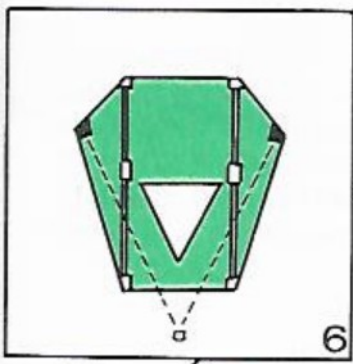
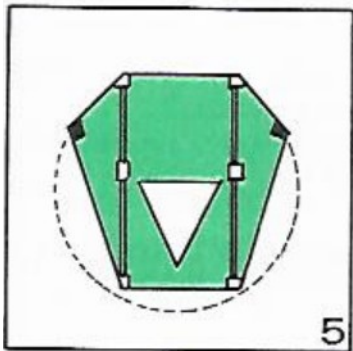
1. Measure and cut the plastic carefully.
2. Lay the spars on the kite and tape them down. Notice where the middle points are for the next step.
3. Strengthen the bridle points on the plastic by putting tape on both sides.



Chapter 8



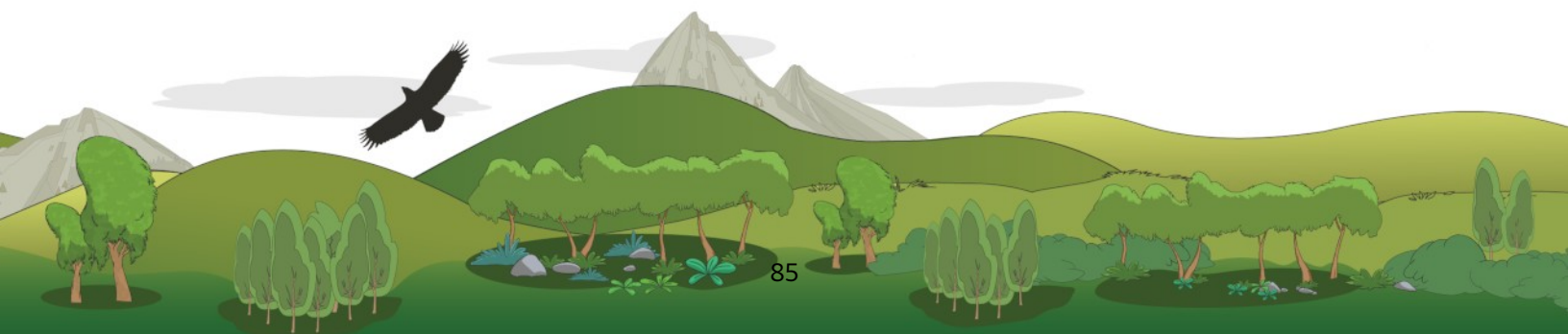
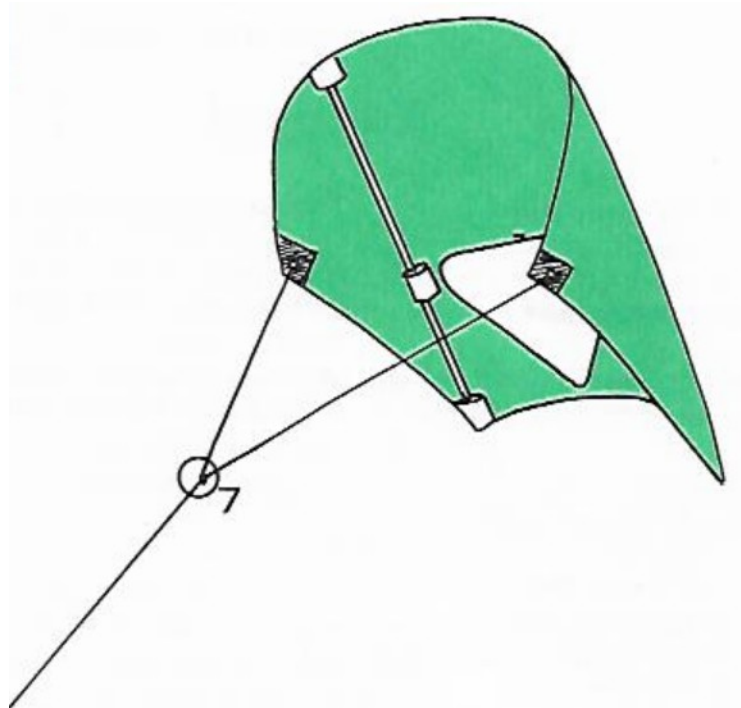
4. Punch a hole at each bridle point. If you can, strengthen the holes with metal grommets.
5. Tie a string 3.6 m long between the holes for your bridle.
6. Tie a loop in the exact centre of your bridle.
7. Attach the flying string to the loop.
8. Take out your kite on a breezy day and let it go.



This is how long and high I flew my kite:

Time: _____

Height: _____

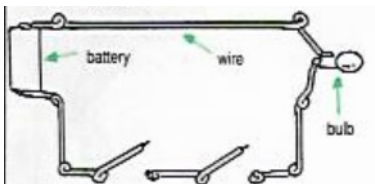


Computer-type Circuits

Circuits in computers are on very small chips about the size of your fingernail. In fact, there can be many circuits on one chip. This project will help you understand what a circuit or a chip does. They can make either "and" or "or" types of choices. Try building your own circuits to see how this works.

You need

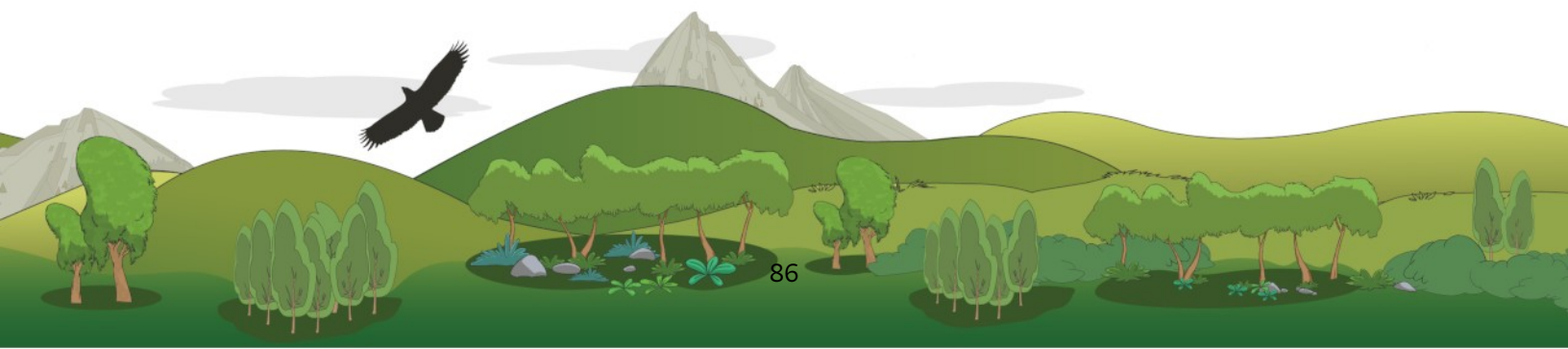
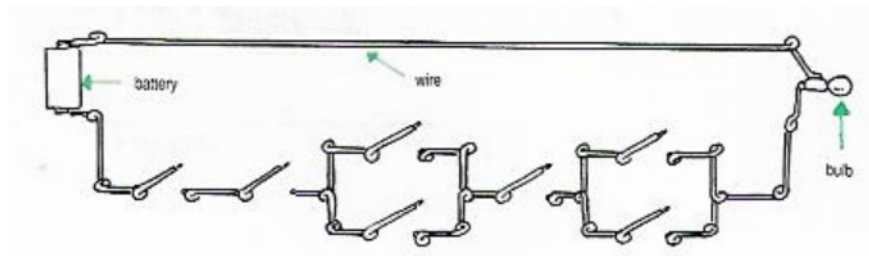
- A dozen clean finishing nails (used as switches)
- One piece of 30.5 cm x 30.5 cm (1 foot square) plywood
- 1.2 m light wire (wire must be bare wherever it makes contact with the battery, bulb, or other pieces of wire)
- Masking or electrical tape (to hold wire in contact with battery and bulb)
- One size "D" battery
- One old-style incandescent flashlight bulb



For an "AND" circuit, make two switches in line with each other, so that you have to close BOTH switches in order to light the bulb.

For an "OR" circuit, make a fork in the wire before the two switches, then join it back up, so that you can close one switch OR the other in order to light the bulb.

For a bigger challenge, try making a circuit that combines AND and OR decisions. This would make a great adventure for your Technology Personal Achievement Badge!



A Barometer

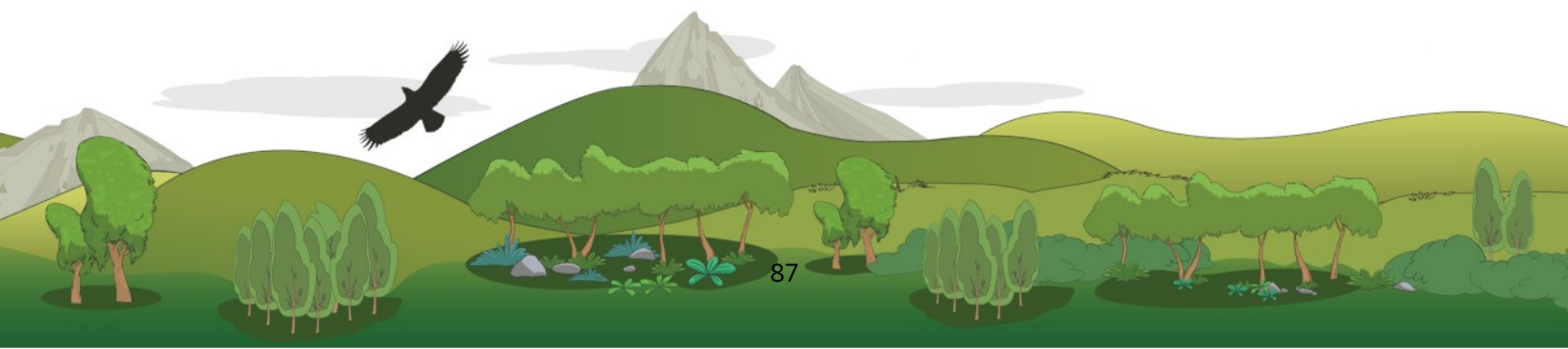
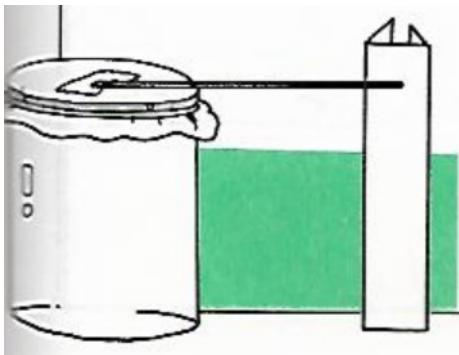
Did you make the rain gauge shown in Chapter 4? Here is another weather instrument you can try.

You need

- A large wide-mouth jar, like a peanut butter jar
- A balloon
- Rubber bands
- A lightweight drinking straw (plastic or paper will do well)
- Tape
- Stiff paper or cardboard

To make it

1. Wash the jar. Recycle the lid.
2. Cut a piece of the balloon larger than the mouth of the jar.
3. Stretch the balloon smoothly and tightly over the mouth of the jar. Hold it in place with rubber bands.
4. Carefully cut the ends of the straw diagonally, so that they are pointed. Tape one end of the straw to the centre of the balloon. The straw will be the pointer.
5. Fold the paper or cardboard to make a long triangular tube that will stand by itself. Hold it together with tape.
6. Stand the jar on a flat surface away from sources of heat such as a radiator, stove, or sunlight.
7. Stand the tube near, but not quite touching, the end of your pointer. Make a mark on the tube at the tip of the pointer, and write down what the weather



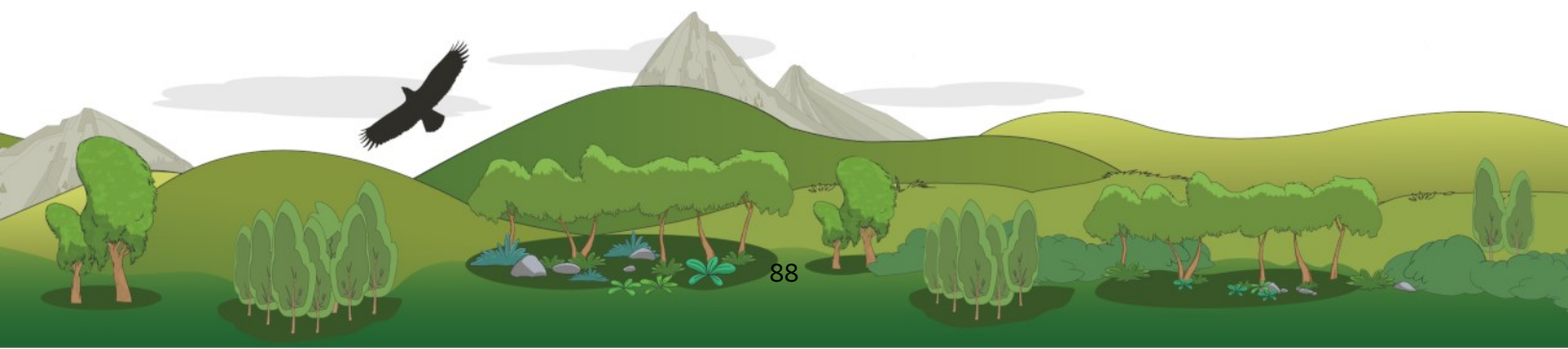
is like (sunny, cloudy, stormy) beside the mark. Once or twice a day, make a mark on your tube and write down what the weather is like.

8. After a few days, you should find that the weather is usually sunny when the pointer moves toward the top of the tube and cloudy or stormy when the pointer moves towards the bottom of the tube.

A barometer measures changes in air pressure. When the pressure goes down, the weather turns cloudy. When the pressure goes up, the weather usually clears.

MY BAROMETER RECORD

Time of day Twice a day		Pointer up/down	Weather sunny/cloudy/?
1			
1			
2			
2			
3			
3			
4			
4			
5			
5			



A Bass Fiddle

Do you like music? You and your friends can form your own band using instruments you have made yourself. Start with a bass fiddle.

You need

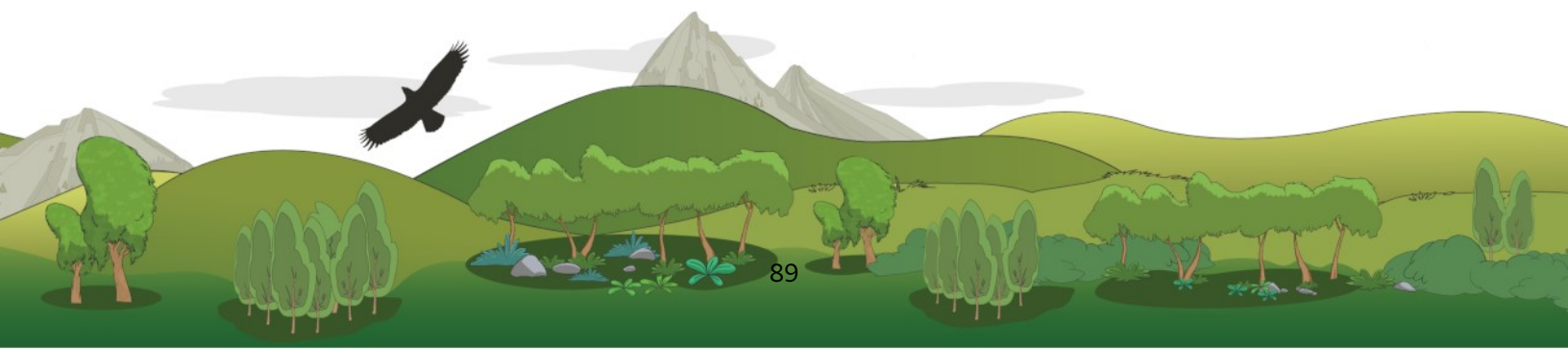
- A big cardboard box
- A broom handle or some other long pole
- Strong string about 1.5 metres long
- A short stick

To make it

1. Punch a small hole in the bottom of the box.
2. Push one end of the string through the hole and tie it to the short stick. The stick should be inside the box.
3. Tie the other end of the string to the broom, near the brush end.
4. Rest the broom handle on the box and brace it with one foot. Hold the handle with one hand so that the string is tight, and pluck the string with your other hand. You can change the note you play by moving the broom to tighten the string.

This is the song I played: _____

I thought it sounded _____



A Glass Harmonica

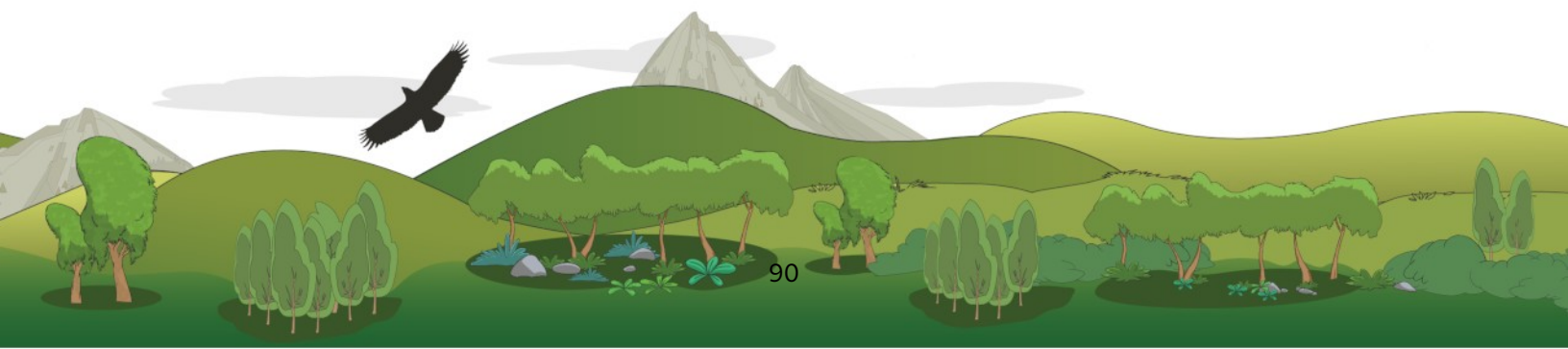
You need

- At least eight drinking glasses all the same size. You can use more if you can get them.
- A wooden spoon
- Water

To make it

1. Fill each glass with a different amount of water. Set the glasses in a row with the fullest glass to your left and the emptiest to your right.
2. Starting on your left, tap each glass with the spoon. Notice that each glass rings a different note.
3. Experiment by pouring water in and out of the glasses until you can play a "do-re-mi" scale on the glasses. Or, invent your own scale, if you like.
4. If you have two wooden spoons, you can play harmonies by tapping two glasses at once. Which harmonies sound best?

I played this song: _____
and it sounded _____.



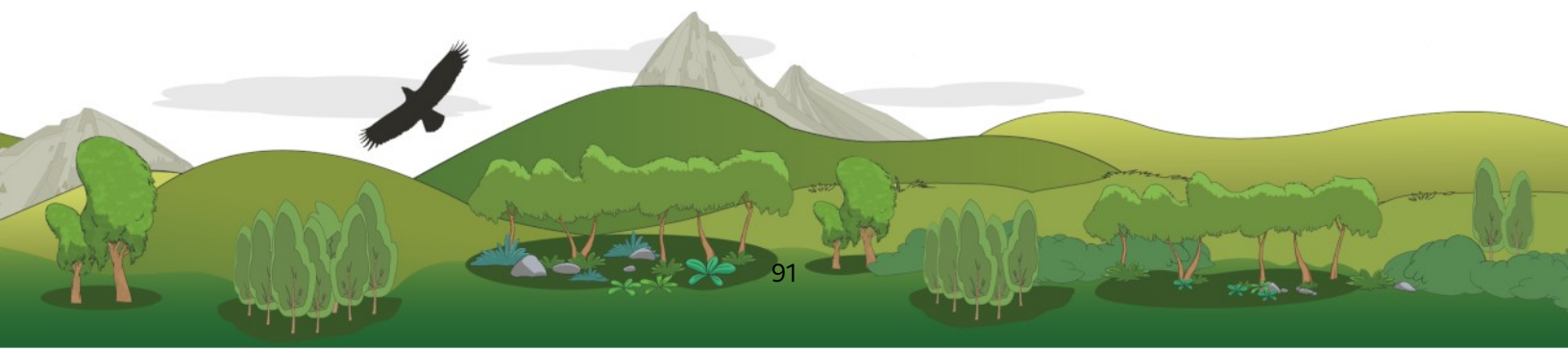
Maracas

Maracas are easy to make and fun to experiment with. You need a small container with a lid you can close tightly and something you can put into the container to shake. Plastic food holders, soft drink cans with tape over the opening, or small cardboard boxes taped shut make good containers. Try popcorn kernels, dried beans or other seeds, small pebbles, or even small screws or nuts and bolts as shakers.

Experiment with different containers and different shakers to see what sounds you get from each. The shape of your container will also make a big difference in the rhythm of the sound.

If you make lots of different kinds of maracas, you will come across one or two that you can shake in many different rhythms to make a really good sound. These are the ones you want to keep for your bands.

I made my maracas out of _____
and they looked like:



Other Musical Instruments

There is no limit to the different musical instruments you can make. Here are some more ideas. Check off those that you try!

- ☐ With their bowls back to back, hold two dessert spoons loosely between the fingers of one hand. Hold your other hand over your knee and rattle the spoons between your hand and knee.
- ☐ Make a cigar-box banjo by stretching different size elastic bands over the open side of a small wooden box.
- ☐ Make a drum by stretching a piece of rubber or leather tightly over a large tin can.

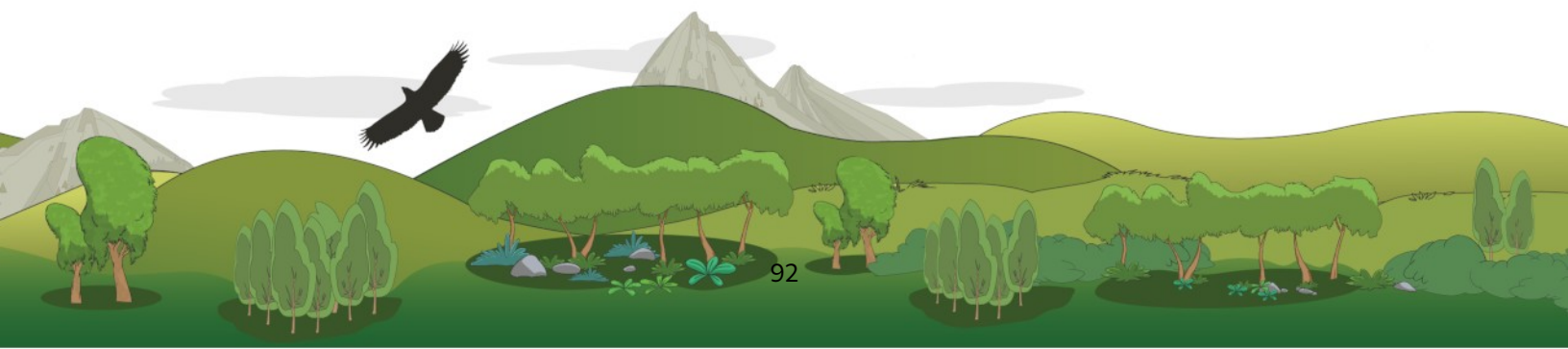
Check your school or public library for books on making simple instruments. After you have made an instrument or two, you and your friends can play along with the songs on the radio or an album, and make up a small band. When you think that you sound pretty good, take your instruments to Cub Scouts and play for the Pack!

We named our band: _____

The Cub Scouts in my band were: _____

We played these songs for the Pack: _____

This is how the other Cub Scouts reacted: _____



Skits

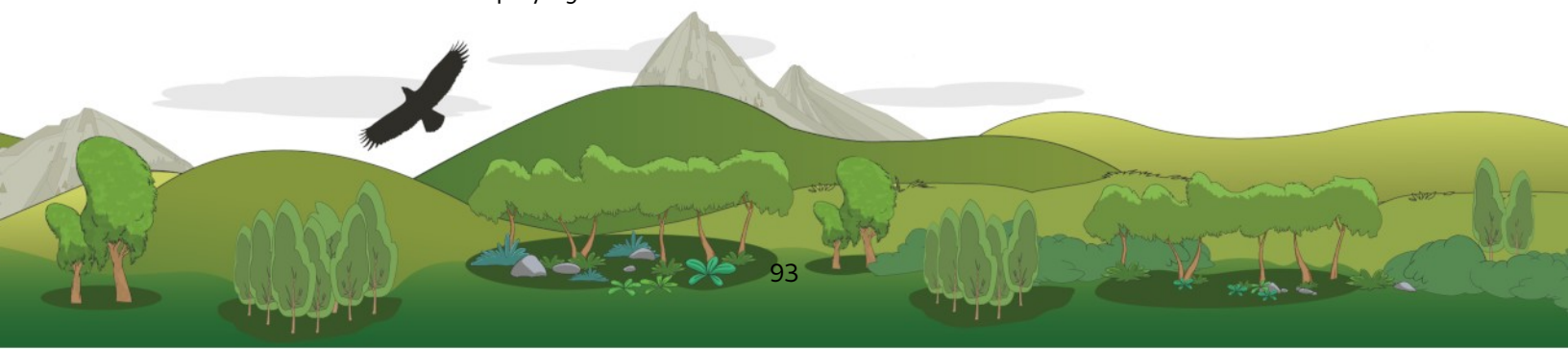
There are other kinds of things you can make, too. Have you ever made up a story, poem or skit? A skit is especially fun to do because you can work on it with your friends and have everybody share ideas on how it should go. Make sure that each of you has a part.

Skits are great around the campfire, but you can do them at Pack meetings, or parent banquets, on outings, after lunch, or any time the Pack needs some entertainment. The easiest way to make up a skit is to use one that's already been done and change it around to suit yourselves. One of your Scouters or other Cub Scouts can probably suggest ideas, because there are hundreds of skits going around in Cub Scouts and Scouts. Some of them are very old; your parents and grandparents may have acted them out when they were young.

If you want to make up an original skit, try one of these ideas as a starting place:

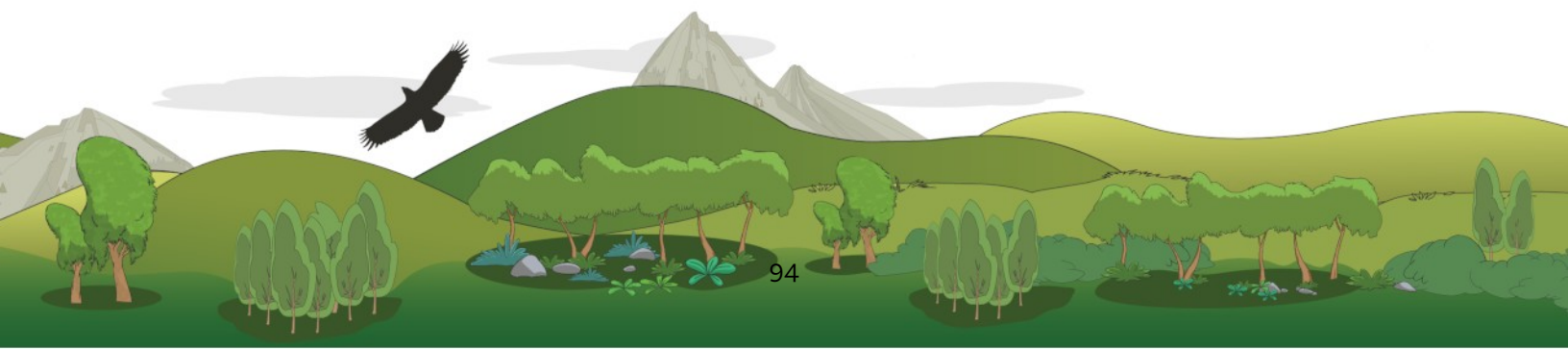
- **Bus or airplane trip:** Passengers make comments on the scenery and lean over or bounce around according to the travel conditions.
- **Restaurant:** Diners order crazy food combinations. Waiter gets them mixed up.
- **Newspaper office:** Reporters rush in with news stories. Editor accepts or rejects them for printing.
- **Stargazing:** Astronomers search the sky with telescopes and report on what they see.
- **Wild dreams:** Players come on one by one and act out what they dreamed last night.
- **Secret wishes:** Players whisper their wishes to a magician, then go behind a screen and come out with their wishes granted. Magician comments on what is happening.

When you act in a skit, you can be a real ham! Use extra big gestures and make the character you are playing show their emotions clearly. Acting in a skit is a perfect chance to let yourself go, have lots of fun and really become the character you are playing!



Ask Akela to make some time for skits at one of your Cub Scout meetings. Then you and your friends can go to work to plan your performance.

Here is a description of my favourite skit and the part I played in it:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Badge Requirements

If you have tried some of the ideas from this chapter, you've gone on some adventures that fit with some of the Personal Achievement Badges, or the Scouts for Sustainability Badges! Here are some more ideas to inspire your next project.

PERSONAL ACHIEVEMENT BADGES



Air

- ☐ Build and fly a model airplane or kite.
- ☐ Make an anemometer, barometer, water wheel or weather vane. (Also a great Science badge adventure!)



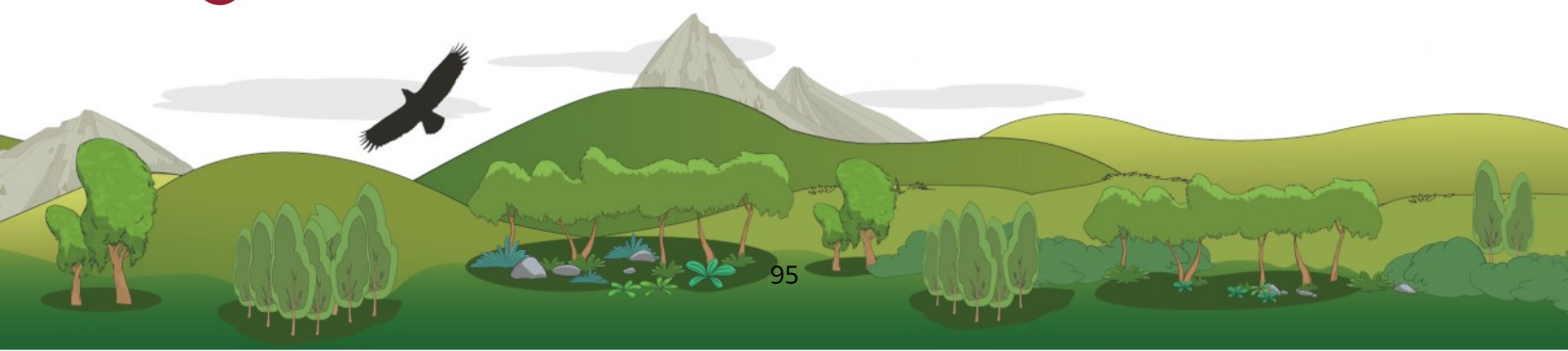
Arts

- ☐ Make and play a simple musical instrument.
- ☐ Write a story, skit, poem or limerick.
- ☐ Draw or paint an original illustration of an event or character in a story.
- ☐ Draw or paint, from life or memory, any animal or person you have seen.
- ☐ Draw or paint a landscape while looking at it.
- ☐ Arrange a still life scene and draw or paint it.
- ☐ Keep a single sketch book for a period of one month.
- ☐ Illustrate an event from a story, using characters in a series of four or more sketches.
- ☐ Make a single greeting card of your own design.
- ☐ Make an original model from any suitable model.
- ☐ Create a print using original designs cut into line blocks, potatoes, or other kinds of blocks.
- ☐ Produce an original and imaginative piece of art such as a mobile, construction, sculpture, driftwood article, display of sketched or photographs, picture puzzle or collage.
- ☐ Play a simple tune on a musical instrument.
- ☐ Demonstrate ability with a rhythm instrument.
- ☐ Tap or clap the rhythm of a four-bar phrase previously played by your examiner.
- ☐ Sing a major scale ascending and descending, and the notes of a major and minor triad.
- ☐ Sing a short solo.
- ☐ Be a member of a recognised choir or choral group.
- ☐ Learn and perform two magic tricks.



Building

- ☐ Make a simple item such as a puppet, toy or game, papier-maché, neckerchief slide, etc.
- ☐ Make a working model.



- ☐ Make and use a simple periscope.
- ☐ From a collection of natural articles, make a decorative piece such as a wall plaque, framed picture, lamp shade or lamp stand.
- ☐ Show the proper and safe use and care-taking of the five basic carpentry tools: saw, hammer, square, smooth plane and ruler.
- ☐ Show the use of the basic carpentry tools by constructing a box or cube such as a toy storage box, flower box, trinket box, shoe box, model house, tool box, bird house, etc.
- ☐ Explain the purpose of the following carpentry tools: hand drill, set of screwdrivers, wooden mitre box, wood file, wrench, pliers and vise grip. Show how to use two of them.
- ☐ Make a toy from odds and ends.
- ☐ Make a toy of some reasonable size, such as a boat, model locomotive, car, airplane, animal, etc.
- ☐ With a small group of Cub Scouts, make a project toy, such as a farmyard with animal, village, cottage with furniture, railroad station, etc.
- ☐ Repair two toys. Show them to one of your Scouters before and after you finish.
- ☐ Make two useful or decorative articles from cane, raffia, wool, leather, string or other suitable material.
- ☐ Build a kit model that takes time and effort to complete.
- ☐ Make a puppet or marionette.



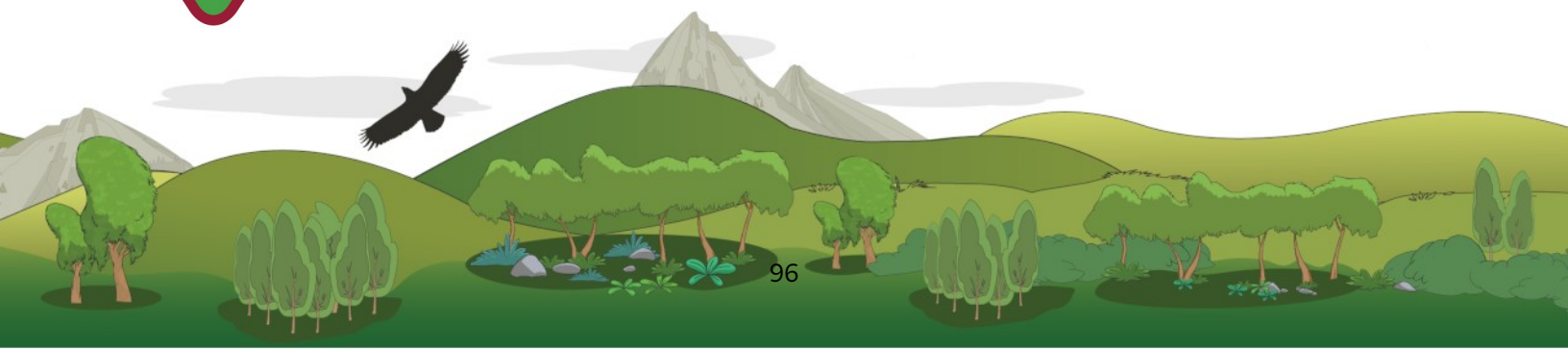
Hobby

- ☐ Make a real and organised collection of one group of objects of your choice and keep your collection for a period of at least three months. Some examples: coins, stamps, photos, books, comics, sports player cards, leaves, matchbox toys, etc.
- ☐ With adult help, make a list of books that might interest you and read three of them. Discuss with an adult what you think were the main features of at least one of them.
- ☐ Tell your Pack, your Lair or a small group, a story or a part of a story you have read.
- ☐ Show your ability to use the local library by explaining its rules and the reasons for them. Explain how to search for books at the library and describe, in general terms, the locations of the different categories of books in your local library.
- ☐ Show how to use a dictionary and an encyclopedia.
- ☐ Describe the parts of a book: the table of contents, foreword, chapters, chapter summaries, index, etc.
- ☐ Show how to open a new book and how to care for all books.
- ☐ Make and title a dust-cover for a book.

Home



- ☐ Plan and prepare a party for a family, Pack, Lair or other group.



- ☐ With the help of an adult, show how to turn on and off the electric power supply and the water supply in your home. Explain how to turn off the gas supply if your home uses gas.
- ☐ Replace a light bulb in a socket.
- ☐ Replace a tap washer.
- ☐ Oil a door hinge and lock.
- ☐ Finish a wood surface with cloth and stain.
- ☐ Help keep storage areas, such as the garage or basement, clean and tidy for one month.
- ☐ Wash an automobile.
- ☐ Show how to take care of garden tools.
- ☐ Keep a sidewalk and driveway clear of snow for one month.
- ☐ Mow and water a lawn for one month.

Summer/Year-Round Fitness

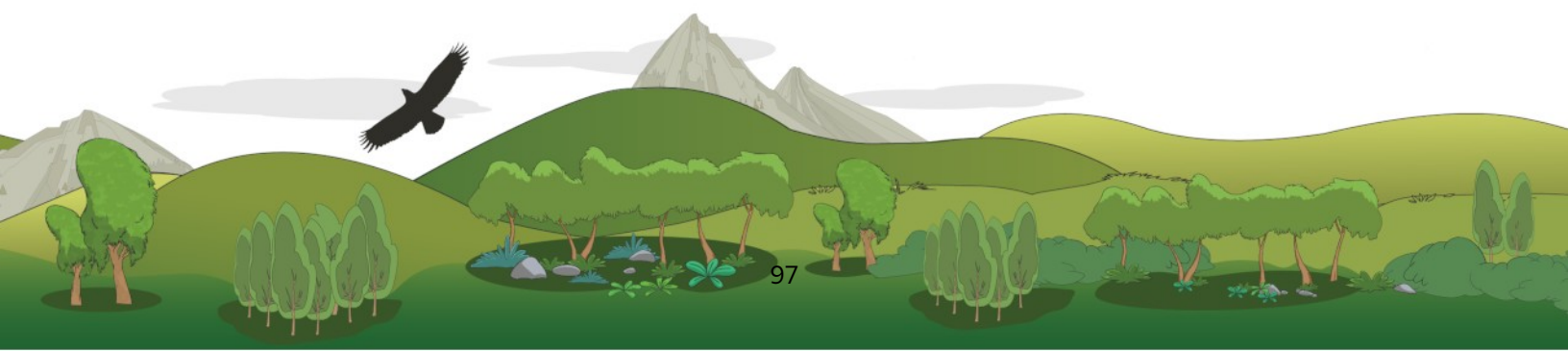
- ☐ From scrap material, make equipment for games: tetherball equipment, bean bags, rope rings, a slide, swing, trapeze, etc.

SCOUTS FOR SUSTAINABILITY - INNOVATION

The Innovation Sustainable Development Goals are about giving Scouts a chance to try out how they use can contribute their ideas to make important changes in their communities. Here are some projects you, your Lair or your Pack might try out to help come up with new ways to help in your community.

Goal #1: No Poverty

- ☐ Some people in the world have as little as \$1.60 a day to live on. With your Lair, see how far \$1.60 per person, per day, can go to keep you fed. What will you eat? Where will you buy your food?
- ☐ Find out what resources exist in your community to support people experiencing poverty and homelessness. Make posters to share this information, and (with an adult!) hang them up in places where people who need to know about them will see them.
- ☐ As a Lair or Pack, prepare care packages for unhoused people in your community. Work with an organization that supports them to distribute the packages.
- ☐ With your Lair or Pack, brainstorm some symptoms and causes of poverty. Are any on both lists? Are there any causes that seem connected? (e.g. "drought" and "crop failure") How could your Pack support some of the causes of poverty in your community?
- ☐ Find out what social assistance benefits exist in your community, and try to create a personal budget within that amount of money. How far does it go? What would you need to do to bridge the gap?



Goal #2: Zero Hunger

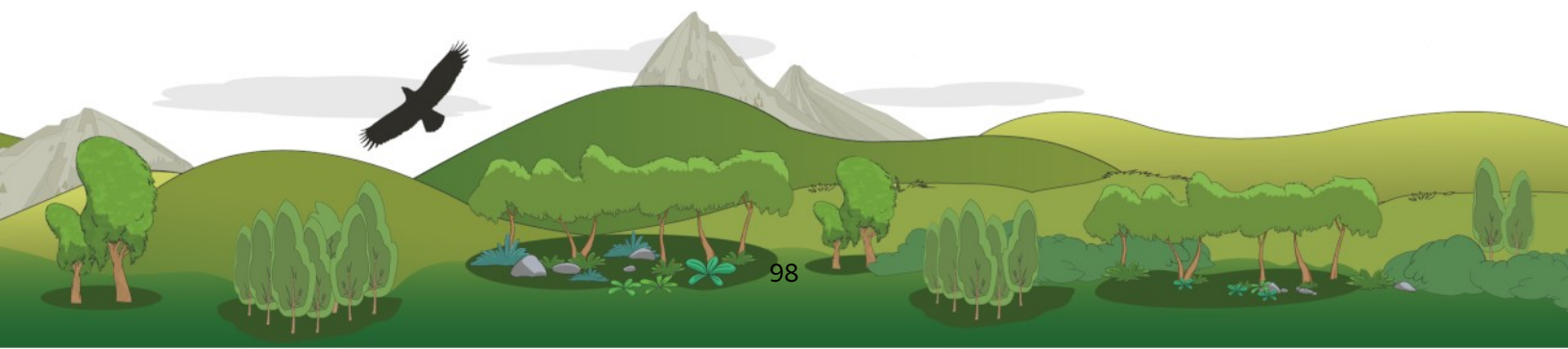
- ☐ Using 2L pop bottles and rope, make a vertical garden in a kitchen window to grow herbs and small vegetables.
- ☐ Take meal leftovers a step further by using them as ingredients in a new meal, instead of just reheating them as-is.
- ☐ Create a seed library using seeds from fruits and vegetables you eat. Share them with your Lair and your friends!
- ☐ Did you know that some vegetable scraps, like green onion whites, can be used to regrow whole vegetables? Find out what vegetable scraps can be replanted, and try growing new vegetables from them in your home garden or a window box.
- ☐ Visit your local farmer's market and ask some of the farmers there about how they grow and harvest their crops. Share what you learn with your Lair.

Goal #8: Decent Work and Economic Growth

- ☐ Find out about interesting jobs by interviewing adults about what they do for work and how they got into that job. Who could you interview? Some parents in your Pack? A doctor? A firefighter? Share what you learn with your Lair or Pack.
- ☐ Pick an item of clothing and, with your Lair, brainstorm all the different people involved in making it. Find out how much that item cost, and try to decide together what a fair share of that price would be for each person.
- ☐ As a Lair or the whole Pack, stage a mock "stock market." Give everyone five tokens, and each person gets a chance in turn to roll a die. On a 3 or higher, that person gets five more. On a 1 or 2, they lose five. How do you feel about taking the chance on the market?

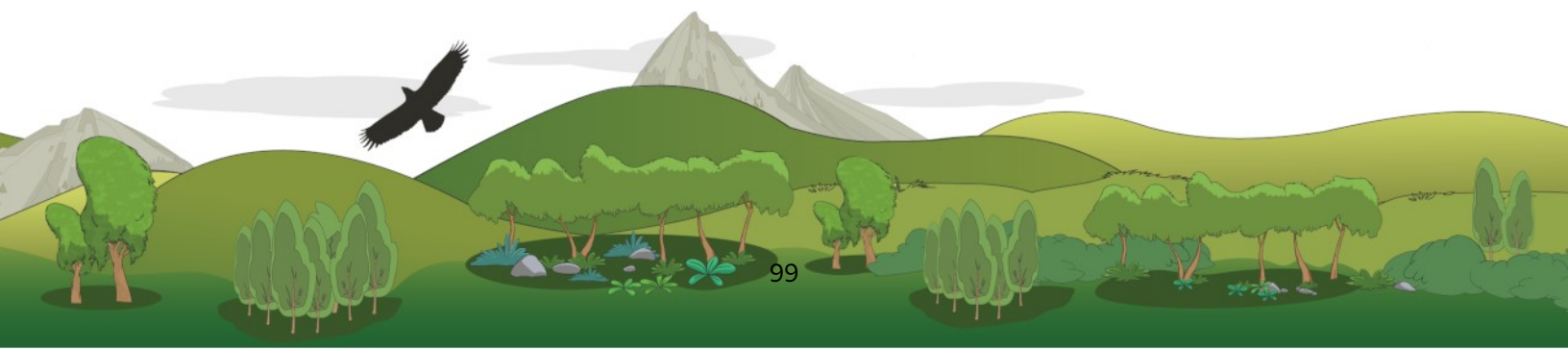
Goal #9: Industry, Innovation, and Infrastructure

- ☐ Build a model bridge out of some unusual materials. How much weight can it hold? What could you use to build a da Vinci bridge at a camp out?
- ☐ Get a stopwatch and try out as many different combinations of shape, weight, and weight distributions as you can think of with your Kub Kars. What works best? What shapes led to the best times?
- ☐ Did you invent any new gadgets in Chapter 6? How could you improve your design so that it could be made and sold in stores?
- ☐ Build a marble roller coaster out of cardstock, tape, and other simple materials.
- ☐ With the help of an adult, make and launch a pop-bottle rocket that uses baking soda and vinegar, or a bike pump, to create pressure inside the bottle.
- ☐ Build a Rube Goldberg machine that solves a simple problem in a complicated way.
- ☐ Try out different materials and designs to build a boat from household items.



Goal #12: Responsible Consumption and Production

- ☐ Use a 2L pop bottle to create a miniature landfill and see how long it takes for different kinds of trash to break down.
- ☐ With your family, Lair, or Pack, plan out a whole weekend's worth of meals where you'll be vegetarian (not eating meat) or vegan (not eating any animal products, including milk, eggs or honey). Share with your Lair how you made sure to keep your meal plan plant-based and balanced.
- ☐ Go on an urban hike around your community, and keep track of how many advertisements you see. Discuss with your Lair what sorts of ads you saw, and what you thought about the amount of advertising you encounter.
- ☐ Find out about what happens after trash day, by asking Akela to take the Pack on a field trip to a landfill, recycling centre, composting centre or other waste processing centre.
- ☐ Choose something you use every day and, with your Lair, put on a short play about the life of that thing -- how it's made, how it's used and what happens to it when you're done with it.
- ☐ The "Reuse" part of the Three R's (Reduce, Reuse, Recycle) is all about diverting things from the waste stream. Find a novel new use for something you're done with, so that it can be used again, even if in a completely different way. For example, how could you turn an old pair of jeans into fire lighters, for your firestarters in Chapter 6?
- ☐ Another way to "reuse" is to trade, or give away, things that you're done with, but are still good to use. Hold a gear swap with your Pack and see what items a younger Cub Scout might be able to use that you're done with.



Wrapping Up

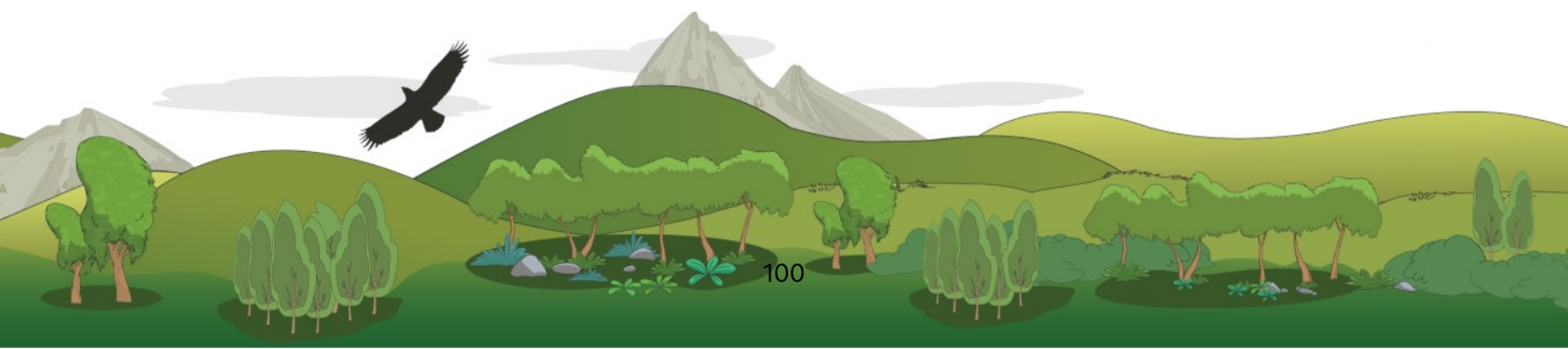
The two things I made that I liked best are:

1. _____
2. _____

Some special things I learned are:

Some things I'd like to try next time:

Some things I'd like to try when I get to Scouts:



Chapter 9: Exploring the Outdoors

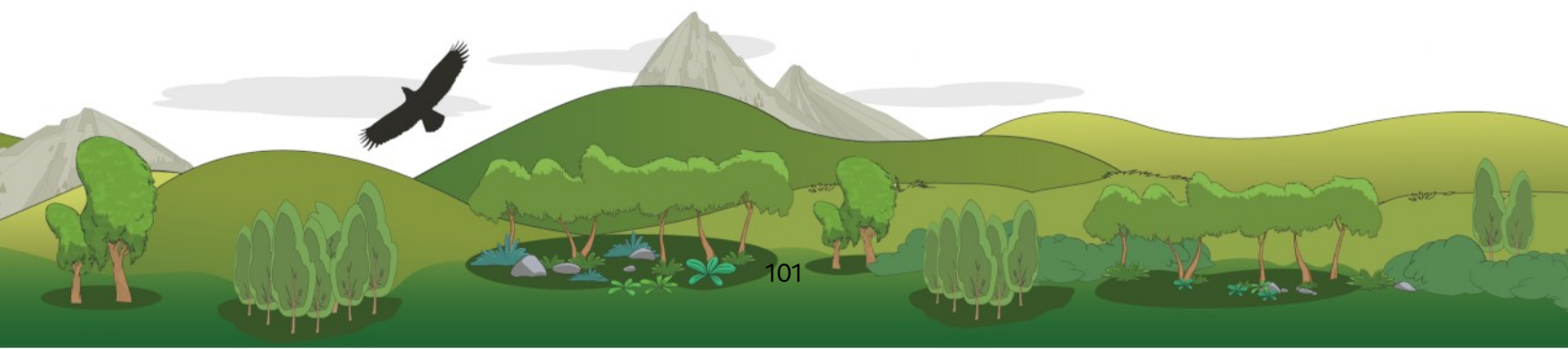
Exploring! What does that word make you think of? Astronauts on the moon? Trappers or hunters moving silently through the forest and prairie? As a Cub Scout, you'll probably have lots of chances to go exploring, although you probably won't get to the moon!

The most important thing about explorers is that they are ready for anything. Exploring means that you are doing something new, maybe going to a place you've never been before. And that means you don't always know what will happen next! If you are an explorer, you have to be prepared for surprises — sudden changes in the weather, accidents, and anything else that may happen.

To be prepared for anything as a Cub Scout explorer, you need three things:

1. You need to keep your eyes open and know where you are at all times.
2. You need to know and practise your Cub Scout skills.
3. You need to have clothing and equipment suitable for the exploring you're doing.

Let's talk a bit more about the three things you need.



Keep Your Eyes Open

Does someone drive you to Cub Scouts? Do you take a bus to school? If you were suddenly plunked down half-way between your home and Cub Scouts, or your home and school, would you know where you were and how to get home? Suppose you were hiking in the woods with your Pack, and Akela suddenly asked you to lead the Pack back to where you started. Would you be able to do it?

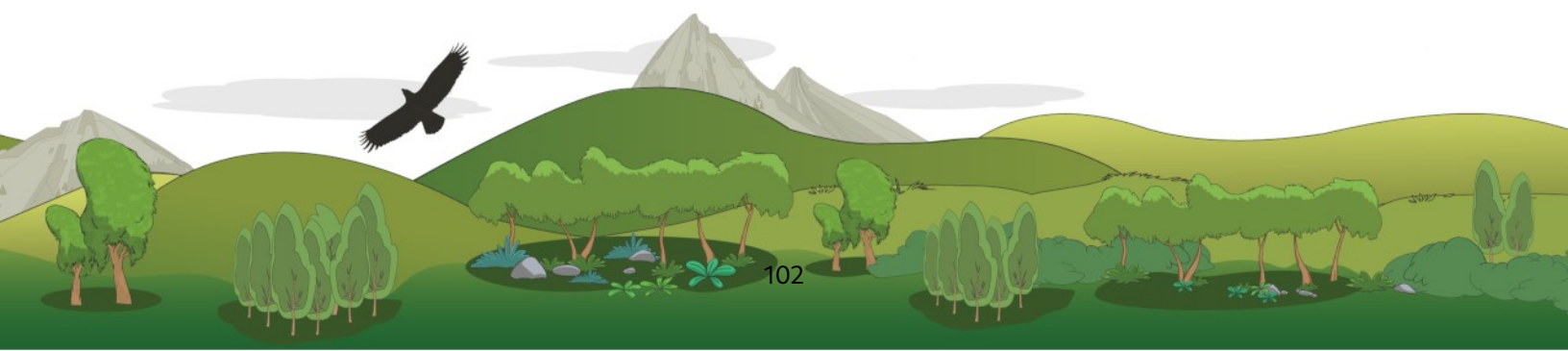
It's amazing how many people don't pay attention to where they are and where they are going when someone else is driving or leading the way. But, if you want to be an explorer, you'll need to do these things for yourself. Whenever you go somewhere, you will watch where you're going. You'll notice where you turn right or left. You'll pick out landmarks to help you recognise the route; funny-shaped trees, a stream, tall buildings, street names or anything else you think will help you remember.

Not only will you watch where you are going, you will turn around a lot to see where you've been. Why? Because landmarks often look very different from the other side. A crooked branch that you thought would be a good landmark may be hidden when you look back at it, and you may see something quite different instead.

Keeping your eyes wide open while you are exploring will help you know where you are all the time. You won't get lost and you won't have to depend on someone else to find your way for you.

These are the landmarks I remembered when I went exploring on an outing with my Pack. The outing was: _____

The landmarks looked like this.

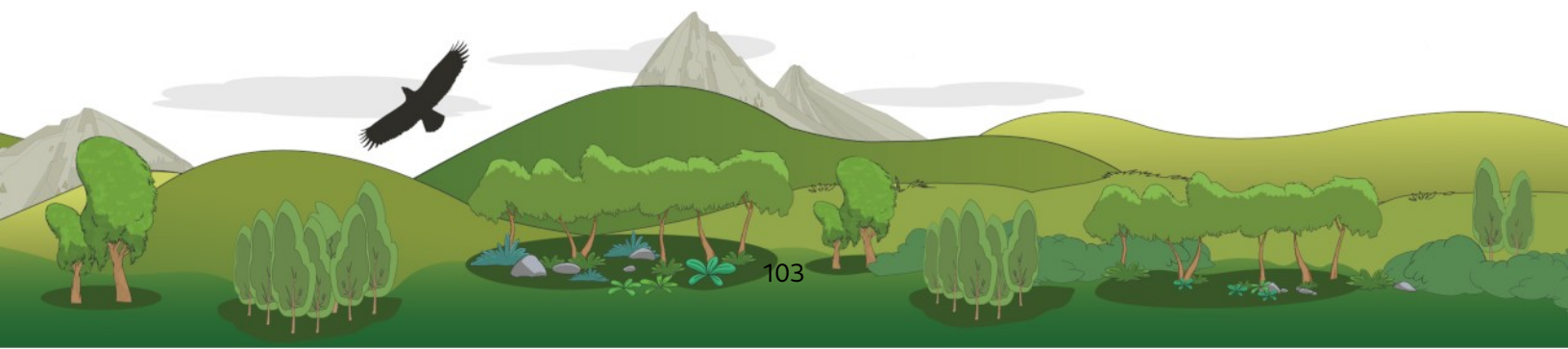


Know and Practise Your Cub Scout Skills

Explorers need to be able to look after themselves wherever they are. Here's a list of things that you can learn as a Cub Scout to help you look after yourself. How many of these things can you do?

- ☐ Use a telephone to call someone
- ☐ Practise first aid
- ☐ Tie knots
- ☐ Forecast changes in the weather
- ☐ Read a map
- ☐ Light fires and put them out safely
- ☐ Cook outdoors
- ☐ Find direction from the stars
- ☐ Read trail signs
- ☐ Walk and cycle safely
- ☐ Swim safely
- ☐ Use a pocketknife and other tools
- ☐ Get help in an emergency
- ☐ Dress properly for winter, spring, summer and autumn outings
- ☐ Deal with winter emergencies
- ☐ Use a compass
- ☐ Put up a tent

Ask Akela or one of your other Scouters to help you learn these skills. Practise them every chance you get. As you learn each new skill, check it off on your list. And keep practising, even when you think you know the skill well, to keep that skill sharp! Most of these are part of the Outdoor Adventure Skills, at lots of different stages. Ask Akela, another Scouter or a parent, to help you find which OAS requirements you've met!



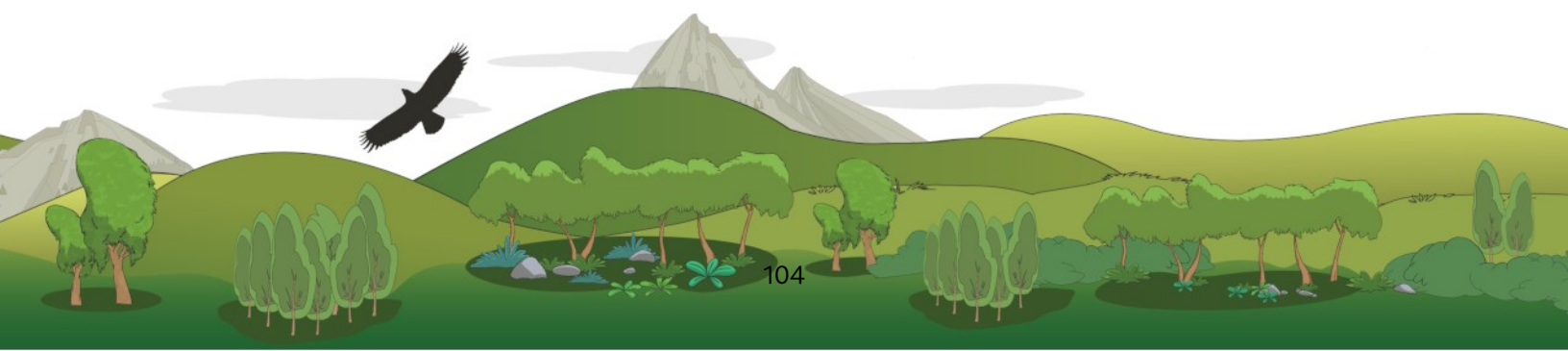
Clothing and Equipment for Exploring

Explorers always make sure that they have the proper clothing and equipment. You'll want to have the right equipment for the exploring you do, too. The clothes you wear and the equipment you take will depend on where you are planning to go. Think very carefully about what you will need and listen to Akela's advice.

Here are some suggestions for clothing and equipment you should have for different kinds of outings.

WINTER OUTINGS

1. Boots. Never wear rubber boots in winter. Make sure your snow boots aren't too tight.
2. Two pairs of socks, if they don't make your boots fit too tightly.
3. Snow pants
4. Wool pants and thermal long underwear
5. Jacket with hood
6. Long sleeve shirt and sweater. It's good to have several thin layers instead of one thick layer. If you get too hot, you can cool down by taking off a layer. It's important not to get too hot and sweaty in winter because, if you do, your clothes will get wet, and you will get cold.
7. Hat that covers your ears. In cold weather, most heat is lost from your head. Keep it covered.
8. Mitts. They are warmer than gloves. Wear two pairs, if possible.
9. Emergency kit in your pocket. Chapter 6 has suggestions for making an emergency kit.
10. Small kit bag to carry the things below on your back.
11. Rain poncho (it can rain in the winter too!)
12. Extra socks
13. Extra mitts
14. High-energy snacks. Nuts, raisins, granola and chocolate are foods that can give you energy in a hurry. Be careful about nuts, though, in case someone in your Pack has an allergy.
15. Strong plastic bags. They are useful for many things. If your boots leak, put the bags on your feet inside the boots. Be sure your socks are dry. You can also put dry clothes or things you collect along the way in plastic bags.



16. Ground sheet or strong plastic sheet to make an emergency shelter to protect you from the wind.
17. Waterproof matches
18. A candle for a quick source of heat

SUMMER OUTINGS

You don't need as much equipment to protect you in the summer, but here are some things you should bring.

1. Emergency kit
2. Peaked cap to protect you against sunstroke
3. Insect repellent
4. Sunblock
5. Rain poncho
6. Sturdy footwear like good running shoes, or walking or hiking boots

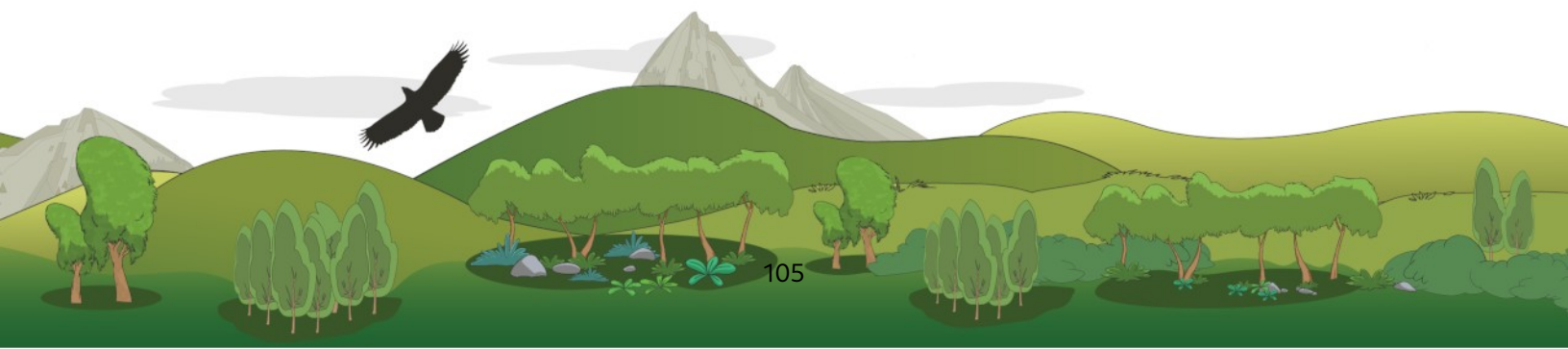
SPRING AND AUTUMN OUTINGS

In late autumn and early spring, the weather can turn cold very quickly. Bring the same clothing and equipment you would for a winter expedition.

Remember, to be an explorer, you need to keep working on these three things.

1. Keep your eyes open and know where you are.
2. Know and practise your Cub Scout skills.
3. Carry the proper clothing and equipment for each expedition.

Now for some exploring!



Camping

Have you ever spent the night in a tent or cabin listening to the frogs croak? Have you ever wakened to the sound of a million birds singing? (Well, it seems like a million birds, anyhow.) Camping is a great Cub Scout adventure, especially if you live in a city and don't have many chances to get close to nature. Here are a few of the things you can do at camp.

1. Practise your Cub Scout skills. Ask a Howler or one of your Scouters to show you how to put up a tent. Learn how to cook on a fire or portable stove. Learn how to wash dishes at camp. Practise living comfortably in the small space of a tent.

This is how I prepared what I cooked on an open fire: _____

It tasted like _____

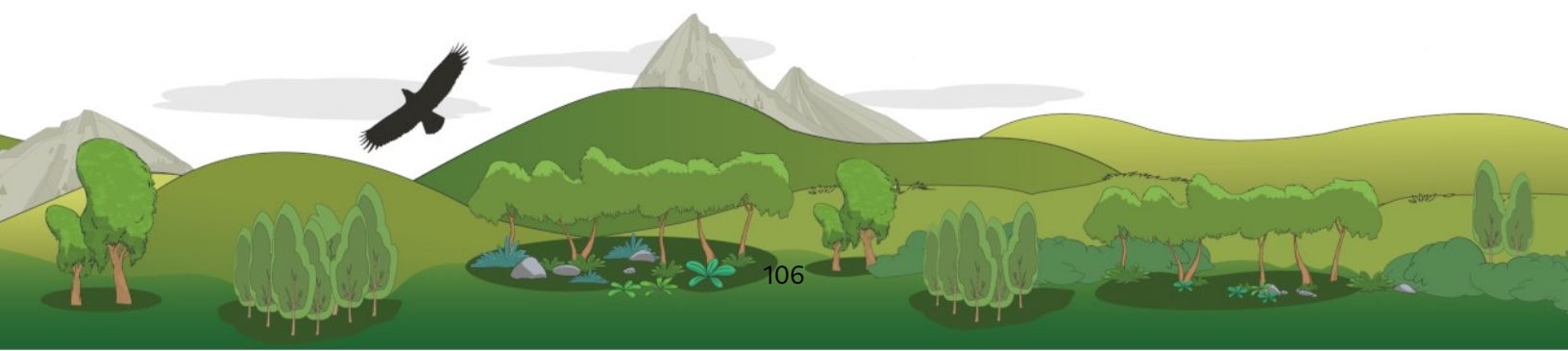
2. Play wide games. Instead of the Cub Scout hall, you can use the whole of your camp area for games.

The wide game I played is called _____

I played it at _____ (place and when)

This is how to play it: _____

3. Try stalking — walking through the woods without making a sound. You have to watch every step you make. Can you creep up on your Scouters without them hearing you? It's not easy but it's fun.
4. Look at the stars. Away from the lights of the city, the stars are amazingly bright. If you watch carefully, you may even see an orbiting satellite.

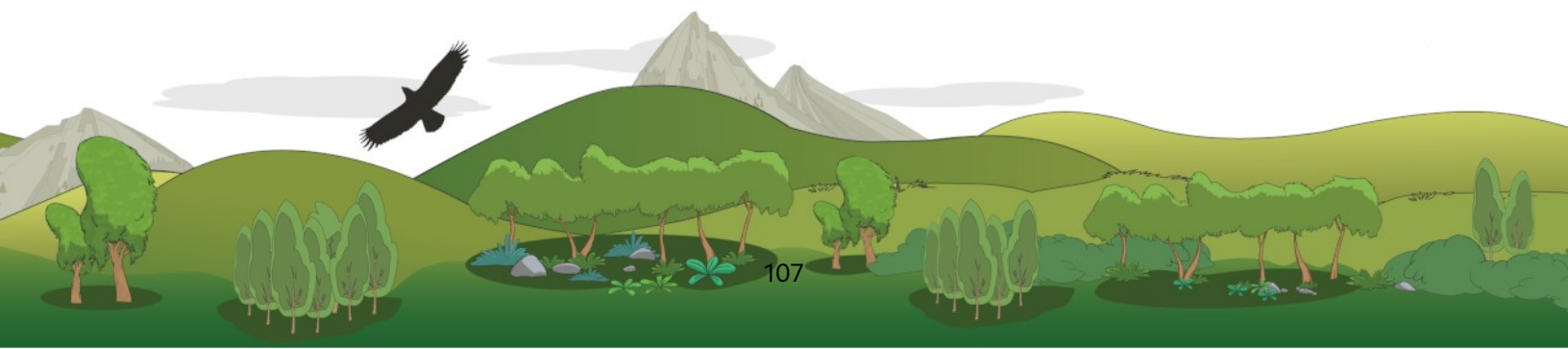


These are the constellations, planets or other things I saw: _____

5. Listen to the sounds of nature: frogs, birds, wind in the long grass, rain on the tent roof. We think of nature as being peaceful, but sometimes it's very noisy!

The sounds I heard were _____

I heard a mystery sound and I think what made it looked like this:



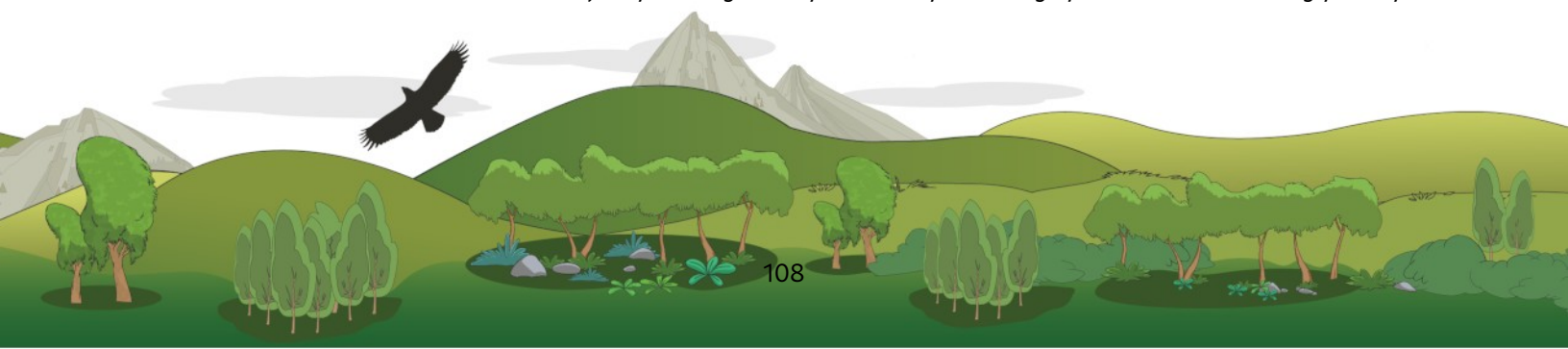
Hiking

If you go on a day hike, you can do some of the things you do at camp. Here are a few other things you can try, too.

1. Go on a winter hike. Practise walking on snow shoes. Learn to find dry firewood in the snow. Pretend that you're caught in a storm and set up a shelter to protect you from the weather.
2. Explore a particular trail. Maybe one of your Scouters can mark a route using trail signs and you can try to find the correct path.
3. Go on a blindfold walk. Led by a Scouter or a Howler, a few Cub Scouts wear blindfolds and hold onto a rope. As you walk, try to sense everything without using your eyes. Are you in the sun or the shade? Is the ground rough or smooth? Which way is the wind blowing? Are you in trees or in the open? What do you smell? Hear?

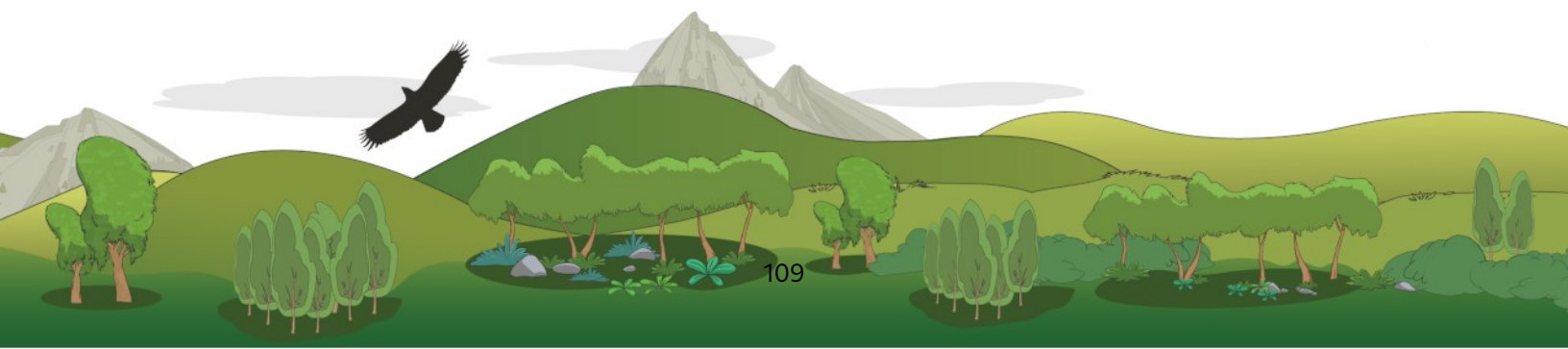
This is what I remember from my blindfold walk:

4. Pretend you are a small animal and try to see the world as it does. Lie on your stomach and look through the grass. What do you see? Try it at noon. Try it in the early morning or evening when the sun is low.
5. Be a raccoon. Hold in your thumb and walk on all fours, feeling things with just your fingers. Try to identify the things you feel without using your eyes.



Being a raccoon was _____

Your Scouters will have lots of other ideas for things you can do. The outdoor world is there for you to explore.





Scouts for Sustainability Badges - Environment

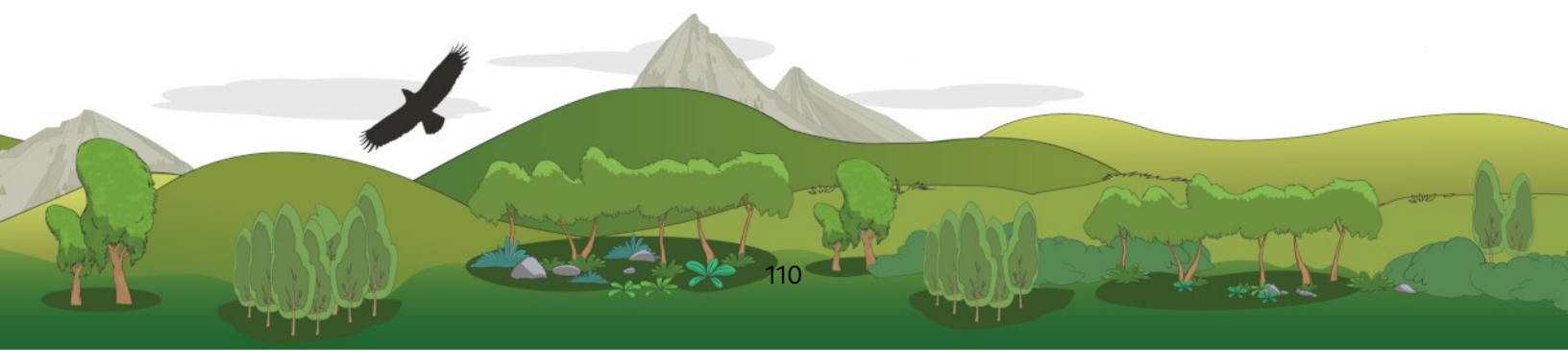
We first mentioned the Scouts for Sustainability Badges in Chapter 4, and gave you a few ideas for projects around the Environment goals. Here are some more ideas, for things you could do by yourself, with your Lair or with your Pack, to try out new ways to help the environment while you're a Cub Scout.

GOAL #6: CLEAN WATER AND SANITATION

- ☐ Keep a diary of all the ways water is used daily in your home. Look for ways to reduce water usage.
- ☐ Find out which foods take the most water to produce. How much water does it take to produce them? Compare them to foods that require less water to produce.
- ☐ Across the world, people have come up with different ways to address water problems. Using your imagination, come up with your own invention surrounding clean water and build a working model, if you can.
- ☐ Learn how to save water and fix leaks by being a leak detective!
- ☐ Take a field trip to a local forest, beach, park or outdoor space and observe the way different species use water.
- ☐ Put your imagination to the test and design an efficient house or community using your knowledge of energy saving tips!
- ☐ We all know that water comes from the tap – but how does it get to the tap? Where does it go after it goes down the drain? Become a detective and retrace the steps that water takes before it gets to your house and after it leaves.
- ☐ Did you know that only 3% of the Earth's water is fresh water? That means that a whopping 97% of the water on Earth is too salty to drink or used to grow crops! Try your hand at desalination by creating your very own desalinator!

GOAL #7: AFFORDABLE AND CLEAN ENERGY

- ☐ Wind power is a great source of renewable energy. Make your own miniature wind turbine to see how they work to generate energy.
- ☐ Build an insulated box to see if you can keep a frozen treat frozen out of the freezer.
- ☐ During Earth Hour, Canadians are asked to keep their lights off for just one hour. Try out some other ways to reduce your energy use at home.
- ☐ Explore wave power in the pool by racing a ping pong ball across the pool with some other Cub Scouts. You can only use wave power to move your ball!
- ☐ Go throughout your home to make sure that your family is conserving electricity wherever possible. Turn off any devices that are using electricity unnecessarily.
- ☐ How much electricity do you need to use to make lunch? Come up with a healthy meal that doesn't need to be cooked.



- ☐ Create a hydroelectric turbine to tap into the renewable energy of flowing water. Connect it to your home's downspout and see how much electricity you generate the next time it rains.
- ☐ Add a sail to your paddleboat from Chapter 8, and have a race with your Lair or your Pack. How can you gather more of the wind's energy?
- ☐ Explore how the heat from the sun might be useful. Put different objects of different colours in direct sunlight for an hour. What's hottest? How could you use that heat?

GOAL #II: SUSTAINABLE COMMUNITIES

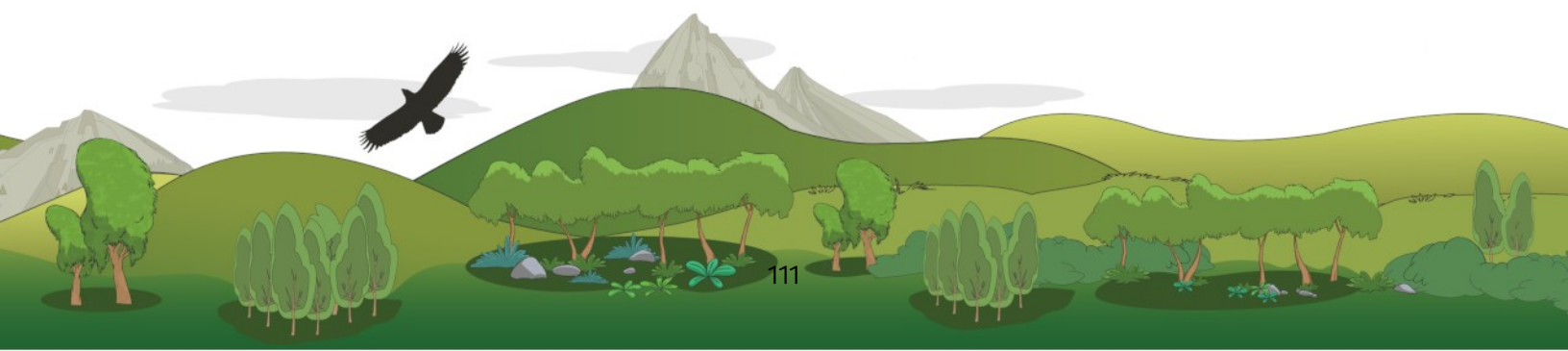
- ☐ From memory, make a map of your favourite public park. Take as many trips to the park as you need to be able to see it in your mind. Is there anything you think should be added?
- ☐ Build onto your map of the park by planning out an imaginary city from scratch. What will be part of your city? What will you put where?
- ☐ Learn about resources that are renewable, and resources that aren't. Discuss with your Lair or your Pack some ways that you might use more of those renewable resources.
- ☐ If you built an emergency kit in Chapter 6, what would you need to add to it to be a "72 hour kit?" Work with your family to build that emergency bag.
- ☐ Find out what your family's carbon footprint is. Discuss with your Lair what you can do to reduce that.
- ☐ If there is a public transit system where you live, find out where you can get to with it. Are there any places that aren't as well-served as others?
- ☐ As a Pack, "adopt" a long-term care home. Find a care home in your community and, with their permission, arrange to visit regularly and bring some care packages and cheer to the residents.
- ☐ Brainstorm some services that you think a "complete" community should have. Discuss with your Lair or your Pack what's missing, and what the municipal government could do to change that.

GOAL #I3: CLIMATE ACTION

- ☐ Did you make a rain meter in Chapter 4, or a barometer in Chapter 8? Take your observations and find out if they're typical for your part of the country, at that time of year. Share your results with Akela or your Lair.
- ☐ Try making beeswax food wraps, and use them for your school lunches or for leftovers instead of plastic wrap.
- ☐ Your municipal government may have a compost collection program. Try making a compost bin for your back yard.
- ☐ Find out how far your food travels to get to your house. This is part of your family's carbon footprint. Help out with the groceries for a month and see if you can buy your groceries from closer to home.
- ☐ If you live near a body of water, whether a river or a lake, plan a shoreline cleanup.

GOAL #I4: LIFE BELOW WATER

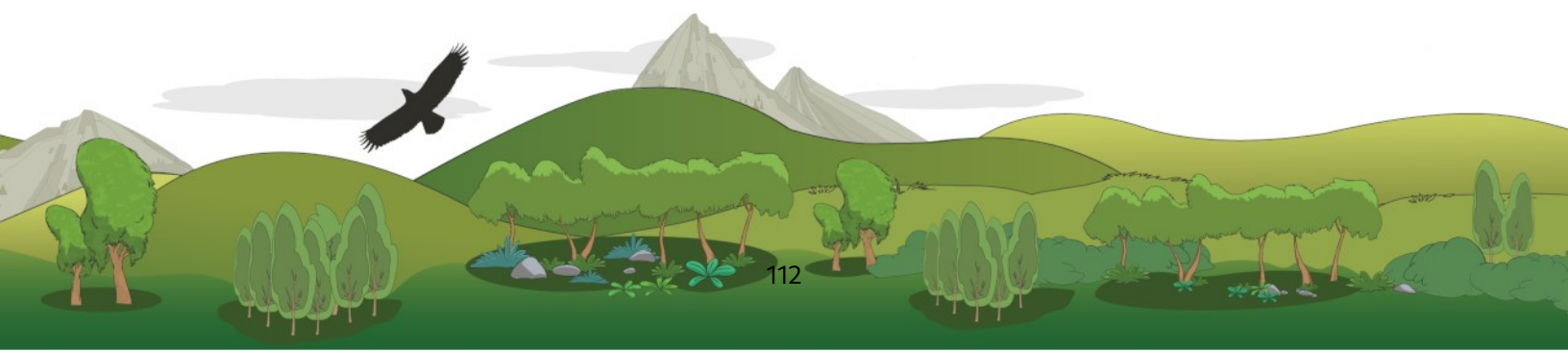
- ☐ Lots of stores have stopped using disposable plastic bags, and sell reusable bags. Make one of your own from materials at hand.



- ☐ Learn about the fishes that live in a nearby body of water by planning a fishing trip. What species live near you? What will you do with your catch? (A fresh-caught fish, pan-fried, even if you don't think you like fish, can be quite tasty, and will help you earn an Outdoor Adventure Skills badge!)
- ☐ Learn about the role icebergs play in our environment by making miniature icebergs and glaciers, and seeing what happens to the water level in a container as they melt.
- ☐ Learn about the health of a river by going on a pond dip. With fishing nets and buckets, draw up some water, and whatever winds up in your nets. Share what you learned about what's in the water with your Lair.
- ☐ Make a pretend oil spill in a container with water and cooking oil. How can you clean up the spill?
- ☐ Build a simple water filter out of household materials. Would you be willing to drink rainwater from it? River water? Does it look clean? What would you need to add to your filter to clear up the colour and any little bits? (Safety note: don't actually drink rainwater or river water that hasn't been treated!)

GOAL #15: LIFE ON LAND

- ☐ Become a "plant doctor" and learn about how plants around you can get sick, and how they can be treated.
- ☐ Make window stickers to keep neighbourhood birds from hurting themselves flying into the glass.
- ☐ Make a habitat for a wild animal: a bee hotel, a birdhouse, a bat box or more! Once you've put it in place, carefully observe it from a distance for a month to see who moves in.
- ☐ Learn about the birds that live in your area. Do different birds come by at different times of year? What do they eat? Where do they nest?
- ☐ Make wildflower "seed bombs" with seeds from wildflower species that grow locally. Where can you set them off?
- ☐ Plan for a zero-waste camping trip. How will you make sure that your camping trip leaves nothing behind, and creates nothing to throw out?



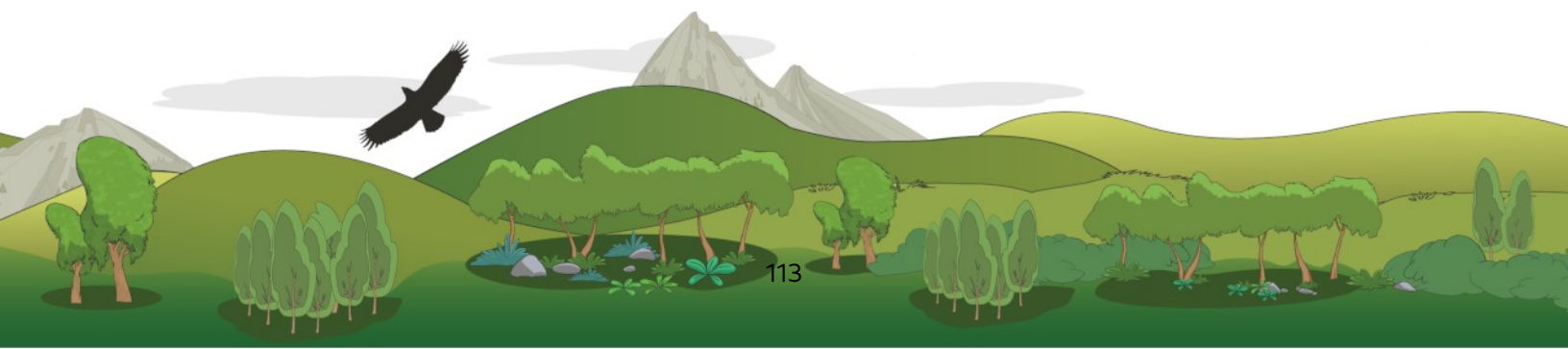
Wrapping Up

As a Cub Scout exploring the outdoors, these are the things I learned about myself:

About nature:

These are some of the outings I went on and what I especially remember:

One of the more exciting times I had as a Cub Scout exploring the outdoors was when:



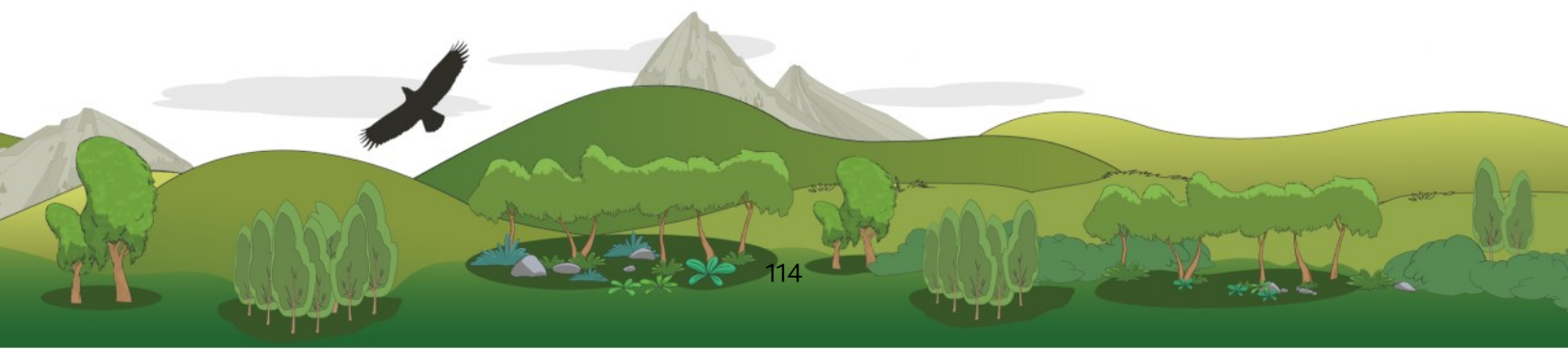
Chapter 10: Helping Other Cubs

Some day, you will look around around at the other Cub Scouts in your Pack and suddenly realize that most of them are younger than you. By now, you're probably 9 or 10 years old and may have been a Cub Scout for a year or two. Maybe you think that you are a really special Cub Scout.

Well, you are, not because you are any better than the other Cub Scouts, but because you have a special opportunity to help the other Cub Scouts enjoy more fun and adventure. This is what being a Tracker and a Howler is all about. Trackers are usually Cub Scouts who have a year of experience in the Pack, and can help the Runners (the youngest Cub Scouts) get familiar with what Cub Scouts is all about and how everything works. Howlers are the oldest Cub Scouts who help the Scouters decide what the Pack will get up to, and who "set the tone" for how the Pack will behave.

So how can you use your experience to help everyone? By using your Cubbing experience to make your Pack better for everyone. Here are some things to do.

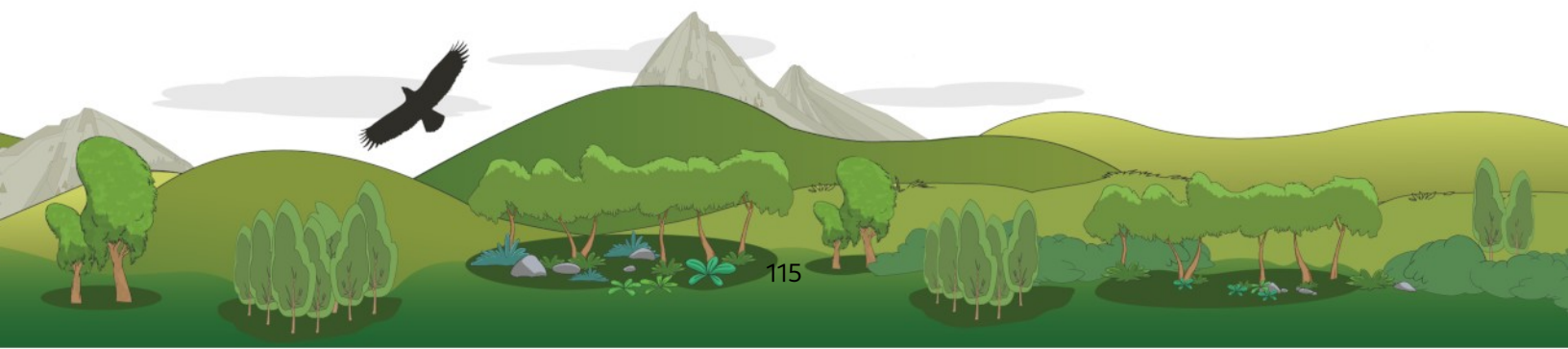
1. Set an example of how to behave for the younger Cub Scouts. They look up to older Cub Scouts like you. If they see you listening to your Scouters and doing your best in all the activities, they'll want to do the same.
2. Tell Akela what you and the other Cub Scouts like to do. They are always looking for exciting Pack activities and will probably be glad to listen to your ideas.
3. Help the younger Cub Scouts with activities. For example, if the Pack is doing a craft and you are finished, offer to help those who may be having problems with theirs.
4. Ask Akela to let you lead a game or an activity sometimes. Make sure you know the rules first! Ask other Howlers and Trackers, or your Scouters, to help you keep things running smoothly.
5. Sometimes the Pack will play a game or do an activity that the younger Cub Scouts like but the Howlers don't find very much fun any more. Take part anyway, and try as hard as you can to make it fun for everyone. And ask Akela to plan some trips and activities especially for the Howlers, too.



6. You may be bigger and stronger than many other Cub Scouts. When you're playing a game, try not to use your size to knock the Runners and Trackers around. Play fair so that everyone has more fun.

If you are able to do some of these things, you'll help the Pack a lot and you can be proud that you've done your best to make Cubbing better for all the Cub Scouts and the Scouters. If you're a Howler this year, here are some more things you can do to help your Pack and your Lair:

1. Try to help your Lair-mates get ready for each new activity. If they need to take off or put on neckerchiefs, have them do it as quickly as possible. Ask them to line up quietly and set the example by being quiet yourself.
2. A Lair box is a useful place to keep caps, neckerchiefs, and other supplies safe when you're not using them. If your Lair doesn't have one, see if you can find a box you can use. Then you and the other Cub Scouts in your Lair can decorate it with your Lair colours.
3. Make sure you know how to do the Grand Howl, especially the "DYB, DYB, DYB, DYB" part. If you're not sure whether you're doing it right, ask Akela to help you. When the Howlers do the Grand Howl properly, the rest of the Pack does it well too.
4. Trying to boss the younger Cub Scouts around doesn't work very well. They'll listen to you much better if you're polite and friendly.
5. Many Packs have a Howler Council where the Howlers meet with Akela and some of the other Scouters. During the Howler Council, you can talk about things the Pack might do and suggest ideas for activities that you think might be fun. If your Pack doesn't have a Howler Council, ask your Scouters to think about starting one.
6. Try to hold meetings of your Lair to get ideas to pass on to Akela or the Howler Council. Sometimes it's hard to find time for a Lair meeting, but you might ask your Lair-mates to come early every once in a while so you can meet before the opening Grand Howl. Or you can ask Akela to allow time for Lair meetings during the regular meeting. Lair meetings can be very short: five or 10 minutes is plenty.
7. Some Howlers phone their Lair-mates before the meeting every week to remind them to bring everything they need. It can be a lot of work but it will help your Lair be ready for every meeting. And you may have a Cub Scout in



your Lair who doesn't have many friends outside of Cub Scouts and hardly ever gets phone calls. If so, your phone call may be very important to them.

8. If you have a Cub Scout in your Lair who always seems to be causing trouble, try not to be too hard on them. They may have struggles that make them unhappy and frustrated. What they need is a lot of understanding and help. Try to be as polite and friendly as you are with the other Cub Scouts, and help them do their best. Even if it seems you are not having much success, you will probably be doing more good than you will ever know.

Being a Howler isn't always easy, and you may not be able to do all of these as well as you'd like to. That's okay. If you do your best, you'll do some of them very well.

When I was 10, I was a member of the _____ Lair.

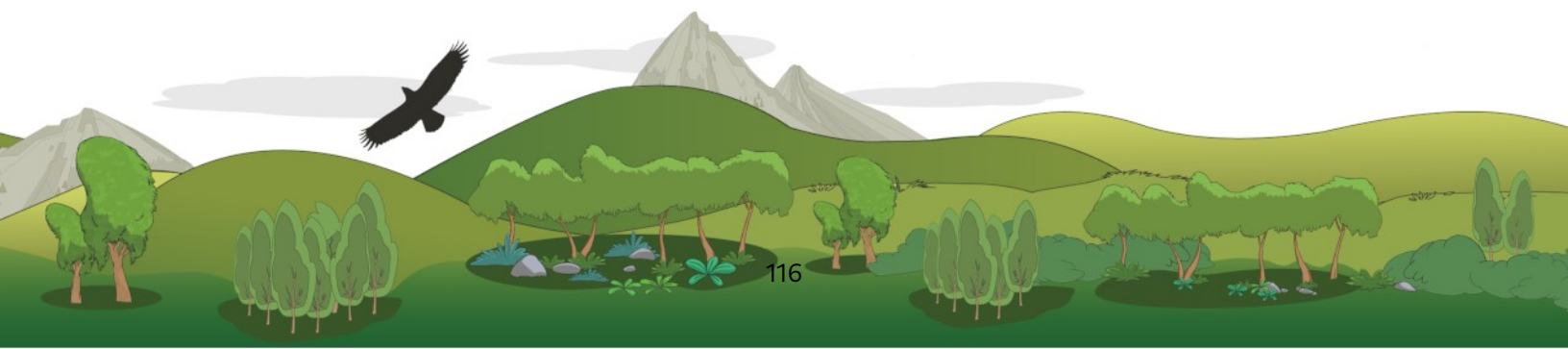
I remember helping _____

This is what I did:

When I was a younger Cub Scout, I remember that _____

helped me. This is what they did:

Here are some of the things I did to help my Pack:





See-o-nee Award

One exciting thing you'll have the chance to do as a Howler is try to earn your See-o-nee Award. If you earned your North Star Award as a Beaver Scout, this will feel a little familiar, but also should be more challenging.

There are only four requirements for the See-o-nee Award, and two of them, you've probably been working on your whole time in Cub Scouts!

SEE-O-NEE REQUIREMENT NO. 1

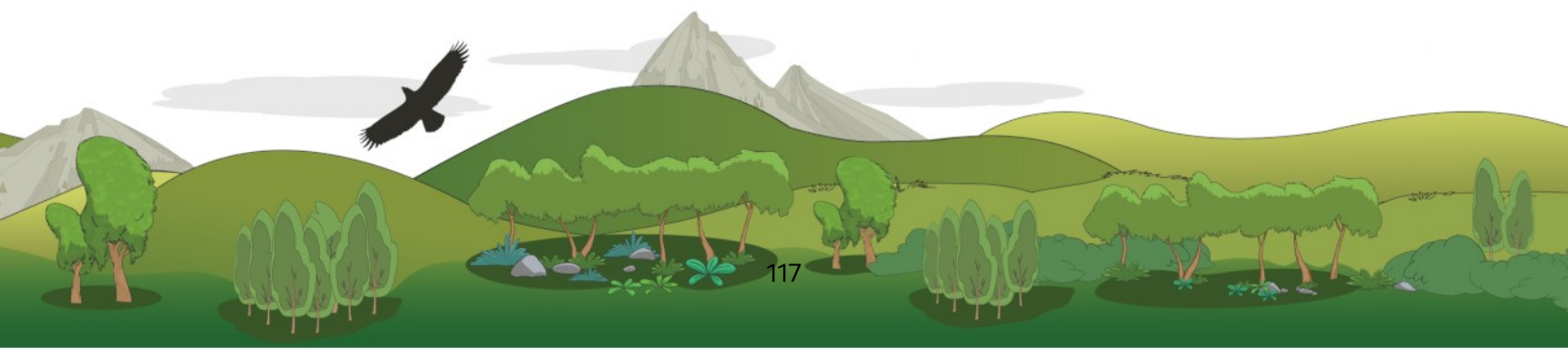
The first requirement is **ten** hours of volunteer community service. There are lots of ways you can give back to your community through volunteer service, and the ten hours you do for this requirement should be organised in some way. When you set out to do this work, you should know ahead of time that you're going to spend an hour, or an afternoon, giving back in some way. Maybe you joined a tree-planting expedition, or you regularly help weed a community garden nearby. Helping out a Beaver Scout Colony as a Grey Paw, or visiting a long-term care home for your Society Scouts for Sustainability Badge are other kinds of volunteer service.

This is how I spent my volunteer community service hours:

SEE-O-NEE REQUIREMENT NO. 2

The second requirement is to earn at least **ten** OAS stages. You've probably been earning these badges all through Cub Scouts. Add up the stage numbers on all the OAS badges on your uniform shirt. If you're close to ten, what adventures can you go on with your family or with your Lair to get you over the top?

These are some of the best adventures I went on while I earned my ten OAS stages:



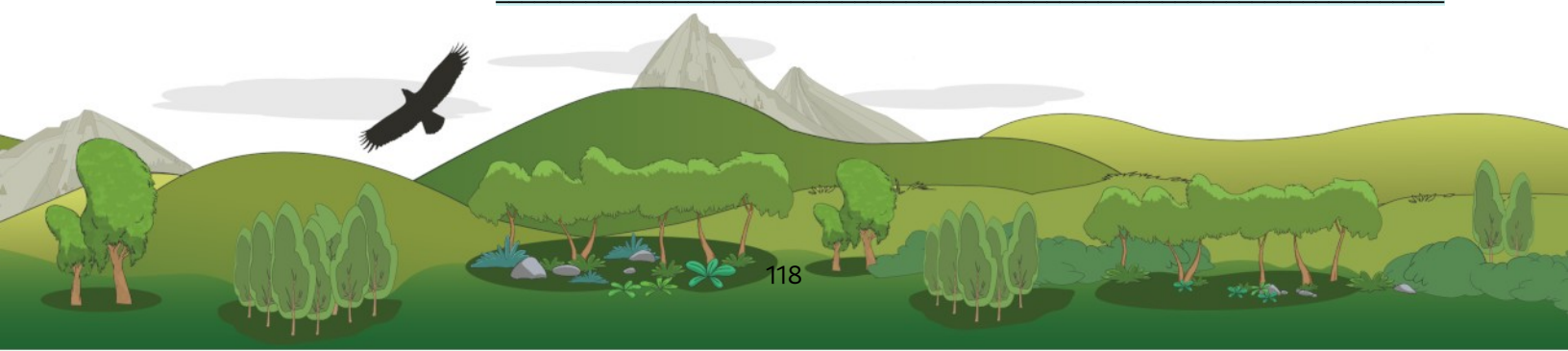
SEE-O-NEE REQUIREMENT NO. 3

The third requirement for the See-o-nee Award is probably the biggest. You need to plan, do and review a community service project of your own design. You might lead this project with your Lair, or you might do it solo. But the important thing is, it should be your idea, and it should be something that's important to you.

When you come up with your idea, work with Akela or another Scouter to help turn your idea into a plan. What will you need to do your project? Will you need to raise any money to buy things? After you've done your project, review how it went with that same Scouter and the other Howlers. Were you successful? Did everything go according to plan? Is there anything you would do differently? How do you feel about what you did to support your community?

This is my See-o-nee Project idea:

This is my plan:



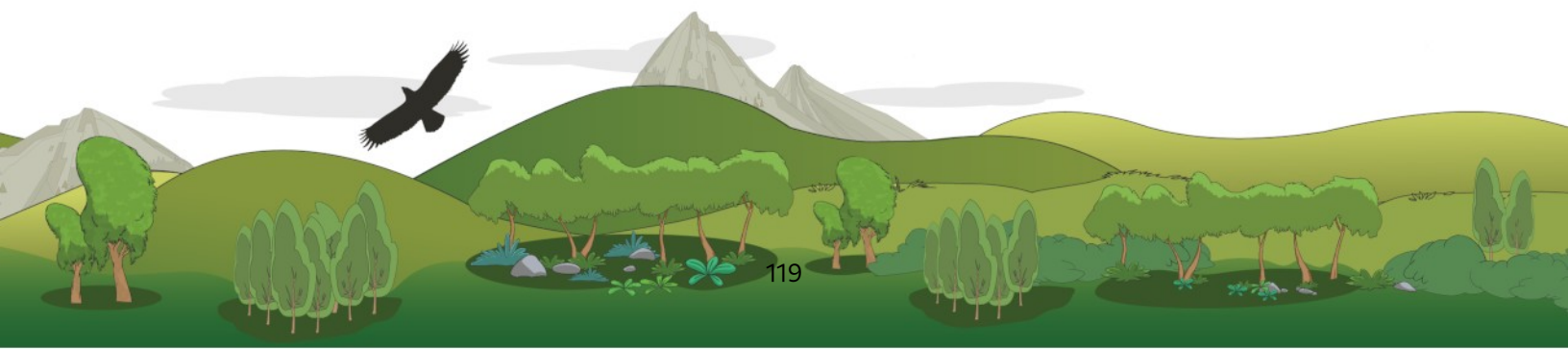
Here is how my project went:

SEE-O-NEE REQUIREMENT NO. 4

Once you have finished your See-o-nee Project, and as you get to the end of your Howler year, there's one last thing to do: look back at your time in Cub Scouts and review it with Akela and the other Howlers. How have you changed since you joined the Pack? What can you do that you couldn't do before? What have you learned? Have you made new friends? How have you explored what it means to do your best, to do your duty to God, or respect your beliefs and to do a good turn for somebody every day, while you've been in Cub Scouts? Akela will have some questions for you as you go through all the exciting adventures you've been on in Cub Scouts. There are no wrong answers!

EARNING THE AWARD

Once you've met all the requirements, Akela will find a special opportunity to give you your See-o-nee Award. They'll probably talk about the project you did, and the adventures you went on. This is your time to shine! You'll wear the badge for this award on your Scout uniform shirt!





Chapter II: On to Scouts

When you reach 10 years old, it's time to start thinking about going up to Scouts. Scouts are like Cub Scouts in some ways: they like fun and adventure, too!

As a Scout, you'll join a Patrol and learn to look after yourself outdoors. With the other members of your Patrol, you'll learn how to camp in comfort and how to cook on a camp stove. You'll also learn how to carry everything you need in just one pack, how to deal with emergencies and many other things.

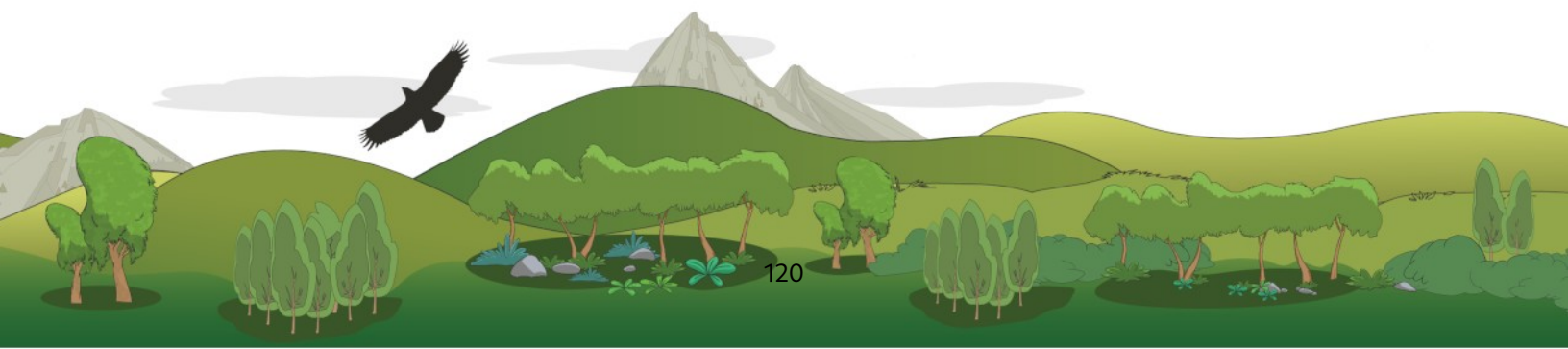
When you're still a new Scout, you will probably want to stick with basic camping but, after you've learned some new skills, you'll be looking for more adventure.

Maybe you'll want to hike down a backwoods trail, try winter camping and sleep in the snow, or go on a canoe trip. You may get a chance to attend a jamboree, where you'll meet Scouts from other parts of Canada and other countries. There's a lot of action in Scouting, and you'll want to get in on it.

You may be a bit nervous about going up to Scouts, and you will want to find out as much about it as you can before you join the Troop. Ask Akela to invite one of the Troop Scouters to a Cub Scout meeting some evening to talk to you and the other Howlers. Maybe the Troop Scouter will invite you to visit the Troop so that you can meet the Scouts and try some of the things they do.

It's always easier when a group of friends join Scouts together, so talk to the other Howlers about joining with you. Sometimes it doesn't work out, but even if you join Scouts by yourself, you'll make new friends quickly.

When I was still a Cub Scout, I visited _____ Troop
on _____ (date). We did



This is what I liked best:

This is what I learned:

These are the new friends I met:

Scouters' names _____

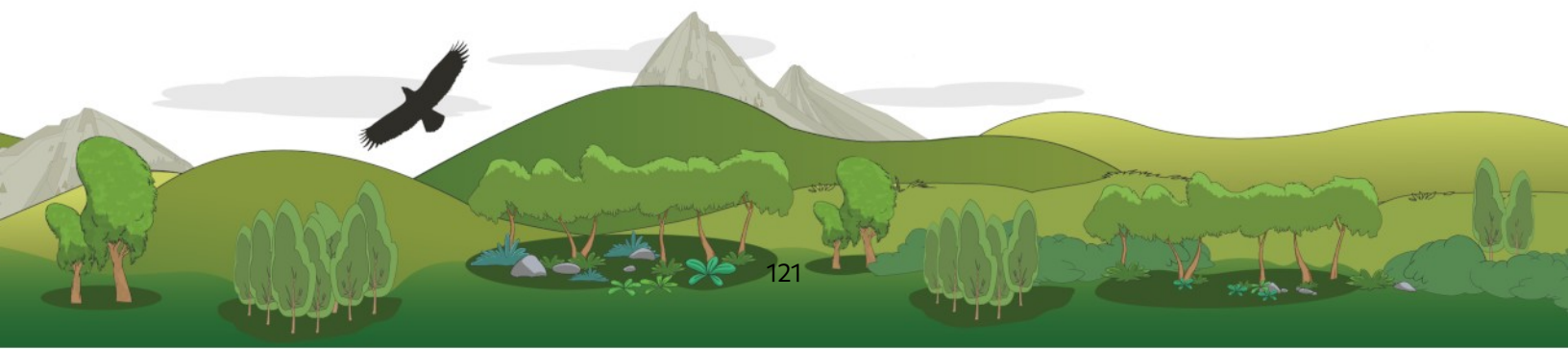
Scouts' names _____

I leapt up to Scouts on _____ (date).

When you reach the end of your Cubbing days, look back and remember the fun you had and things you learned. How about that favourite game that you wanted to play over and over again, or that time you got caught in the rain? What was your best outdoors experience? Of course, there may also have been times that weren't so much fun, but maybe you learned some things from them, too.

You know a whole lot more than you did when you joined Cub Scouts, and you learned a lot of those things in the Pack. When you leave the Pack to go up to Scouts or to do something else, you going on to learn a lot more. You go with the best wishes of Akela and all your Scouters.

Good luck and happy Scouting!

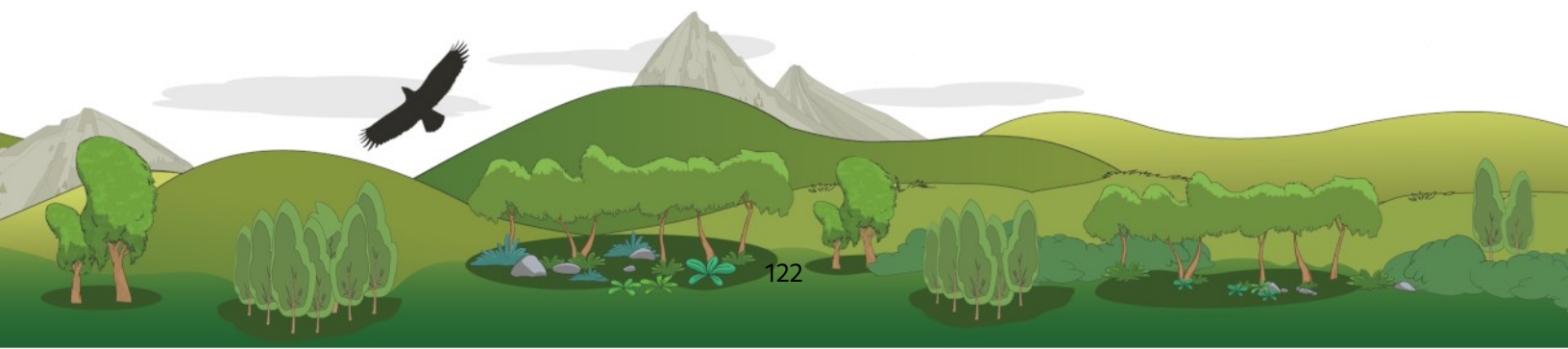


Chapter 12: My Cub Scout Record

This was where my Pack met:

These were the Cub Scouts in my Lair:

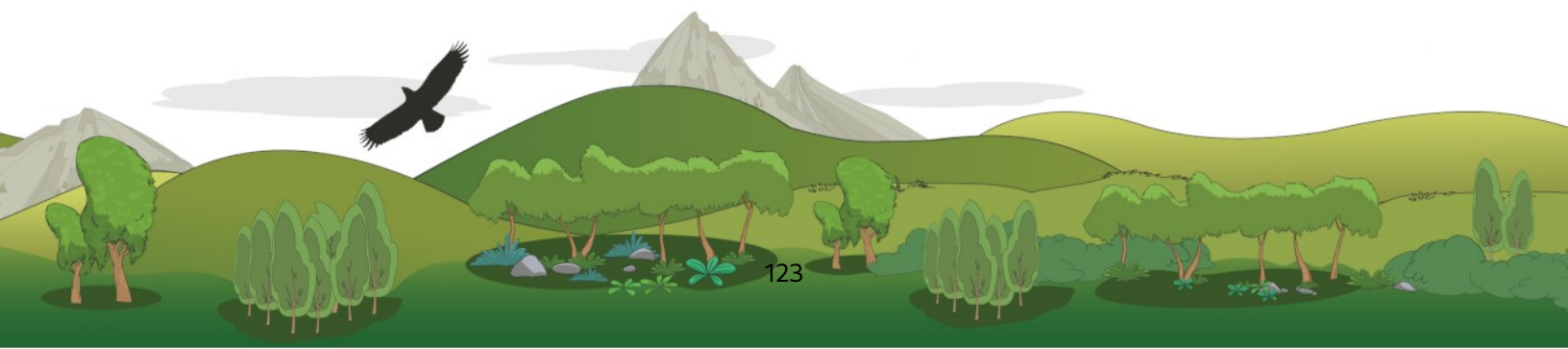
These were the other Cub Scouts in my Pack:



These were the names of my Scouters:

Akela	_____
Baloo	_____
Bagheera	_____
Chil	_____
Mang	_____
Kaa	_____
Hathi	_____
Raksha	_____
Others	_____

Here are some of the things I remember best about being a Cub Scout:

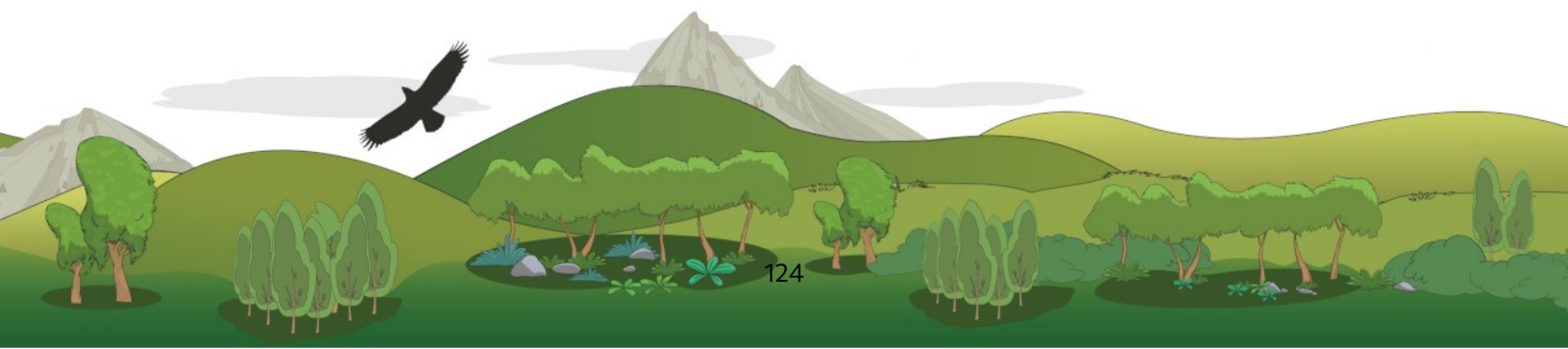


Here are some of the neat gadgets and things I made as a Cub Scout:

My Badges

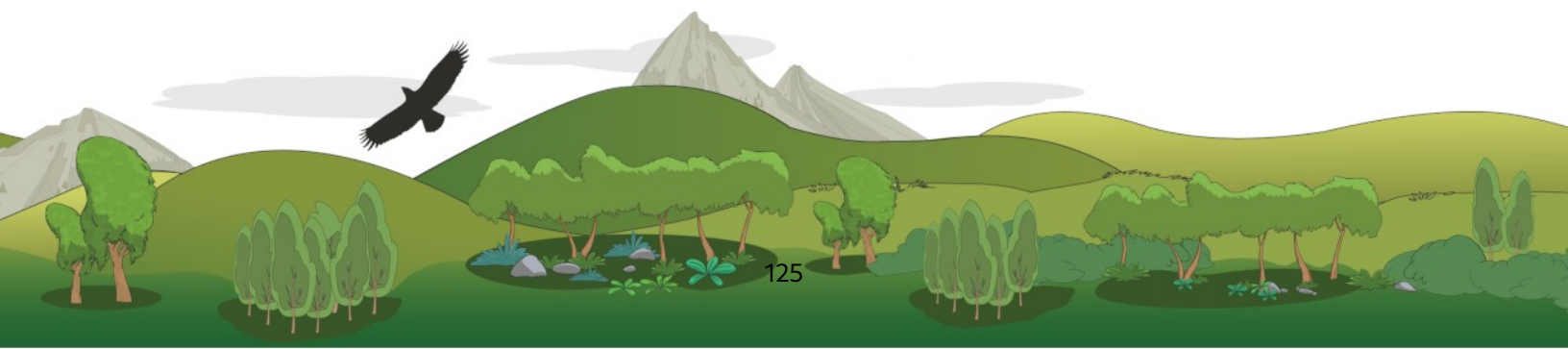
OUTDOOR ADVENTURE SKILLS

Badge	Highest Stage	When I Got It	Scouter Who Gave It To Me
Camping	<hr/>	<hr/>	<hr/>
Scoutcraft	<hr/>	<hr/>	<hr/>
Trail	<hr/>	<hr/>	<hr/>
Winter	<hr/>	<hr/>	<hr/>
Emergency	<hr/>	<hr/>	<hr/>
Vertical	<hr/>	<hr/>	<hr/>
Aquatics	<hr/>	<hr/>	<hr/>
Paddling	<hr/>	<hr/>	<hr/>
Sailing	<hr/>	<hr/>	<hr/>



PERSONAL ACHIEVEMENT BADGES

Badge	When I Got It	Scouter Who Gave It To Me
Air		
Arts		
Building		
Canada		
Community		
Earth		
Hobby		
Home		
Science		
Space		
Summer Fitness		
Technology		
Water		
Winter Fitness		
World		
Year-Round Fitness		



SCOUTS FOR SUSTAINABILITY

Level	Goals	When I Got It	Scouter Who Gave It To Me
Environment			
Bronze	_____	_____	_____

Silver	_____	_____	_____

Gold	_____	_____	_____

Society			
Bronze	_____	_____	_____

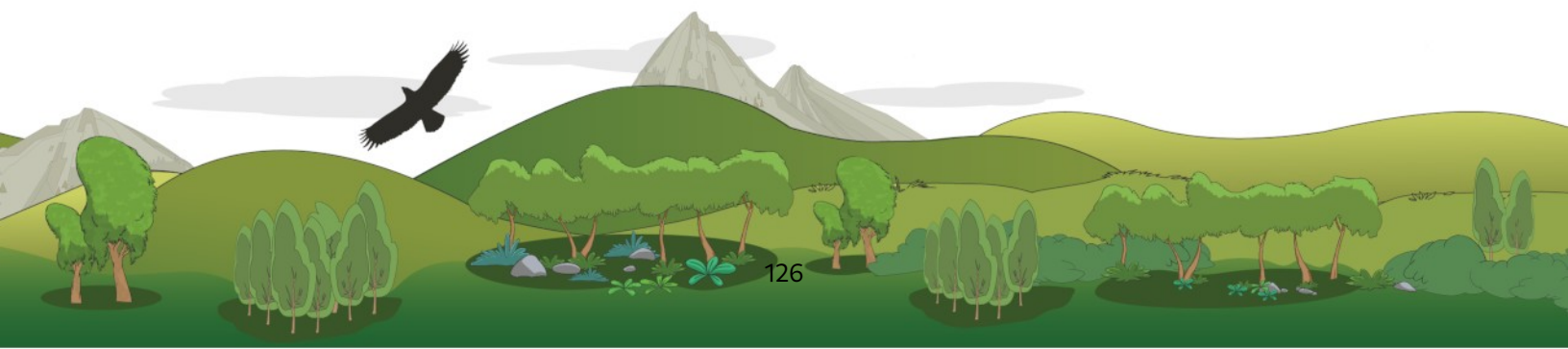
Silver	_____	_____	_____

Gold	_____	_____	_____

Innovation			
Bronze	_____	_____	_____

Silver	_____	_____	_____

Gold	_____	_____	_____



Appendix A: Outdoor Adventure Skills

Some of the activities in this book, in Chapter 4, 6 and 7, are part of the Outdoor Adventure Skills. Each type of Outdoor Adventure Skill has nine stages, and each stage has a specific set of requirements. This part of the book has all of the requirements for each OAS stage, up to Stage 5.

If you want to take your Cub Scout skills farther, before you get to Scouts, ask Akela or your parents to get you a copy of all of the OAS requirements.

Camping Skills

CAMPING SKILLS – STAGE 1



- ☐ I can collect small sticks for a campfire.
- ☐ I can follow directions while at camp.
- ☐ I can help pack a bag for camp.
- ☐ I can keep my camping gear neat and tidy.
- ☐ I can care for my basic personal gear on an overnight camp.
- ☐ I can explain the use of the buddy system at camp.
- ☐ I can describe the different emergency services in the camp area and how to call them.
- ☐ I can set out my sleeping area for good night's sleep at camp.
- ☐ I have spent one night at camp.

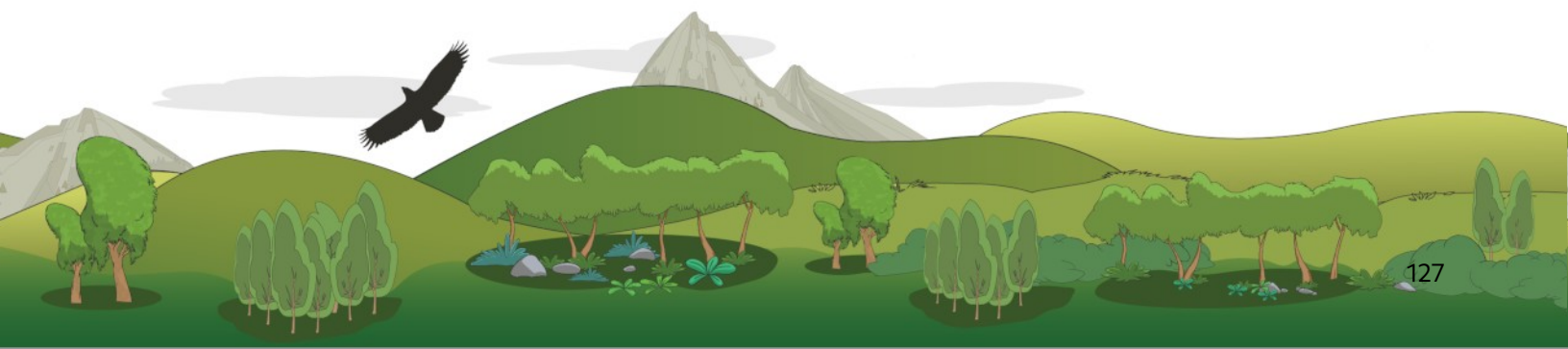
I received **Stage 1 Camping Skills** from

_____ on (Date) _____.

CAMPING SKILLS – STAGE 2



- ☐ I can explain the importance of following directions at camp.
- ☐ I can list what personal gear to bring on an overnight camp.
- ☐ I can look after all my personal gear while at camp.
- ☐ I can explain what clothing to bring on an overnight camp.
- ☐ I can explain how to use Canada's food guide at camp and help to plan a nutritious meal.
- ☐ I can describe safe food handling and hygiene at camp.
- ☐ I can help prepare food for cooking at camp and be safe while cooking at camp.
- ☐ I can get help if someone is hurt while at camp.



- ☐ I can identify the major parts of a tent.
- ☐ I can help pitch a tent at camp.
- ☐ I behave safely around fires at camp.
- ☐ I can identify and explain the elements of the fire triangle at camp.
- ☐ I have spent two nights in a tent at camp.

I received **Stage 2 Camping Skills** from

_____ on (Date) _____.



CAMPING SKILLS – STAGE 3

- ☐ I can help others learn about camping.
- ☐ I can audit my personal gear for camp.
- ☐ I can pack a bag for camp.
- ☐ I can help plan a basic balanced meal for camp.
- ☐ I can demonstrate how to store food at camp.
- ☐ I can assist in cooking a meal at camp.
- ☐ I can be safe while cooking at camp.
- ☐ I can demonstrate first aid treatment for a minor cut or scratch at camp and explain how to prevent infection and describe the signs of infections.
- ☐ I can get a weather forecast for a camp.
- ☐ I can describe how weather can affect our camp.
- ☐ I can discuss the 7 principles of Leave No Trace applied to a camp.
- ☐ I can show how to pitch a tent with help of others.
- ☐ I can make a hot drink using a campfire at camp.
- ☐ I can clean up a fire area after camp.
- ☐ I have spent seven nights at camp.

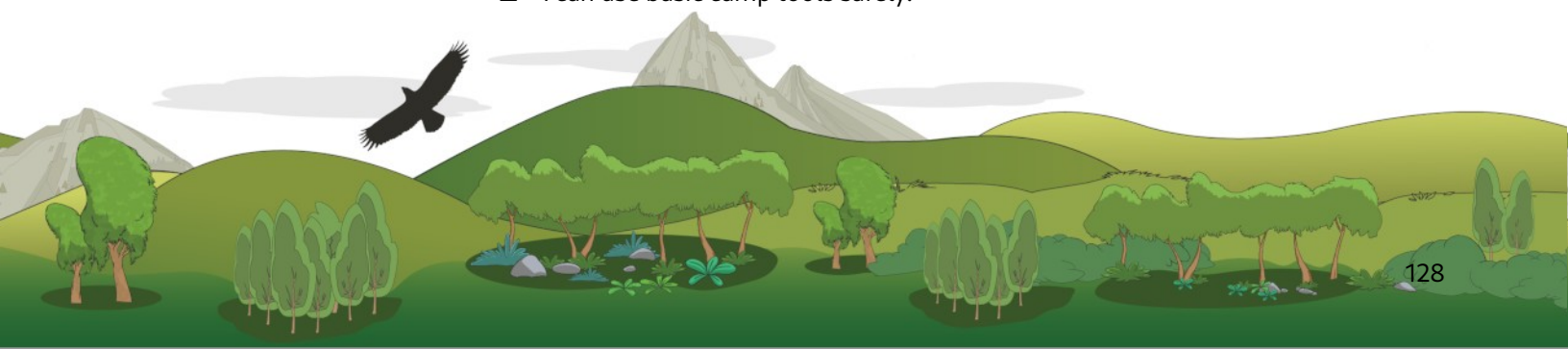
I received **Stage 3 Camping Skills** from

_____ on (Date) _____.



CAMPING SKILLS – STAGE 4

- ☐ I can demonstrate teamwork while at camp.
- ☐ I can list the personal gear for standing camp.
- ☐ I can show how to use group gear safely at camp.
- ☐ I can show proper use, care and maintenance of group gear during and in between camps.
- ☐ I can use basic camp tools safely.



- ☐ I can store and cook food safely at camp.
- ☐ I can demonstrate how to treat cuts and minor burns and prevent infection at camp.
- ☐ I can explain and demonstrate the 7 principles of Leave No Trace while at camp.
- ☐ I can find the best place to pitch a tent at camp and explain my reason.
- ☐ I can assist pitching tent with my team at camp.
- ☐ I can demonstrate safe practices around fires and cooking equipment to minimize the risk of burns, scalds and other injuries at camp.
- ☐ I have spent 12 nights at camp.

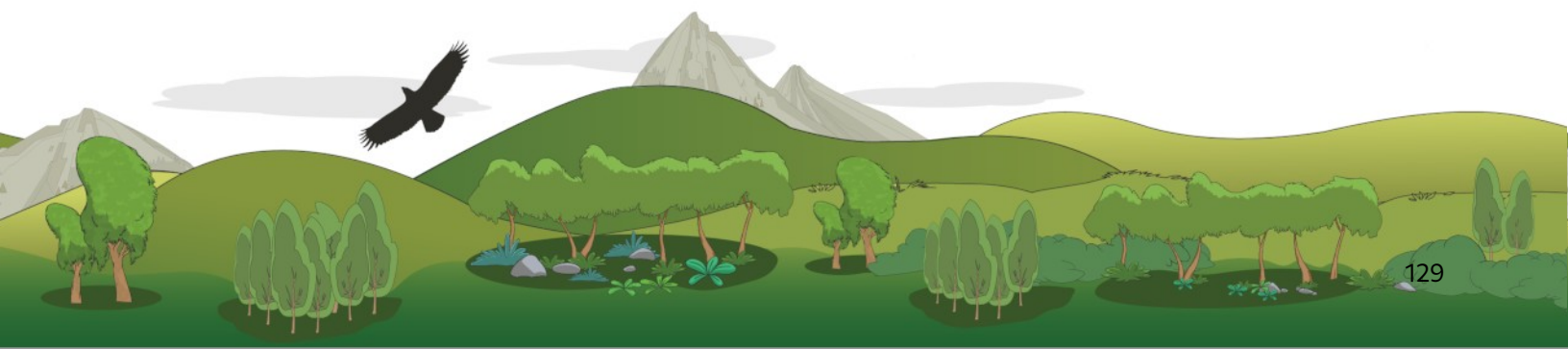
I received **Stage 4 Camping Skills** from

_____ on (Date) _____.



CAMPING SKILLS – STAGE 5

- ☐ I have assisted in the organization of two camps for my team or others.
- ☐ I can assist in planning a camp program of activities.
- ☐ I can show the personal gear needed for an overnight lightweight camp.
- ☐ I can explain how the type of camp affects the choice of equipment needed.
- ☐ I can use, maintain and store tools safely at camp.
- ☐ I can teach a Scout what to pack for a camp.
- ☐ I can plan a balanced menu for camp with a team.
- ☐ I can demonstrate how to use different cooking methods with different fuel types at camp.
- ☐ I can prepare for and help prevent heat-, cold- and sun-related injuries at camp.
- ☐ I can describe the weather forecast and record the weather for the duration of camp.
- ☐ I can demonstrate the appropriate measures for minimizing and dealing with food waste, solid waste and human waste, in keeping with Leave No Trace principles at camp.
- ☐ I can pitch a variety of tents and shelters at camp.
- ☐ I can demonstrate measures to secure tents for inclement weather at camp.
- ☐ I can select a suitable location for standing/lightweight camp.
- ☐ I can show best layout for a campsite and explain my reasons.
- ☐ I can light, maintain and use a fire to cook a balanced meal at camp.
- ☐ I have spent 18 nights at camp.



I received **Stage 5 Camping Skills** from

_____ on (Date) _____.

Scoutcraft Skills

SCOUTCRAFT SKILLS – STAGE 1



- ☐ I can hang a drying/gear line at camp with a half hitch or other knot.
- ☐ I can keep my mess kit clean at camp.
- ☐ When outdoors or at camp, I know what is drinkable (safe) and not drinkable (unsafe) water and to check with a Scouter when I am unsure.
- ☐ I know why it is important to stick to trails when outdoors.
- ☐ I know three reasons for having a shelter when sleeping outdoors.
- ☐ I can name three wildflowers by direct observation in a wild field, bush or forest.
- ☐ I can gather dry burnable wood for a fire.
- ☐ I know to tell adults where I am going when outdoors.
- ☐ I know how to keep a camp clean.

I received **Stage 1 Scoutcraft Skills** from

_____ on (Date) _____.

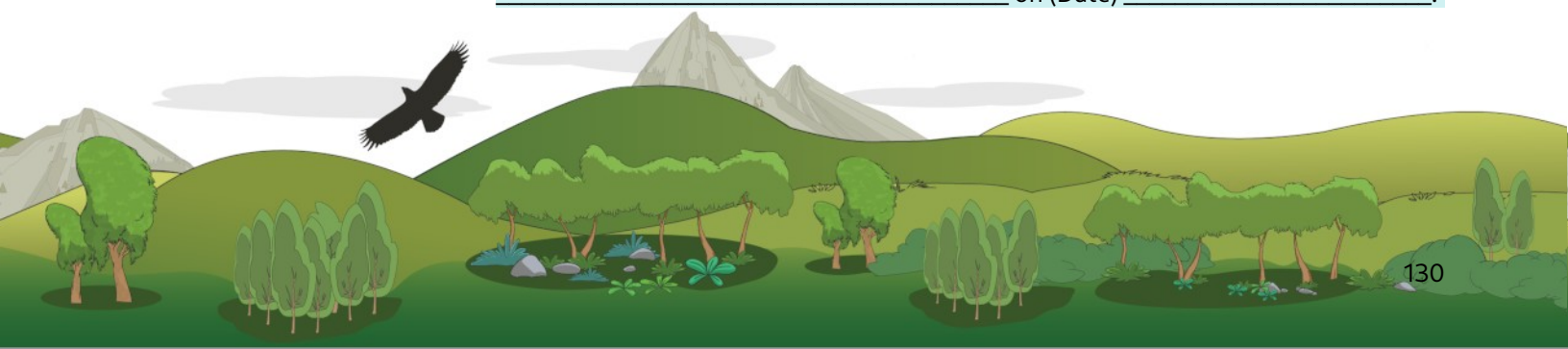
SCOUTCRAFT SKILLS – STAGE 2



- ☐ I can tie a reef knot.
- ☐ I can tie a round turn and two half-hitch knot.
- ☐ I can cook a foil-wrapped meal in a fire.
- ☐ I know how much water I should carry when on a hike or taking part in an outdoor activity, and I know how to carry the water.
- ☐ I know what natural shelter materials or locations are to keep out of the wind, rain, sun and snow and where these may be found.
- ☐ I can identify four trees by direct observation in a wild field, bush or forest.
- ☐ I have helped light a fire using only natural fire starter materials found in the forest, and I know the safety rules for when around a campfire.
- ☐ I know why it is important to use a buddy system when travelling in the forest.
- ☐ I know the rules for hygiene at camp (for eating and preparing food).

I received **Stage 2 Scoutcraft Skills** from

_____ on (Date) _____.





SCOUTCRAFT SKILLS – STAGE 3

- ☐ I can tie:
 - ☐ Half hitch
 - ☐ Clove hitch
 - ☐ Fisherman's knot
- ☐ I can cook a meal on a camp stove.
- ☐ I can use a shovel to build a camp greywater sump pit and close the pit when finished.
- ☐ I have boiled water over a campfire and know the safety precautions around fires and hot pots.
- ☐ I know the first aid treatment for burns from hot water, grease and food.
- ☐ I have used a compass to walk on a bearing.
- ☐ I can make a personal shelter out of plastic sheeting and rope.
- ☐ I can identify three wild animal tracks.
- ☐ I can lay and start a fire with only matches and materials found in the forest.
- ☐ I have put together a personal outdoor survival kit.
- ☐ I know what makes a comfortable and safe place for a sleeping shelter/site.

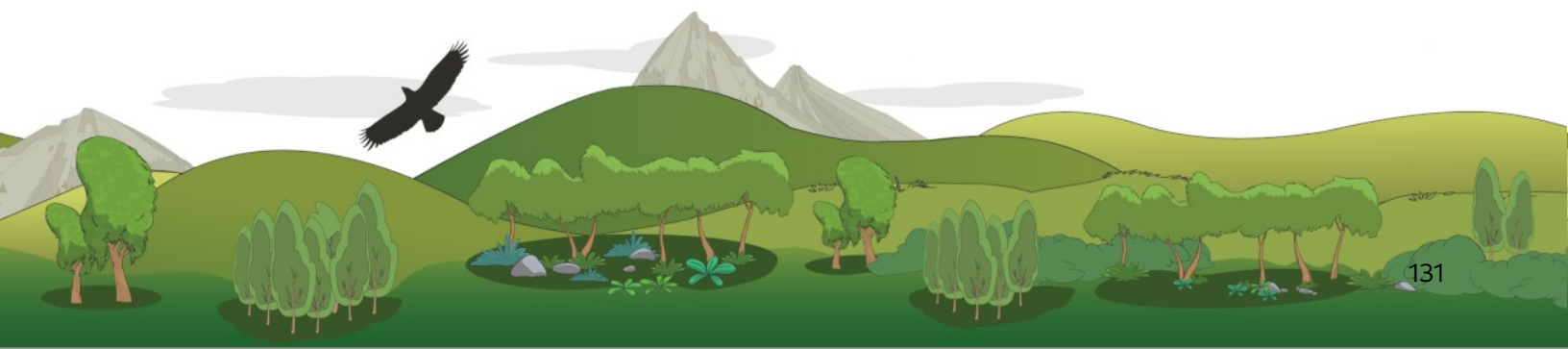
I received **Stage 3 Scoutcraft Skills** from

_____ on (Date) _____.



SCOUTCRAFT SKILLS – STAGE 4

- ☐ I have completed a Scoutcraft project with my Scout team using at least a square lashing to join two poles at right angles.
- ☐ I can tie:
 - ☐ Figure eight knot
 - ☐ Bowline
 - ☐ Trucker's hitch
 - ☐ Sheet bend
- ☐ I can whip the end of a rope.
- ☐ I can cook over a fire to roast and bake food.
- ☐ I can use a knife safely (opening, closing, passing, cleaning, caring for) and have earned my knife permit.
- ☐ I know how to disinfect water for drinking.
- ☐ I can establish the four cardinal directions (north, south, east, west) without a magnetic compass or any electronic means.



- ☐ I can build a personal sleeping shelter out of snow or any other natural materials.
- ☐ I can safely identify three edible wild plants. (Note: Scouters must approve all plants before they are consumed by Scouts.)
- ☐ I can quickly (under five minutes) build an emergency warming fire for a group of three people without using tools (only matches).
- ☐ I know what to do if lost and alone outdoors with no constructed shelter available.
- ☐ I can set up a tree food hang to protect my food from animals.

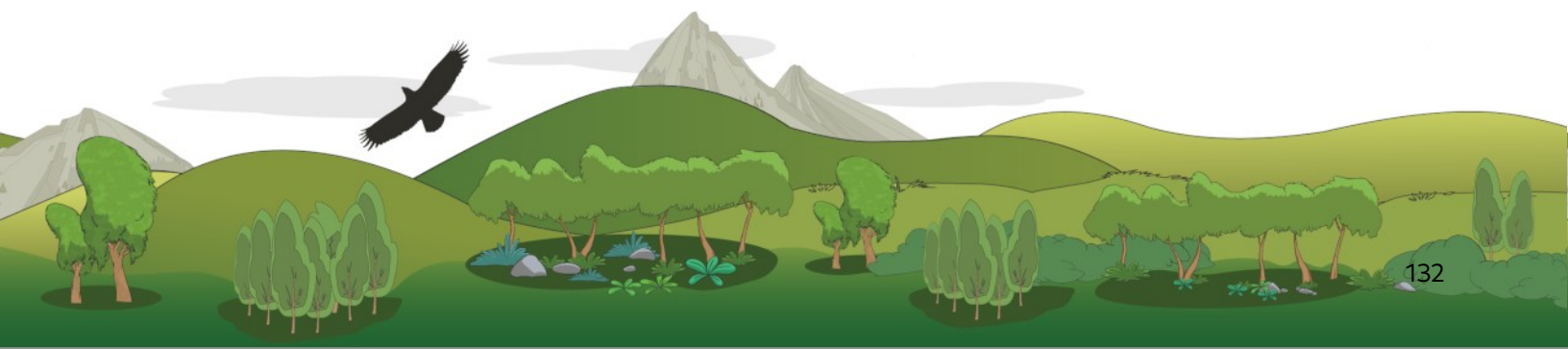
I received **Stage 4 Scoutcraft Skills** from

_____ on (Date) _____.



SCOUTCRAFT SKILLS – STAGE 5

- ☐ I have built a lean-to shelter and an A-frame sleeping tripod shelter using wood, tied with four lashing knots: square, diagonal, tripod and shear lashings.
- ☐ I have cooked with cast iron cookware (or substitute cookware) by placing cookware in the fire/coals, as well as on top of the fire/coals.
- ☐ I know how to use a camp axe and camp folding or bow saw safely (opening, closing, passing, cleaning, caring for, sharpening, cutting) and have obtained the appropriate permits for these.
- ☐ I have maintained and used a commercial backpacking portable water treatment device and know the limitations, advantages and disadvantages of the device.
- ☐ I have navigated using a magnetic compass bearing (all off trail) 3 km to a predetermined fixed point in a wilderness area.
- ☐ I have built a shelter big enough for three, made of only natural materials found outdoors and rope, and I have slept out in it for at least two nights.
- ☐ I have caught, cleaned and cooked a fish over a campfire (check local regulations for species, size and season prohibitions).
- ☐ I have laid and lit a cone fire, pyramid fire, star fire and reflector fire.
- ☐ I have built an improvised stretcher out of rope, overnight backpacking camping equipment and natural materials found outdoors.
- ☐ I have dehydrated 1000 calories of food and taken it on a camping trip as my trail snack for two days.



I received **Stage 5 Scoutcraft Skills** from _____

on (Date) _____.

Trail Skills

TRAIL SKILLS – STAGE 1



- ☐ I can help pack a backpack for a day hike.
- ☐ I can dress myself for a day hike.
- ☐ I can list what food to bring on a day hike.
- ☐ I can follow directions on a day hike.
- ☐ I can identify the main parts of a compass.
- ☐ I can behave safely while hiking.
- ☐ I can be responsible for myself while hiking.
- ☐ I can explain the buddy system.
- ☐ I can recognize the main distress signals.
- ☐ I have attended at least two hikes.

I received **Stage 1 Trail Skills** from _____

on (Date) _____.

TRAIL SKILLS – STAGE 2



- ☐ I know what gear to bring depending on the weather.
- ☐ I can show how to take care of all personal gear needed for a day hike.
- ☐ I can read a simple map.
- ☐ I can use a compass to find basic directions.
- ☐ I can obtain a weather forecast.
- ☐ I can be a responsible member of my team while we are hiking.
- ☐ I can get help if someone is hurt.
- ☐ I have attended at least five hikes.
- ☐ I can explain why you bring certain foods and drinks on hikes.

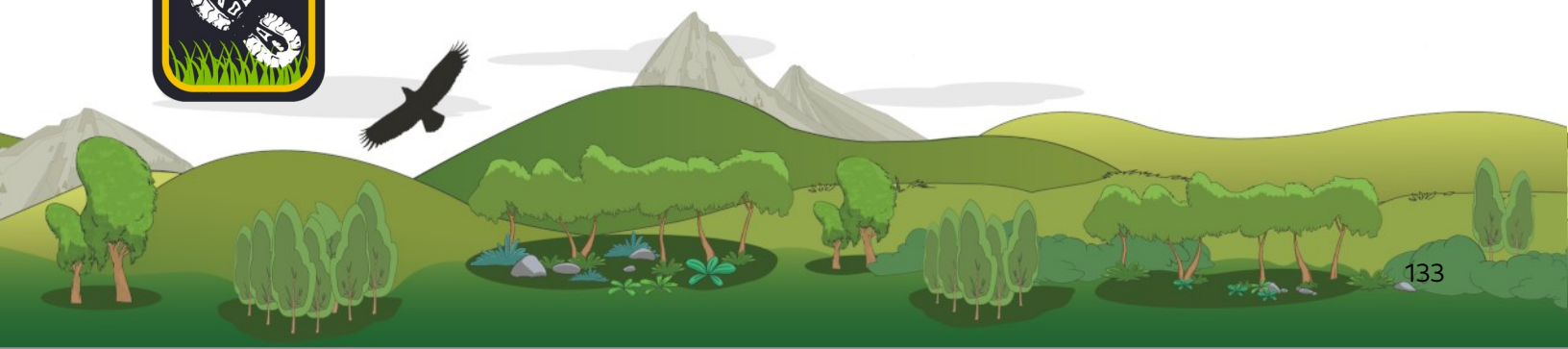
I received **Stage 2 Trail Skills** from _____

on (Date) _____.

TRAIL SKILLS – STAGE 3



- ☐ I can pack a backpack for a day hike.



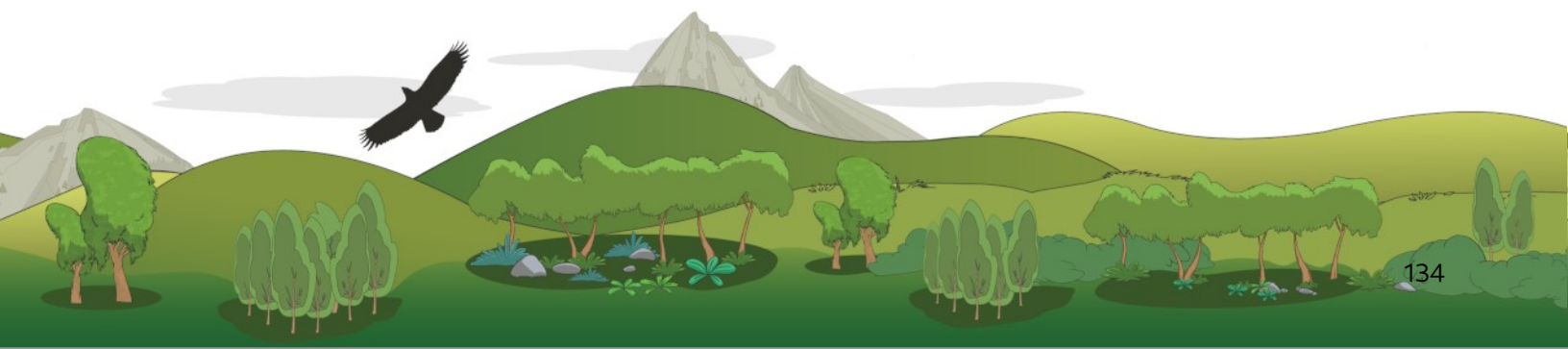
- ☐ I can explain what clothes to bring for a day hike depending on the weather.
- ☐ I can follow a route on an orienteering map.
- ☐ I can identify the features of a topographical map.
- ☐ I can demonstrate the basic use of a GPS unit.
- ☐ I can teach a scout how to find direction by using a compass.
- ☐ I can explain the effect of weather on hiking activities.
- ☐ I can be responsible for myself and aware of my surroundings while hiking.
- ☐ I can explain the principles of Leave No Trace.
- ☐ I can treat simple cuts and scratches.
- ☐ I know how to prevent becoming lost and what to do if I get lost.
- ☐ I have attended at least eight hiking activities, one of which involves hiking on hilly trails.

I received **Stage 3 Trail Skills** from _____
on (Date) _____.

TRAIL SKILLS – STAGE 4



- ☐ I can teach another Scout what to pack for a day hike.
- ☐ I can pack a backpack for a weekend hike.
- ☐ I can show how to care for all my personal hiking equipment needed for a weekend hike.
- ☐ I know how to plan for and avoid food allergies in a group hike.
- ☐ I can use a map and compass together for navigation.
- ☐ I can teach a scout how to follow a route on an orienteering map.
- ☐ I can keep a map dry and safe from the elements.
- ☐ I can locate a waypoint that has been preprogrammed into a GPS unit.
- ☐ I can plan and bring appropriate personal gear to use on a hike based on expected weather forecasts for the hiking area.
- ☐ I can cross various terrains such as bogs/marsh or wet ground.
- ☐ I can apply the Leave No Trace principles while hiking.
- ☐ I can minimize trail hazards for myself and others that are encountered (trip hazards on the trail, minimizing branch whip while moving them out of the way, etc.) (trail etiquette).
- ☐ I can be responsible for younger members of my team while we are hiking.
- ☐ I can treat simple sprains and blisters.
- ☐ I can identify the different emergency services that are available and how and when to call them.



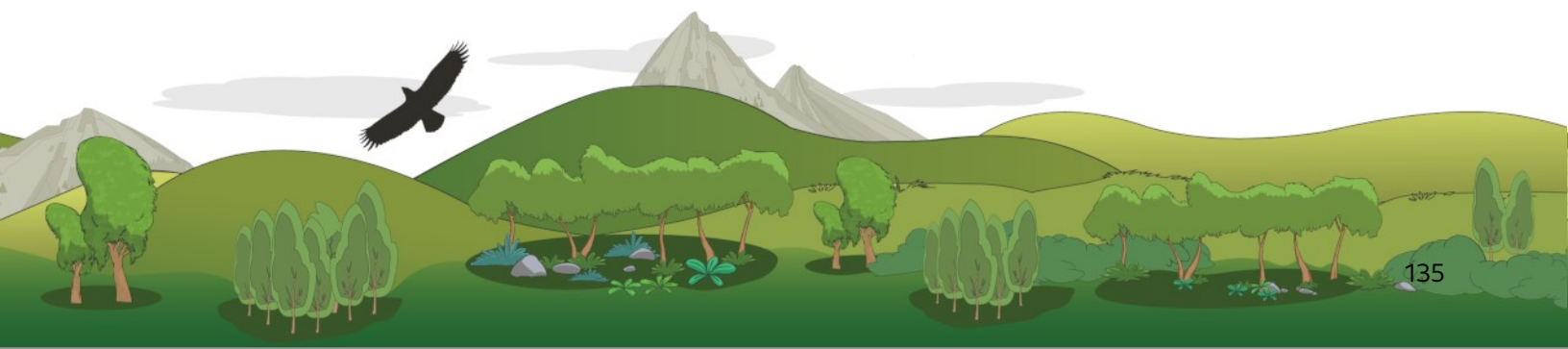
- ☐ I can build or find an emergency shelter.
- ☐ I have attended at least eleven hikes, including an overnight.
- ☐ I have led a leg of a hike.
- ☐ I can help plan a day hike.

I received **Stage 4 Trail Skills** from _____
on (Date) _____.



TRAIL SKILLS – STAGE 5

- ☐ I can explain how the weather affects the equipment I bring on a weekend hike.
- ☐ I can show what group equipment to bring on a weekend hike and explain why each item is needed.
- ☐ I can show how to use group equipment correctly.
- ☐ I can select appropriate footwear for various hikes.
- ☐ I can demonstrate how to use different types of lightweight stoves to prepare a meal.
- ☐ I can keep food and food preparation materials hygienic.
- ☐ I can use a map and compass to find my position on the ground.
- ☐ I can plot a proposed hike route on a map and obtain the required compass bearings.
- ☐ I can input a given waypoint into a GPS and then find it.
- ☐ I can teach a scout the basic use of a GPS unit.
- ☐ I can find directions without a compass.
- ☐ I can describe the dangers of weather on hikes.
- ☐ I can plan effectively and recommend appropriate gear to take for my group based on weather forecasts for the hike area.
- ☐ I know when and how to cross a river.
- ☐ I can show how and explain when to use the main distress signals.
- ☐ I can be an active member of my team while hiking.
- ☐ I can recognize and respond to hazards from flora and fauna.
- ☐ I have attended at least fourteen hikes.
 - ☐ Including an overnight.
- ☐ I have written a log for at least two of these activities.
- ☐ I can help plan an overnight hike.
- ☐ I can help choose a suitable hiking destination.
- ☐ I can hike on steep trails safely, using appropriate gear as required.



I received **Stage 5 Trail Skills** from _____
on (Date) _____.

Winter Skills

WINTER SKILLS – STAGE 1



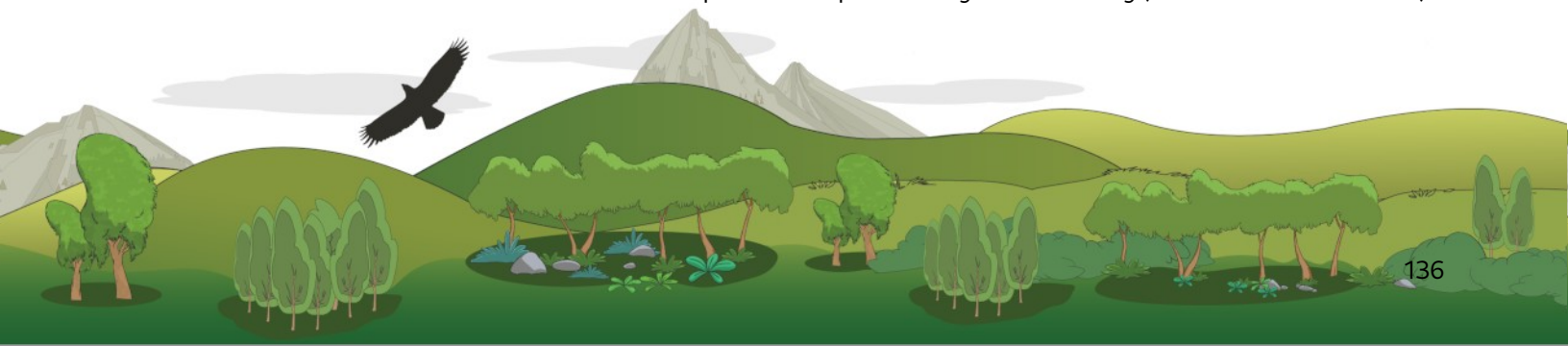
- ☐ I have built something out of snow.
- ☐ I have prepared a good snack for a winter outing.
- ☐ I always carry a water bottle when going on a winter outing.
- ☐ I can keep my water bottle from freezing on a winter outing.
- ☐ I have participated in a winter sports day (Beaveree, Cuboree, winter challenge).
- ☐ I know how to dress to when I go outside in winter.
- ☐ I know how to stay dry or change to dry clothes when I am outside in winter.
- ☐ I know about the buddy system and why it is used when participating in outdoor activities.
- ☐ I know to follow the instructions of the activity leader when at an outdoor event.
- ☐ I have hiked at least 1 km in winter.
- ☐ I know that I should not touch cold metal with bare skin, especially my lips or tongue.

I received **Stage 1 Winter Skills** from _____
on (Date) _____.

WINTER SKILLS – STAGE 2



- ☐ I have gone sledding or tobogganing.
- ☐ I have packed a proper lunch for a winter outing.
- ☐ I have participated in two winter sports days (Beaveree, Cuboree, winter challenge).
- ☐ I know how to pack extra clothes for winter outings.
- ☐ I know how to keep my feet dry while I am outside in the winter.
- ☐ When I come inside, I know how to put away my outdoor clothing so that it will dry quickly.
- ☐ I can help less-experienced Scouts to get dressed to go outside.
- ☐ I have attended one overnight winter camp/sleepover.
- ☐ I have completed two winter hikes of at least 1 km.
- ☐ I know to avoid ice or open water without an adult present.
- ☐ I have made a piece of simple winter gear or clothing (wristlet or neck warmer).



I received **Stage 2 Winter Skills** from _____
on (Date) _____.

WINTER SKILLS – STAGE 3



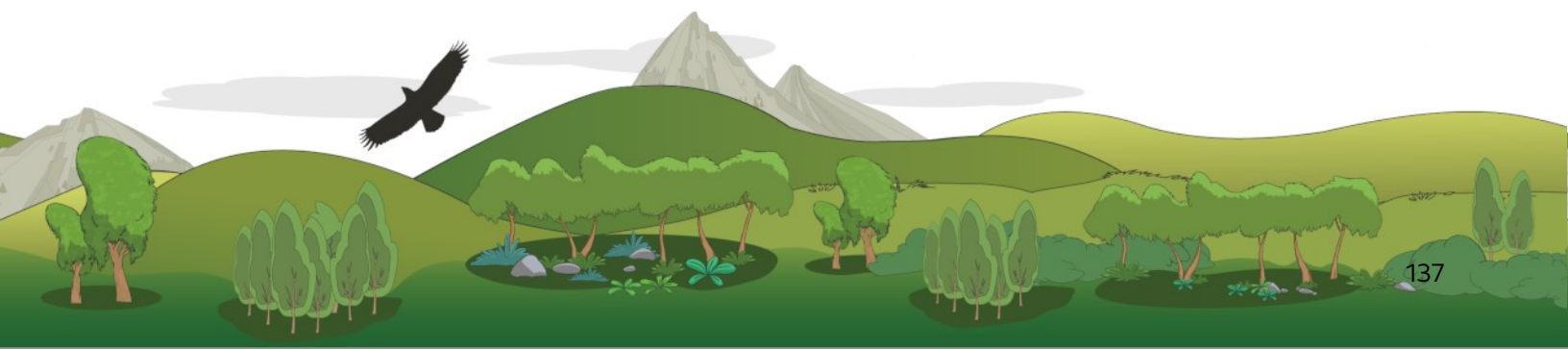
- ☐ I have participated in a winter sport (alpine skiing, cross-country-skiing, snowshoeing, snowboarding, skating, hockey, tobogganing, sledding, curling).
- ☐ I can light a small fire.
- ☐ I have helped plan a menu for a winter camp.
- ☐ I have cooked a lunch over an open fire.
- ☐ I understand the layering principle when dressing for winter activities and apply it to all activities.
- ☐ With a small group, I have built an emergency shelter in winter.
- ☐ I know how to find shelter from the wind on a cold day.
- ☐ I can pack a day pack for a winter outing.
- ☐ I know how to watch my fellow Scouts for signs of exposure to the cold.
- ☐ I have spent a total of two nights at winter camp in a cabin or heated tent (including requirements for previous stages).
- ☐ I can identify the North Star and three other features in the winter night sky.
- ☐ I have completed a winter hike of at least 3 km.
- ☐ I have made a winter survival kit that I take with me on all winter activities.
- ☐ In addition to previous stages, I have made a piece of winter gear or clothing.

I received **Stage 3 Winter Skills** from _____
on (Date) _____.

WINTER SKILLS – STAGE 4



- ☐ I have participated in a winter sport (different from the sport done in earlier stages).
- ☐ I have helped purchase food for a winter outing.
- ☐ I have helped cook meals at winter camp.
- ☐ I have attended a winter campfire.
- ☐ I have put up a tent in winter to sleep in.
- ☐ I can properly set up my sleeping area to stay warm through the night at winter camp.
- ☐ I have used a toboggan or sled to transport equipment.
- ☐ I have taught a winter skill to a less-experienced Scout.



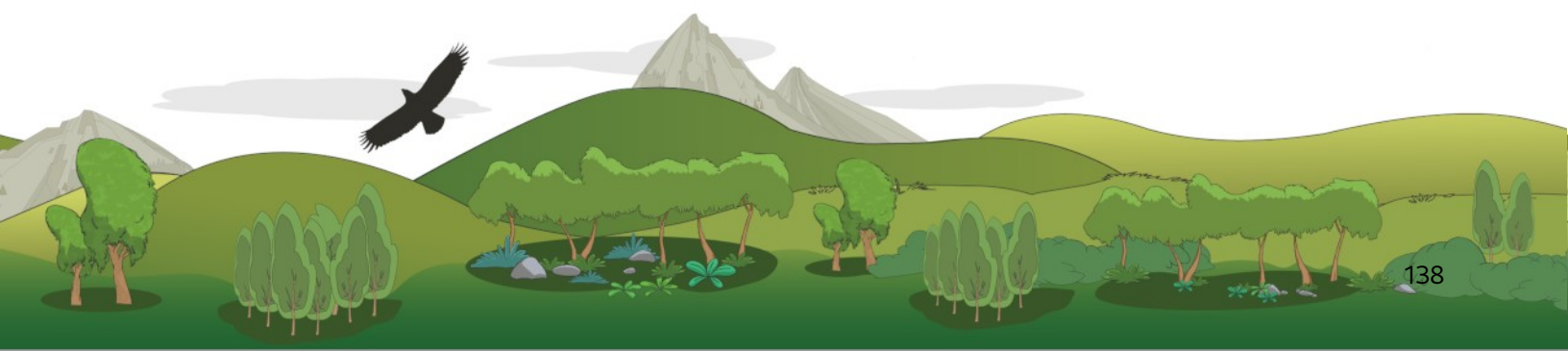
- ☐ I have spent two consecutive nights at winter camp (in addition to requirements for previous stages).
- ☐ I have travelled in snow using snowshoes or nordic skis.
- ☐ I have participated in two 3 km hikes.
- ☐ I know how to help someone who has fallen through the ice.
- ☐ I know how to prevent and treat hypothermia and frostbite.
- ☐ I know how to avoid and treat snow blindness.

I received **Stage 4 Winter Skills** from _____
on (Date) _____.



WINTER SKILLS – STAGE 5

- ☐ I have played an outdoor game in winter at least six Scout meetings.
- ☐ I have led my Patrol in planning and purchasing meals for a winter camp.
- ☐ I have been chief cook for at least one meal at winter camp.
- ☐ I have helped to run a campfire at a winter camp.
- ☐ I am able to pack the appropriate clothing and equipment for a two-night winter camp.
- ☐ I have built and slept in a temporary winter shelter such as a quinzhee, snow trench or a lean-to.
- ☐ I can lay and light a fire in winter conditions for warmth and cooking.
- ☐ I can use a liquid fuel stove in winter conditions and understand why it is important not to get fuel on clothing and skin.
- ☐ I have helped lead a winter sports day.
- ☐ I have slept outside for two consecutive nights, twice, in winter (including the requirements for previous stages).
- ☐ I have participated in a winter hike lasting at least six hours and covering at least 6 km.
- ☐ I have hiked a minimum of 5 km in winter conditions following compass bearings.
- ☐ I know how to avoid, recognize and treat carbon monoxide poisoning (which can occur in winter shelters).
- ☐ I have a first aid qualification equivalent to St John's Ambulance or Canadian Red Cross Standard First Aid.
- ☐ I can execute a ladder rescue, chain assist and reaching assist for someone who has fallen through the ice.



I received **Stage 5 Winter Skills** from _____
on (Date) _____.

Emergency Skills

EMERGENCY SKILLS – STAGE 1



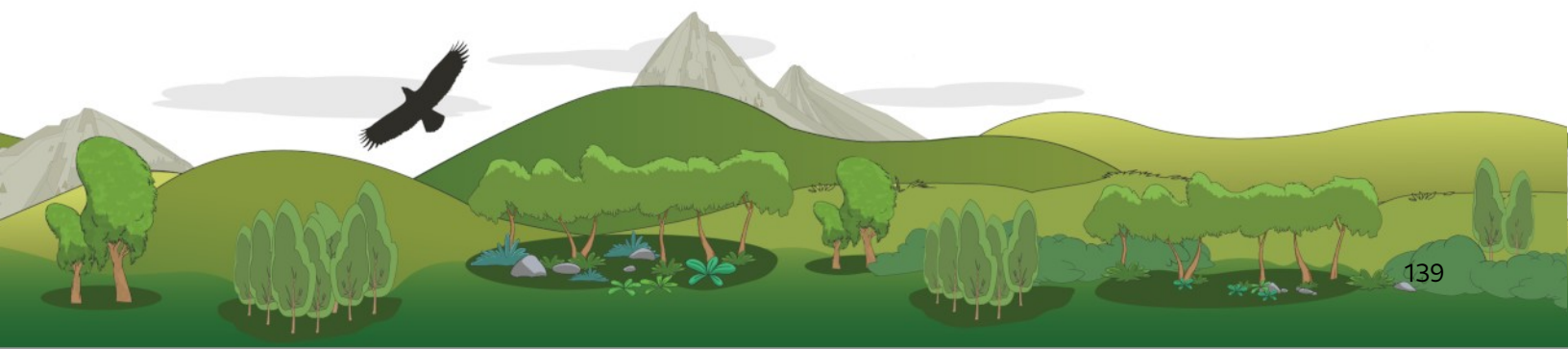
- ☐ I have made my own personal first aid kit.
- ☐ I can demonstrate the basic approach to first aid.
- ☐ I can treat minor cuts or scrapes.
- ☐ I can be responsible for my own health.
- ☐ I can be responsible for my own safety.
- ☐ I know my address and location in an emergency.
- ☐ I know not to play with matches and lighters.
- ☐ I know how to spot things in my home that are not safe.
- ☐ I know the different emergency services that are available and how and when to call them and what to say.
- ☐ I use the buddy system when outdoors.
- ☐ I can signal for help if needed when outdoors.
- ☐ I always tell an adult where I am going.
- ☐ I carry a whistle and visible signal covering when I go out in the bush.
- ☐ I know to "hug a tree" if lost, or to stay in one place if there are no trees.

I received **Stage 1 Emergency Skills** from _____
on (Date) _____.

EMERGENCY SKILLS – STAGE 2



- ☐ I know how to be safe around a campfire.
- ☐ I know how to behave around wildlife.
- ☐ I have added items to my own personal first aid kit, and I know how and when to use it.
- ☐ I can keep myself safe in emergency situations.
- ☐ I can care for someone who has a minor burn.
- ☐ I have made a home escape plan with my family.
- ☐ I know where the list of emergency telephone numbers is located in my home and how to call them.
- ☐ I know how to Stop, Drop and Roll if my clothes are on fire.



- ☐ I can recognize a warning label on a product and know to leave the product alone.
- ☐ I can check for dangers at an emergency situation.
- ☐ I always follow directions from a Scouter.
- ☐ I can direct a responder to a location where help is needed.
- ☐ I know the hazards of water sources in my local area.
- ☐ I wear my helmet when using my bicycle, skateboard or scooter.
- ☐ I can dress myself appropriately for the weather.
- ☐ I know some of the wild animals in my area and how to be safe around them.
- ☐ I can find a safe place in bad weather.

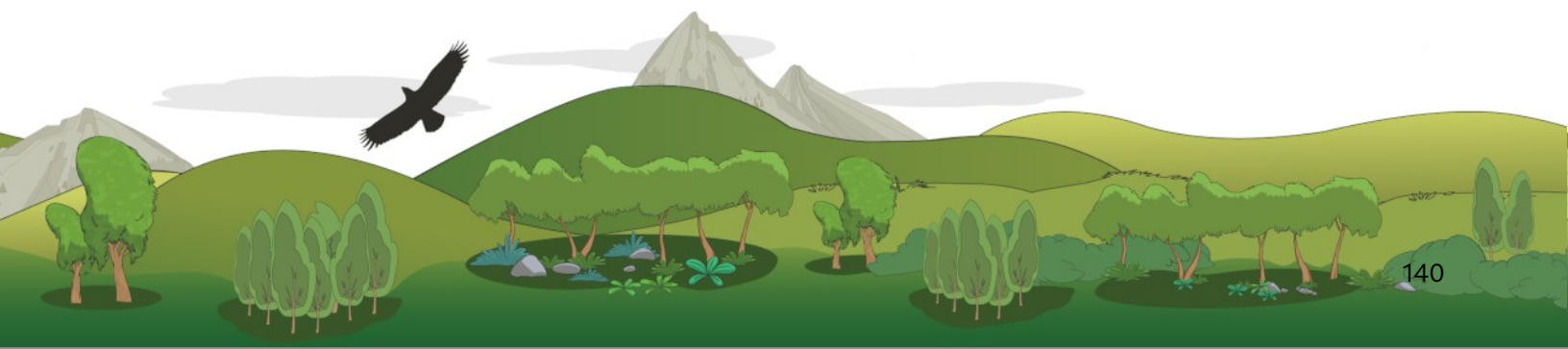
I received **Stage 2 Emergency Skills** from

_____ on (Date) _____.



EMERGENCY SKILLS – STAGE 3

- ☐ I can perform first aid for large wounds.
- ☐ I can perform first aid for nosebleeds.
- ☐ I can perform first aid for someone who is choking.
- ☐ I know the signs and symptoms of shock and how to treat shock.
- ☐ I can comfort someone who is ill or injured.
- ☐ I can show how to lock, unlock and secure all windows, doors and other entryways into my home.
- ☐ I know the dangers of playing on or near train tracks, trestles, crossings and train yards.
- ☐ I know the dangers of touching power lines with a stick or ladder, climbing on electrical power poles, towers and substations, and poking electrical outlets.
- ☐ I know the dangers of playing around storm sewers, construction sites, garbage dumps or dumpsters, ice-covered water or water areas, dams, vacant buildings, farm machinery, quarries, old wells and/or unfriendly animals.
- ☐ I have made a list of emergency numbers, such as: police, fire, ambulance, poison control, etc., and posted it by a telephone in my home.
- ☐ I know how to help create an escape plan for a building or activity location in case of fire.
- ☐ I know the “Rules of the Road” for safe bicycling.
- ☐ I can identify some of the poisonous/hazardous plants in my area, and those I may encounter when travelling in Canada.
- ☐ I know some of the international distress signals and when to use these.



- ☐ I can treat bee stings and reactions to some local plants (such as stinging nettle).

I received **Stage 3 Emergency Skills** from

_____ on (Date) _____.



EMERGENCY SKILLS – STAGE 4

- ☐ I can place someone into the recovery (safe airway) position.
- ☐ I can provide care for someone who is poisoned.
- ☐ I know the first aid treatment for dirt in an eye.
- ☐ I know what goes into our home first aid kit.
- ☐ I can help reduce the risk of fire and burns in the home.
- ☐ I can show how to test and care for a smoke alarm.
- ☐ I can manage a home emergency situation.
- ☐ I know where my local community emergency shelter is located or how to find out where a community emergency shelter is located if one is needed.
- ☐ I know what is in our Group first aid kit and know how to use the kit.
- ☐ I can care for my feet while outdoors.
- ☐ I can explain how to prevent and treat heat and cold injuries.
- ☐ I know how to treat and report (if appropriate) insect and animal bites.

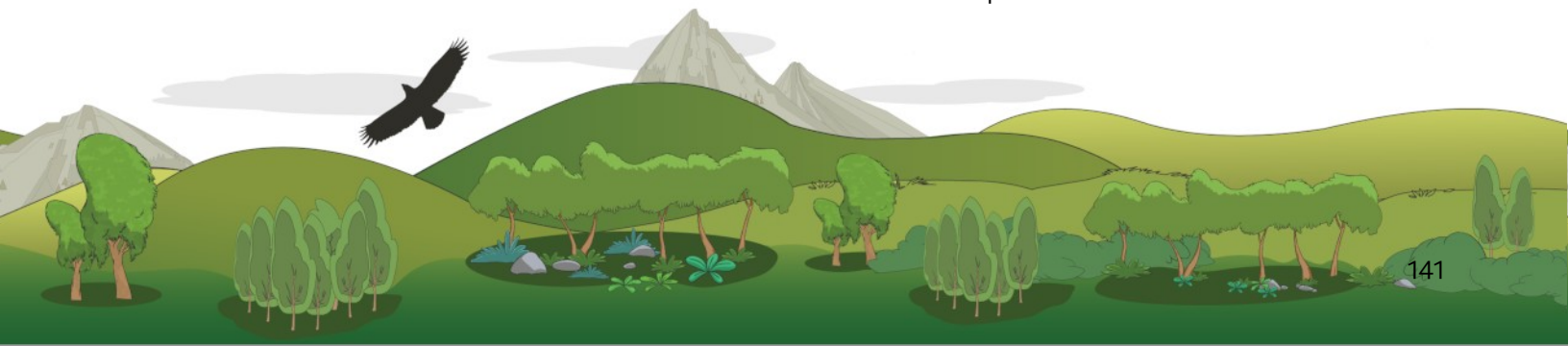
I received **Stage 4 Emergency Skills** from

_____ on (Date) _____.



EMERGENCY SKILLS – STAGE 5

- ☐ I have successfully completed an Emergency First Aid and CPR (Level A) course from a recognized provider.
- ☐ I can correctly record everything that has happened at the scene of the accident.
- ☐ I know the rules and why they are important for a home pool, community pool or a body of water used for swimming.
- ☐ I can demonstrate how to safely use and care for a barbecue.
- ☐ I have assisted in providing training to others in aspects of emergency aid.
- ☐ I know how to deal with an incident, injury or illness in a remote outdoor location and how to summon help.
- ☐ I know how and when to use flares, mirrors, horns and other long-distance signalling devices.
- ☐ I know how to build a stretcher from improvised materials.



- ☐ I can use a compass and/or a GPS device to find direction and travel to a desired location.

I received **Stage 5 Emergency Skills** from _____

on (Date) _____.

Aquatic Skills

AQUATIC SKILLS – STAGE 1



- ☐ I know when to use a PFD (Personal Flotation Device).
- ☐ I can float for five seconds and glide for five metres on my front and back without assistance.
- ☐ I can put my face in the water and blow bubbles.
- ☐ I understand the importance of the buddy system and how it works for swimming and water activities.
- ☐ I know how to stay safe while playing around water.
- ☐ I can get an object off the bottom in chest-deep water.
- ☐ I know three different animals that live in the ocean.

I received **Stage 1 Aquatic Skills** from _____

on (Date) _____.

AQUATIC SKILLS – STAGE 2



- ☐ I can swim with my head in the water.
- ☐ I can swim 10 metres (any stroke) without assistance.
- ☐ I know how to put on a PFD by myself.
- ☐ I know how snorkel gear works.
- ☐ I have snorkelled in a pool or open water (such as a lake).

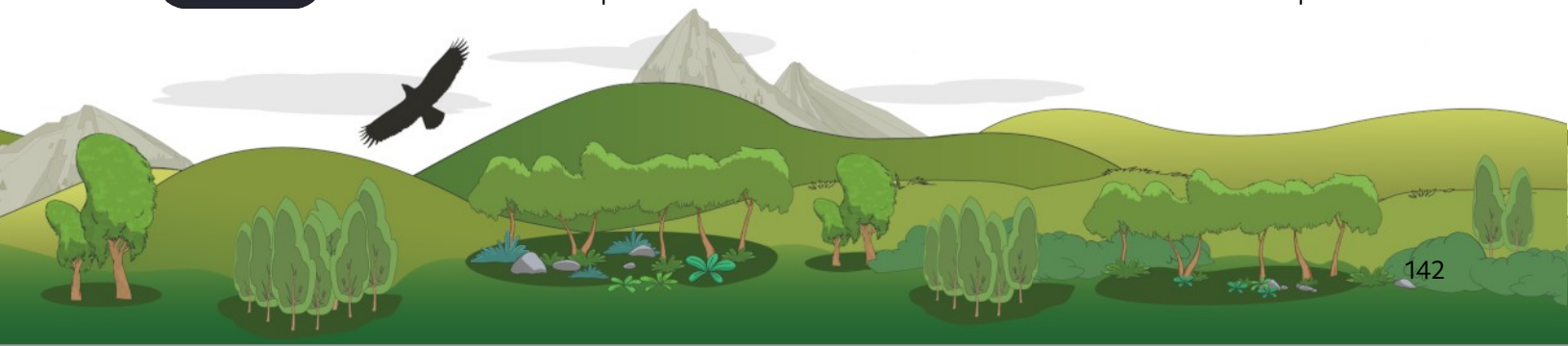
I received **Stage 2 Aquatic Skills** from _____

on (Date) _____.

AQUATIC SKILLS – STAGE 3



- ☐ I can explain common water safety risks and how to avoid them.
- ☐ I can use a snorkel and adjust my mask to fit comfortably.
- ☐ I know how to remove a cramp in my leg with a buddy's help.
- ☐ I can put on a PFD while in the water and use the HELP and Huddle positions.



- ☐ I can swim 25 metres in a pool (using any stroke).
- ☐ I can recognize the signs of a panicked snorkeler/diver and know how to call for help.

I received **Stage 3 Aquatic Skills** from _____
on (Date) _____.

AQUATIC SKILLS – STAGE 4



- ☐ I have achieved Aquaquest Stage 6, YMCA Swimmer Level, Red Cross Swim Kids Stage 5 or I can demonstrate equivalent skills.
- ☐ I can free dive with snorkel and mask to 1.5 metres and fetch an item from the bottom, and clear my snorkel upon surfacing—without lifting my head out of the water.
- ☐ I can explain the hazards of shallow water blackout.
- ☐ I know what gear is necessary for a water-based snorkel adventure, including protective clothing, masks and sunscreen.
- ☐ I know how to select a safe place to snorkel.
- ☐ I have snorkelled in open water and observed at least one marine/aquatic creature.
- ☐ I know why ear equalization is necessary when snorkelling/diving at depth.

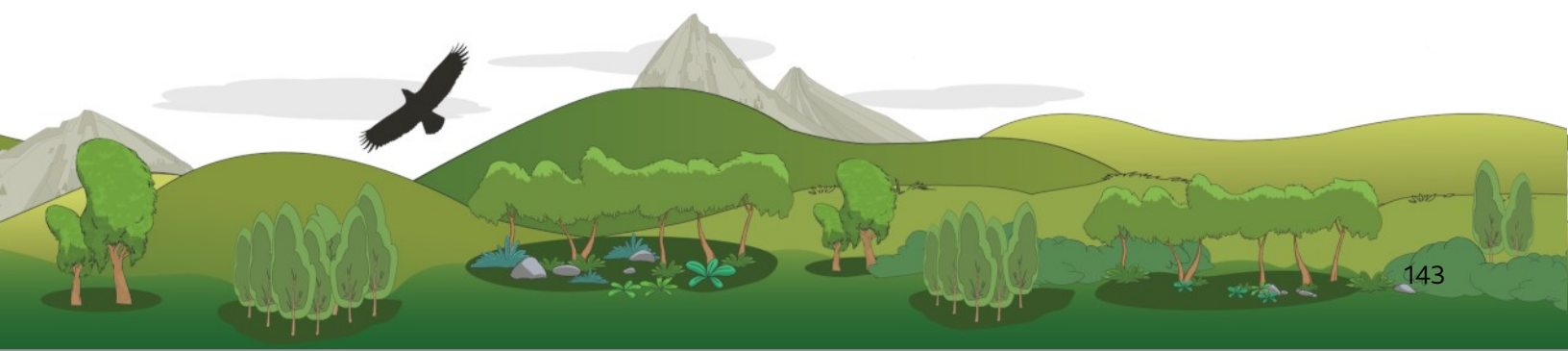
I received **Stage 4 Aquatic Skills** from _____
on (Date) _____.

AQUATIC SKILLS – STAGE 5



- ☐ I have tried an introductory Scuba experience in a pool (Bubblemaker/SEAL Team/Discover Scuba Diving).
- ☐ I can identify five species in my local aquatic environment (either on the surface or underwater), including hazardous species.
- ☐ I can achieve the "Swim to Survive" standard.

I received **Stage 5 Aquatic Skills** from _____
on (Date) _____.





Paddling Skills

PADDLING SKILLS – STAGE 1

- ☐ I can jump into chest-deep water with my Personal Flotation Device (PFD) on.
- ☐ I can blow bubbles in the water for 10 seconds.
- ☐ I can explain what a PFD is for.
- ☐ I can put on my PFD and know how it should fit.
- ☐ I can show where the bow and stern are in a canoe or kayak.
- ☐ I can demonstrate the correct way to hold my paddle.
- ☐ I have demonstrated how to behave safely in my canoe or kayak.
- ☐ I can explain why I should care for my PFD.
- ☐ I can explain the risks of cold water.
- ☐ I know how to contact the emergency services.
- ☐ I can get in and out of my watercraft safely.
- ☐ I have taken part in a short paddling adventure of at least one hour.

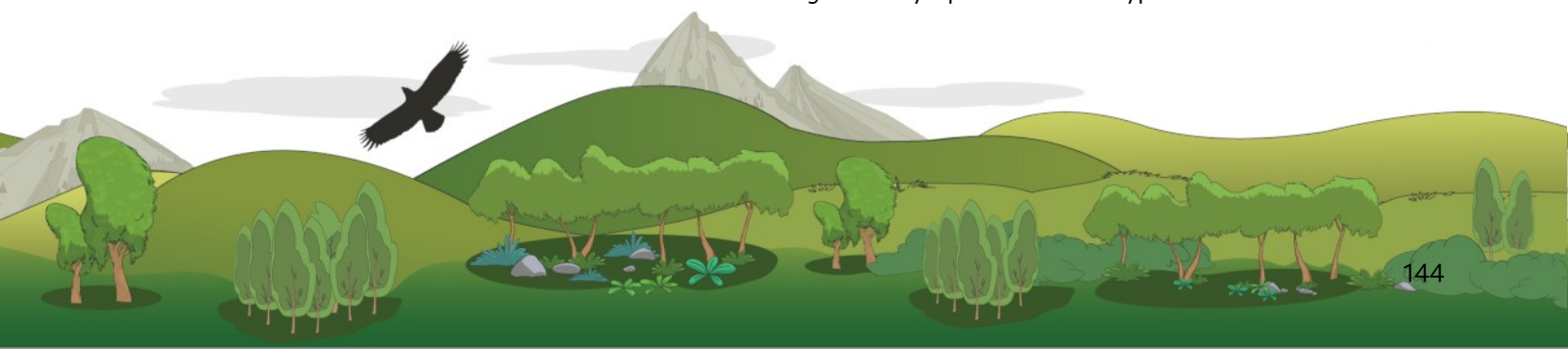
I received **Stage 1 Paddling Skills** from

_____ on (Date) _____.



PADDLING SKILLS – STAGE 2

- ☐ I can swim 25 metres with my PFD on.
- ☐ I can explain the difference between a PFD and a life jacket.
- ☐ Before I launch my watercraft, I can show where I am allowed to go canoeing or kayaking.
- ☐ I can explain why I should not drink the water from the lake or river I am paddling on until it has been filtered or treated.
- ☐ I can identify the equipment Transport Canada requires me to have in my canoe or kayak.
- ☐ I can explain the safety rules for being near water.
- ☐ I can list the appropriate action I should take if I capsize in a canoe or kayak.
- ☐ I have explained some of the ways that paddling a canoe or kayak can have a negative impact on the environment where I am paddling.
- ☐ I can get help if I see somebody in difficulty on the water.
- ☐ I am familiar with common whistle signals and when they would be used.
- ☐ I have used a throw bag.
- ☐ I can identify the parts of my watercraft and my paddle.
- ☐ I am familiar with the signs and symptoms of mild hypothermia.



- ☐ I have taken part in an at least two paddling activities of at least one-hour duration.

I received **Stage 2 Paddling Skills** from

_____ on (Date) _____.



PADDLING SKILLS – STAGE 3

- ☐ I can swim 100 metres with my PFD on using any stroke.
- ☐ I know how to choose a paddle that is the correct size.
- ☐ With help from my team or my Scouter, I can paddle my canoe or kayak forward a short way.
- ☐ I have swamped a canoe while sitting in it.
- ☐ I can get back into my canoe or kayak with help from someone in another watercraft if my watercraft capsizes.
- ☐ I know how and where to get the latest weather forecast for the area where I will be paddling.
- ☐ I know what the risks are for paddling in different weather conditions.
- ☐ I can make a recognized distress signal.
- ☐ I can throw a throw bag.
- ☐ I have helped a Stage 1 paddler learn to put their PFD on.
- ☐ I have taken part in two paddling activities of at least two-hours duration.

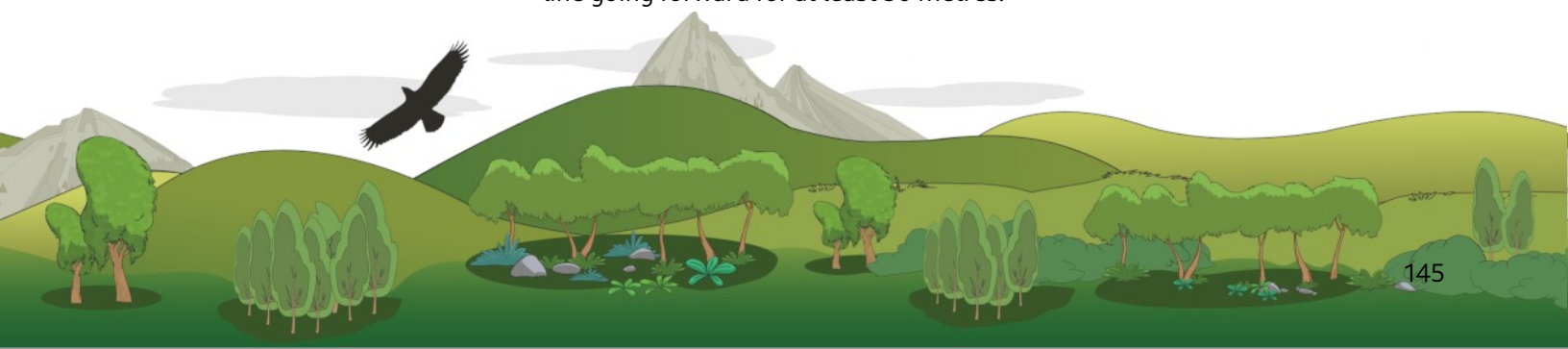
I received **Stage 3 Paddling Skills** from

_____ on (Date) _____.



PADDLING SKILLS – STAGE 4

- ☐ I can demonstrate the HELP and Huddle positions while in the water wearing a PFD.
- ☐ I can explain what clothing should be worn while canoe tripping.
- ☐ I can assist in launching and landing a canoe or kayak.
- ☐ I can trade places with my paddling partner while on the water.
- ☐ I have helped a Stage 2 paddler to explain the basic safety rules for being near water.
- ☐ I can explain the seven principles of Leave No Trace.
- ☐ I have taken part in a canoe or kayak raft-up and can explain its uses.
- ☐ By myself or with a paddling partner, I can paddle a canoe or kayak in a straight line going forward for at least 50 metres.



- ☐ I can make my canoe or kayak turn in the direction I want it to turn.
- ☐ I can demonstrate basic canoe strokes (forward, reverse, draw, pry, stop, J, sweep).
- ☐ I can explain why my watercraft needs a painter and can attach one so that it is secure and readily available when I need it.
- ☐ I can describe water and weather conditions that make paddling unsafe and can explain what to do if I encounter them while I am on the water.
- ☐ I can explain why canoes and kayaks are important to Canadian aboriginal people and the history of Canada.
- ☐ I can identify three methods for helping someone in the water to reach safety, and have demonstrated how to use them.
- ☐ I can throw a throw bag so that someone in the water can reach it.
- ☐ I have taken part in and logged at least four paddling activities.
- ☐ I can explain what a float plan is.
- ☐ I have participated in at least one paddling activity of at least eight hours duration that includes making and eating a meal.

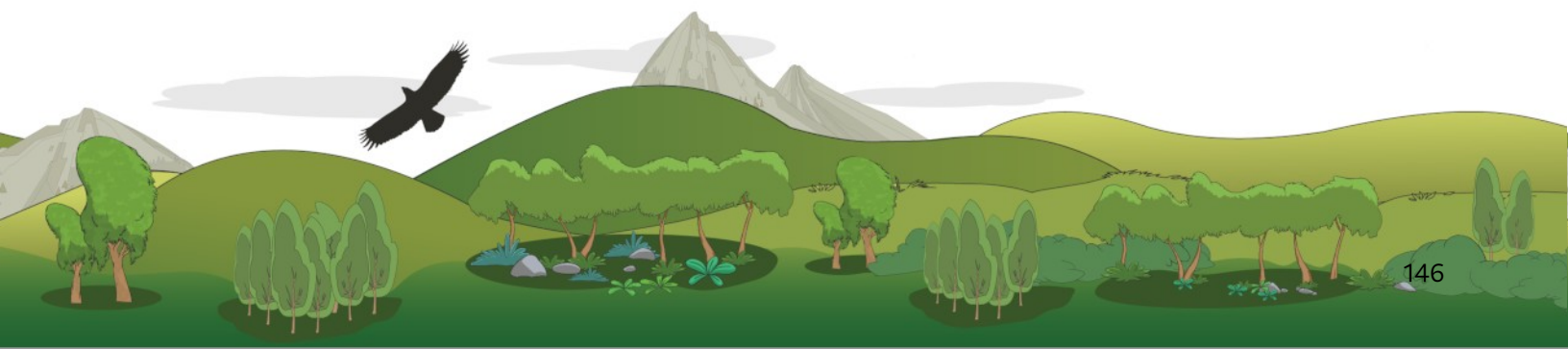
I received **Stage 4 Paddling Skills** from

_____ on (Date) _____.



PADDLING SKILLS – STAGE 5

- ☐ I have participated in at least two two-day paddling trips.
- ☐ I have helped prepare an emergency plan and a float plan with a more-experienced paddler for one of the trips.
- ☐ I have participated in creating a menu for an overnight trip.
- ☐ I can recognize the symptoms of weather-related injuries and know how to treat them.
- ☐ I can demonstrate a self-rescue with my canoe or kayak.
- ☐ I can demonstrate how to pack my personal gear so that it will stay dry.
- ☐ I have participated in a canoe-over-canoe rescue as both the rescuer and the one being rescued.
- ☐ I can light a fire using no more than three matches.
- ☐ I have made a personal survival kit.
- ☐ I can explain Scouts Canada's guidelines for paddle sports.
- ☐ I can assist Stage 3 paddlers to get back into their swamped watercraft.
- ☐ I can help paddlers at Stage 1 identify the parts of their paddle and their canoe or kayak.



- ☐ I have completed and logged at least six days of backcountry paddling.
- ☐ I have attained at least the Paddle Canada Canoe Basics level of paddling certification.

I received **Stage 5 Paddling Skills** from _____

on (Date) _____.

Sailing Skills

SAILING SKILLS – STAGE 1



- ☐ I can explain the risks of cold water.
- ☐ I can explain what a Personal Flotation Device (PFD) is for.
- ☐ I can put on my PFD and know how it should fit.
- ☐ I can show how to avoid sunburns.
- ☐ I can show how to contact the emergency services.
- ☐ I can show where the bow and stern are in a sailboat.
- ☐ I can jump into chest-deep water wearing my PFD.
- ☐ I can blow bubbles in the water for ten seconds.
- ☐ I can explain and have demonstrated how to behave safely in my sailboat.
- ☐ I have taken part in a short sailing adventure of at least an hour.
- ☐ I have participated in a fun physical fitness program designed for sailing.

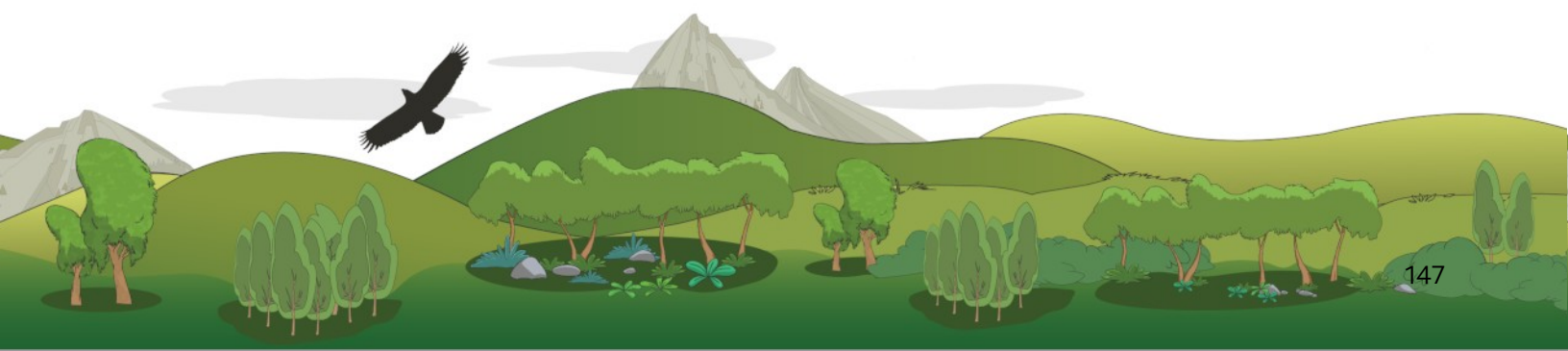
I received **Stage 1 Sailing Skills** from _____

on (Date) _____.

SAILING SKILLS – STAGE 2



- ☐ I can explain the safety rules for being near water.
- ☐ I am familiar with the signs and symptoms of mild hypothermia.
- ☐ I can explain how I should care for my PFD.
- ☐ I can explain the difference between a PFD and a life jacket.
- ☐ I am familiar with the three common whistle signals and when they would be used.
- ☐ I can describe five appropriate actions I should take if I capsize in a sailboat.
- ☐ I can demonstrate how to tie reef knot, sheet bend and figure-eight.
- ☐ I can identify twelve key parts of my sailboat.
- ☐ I have used a throw bag.



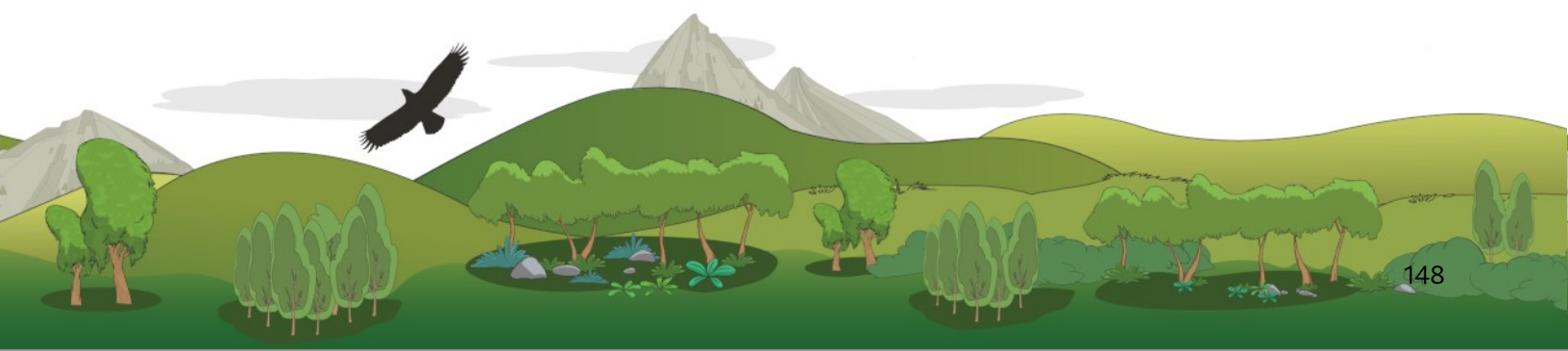
- ☐ I can lift a boat with help from others, rig a sailboat and practise getting into and out of my boat safely.
- ☐ Before I launch my boat, I can show where I am allowed to go sailing.
- ☐ I can swim 50 metres wearing my PFD.
- ☐ I can sail away from dock, hold the tiller, pull in the mainsheet, ease the sheets and sail straight for one minute.
- ☐ I have taken part in at least two daysails of four hours each, or four daysails of two hours each.

I received **Stage 2 Sailing Skills** from _____
on (Date) _____.



SAILING SKILLS – STAGE 3

- ☐ I can get help if I see somebody in difficulty on the water.
- ☐ I can explain why I should not drink the water from the lake, river or ocean I am sailing on.
- ☐ I am familiar with common hand signals and when they would be used.
- ☐ I can identify the equipment Transport Canada requires me to have in my sailboat.
- ☐ I can explain what impact I have on the environment while sailing.
- ☐ I can identify six types of sailcraft. Scouts should be able to identify or draw the rigging of six types of sailcraft.
- ☐ I can identify the signs of dangerous weather and water conditions.
- ☐ I can tie the reef knot, sheet bend, figure-eight and bowline used by Scouts when sailing or when camping.
- ☐ I can rig my boat and then practise getting into and out of my boat safely.
- ☐ I can tack, gybe, sit on gunwale, hike, slow down, speed up, bail the boat and balance the boat.
- ☐ I can de-rig a sailboat, dry the sails and store all the parts properly.
- ☐ I have taken part in at least
 - ☐ three daysails of four hours each, or
 - ☐ six daysails of two hours each.
- ☐ I know how and where to get the latest weather forecast for the area where I will be sailing.
- ☐ While fully clothed and with a properly fitted PFD, I can tread water for five minutes, then swim 100 metres using any stroke.



I received **Stage 3 Sailing Skills** from _____
on (Date) _____.



SAILING SKILLS – STAGE 4

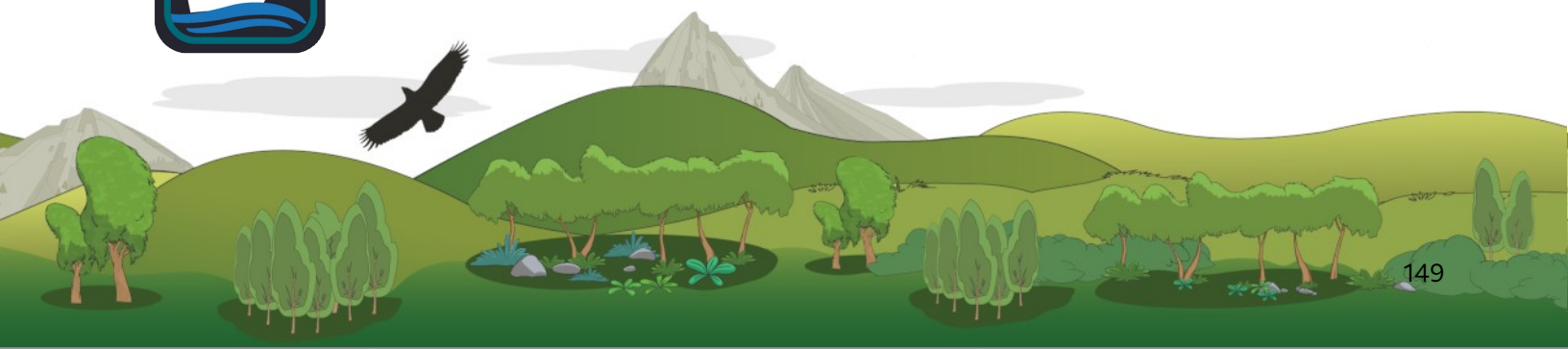
- ☐ I know how to find an appropriate PFD that is the right size and fit for me.
- ☐ I am aware that everyone must wear properly fitted PFD while in a boat.
- ☐ I am familiar with the signs and symptoms of severe hypothermia.
- ☐ I can describe and demonstrate safety in and on the water.
- ☐ I know how to properly secure a towline to my sailboat.
- ☐ I know the hazards for sailing in different weather conditions.
- ☐ I understand balance in the sailboat and know how to sail the boat flat.
- ☐ I understand how to trim my sail to get the best performance from the sailboat.
- ☐ I can tie eight knots that are useful when sailing, canoeing or camping.
- ☐ Under the direction of the Skipper, I have sailed my sailboat forward for 200 metres.
- ☐ I can demonstrate how to steer a sailboat going upwind or downwind.
- ☐ I can demonstrate how to balance my sailboat and can sail the boat flat.
- ☐ I have capsized the sailboat and recovered to an upright position.
- ☐ I can get back into the sail boat solo, or with help from the Skipper, if my boat capsizes.
- ☐ I can help my Skipper to return the sailboat to the dock or to the beach safely.
- ☐ I can de-rig a sailboat, dry the sails and store all the parts properly.
- ☐ I have taken part in at least four daysails of four hours each, or eight daysails of at least two hours each, on safe, familiar waters.
- ☐ I can toss a throw bag so that someone in the water can reach it.
- ☐ I can swim and demonstrate the HELP and huddle positions while in the water wearing a PFD.
- ☐ I have been introduced to self-help procedures and can explain how to perform the HELP position by myself and the huddle position with others.

I received **Stage 4 Sailing Skills** from _____
on (Date) _____.

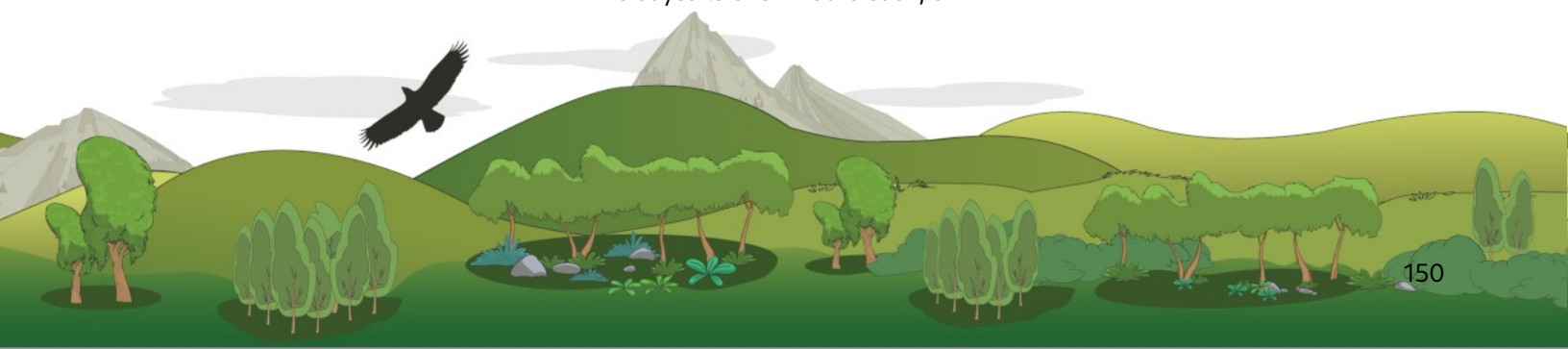


SAILING SKILLS – STAGE 5

- ☐ I know when and how to follow the Sail Coach's commands.
- ☐ I can identify mild symptoms of hyperthermia.



- ☐ I can identify three reaching assists that could be used to help someone in the water to reach safety and have demonstrated how to use one of them.
- ☐ I know how to create and use a float plan.
- ☐ I can explain why my boat needs a painter.
- ☐ I know games youth can play to promote flexibility prior to going sailing.
- ☐ I can explain what clothing should be worn while sailing.
- ☐ As the Skipper of my sailcraft, I can identify the equipment Transport Canada requires to be on the sailboat and demonstrate its proper use.
- ☐ I can describe the basic Transport Canada navigational aids on the water.
- ☐ I can explain the rules established to avoid collision.
- ☐ I can inspect a rigged sailboat and identify faulty boat parts.
- ☐ I can launch a boat from the dock or the shore.
- ☐ I can trade places with my sailing crew while on the water in winds less than 9 knots.
- ☐ I have demonstrated steering a sailboat heading upwind, or bearing off and going downwind, depending on wind conditions and direction.
- ☐ I can demonstrate a self-rescue with my sailboat.
- ☐ I have demonstrated proper Man Over Board (MOB) procedures while on the water.
- ☐ I have demonstrated making a sail raft and can explain its uses.
- ☐ I can work as part of a team to sail in a straight line going forward for at least 200 metres.
- ☐ I can effectively steer the sailboat while sailing flat, identify wind direction while sailing, make the boat turn and head up / bear off within one boat length of the mark.
- ☐ I have demonstrated how to trim the sail while sailing at all points of sail, including adjusting the sails for wind shifts, and adjusting the sails for puffs/lulls.
- ☐ I can manoeuvre the sailboat properly while giving the proper commands to my crew.
- ☐ I can safely dock or beach a sailboat.
- ☐ I can lift the boat from the water to dry storage, de-rig the boat, and store the sails and foils correctly in the boat storage.
- ☐ I have participated in one daysail of at least six hours duration which includes sailing to and landing at a beach, making and eating a meal, and returning safely.
- ☐ I have taken part in at least
 - ☐ five daysails of six hours each, or



- ☐ ten daysails of three hours each, on safe, familiar waters.
- ☐ I have helped a Sailing Skills Stage 2 or Sailing Skills Stage 3 sailor explain the basic safety rules for being near water.

I received **Stage 5 Sailing Skills** from _____
on (Date) _____.

Vertical Skills

VERTICAL SKILLS – STAGE 1



- ☐ I know the safety rules for climbing on rocks, trees, fences and man-made structures.
- ☐ I have been to a jungle gym playground and know how to play safely and cooperatively with others.

I received **Stage 1 Vertical Skills** from _____
on (Date) _____.

VERTICAL SKILLS – STAGE 2



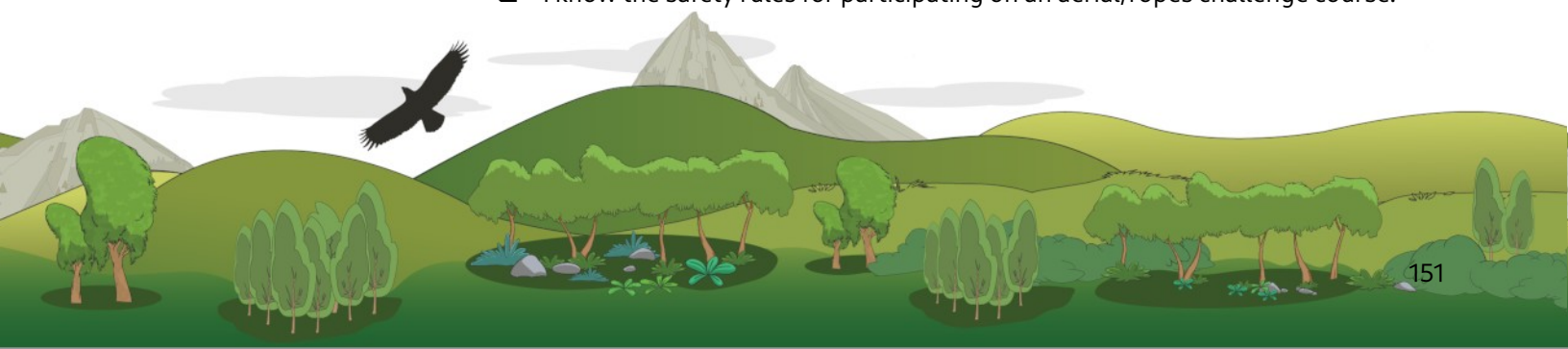
- ☐ I have been climbing on an artificial wall or natural rock formation.
- ☐ I know the safety rules for being at the top of or the bottom of a cliff face.
- ☐ I can properly put on a climbing helmet.
- ☐ I can identify and name the parts of a carabiner.

I received **Stage 2 Vertical Skills** from _____
on (Date) _____.

VERTICAL SKILLS – STAGE 3



- ☐ I have correctly tied a figure-8 follow-through knot.
- ☐ I know when and where I should have a climbing helmet on.
- ☐ I know the safety rules for climbing/rappelling at an artificial climbing wall.
- ☐ I know how to care for, handle and store a climbing rope, harness, helmet and climbing webbing.
- ☐ I know the basic outdoor Leave No Trace rules for an outdoor climbing site.
- ☐ I have completed a climb to the top of an artificial climbing wall.
- ☐ I can put on and adjust a climbing harness.
- ☐ I know the safety rules for participating on an aerial/ropes challenge course.



- ☐ I know the difference between the following climbing methods: single-pitch, multi-pitch, top-rope, lead, seconding

I received **Stage 3 Vertical Skills** from _____
on (Date) _____.

VERTICAL SKILLS – STAGE 4



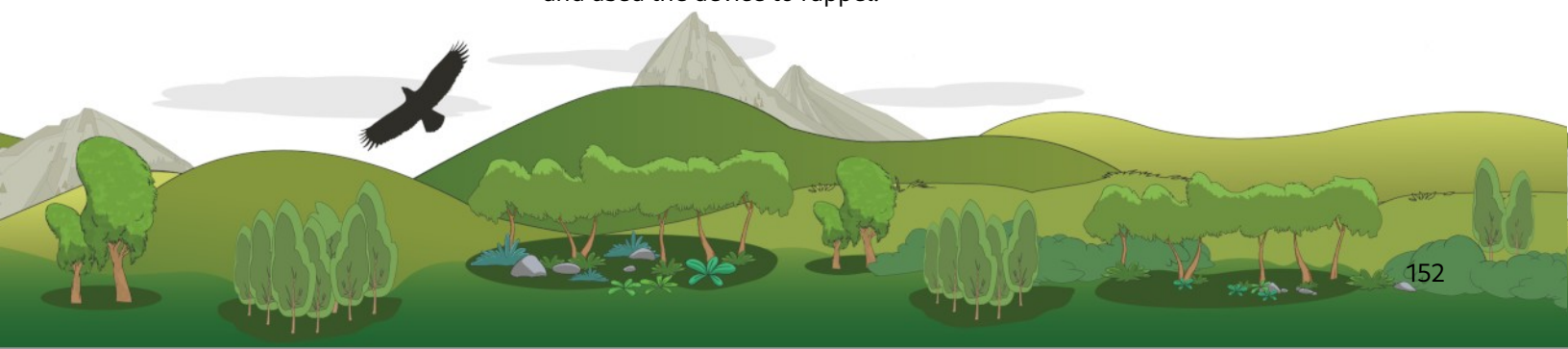
- ☐ I have tied a climbing rope into my climbing harness.
- ☐ I know the main safety rules for climbing or rappelling at an outdoor natural climbing site.
- ☐ I know how to perform an equipment safety check of myself, my climbing partner and anchor and belay systems.
- ☐ I know the communication calls and script to follow between a climber and belayer.
- ☐ I have coiled a climbing rope (any method).
- ☐ I know what makes a safe and unsafe climbing site.
- ☐ I can belay using an auto-locking belay device.
- ☐ I can name and identify the use of three types of locking carabiners and three types of non-locking carabiners.

I received **Stage 4 Vertical Skills** from _____
on (Date) _____.

VERTICAL SKILLS – STAGE 5



- ☐ I can tie:
 - ☐ a water knot in tape or webbing
 - ☐ a double fisherman's knot
 - ☐ a Prusik knot
 - ☐ a clove hitch
 - ☐ a bowline
- ☐ I can coil a climbing rope using a butterfly and a mountaineer method.
- ☐ I can perform a safety inspection of a climbing helmet, harness, rope and carabiners.
- ☐ I can belay using a friction, (non-moving part) belay device such as a tube or auto-blocking device.
- ☐ I have attached a friction (non-moving part) rappel device to a rope and harness and used the device to rappel.



- ☐ I can lower a climber on a top rope down to the ground.
- ☐ I have constructed and climbed in a “Swiss seat” improvised climbing harness made with tubular or tape webbing.
- ☐ I know the safety rules for “bouldering” climbing.
- ☐ I can set and use passive and natural climbing protection to build both top and bottom climbing pitch anchor point systems.
- ☐ I know the climbing-specific principles of Leave No Trace.
- ☐ I have set up a 3:1 (or greater) rope pulley system.
- ☐ I understand the concepts, principles, physics and consequences of shock loading in climbing.

I received **Stage 5 Vertical Skills** from _____
on (Date) _____.

