

# **Barbados Boy Scouts Association Cub Scout Programme**



**The Cub Scout Leaders' Handbook  
November 2013**



## Table of Contents

<b>INTRODUCTION</b> .....	<b>1</b>
<b>THE CUB SCOUT</b> .....	<b>1</b>
<b>THE CUB SCOUT TRAINING PROGRAMME</b> .....	<b>3</b>
Programme Planning.....	5
<b>MANAGEMENT OF THE CUB SCOUT PACK</b> .....	<b>7</b>
<b>CEREMONIES AND TRADITIONS OF CUB SCOUTING</b> .....	<b>12</b>
Pack Ceremonies .....	13
<b>SOURCES OF SUPPORT</b> .....	<b>18</b>
<b>ADULT LEADER TRAINING</b> .....	<b>21</b>
<b>THE CUB SCOUT PACK HOLIDAYS</b> .....	<b>23</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>24</b>
<b>APPENDICES</b> .....	<b>25</b>
Appendix 1: A Cub Scout Emergency Kit.....	26
Appendix 2: Basic Health Rules.....	27
Appendix 3: Exercise .....	29
Appendix 4: Grow a Garden.....	31
Appendix 5: How Fire Works.....	32
Appendix 6: Keeping Clean .....	33
Appendix 7: Lighting Fires Safely.....	34
Appendix 8: Measuring Rainfall.....	36
Appendix 9: Road Safety .....	37
Appendix 10: Water Safety Rules.....	38
Appendix 11: A Barometer.....	39
Appendix 12: Knotting.....	40
Appendix 13: The Compass .....	41
Appendix 14: Tracking Signs.....	42



# **Introduction**

This Cub Scout Leaders' handbook is designed to be a reference manual for Cub Scout Leaders to assist them in running an effective Cub Scout Programme. It is relevant to both new and experienced Cub Scout leaders and covers most things a Cub Scout Leader needs to know. This Handbook should be used in conjunction with the Barbados Boy Scouts Association's Cub Scout Programme.

This Handbook provides information that will standardise the responses by Cub Scout Leaders to the requirements for the various badges in the Cub Scout training programme. It facilitates the correct and common interpretation of the requirements and provides relevant material to assist in the training of the Cub Scout.

This Handbook seeks to complement the adult training that is made available by the Association and to provide information necessary for the effective provision of training to the boys throughout the progressive Cub Scout Training Scheme.

## **GOOD HUNTING**

1<sup>st</sup> Edition

Publish by the

Barbados Boy Scouts Association

2013.



# The Cub Scout

The most important person in Scouting is the young persons, not just one youngster, but each and every one in each and every Scouting Section. Here we are dealing with the Cub Scout in the Cub Packs. As Leaders, we can assure our success, if we offer an exciting and enjoyable range of activities that challenge and develop every Cub Scout in our Pack.

How can we judge when we are challenging each boy and that each boy is developing? The following are some pointers that may be used to assist in making the required judgement:

1. By recognising the characteristics of Cub Scouts, e.g. they will be inquisitive, creative, imaginative, excitable, full of wonder and fun loving;
2. Knowing the Cub Scout 's background;
3. Finding out about the likes and dislikes, and the strengths and weaknesses of each Cub Scout.
4. Watching the Cub Scouts in action and offering them new challenges;
5. Monitoring their progress through the training scheme;
6. Taking time to talk with the boys individually.

## All The Same But All Unique

Cub Scouts usually have lots of energy, are curious, have great imaginations, like to tell stories, like to have fun and like to do the same things as their friends.

Nevertheless, each Cub Scout is unique – a combination of all, some or none of the above. They each have their individual talents, likes, dislikes, limitations, etc. However, in some boys these traits are more obvious than in others. There will probably be some of these in each Pack:

- The shy
- The sensitive
- The intense
- The quiet
- The thoughtful
- The athletic
- The non-athletic
- The fragile
- The very clever
- The slow learner
- The extrovert
- The comedian

Scouting is open to all, whatever their abilities. However, there are some who may have more apparent physical or mental disabilities which need to be considered. The special needs of these boys should, as far as possible, be treated in the same manner as any other Cub Scout.

All young people need to develop at their own pace and there will be instances when specific requirements or special provisions will need to be made, but all must be done to ensure that the boy feels a sense of achievement. Do not be afraid to alter the requirements for badges so that the physically or mentally challenged boy can participate meaningfully and have the opportunity to do real Scouting and of experiencing the same sense of fun, challenge and adventure as the other Cub Scouts.

However, in stating that each boy is unique, each age range has some common characteristics and needs, and the Cub Scout Programme endeavours to meet the needs of each boy. The seven-year- old may have come up from Beaver Scouts and will have some discipline and may be familiar with working with other boys in small groups. Alternatively, the boy may be new to Scouting and could be quite shy and reserved.

The boy will like to be with his friends and will enjoy group activities. He may be careless, but will have an increasing sense of wonder and enthusiasm.

The nine-year-old is more adventurous and may like more practical activities. He may want more responsibility and may well be a Second in his Six.

The ten-year-old may be much more independent and likely to enjoy extra responsibility. He will have progressed through most of the training scheme and may need extra challenges to maintain his interest and extend his abilities.

By the time the Cub Scout moves on to the Troop, the Leader would have helped him to be more understanding, cooperative, outgoing and more physically, mentally and spiritually developed. How can this be achieved for each and every boy in the Pack? The individuality of the boys must be recognised, as well as the Leaders' talents and skills. A variety of activities to challenge all the Cub Scouts in the Pack can then be developed.



# The Cub Scout Training Programme

The Cub Scout Training Programme is designed to meet the varying needs of today's boy. It may be adapted to suit every individual as well as each Cub Scout Pack in meeting the different environments and under different circumstances and, therefore, the Scheme has to be very flexible and all-encompassing.

The Cub Scout Programme consists of the following elements:

1. The Membership Badge
2. The Bronze Arrow
3. The Silver Arrow
4. The Gold Arrow
5. The Cub Scout Activity (Proficiency) Badges
6. The Challenge Badges
7. The Link Badge
8. The Cub Scout Mahogany Award

For full details of the requirements of all badges, refer to the Cub Scout Programme of the Barbados Boy Scouts Association. This book is available from the Scout Shop.

## The Membership Badge

This Badge is compulsory, regardless of the age at which the boy joins the Cub Pack. It should be started as soon as the boy joins. It may be started during a Beaver Scout's transition from the Colony to the Pack, but must be done with the Pack and its Leaders and not the Colony. It should be completed between three to six months of the boy joining the Pack.

The requirements for this Badge are deliberately structured to give the new Cub Scout an introduction to Scouting and to give him information that is design for his progress through the Scheme.

## The Bronze Arrow

From the time the Cub Scout has satisfied the requirements for the Membership Badge he is to be invested and should commence work on the Bronze Arrow requirements. The areas to be covered are:

- Keeping Healthy
- Physical Fitness, Sports and Hobbies
- Safety
- Scout Craft
- Science
- Nature
- Communication
- Creativity
- Home and Community
- My Country
- My promise

The boy should take a maximum of ten (10) months to complete these requirements. If properly planned, between the boy and the Leader, a minimum of six Activity Badges may also be gained during this period.

### **The Silver Arrow**

Upon completion of the Bronze Arrow requirements, the boy should start on the Silver Arrow Badge. The areas to be covered are the same as for the Bronze Arrow, but the work is a little more advanced and requires additional input by the boy as he develops.

It should take the boy approximately ten (10) to twelve (12) months to complete this work. Again, if properly planned, the boy should gain a further six Activity Badges or more during this time.

### **The Gold Arrow**

The Gold Arrow Badge is the final one in the Arrow Scheme and indicates the progressive acquisition of knowledge and skills to the required standard.

Upon completion of the Silver Arrow requirements, work should commence on the Gold Arrow Badge. As with the Silver Arrow, the areas to be covered remain the same, but the work has become progressively more demanding. It requires a more matured and greater effort on the part of the boy. This work should be completed in approximately ten (10) to twelve (12) months. As with the two other Arrow Badges, a minimum of six Activity Badges should be gained by the boy during this time.

### **Activity Badges**

These badges are not compulsory, but are badges that the boys choose to do because they are interested in them. These badges cover a wide range of interests and skills. Some badges can be worked for at Pack meetings, some can be prepared at home, some are done in stages, others may be done by the boy on his own, while others may be done with other boys in groups.

For an Activity Badge to be gained the boy must have reached the required standard. Once the boy has reached the standard, the Cub Scout Leader will make arrangements for him to be examined.

The boy must not be examined by any of his Leaders, but by a Leader from another Pack, a parent with a particular skill in the area of the badge being examined, or a professional in the given area.

While working on Arrow Badges, the Activity Badges may be attempted. Some Activity Badge work is done as part of the Arrow Badge Scheme and efforts should be made to 'kill two birds with one stone'.

When the requirements for the Activity Badges are completed and the boy has been examined and is successful, the examiner will sign the badge book and the particular badge will be awarded.

### **The Challenge Badges**

The Challenge Badges can be attempted by the Cub Scout on his own, in a small group or by the whole Pack. They may be attempted at any time during the Cub Scout Programme once the Cub Scout has progressed adequately.

The Challenge Badges offer a variety of activities which facilitates the development of the Cub Scout's personal interests and skills. The challenges also assist Cub Scout Leaders with ideas for a balanced programme on a series of themes. Some of the activities detailed in Pack programmes are suitable for the Challenge Badges. These Badges are not mandatory and are attempted by the Cub Scout as he desires.

### **The Moving-On Badge (Link)**

This Badge is intended to assist the Cub Scout in making a smooth transfer into the Scout Troop. The Cub Scout Leader presents this Award, normally at a Going-up Ceremony. The Scout Leader will then invest the boy as a Scout. This Badge is worked on with the close cooperation of the Cub Scout Leader and the

Scout Leader during the last six months of the boy's Cub Scouting career. The Cub Scout wears the Award on the left breast above the Association's Membership Badge. This Badge may be worn on the boy's Scout uniform.

## The Mahogany Award

This is the highest Award that the Cub Scout may achieve. Having completed the Arrow Scheme (Bronze, Silver and Gold), and having gained a minimum of twenty-five (25) Activity Badges , specifically including, Personal Safety, Home Help, Global Conservation, Local Knowledge, My Faith, HIV/AIDS Awareness and Substance Abuse Badges. The Cub Scout will then have to complete the other requirements for this Award.

All assignments must be presented in a neat and tidy manner and must be submitted to the Deputy District Commissioner for Cub Scouts by the appointed date. The assignments will be reviewed for correctness, suitability and completeness. If the assignments are properly presented, they will be passed on to Headquarters for processing. If the work is not up to the required standard, it will be returned with comments for the necessary corrections. Once the corrected work is received by the Deputy District Commissioner and it is found to be in good order it will be passed on for processing.

Headquarters establishes a deadline for the submission of the Mahogany Award work and there is no grace period given. In order for this dead line to be met, the District sets its own deadline which gives enough time for the processing of the work by the District before it is sent to Headquarters. Submissions which do not meet the District's deadline will not be considered. Once the submission reaches Headquarters on time, interviews will be scheduled for the boys. The submissions are reviewed by a Headquarters' team before the interviews are conducted.

Cub Scouts are required to attend the interviews in full uniform and must be accompanied by their Leaders, who must also be in full uniform, including the Group scarf.

## Programme Planning

Planning is simply a process for putting ideas into action. A Cub Scout Leader's aim is to provide the Cub Scout with excitement, adventure and fun, through a well-balanced programme. Without preparation (planning), the correct equipment may not be at hand when needed. The correct information on venue, attire and requirements may not be issued, or may not be issued in a timely manner. There is a likelihood that chaos could reign. The result could be a wasting of time by both the Leader and the boys and could ultimately cause the boys to lose interest and even leave the pack.

When planning a programme Leaders should consider the following points:

- Taking part is better than just watching;
- Outdoors is more fun than indoors;
- The unusual is more exciting than the usual;
- The mysterious is more appealing than the obvious;
- The real thing is better than a substitute.

Planning programmes should be a team effort and should not be a secret. Involving everyone in making decisions promotes ownership of the programme, which brings with it a responsibility to ensure that it is carried through. Without planning, apart from the confusion and chaos already mentioned, the meetings would become monotonous, uninspiring and lacking in appeal. Appropriate arrangements cannot be made for support to the intended work. In an ordered situation things do not just occur

spontaneously.

How is planning done? Having agreed that planning is necessary, let us now examine how it is done. First, it must be reemphasised that that programme planning done by a team is usually easier and more efficient than planning alone. A group will interact so that an idea sparks off another. Some time should be spent 'brainstorming' to sift out required ideas.

Cub Scout programme planning should start with a long-term plan – a year plan. This should contain the details of any Group, District or Headquarters events in which your Pack is required to participate. This forms the basic frame to start your plan. Any special events could then be inserted. Any Pack Holidays, outings or tours which are being contemplated could then be included.

A month's programme should be considered next. At this point a decision may be made on what is to be achieved at each meeting. This will enable a subject matter to be more comprehensively covered than can be done in only one evening. Care should be exercised on choosing ideas, since the first one may not be the best one. Consider all alternatives before deciding. Remember that ideas can and should come from all directions – Leaders, the Headquarters, the District, the boys etc.

Next a programme should be developed for weekly meetings. These weekly programmes are done in detail including what is to be done, who is to do it, how it is to be done and when it is to be done. Everyone on the Leaders team should be given a copy. The programme should be checked for balance and variety. The Cub Scout Training Programme itself provides a wealth of ideas and activities. The individual choices of the Cub Scout can provide useful ideas and can make the Pack meetings, not just great fun, but purposeful and can help the boys achieve their various awards at the same time.

Finally, after any meeting, it is worth spending some time with the other adults who were involved, evaluating the meeting. A Record should be made including any required follow-up action, what went wrong and what was particularly successful.

# Management of the Cub Scout Pack

It is basic that the Cub Scout Leader needs to ensure that the Pack is operating as efficiently and effectively as possible. It is not only important to provide enjoyable and exciting programmes for the Cub Scouts, but it is just as vital that the Pack is properly administered. This includes:

- Recording the progress of all the boys through the Award Scheme;
- Keeping financial records;
- Managing choice within the programme;
- Maintaining current lists of Cub Scouts' and Leaders' addresses and contact information;
- Involving all adults in key jobs in the Pack.
- Running regular pack planning meetings and Sixers' meetings.

One indication of how well a Pack is being managed can be seen when the Akela is absent for an extended period. If there is little change in the performance of the Pack, it is a fair indication that the Pack is properly managed. If, on the other hand, there is uncertainty and no one seems to know what to do, when to do it, or how to do it, then it can be reasonably assumed that the management of the Pack is less than adequate.

It is worthwhile to spend some time on a few key aspects on which the Leader needs to concentrate, if he/she wants to effectively and efficiently manage the Pack.

## The Recommended Size of a Pack

The decision on the size of the Pack is made basically considering the number of Leaders available, as well as the meeting accommodation. The Pack should be kept small enough to allow a personal relationship to be established between Akela and each Cub Scout. Experience has shown that a Pack of approximately twenty-four Cub Scouts is ideal to ensure that Leaders can get to know the individual Cub Scout. The maximum number of Cub Scouts that is permitted in a Pack is thirty-six (36).

Within a Pack, there will be a wide range of characteristics, which is quite enough to keep Leaders busy. It is not enough for the Leaders to know each Cub Scout by name, but it is necessary to know the boy's background and personal problems, which can only be achieved by making the time to talk to each boy individually. The Leader should be approachable and should 'listen' to the boy. Although it is useful, and even desirable, that Assistant Cub Scout Leaders have this personal contact with the boys as well, it is even more important for Akela to know his/her Cub Scouts. Attempts to divide that personal element between the Leaders seldom works. The important thing is that Akela, at the very least, must know and understand all the boys and their parents.

## Offers of Help

If anyone offers to help out with the Cub Pack, the matter needs to be approved by the Group Scout Leader or Leader-in-charge and referred to the District Commissioner for approval. Such persons have to be thoroughly investigated to ensure that they are suitable. Whether as a Leader, an Instructor or a helper, this investigation is required. To become a Leader the person must complete the appropriate Application Form which must be signed by the Group Scout Leader or Leader-in-Charge and if appropriate, the Sponsoring Authority. These forms are then submitted to the District Commissioner for approval. Leaders are warranted on appointment. The District Commissioner will arrange for the presentation of the Warrant. These Warrants will be reviewed every five years.

## Pack Records

Numerous records are required to be maintained in the Pack. These records will differ from Pack to Pack, but there are certain important ones that are necessary for all Packs. These are as follows:

- ❖ A central record of each boy's progress through the Award Scheme is essential. One of the Assistant Leaders may be assigned to maintain and update this record. There are a number of recording systems used to achieve this. For example the Pack Record Chart, Cub Scout Membership Cards, or Membership Posters. Any combination of these or all of them may be used. However, the overriding factor must be that the system is understood by the Cub Scouts and their Leaders alike and they must be kept current.
- ❖ The addresses and telephone numbers of both Leaders and Cub Scouts must be kept and maintained current
- ❖ An inventory of all equipment owned by the Pack must be kept.
- ❖ Accurate records of money that is received and that which is spent must be kept, in accordance with the Association's rules. Packs will have differing amounts of money coming to them and will have various ways of recording these transactions, but it is important that a record is kept and that all monies accounted for. These records must be audited at the end of the financial year. It must be remembered that the Pack Leaders are handling other people's money and therefore much care has to be taken to ensure that no criticism can be levelled at them. The following are a few suggestions to ensure that the accounting methods being used are adequate:
  1. Only one Leader in the Pack should be responsible for recording financial transactions.
  2. The recording system should be kept simple and effective.
  3. Receipts should be obtained for every purchased item.
  4. Do not leave Pack monies at home.
  5. All monies must be kept in a special account in the name of the Group or Pack. This account should be operated by at least two signatories.
  6. Under no circumstance whatsoever should Pack monies be placed on the personal account of a Leader.
  7. A small petty cash may be kept for weekly expenses.
  8. Looking after money is really a common sense activity. Any Leader who has doubts about an aspect of finance should seek assistance from the Group Treasurer or the District Treasurer.

## Team Work

Whether the Pack has two Leaders or more they are still a 'team'. Cub Scout Leaders have one common goal, which is to provide fun and adventure for the boys. This could prove to be difficult if some Leaders do not feel that they are involved in the life of the Pack. The leadership team is composed of individuals and if they are all involved in running the Pack all is well. However, sometimes the Cub Scout Leader assumes all or too much of the responsibility, leaving the other members of the 'team' feeling left out and not needed. This is the worst situation in which any Pack can find itself. One where one person knows it all, does all the planning and organising without the involvement of the others. What would happen if that person is unavailable for some time or leaves the Pack. The most effective Packs are those where the Leaders are a real team, working and planning together.

Persons need to feel involved and to be an integral part of any undertaking in which they are members. They join the Movement because they want to be involved, because they think that they can make a

contribution and that their skills are needed. They should be permitted to contribute. Care must be taken to ensure that no Leader is overburdened by the Scouting duties. Remember, that Leaders also have personal and professional lives and the time that they are willing to commit should be respected. The Leader of the Pack has to ensure that the remainder of the team are stimulated by involvement and they will then be motivated and enthused to carry out enjoyable programmes and activities with the boys.

The Cub Scout Leader is also responsible for assisting in the development of the other Leaders' knowledge and skills. The Leader should urge the other members of the team to avail themselves of any training that is offered to enhance their performance.

To keep the team involved and motivated, there are a number of duties that may be delegated to its members. This will necessarily vary from Pack to Pack, depending on the availability of people and skills. The following are example of some such duties:

- Responsibility for managing the badge stock and ordering as necessary;
- Responsibility for the Pack finances;
- Quartermaster for the Pack's equipment;
- Responsibility for Maintaining and operating the points system;
- Responsibility for maintaining the master record chart for the training scheme up to date;
- Responsibility for maintaining the Games Box (Book);
- Responsibility for the training of Sixers.

## **Leaders Meetings**

Regular meetings between Akela and the other members of the team are important to the Pack life. These meetings are used to plan programmes and events. They also present the opportunity for any problems to be discussed and addressed. They are also informal opportunities for getting to know each other and may also be used as training sessions. Regular meetings are essential for the planning of effective development of each boy in the Pack and for formulating enjoyable activities in a controlled manner, while leaving time for the informal items.

## **Communication**

Regular contact with the parents and guardians is very important to the progress of the Cub Scout throughout the training scheme. It will also help the leader know the Cub Scout a little better. The parents and guardians should be encouraged to visit the Pack to observe its operation of and to participate where possible. They should also be used to assist the boys with their projects and badge work. The parents, guardians and other interested adults should be urged to join the Group Scout Council to assist with the management of the Pack.

The Cub Scout Leaders and Assistant Cub Scout Leaders should work closely with the Beaver Scout Leaders and the Scout Leaders to facilitate the smooth transfer of the boys through these three Sections. They may also call upon the Venture Scouts and Scouts for assistance in running their programmes.

## **Order and Control**

If there is not adequate order and control at Pack meetings, the exciting, enjoyable, instructive programmes and activities that are planned will never be achieved. Youngsters are used to rules, whether at school or in games. They are aware that the observation of these rules will lead to success. They expect some form of order and control from the Leaders. They learn to respect adults and other children if a value is placed on fair play, cooperation and good examples.

However, Leaders should be aware of being too strict, placing enjoyment and fun in a secondary position. Requiring the boys to stand at attention for long periods may be counter-productive. Boys are, by nature, restless and though this must be controlled it must also be catered for.

The Cub Scout Leader should ensure that there is good order in the Pack. Clear and simple rules of behaviour should be established in consultation with the Sixers, who, having been a part of the rule making exercise will help to ensure that they are observed. These rules should be reviewed from time to time and updated as necessary.

It is crucial that Leaders set good examples and Leaders should be very aware of this. Leaders must be seen to be fair and even-handed in all situations, no matter how difficult it may be at times. Fairness and cheerfulness are vital. False or empty threats should never be made to the boys. Praise is as important as control, but it must be meted out fairly.

The Sixer System is useful in assisting in establishing and maintaining good order. The Sixer should play a major role in helping to keep order. He should be made responsible for the behaviour of the boys in his six. A competition for the best behaved six at Pack meeting, or for the month, or for the term may generate interest. Points may be given for good behaviour and deducted for bad behaviour and the Sixers should be allowed to play a leading role in this exercise.

Serious disciplinary problems should be discussed among the Leaders in an attempt to find the best course of action to help the boy in question. This may require individual attention from a Leader for a given period of time. The expulsion of a boy from the Pack must be absolutely the last action to be considered. Every other alternative must be exhausted before expulsion can be entertained. The matter should be thoroughly discussed in-house and if no solution is found, the relevant Assistant District Commissioner may be consulted for further advice and direction. It may be argued that a disruptive boy may need Scouting the most, so a meeting with the parents or guardians of the boy may be appropriate. It is very important to realise, however, that the good order of the Pack cannot be sacrificed or compromised for one boy.

### **Pack Calls**

These traditional calls are common to most Packs and are a help to discipline, especially in controlling large numbers:

- 'Pack!' - Called out loudly.
  - The Cub Scouts stop everything and listen for the next order which must follow immediately.
  - Calling 'Pack!' with the arms stretched out in front means that the Cub Scouts should run, in their sixes, to stand in front of the Leader who gave the call.
- 'Pack, Pack, Pack!' - Called out loudly.
  - Cub Scouts respond with a shout of 'Pack' as they run to form a circle with Akela as part of the circle. The sixes keep together always in the same place, so that each boy knows exactly where to go.
- 'Pack, Alert!' - Called out loudly.
  - The Cub Scouts stand up straight and still with their feet together, heels touching and toes apart. Hands are held straight at their sides (making a fist). Heads are facing the front and are held at normal head height. It is not reasonable to expect the boys to hold this position for a long time and they should be put at ease as soon as possible.
- 'Pack, Stand at Ease!' - Called out loudly.



'Pack Dismiss!'

- The Cub Scouts stand with feet slightly apart, with toes pointing outwards and hands clasp behind their backs, left hand in the right.
- Called out loudly.
- The Cub Scouts, who must be at the 'Alert' before this order is given, turn to their right smartly, salute stating "Good Night Akela and Cub Scouts all", then break away from the Leader, who returns their salute and greetings.

## The Sixers' Meeting

Becoming a Sixer puts extra responsibility on the older boy. He has been chosen because he is thought to be able to cope with that responsibility. How do you tell him what he is to do and how does he tell you whether he can do it? How do you talk to your Sixers? When do you decide on the roster for duties? How do you decide what duties and responsibilities they should undertake? Do you call your informal chats 'a Sixers Meeting'?

The word "meeting" can conjure up images of boredom that has to be endured by the boys. Talking to the Sixers can be done anywhere and at any time that the opportunity presents itself. It may be ten minutes before the Pack meeting, ten minutes during the meeting, or ten minutes after the meeting. Sometime a longer time may be needed, and also a more formal agenda may be appropriate. It is always easier for the sixers if you have given them some idea of the topics for discussion. They need to be heard (to be listed to) and taken seriously. After all, you ask them to listen to you and to take you seriously, so return the complement to them.

## Be Safe-Be Prepared

Parents entrust their children to your care and they have a right to expect you to exercise a high degree of care as would a sensible parent. There will be times when Pack activities may have an element of risk in them. Leaders must be aware of the hazards and take steps to remove or avoid them. There may be other occasions when it is believed that the activities are relatively safe with little or no possible hazards. However, accidents can and do occur and preparations should be made for all eventualities.

It is not being suggested that adventurous activities should not be encouraged, but with common sense and fore thought, reckless activities should be avoided. Adequate supervision and control are key elements to safe Cub Scouting. It is always a wise precaution, however, to refer to the Association's rules regarding activities, so that it is known exactly where the Leader stands. As luck may have it, despite all the diligence that is exercised, accidents will happen – things will go wrong. In these cases, the Leader may consider the following:

- ❖ Firstly, remain calm. This may be difficult, but young boys will respond to the way Leaders and other adults react;
- ❖ Reassure casualties and onlookers, but do not tell them lies;
- ❖ Apply first aid, where necessary, if you are sure of what you are doing. Remember, each Leader in the Movement is required to attend a first aid course;
- ❖ Record the details of the accident. Accurate details may be required for insurance purposes later.
- ❖ If it is an accident of a serious nature, the District Commissioner must be informed as soon as possible. No liability is to be accepted, nor should any statements be made to the media.

# **Ceremonies and Traditions of Cub Scouting**

The Cub Scout Section has a proud and rich history and an encouraging future. It is very much a part of the history of Scouting. Before a serious examination of the ceremonies and traditions of Cub Scouting can be made, the history of the Movement, as a whole, and the origin of Cub Scouting must be reviewed.

## **The History of the Scout Movement**

The Scout Movement was started in England in 1908 by Robert Smythe Powell. He was born in February 1857. After the death of his father, his mother changed the family name and incorporated his Christian name into their surnames and they became Baden- Powell thereafter. Although not a brilliant scholar, Robert Baden- Powell was successful in the entrance examination for the army. In the years that followed he gained rapid promotion. He had many exciting adventures in India, South Africa and throughout Europe. His most memorable deed during his time in the army was the defence of the small township of Mafeking during the Boer War. The township was besieged for 216 days and Baden-Powell and his men resisted stoutly. This deed captured the imagination of the British public and when the town was relieved, Baden-Powell became a national hero. It was during that siege that Baden-Powell, through necessity brought about by a shortage of men who were needed to guard the town, started intrusting the duties such as messengers and lookouts to the boys of the township. When the siege was over and Baden-Powell returned to England, he thought of the help which he had received from the boys and realised that the boys in the streets of London could benefit from similar activities.

The now famous camp on Brownsea Island, in Poole Harbour, Dorset, was the result. Twenty-one youngsters from all walks of life spent ten days enjoying the time of their lives. Within six months, "Scouting for Boys" was written and published and the Scout Movement was started. Patrols and troops sprung up all over. The Movement flourished overseas as well. Chile was the first country outside the United Kingdom to adopt Scouting, closely followed by Australia, Canada, South Africa and Gibraltar. Scout Troops were designed for boys from eleven to sixteen years of age, but once their younger brother saw how much fun they were having, they wanted to join as well. Baden-Powell listened to their requests and decided to form a new Section for them. He based the ideas and programmes activities on Rudyard Kipling's "Jungle Book Stories". This book was very popular at that time. He called the new Section "Wolf Cubs" and this title remained until 1966 when it was renamed "Cub Scouts".

## **The Jungle Book**

Kipling's Jungle Book Stories provide the imaginative background for Cub Scouting. Briefly, the story is told of how Mowgli – a boy found abandoned in the jungle – is brought up by a wolf pack and trained by them in the life skills he will need. The Jungle Book provides the traditional source of reference for the Cub Packs, explaining their ceremonies and the jungle names of the Leaders. Many leaders use these stories and elaborate on the themes, but a shorter version of Mowgli's entry into the pack will be enough for the seven or eight year old to digest at first. This should be told to new boys separate from the rest of the Pack, who would have heard it before.

## **Pronunciation and meaning of Jungle Names**

The names in the Jungle Stories are real Indian names and must be correctly pronounced, especially since

they are used by Assistant Cub Scout Leaders as nick names. The following are the most commonly used names, their correct pronunciation and their meanings:

- Akela - Pronounced "Ah-Kay-Lah", is the strong, silent leader of the pack, maintaining law and order and who stands on the Council Rock, surrounded by the members of the pack who greet Akela with a howl.
- Baloo - Pronounced "Bah-Loo", is the strong, stout, dignified and sometimes pompous, brown Bear, who teaches the young wolves.
- Bagheera - Pronounced "Bak-gee-rah", is the strong, swift, graceful and deadly black, panther who teaches the young wolves to hunt.
- Raksha - Pronounced "Rack- shaw", is the mother wolf who adopted the boy Mowgli. She was ready to fight the pack for his life, until Baloo and Bagheera interceded for him.
- Chil - Pronounced "Chill", is the kite who flies high and sees everything. Chil brought Baloo and Bagheera the news of Mowgli's capture by the monkey- people.
- Kaa - Pronounced "Kaw", is the old wise python (snake) who rescued Mowgli from the Monkey- people.
- Hathi - Pronounced "Haw-thee", is the king of the elephants and master of the jungle. He inspires all the other animals with awe as Hathi knows the legends that tell of the earliest days in the jungle.

Some of the other jungle characters do not represent desirable jungle names, a few of these are:

- Shere Khan - Pronounced "Share-can", is the tiger who is a bully and a coward. He attacked Mowgli's village when he was a baby and force him into the jungle. Raksha protected Mogli from Shere Khan.
- Tabaqui - Pronounced "Taa- baa-kee", the jackal is a tale-teller and a cheat. Tabqui follows in Shere Khan's wake and is content to eat the other animal's leavings.
- The Banderlog - Pronounced "Ban - der- log", are the monkey people who have no law. They make grandiose plans for great deeds, but always get distracted. Mowgli once thought that it would be fun to be like the Banderlog, but learned better after they captured him.

## The Value of the Jungle Background

The Jungle background has a tremendous imaginative appeal as something totally different, exciting and adventurous. Cub Scouts enjoy the 'Grand Howl' and the other ceremonies more if they know the reason and meaning of them and that they are used by many Cub Scout around the world. It is therefore, worth telling more of the jungle stories and sometimes follow them up with a game, a video or some other activity like acting, drawing or making models of the animals. Normally, as the boys grow older their interest in the jungle background may fade and they will take more interest in the practical things in the same manner as Mowgli himself grew too old for the pack and returned to the world of men.

## Pack Ceremonies

While many Packs may have their own traditions which have been built up over the years, most ceremonies are basic to each and every Pack. Cub Scout Leaders and their Assistants must be very familiar with these ceremonies and know how to act when they are being conducted. The following

procedures are a guide to the usual Pack ceremonies and procedures. Ceremonies play an important role in the life of the Pack. They should be short, simple and sincere. The Cub Scouts should be aware of their significance and should understand exactly what they have to do. These same ceremonies are performed in much the same way all over the world.

Akela must ensure that everyone understands the procedure and the part that each one is required to play. Any required equipment must be made ready and be readily available. It is important to choose the most appropriate point in the programme at which to place the ceremony - when the boys are in the right mood and when visitors are present. The Group Scout Leader, Sponsoring Authority, your Assistant District Commissioner and the parents, and/or adult friends of the Cub Scout's choosing should be invited to an investiture ceremony.

## **The Grand Howl**

This is a traditional ceremony of welcome to Akela and is based on the jungle Book setting. It also serves as a regular renewal and reminder of the Promise and Law. It is the ceremony that is most often used in the Pack setting. Cub Scouts salute Akela and any other invested Leader with the Grand Howl at the start and/or at the closure of Pack meetings. It is also used to greet important visitors and to welcome newly invested Cub Scouts. Only Cub Scouts in full uniform should participate in the Grand Howl. This ceremony should be conducted as follows:

- Akela: "PACK, PACK, PACK!" (crisply called)
- Cub Scouts: "PACK!" The Cub Scouts then run to form a circle with Akela in the centre. They fall-in in Sixes with the Sixer on the right of the six and the Second on the left. The other Assistant Leaders must stand at the 'Alert' outside the circle.
- Akela: Facing the Sixer who is leading the Howl, shouts "PACK, ALERT!" Akela then stretches the arms out sideways and, when he/she has the full attention of the Pack, lowers the hands gently to the sides as a signal to begin. The Pack squats with the knees wide apart, at the same time lowering the open hands between the open knees to touch the ground with the tips of the straighten fingers.
- Cub Scouts: With the Sixer leading the chorus, the Cub Scouts howl "AH-KAY-LAH, W-E-E-E'LL, D-O-O-O, O-U-U-UR, BEST!" drawing out all the words except the last, placing equal stress on each syllable. The word "BEST" is a sharp bark. At the word "best", the Cub Scouts smartly jump up to stand at the Alert. The lead Sixer then takes a step forward and shouts the challenge, "CUBS! DO YOUR BEST!" The Cub Scouts accept the challenge and shout back, "WE WILL DO OUR BEST!" The Cub Scouts then salute in time with the lead Sixer.
- Akela: Returns the salute and puts the boys at Ease.

If the Grand Howl is given as a greeting to a special visitor, Akela should introduce the visitor to the Pack and the visitor should stand beside Akela during the ceremony. New boys (Chums) should not take part in the Grand Howl until they are invested. However it may be wise to give them practise in small groups prior to their investiture. When the Grand Howl is being performed the Chums should be asked to take a step or two backwards from the circle.

## **Flag Ceremonies**

Flag ceremonies occur at the beginning and the end of the meeting. This is an expression of duty to "Queen and Country".

## Flag Break

A Leader or a Sixer should prepare the Flag for breaking. The Flag must be checked prior to the flag break to ensure that it is properly folded and correctly attached to the halyard and that there will be no hitches during the procedure. A Leader stands next to the flag pole to lend assistance if required. The Pack is formed in a circle which includes the flag pole, standing at the Alert. On an instruction from Akela, the Cub Scout who is performing the task will move smartly to the flag pole and take hold of the loose halyard. When the instruction is given to break the Flag, the Cub Scout pulls on the halyard thus releasing the Flag. He then takes a step or two backwards and salutes along with the members of the Pack in full uniform in time with Akela. The Cub Scout then returns to his place and the Pack is put at Ease.

## Flag Down

The Pack is normally standing at the Alert in a circle including the Flag. Akela gives the signal and the Cub Scout who will be lowering the Flag and his assistant moves smartly to the Flag. The Cub Scout releases the halyard from the flag pole, identifies the appropriate rope and awaits further instructions. Akela then gives the order to "Lower the Flag" and the Cub Scout slowly lowers the Flag. When the Flag is in range the Cub Scout takes it and passes it over his shoulder to his assistant who is standing behind him. He continues to lower the Flag and then detaches it from the halyard, which is secured to flag pole. The Cub Scout and his assistant then exit the circle to fold the Flag. Akela puts the remainder of the Pack at Ease. Care must be taken to ensure that no part of the Flag touches the ground. No salute is given when the Flag is lowered.

## The Investiture

It is most important that new Cub Scouts and their parents or guardians are made aware of the opportunities Cub Scouting has to offer. The parents and guardians cannot be expected to support and encourage the boys in progressing through the Training Scheme if they not aware of what is involved. Akela should visit with the parents and guardians and discuss the entire Cub Scouting system and what is required of both boy and parent/guardian. Akela should give details on the uniform, membership fees and some of the terms they will hear from time to time from their boys. Parents should be given the Cub Scout Leader's name and address and telephone contact. It is a good idea to also give the parents a copy of the Cub Scout Promise and Law. They should be invited to the investiture, and be encouraged to feel involved and be part of their son's new Pack. Close links should be maintained with parents, ensuring regular opportunities for them and Leaders to meet and talk. They should be introduced to the Group Scout Council and encouraged to join.

The investiture is a most important occasion for the Pack as a whole, but especially for the new Cub Scout. The ceremony should be impressive, but simple enough for the boy to understand. Everything should be rehearsed with the boy and a full explanation should be given to the boy for everything being done.

The procedure for the investiture is as follows:

The pack stands in a circle with the Cub Scout Leader (Akela) at one side of the flag pole and the Assistant Cub Scout Leaders standing outside the circle, behind the Cub Scout Leader. The Cub Scouts to be invested should stand next to their Sixer.

Akela: "PACK ALERT!"

The Sixer brings forward the Chums to stand in front of Akela at the Alert. After a word of greeting from Akela, the Sixer takes a step back from the Chum and may return to the Six.

Akela: "Do you want to be a Cub Scout?"

Chums: "Yes Akela, I do"

Akela: "What is the Cub Scout Law?"

The Cub Scout recites the Cub Scout Law.

Akela: "Are you ready to make the Cub Scout Promise?"

Cub Scout: "Yes Akela I am."

Akela: "Make the Scout Sign!" All Leaders, Cub Scouts and The Chums make the Scout Sign. The Cub Scout then repeats the Cub Scout Promise after Akela, phrase by phrase. Akela then returns the Pack to the Alert and exchanges the left handshake with the new Cub Scout(s).

Akela: "I trust you to do your best to keep this Promise. You are now a Cub Scout in the Worldwide, Brotherhood of Scouts." The new Cub Scout is welcomed by the Assistant Leaders.

Akela then presents the new Cub Scout with the Membership Badge and the Group Scout Leader or the Leader-in-Charge puts on the Group/Pack Scarf.

The Cub Scout then turns to face the Pack and makes the salute. Many Packs have varying ways of welcoming the new Cub Scout. The Sixer is then invited to take his new Cub Scout back to his Six.

## Presentation of Badges

These short ceremonies are usually held at the end of Pack meetings. The Pack is in a circle with Akela. Each Cub Scout who has gained a badge is called out individually to stand in front of Akela, who gives a few words of explanation to the Pack before presenting the Cub Scout with the badge. After Akela congratulates the Cub Scout, they both salute and the boy returns to the Pack.

## Going up Ceremony

Managing the successful transfer of a boy from the Beaver Scout Colony to the Pack is really a partnership effort between the Beaver Scout Leader and the Cub Scout Leader. Akela should be well known to the Colony having visited regularly to get acquainted with the Beaver Scouts who will soon be approaching their seventh birthday. It is recommended that, Beaver Scouts who have close birthdays, should be permitted to "Swim up" two or three at a time, as this helps them to settle in their new environment. A group of older boys running around, knowing what they are doing, can be quite frightening to a lone and younger new boy. The difficulty is also lessened if the Beaver Scout Leader visits a boy or a group of boys at their first Pack meeting. 'Swimming up' usually occurs at the end of a Colony meeting.

Similar considerations also apply to the transfer of Cub Scouts to the Scout Troop and a similar link should be developed between the Cub Scout Leader and the Scout Leader. This 'Going up' Ceremony is normally held at the end of the Pack meeting. Consultation is needed before these Ceremonies are conducted and the Cub Scout Leader and the Scout Leader should coordinate on an appropriate date for the ceremony. The Going-Up Ceremony from Pack to Troop is an important and significant one, but it should be cheerful, with a feeling that the boy is going on to something new and exciting. This ceremony takes the following form:

The Pack and Troop are each in horse-shoe formations opposite one another, open ends to the centre. The Group Scout Leader calls the Group to the Alert and briefly explains the purpose of the ceremony. The Cub Scout who is going up is called out in front of Akela, who thanks him for his loyalty to the Pack and briefly recalls any highlights of his career and wishes him good luck in the future. Akela then leads the Cub Scout to a dividing line where the Scout Leader and the Patrol Leader are waiting to receive him. The Scout Leader greets the Cub Scout with a word of welcome and the Patrol Leader takes him to his

new Patrol. If the Cub Scout has completed his Scout Membership Badge he can be invested as a Scout.

## **The Scout Salute and the Scout Sign**

The Scout Salute is used when the Barbados Flag is broken and as a greeting to a Leader or other senior Members of the Movement. The three fingers are a reminder of the three parts of the Promise. The salute is made from the Alert position. The three middle fingers of the right hand are held straight with the little finger being crossed by the thumb. The right arm is raised with the arm being held parallel to the ground and the forearm brought towards the right side of head until the tips of the straightened fingers touch the end of the right eyebrow. The left hand remains straightened at the left side. At the end of the salute, the right hand is brought smartly down to the side in the Alert position.

The Scout Sign is used only when the Promise is being recited and on no other occasion. It should never be used as a greeting. The sign is made from the Alert position with the three extended fingers like the Salute, however, the hand is stopped at shoulder height with the three fingers pointing skywards and the right elbow tucked into the right side. The left hand remains straight down the left side. At the end, the right hand is brought back to the Alert position.

## **The Scout Handshake**

The left hand shake is used by Scouts throughout the world. It is a sign of trust and was introduced by Baden-Powell. He had been greeted by an African Chief in this manner. The Chief had explained that, by laying down the protective shield that he carried in his left hand, he was trusting his new found friend by exposing himself.

## **The Motto**

The Motto of the Scout Movement for all Beaver Scouts, Cub Scouts, Scouts, Venture Scout and Leaders, is "BE PREPARED". The Motto is a useful subject for yarns and can be linked to talks about good turns and practical activities of service.

# Sources of Support

As a Leader in the Scout Association, help is always available to you to resolve any problem that may be encountered. This help comes from a variety of sources, but firstly and most importantly it comes from within “our family of Scouts”.

Being involved with a Cub Scout Pack is challenging, as you cater to a group of eager, demanding and enthusiastic boys, in whom you are interested and with whom you are involved for about four years. Each week the team of Leaders has to produce exciting programmes and activities for these boys. There are many sources of ideas to help, but there may be other matters with which the Leaders may need help or advice. It may be about Pack organisation, how to manage the training scheme effectively, or any other matter that may be of some worry. It may be how those who are constantly interfering on behalf of their offspring.

The available sources of advice and help are found in the Group, the District, Headquarters, the Scout Fellowship and other sources of support.

## The Scout Group

The first level of support is from your own Scout Group. The Group Scout Leader is the person to whom the Cub Scout Leader should first look for help and guidance. The role of the Group Scout Leader (GSL) is to coordinate the work and development of the Sections within the Group and to support the Leaders who are working in those Sections. The GSL is also responsible for arranging regular Group Scouters' Meetings, which are a forum that facilitates the discussion of all matters affecting the Group and its Sections. These meetings also provide an opportunity for Leaders to establish good relations with each other and to ensure that the Sections work together and not as separate units.

The Group Scout Council is the electoral body which supports Scouting in the Scout Group. It comprises parents, guardians, Friends of Scouting, all the Group Leaders and Instructors, Venture Scouts, patrol Leaders and other supporters. In fact, just about everyone who is sympathetic to the Group! Chaired by the Group Chairman, the Group Scout Council only meets in full session once a year at the Annual General Meeting where:

- The Annual Report of the Group and its audited accounts are approved;
- The Group Scout Leaders nomination of the Group Chairman is approved;
- The Group Secretary, treasurer and parents are elected to serve on the Group Executive Committee;
- An auditor is approved.

The Group Executive Committee is the body charged with the day-to-day management of all matters relating to the Group, with the exception of anything to do with training and the running of the Sections. Like the Group Scout Council, it is chaired by the Group Chairman and is made up of:

- The Group Scout Leader (and the Assistant GSL, if there is one, but not Assistant Leaders);
- All Section Leaders;
- The Group Secretary;
- The Group Treasurer
- A group of people from within the Group Scout Council nominated by the GSL. This group must include a parent from each Section. These are persons whose experience and /or opinion the GSL feels would be of value to the Group Executive Committee in its



deliberations.

- Those persons who were elected to the Executive Committee at the Annual General Meeting. They, in fact, are there to represent all the parents and to ensure that the Group is being managed to the best effect.

## The District

The family circle then widens to encompass the other Scout Groups within the District, which is led by the District Commissioner (D.C.). The District Commissioner is assisted by Deputy District Commissioners, Assistant District Commissioners and District Scouters. Collectively these persons are called the District Team, which advises on each of the Training Sections and on a variety of 'specialist' areas – Administration, training, Scout Fellowship, etc. Most Districts will have an Assistant District Commissioner whose role is to encourage and develop the work in the Cub Scouts Section within the District. Normally this Person will have considerable experience working with Cub Scouts and will be aware of the problems that Cub Scout Leaders have to face. This person and all his/her experience, is available to all Cub Scout Leaders in the District. He/she is a friend, guide and a sympathetic listener, who is able to give helpful and constructive advice.

To carry out the role assigned to the Assistant District Commissioner (Cub Scouts) effectively, he/she is supported by other Assistant District Commissioners and District Scouters. One of these Assistant District Commissioners or District Scouters may be assigned to your Cub Pack. He /She will keep in close contact with all Leaders and will visit your Pack regularly. These visits provide the opportunity to view new ideas in operation, to pass on new information and other programme ideas and to generally discuss any matters with the Cub Scout Leader and the team. The Cub Scout Leader may also seek the views of the ADC on any ideas for future events and perhaps news on both successes and failures. It is by talking to people in this way that the ADCs are able to keep abreast of the operation the Cub Scout Section – this is the major part of their job.

The ADC (Cub Scouts) will arrange for Cub Scout Leaders' meetings within the District. Similar to those held in the Group, these meetings are important gatherings and all Cub Scout Leaders should make every effort to attend them. They provide opportunities for new ideas and developments affecting the Section to be aired. All Cub Scout Leaders will have the chance to express their views and to feed in any ideas or areas of concern about any topic relating to Cub Scouting. These can then be passed on to the District Commissioner for further action. It is quite possible that ideas coming out of these meetings could influence changes in policy and procedures. So, the opinion of each Member of the Association matters and Members should not be afraid to voice their opinions.

District meetings are a good opportunity for sharing ideas about successful programmes, activities, Pack Holidays, etc, with other Leaders. There is usually a programme of District events and these activities and gatherings provide opportunities for the Cub Scout Leaders to realise that there is more to the Scout Movement than just their own Pack. Every effort should be made to support these District activities.

The District Team,( i.e. the District Commissioner, Deputy District Commissioners, Assistant District Commissioners and District Scouters), is the key support team for the Groups and the Cub Scout Section within the District. Most of the problems in the Movement can be resolved within the District, so leaders should maintain close contact with the District Team.

## Headquarters

The next family link is the Scout Headquarters, which brings all the Districts together. The Chief Commissioner is the head of the Association. He has a small number of Headquarters Commissioners to advise him on Sectional matters. At Headquarters, the Cub Scout team is led by a National Cub Scout Committee, selected by the Chief Commissioner. This Committee is responsible for encouraging and

developing the Section in the Association and works with the District's Cub Scout teams to ensure that Cub Scouting is alive, active and developing. This committee acts as a two-way link between the Districts and Headquarters in the transmission of information and suggestions. This Committee is comprised of experienced leaders, who are able to provide advice and/or guidance.

## **The Scout Fellowship**

The Scout Fellowship is another important support source that is available within the Scout family. The Scout Fellowship is open to everyone over the age of eighteen (18) years. Members of the 'Fellowship' are lay persons who are prepared to help with all sorts of special events. Their assistance with camps, expeditions, social events, or the provision of transport, can be invaluable and can lighten the load on the Cub Scout Leader.

There are many others in the Community, both groups and individuals, who may be approached for support. One of the major sources which we probably do not tap enough is parents. Not all will be prepared to help, but experience has shown that many will be willing to provide assistance for special events, but they will have to be asked. Not many parents know anything about modern Scouting and some have their views influenced by their own, perhaps somewhat dated, experiences in the Movement in years past. It is up to us to ensure that they know what Scouting is all about and what our needs are. We should to find out any special skills they may possess –eg. Handicraft, music, First Aid, sports, ability to provide transport, equipment and much more. If asked in good time they normally prove to be very supportive.

The message to all Cub Scout Leaders is that there is more than enough support available to meet all eventualities. Do not try to do everything yourself, but work with our colleagues inside and outside the movement. This will relieve much of the pressure off the Cub Scout Leader and will ensure better Cub Scouting.

# Adult Leader Training

When a person becomes a Leader in the Movement, he/she also becomes a member of the family of Scouting. Be reminded that the Aim of the Scout Association is to encourage the physical, mental and spiritual development of our Members. It sets out to achieve this by providing exciting, adventurous and enjoyable activities in weekly Pack meetings and by special events, camps and outings. To help to do this, the Association provides the Leaders with training and support so that they may achieve this Aim in the most effective manner.

When a person joins the Movement as a Leader, that person accepts an obligation to undergo training that is professionally designed and constructed to help Leaders perform their tasks better. Being adequately fitted for the job at hand is essential. Leader training builds on the skills already possessed by the Leader and helps to develop new ones. Training is challenging, practical, relevant and enjoyable. Formal training begins before investiture with the Initial Course.

## **The Initial Course**

This course is the very first of a number of basic, progressive courses that each Leader MUST complete. The aim of this course is to adequately explain the purpose and system of adult training in the Association. Information on the origin of Scouting and other background facts and the Aim of the Association are also presented. The training is intersectional, which gives the opportunity to learn about all the Sections. Armed with this new information persons are asked whether they intend to participate further in Scouting as a Leader. Once this decision is made the person may be invested as a Leader. If the person decides not to become a Leader, he/she may contribute as an instructor, helper, or any other suitable position.

## **The Explanatory Course**

This course follows the Initial Course and is for newly invested Leaders. It seeks to build upon the previously introduced material. The material is designed to introduce new adult Leaders to the world of Scouting. To Scouting as a modern and active Movement that is relevant to the needs of young people of today. It gives a clear idea of the principles on which Scouting is based and helps each adult to understand how he/she can contribute, making the best use of his/her interests and abilities. This course is also intersectional and allows cross-fertilisation among Leaders of the various Sections.

## **The Introductory Course**

The Introductory Course is also intersectional and provides information on the methods used in the training of young people, information on record keeping and sources of support. It also provides very practical activities and ideas which may be used at Pack meetings. Participants of this course must have completed the Initial and Explanatory Courses. The course is aimed at broadening the Leaders' horizon and introducing them to new concepts that will enable them to better understand their roles, thus equipping them to perform their duties more efficiently. This course also seeks to assist in the self-development of Leaders. It consists of both theoretical and practical sessions and requires the full participation of each participant for successful completion.

## **The Wood Badge Course**

This is the final in the series of basic courses that must be undertaken by all Leaders in the Barbados Boy Scouts Association. To be eligible to participate in the course, a leader must have successfully completed the Initial, Explanatory, Introductory and the Campers Courses.

As the advanced training programme for Leaders, Wood Badge training is designed to reflect the current Scouting Programme and to look at the future, while preserving the best of Scouting's history and traditions. The structure of the Troop, the Patrol System, is the vehicle used for presenting the course. It is important to recognise that the primary objective is to present quality training and not to initiate a Scout Troop.

Wood Badge training is considered by many to be a peak experience in the Leaders' Scouting career. It has inspired thousands of Scouters. In fact, these Scout Leaders have positively affected the lives of millions of youths. The efforts of each participant touch the lives of thousands of boys.

At the successful completion of the course, participants will be presented with the Wood Badge and the Gilwell Scarf as symbols of successful completion of the formal training. Completion of this course should not be taken as the end of training. There is always something new for each of us to learn or 'brush up upon', Every Leader is encouraged to take advantage of the many formal and informal training opportunities that are made available. The adult Leader training programme is there to help Leaders provide better Cub Scouting – therefore use it to your best advantage. The Association offers a number of special courses to assist in the development of its Leaders. These include, but are not limited to HIV/AIDS Awareness, Substance Abuse Awareness, Counselling, First Aid, Financial Management, Workshops on various topics.

# The Cub Scout Pack Holidays

One of the most enjoyable and worthwhile activities in Cub Scouting is a Pack Holiday. The emphasis should be on the word 'holiday', which suggests a complete change of scene and way of life and a lot fun and enjoyment in good company and healthy surroundings. A Pack Holiday is still Cub Scouting and is a vital part of the Pack programme, providing an opportunity for all the excitement, adventure and practical activities which Cub Scouts need.

For the Leader, a Pack Holiday provides a unique opportunity to get to know the boys better, to widen their interests, advance their training and to make them more self-reliant and independent. The Leader of the Pack Holiday must be in possession of a Campers Certificate. The Pack Holiday Leader will, under normal circumstances, be the Cub Scout Leader of the Pack or an Assistant. However, any other Warranted Leader can be the Pack Holiday Leader if necessary. The proviso in this case is that the Leader must have undertaken relevant training and have good knowledge of the age group. He/she must be used to dealing with boys of Cub Scout age.

In the same way that Leaders need training to help them look after the Cub Scout Packs and to manage them well, so too do they benefit from training in running a Pack Holiday. While as individuals, Leaders might be proficient at camping on their own, to look after a large group of boys, taking the place of their parents, as well as looking after their welfare, holding the responsibility of feeding them, providing them with shelter entertaining them and at the same time educating them, is no small task. It therefore makes sense for the Leader- in- charge of the Pack Holiday to be adequately trained. That is why a Campers Certificate is a prerequisite for being the Leader-in-charge of a Pack Holiday.

A pack Holiday is based in a permanent building. Sleeping accommodations and, usually cooking and dining facilities are provided in the building, with activities normally taking place out of doors.

# Acknowledgements

Some of the material in this handbook was adapted from the following books. Thanks are extended to the authors and publishers:

The Wolf Cub Leader's Handbook, by Scouts Canada

The Cub Scout Leaders' Handbook, by The Scout Association of the U.K.

Cub Scout Ideas Sheets, by The Scout Association of the U.K.

The Cub Book, by Scouts Canada.

# Appendices

# Appendix 1: A Cub Scout Emergency Kit

Think of some things that might happen to you when you are alone.

For example:

1. You are supposed to meet a friend but can't wait 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 while climbing through a fence;
4. You lose a button off your shirt;
5. You cut your finger.

What things 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 wherever you go. The best emergency kit in the world is no good to you if it is 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 hardware store.

When you identify 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:

1. A piece of paper;
2. A small pencil;
3. A 25 cent coin phone calls;
4. A needle and some strong thread;
5. A large safety pin;
6. Matches (waterproofed or in a waterproof container);
7. One or two buttons;
8. A small hank of string;
9. A small pocket knife;
10. Some adhesive bandages;
11. A pair of scissors;
12. What else do you think it is important to have?



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

When you have completed your emergency kit, show it to your Leader, your Sixer and your Six.



## Appendix 2: Basic Health Rules

1. Wash your hands before eating and after using the toilet.
2. Take a bath or shower at least once a day.
3. Brush your teeth after breakfast and before going to bed. Brush your teeth after meals and snacks, if possible, if not, rinse out your mouth with water.
4. Drink at least eight (8) glasses of water daily.
5. Exercise regularly – daily if possible.
6. Get at least eight (8) hours of sleep a day.
7. Visit your dentist at least twice a year.
8. Use tissues to cover your nose and mouth when sneezing or coughing.
9. Always tell a responsible adult if you are sick or hurting, so that immediate and appropriate treatment may be administered.
10. Always use gloves when dealing with blood – a plastic bag may be used in an emergency. Wash hands and clean area with soap, water and bleach.
11. When dealing with minor cuts first wash hands, if possible. Clean the cut and the area around it with clean water. Protect cut with sterile adhesive dressing.
12. When dealing with grazes carefully remove all foreign bodies and clean the area thoroughly with cold, clean water. If the wound has a large foreign body embedded in the skin, do not attempt to remove it, since it may be plugging the wound and restricting bleeding. An appropriate sterile bandage should be applied.
13. When dealing with nose-bleeds the patient should be sit with the head well forward and any tight clothes loosen. The patient should be advised to breathe through the mouth and to pinch the soft part of the nose. Have the patient spit out any blood that may be in the mouth. Release the pressure (from the nose) after ten (10) minutes. If bleeding has not stopped, continue treatment and DO NOT let the patient raise the head. If the bleeding persists longer than thirty (30) minutes medical attention should be sought.
14. Burns (dry) and Scalds (wet) – Place the injury under slow running cold water, or immerse in cold water for ten (10) minutes, or longer if the pain persists. If no water is available, any cold liquid (e.g. milk) may be used. Gently remove any jewelry or constricting clothing from the injured area before it starts to swell. Dress the area with clean, Preferable sterile, non-fluff material. DO NOT USE adhesive dressing, or apply lotions, ointments, oils or grease to the injury. Do not break blisters, remove any loose skin or otherwise interfere with the injured area.
15. A healthy and balanced diet should be consumed daily. A “balanced Diet” is one that contains foods from each of the four food groups: Fruits and vegetables, milk and dairy products, meats and protein foods and bread and cereals.
16. Stay away from cigarettes, alcohol and illegal drugs. They are habit forming and injurious to the body.
17. HIV/AIDS awareness is very necessary to the maintenance of good health. HIV stands for Human Immunodeficiency virus .It is a virus that infects only humans. AIDS means Acquired Immune Deficiency Syndrome. HIV is the virus that can lead to AIDS, while AIDS is an advanced phase of HIV infection. HIV is transmitted through specific body fluids that are capable of carrying the virus. These

fluids are Blood, breast milk and other body fluids related to the sexual organs. These fluids are transmitted through the sharing of needles in drug use, breast feeding, unprotected sex and blood transfusions. HIV is NOT spread through casual contact such as shaking hands, touching, sharing a meal or drink, by hugging, through the use of the same bathroom as a person who has the virus or through insect bites.

## Appendix 3: Exercise

To keep your body healthy, you need exercise. You probably get lots of exercise when you play active games with your friends. It is a good idea to get into the habit now, so that you can easily keep it up as you grow older. Here are some 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. Road tennis, cricket, football, relay racing, biking, obstacle courses and tag games can be lots of fun. Go on outings with your Pack, family and friends; hikes, camping, swimming and skating are great things to do to stay fit.

Play a team sport like basketball, hockey, or football, 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 does not need to be bumped, banged and bruised on purpose.

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 your 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 and sideways.

### **Hopping on One Foot**

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

### **Leap Frog**

Ask another Cub Scout to bend over and hold his ankles. If he is much taller than you, he may have to squat a bit. Lightly touch the Cub Scout's back as you spring over him. 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 as small as possible. Count down from ten. On reaching "zero", yell "Blast Off" and jump as high into the air as you can. Land on your feet.

### **Frog Hand Stand**

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 your hands and elbows until your feet swing clear of the ground. Keep your head up.

### **Heel Click**

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

If you are going to do some physical exercise, warm up first by stretching your body and muscles. One of

your Leaders or your 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 easy to work with when you warm it up.



## Appendix 4: Grow a Garden

1. Get a few pea, bean or corn seeds.
2. Roll up a piece of blotting paper or paper towel and place it snugly inside a glass or jar.
3. Fill the glass or jar about one-quarter full of sawdust or soil.
4. Place your seeds between the blotting paper or paper towel and the inside of the glass, above the level of the sawdust or soil.
5. Wet the sawdust or soil enough so that the blotter soaks up the water. If you are using paper towel, pour in the water carefully so that it does not get too wet and collapse.
6. Put the glass in a dark place for a few days keeping the blotter or paper towel damp.
7. When the plant starts to grow, bring it out into the light again. Keep the blotter or paper towel damp.



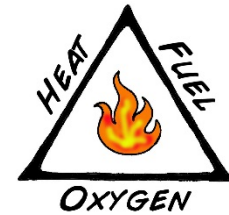
# Appendix 5: How Fire Works

## The Basic Elements of Fire

Fire occurs when a combustible fuel comes into contact with oxygen at an extremely high temperature (heat).

## The Fire Triangle

The Fire Triangle was developed as a simple way to understanding the factors of fire. Each side of the triangle represents one of the three ingredients of fire – OXYGEN, HEAT and FUEL. The interaction of these three sides of the triangle creates the fire and is required for its maintenance. When enough heat is not being generated to sustain the process, when the fuel supply is exhausted, removed or isolated, or when oxygen supply is limited, then a side of the triangle is broken and the fire is suppressed.



This demonstrates the interdependence of these ingredients in creating and maintaining fire. The removal of any of these three factors from the triangle will kill the fire.

## Fuel

Fuel could be defined as any kind of combustible material. It is characterised by its moisture content, size and shape, quality and the arrangement in which it is spread over the fire lighting area. The moisture content of any fuel will determine how easily that fuel will burn.

Combustible material is material that is capable of burning or that is used for burning.

## Oxygen

Air contains about 21% oxygen and most fires require at least 16% oxygen content to burn. Oxygen supports the chemical processes that occur during a fire. When fuel burns, it reacts with the oxygen from its surrounding air releasing heat and generating combustible products (i.e. gases, smoke, and particles). This process is known as oxidation.

## Heat

A heat source is responsible for the initial ignition (start) of fire. Heat is also needed to maintain the fire and to permit it to spread. Heat allows fire to burn by removing the moisture from the fuel, warming the surrounding air and preheating available fuel, enabling it to burn with greater ease.

## Appendix 6: Keeping Clean

You have already learned about cleanliness at home or in school. Just to remind you, here are some simple ways to help yourself keep clean and away from germs that might make you sick. After you have 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 comb and brush 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 at night.

### Ears

6. Never put anything sharp in your ear.
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 cause damage to your ear passages because they are connected to your nose.
10. Keep your fingers out of your nose so that you would not 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 your teeth after a meal, rinse out your mouth with water.

### Hands

13. Wash your hands before eating or touching food.
14. Wash your hands 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.

### General

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

Did you remember all twenty ways to keep clean and avoid germs? If you were not sure of some of them, read them over and test yourself again.

## Appendix 7: Lighting Fires Safely

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

Q. What is 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 are going to put it out.

Did you guess the right answer? Think about it for a moment. What do you think would happen if you lit a fire and could not put it out? It could very well get out of hand and be dangerous for you and everyone and everything near you.

Here are the most important safety rules about fires:

1. Before lighting a fire, make sure you can put it out. Keep lots of sand to bury your fire or water nearby;
2. Never light a fire unless one of your Leaders 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 would not 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. Make sure the fire is completely out before you leave it. Pour water on it, stir the ashes and pour more water on them. Tidy up the area before you leave.

If you follow these safety rules, you can be sure your fire will not 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 do not have paper. Some other things that make good tinder are tree bark that you can find on the ground, dry brown grass, and dry twigs. Whatever you do, NEVER peel the bark from live trees. The bark is their skin and, if you peel it off, you will likely damage the trees.

**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 are not sure, ask your Leader to show you.

For **Fuel**, you need bigger sticks about the size of a broom stick. 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 give lots of heat.

The tepee fire, which looks like an Indian tepee, is easy to make.

Here is how to do it.

1. Before you start, make sure you have enough fuel to keep the fire going.
2. Place a large handful of tinder on the ground.
3. Push a stick in the ground and slant it over the tinder.
4. Make a tepee of kindling sticks by leaning them over the stick that was pushed into ground.



Towards the wind, leave an opening – like a door – to your tepee...

5. Crouch down in front of the opening with your back to the wind.
6. Strike a match (wooden matches are best), let it burn into a real flame, and touch it to the tinder, close to the ground.
7. Let the kindling in the tepee get a good start and then slowly feed the fire with thin pieces of fuel. If you add fuel too quickly you may put out the fire.
8. Slowly add fuel wood until the fire is the size you want.



## Appendix 8: 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 39cm above the ground.
3. A tall glass jar with straight sides as narrow as you can find.
4. A ruler.
5. A grease pencil or a bit of paint and a fine brush.

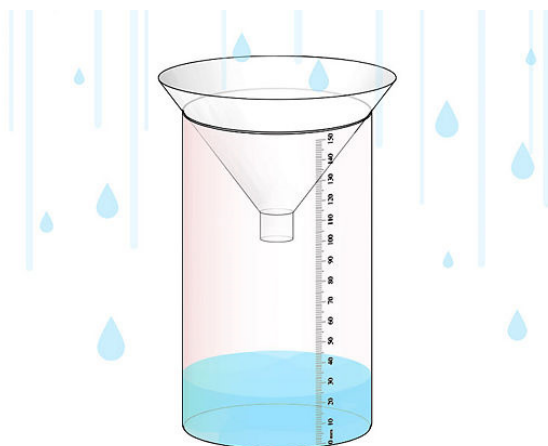
How to make it:

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

How to use your rain gauge:

1. Place the can on the flat space before the rain begins.
2. When the rain is over, make sure the jar is completely empty, then pour the water from the can into the jar and read off the rainfall in mm 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 writing your figures on a calendar or notebook. Some days you may find that the water level drops. Where do you think the goes?



## Appendix 9: Road Safety

1. Children should not speak to strangers in public places. At home, they should not be with, or speak to strangers, without a parent or a responsible adult being present.
2. Children should tell their parents, or a responsible adult if anyone touches them inappropriately, tells them suggestive things, or tries to get them to take illegal drugs, alcohol or smoke cigarettes.
3. Pedestrians should walk on sidewalks, where possible, or at the side of the road facing the oncoming traffic, where there is no sidewalk.
4. Pedestrians should cross streets at pedestrian crossings. They should wait until the oncoming vehicles have stopped before attempting to cross. They should then walk quickly across in a straight line. Where there is no pedestrian crossing, pedestrians should select a place away from corners, look left, then right, then left again to make sure that there are no oncoming vehicles, and then quickly cross the street.
5. Some traffic rules:
  - a. Never try to cross between parked vehicles, from behind or immediately in front of a stationary vehicle.
  - b. Always follow the instructions of Traffic Wardens and the Police.
  - c. Never play in the road.
  - d. When walking on a road without a sidewalk pedestrians should walk in single file, never two or more abreast and look and listen for the traffic.
  - e. When walking on the street people should wear brightly coloured clothing, or reflective vest or armbands, especially at night or when it is dark.
  - f. When walking a dog it should be kept on a lead and should not be allowed to walk or run freely.
  - g. Before boarding a bus, people should allow other persons to get off first.
  - h. Seatbelts must be worn whenever travelling in a vehicle.
  - i. Children should never travel between the front seats of a vehicle.
  - j. Children should not stand in vehicles while it is travelling.
  - k. Objects should not be thrown out of moving vehicles.
  - l. Heads and arms should never be held outside of moving vehicles.
- m. Persons should never get on or off a moving vehicle.
- n. Passengers in a moving vehicle should try not to distract the driver, especially in busy traffic, or on dangerous roads.



## Appendix 10: Water Safety Rules

1. Buddy-up – Make sure that you never swim alone.
2. Know your limits - Do not try to swim further than you are able to.
3. Swim in safe areas – Only swim when a life guard is on duty.
4. Wear a life jacket if you cannot swim and while you are on a boat.
5. To assist someone in trouble, reach to them with a pole, broom, or stick. Throw a life preserver, rope or some other flotation device to the person. Do not try to approach the person because he/she may place you in danger.
6. When swimming follow posted rules and warning flags.
7. Do not ever swim in bad weather – do not swim in storms.
8. Never dive into shallow or unknown waters.
9. Learn to swim as soon as is possible.
10. DO NOT EVER play around in the water.
11. Cry out for help whenever experiencing difficulties.
12. Stay out of the water during a thunderstorm.
13. Do not swim immediately after a meal.
14. Do not swim in the dark.



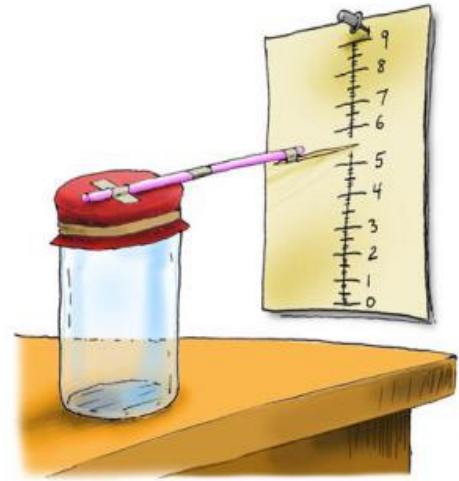
## Appendix 1 1: A Barometer

### You Need:

1. A wide-mouth jar, like a peanut butter jar.
2. A balloon.
3. Rubber bands.
4. A drinking straw tape.
5. Stiff paper or cardboard.

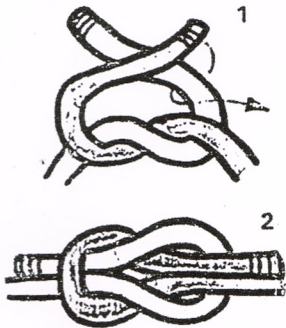
### To make it:

1. Wash the jar. Discard the lid.
2. Cut a piece of 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 on 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 stove, or sunlight.
7. Stand the tube near, but not quite touching the end of the 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 the 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 towards the top of the tube and cloudy or stormy when the pointer moves towards the bottom of the tube.

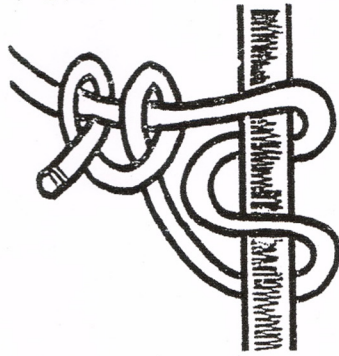


A barometer measures changes in air pressure. When the pressure goes down, the weather turns cloudy: when the pressure goes up, the weather usually clears.

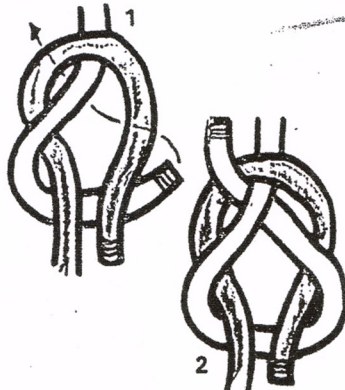
## Appendix 1 2: Knotting



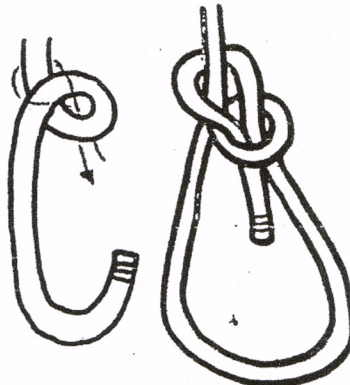
**Reef Knot** – Used for joining small ropes and for finishing bandages and tying parcels.



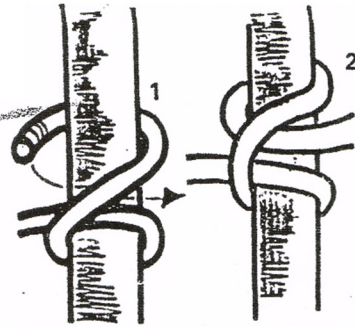
**Round Turn and Two Half Hitches** – Used for tying a rope to a tree, pole or ring.



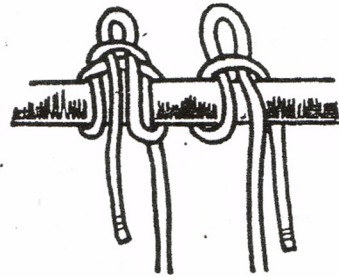
**Sheet Bend** – Used for joining two ropes and to tie a rope to a loop.



**Bowline** – Used for making a loop in the end of a rope.



**Clove Hitch** – Used for tying a rope to a pole or bar.



**Highwayman's Hitch** – Used for tying up a horse or a boat.

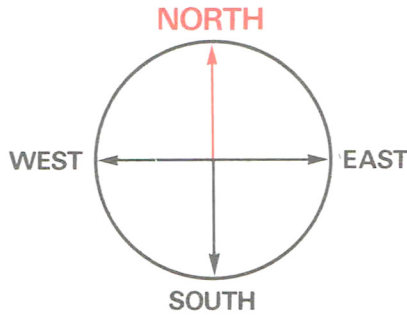


**Hank** – If rope is put away untidily, it will tangle and fray. The hank is a simple way to store ropes neatly.

When you have learned how to tie two of the knots and practised doing them you will be able to join in games and activities using ropes.

# Appendix 13: The Compass

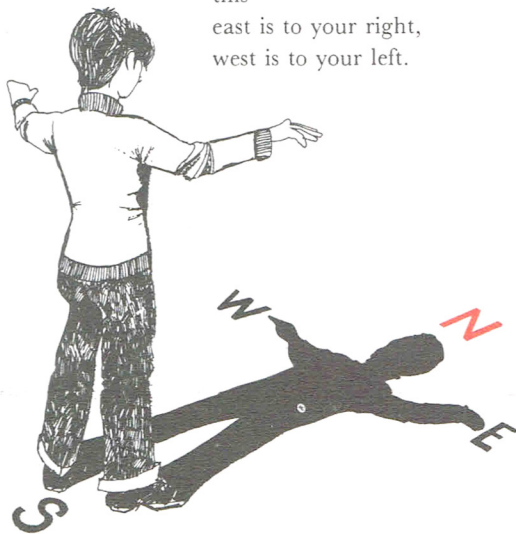
As you already know, we have four main points of the compass—NORTH, SOUTH, EAST, WEST.



If we draw a 'compass-rose', it will look like the figure above.

Imagine that you draw a huge compass-rose on the ground. Now stand in the middle of it and look towards NORTH. When you stand like this—

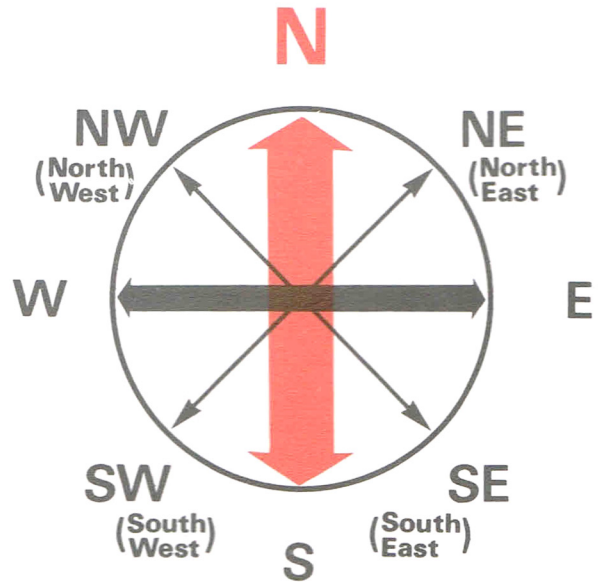
east is to your right,  
west is to your left.



## The Eight Compass Points

In between the four main points of the compass—north, south, east and west—there are some new directions to learn.

Between north and west we have the point NORTH-WEST, and the other points around the rose are named the same way.



In this drawing the north to south arrow is drawn very thick, since these two directions are the most important.

Because north and south are the main points it is correct that they should be put first, like for example, in *north-west*, or *south-east*.

## Exercise 1 :



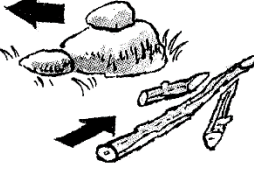
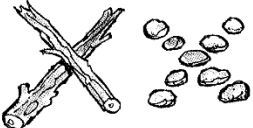
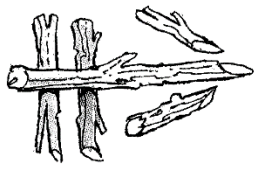



### 'We do a compass point journey'

Begin at the **START** and try and reach the **FINISH** by following these directions:—

Draw a line two squares N, continue four squares E, then one square S, two squares W, two squares S, six squares E, three squares N, two squares SW, one square W, two squares N, and one square NE.



## Appendix 14: Tracking Signs

<b>COMMON TRACKING SIGNS</b>			
			
Water in this Direction	Turn (Left or Right)	This Way	Not this Way
			
This way over Obstacle	Party Split Up	Message this Way	Gone Home





**Barbados Boy Scouts Association**

Hazelwood, Collymore Rock, St. Michael BB111604, Barbados.