



2ND GRADE

**WOLF CUB
SCOUT
HANDBOOK**



THIS BOOK BELONGS TO

A large, empty white rectangular box for writing the owner's name.



BOY SCOUTS OF AMERICA

HA!

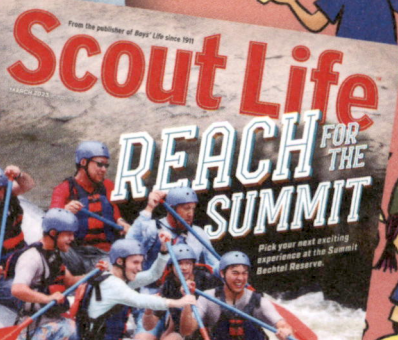
Q: What did
the Wolf Scout
say to the
friend who
missed a pack
meeting?

A: "Howl
are you?"

HA!
HA!

Impress your friends and family with the best jokes. Laugh at the funniest comics. Be inspired by the heroes of Scouts in Action. And learn how to get the most out of Scouting. All in **Scout Life** magazine. Subscribe today!

Use promo code **SLWOLF15** to get a special Scout discount at go.scoutlife.org/subscribe



WELCOME, CUB SCOUT!

Follow the trail to earn your Wolf badge of rank.

Bobcat is designed to be the first required Adventure.

Remaining Adventures can be earned in any order.



Fill in the circle when you complete an Adventure.

WOLF

HANDBOOK



**Cub Scouts is about having fun,
making friends, and doing your best.**

Have a great time!

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WELCOME TO THE WOLF ADVENTURE TRAIL

On the Wolf Adventure Trail, you will explore the outdoors, make new friends, play games, and do things that only Cub Scouts do. As you are having fun, you will complete a group of activities called **Adventures**. After completing each Adventure, you will be given a metal belt loop that slides onto your Cub Scout belt. To earn the Wolf badge of rank, you will need to complete all six required Adventures and at least two elective Adventures. You may earn as many elective Adventures as you like. When you complete the second grade, you will begin your Bear Adventure Trail.




CUB SCOUT PARENT GUIDE

(This section is for your parent or legal guardian.)

Your child will get the most out of their Cub Scout experience when you take an active part. Cub Scouting is led by volunteer parents, just like you. They come together to plan Cub Scout activities, meetings, and special events. For many parents, this is a great way to get to know the other families in their community. Chances are, you have a lot in common. Your child may attend the same school and some children may even have the same teachers. You may shop at the same grocery store, play at the same park, or may even live within walking distance from each other.

GETTING STARTED AS A CUB SCOUT PARENT

1. ***Find out who your contact person is for Cub Scouting.*** The contact person may have a specific title like den leader or Cubmaster, or they just may be an active parent. This is the person whom you can contact to ask questions as you are getting started.
2. ***Confirm the details of the den meetings,*** pack meetings, and other activities. Add them to your personal and family calendars.
3. ***Plug into the communication channel*** that your pack and your den use. Each Cub Scout pack has a different way they communicate with parents; some have multiple ways. It may be as simple as a text message group, a communications app, or



a social media page. Make sure that the contact information you give to the Cub Scout pack is accurate.

4. **Download the free Scouting app** from the Apple App Store® and Google Play™ store. The Scouting app gives parents an easy way to stay connected with their Cub Scout's progress and official records.
5. **Read the remainder of this chapter**, Cub Scout Parent Guide, and the Essential Cub Scout Family Activities chapter.

WHAT IS CUB SCOUTING?

Cub Scouting is the youth program of the Boy Scouts of America® (BSA) for kindergarten through fifth grade. The mission of the program is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and the Scout Law. This is accomplished through the aims and methods of Scouting — what we want to teach and how we teach.

The four aims are: character development, leadership, citizenship, and personal fitness.

The seven methods of Cub Scouts are: living the ideals, belonging to a den, advancement, family involvement, activities, serving the neighborhood, and the uniform.

Your child wanted to join and will stay in Cub Scouting because it is fun. Cub Scouting has been described as “a game with a purpose.” The activities in Cub Scouting serve a purpose deeper than just having fun. Activities are designed to meet the mission of the BSA.

HOW CUB SCOUTING IS ORGANIZED

Later in this book, we describe how Cub Scouting is organized in a way your Wolf Cub Scout can best understand. As an adult, we want you to have a deeper understanding of the BSA.

Think of the BSA as an upside-down pyramid. At the base of the pyramid — the smallest part — is the national organization of the BSA. It is designed to support the sections above it. The **National Council** of the BSA is led by a volunteer group called the National Executive Committee along with the chief executive officer, or the **Chief Scout Executive**. Additional volunteers and staff members make up the National Council, which includes departments such as Scout shops, program development, information technology, and safety.

The next part of the pyramid is your local council, a geographic territory that the National Council has granted permission to deliver Scouting programs within that area. The local council is also led by a volunteer group called the council executive committee, along with a chief executive officer called the **Scout executive**.

On the left sleeve of the Cub Scout uniform is a patch that identifies your local council.

Some councils create geographic areas called **districts**. Districts are designed to provide service and support to local Scouting programs in the designated area. A district committee made up of volunteers does this work and is often supported by a staff member called a **district executive**.

At the top of the pyramid — the largest part — are the local Scouting programs. Local councils partner with community organizations, called chartered organizations, to deliver Scouting



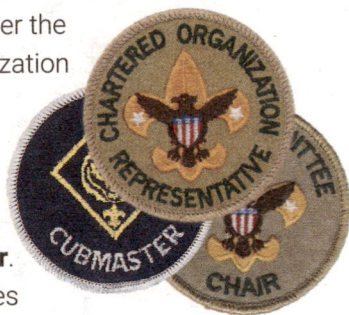
the BSA. It is designed to support the sections above it. The **National Council** of the BSA is led by a volunteer group called the National Executive Committee along with the



programs. Chartered organizations have an annual agreement with the local council to sponsor one or more Scouting programs.

If a chartered organization wants to have a Cub Scout program, it organizes what is called a Cub Scout **pack**. Packs are organized to best serve the families to whom the chartered organization is looking to deliver the program. Often, this is a school, neighborhood, or community. Your Cub Scout pack is identified with a number. Put your pack number on the left sleeve of your Cub Scout uniform under the council patch.

The **chartered organization representative** is just that, the person designated to represent the organization that has an agreement with the local council to deliver the Scouting program. The chartered organization approves all those who volunteer to be leaders in the pack, usually parents of Cub Scouts. Each pack has a pack committee made up of leaders and parents led by the **pack committee chair**. This volunteer, usually a parent, organizes the adults to plan and deliver the Cub Scouting program.

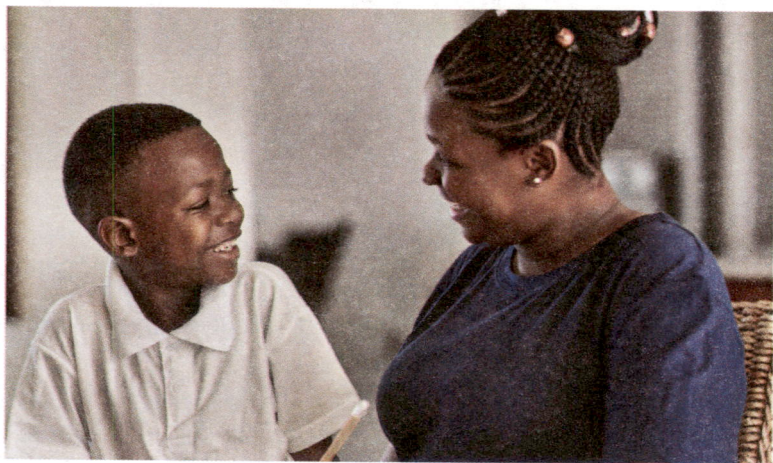


The **Cubmaster** is a volunteer, usually a parent, who coordinates the delivery of the program to the youth of all ages at the pack level, with the help of **assistant Cubmaster(s)** and other parents.

A Cub Scout pack is made up of small groups called **dens**. How dens are formed is up to the pack. Packs ultimately form dens in a way that best serves the families in the pack. Ideally, a den has about eight Cub Scouts who are all in the same grade and working on the same rank together. Dens can also be formed with different grades. A Cub Scout pack with three second graders (Wolves) and two third graders (Bears) may form a multi-rank den with those five Cub Scouts. Regardless of how dens are formed, Cub Scouts earn Adventures and the badge of rank only for their grade level.

The den is led by a volunteer **den leader** and **assistant den leader**, usually a parent. The den leader coordinates meetings and activities centered around Cub Scout **Adventures**. Adventures are made up of a group of activities. When the required activities for each Adventure are completed, the Cub Scout receives an **Adventure loop** that slides onto their Cub Scout belt as recognition for completing an Adventure.

Advancement refers to the progress your Cub Scout is making toward their badge of rank. Cub Scouts work only on the badge of rank associated with their grade level. For second grade, this is the Wolf badge of rank. Your Cub Scout earns their **Wolf** badge of rank by completing the six required Adventures and two elective Adventures. When they complete a badge of rank, they may not work on the next badge of rank until they have completed the grade level associated with that badge of rank. Cub Scouts may not work on a badge of rank for an earlier grade level.



ESSENTIAL CUB SCOUT FAMILY ACTIVITIES

The Cub Scout program is designed for you to share adventures together with your child. Be active, have fun, and enjoy the moments you have together. As an adult, you will also make new friends and have opportunities to try new things.

Cub Scouting is a holistic program; the positive impact works best when incorporated into your home. One way to do this is to be familiar with the Scout Oath and the Scout Law and look for ways to recognize your Cub Scout when they are following these values.

ADVENTURE REQUIREMENTS TO DO AT HOME

Most Adventure requirements will be completed with your den or pack. The following requirements are designed to be done at home. Let your den leader know when you have completed them with your Cub Scout.

BOBCAT

Requirement 7 - At home, with your parent or legal guardian, do the activities in the booklet "How to Protect Your Children From Child Abuse: A Parent's Guide."

SAFETY IN NUMBERS

Your den leader may ask that you complete all requirements for this Adventure at home. See the requirements on page 79.

FOOTSTEPS

Your den leader may ask that you complete all requirements for this Adventure at home. See the requirements on page 85.

THE NORTH AMERICAN WOLF

Humans and wolves have a special relationship. Did you know that all dogs came from a type of wolf? Over thousands of years, early humans and wolves formed a symbiotic (sym·bi·ot·ic) relationship in which both humans and wolves benefited from each other.

Humans provided these wolves with food and shelter, and the wolves provided humans with protection and friendship. Over time, these wolves became less wild and eventually so different that we stopped calling them wolves and started calling them dogs.

Not all wolves became dogs. Today the North American wolf is one such wolf. Unlike the common dog, the North American wolf is a wild animal. The coyote and jackal are examples of wild animals that are also part of the wolf family.

Wolves stick together as a family, and a group of several wolf families is called a **pack**. They hunt together, they live together, and they even have a leader that is called the "alpha." They may live in a **den**, which can be a cave, a shallow hole they dig, or a fallen tree that provides shelter.



The stories in *The Jungle Book* were written by Rudyard Kipling and have been made into several movies. One character in *The Jungle Book* is a wolf named Akela (Ah-KAY-la). Akela finds a lost child named Mowgli (MO-gee) and raises the child like a wolf. Baloo the bear helps teach Mowgli the laws of the jungle so he can live among the animals.

Cub Scouts in the United States used the names of these characters as a fun way to describe the Cub Scouting program. To this day, you may hear words like Akela, Baloo, den, and pack. That is our way of remembering how Cub Scouting began.



YOUR CUB SCOUT PACK

You and your family are part of a Cub Scout pack. A pack is made up of several families that are part of Cub Scouting in your community. A pack includes Cub Scouts who are in kindergarten through fifth grade. The pack will get together for activities, meetings, and outings. The adult leader of the pack is called the **Cubmaster**. To make Cub Scouting more fun, packs form small groups called **dens**.



YOUR CUB SCOUT WOLF DEN



Your den is the group in which you make new friends, play games, and earn Adventures as you work toward earning your Wolf badge of rank. Each den is a little different. Most of your Cub Scout fun will be with your den. The adult leader of the den is called the ***den leader***.



YOUR CUB SCOUT ADULT LEADERS

A pack of wolves in the wild looks to the alpha wolf for leadership and guidance — when to work, when to learn, and when to play. In Cub Scouting, we call adults who are leaders Akela.

You will see several adults in Cub Scouting; you will be able to recognize some right away because they are wearing a uniform. Other adults may be part of the pack but do not wear a uniform. As a Cub Scout, always be respectful to adults in your Cub Scout pack.

At no time is any adult, other than your parent or legal guardian, to be alone with you.



YOUR CUB SCOUT WOLF UNIFORM

Wearing your uniform shows everyone that you are a Cub Scout. Think of it as being part of one of the largest teams in America. Wear your uniform to pack meetings, den meetings, and special activities when you are with other Cub Scouts. There are times when you are going to get dirty in Cub Scouts; for those times it's OK to wear a Cub Scout T-shirt.



The uniform includes the blue Cub Scout shirt, blue Cub Scout bottoms (shorts, pants, or skort), the Cub Scout belt, and Cub Scout socks. Each rank has a hat, neckerchief, and neckerchief slide with its own emblem and colors. The Wolf hat and neckerchief are red.

Your Cub Scout belt is specially made so that your Cub Scout Adventure loops can slide onto it.





The pictures below show you where to put badges of rank and patches on your blue Cub Scout shirt. You might receive a patch for attending a special event like a campout or for selling popcorn. These are examples of “temporary insignia” and should be worn centered on the right pocket. Sometimes these patches come with a button loop, so you can hang your patch from your pocket button.



THE WOLF ADVENTURE TRAIL

The Cub Scout activities that you do with your den, pack, and family are called Adventures. Each Adventure has several things you do to earn that Adventure. These are called requirements. You'll have fun completing the requirements with the help of your den, pack, and family.

When you complete a requirement for an Adventure, have your leader, parent or legal guardian confirm that you did your best by signing and dating your handbook like in the sample below.



Sept 15

Date

A. Scouter

Adult's signature

When you complete an Adventure, you are awarded a special metal belt loop. You slide your Adventure loops onto your belt. At the end of your Wolf year, you can make a cool display for your Wolf Adventure loops out of wooden paint stirrers.

Most of the Adventures you do will be with your den in your den meetings. Your Cub Scout pack may plan some activities that will help you earn an Adventure. You can also complete Adventures at home with your family.

To earn your Wolf badge of rank, you must complete the six required Adventures and at least two elective Adventures. You have 20 elective Adventures to choose from.

If you complete an Adventure or a requirement for an Adventure outside of your den meeting, let your den leader know so they can record it and make sure you are recognized for earning it.

REQUIRED ADVENTURES

Must complete each of the 6 required adventures



Bobcat

(Character & Leadership)



Paws on the Path

(Outdoors)



Running With the Pack

(Personal Fitness)



Council Fire

(Citizenship)



Safety in Numbers

(Personal Safety Awareness)



Footsteps

(Family & Reverence)

ELECTIVE ADVENTURES

Must complete at least 2 elective adventures



A Wolf Goes Fishing



Adventures in Coins



Air of the Wolf



Champions for Nature



Code of the Wolf



Computing Wolves



Cubs Who Care



Digging in the Past



Finding Your Way



Germs Alive!



Let's Camp



Paws for Water



Paws of Skill



Pedal With the Pack



Race Time



Spirit of the Water



Summertime Fun



Archery*



BBs*



Slingshot*

* Range and target sports Adventures are special Adventures that can only be completed at approved events with qualified instructors.

THE BUDDY SYSTEM

The buddy system is when two Cub Scouts work together, share, and keep each other safe. Your den leader decides how buddies are paired. If there is an odd number of Cub Scouts, you can have a buddy group of no more than three.

Having a buddy is especially important when you are doing an activity outdoors, particularly near or on the water.

When you have a buddy, you are not to let your buddy out of your sight. As buddies you are friends, so remember the points of the Scout Law to be friendly, courteous, and kind to each other. You keep each other safe by following any rules or instructions for the activity.



THE CUB SCOUT SIX ESSENTIALS

Cub Scouts love being outdoors. When you go outdoors for an Adventure, there are six things you should bring with you. These are called the Cub Scout Six Essentials. If something is essential, it is extremely important.

1. FILLED WATER BOTTLE

You always carry water with you when you are going outside. Your body loses water all the time, and you have to replace it. When it is hot outside, your body loses water by sweating, and when it is cold outside, your body loses water with every breath you take; when you can see your breath when it is cold outside, that is water your body has lost.

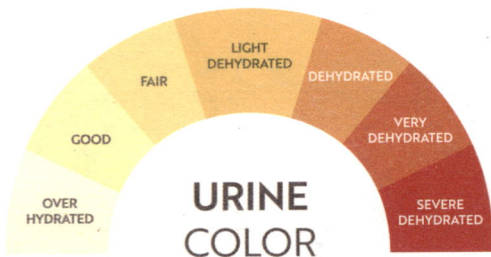


When your body has lost too much water, your body will tell you in different ways. The first is that you will feel thirsty. If you don't drink water, you may get a headache. If you continue to not listen to your body, you may end up getting a stomachache.

When outside, it is best to get in the habit of drinking water before you start, continuously drinking small amounts throughout your activity, and drinking when you are finished. Do not drink a lot of water at a time. It is best to drink small amounts a lot of times than to drink a large amount all at once.

How do you know if you're drinking enough water? One way is by checking your urine (pee). Your urine should be clear and light. If

it's yellow, your body could use more water. If it's dark yellow, your body needs more water.



Plastic water bottles are the most popular way to carry water. These come in all shapes and sizes. When looking at plastic water bottles, you want to think about how you will carry the bottle and how much water it will hold. Another important part of a plastic water bottle is how you drink from it. Some have straws, some have a valve, and others have just an opening with a screw cap.

Water bladders are carried in backpacks. These are useful as they make drinking water easy and include a place to carry your other Cub Scout essentials.

It is best to keep only water in your water bottle or water bladder and make sure to wash it after each use.

2. FIRST-AID KIT

There are different kinds of first-aid kits. The one you carry should be small and simple. Your first-aid kit should include things you know how to use and may need, based on the activity. Always check your first-aid kit before going out to make sure it has what you need.



Your first-aid kit should have the following items:

- Personal medical items (for example, if you are allergic to bee stings, you may need to carry an EpiPen)
- Pads (to clean cuts before applying an adhesive bandage)
- First-aid cream (applied to a cut before putting on an adhesive bandage)
- Adhesive bandages (only a few in two or three different sizes)

As you learn more about first aid, you will begin to carry more items in your kit.

3. WHISTLE

A whistle is for emergencies if you get separated from your group. Since most whistles are small, you may want to tie a string to it and attach it to your belt or your backpack. If you get separated from your group, use the SAW method of Stay, Answer, and Whistle. You will learn more about SAW later in this handbook.



4. FLASHLIGHT

A flashlight is one of the six essentials because like a first-aid kit and whistle, it is better to have it and not need it than to need it and not have it.

There are a lot of options for a flashlight. When looking at different flashlights, remember that you have to carry it. There are some you carry in your hands, some that you wear on your head, and even some that you wear around your neck.



The next thing to consider about your flashlight is how it is powered. What type of batteries does it use? Do the batteries come with the flashlight? Is it easy to replace the batteries?

When using your flashlight, remember to keep it pointed down and not at someone's face.

5. SUN PROTECTION

Just like you need water when it is hot or cold outside, you need sun protection in all types of weather. You can protect yourself from the sun by wearing the appropriate clothing and using sunblock.



Sunblock and some clothes will indicate what sun protection factor, or SPF, it will provide. The higher the SPF number, the more protection it will provide. The SPF number is not related to how long you can stay out in the sun. The effect the sun has on your skin can be different based on the time of year, time of day, and type of skin you have.

A hat to provide good sun protection should cover not only your head, but also your ears and neck. If your hat doesn't cover your ears or neck, make sure to apply sunblock to those areas.

When using sunblock, always follow the directions on the container. Know if your sunblock is waterproof or sweatproof. If not, you will need to reapply if you get wet or sweat a lot. Most sunblock will wear off, and you will need to apply more if you are outside for a longer period of time. Check the expiration date on your sunblock bottle.

6. TRAIL FOOD

When you are outside and active, your body will need energy. Pack a snack that is easy to carry, is easy to eat when you are moving, and will stay fresh. Here are some ideas for trail food.

GORP – Good Old Raisins and Peanuts was the first trail mix and was simply raisins and peanuts. Raisins provided sugar and peanuts provided protein, two important nutrients for energy. Trail mix is now much more than just raisins and peanuts. Dried fruits, chocolate candies, and other nuts are just some items you can find in trail mix.



Dried meats like beef jerky and turkey jerky are another source of high-protein foods that make a good snack when outdoors. You can even find vegetarian jerky made from plant-based proteins.

Granola can be simply rolled oats, nuts, and honey baked together. Like trail mix, granola can be made from different ingredients. You can find a variety of granola bars at your grocery store.

When deciding on trail food, **remember what the temperature** will be like. If it is going to be warm outside, anything that has chocolate will melt, making it difficult to eat. If it is going to be 35 degrees or colder outside, you can consider packing cheese as your trail food.

When planning what to bring for trail food, make sure to **check with your den leader to see if anyone has a food allergy**, so you can plan to avoid those foods.

STAY, ANSWER, WHISTLE (SAW)

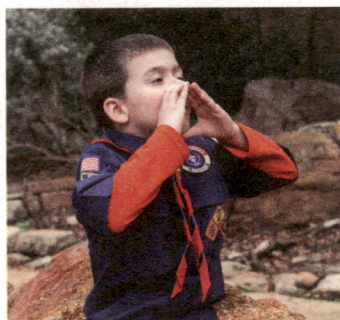
If you get separated from the group,
there are three things you do:



Answer – As your group is looking for you, they will start calling your name. Answer them when you hear them.

Whistle – Your whistle is part of your Cub Scout Six Essentials, and this is one reason why. Blow your whistle. There is no special way to do it. Just blow your whistle as often as you can. People can hear a whistle from a longer distance than they can hear you yell or scream. This also means that people will hear your whistle and start moving toward you before you can hear them call your name.

Stay – Do not go any farther. Once you realize you are no longer with your group, stop where you are. When the group realizes you are no longer with them, the first thing they will do is go back to the places they have been.



THE OUTDOOR CODE

The outdoors is a focus of Cub Scouting. For more than 70 years, the Outdoor Code has been a guide for Scouts in the outdoors. Remember to do your best by showing respect for the outdoors and by learning and upholding the Outdoor Code.

As an American, I will do my best to:

- **Be clean in my outdoor manners.**

A Cub Scout takes care of the outdoors and keeps the outdoors clean. A Cub Scout knows that putting marks on buildings, trees, or natural objects causes permanent damage.

- **Be careful with fire.**

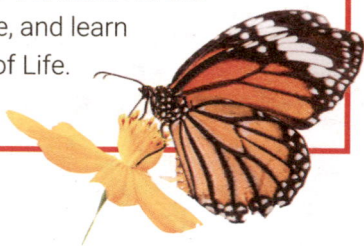
A Cub Scout may enjoy a campfire only with adult leaders. A Cub Scout knows not to play with matches and lighters.

- **Be considerate in the outdoors.**

A Cub Scout shares our outdoor places and treats everything on the land and in the water with respect.

- **Be conservation-minded.**

A Cub Scout works to restore the health of the land so others may enjoy, live, and learn from it as a part of the Web of Life.



LEAVE NO TRACE PRINCIPLES FOR KIDS

As a Cub Scout, you will learn to use the Leave No Trace Principles for Kids to help you take care of the outdoors.



1. KNOW BEFORE YOU GO

- Be Prepared! Don't forget clothes that protect you from cold, heat, and rain.
- Use maps to show you where you'll be going so you won't get lost.
- Learn about the area you visit. Read books and talk to people before you go. The more you know, the more fun you'll have.

2. CHOOSE THE RIGHT PATH

- Stay on the main trail to protect nature, and don't wander off by yourself.
- Steer clear of flowers or small trees. Once hurt, they may not grow back.
- Use existing camp areas and camp at least 100 big steps from roads, trails, and water.

3. TRASH YOUR TRASH

- Pack it in, pack it out. Put litter, even crumbs, in trash cans or carry it home.
- Use bathrooms or outhouses when available. If you have to “go,” act like a cat and bury poop in a small hole 4-8 inches deep and 100 big steps from water.
- Place your toilet paper in a plastic bag and put the bag in a garbage can back home.
- Keep water clean. Do not put soap, food, or poop in lakes or streams.

4. LEAVE WHAT YOU FIND

- Leave plants, rocks, and historical items as you find them so the next person can enjoy them. Treat living plants with respect. Hacking or peeling plants can kill them.
- Good campsites are found, not made. Don't dig trenches or build structures in your campsite.

5. BE CAREFUL WITH FIRE

- Use a camp stove for cooking. It's easier to cook on and clean up than a fire.
- Be sure it's OK to build a campfire in the area you're visiting. Use an existing fire ring to protect the ground from heat. Keep your fire small. Remember, campfires aren't for trash or food.
- Do not snap branches off live, dead, or downed trees. Instead, collect loose sticks from the ground.
- Burn all wood to ash, and be sure that the fire is completely out and cold before you leave.

6. RESPECT WILDLIFE

- Observe animals from a distance and never approach, feed, or follow them. Human food is unhealthy for all animals, and feeding them starts bad habits.
- Protect wildlife and your food by storing your meals and trash.
- Control pets at all times, or leave them at home.

7. BE KIND TO OTHERS

- Make sure the fun you have in the outdoors does not bother anyone else. Remember that other visitors are there to enjoy the outdoors.
- Listen to nature. Avoid making loud noises or yelling. You will see more animals if you are quiet.

Remember – you'll enjoy nature even more by caring for your special place.



* The member-driven Leave No Trace Center for Outdoor Ethics teaches people how to enjoy the outdoors responsibly. This copyrighted information has been reprinted with permission from the Leave No Trace Center for Outdoor Ethics: www.LNT.org.

BOBCAT

CHARACTER & LEADERSHIP



SNAPSHOT OF ADVENTURE



The Bobcat Adventure is the first required Adventure on your trail and will get you and your den off to a great start. Once you have completed the Bobcat Adventure, you can work on the other Adventures in any order.

REQUIREMENTS

1. Get to know the members of your den.
2. Recite the Scout Oath and the Scout Law with your den and den leader.
3. Learn about the Scout Law.
4. With your den, create a den code of conduct.
5. Demonstrate the Cub Scout sign, Cub Scout salute, and Cub Scout handshake. Show how each is used.
6. Share with your den, or family, a time when you demonstrated the Cub Scout motto "Do Your Best."
7. At home, with your parent or legal guardian, do the activities in the booklet "How to Protect Your Children From Child Abuse: A Parent's Guide."



- **Required Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

Get to know the members of your den.

You may already know some of the other Cub Scouts in your den from school, your neighborhood, or from Cub Scouts last year. As you start your Wolf Adventure Trail, get to know the members of your den. Your den leader will have something for your den to work on together, like a den flag, or you may play a game together.

If you do not know someone in your den, here are some things you can do to get to know them.

Introduce yourself. "Hi, my name is _____. What is your name?"

Ask them: "What are some things you like to do?"

Tell them about the things you like to do.

Some people are shy and find it hard to interact with others and tend to stay away from the group. Be respectful of that, being friendly and inclusive with that person as best as you can. You may find that they may eventually decide to join you.

Remember, a Scout is friendly and kind. Next thing you know, you may have a new friend.



Date

Adult's Signature

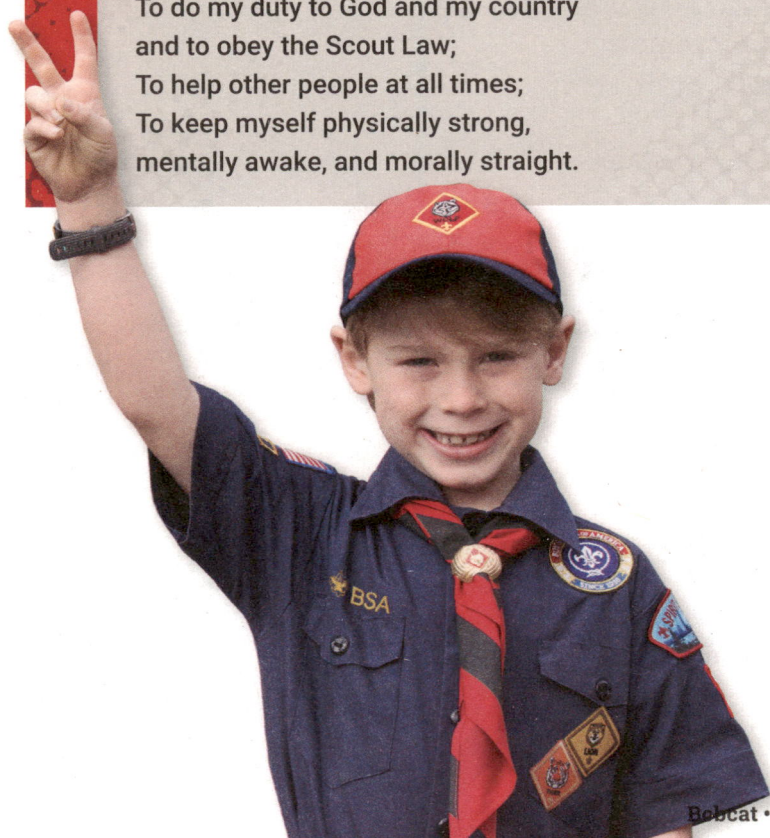
REQUIREMENT 2

Recite the Scout Oath and the Scout Law with your den and den leader.

All Scouts believe in and work to live by the Scout Oath and the Scout Law. Understanding this is one of the most important parts of earning the Bobcat Adventure. We learn those words and believe in them as a way to live our lives and be good members of our families, our communities, and the Cub Scout pack.

SCOUT OATH

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.





The Meaning of the Scout Oath

ON MY HONOR ...

Saying "On my honor" is like saying "I promise."

I WILL DO MY BEST ...

This means that you will do your best to do what the Scout Oath says.

TO DO MY DUTY ...

A duty is something you are expected to do. At home, you might be expected to make your bed or take out the trash. You also have duties to God and to your country.

TO GOD ...

You do your duty to God by following the teachings of your family and religious leaders.

AND MY COUNTRY ...

You do your duty to your country by being a good citizen and obeying the law.

AND TO OBEY THE SCOUT LAW; ...

You also promise to live by the 12 points of the Scout Law, which are described on the next page.

TO HELP OTHER PEOPLE AT ALL TIMES; ...

Many people need help. A friendly smile and a helping hand make life easier for others. By helping other people, you are doing a Good Turn and making our world a better place.

TO KEEP MYSELF PHYSICALLY STRONG, ...

This part of the Scout Oath is about taking care of yourself. You stay physically strong when you eat the right foods and get plenty of exercise.

MENTALLY AWAKE, ...

You stay mentally awake when you work hard in school, learn all you can, and ask questions.

AND MORALLY STRAIGHT,

You stay morally straight when you do the right thing and live your life with honesty.



Date

Adult's Signature

REQUIREMENT 3

Learn about the Scout Law.

THE SCOUT LAW

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

The Meaning of the Scout Law

The Scout Law has 12 points.

A Cub Scout agrees to live by the Scout Law every day, not just when you are at a Cub Scout meeting. It is not always easy to do, but a Cub Scout always does their best.

A Scout is TRUSTWORTHY.

Tell the truth and keep your promises. People can depend on you.

A Scout is LOYAL.

Be true to your family, friends, Scout leaders, school, and country.

A Scout is HELPFUL.

Volunteer to help others without expecting a reward.

A Scout is FRIENDLY.

Be a friend to everyone, even people who are very different from you.

A Scout is COURTEOUS.

Be polite to everyone and always use good manners.

A Scout is KIND.

Treat others as you want to be treated. Never harm or kill any living thing without good reason.

A Scout is OBEDIENT.

Follow the rules of your family, school, and pack. Obey the laws of your community and country.

A Scout is CHEERFUL.

Look for the bright side of life. Cheerfully do tasks that come your way. Try to help others be happy.

A Scout is THRIFTY.

Work to pay your own way. Don't be wasteful. Use time, property, and natural resources wisely.

A Scout is BRAVE.

Face difficult situations, even when you feel afraid. Do what is right despite what others might be doing or saying.

A Scout is CLEAN.

Keep your body and mind fit. Help keep your home and community clean.

A Scout is REVERENT.

Be reverent toward God. Be faithful in your religious duties. Respect the beliefs of others.



Date

Adult's Signature

REQUIREMENT 4

With your den, create a den code of conduct.



A den code of conduct is created by thinking of how you should act during a den meeting and how you expect everyone else to act.

The first step is to have everyone give their ideas of what should be part of the code of conduct. Then find the ones

that everyone will agree to. If you can, make it a list of things you should do instead of a list of things you shouldn't. It is also best to keep the list short and simple.

To get you started, here are two things you may want to add to your den code of conduct.

Everyone will do their best to live by the Scout Oath and the Scout Law.

We will do our best to make everyone feel welcome in our den.



Date

Adult's Signature

REQUIREMENT 5

**Demonstrate the Cub Scout sign,
Cub Scout salute, and Cub Scout handshake.
Show how each is used.**

The Cub Scout Sign

Make the sign with your right hand. Hold your arm straight up. The two raised fingers stand for the Scout Oath and the Scout Law. The fingers look like the sharp ears of the wolf ready to listen to Akela. Remember that Akela means "good leader" to a Cub Scout. Your den leader is Akela. Your mother or father or legal guardian is also Akela. At school, your teacher is Akela.



The Cub Scout Salute

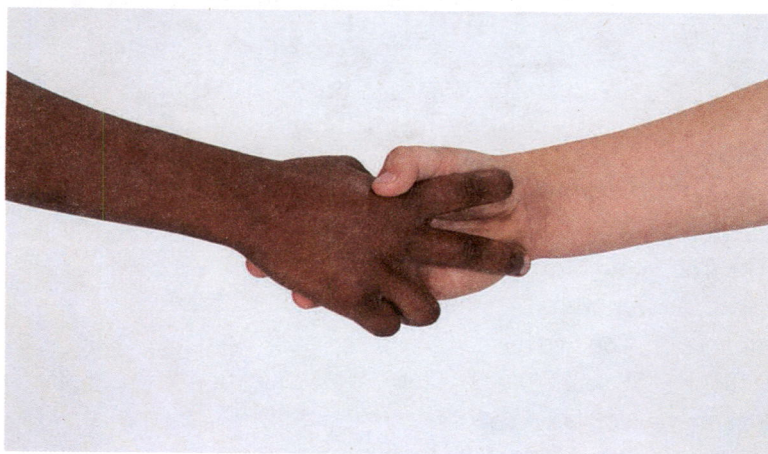
Salute with your right hand. Hold your first two fingers close together. Touch your fingertips to your cap. If you aren't wearing a cap, touch your right eyebrow. We use the Cub Scout salute to show respect to our country. Always use the Cub Scout salute when you are in your Cub Scout uniform, both indoors and outdoors. If you are not in uniform, you show respect to the flag by placing your right hand over your heart.

We use the Cub Scout salute when the United States flag is being raised or lowered.

We use the Cub Scout salute when the United States flag is passing by, like in a parade.

We use the Cub Scout salute when we are saying the Pledge of Allegiance.





The Cub Scout Handshake

When you shake hands with another Cub Scout, do this: Hold out your right hand just as you always do to shake hands. But then put your first two fingers along the inside of the other Scout's wrist. This means that you help each other to remember and obey the Scout Oath and the Scout Law.



Date

Adult's Signature

REQUIREMENT 6

Share with your den, or family,
a time when you demonstrated the
Cub Scout motto "Do Your Best."

The Cub Scout Motto – "Do Your Best"

A motto is a rule for living.
Do Your Best means trying
your hardest, not just a
little bit.

Do your best all the time.
Do your best in school
and at home. Do your best
when you play a game and
help your team. Do your
best as you work on your
Cub Scout Adventures!



What is your best? You don't really know until you first try and then practice. People who are good at something didn't become good the first time they tried to do something. People who are good at something practice.

When doing your best, first try, then try it again and see if you get better. Remember that not trying is not doing your best.



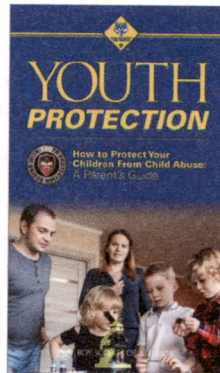
Date

Adult's Signature

REQUIREMENT 7

At home, with your parent or legal guardian, do the activities in the booklet "How To Protect Your Children From Child Abuse: A Parent's Guide."

Your parent(s) or legal guardian must read the booklet that is in front of your handbook. They can also find the online version by scanning this QR code.



CONGRATULATIONS!

You have completed your first required Wolf Adventure!

You may now earn any of the other Wolf Adventures in any order.



Date

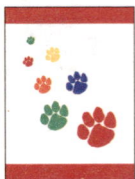
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PAWS ON THE PATH

OUTDOORS



SNAPSHOT OF ADVENTURE



It is time to go outside! Every journey begins with just one step, and that first step can take you on a fun-filled adventure. It starts by simply going outside for a walk, just like the one you and your Wolf den are about to take.

Where you take your walk is up to your den. It may be a walk around the center of your city or town; it may be at a local park with a trail; or it may be a trail in a forest. No matter where you take your walk, you will see signs of nature in different forms.

REQUIREMENTS

1. Identify the Cub Scout Six Essentials. Show what you do with each item.
2. Learn about the buddy system and how it works in the outdoors. Pick a buddy for your walk.
3. Identify appropriate clothes and shoes for your walk outside. Do your best to wear them on your walk.
4. Learn about the Outdoor Code and Leave No Trace Principles for Kids.
5. Take a walk outside for at least 30 minutes to explore nature in your surroundings. Describe four different animals, domestic or wild, that you could see on your walk.



- **Required Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

**Identify the Cub Scout Six Essentials.
Show what you do with each item.**

The Cub Scout Six Essentials

The success of a trip often depends on what you carry with you. Cub Scouting has created a list of items you should bring when you go outside. These items are called the Cub Scout Six Essentials. Round up these items and bring them with you on your walk.



1. FILLED WATER BOTTLE

You should bring enough water for you to drink through your entire walk, both to and from. Make sure your bottle is full when you start out. It is not safe to drink water you find along the trail. Your den leader can help you decide how much water you should bring.

2. FIRST-AID KIT

A kit should include a few adhesive bandages, some moleskin (a sticky bandage that you can put over a blister to keep it from getting worse or rubbing), and soap or hand-sanitizing gel.



3. WHISTLE

It's only for emergencies, but a whistle will last longer than your voice.



4. FLASHLIGHT

Check your batteries to make sure they have plenty of power. Your flashlight will be used only in an emergency, so save the batteries for times when you really need them.



5. SUN PROTECTION

Sunscreen should be SPF 30 or greater. A hat is good to have, too.



6. TRAIL FOOD

Trail mix or an energy bar provides quick energy when you need it.



Date

Adult's Signature

REQUIREMENT 2

Learn about the buddy system and how it works in the outdoors. Pick a buddy for your walk.

"Two heads are better than one." You may have heard that saying before, and it is true. Sometimes you may forget a safety rule, or be unaware of a hazard up ahead, but if you are with a buddy, it is easier to stay safe.

The buddy system is the way for Cub Scouts to look after each other, especially on outdoor adventures.

When you go on a walk, take a hike, swim, or camp with your den, each Cub Scout is to have a buddy.

You keep track of what your buddy is doing, and your buddy knows at all times where you are and how you are doing.

A Cub Scout leader might call for a buddy check. That means you must immediately hold up the hand of your buddy. The buddy system is a way of sharing the good times and keeping everyone safe.



Date

Adult's Signature

REQUIREMENT 3

Identify appropriate clothes and shoes for your walk outside. Do your best to wear them on your walk.

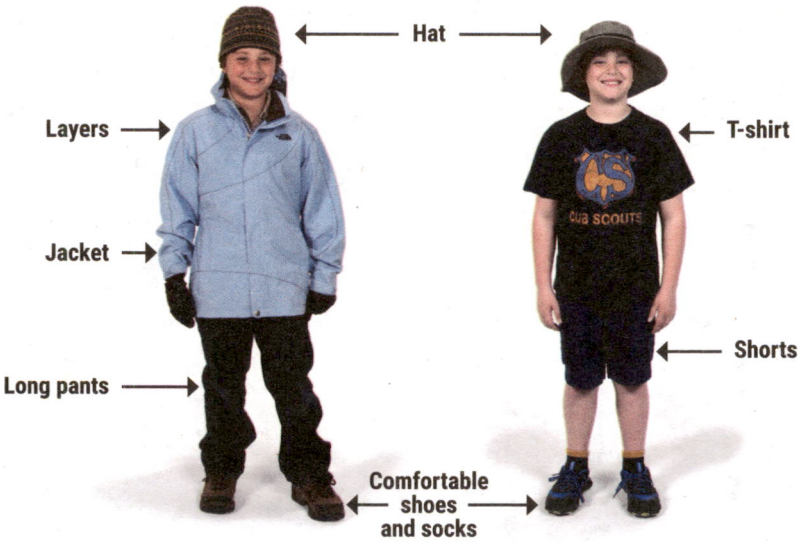
Talk with your den leader about what kind of clothing to wear on your walk. What you need to wear will depend on the season, the weather, and where you live. It is also important to think about what time of day you will be outside.

When you wear one piece of clothing over another, it is called layering. For example, when you wear a T-shirt, sweater, and jacket, you are wearing layers. When it is cold in the morning, you wear all three. At lunchtime, it may be warm enough to take off your jacket. After school, you start playing with your friends and



get hot, so you take off your sweater. When you finish playing and start cooling down, you put your sweater back on. The sun goes down and it gets cold, so you put your jacket back on. Layering is a good way to dress for when the weather can be cold, warm, hot, and in between, all in one day.

A rain jacket will keep you dry if it rains. What other gear could you take on your walk? Remember, you'll have to carry it all yourself and bring it all back.



Date

Adult's Signature

REQUIREMENT 4

Learn about the Outdoor Code and Leave No Trace Principles for Kids.

Cub Scouts love to be outdoors. But getting to enjoy all of the fun and excitement of nature also means taking care of it. The Outdoor Code is a way for every Cub Scout to be a part of keeping our world beautiful and safe — today and for years to come.

OUTDOOR CODE

As an American, I will do my best to –
Be clean in my outdoor manners.
Be careful with fire.
Be considerate in the outdoors.
Be conservation minded.

LEAVE NO TRACE PRINCIPLES FOR KIDS

Know Before You Go.
Choose the Right Path.
Trash your Trash.
Leave What You Find.
Be Careful with Fire.
Respect Wildlife.
Be Kind to Others.

After completing your walk outside, think about the Outdoor Code and Leave No Trace Principles for Kids. With your den leader, discuss ways that you and your den were considerate in the outdoors by respecting wildlife.



Date

Adult's Signature

REQUIREMENT 5

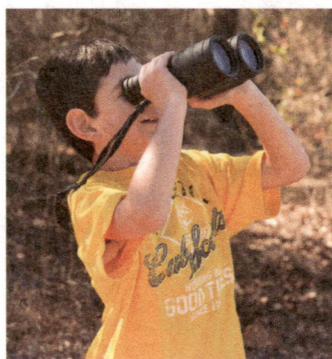
Take a walk outside for at least 30 minutes to explore nature in your surroundings. Describe four different animals, domestic or wild, that you could see on your walk.

It's time to put your paws on the path and take a walk outside with your den or your family. With your family or your den, study a map of the area to help you understand the land and see where you will be walking. You might be able to answer these questions:

- ▶ Does the path or trail have a name?
- ▶ Is the trail made of dirt, concrete, or another material?
- ▶ Is it flat or will you be climbing hills?
- ▶ Is there a river, creek, or other body of water around?
- ▶ Will you walk in one direction and then turn around and come back, or does your path make a circle?
- ▶ Which direction is north?

WHEN TAKING YOUR WALK, DO THE FOLLOWING

- ▶ Stay on the path, trail, or sidewalk.
- ▶ Walk at a steady pace.
- ▶ Use the buddy system.
- ▶ Stop and rest when needed.
- ▶ Make sure you have your water bottle(s) and take frequent drinks.
- ▶ Look and listen for birds, mammals, insects, and other creatures along the way.



To get your body warmed up, do some leg and arm stretches and a few knee bends before you start out.

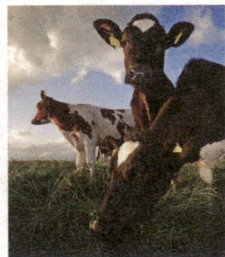


Wild Animals

Animals that live outdoors and do not rely on humans are considered wild animals. Most wild animals avoid humans, so you may not see them. Wild animals usually have better sight, hearing, and smell than humans, which help them stay out of our sight. You should observe wild animals but never approach them.

Domesticated Animals

Animals that live with humans and rely on us for things like food and shelter are called domesticated. Some animals have become domesticated to be a source of food or to help humans with work, and others have become pets. Just because an animal is domesticated does not mean the animal is safe.



Never approach an animal that you do not know. You cannot tell if an animal is domesticated or wild just by looking at it. For example, most dogs you may see are domesticated, but some dogs are wild and do not rely on humans. Wild dogs should not be approached.

On your walk, you may see wild and/or domesticated animals. You may not see any animals, but if you look hard enough, you may see signs that an animal was nearby.



Date

Adult's Signature

RUNNING WITH THE PACK

PERSONAL FITNESS



SNAPSHOT OF ADVENTURE



A Cub Scout knows how to stay healthy. Eating foods that give you proper nutrition, exercising regularly, and getting proper rest are the best ways for you to always be at your best.

REQUIREMENTS

1. Sample three different foods that are naturally three different colors. The food must be a protein, vegetable, fruit, dairy, or a grain.
2. Demonstrate the proper way to brush your teeth.
3. Be active for 30 minutes with your den or at least one other person. That includes both stretching and moving.
4. Be active for 10 minutes doing personal exercises.
5. Do a relaxing activity for 10 minutes.
6. Review your BSA Annual Health and Medical Record with your parent or legal guardian. Discuss your ability to participate in den and pack activities.



- **Required Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

Sample three different foods that are naturally three different colors. The food must be a protein, vegetable, fruit, dairy, or a grain.

Always wash your hands before eating. Use utensils to pick up your food. Remember that some people may have allergies that prevent them from eating some foods, or may have cultural or religious beliefs about certain foods.

The color of food can tell you what type of good things are in it.

Red – These foods support better heart health. They are packed with antioxidants and vitamins. Red chilies, red bell peppers, cherries, tomatoes, and apples are some red foods that we eat. Red meat like beef is high in iron and protein.

Orange – These foods are fun to eat and are good for your heart and eyes. Carrots, oranges, apricots, pumpkin, and sweet potatoes are some orange foods that we eat.

Yellow – These foods keep things that are inside and outside of our body healthy. Bananas, yellow bell peppers, squash, and corn are some of the yellow foods that we eat. They are full of carotenoids and bioflavonoids, which help maintain our skin, bone, and teeth.

Green – These foods can keep the inside of your body clean. Peas, spinach, green beans, green bell peppers, kiwi, and green tea are some green foods that we can consume.

Purple – These foods assist in staying healthy longer. A few purple foods that we eat are eggplant, blackberries, and grapes. They help your stomach stay healthy, keep your urinary tract healthy, and are good for the heart and the liver.



White – These foods can help keep you healthy by fighting things like a cold or the flu. Garlic, onions, white beans, potatoes, mushrooms, and cauliflower fall under this category. Mushrooms are known to provide important nutrients, and cauliflower contains antioxidants.



Date

Adult's Signature

REQUIREMENT 2

Demonstrate the proper way to brush your teeth.

Brushing your teeth is one way you can start taking care of yourself. Brushing your teeth removes any leftover food that may be left on or in between your teeth. If the food stays in your mouth, it will start to rot and cause damage to your teeth and gums as well as bad breath. You should brush your teeth at least two times a day — after breakfast and after dinner — or when you wake up in the morning and before you go to bed at night.



Here are some tips for brushing your teeth:

Take your time. One way to do this is to play a song. Most songs are around a few minutes, which is the minimum amount of time you should take to brush your teeth.

Brush every tooth. Think of the inside of your mouth as four different parts: upper left, lower left, upper right, and lower right.

HOW TO BRUSH YOUR TEETH



USE A SMALL AMOUNT
OF TOOTHPASTE



BRUSH THE OUTER SURFACE
USING UP AND DOWN STROKES



BRUSH THE OUTER SURFACE
USING CIRCULAR MOTION



REPEAT FOR THE INSIDE
SURFACE OF YOUR TEETH



BRUSH THE CHEWING SURFACE USING
BACK AND FORTH STROKES



BRUSH THE SURFACE
OF YOUR TONGUE



RINSE OUT YOUR MOUTH
USING WATER



BRUSH YOUR TEETH
TWICE A DAY

Start in one section and brush all the teeth in that section before moving to the next one.

Angle your toothbrush so it is not flat with your teeth. Make small circles as you brush. Imagine you are sweeping away the small pieces of food you cannot see.

Getting regular check-ups by a dentist twice each year will help you keep a great smile and healthy gums. Ask your dentist about flossing, too.



Date

Adult's Signature

REQUIREMENT 3

**Be active for 30 minutes with your den
or at least one other person.
That includes both stretching and moving.**

Playing sports and games is a great way to be active, and it's also a chance for tons of fun. Choose a sport or game to play with your den or family. Following the Scout Oath and the Scout Law as you play is called good sportsmanship.

A 10-minute warmup will get your heart ready for the activity. It will also loosen your muscles and help keep you from being injured. After you exercise, spend about five to 10 minutes cooling down. These slow exercises help slow down your heart rate, keep your muscles from getting sore, and improve your flexibility.

Here are some warmup and cooldown stretches you can try:



Date

Adult's Signature

REQUIREMENT 4

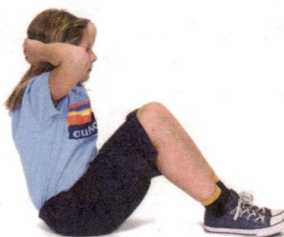
Be active for 10 minutes doing personal exercises.



You can't exercise just once to stay healthy. When you practice personal exercises many times, you will get better at doing them. Over time, you will be able to do more. Choose two or three personal exercises and practice them every day. Personal exercises include jumping jacks, situps, pullups, and running in place.

Remember to warm up before you begin and cool down when you are done.

Make personal exercise something you do every day.



Date _____

Adult's Signature _____

REQUIREMENT 5

Do a relaxing activity for 10 minutes.

Being active and physically fit is part of being healthy, and so is resting. Finding a relaxing activity to give your body a break is something you should do every day.

Find something that is calming. If a game you play causes you to get upset, frustrated, or excited, it is not a relaxing activity.

Here are some things that you may want to try:

Listen to a recording of nature sounds, like the ocean or a running river.

Spend time with a pet. Petting an animal like a dog or cat has been found to help people relax.

Read a book. Find a book about something you like. Read something that you find easy and is about something you enjoy.



Date

Adult's Signature

Review your BSA Annual Health and Medical Record with your parent or legal guardian. Discuss your ability to participate in den and pack activities.



The BSA Annual Health and Medical Record is a great tool to help you know about your health and to let your leader know if there are any special health needs they should know about. Parts A and B are required for everyone who participates in Scouting. Part C is needed if you will be going to Cub Scout resident camp or other longer events. The form is available online.



Adult's Signature

COUNCIL FIRE

CITIZENSHIP



SNAPSHOT OF ADVENTURE



A real wolf pack works like a large family in which everyone works together to keep the members of the pack safe, healthy, and happy. Working together is part of being a good citizen. In this Adventure, you will build a model community and become an active member in your community.

REQUIREMENTS

1. Learn how to properly care for and fold the United States flag. With your den or pack, participate in a flag ceremony.
2. Identify three points of the Scout Law that are important to being a good neighbor.
3. Build a model of your home.
4. Using the same materials from requirement 3, create a model of a building that you visit.
5. Using the models built in requirements 3 and 4, create a neighborhood.
6. Participate in a service project. Explain how your volunteering is helpful to your neighborhood.



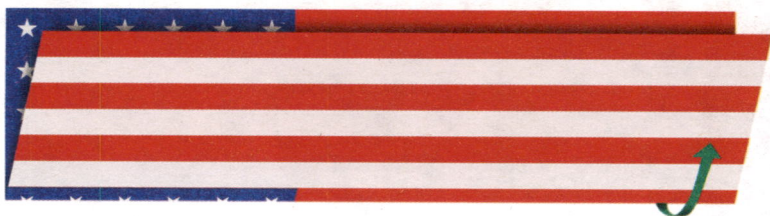
- **Required Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

Learn how to properly care for and fold the United States flag. With your den or pack, participate in a flag ceremony.

Learning how to show respect for the flag and how to care for it are part of being a good citizen.

One way American citizens show respect is by having a flag ceremony. Your den leader will show you and your den how to conduct a flag ceremony.



(A) Straighten out the flag to full length and fold lengthwise once.



(B) Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view. (A large flag may have to be folded lengthwise a third time.)



(C) A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.



(D) The outer point is then turned inward, parallel with the open edge, to form a second triangle.



(E) The diagonal or triangular folding is continued toward the blue union until the end is reached, with only the blue showing and the form being that of a cocked (three-corner) hat.



Date

Adult's Signature

REQUIREMENT 2

Identify three points of the Scout Law that are important to being a good neighbor.



A good Cub Scout tries to live by the Scout Law all the time. When it comes to being a good neighbor, what are your top three points of the Scout Law? When you have chosen your top three, think of the reasons why you chose them. Now share your thoughts with other members of your den or family.

Did other members of your den or family choose a different top three?

Can your den or family come up with a top three that everyone can agree on?



Date

Adult's Signature

REQUIREMENT 3

Build a model of your home.

Before you begin working on your model, take a look at requirements 4 and 5. Discuss with your den or family what materials you plan to use. Your home and the other buildings do not have to be exactly alike, but it may be easier if everyone is using the same building materials.

Discuss with your den or family how big your buildings will be. You may set a standard size such as a one-story building is 6 inches tall.

Some people live in a house, some people live in a townhouse, and some people live in a large apartment building. Not every home in your community is the same.

Here is an example of a model home made from cardboard boxes.



Date

Adult's Signature

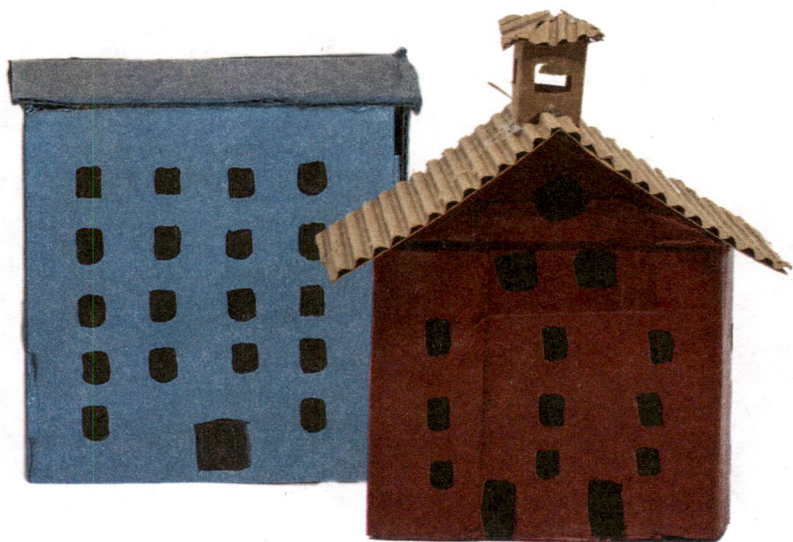
REQUIREMENT 4

Using the same materials used in requirement 3, create a model of a building in your community.

Make a list of buildings in your community that are not places where people live. Here are some types of buildings you may find in your community:

Public – Some buildings are public and were built and are maintained by the community, usually through taxes. Schools, libraries, and parks are examples of public buildings and spaces.

Commercial – These buildings provide goods and services to people in the community, like grocery stores, office buildings, and shopping malls.



Industrial – Some buildings are known for making things that are used in the local community, state, country, or even worldwide. Examples are factories, laboratories, or manufacturing plants.

Transportation – Larger cities may have airports, bus stations, or train stations.

Have members of your den or family pick a building in your community that they want to make. If there is only one of those buildings in your community, make only one of them.



Date

Adult's Signature

REQUIREMENT 5

Using the models built in requirements 3 and 4, create a neighborhood.



First, lay out the buildings that are in your community as they are in real life. Use a map to help you. It doesn't have to be exact.

Now take your buildings and move them around to make a new neighborhood. Here are some things to consider:

Where should people live in relation to schools, transportation, and grocery stores?

How will people get from one place to another? Cars on roads, buses, trains, or other transportation?

Where would you build a fire station?

Where would you build a factory that makes a lot of noise?



Date

Adult's Signature

REQUIREMENT 6

Participate in a service project. Explain how your volunteering is helpful to your neighborhood.

A service project is something you do to make your community a better place. You will feel great when you work with others on a service project.

An important part of the Scout Law is "To help other people at all times." Service projects are one way Cub Scouts help other people and their community.

Your den or pack may decide on the type of service project you complete. The service project may be a tradition that your den or pack or all Scouts in your community do every year.



A service project doesn't have to be hard to have an impact. When doing a service project, you should know whom you are helping, what help they need, and how your project will help.

Here are some ideas for community service projects:

Participate in a charity walk or 5K to raise awareness for a local cause.

Have members of your den or pack collect supplies for the local animal shelter.

With your den or pack, collect toys for children in need.



Date

Adult's Signature

SAFETY IN NUMBERS

PERSONAL SAFETY AWARENESS



SNAPSHOT OF ADVENTURE



Your parent(s) or legal guardian is an important part of this Adventure, as you will do most of the requirements with them.

Part of the Scout Law is to be brave. Knowing what to do when you think you are in danger helps you to be brave. In this Adventure, you will learn about the "Protect Yourself Rules" and the things that you can do to keep yourself safe.

REQUIREMENTS

1. With permission from your parent or legal guardian, watch the "Protect Yourself Rules" video for the Wolf rank.
2. Discuss "safe touch" as seen in the "Protect Yourself Rules" video.
3. Learn about the buddy system and demonstrate how it works.
4. Review common safety rules and demonstrate the proper use of playground equipment.



- **Required Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

With permission from your parent or legal guardian, watch the “Protect Yourself Rules” video for the Wolf rank.



Meet Sara and Lenny as they learn about the six “Protect Yourself Rules.”

To watch the video, go to scouting.org or scan this QR code.



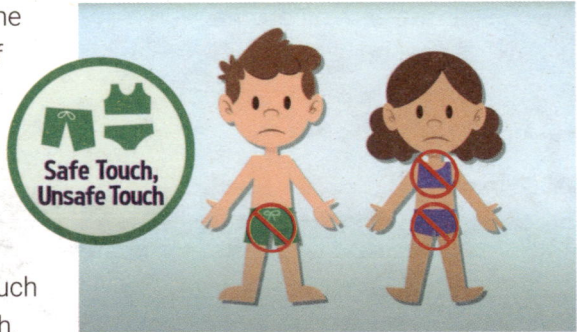
Date

Adult's Signature

REQUIREMENT 2

Discuss "safe touch" as seen in the
"Protect Yourself Rules" video.

After watching the
"Protect Yourself
Rules" video,
talk with your
parent or legal
guardian about
the difference
between safe touch
and unsafe touch.



We know safe touches are like hugs from our family and fist-bumping a friend, but unsafe touches are the times when someone touches you on a private body part that would be covered by a bathing suit.

No one has the right to touch you on your private body parts, and they do not have the right to ask you to touch them on theirs.

You always must tell another grown-up about any unsafe touches.



Date

Adult's Signature

REQUIREMENT 3

Learn about the buddy system and demonstrate how it works.

"Two heads are better than one." You may have heard that saying before, and it is true. Sometimes you may forget a safety rule or be unaware of a hazard up ahead, but if you are with a buddy, it is easier to stay safe.



The buddy system is the way for Cub Scouts to look after each other, especially during outdoor Adventures. When you go on a walk, take a hike, swim, bike, or camp with your den, each Cub Scout is to have a buddy.

You keep track of what your buddy is doing, and your buddy always knows where you are and how you are doing.

A Cub Scout leader might call for a buddy check. That means you must immediately hold up the hand of your buddy. The buddy system is a way of sharing the good times and keeping everyone safe.



Date

Adult's Signature

REQUIREMENT 4

Review common safety rules and demonstrate the proper use of playground equipment.



A playground may be outside or inside. It may be in a public park or a place you pay to enter. The rules for playgrounds are not only for your safety, but also to keep everyone else safe.

When you visit a playground, look for posted rules and agree to follow them before playing. Here are some additional things you can do to have fun and stay safe:

- ▶ Check equipment to make sure it is not broken.
- ▶ Play only on equipment that is designed for your age.
- ▶ Use the equipment as designed.
- ▶ Be aware of your surroundings and avoid running into others.

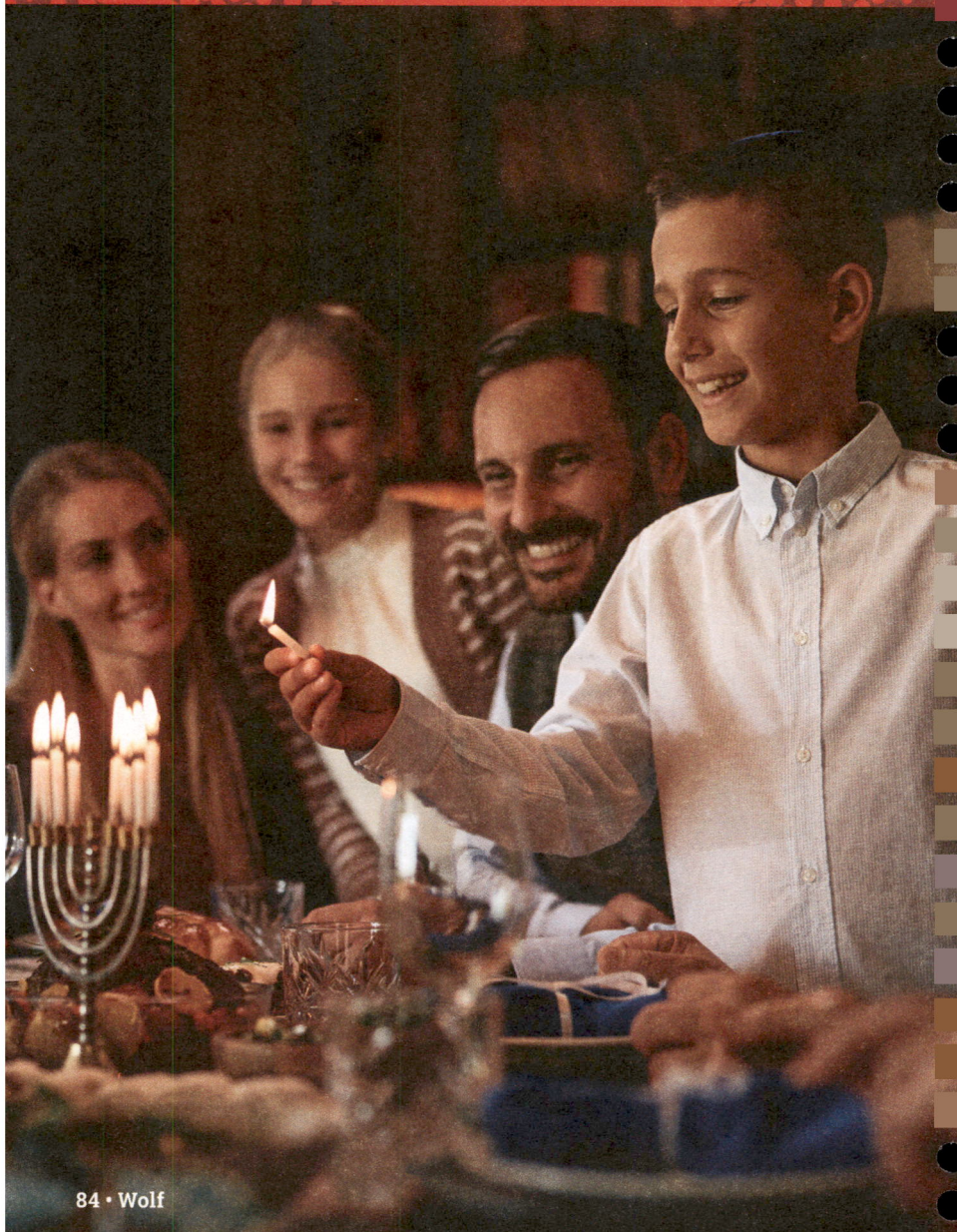


Date

Adult's Signature

FOOTSTEPS

FAMILY & REVERENCE



SNAPSHOT OF ADVENTURE



In this Adventure, you are encouraged to learn more about your family's faith traditions. You will complete most of these requirements at home with your family. Faith means having complete trust or confidence in someone or something. "Trustworthy" is the first part of the Scout Law. Through Aesop's fable, you will learn why being trustworthy is so important.

You may earn this Adventure by either completing the requirements below or earning the religious emblem of your choosing. To learn more about available religious emblems, visit scouting.org or scan this QR code.



REQUIREMENTS

1. With your parent or legal guardian, talk about your family's faith traditions. Identify three holidays or celebrations that are part of your family's faith traditions. Make a craft or work of art of your favorite family faith tradition, holiday, or celebration.
2. With your family, attend a religious service or other gathering that shows how your family expresses reverence.
3. Carry out an act of kindness.
4. Listen to or read Aesop's fable "The Boy Who Cried Wolf." With your den or family, discuss why being truthful is important.



- **Required Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

With your parent or legal guardian, talk about your family's faith traditions. Identify three holidays or celebrations that are part of your family's faith traditions.

Make a craft or work of art of your favorite family faith tradition, holiday, or celebration.

Americans enjoy many freedoms. One of those freedoms is that the American government cannot establish a religion for all citizens to follow. This allows people from all faiths and backgrounds to be Americans.

Following the traditions, customs, and teachings of your faith is how you show reverence. Respecting others who do not have the same traditions, customs, or faith as you is another way a Cub Scout follows the point of the Scout Law that tells us to be reverent.

Sometimes a family has a tradition that may not be an official part of their religion or faith. A tradition is a way that a family celebrates what they believe. It makes being part of that family special. For example, making tamales during the Christmas season is a tradition for some families. Decorating your home is a tradition many have for various celebrations throughout the year.

Discuss your faith traditions with your family. What are some of the things your family does as part of your faith tradition?

Pick your favorite tradition and make a craft or work of art.



Date

Adult's Signature

REQUIREMENT 2

With your family, attend a religious service or other gathering that shows how your family expresses reverence.



With a member of your family or your entire family, attend a religious service. The service can be of your own faith or of a faith about which you are interested in learning more.

You may choose to attend a gathering during which everyone is expected to show reverence. This may be a gathering of several different faiths in support of a community project or an event such as placing flags on the graves of veterans during Memorial Day.



Date

Adult's Signature

REQUIREMENT 3

Carry out an act of kindness.



"Do unto others as you would have them do unto you."

A Scout is kind when they treat others the way they like to be treated. Many faiths and societies have a common and simple rule when it comes to how we treat others.

Over time, this has come to be known as the Golden Rule:

It simply means, "Don't do something to someone if you wouldn't want them to do it to you."

Think of the things that others have done for you that made you feel good. Did someone say "good job" to you? Maybe someone opened a door for you when your hands were full, or someone made you feel welcomed at a place that was new to you.

Now think of something that you could do for someone else that would make them feel good.

You could make a kindness jar. Take an empty jar or box. On small pieces of paper, write acts of kindness that you could do for your family and place them in the jar or box. Each day, take a piece of paper out and do that act of kindness.

Here are some examples:

Tell someone that they look nice.

Tell someone something that you like about them.

Open the door for someone.

Ask someone if there is something you can do to help them.

Remember, a Cub Scout is kind because it is the right thing to do. Cub Scouts do not accept payments, gifts, or other rewards for following the Scout Oath and the Scout Law.



Date

Adult's Signature

REQUIREMENT 4

Listen to or read Aesop's fable "The Boy Who Cried Wolf." With your den or family, discuss why being truthful is important.

Some stories are about something that happened in real life. Some stories are made up and are just for entertainment. Then there are some stories that are made up to teach a lesson. The story may not be real, but the lesson is.

Aesop was a famous Greek storyteller believed to have lived from 620 to 564 Before the Common Era (BCE). He is credited with several stories that taught lessons about different values like being kind, honest, treating others with respect, and more. "The Boy Who Cried Wolf" is about what happens when you do not tell the truth.

'The Boy Who Cried Wolf'

A shepherd boy was watching his family's sheep in a pasture near a dark forest not far from their village. Soon he found life in the pasture very dull. All he could do for fun was talk to his dog or play on his shepherd's pipe.

One day as he sat watching the sheep in the quiet forest, he was thinking about what he would do if he saw a wolf. Wolves attack sheep, and the boy was there to protect the sheep. He was so bored he thought of a plan to play a trick on everyone.

His family had told him to call for help should a wolf attack the flock, and the villagers would come running to help drive it away.



He had not seen anything that even looked like a wolf but decided it would be fun to run toward the village shouting at the top of his voice, "Wolf! Wolf!"

As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there, they found the boy doubled up with laughter at the trick he had played on them.

A few days later the shepherd boy again shouted, "Wolf! Wolf!" Again, the villagers ran to help him, only to be laughed at again.

Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a wolf really did spring from the underbrush and start to attack the sheep.

In terror, the boy ran toward the village shouting, "Wolf! Wolf!" The villagers heard the cry, but they did not run to help him as they had before. "He cannot fool us again," they said.

The wolf killed a great many of the family's sheep and then slipped away into the forest.

Liars are not believed, even when they speak the truth.

Watching sheep to keep them from being attacked by a wolf is something that was done long ago, but it is not a common thing today. How would you change this story as if it happened today?



Date

Adult's Signature

A WOLF GOES FISHING

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



People have been fishing long before they started farming. Today, most people fish as a hobby or just for fun, and not for survival. In this Adventure, you will get ready to learn the basics of fishing where you live and join your family, den, or pack on a fishing trip.

Do wolves fish in the wild? Yes, they do. In Alaska, wolves fish for salmon, and in Minnesota, they fish for freshwater fish in creeks. Let's learn about the different types of water in which to fish and how to catch them.

REQUIREMENTS

1. Identify the type of water you will be fishing in and what type of fish live in the water.
2. Learn about the different types of bait used to attract fish.
3. Demonstrate a proper cast for the pole or rod you are using.
4. Learn the rules of fishing safely.
5. With your den, pack, or family, go fishing.



• **Elective Adventure**
• **Scan for this Adventure page**

REQUIREMENT 1

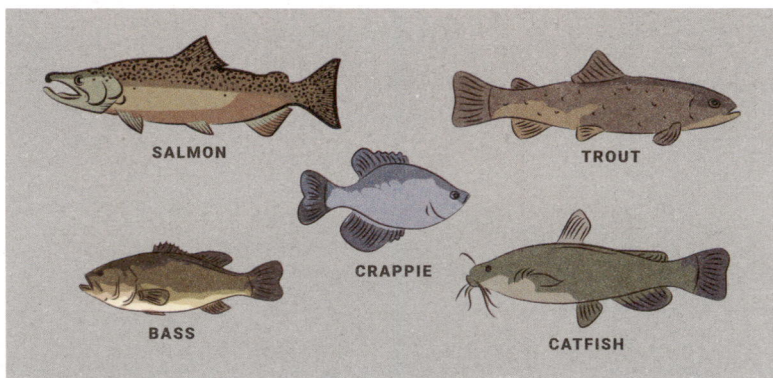
Identify the type of water you will be fishing in and the types of fish that live in the water.

Fish live in all types of water. Your den leader or parent will tell you where you will be fishing for this Adventure. The type of water you fish in will determine the type of fish you will be catching, and the equipment and bait you will use.

Fishing waters may be salt water, like from the ocean, or fresh water, like from a stream. The water could even be a mix of salt and fresh water known as brackish water. Remember that just because it is called fresh water does not mean it is safe to drink.

Next, determine where you will be fishing: a lake, pond, river, stream, or ocean. Based on the type of water and the body of water, here are some common fish you might find.



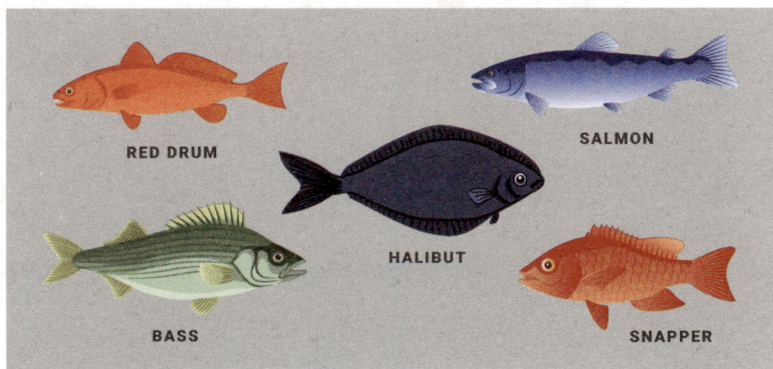


Freshwater lakes and ponds – bass, catfish, and panfish.

Lakes and ponds are good places to start fishing.

Freshwater streams and rivers – bass, trout, and salmon.

Some fish, such as salmon, will migrate from streams and rivers into the ocean and back again.



Saltwater ocean – redfish, snapper, and bluefish.



Date

Adult's Signature

REQUIREMENT 2

Learn about the different types of bait used to attract fish.

Different fish eat different things. Bait attracts fish. To catch fish, you have to use the type of bait that fish want to eat.

Live bait – Knowing what the fish for which you are fishing eats will determine the type of live bait you need. Worms, crickets, minnows, and shrimp are common types of live bait.



Artificial bait – The most common artificial bait looks like a worm or a small fish. Some dough bait is used for trout, catfish, and carp. Some people use corn or slices of hot dogs.





Lures – These are designed to look like small fish that a bigger fish eats. Some lures do not look like a fish, but when they are moving in the water, they move and make sounds to attract a fish.



Date

Adult's Signature

REQUIREMENT 3

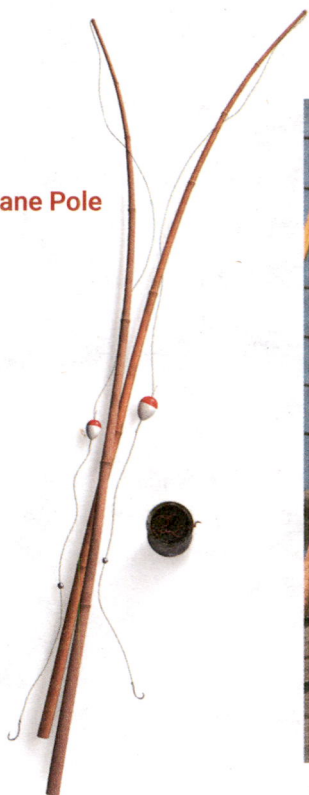
Demonstrate a proper cast for the pole or rod you are using.

Two common types of fishing poles are cane poles and closed-face spincast (push button).

Cane poles are simply long poles with a fishing line tied to one end. There are no moving parts. Cane poles work best when using artificial or live bait.

Spincast outfits have a reel on the handle of the rod. The reel is where the fishing line is wound as you turn the handle.

Cane Pole



Spincast Pole

Here are some tips when learning to cast.

1. Use a pole or rod that fits you. Your pole or rod should be easy for you to handle.
2. Make sure your equipment is in good condition.
3. Practice on land by attaching a small casting plug or bobber instead of a hook to the end of your line.
4. Always look all around you before casting. Look for other people and other things, like tree branches, which may get in your way.

Here are the steps to proper casting.

1. Grasp the rod's handle, extending your forefinger to touch the spool cover. Pick up the line in front of the roller with the index finger of your other hand and open the reel's bail.



2. Face the target area and aim the rod tip toward the target at about eye level.



3. Swiftly and smoothly, bend your casting arm at the elbow and raise your forearm so that your hand is almost at eye level.



4. When the rod is almost straight up and down, move your forearm forward. When the rod reaches eye level, straighten your forearm to release the line.



Date

Adult's Signature

REQUIREMENT 4

Learn the rules of fishing safely.

Your state probably has a license requirement, meaning that people must apply for a fishing license before they go fishing. Youth who are Cub Scout age often don't need a license, but find out about licensing requirements in your area.

Once you know your local fishing rules and regulations, here are the six things to know to keep you and others safe:

1. Fish with proper adult supervision.
2. Get permission to fish where you plan to fish. Check the weather before you go.
3. Do not fish in a thunderstorm or inclement weather.
4. Use the buddy system. You must be able to see them.
5. Give plenty of room to others who are fishing nearby.
6. Never fish where people are swimming.

Discuss any other rules your family has so you will be safe while fishing.





Fishing tips:

- ▶ When you are through fishing, properly dispose of your worms or bait fish. Do not release them into the water.
- ▶ If releasing your catch, always wet your hands prior to touching a fish to protect the mucous membrane that protects the fish.
- ▶ To release fish easily, bend down all barbs on hooks.
- ▶ Treble hooks are not recommended.



Date

Adult's Signature

REQUIREMENT 5

With your den, pack, or family, go fishing.

Now it is time to take what you have learned and go on a fun fishing adventure. Be sure and bring along your Cub Scout Six Essentials.

Fishing takes time. Enjoy being outside with friends and family. Catching your first fish is exciting, and that excitement continues with every fish you catch.



Date

Adult's Signature

ADVENTURES IN COINS

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



To most people, coins are used to buy things they want or need. But coins can also tell a story. The pictures on United States coins tell a lot about our country's culture and history. In this Adventure, you will get to be a numismatist (noo-MIZ-muh-tist). A numismatist is a person who studies coins and money. You'll learn where coins are made and the meaning of their pictures and words.

REQUIREMENTS

1. Identify different parts of a coin.
2. Find the mint mark on a coin, and identify the mint facility where it was made and the year it was made.
3. Play a coin game.
4. Choose a coin that interests you and make a coin rubbing. List information next to the coin detailing the pictures on it, the year it was made, and the mint where it was made.



- **Elective Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

Identify different parts of a coin.

Many things have been used for money. Some were useful, like salt, animal hides, and arrowheads, which were traded for other items people needed. Other objects used for money, like shells, had no real value but became symbols of wealth.

Even before it was made into coins, metal was used for money. Long ago, each tiny piece of metal had to be weighed every time it was used to figure out its value. Soon, the custom of stamping the weight on the metal became widely used. It made the pieces of metal easier to use for buying and selling things.

While it is a mystery who invented the first coins, experts believe the first coins were minted, or made from metal, in the region around ancient Greece. It wasn't long before many countries were making coins by hand that showed pictures of their rulers and animals.

Modern American coins are made by machines. However, artists design the coins, and scientists work hard to improve how they are made.



Look at a coin. What is special about it? See how many parts you can name.

The **bust** is a picture of a person's head.

The **legend** is the main writing.

The **field** is the background of the coin.



The **relief** is all of the raised parts of the coin.

The **inscription** is writing on the coin.

The **mint mark** is a letter telling where the coin was made.

The **edge** is the outer surface of the coin. It could have lettering, designs, or ridges on it.

The **rim** is a raised area near the edge around the coin on both sides. It helps the coin keep from wearing out too quickly.

Ridges on the outer edge of the coin can be felt by rubbing your finger across them. They look like lines imprinted on the side of the coin. The ridges, or milling, were included on coins to keep dishonest people from shaving off the edge of a coin to use the precious metal for other purposes. Now that you have learned the parts of a coin, share what you learned with your den leader or a parent or legal guardian.



Date

Adult's Signature

REQUIREMENT 2

Find the mint mark on a coin and identify the mint facility where it was made and the year it was made.

Did you know that the United States Mint makes 65 million to 80 million coins each day? That's a lot of pocket change! The job of the United States Mint is to make the coins that Americans use. Coins in the United States are made only in its secure facilities, while paper money is made in the Bureau of Engraving and Printing.

Most coins have a mint mark, which is a letter below the date that tells where they were made. Four facilities make coins and use mint marks. Find the mint mark on a coin and identify the mint facility where it was made and the year it was made.



PHILADELPHIA = P
SAN FRANCISCO = S
DENVER = D
WEST POINT = W



Today, only the mints in Philadelphia and Denver make circulating coins. (They also make coins for collectors.) Circulating coins are the coins at a bank, in a cash register, or in people's pockets and are used to buy things.

The San Francisco and West Point mints make coins only for collectors. These coins could be used as money, but many collectors keep them in their original packaging and never touch them, with the hope that the rare coins will become more valuable over time.

In the past, other United States Mint locations made coins. It is possible you might see one of their mint marks on a coin, such as New Orleans, Louisiana, "O"; Charlotte, North Carolina, "C"; and Carson City, Nevada, "CC." You may even find some coins with no mint mark at all.

Now look for the date on the coin. The date of issue is the year the coin was produced. It is usually found on the front of a coin, but on quarters in the 50 State Quarters® Program, the date is on the back of the coin. Isn't it amazing how much you can learn from looking closely at a single coin?



Date

Adult's Signature

REQUIREMENT 3

Play a coin game.

There are many fun counting games you can play with your den or family. Here is one game you can try:

CHANGE MIXER

Materials

- ▶ Posters with four different coin names and values written on them, one for each player
- ▶ Four orange traffic cones (or chairs) set in a large square
- ▶ Music



Instructions

1. Give each player a poster.
2. As the leader plays the music, players walk around the outside of the square.
3. When the music stops, the leader will call out an amount that can be made with the coins.
4. Players must quickly join together at one of the four cones with other players and find the total value of the coins in the group. The goal is for the total value shown on the group's signs to be as close to the value called out as possible.
5. Each group must announce its total correctly. The group that is closest wins the round.



Date

Adult's Signature

COOL COIN FACTS

Each U.S. coin represents a part of a dollar and shows the faces of famous Americans.

Cent The one-cent coin is often called a penny. The inside of a cent is made with zinc. Then the zinc is coated with copper. The cent features the 16th president, Abraham Lincoln. Some of the designs are shown here.



1909–1958: Two ears of wheat symbolize America's abundance.



1959–2008: One-cent coins have the Lincoln Memorial on the back.

2009: The back shows scenes from Lincoln's life.



Lincoln's birthplace in Kentucky



Lincoln as a youth in Indiana



Lincoln as a lawyer in Illinois



Lincoln's presidency in the White House



2010–present: The shield shows the union of states.



Nickel The nickel is worth 5 cents. It is made of copper and nickel, which is how it got its name. It features President Thomas Jefferson and his home, Monticello.



Dime The dime is worth 10 cents and is also made of copper and nickel. It features President Franklin Roosevelt on the front. The back features several items: a torch, which stands for liberty, is in the center; an olive branch for peace is on the left side; and an oak branch for strength is on the right.

Quarter The quarter is worth 25 cents, or one-fourth of a dollar, and is also made of copper and nickel. It features the first U.S. president, George Washington, on the front of the coin. The back of the coin has one of more than 100 different designs, such as a majestic eagle, an outline of a state, U.S. territories, national parks, or the Bicentennial of 1976.



The Bicentennial Quarter celebrates 200 years of American freedom.



State quarters show unique facts about each state.

America the Beautiful Quarters® show national parks and sites in each state; Washington, D.C.; and the U.S. territories.



U.S. Territories Quarters honor the District of Columbia, Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, and Northern Mariana Islands.

What is on the back of your state's quarter? What does it show about the history or culture of your state?



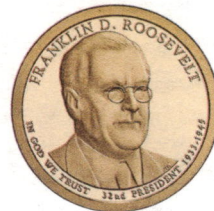
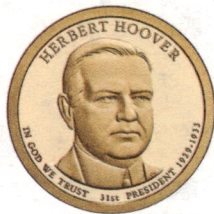
Half-dollar The half-dollar, or 50-cent piece, is made of zinc and nickel. It features President John F. Kennedy on the front and the eagle from the presidential seal on the back. Before President Kennedy's bust was put on the half-dollar, Benjamin Franklin was featured. The Liberty Bell was on the back of the Franklin half-dollar. This coin was made of 90 percent silver and is rare today.

Dollar The current \$1 coin may look like a gold coin, but it is actually made of a special mixture of copper, zinc, manganese, and nickel. There are two coins in circulation today that represent the gold-colored \$1 coin.



The Presidential Gallery of gold \$1 coins shows a U.S. president on the front and the Statue of Liberty on the back.

Each presidential coin has edge lettering that includes the U.S. motto, "E Pluribus Unum," Latin for "Out of many, one." That means we come from many states but we are united as one country. Turn the coin on its side to see the edge lettering.



Native American gold \$1 coins show the contributions of the tribes and individual American Indians to U.S. history and development. Sacagawea is honored on this coin. A Shoshone Indian, she helped Lewis and Clark explore the West all the way to the Pacific Ocean in 1804.

REQUIREMENT 4

Choose a coin that interests you and make a coin rubbing. List information next to the coin detailing the pictures on it, the year it was made, and the mint where it was made.

You will be amazed at how much detail on a coin comes out when you make a rubbing of it. You can see the incredible amount of work that went into designing, casting, and making a coin.

To make a coin rubbing, you will need:

- ▶ A pencil or colored pencil
 - ▶ Paper or the chart on page 117
 - ▶ A coin
1. Place the paper on top of the coin. Hold the paper firmly and keep the coin steady.
 2. Then, using the side of the pencil lead, rub back and forth across the paper where the coin is lying underneath.
 3. Continue rubbing until the entire side of the coin is copied on your paper. Rub both sides of the coin!

Now find out about the pictures on the coin. Whose image is on the front, and what image is on the back? What year was it made, and where was it made?



Date

Adult's Signature

COIN RUBBINGS

You can use this page for the coin rubbings you make for requirement 4.

Coin Rubbing

Type of coin:

Pictures:

Year:

Mint:

Coin Rubbing

Type of coin:

Pictures:

Year:

Mint:

Coin Rubbing

Type of coin:

Pictures:

Year:

Mint:

AIR OF THE WOLF

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



It's time to take flight. Do you know the secret to making a paper airplane fly longer or farther? In this Adventure, you will have fun making different types of airplanes and other flying objects.

REQUIREMENTS

1. Make a paper airplane and fly it five times. Record the flight distance and time.
2. Make a paper airplane of a different design and fly it five times. Record the flight distance and time.
3. Compare and contrast the two paper airplanes by distance and flight times.
4. Build a flying machine that is not a paper airplane.



- Elective Adventure
- Scan for this Adventure page

REQUIREMENT 1

**Make a paper airplane and fly it five times.
Record the flight distance and time.**

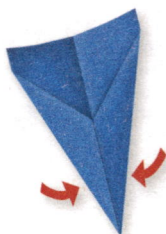
With a single sheet of 8½-by-11-inch paper, you can make an awesome airplane. Look at the diagrams. Follow the steps and be sure your creases are precise. See how far your airplane will fly on five separate flights. Now look at your plane. How could you slightly change it to make it go farther? With the help of an adult, look online for free paper airplane patterns that you can print out.



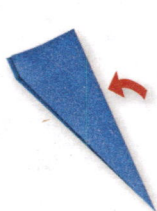
1. Fold paper in half.



2. Fold in corners.



3. Fold bent corners to meet in center.



4. Fold in half.



5. Fold down wings.



6. Fly!



Date

Adult's Signature

REQUIREMENT 2

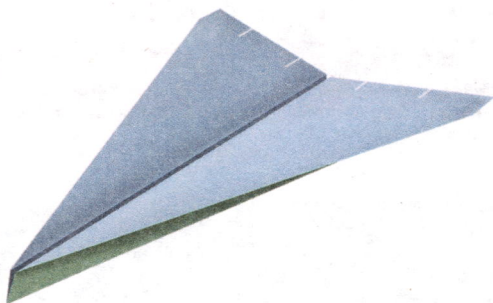
Make a paper airplane of a different design from requirement 1 and fly it five times. Record the flight distance and time.



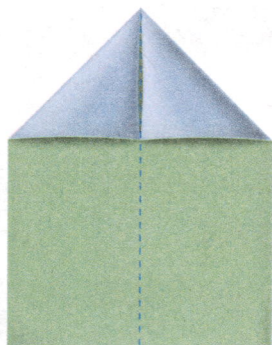
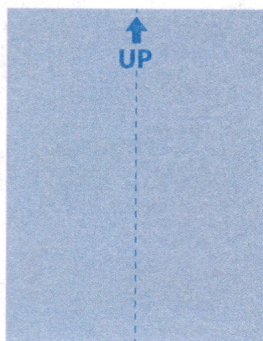
Here are some other paper airplanes you can make.



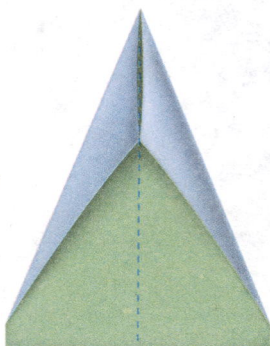
ARROW



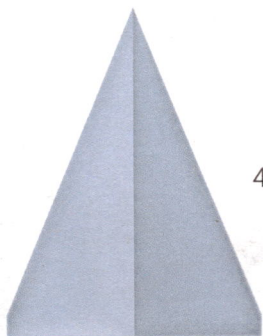
1. Place the paper as you see in the drawing. Fold the paper in half down the center and unfold.



2. Fold down each top corner so the edges line up along the center crease.



3. Fold each side over again to meet in the center. This will make a sharper point at the top of your plane.

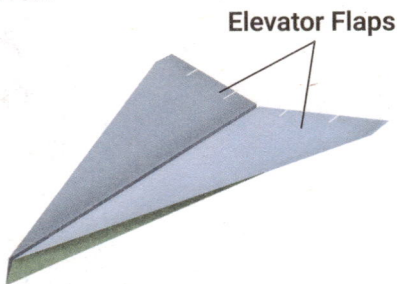


4. Flip the paper over.

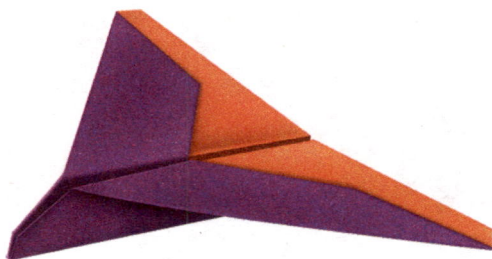
5. Fold the plane in half down the center. You should see the folds on the outside.



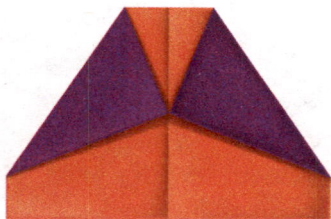
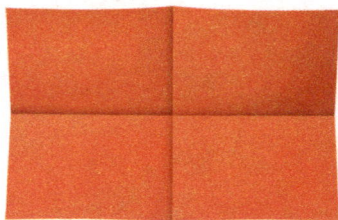
6. Starting 1 inch from the tip, make a crease straight to the back of the plane to create the wing. Repeat on the other side to match. Then lift the wings up so they are flat.
7. You might choose to cut two slits about 1 inch apart on each wing to create elevators. Angle the wings so you see a "V" from the front. This can make the plane more stable. Flip the elevator flaps up to make the plane rise. Flip them down to make the plane drop. Try flipping one elevator up to make the plane turn. Get ready for takeoff, Wolf!



DELTA

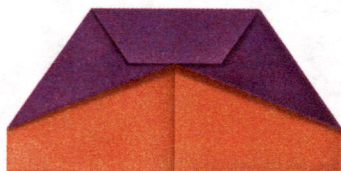


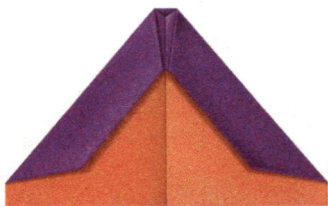
1. Place the paper as you see in the drawing. Fold the paper in half down the center and unfold. Now fold it in half in the other direction and unfold. You should have four boxes from the creases.



2. Fold down the top corners so they meet in the center.

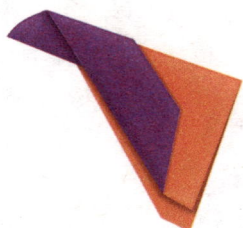
3. Fold the top edge down to the center.



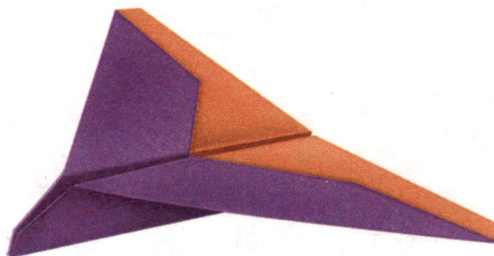


4. Fold each top corner to the center along the crease running from top to bottom.

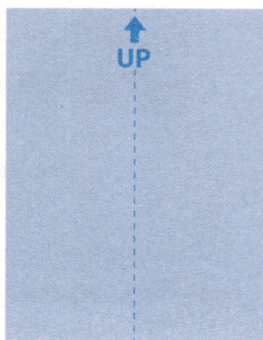
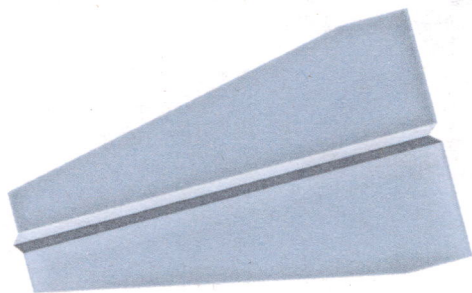
5. Fold the left side over the right side so the folds are hidden.



6. About 1 inch from the nose, start to fold down the wings in a straight line to the back of the plane. When both wings have been folded, lift them up to a slight "V" shape.

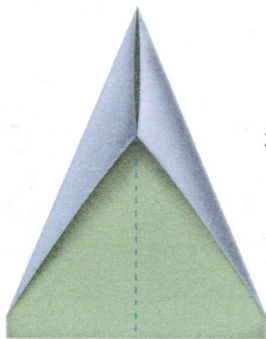
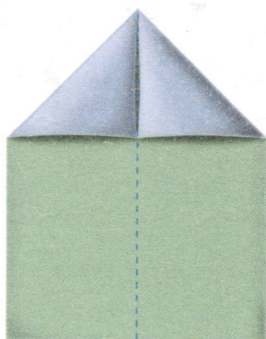


DART

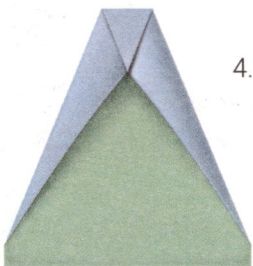


1. Place the paper as you see in the drawing. Fold the paper in half down the center and unfold.

2. Fold down each top corner so the edges line up along the center crease.

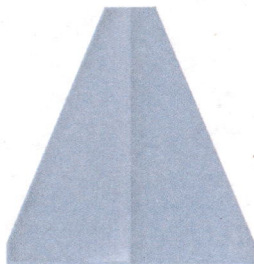


3. Again, fold the outside edges to the center crease. This will create a sharper point at the top.



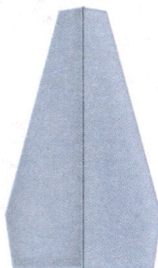
4. Fold down the point to the edge of the folded flaps.

5. Flip over your paper so the flat side is up.



6. Fold the plane in half.

7. On one side, fold the tip in half at a slight angle. Make a crease to the back of the plane to create the wing. Repeat on the other side. You can add elevators if you choose (see page 123).



You are ready to fly!

Before you fly your three planes, guess how far each will go. Measure the distance after each first flight and see how close you came to guessing the distance each plane traveled. Share the results with your den.



Date

Adult's Signature

REQUIREMENT 3

Compare and contrast the two paper airplanes by distance and flight times.

Paper airplanes, like real planes, rely on lift and thrust to stay in the air. A real plane has an engine that gives it thrust. A paper airplane gets only one thrust, and that is when you throw it. Lift is based on how the air flows over the wings of the plane.

Some paper airplanes require you to use more thrust, meaning you must throw harder, for them to fly their best. Other paper airplanes require less thrust and rely more on lift for them to fly their best.

Gravity and drag are two things that will cause a plane to not fly. A way to reduce the impact of gravity is to keep your plane light. Real airplanes are made from lightweight materials like aluminum. The type of paper you use to make your paper airplane will make a difference. Drag is caused by the plane pushing the air to go around it. The smoother the plane, the less drag it will have.

- ▶ Which paper airplane flew the farthest?
- ▶ Which paper airplane stayed in the air the longest?
- ▶ What changes to your plane could you make to make it go farther?
- ▶ What changes to your plane could you make to keep in the air longer?



Date

Adult's Signature

REQUIREMENT 4

Build a flying object that is not a paper airplane.

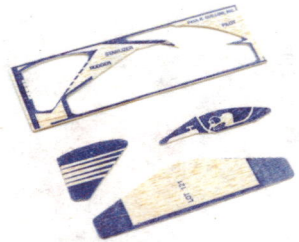
Now it is time to build something that can fly that is not a paper airplane. You may use a kit made from balsa wood or plastic foam, or you can make something out of items you may have around your house.

BALSA WOOD AIRPLANE



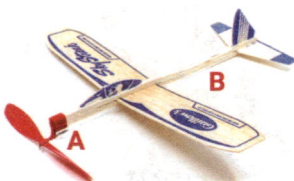
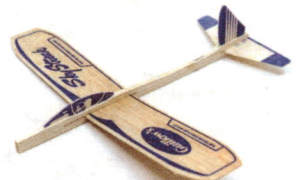
These instructions are for the plane shown. Refer to the instructions that come with the plane you choose to build.

1. Carefully press balsa parts from die-cut sheet.



2. Slip stabilizer into tail slot and rudder and pilot into slots on top of body.

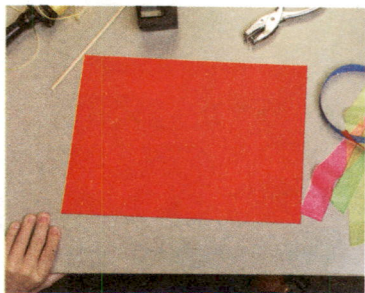
3. Insert end of wing into slot and pull through until centered.



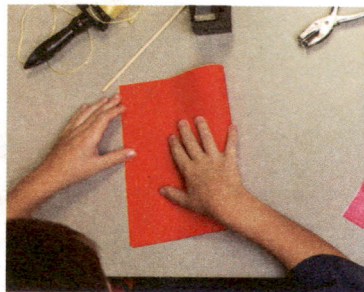
4. Push propeller onto nose and attach rubber band between points A and B.

SIMPLE STREAMER KITE

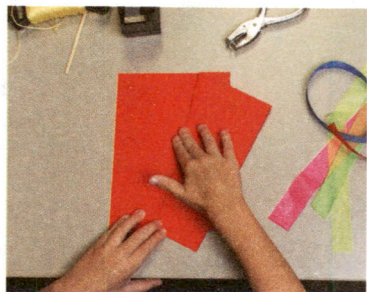
1. Start with an 8½-by-11-inch sheet of paper.



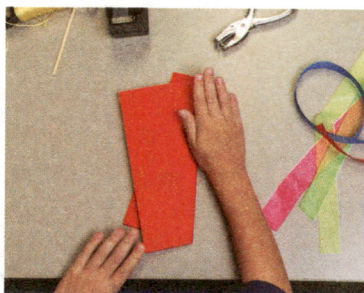
2. Fold it in half along the long edge.



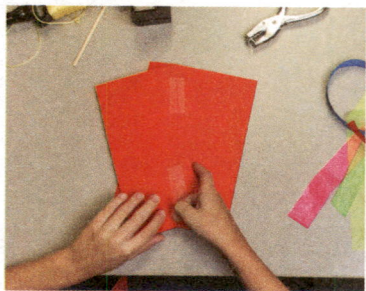
3. Fold one of the edges back at an angle toward the center fold.



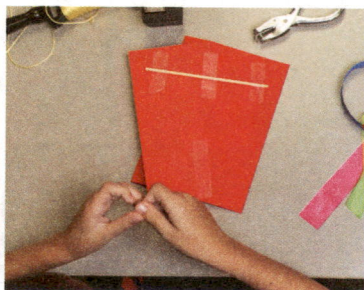
4. Flip the paper over and fold back the second flap at an angle to match the first flap.



5. Unfold the first flap and tape the two flaps together.



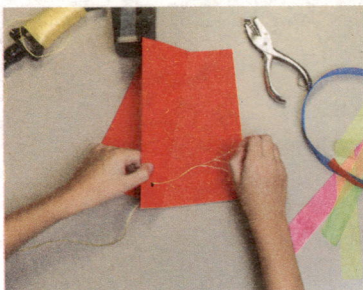
6. Cut a wooden skewer to fit across the top of the kite and tape it in place.



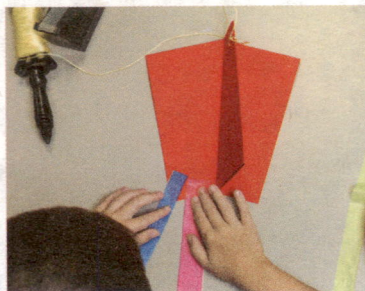
7. Use a hole punch to punch a hole in the paper on the other side of the flaps about 2 inches from the edge and under where the skewer is located.



8. Attach your kite string through the hole and tie a knot.



9. Tape a couple of crepe paper streamers to the back end of each flap.



You're ready to fly!



Date

Adult's Signature

CHAMPIONS FOR NATURE

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



Planet Earth is our home. It provides us with all the things we need to live: air, water, and food. Earth also provides us with natural beauty like mountains, oceans, forests, and waterfalls. All these things are valuable resources that we need. In this Adventure, you will discover the things that you can do to help ensure the resources of Earth are taken care of and respected. Some of these things may seem small. When done by everyone, these small actions impact our world, our home, and the planet Earth.

REQUIREMENTS

1. Discover the difference between renewable natural resources and nonrenewable natural resources.
2. Learn about the three R's: reduce, reuse, recycle.
3. Discover what happens to the recyclables in your community.
4. Participate in a conservation project.

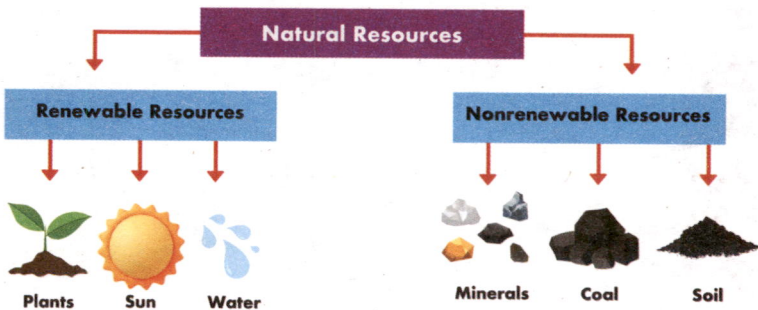


- Elective Adventure
- Scan for this Adventure page

REQUIREMENT 1

Discover the difference between renewable natural resources and nonrenewable natural resources.

Natural resources are all around us. Trees, air, water, and even sunlight are all natural resources. Some natural resources can be used over and over or replaced; these are renewable resources.



Other resources are nonrenewable. Fossil fuels like coal, oil, and natural gas can be used only once. Once they are used, they cannot be used again.

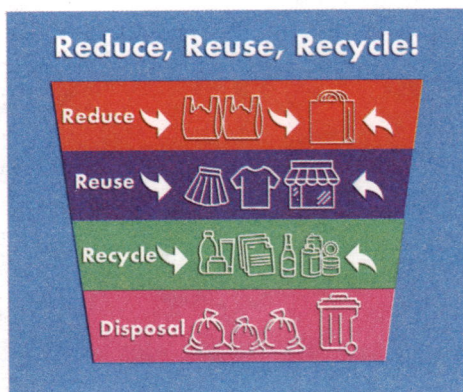


Date

Adult's Signature

REQUIREMENT 2

Learn about the three R's:
reduce, reuse, recycle.



REDUCE

Reduce means to find ways to reduce or eliminate being wasteful. Waste is created when we have leftovers after using a resource. For example, if you are using glue for a project, use only enough glue to hold your project together. Using too much glue and having it drip on your project creates waste.



REDUCE

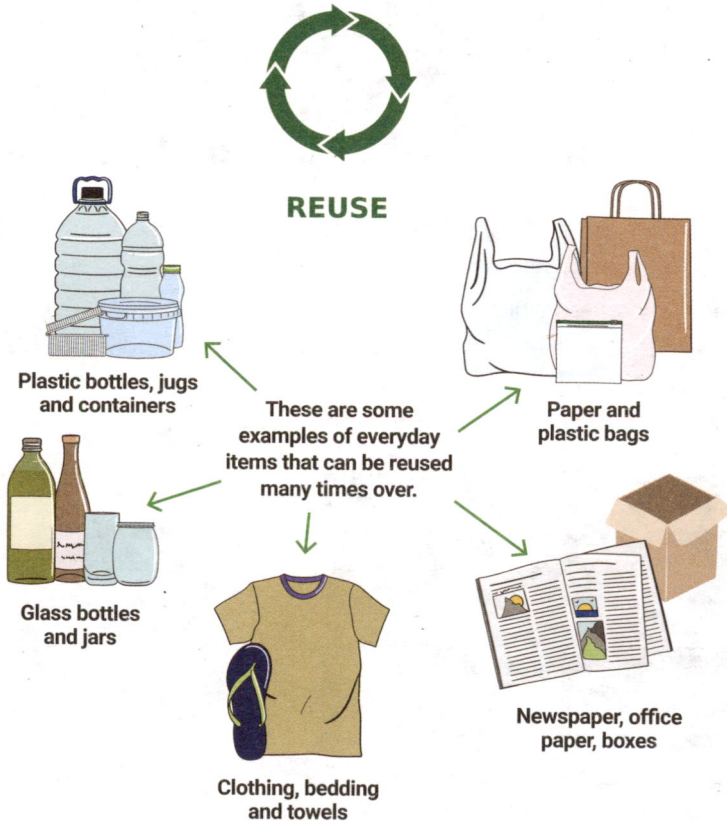
Reduce means using less and not being wasteful.

Think of a time when you used up all of something. Is there a way you could have done the same thing by using less?

REUSE

Some things we can use over and over again instead of throwing it away. You can reuse items again like you did the first time, or you can use them again in a different way. You might get some bottled water, and when you are done drinking the water, you could refill the bottle with water. Or you could make the bottle into a bird feeder or a terrarium.

What are some things that you throw away that could be used again, either for the same purpose or for a different purpose?





RECYCLE

These are some examples of items
that can be recycled.



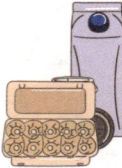
Plastic



Metal



Glass



Cartons



Paper & mail, books



Paperboard

RECYCLE

Recycle is another way to reuse resources. Recycling means collecting things that normally would be thrown away and using them to make new products. For example, instead of throwing away plastic water bottles, the bottles can be recycled with other empty water bottles and made into new water bottles or something else made from plastics.



Date

Adult's Signature

REQUIREMENT 3

Discover what happens to the recyclables in your community.

Not everything can be recycled, and different communities have different ways to handle recyclables. You can find out how your community handles recyclables by contacting your local waste management department or with an adult, look up recycling in your community.

If you have a recycling center near you, perhaps your den can plan a trip to see how recyclables are collected, sorted, and processed to make new things.



Date

Adult's Signature

REQUIREMENT 4

Participate in a conservation project.

A conservation project is a project that helps the environment. The project could be part of the three R's: reduce, reuse, recycle. For example, collecting cardboard and taking it to a recycling center can be a great conservation project.

Your project can be simple. The best project is one that you and your den or family do and know how it made a difference.



Date

Adult's Signature

CODE OF THE WOLF

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



You can use math to have fun! The great thing about math is that it can be more than just adding and subtracting numbers. Math is also about patterns and can be used to create messages. In the world of computers, math is used to create a secret code to protect information. Encryption is when you take a message and use a code to change it into something that no one can read unless they have a way to read the code. This is called a key. Making and creating codes is a form of math.

REQUIREMENTS

1. Create a secret code. Send a message to a member of your den or family. Have that person send a message back to you using the same secret code.
2. Build and play a game that requires the use of codes or patterns.
3. Select a single shape. Observe the environment around you. Write down where you see that shape and how it is being used.
4. Using a package that contains a number of different colored items, discover the most common color.



- **Elective Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

Create a secret code. Send a message to a member of your den or family. Have that person send a message back to you using the same secret code.

The first step to creating a secret code is to pick a way to change your message. Four common methods to create a code or encryption are to convert letters to numbers, convert letters to symbols, shift letters of the alphabet, or make a decoder wheel. Once you do this, you can create a key. The key allows you and anyone you share the key with a way to read your message. Changing a code to a message you can read is called deciphering.

Remember that you have to keep your key, or you may forget how to decipher your message.

Change Letters to Numbers

A simple way to create a code is to write out each letter of the alphabet. Next to each letter, place a number. For example: A = 1, B = 2, C = 3, continue all the way to Z = 26. Using this simple code, if you wanted to write CUB SCOUTS, it would look like this 3-21-2 19-3-15-21-20-19.

You can make this code even harder for someone to figure out by giving each letter a number in reverse order. You could make A = 26, B = 25, C = 24, all the way to Z = 1.

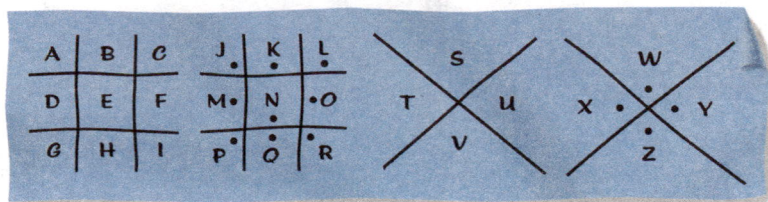
A	B	C	D	E	F	G	H	I	J
1	2	3	4	5	6	7	8	9	10
K	L	M	N	O	P	Q	R	S	T
11	12	13	14	15	16	17	18	19	20
U	V	W	X	Y	Z				
21	22	23	24	25	26				

Change Letters to Symbols

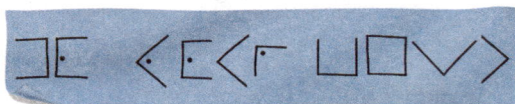
You can write out each letter of the alphabet and, next to it, make up a new letter. This can be a fun way to be creative by making a whole new alphabet. Here is an example.

A	B	C	Ch	D	E	Ae	Eo	F	G
aurek	besh	cresh	cherek	dorn	esk	enth	onith	forn	grek
H	I	J	K	Kh	L	M	N	Ng	O
herf	isk	jenth	krill	krenth	leth	mern	nern	nen	osk
Oo	P	Q	R	S	Sh	T	Th	U	V
orenth	peth	qek	resh	senth	shen	trill	thes	usk	vev
W	X	Y	Z	,	.	?	!	:	;
wesk	xesh	yirt	zerek						
-	/	'	,	"	"	()	credits	

Another way to create a code by changing letters into symbols is called the pig pen code. The alphabet is copied into grids. Then, each part of the "pig pen" is substituted for the letter in that part. For the second grid of each type, dots are added.



Practice with this message:



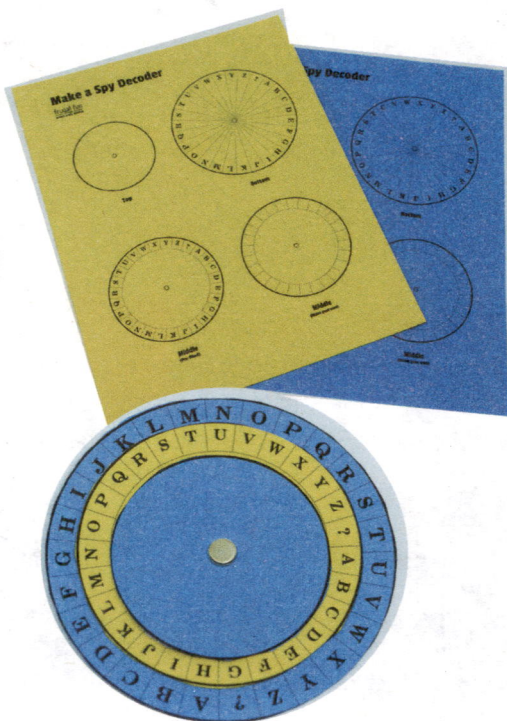
Shifting Letters of the Alphabet

To use this code, all you need is the alphabet. Pick a letter of the alphabet, for example, the letter H. H now becomes the first letter in the alphabet, replacing A. The letter I would then be the second letter in the alphabet, which would replace B. Z would be S, and A would be T.

If you used H as your starting letter when you write your message, you would use H instead of A and I instead of B, and so on. Using this example code, if you wanted to write CUB SCOUTS, it would look like this JBI ZJVBAZ.

Decoder Wheel

A decoder wheel is like a computer. The same decoder wheel can be used to make different codes. When you use a decoder wheel, you still need a key to decode the message.



Date

Adult's Signature

REQUIREMENT 2

Build and play a game that requires the use of codes or patterns.

Not all math uses numbers. Logic is one of the oldest forms of math. Logic helps people decide if something is true or false. Computers use logic since the smallest piece of information in a computer, a bit, is either on or off. You can think of on as being true and off as being false.

Here is a fun and simple game of logic.

Cows and Bulls

This is a two-player game. The goal of the game is to figure out the four-letter word that the other player picked by guessing and getting clues as to what letters are in the word. In this game, you figure out secret words by knowing what letters are and what letters are not part of the word.

Player one thinks of a four-letter word that does not repeat any letters. For example, HEAT has four different letters that are in the word only once. Player one should write the word down in a place where player two cannot see it.

H E A T

Player two will try to figure out the word by first guessing a word containing the same number of letters that does not repeat any letters. Chances are, you are not going to guess the word on your first try. For example, your first guess may be COIN. Write down your guess to help you keep track.

The host responds with the number of cows and bulls for each guessed word. "**Cow**" means a letter in the wrong position, and "**bull**" means a letter in the right position. For example, if the secret word is HEAT, a guess of COIN would result in "0 bulls, 0 cows" (none of the guessed letters are present); a guess of EATS would result in "0 bulls, 3 cows" (since E, A, T are all present, but all three letters are in the wrong positions from the guess), and a guess of TEAL would result in "2 bulls, 1 cow" (since E and A are in the right positions, while T is in the wrong position).

The game continues until player two scores "4 bulls" for guessing the word that player one picked.

You can make this game harder by making the word you are guessing longer. Make sure that all the letters to spell the word are used only once.

Another way to change this game is to use numbers. Player one picks four different single-digit numbers 0 through 9. For example, 3851 has four single-digit numbers, and none of them repeat.



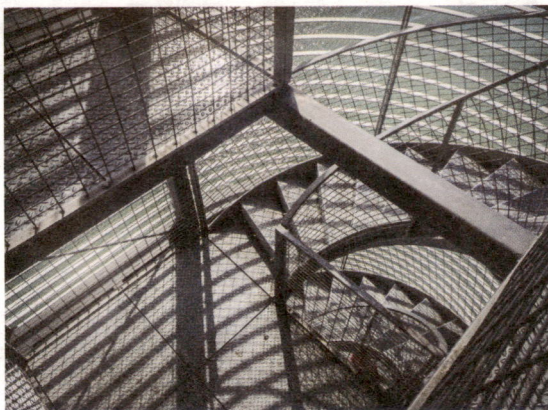
Date

Adult's Signature

REQUIREMENT 3

Select a single shape. Observe the environment around you. Write down where you see that shape and how it is being used.

When artists look at scenes they would like to paint, they see the pictures in different shapes they draw. Circles, squares, and triangles are common shapes that we see all around us.



Sometimes we may see a perfect circle; other times, we may see something that is round but not exactly a circle.

Squares and rectangles are easy, and you'll

see them all around your house. But you might also see squares in squares (windows) or circles in circles (basketballs through a hoop). Do you see more square, rectangular, or circular clocks? What shape is a bird's beak or the point of your pencil?

Pick a single shape that you like and write down each time you see it for a week. Share with your den leader or a parent or legal guardian where you found this shape and how it was used. Now you can look at the world around you the way an artist does.



Date

Adult's Signature

REQUIREMENT 4

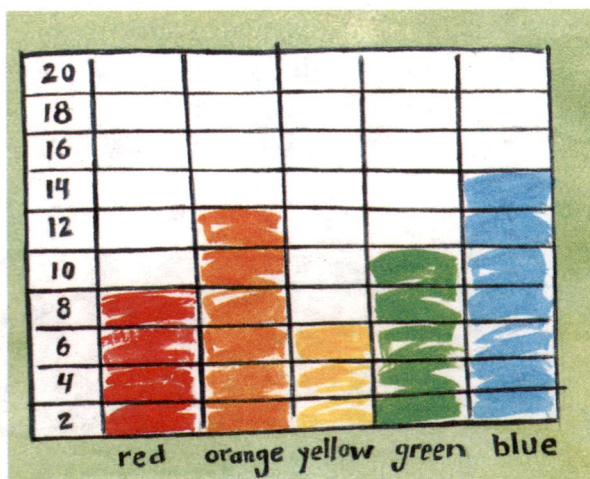
Using a package that contains a number of different colored items, discover the most common color.

Did you know that there are about 200,000,000,000 (200 billion) stars in the universe? How do we know this? Did someone count each star?

You don't need to count every star in the universe to figure out how many there are. You don't need to count every tree in a forest to know how many trees there are.

If you want to know how many M&M's® are in a party-size bag (36 ounces), you can either count every single M&M, or you can take some of them, called a sample, and make a prediction of how many are in the whole bag based on the sample you took. You could make a prediction on how many red M&M's are in the bag based on the sample you took.





For example, if we were to use a party-size bag (36 ounces) of M&M's and wanted to find out the most common color, we can do this by taking a sample. Using a scale, pour out 6 ounces of M&M's. Now count the number of M&M's for each color in your sample. Then create a graph to show what color you believe is the most common in the entire bag. This is called probability.

In this example, it wouldn't be hard to check to see if our prediction of the most common color was correct. It wouldn't take too long to count and sort every M&M in the bag. There are times when we cannot check our prediction by counting everything, and we have to trust in the math.

Math tells us that the larger the sample you use, the better your prediction will be. Math tells us that we need a sample to be at a certain size in order to make a prediction. You cannot look at one or two things and make a prediction about hundreds or thousands of things.



Date

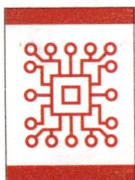
Adult's Signature

COMPUTING WOLVES

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



A computer is a machine that can be programmed to carry out sequences of arithmetic or logical operations automatically. Most electronic computers use a simple code based on an electronic switch being on or off; this is known as binary. In this Adventure, get ready to see the inside of a computer and the main parts that make it work.

REQUIREMENTS

1. Discover the basic components of a computer.
2. Determine how to properly dispose of computer components.
3. Using a digital device application of your choice, create a story that you can share with others.
4. With your parent or legal guardian, set up a policy for safely using digital devices.



• **Elective Adventure**
• **Scan for this Adventure page**

REQUIREMENT 1

Discover the basic components of a computer.

Sometimes the best and most fun way to learn how something works is to take it apart. If you have access to an old computer that doesn't work anymore, with the help of an adult, you could discover the basic components of a computer by taking it apart. If you do this, make sure that the computer is not going to be used anymore, that you keep track of all the parts, and that when you are done, you take the parts to a recycling center.

Desktop Computer



Motherboard: The motherboard is the main board that is screwed into the computer case directly. Its function is to connect all the components so that they may communicate and work together.

Input Unit: The main function of the input unit is to send commands and transfer data to computers. Later, the data gets processed by the computer's CPU, which generates output. For example, a laptop's keyboard is an input device.

Output Unit: The computer's response is relayed through output devices in the form of a visual response (monitor), sound (speakers), or media devices (thumb drives or DVD drives). The function of these devices is to convert the machine's response into a format that the computer user can understand.

Central Processing Unit (CPU): The CPU can be regarded as a computer's brain. On a computational level, it processes all of the data. It reads data from the RAM and processes it for the computer to do the tasks it is programmed to do.

Graphics Processing Unit (GPU): GPU is a specialized processor that is created to accelerate graphics processing. It can render many pieces of data, making them ideal for machine learning, video editing, and gaming. Gaming computers have very advanced GPUs.

Random Access Memory (RAM): RAM is a form of data storage that allows for faster read and write operations. RAM is also volatile, which means that if the power goes out, it loses all of the data it has stored.

Storage Unit: This device stores all the data and the instructions required for processing. It keeps intermediate results of processing.

Power Supply: A computer converts electricity from a plug and distributes it to the parts of the computer. Some computers may also have a battery that is used to store power that is not being used and to give it quick access to power when it needs it.

Laptop Computer

The image displays a silver laptop computer with its lid open, revealing the keyboard and trackpad. Below the laptop, all the internal components are laid out on a white surface. These components include the main motherboard, two RAM modules, a large black cooling fan, a circular speaker, various smaller circuit boards, capacitors, and other electronic parts. The arrangement provides a clear view of the internal hardware of the device.



Adult's Signature _____

REQUIREMENT 2

Determine how to properly dispose of computer components.

Computers do amazing things, and today it takes a lot of energy to build one. Computers are made from plastics, glass, metals, and even very small amounts of gold and platinum. The amount of each of these materials in one computer is small. With hundreds or thousands of computers, it all adds up.

If you just throw a computer in the trash, it will more than likely end up in a dump or landfill, but many of the components are recyclable.

When you take a computer to be recycled, the parts of the computer are separated and then reused to make either more computers or other things. This reduces the number of new materials that have to be used to make new computers. Some materials, like metals, can be used over and over again.

Check to see if there is a computer or electronic recycling center in your community. Maybe your den can plan a visit to see how they recycle computers. The rules about recycling computers or electronics are different in different communities; find out what the rules in your community are. Many places that sell computers or electronics are aware of the local rules about disposing of them.



Date

Adult's Signature

REQUIREMENT 3

Using a digital device application of your choice, create a story that you can share with others.

You can use a program like Microsoft PowerPoint for a business. You can use a gaming program like Minecraft. With the approval of your parent or legal guardian, pick an application/program to create a simple story you can share with others.

Your story doesn't have to be long. A meme tells a story, usually with just one picture. To get started, think of the three major parts of your story: the beginning, middle, and end. Your story might be how you spent your day.

Story example: a Cub Scout waking up, going to a pack meeting, and going to bed.





Now you can go back and add other parts to your story. How did you get to the pack meeting? How many different things did you do at the pack meeting? What did you do before you went to bed? You can add more elements to your story to make it more interesting.

Now share the story you made with your den or family.



Date _____

Adult's Signature _____

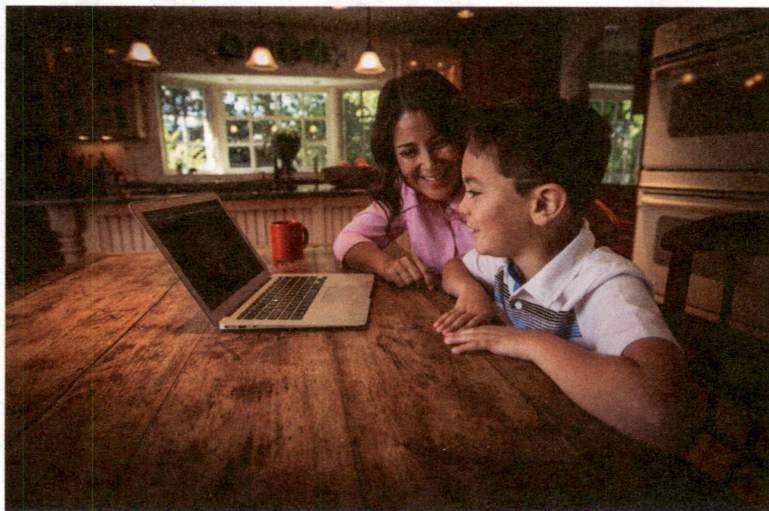
REQUIREMENT 4

With your parent or legal guardian, set up a policy for safely using digital devices.

Your parent or legal guardian needs to know what digital devices you are using, what programs or apps you are using, how you are using them, and when you are using them.

If a device can connect to the internet, you now have access to a lot of information that can be helpful to learn about something new or connect with a family member who is far away.

A device connected to the internet can also allow people you do not know to learn about you. There is some information that you always want to keep private and not share with strangers. Your full name, where you live, what school you go to, and your age are things that even adults should never share with others they do not know.



When you talk with your parent or legal guardian about setting up a policy for your use of digital devices, remember that a Cub Scout is trustworthy. Be honest with them about your devices, how you are using them, and if you have been using them to communicate with anyone you do not know in real life.

Establish A Digital Safety Policy

Here are some questions that your policy should have answers for:

- ▶ What devices are you allowed to use?
- ▶ What applications or programs are you allowed to use?
- ▶ What times are you allowed to use them?
- ▶ With whom are you allowed to communicate using your devices?



Date

Adult's Signature

CUBS WHO CARE

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



This Adventure will help you and your fellow Wolf Scouts understand just how many things people with disabilities are able to do. You will discover some challenges people with disabilities face, and you will have the chance to try facing similar challenges yourself. A single activity can't show you everything about life with a disability, but it can help you understand a little more about the ways a person with a disability is able to do things.

REQUIREMENTS

1. Explore what it is to have a physical disability.
2. Explore what it is to have a visual impairment.
3. Explore what it is to have hearing loss.
4. Explore barriers to getting around.



- Elective Adventure
- Scan for this Adventure page

REQUIREMENT 1

Explore what it is to have a physical disability.

If you have a physical disability or mobility challenges, complete this requirement by sharing with your den or den leader some ways you have overcome the challenges that come with having a physical disability.

For this requirement, try using a wheelchair, crutches, or a walker to get around your den meeting location or your home. As you are doing this, think about the skills people with physical disabilities develop to be able to use wheelchairs, crutches, or walkers.



Describe what it was like using a wheelchair, crutches, or a walker.

If you had to use one of these all the time, what changes to your body do you think would happen?

Now try getting around your den meeting location or your home using only your left arm. Put your right arm in a sling or keep it in your pocket to avoid using it.

What type of activities did you find hard to do with just one arm?

Was there anything you couldn't figure out how to do?



Date

Adult's Signature

REQUIREMENT 2

Explore what it is to have a visual impairment.

If you are visually impaired, complete this requirement by sharing with your den or den leader some ways you have overcome challenges that come with being visually impaired.

For those who are visually impaired, technology has made a big difference. Technology allows those who are blind or have low vision the ability to enjoy a book with audiobooks. They can write a message by using voice-to-text software. There are times when technology isn't available, presenting challenges for those who are visually impaired.





One visual impairment is the loss of sight in just one eye. With two eyes, you can judge distances better. With a buddy, put an eye patch over one eye and play catch with a soft object.

Describe what it was like trying to catch something using only one eye.

Describe what it was like trying to throw something accurately with only one eye.

When you lose sight in both eyes, you must rely on other senses, such as sound, touch, and even smell, to do everyday tasks. Pick a safe location with your den and sit down. Close your eyes for at least three minutes and focus on what sounds you hear, what you can feel, and what you can smell. Describe what you could hear, feel, and smell with your den.



Date

Adult's Signature

REQUIREMENT 3

Explore what it is to have hearing loss.

If you have hearing loss, complete this requirement by sharing with your den or den leader some ways you have overcome the challenges that come with having hearing loss.

Hearing loss, like other challenges, can happen at birth. Or the loss could be caused by an accident. For some, hearing loss is part of the aging process. Like those who are visually impaired, those who have hearing loss have the technology to help them. Most recently, science has been able to develop a way for some of those without hearing to recognize sound. For others, this technology is not available to them, so they must learn how to overcome their hearing loss.





Using a set of earmuffs or earplugs, play the telephone game. Have your den sit in a circle. The den leader whispers a message in one Cub Scout's ear and asks them to repeat the message to the Cub

Scout next to them. The message has to pass from one Cub Scout to another until the last Cub Scout whispers it back into the ear of the den leader. The den leader then reveals the message that was told to the first child and the one they heard from the last child.

- ▶ What was the original message?
- ▶ What was the message that the last Cub Scout said?
- ▶ How could this game be played to make sure the message doesn't change?



Date

Adult's Signature

REQUIREMENT 4

Explore barriers to getting around.

Take a walk around your den meeting location, school, or home. Look at the things that would make it challenging for someone with mobility challenges, vision impairment, or hearing loss to get around.

- ▶ What would you do if you had to go up the stairs?
- ▶ What if you had to go up or down a hill?
- ▶ What dangers would there be if someone couldn't see?
- ▶ Are there sounds that are important to keep someone safe?



Date

Adult's Signature

DIGGING IN THE PAST

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



Dinosaurs and other giant creatures lived and died out millions of years ago, so thankfully you won't run into one on a walk. A scientist who studies dinosaurs is called a paleontologist (pa-le-on-to-lo-gist). They study dinosaur bones and fossils to learn more about their habits, the food they ate, and their size. During this Adventure, you will match dinosaurs to their names, and you'll use your imagination to create your own dinosaur.

REQUIREMENTS

1. Play a dinosaur game that shows what you know about them.
2. Create an imaginary dinosaur. Share with your den or family its name, what it eats, its size, and where it lives.
3. Be a paleontologist and dig through a dinosaur dig.
4. Build a fossil layer.



- Elective Adventure
- Scan for this Adventure page

REQUIREMENT 1

Play a dinosaur game that shows what you know about them.

Millions of years ago, there were many types of dinosaurs and ancient reptiles. There were dinosaur herbivores (plant eaters) and carnivores (meat eaters). Some lived in the oceans, like plesiosaurs (PLEE-see-uh-sawrs) (sea creatures), while others like pterosaurs (TER-uh-sawrs) could fly.

Read about some of these creatures below. Then try to match the correct creature to the clues. You may also play a dinosaur match game with your den or your family members. Hand out cards with dinosaur facts on them to half of the people playing the game. Hand out cards with pictures of the dinosaurs to the other half. Have players find their match. You can also have an adult cover up the pictures and names of each creature in your handbook. Then, see if you can use the fast facts to guess the names.



HERBIVORES (PLANT EATERS)

Apatosaurus (uh-pa-tuh-sahr-us)



Fast Facts:

- ◆ Mistakenly called **Brontosaurus**
- ◆ Name means “deceptive lizard”
- ◆ One of the largest land animals, 70 to 90 feet long, 15 feet tall, weighed 30 to 35 tons
- ◆ Fossils found in Wyoming, Colorado, Oklahoma, and Utah
- ◆ Featured a long neck, four legs, and a long, whip-like tail

Triceratops (tri-SAIR-uh-tops)



Fast Facts:

- ◆ Name means “three-horn face”
- ◆ Lived in western North America
- ◆ Featured a large bony frill and three horns on its face
- ◆ Was a snack for **T. rex**
- ◆ Weighed 4 to 6 tons

Ankylosaurus (ANG-ki-lo-sawr-us)

Fast Facts:

- ◆ Name means “fused lizard”
- ◆ Lived in North America
- ◆ Featured a triangular-shaped head, a heavily armored body, and back legs longer than its front legs
- ◆ Used its long heavy club tail to break the legs of enemies



Parasaurolophus (par-uh-SAWR-ol-uh-fus)

Fast Facts:

- ◆ Name means “near crested lizard”
- ◆ Featured a large crest on its head almost 6 feet long
- ◆ Fossils found in Canada, New Mexico, and Utah



CARNIVORES (MEAT EATERS)

Tyrannosaurus rex (tuh-RAN-uh-SAWR-us)

Fast Facts:

- ◆ Name means “tyrant lizard king”
- ◆ Lived in forested river valleys in North America
- ◆ Featured huge teeth, strong back legs, short front legs, and powerful tail
- ◆ Was 40 feet long and 15 to 20 feet high
- ◆ Ate other dinosaurs — scientists believe it could eat 500 pounds in a single bite



Spinosaurus (SPY-nuh-sawr-us)

Fast Facts:

- ◆ Name means “spine lizard”
- ◆ Featured fan-shaped spine on its back, short front legs, and powerful back legs
- ◆ The largest carnivore and may have been longer than **T. rex**
- ◆ Lived on land and in water
- ◆ Ate fish and other small and medium-sized prey



Velociraptor (veh-loss-ih-RAP-tor)



Fast Facts:

- ◆ Name means “speedy thief”
- ◆ Hunted in packs
- ◆ Could run up to 40 miles per hour in short bursts
- ◆ Featured a sharp, curved claw on each foot
- ◆ Weighed about 33 pounds
- ◆ Ate small animals such as reptiles, amphibians, and smaller, slower dinosaurs

BIRDS

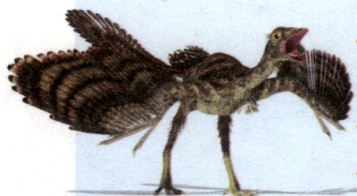
Hesperornithiformes (hes-pur-or-NITH-uh-formz)



Fast Facts:

- ◆ A group of birds with feathers that weren’t used for flying but kept them warm
- ◆ Lived mostly in water
- ◆ Had teeth and ate fish
- ◆ Featured webbed feet far back on their bodies for diving
- ◆ Fossils found in western North America, Europe, Mongolia, and Kazakhstan
- ◆ May have come on land only to nest and lay eggs

Archaeopteryx (ar-kee-OP-tuh-riks)



Fast Facts:

- ◆ Name means “ancient wing”
- ◆ Considered to be the oldest known bird
- ◆ Lived in southern Germany
- ◆ Featured sharp teeth and three fingers with claws on each wing
- ◆ Similar in size to a raven
- ◆ Ate lizards, frogs, and beetles

PTEROSAURS (FLYERS)

Pteranodon (tuh-RAN-uh-dawn)



Fast Facts:

- ◆ Name means “winged tooth”
- ◆ Flying reptile (not a dinosaur)
- ◆ Wings spanned 18 feet
- ◆ Featured hollow bones
- ◆ Fossils found in Kansas and England
- ◆ Ate fish and the carcasses of dinosaurs and other animals

Study the traits of each dinosaur or dinosaur relative, and see if you can match the correct creature to the facts in the “Who am I?” box on the following page.

WHO AM I?

1. My protection comes in the form of spines on my body and a long heavy club tail that could be used to break the legs of enemies.
2. I am longer than the T. rex; I have a sail on my back, and scientists think I speared fish out of the water.
3. I weigh about 4 tons and have a bony crest on my head.
4. I am only about 12 inches long and have three fingers with claws on each of my wings.
5. I am small and fast. I have sharp claws on my front and hind feet.
6. I have three horns and a bony frill with points on its edges.
7. I use my webbed feet to dive for fish.
8. I am a carnivore with little arms and a big bite.
9. I am a reptile that lived alongside dinosaurs. I was able to fly because I was very light — my hollow bones were filled with air sacs.
10. I am one of the largest land animals. I have a long neck and eat only plants.

_____ **Apatosaurus**

_____ **Triceratops**

_____ **Ankylosaurus**

_____ **Parasaurolophus**

_____ **Tyrannosaurus**

_____ **Velociraptor**

_____ **Spinosaurus**

_____ **Archaeopteryx**

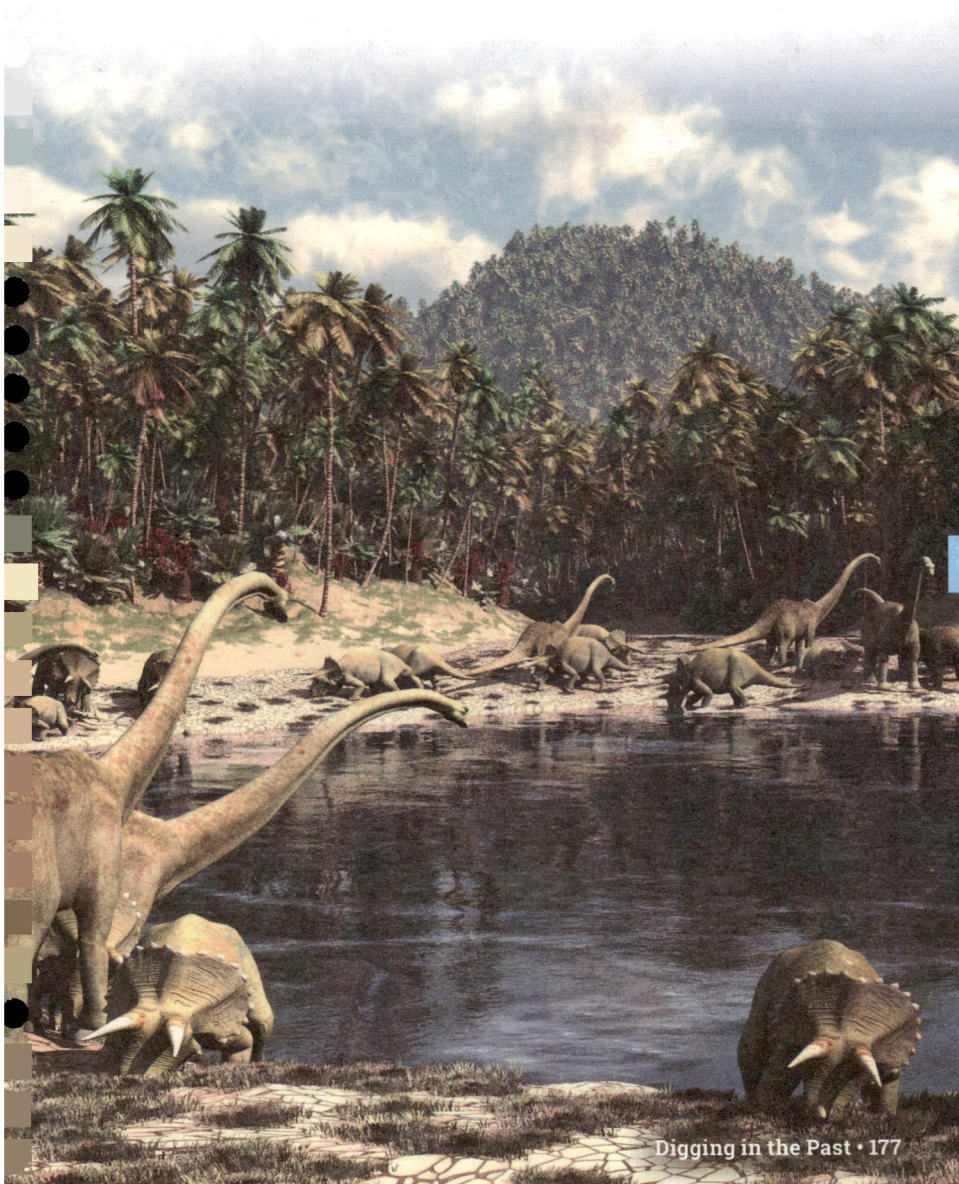
_____ **Pteranodon**

_____ **Hesperornithiformes**



Date _____

Adult's Signature _____



REQUIREMENT 2

Create an imaginary dinosaur.
Share with your den or family its name, what it eats,
its size, and where it lives.

Now you can make up your own dinosaur using your imagination!

A Scout is thrifty, so create one out of recycled objects and common craft items. Some items you can use include water bottles, laundry soap bottles, soda cans, bottle caps, cereal boxes, container lids, chenille stems, buttons, clay, papier-mâché, cardboard tubes, spools, construction paper, and felt. Remember to ask an adult before you use any of the materials you collect.

Share your dinosaur with your den. Remember, your dinosaur is your own unique creation. Don't forget to make up a name for your dinosaur and tell where it lived and what it ate.



Date

Adult's Signature

REQUIREMENT 3

Be a paleontologist and dig through
a dinosaur dig.

It's time to have a dinosaur dig! Paleontologists dig through layers of the ground to carefully uncover bones, rocks, leaf fossils, and other objects that were left behind when the dinosaurs died. Today, you are going to make your own dino dig! Carefully follow the instructions of your den leader.



Materials:

- ▶ Disposable aluminum pan
- ▶ Plaster of paris
- ▶ Safety glasses, dust mask
- ▶ Various objects (toy dinosaurs, polished rocks, silk leaves, etc.)

Safety: Give adults lots of space while they get the mix ready. Adults should wear safety glasses and a mask to keep from breathing in the dust.

INSTRUCTIONS

1. Have an adult mix plaster of paris.
2. Have an adult help you pour enough plaster of paris to cover the bottom of each pan. Place a few objects in the bottom layer.
3. Have an adult help you pour another layer and place more objects.
4. Repeat until the pan is full.
5. Set the pan aside to dry until the next den meeting.



Paleontologists use many different types of tools to dig out bones and fossils. Because they do not want to damage anything, they usually use small tools like chisels and paintbrushes. You will be digging through plaster instead of rock, so you can use a large nail, a small hammer, and paintbrushes to dig out your objects. Be careful while you work, so you can get the dinosaurs out in one piece.



Safety: For your safety, wear a mask and safety glasses while you work just in case any plaster pieces or dust go flying through the air.

Can you imagine how exciting it must be for a scientist to uncover bones that are millions of years old? Share with your den leader how your dinosaur dig went and what you found.



Date

Adult's Signature

REQUIREMENT 4

Build a fossil layer.



Different types of soil, rock, and weather affected the way fossils formed. Sometimes an object was encased, or completely covered; sometimes it became soft and dissolved; and sometimes rock formed around it. To show fossil layers, we are going to make a display that you can eat.

Check with your den leader to find out if your den will do this activity as a group. If you would like to try it with your family, follow the directions below.

Materials:

- ▶ Large, clear plastic cups
- ▶ Flavored gelatin
- ▶ Animal crackers
- ▶ Pudding
- ▶ Crushed graham crackers



INSTRUCTIONS

1. Scoop some crushed graham crackers onto the flavored gelatin layer.
2. Place an animal cracker on the layer.
3. Scoop more graham crackers on top, making sure to cover the animal cracker.
4. Scoop pudding onto the graham crackers.
5. Place an animal cracker on the layer.
6. Scoop more pudding.



While eating your fossil layer dessert, notice that some of the animal crackers stay crunchy and some are soft. This is because some of them will absorb moisture from their surrounding layers and some will not. Each of the materials surrounding the animal crackers affects them in a different way.



Date _____

Adult's Signature _____

FINDING YOUR WAY

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



The ancient Greeks went on many adventures. Their writings told of faraway lands and treasures. To explain where their adventures took them, they created geography. Geography is the science of the Earth's surface. Geo means "earth" and grapho means "to write." Maps and compasses are tools that have helped travelers know if they are headed in the right direction.

In this Adventure, you will learn to read maps and use one on a walk. You'll also get to make your own map and use a compass on a scavenger hunt. Just like the ancient Greek explorers, it's time for you to lead the way on another great adventure.

REQUIREMENTS

1. Using a map, locate where you live.
2. Draw a map for a friend to locate your home or school. Create a key for your map.
3. Find the directions north, east, south, and west and the compass rose on a map.
4. Find the directions north, east, south, and west using a compass.
5. Practice using both a map and a compass.



- **Elective Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

Using a map, locate where you live.

A map is a drawing or sketch of an area or country. Explorers have used maps since ancient times to travel from one place to another. We use maps every day. You may have used a map to locate a trail you walked with your den or family. Now it's time to get to know your town better and the area where you live.

You can find a map of your city or town at a public library, the local convention and visitors bureau, or the chamber of commerce. You can also find a map of your area on the internet if you have permission from the adult working with you on this Adventure. Some online map programs might allow you to see a satellite image of your street and zoom in on a picture of your home.



Aerial view of Columbus, Georgia

If you are online, you can find the location of your home by typing in your street address with an adult's help. Your home will not be pictured on a regular city or town map, though.



Date

Adult's Signature

REQUIREMENT 2

Draw a map for a friend to locate your home or school. Create a key for your map.

Maps have lines, symbols, and colors. A key, or legend, tells you what those symbols and colors mean. Using the key, locate different symbols on the map. What symbols did you find?

Now make a map of your neighborhood. Include your home, your school, or other locations you choose. Make up your own symbols to show parks, buildings, and bodies of water nearby.

Mark the streets and landmarks on your map so a friend can easily find the location you selected.



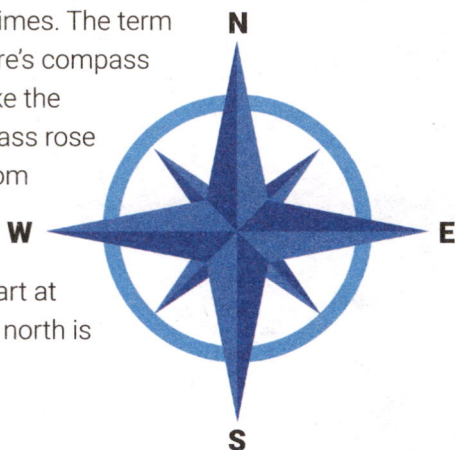
Date

Adult's Signature

REQUIREMENT 3

Find the directions north, east, south, and west and the compass rose on a map.

A compass rose is a figure on a compass, some maps, and nautical charts. It is used to show the four basic geographic directions: north, south, east, and west. Mapmakers have used this symbol since ancient times. The term “rose” comes from the figure’s compass points, which look a little like the petals of a rose. The compass rose is often located in the bottom corner of a map. Reading a compass rose is a lot like reading a clock. You start at the top, which is where the north is located.



Here’s how to remember the points of a compass rose, going clockwise: **Never Eat Soggy Waffles!**

- ▶ **Never = North**
 - ▶ **Eat = East**
 - ▶ **Soggy = South**
 - ▶ **Waffles = West**
-



Look at the map above and find the compass rose. Now point to a place located in the north on the map. Ask an adult to check. Were you right? If you want to keep going, you can name places in the east, south, and west.



Date _____

Adult's Signature _____

REQUIREMENT 4

Find the directions north, east, south, and west using a compass.

North, south, east, and west are the points of a compass. A compass can help you figure out what direction is north. Once you know that, you can decide which direction to go to move toward your destination. You can also use a map and compass to figure out how to get from one place to another. Wherever you are on Earth, the compass needle will always point north.

Hold a compass flat in your hand. Look down at the needle to see where it is pointing. Turn your body slowly. Keep turning until the compass needle lines up with the north line or "N" on the grid. Remember, the floating needle is magnetized, and the red end will always point to magnetic north. You can always figure out the other



compass points when you stand facing north. When you are facing north using a compass, east will be on your right, south will be directly behind you, and west will be to your left. If you forget, remember "Never Eat Soggy Waffles," and you'll get back on track.



Date

Adult's Signature

REQUIREMENT 5

Practice using both a map and a compass.

It's time to have some fun using a compass! You might go on a scavenger hunt or take a walk.

Your den leader or another adult will place an object or objects nearby for you to find. Then they will give you directions for using the compass to locate them. First, find north on the compass and line up your body so you are facing north. The adult in charge will give you directions to an object from where you are standing.

Using the compass, follow the directions to get to the hidden object.

You've practiced with your map and compass, and now you're ready to try out your skills on a hike. Plan a hike with your den or your family using a park map, a map of your community, or a map you have created. Plan the route for your hike, so you can follow the directions using your map. Remember to bring along a pack with the Cub Scout Six Essentials and dress for the weather. When you get to a point on the map that is marked, such as



the intersection of two streets or a marked fork in the trail, stop and orient yourself by using the map. Point to the place where you are on the map and show an adult that you know your exact location.



Date

Adult's Signature

GERMS ALIVE

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



In this Adventure, you'll get to explore how to keep your body healthy. Why is it important to wash your hands? Why is the slimy mucus in your nose (yep, snot) important to your health? What happens if you sneeze into the air instead of into the bend in your elbow? How does keeping your room clean help keep you healthy? We will explore all of these questions while we journey through the sticky, sickening world of germs.

REQUIREMENTS

1. Wash your hands with soap and water while singing the "Happy Birthday" song two times.
2. Play Germ Magnet with your den or your family. Wash your hands afterward.
3. Conduct the sneeze demonstration.
4. Conduct the mucus demonstration.
5. Grow a mold culture. Show what formed at a den or pack meeting.



- **Elective Adventure**
- **Scan for this Adventure page**

REQUIREMENT 1

Wash your hands with soap and water while singing the "Happy Birthday" song two times.



Have you washed your hands today? You probably get asked that question all the time by your teachers, parents, and other adults. So why is everyone all worked up about keeping your hands clean?

Well, it turns out that washing your hands is the best way to keep germs from spreading.

Germs are all around us. They are so tiny, you need a microscope to see them, but plants, animals, and people can still get sick from germs. Four common kinds of germs are bacteria, fungi (FUNG-gahy), viruses, and protozoa (proh-TUH-zoh-uh).

- ▶ Bacteria are tiny germs that live inside and outside your body. The next time you get a sore throat or ear infection, bacteria may be the bad guys.
- ▶ Fungi live in moist, warm places and can cause itchy rashes and mold.
- ▶ Viruses get inside your body, spread quickly, and cause colds, flu, chicken pox, and lots of other illnesses.
- ▶ Protozoa live in water and may cause intestinal diseases.

You can see why you don't want these germs around! If you want to keep them away, the best place to start is with your hands. Hands are germ magnets. When we touch other people, those germs are passed from hand to hand.

You should wash your hands at these times:

- ▶ After you go to the bathroom
- ▶ After you play with a dog, cat, or other animal
- ▶ After you blow your nose or sneeze or cough
- ▶ After you touch garbage
- ▶ Before and after you help prepare food
- ▶ Before you set the table
- ▶ Before you eat
- ▶ Before you put away clean dishes
- ▶ Before and after you apply an adhesive bandage on yourself or someone else
- ▶ When your hands have dirt on them

Here's how to get your Wolf paws perfectly clean:



1. Use water to wet your hands.



2. Use soap (any kind is fine).



3. Work the soap into a lather on both sides of your hands. Remember to wash your wrists, between your fingers, and around your fingernails, where many germs hide.

4. Wash for 10 to 15 seconds while singing the "Happy Birthday" song twice and then rinse off the soap. Don't stop washing your hands until you sing it twice!



Date

Adult's Signature

REQUIREMENT 2

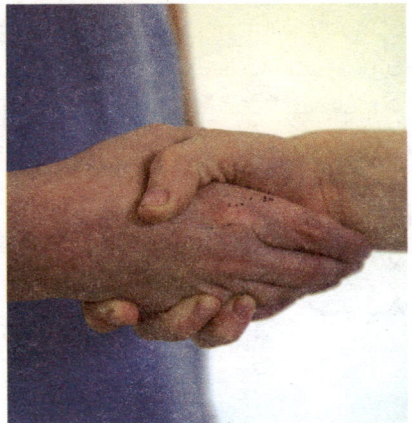
**Play germ magnet with your den or family.
Wash your hands afterward.**

Now that you have clean hands, let's find out just how far and how quickly germs spread. Play the Germ Magnet game with your den or family.

GERM MAGNET GAME

Instructions:

1. Wash your hands and form a circle with the group.
2. An adult will put a pinch of bright-colored glitter or rub Glo Germ into one person's hand in the circle. Have that person shake hands with the next person. Do not touch your face or eyes with glitter or Glo Germ on your hands!
3. Pass the handshake around the circle and see how far the "germs" go. If using glitter, you can see how much has been passed on. If you use Glo Germ, a black light will show how many "germs" have been passed on. You can also add a second color to show how different "germs" can build up.
4. Wash your hands after the game. Clean up all of the glitter with a vacuum cleaner or a broom and dustpan. If using Glo Germ, use the black light to check that you have washed it all off.





What did you learn about how germs are passed by hand contact? Did it help you understand why an important part of the Scout Law we live by is "A Scout is clean"? Share with your den leader what you learned while playing the game.



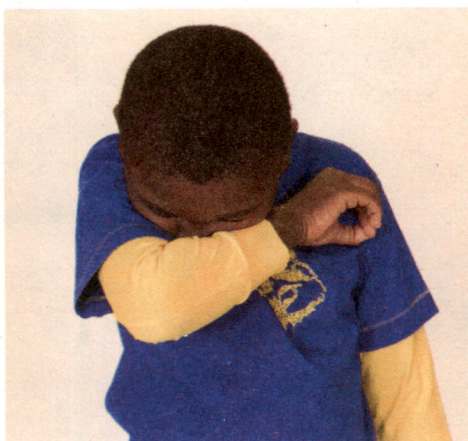
Date

Adult's Signature

REQUIREMENT 3

Conduct the sneeze demonstration.

Sneezes sound funny, but they are actually a powerful tool your body uses to get rid of dust or other things that are irritating your body. Sneezing can also spread germs quickly and powerfully. Because a Scout is courteous, always protect the people around you by sneezing into a tissue or the crook of your elbow. You can conduct a sneeze demonstration to show why you should block a sneeze with your elbow. Because you can't see germs without a microscope, you will use some other items to show what happens when you sneeze.



Materials:

- ▶ Blanket, old sheet, or tarp with circles drawn on it in the form of a bull's-eye. Each "ring" of the bull's-eye should be 12 inches apart.
- ▶ Balloon (check for latex allergies)
- ▶ Paper confetti
- ▶ Piece of paper to roll into a funnel
- ▶ Tape
- ▶ Tape measure

Symbols: The bull's-eye represents the air. The balloon is a sneeze. The confetti represent the germs.



1. Roll the paper to make a funnel.

2. Insert the small end of the funnel into the balloon.

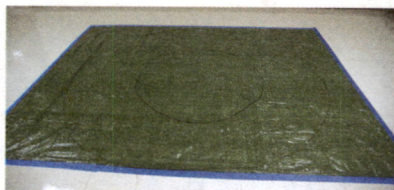


3. Pour a couple of tablespoons of paper confetti into the balloon.

4. Blow up the balloon to its full size and tie it.



Safety: Pinch the balloon when you stop blowing so you don't get any confetti in your mouth.



5. Place the blanket with the bull's-eye on the ground.

6. Place the balloon in the center ring of the bull's-eye. Guess how far you think the "sneeze" will spread the "germs." Have the other members of the den move several feet away from the balloon.



7. On the count of three, yell, "ACHOO!" and have an adult pop the balloon.

How far did the confetti spread? Measure the distance the "sneeze" traveled with a tape measure. How did you guess compared to the results? How easy or hard would it be to catch a cold or other illness from a single sneeze? Remember to clean up after your demonstration and dispose of the confetti and balloon properly.



Date

Adult's Signature

REQUIREMENT 4

Conduct the mucus demonstration.

Sometimes people call it “snot” or “boogers,” but the proper name is “mucus.” The slimy stuff inside of your nose has an important job to do. Mucus is a filter. Filters catch objects and make sure that they cannot go any farther. Mucus catches tiny things in the air that you breathe in through your nose. These could be germs, dust particles, or pollen from plants. No matter what it is that your nose is breathing in, mucus catches it. This is why you should always use a tissue to blow your nose instead of picking it with your fingers. You are going to make a bag of fake “mucus” and then see how it catches dust. You will also get to see a cool reaction when you mix the ingredients for your fake “mucus” together. A Scout is helpful, obedient, and courteous. Follow your den leader’s or parent’s instructions while doing this demonstration.

FAKE MUCUS RECIPE

Materials:

- ▶ Borax
- ▶ Warm water
- ▶ White school glue
- ▶ Food coloring
- ▶ Two plastic containers
- ▶ Quart-size zippered storage bag
- ▶ Pinch of dirt, flour, glitter, or cocoa
- ▶ Paper plate

Container One

- ▶ 2 tablespoons borax
- ▶ 2 cups warm water

Container Two

- ▶ 2 teaspoons white glue
- ▶ 3 teaspoons warm water



Instructions:

1. Dissolve borax into the warm water in container one.
2. Dissolve glue into the warm water in container two.
3. Add a few drops of yellow or green food coloring to the container of glue, and mix.
4. Add one to two teaspoons of the borax mixture to the glue mixture. Begin stirring and watch as the mixture starts to form into "slime."

After you make your fake mucus, play with it for a few minutes. What does it feel like? How do you think something so slimy could protect your body?



Now put your fake mucus on a paper plate. Place a pinch of dirt, glitter, flour, or cocoa in your hand and gently blow it onto the mucus. Did you notice how it stuck onto the surface? This is how the mucus in your nasal membrane inside your nose filters air as we breathe in. Examine the results and describe what you learned to your parent or legal guardian or den leader.

Don't forget the final step: Wash your hands. This is something we should always do when we handle mucus — fake or real.



Date

Adult's Signature

REQUIREMENT 5

Grow a mold culture. Show what formed at a den or pack meeting.

There are different types of mold, and they can grow on many surfaces. Molds produce and release millions of spores. The spores are small enough to be moved around by air, water, and insects. Some molds also produce toxic agents. Being around mold can make people sneeze or be sick. That is why having a clean home is important to the health of everyone in your family.

With an adult's help, try this mold investigation.

MOLD GROWTH

Materials:

- ▶ Small piece of bread
- ▶ Protective gloves
- ▶ Sandwich bags
- ▶ Banana
- ▶ Paper plates
- ▶ Small piece of cheese



Instructions:

1. Place the peeled banana, cheese, and bread in separate sandwich bags on paper plates.
2. Lightly sprinkle each food with water. Leave a small opening to let some air in.
3. Label the foods with a note that they should not be eaten.
4. Observe the three foods daily.

Which food grew mold the fastest? Write down your findings for a week. If you can, take pictures to share with your den.



Safety: Wear protective gloves to dispose of the food and paper plates after one week. Have an adult help you clean the area and wash your hands with soap and water. Do not smell the food with mold; it may cause you to become sick.

What did you learn? Share your findings with your den. Remember to store food properly to stay healthy.



Date

Adult's Signature

LET'S CAMP

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



You are about to go on an overnight campout. Sleeping in a tent, roasting marshmallows, and exploring nature are some of the best parts of being a Cub Scout. Before you go, make a list of what you need to bring. Your den leader and parent(s) will help you get ready. Each time you go camping, you can show you are a Wolf Scout by doing more on your own.

REQUIREMENTS

1. Learn about the buddy system and how it works in the outdoors.
2. Know the Cub Scout Six Essentials.
3. In addition to the Cub Scout Six Essentials, list the personal items you need for your campout.
4. Learn a camping skill.
5. Attend a council or district Cub Scout overnight camp or attend an overnight campout with your pack.



- Elective Adventure
- Scan for this Adventure page

REQUIREMENT 1

Learn about the buddy system and how it works in the outdoors.

The buddy system is the way for Cub Scouts to look after each other, especially on outdoor adventures. When you go on a walk, take a hike, swim, or camp with your den, each Cub Scout is to have a buddy.

You keep track of what your buddy is doing, and your buddy knows at all times where you are and how you are doing. You and your buddy can share some fun while keeping everyone safe.



Date

Adult's Signature

REQUIREMENT 2

Know the Cub Scout Six Essentials.

Telling stories, roasting marshmallows, looking at the stars, sleeping in a tent — these are just a few of the activities waiting for you, depending on the camping or outing.

But before you go, what should you bring?

Start with the Cub Scout Six Essentials:

- ▶ Filled water bottle
- ▶ First-aid kit, including adhesive bandages, first-aid ointment, and other items
- ▶ Whistle
- ▶ Flashlight (Check the batteries)
- ▶ Sun protection
- ▶ Trail food

Learn more about the Cub Scout Six Essentials at the front of your handbook.



Date

Adult's Signature

REQUIREMENT 3

In addition to your Cub Scout Six Essentials, list the personal items you need for your campout.

Imagine camping with JUST the Cub Scout Six Essentials. You might feel like you left a few things at home. Think about what other things you would want to bring with you on your campout and write them down. The list below includes items you might want on a pack or family campout. Discuss with your pack or your family which items are needed.

Make a check mark next to the items you plan to bring.

- | | |
|---|--|
| <input type="checkbox"/> Tent | <input type="checkbox"/> Toothbrush & toothpaste |
| <input type="checkbox"/> Sleeping bag or blankets
(to make blanket beds) | <input type="checkbox"/> Toilet paper |
| <input type="checkbox"/> Sleeping pad or air
mattress | <input type="checkbox"/> Sweater or jacket |
| <input type="checkbox"/> Underwear | <input type="checkbox"/> Poncho or raincoat |
| <input type="checkbox"/> Socks | <input type="checkbox"/> Soap |
| <input type="checkbox"/> Pajamas | <input type="checkbox"/> Towel |
| <input type="checkbox"/> Knife, fork, spoon | <input type="checkbox"/> Extra pants and shirts |
| <input type="checkbox"/> Plates, bowls, cups | <input type="checkbox"/> Extra pair of shoes |
| <input type="checkbox"/> Trash bag | <input type="checkbox"/> Wolf Handbook |
| <input type="checkbox"/> Insect repellent | <input type="checkbox"/> Bible, testament, prayer
book, or another book for
your faith |

GROUP EQUIPMENT CAN INCLUDE:

- | | |
|---|--|
| <input type="checkbox"/> A cooler to keep perishable foods cold | <input type="checkbox"/> Plastic sheet for air-drying dishes |
| <input type="checkbox"/> Food for all camp meals | <input type="checkbox"/> Camp stove or charcoal |
| <input type="checkbox"/> Cooking pot or pan | <input type="checkbox"/> Waterproof groundsheets |
| <input type="checkbox"/> Wash and rinse pans | <input type="checkbox"/> Hammer for stakes |
| <input type="checkbox"/> Soap | <input type="checkbox"/> Pliers |
| <input type="checkbox"/> Disinfectant | |

When you go camping for the first time, you can often use borrowed or substitute equipment. For many Scouts, their first mess kit is a plastic bowl. As you go camping more often, you can add to your equipment.

Before you leave on your outing, check off the list to make sure you have everything. Make sure your gear works and you have everything you need to set up. When you return, talk with your den or family about the fun you had and how prepared you felt with the gear you didn't use and the gear you are really glad you packed.



Date

Adult's Signature

REQUIREMENT 4

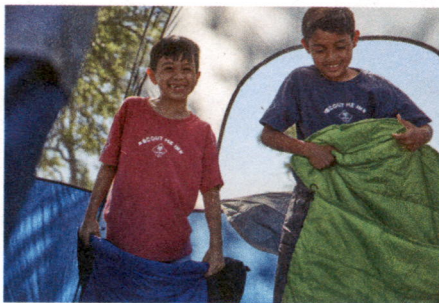
Learn a camping skill.

The skills you need for camping will depend on when and where you go camping. If you are camping during the winter, a good outdoor skill would be learning how to keep your water bottle from freezing overnight. Your den leader may have some ideas of good outdoor skills that you can use on your campout, but here are two that are useful in just about any campout.

Camping Skill – How to set up your camping bed

A good bed can make for a good night's sleep. A bad bed can keep you up all night!

First, something to sleep on. A sleeping pad, cot, foam mattress, or even a tarp will help keep the moisture out and provide padding. Next up depends on if you are going to need to stay warm or stay cool.



You may want to choose to bring a sheet to sleep under, or you may choose to bring blankets or a sleeping bag. Not all sleeping bags are made for camping. Some sleeping bags are for indoors like a sleepover at a friend's house but can be used for summer camping. A sleeping bag made for outdoor camping will have a temperature rating. The temperature rating tells you how cold it can be outside and the sleeping bag still keep you warm.

Here are things you should do to take care of your sleeping bag.

- ▶ Always keep your sleeping bag dry
- ▶ Keep it clean by following the directions on the sleeping bag
- ▶ Never eat food in your sleeping bag; it will attract bugs and animals



Camping Skill – How to tie a square knot

Tying knots is an important Scout skill. It is also something you will use throughout your life. Some of the knots you will learn in Scouting have been used for thousands of years. Every knot has a special purpose. Some knots join pieces of rope together. Some knots that don't slip are used for rescues. Other knots are perfect for tying down equipment; you can adjust these knots, and they will still hold. You will learn how to tie knots to do specific things. All correctly tied knots can be easily untied.

SQUARE KNOT

The main use of a square knot is to join the ends of two ropes. A square knot makes two ropes into one longer rope by joining the ends of the two ropes.

This is why it is called the joining knot in Scouting.

You can use both ends of one piece of rope to make a square knot or two different pieces of rope.

The square knot is simply right over left, left over right.

1. Hold one end of a rope in one hand and the other end of the rope in your other hand.
2. Bring the right-side rope over the left-side rope. Go under and around the left-side rope with the right-side rope.
3. Now bring the left-side rope over the right-side rope. Go under and around the right-side rope with the left-side rope.
4. Pull both ends firmly. The knot will not hold its shape without being tightened.



You can use a square knot to tie bundles together. You also use the first half of a square knot when you tie your shoelaces. Remember, the square knot is not to be trusted when safety is important. Just like your shoelaces, a square knot can sometimes come undone.



Date

Adult's Signature

REQUIREMENT 5

Attend a council or district Cub Scout overnight camp or attend an overnight campout with your pack.

If your pack wants to go on an overnight campout, at least one adult in your pack must take Basic Adult Leader Outdoor Orientation (BALOO) to organize and lead the overnight campout.

When you go on an overnight campout or any overnight activity as a Wolf Cub Scout, at least one of your parents or legal guardian must attend with you. If one of your parents or legal guardian cannot attend, then have one of them speak to your den leader.



Date

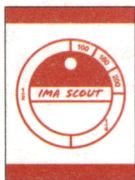
Adult's Signature

PAWS FOR WATER

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



Swimming is a great way to stay healthy. In this Adventure, you will have a chance to get wet while you learn the rules to swimming safely.

To earn this Adventure, you may enroll in and complete a swimming instruction program offered by an accredited instructor OR pass the BSA swimmer test OR complete the requirements below.

REQUIREMENTS

1. Learn about the swimming safety rules that you need to follow.
2. Demonstrate how to enter the swimming area properly.
3. Using the buddy system and staying within your ability group, go swimming with your den or family for 30 minutes.
4. Attempt at least one swimming stroke: front crawl, restful backstroke, or breaststroke.
5. Jump feet first into water that is chest high or deeper.
6. Demonstrate how to exit the swimming area properly.



- Elective Adventure
- Scan for this Adventure page

REQUIREMENT 1

Learn about the swimming safety rules that you need to follow.

When going on a Scouting adventure, always stay with your buddy, even when in the water. You and your buddy will swim together and will be there for each other in case something happens. Remember that the buddy system makes swimming safer.

When you swim with your den, pack, or any Cub Scout event, there will be a buddy check. When you hear "buddy check," stop where you are, join and raise hands with your buddy, and wait quietly. Leaders will count pairs to make sure everyone is safe and with their buddy.



Date

Adult's Signature

REQUIREMENT 2

Demonstrate how to enter the swimming area properly.

Before you enter a swimming area, you need to have a buddy. It is best that your buddy is in the same ability group as you are, but if they are not, both of you must stay in the lower swimming ability group area.



Buddy boards are the way to keep track of everyone in the swimming area. Buddy boards are located at the entrance area of the swimming area. Each swimmer is given a buddy tag with their name and swimming ability. The board is separated by swimming ability and has a place for everyone to hang their buddy tag. By looking at the buddy board, adult leaders and lifeguards will know who is in the swimming area. Place your buddy tag on the buddy board next to your buddy's tag in the right swimming ability group.



Confirm with the adult leader or lifeguard that it is OK to enter the swimming area.

Wait for the adult leader or lifeguard to give you permission for you and your buddy to enter the water.

If there are stairs that lead into the swimming area, use the stairs. If you have passed the BSA swimmer test and are a swimmer, you may choose to jump in if that is allowed. Check the area, do not run, and jump in feet first.



Date

Adult's Signature

REQUIREMENT 3

Using the buddy system and staying within your ability group, go swimming with your den or family for at least 30 minutes.

Before you go swimming with your den or pack, there must be an adult who is 21 years of age or older, is a registered leader with the BSA, and has completed the Safe Swim Defense training. That adult leader has



agreed to serve as the qualified supervision for the swimming activity. There also must be qualified lifeguards and lookouts. The trained adult leader for the swimming activity will make sure that the Safe Swim Defense is followed.

SAFE SWIM DEFENSE

1. Qualified Supervision

All swimming activity must be supervised by a mature and conscientious adult age 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in their care, and who is trained in and committed to compliance with the eight points of BSA Safe Swim Defense. It is strongly recommended that all units have at least one adult or older youth member currently trained in BSA Aquatics Supervision: Swimming and Water Rescue or BSA Lifeguard to assist in planning and conducting all swimming activities.

2. Personal Health Review

A complete health history is required of all participants as evidence of fitness for swimming activities. Forms for minors must be signed by a parent or legal guardian. Participants should be asked to relate any recent incidents of illness or injury just prior to the activity. Supervision and protection should be adjusted to anticipate any potential risks associated with individual health conditions. For significant health conditions, the adult supervisor should require an examination by a physician and consult with the parent, legal guardian, or caregiver for appropriate precautions.

3. Safe Area

All swimming areas must be carefully inspected and prepared for safety prior to each activity. Water depth, quality, temperature, movement, and clarity are important considerations. Hazards must be eliminated or isolated by conspicuous markings and discussed with participants.

Controlled Access: There must be safe areas for all participating ability groups to enter and leave the water. Swimming areas of appropriate depth must be defined for each ability group. The entire area must be within easy reach of designated rescue personnel. The area must be clear of boat traffic, surfing, or other non swimming activities.

Bottom Conditions and Depth: The bottom must be clear of trees and debris. Abrupt changes in depth are not allowed in the nonswimmer area. Isolated underwater hazards should be marked with floats. Rescue personnel must be able to easily reach the bottom. Maximum recommended water depth in clear water is 12 feet. Maximum water depth in turbid water is 8 feet.

Visibility: Underwater swimming and diving are prohibited in turbid water. Turbid water exists when a swimmer treading water cannot see their feet. Swimming at night is allowed only in areas with water clarity and lighting sufficient for good visibility both above and below the surface.

Diving and Elevated Entry: Diving is permitted only into clear, unobstructed water from heights no greater than 40 inches. Water depth must be at least 7 feet. Bottom depth contours below diving boards and elevated surfaces require greater water depths and must conform to state regulations. Persons should not jump into water from heights greater than they are tall, and should jump only into water chest deep or greater with minimal risk from contact with the bottom. No elevated entry is permitted where the person must clear any obstacle, including land.

Water Temperature: Comfortable water temperature for swimming is near 80 degrees. Activity in water at 70 degrees or less should be of limited duration and closely monitored for negative effects of chilling.

Water Quality: Bodies of stagnant, foul water, areas with significant algae or foam, or areas polluted by livestock or waterfowl should be avoided. Comply with any signs posted by local health authorities. Swimming is not allowed in swimming pools with green, murky, or cloudy water.

Moving Water: Participants should be able to easily regain and maintain their footing in currents or waves. Areas with large waves, swiftly flowing currents, or moderate currents that flow toward the open sea or into areas of danger should be avoided.

Weather: Participants should be moved from the water to a position of safety whenever lightning or thunder threatens. Wait at least 30 minutes after the last lightning flash or thunder before leaving shelter. Take precautions to prevent sunburn, dehydration, and hypothermia.

Life Jacket Use: Swimming in clear water over 12 feet deep, in turbid water over 8 feet deep, or in flowing water may be allowed if all participants wear properly fitted, Coast Guard–approved life jackets and the supervisor determines that swimming with life jackets is safe under the circumstances.

4. Response Personnel (Lifeguards)

Every swimming activity must be closely and continuously monitored by a trained rescue team on the alert for and ready to respond during emergencies. Professionally trained lifeguards satisfy this need when provided by a regulated facility or tour operator. When lifeguards are not provided by others, the adult supervisor must assign at least two rescue personnel, with additional numbers to maintain a ratio of one rescuer to every five Cub Scouts. The supervisor must provide instruction and rescue equipment and assign areas of responsibility as outlined in **Aquatics Supervision**. The qualified supervisor, the designated response personnel, and the lookout work together as a safety team. An emergency action plan should be formulated and shared with participants as appropriate.

5. Lookout

The lookout continuously monitors the conduct of the swim, identifies any departures from Safe Swim Defense guidelines, alerts rescue personnel as needed, and monitors the weather and environment. The lookout should have a clear view of the entire area but be close enough for easy verbal communication. The lookout must have a sound

understanding of Safe Swim Defense but is not required to perform rescues. The adult supervisor may serve simultaneously as the lookout but must assign the task to someone else if engaged in activities that preclude focused observation.

6. Ability Groups

All youth and adult participants are designated as swimmers, beginners, or nonswimmers based on swimming ability confirmed by standardized BSA swim classification tests. Each group is assigned a specific swimming area with depths consistent with those abilities. The classification tests must be renewed annually, preferably at the beginning of the season, even if the youth has earned the Swimming merit badge.

Swimmers pass this test: Jump feet first into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

Beginners pass this test: Jump feet first into water over the head in depth, level off, and swim 25 feet on the surface. Stop, turn sharply, resume swimming, and return to the starting place.

Anyone who has not completed either the beginner or swimmer tests is classified as a **nonswimmer**.

The nonswimmer area should be no more than waist to chest deep and should be enclosed by physical boundaries such as the shore, a pier, or lines. The enclosed beginner area should contain water of standing depth and may

extend to depths just over the head. The swimmer area may be up to 12 feet in depth in clear water and should be defined by floats or other markers.

7. Buddy System

Every participant is paired with another. Buddies stay together, monitor each other, and alert the safety team if either needs assistance or is missing.

Buddies check into and out of the area together. Buddies are normally in the same ability group and remain in their assigned area. If they are not of the same ability group, then they swim in the area assigned to the buddy with the lesser ability.

A buddy check reminds participants of their obligation to monitor their buddies and indicates how closely the buddies are keeping track of each other. Roughly every 10 minutes, or as needed to keep the buddies together, the lookout, or other person designated by the supervisor, gives an audible signal, such as a single whistle blast, and a call for "Buddies." Buddies are expected to raise each other's hand before completion of a slow, audible count to 10. Buddies who take longer to find each other should be reminded of their responsibility for the other's safety.

Once everyone has a buddy, a count is made by area and compared with the total number known to be in the water. After the count is confirmed, a signal is given to resume swimming.

8. Discipline

Rules are effective only when followed. All participants should know, understand, and respect the rules and procedures for safe swimming provided by Safe Swim Defense guidelines. Applicable rules should be discussed prior to the outing and reviewed for all participants at the water's edge just before the swimming activity begins. People are more likely to follow directions when they know the reasons for rules and procedures. Consistent, impartially applied rules supported by skill and good judgment provide steppingstones to a safe, enjoyable outing.

During your time swimming, you may want to try to complete the other requirements for this Adventure.



Date

Adult's Signature

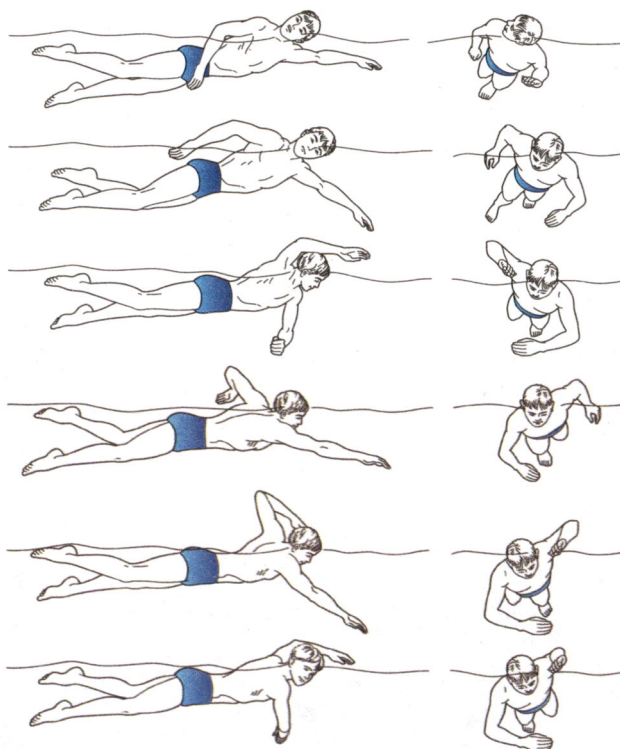
REQUIREMENT 4

**Attempt at least one swimming stroke:
front crawl, restful backstroke, or breaststroke.**

Once you are in the water, do your best to swim at least 25 feet. Swimming is a lot like other sports: When you practice it, you get better and faster.

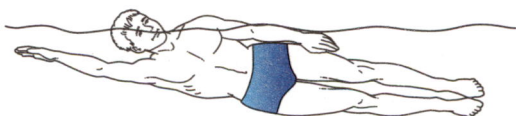
Front Crawl

One stroke you can use is the front crawl. To do the front crawl, lie on your stomach in the water, kick your feet behind you, and paddle forward with your arms. If you are unsure how to do a front crawl, ask an adult for help.

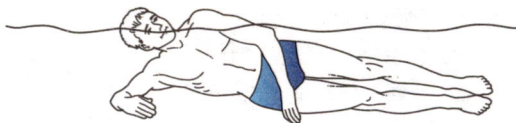


Sidestroke

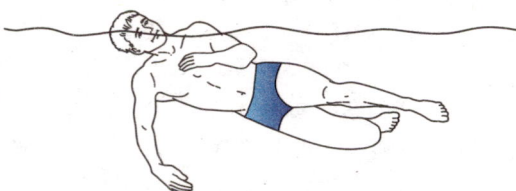
Lie on your side with one ear in the water. Stretch your bottom arm out ahead of you.



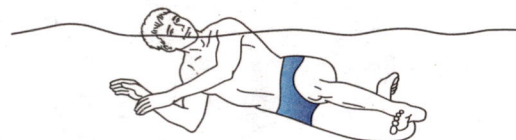
Your top arm is at your side, along your leg. Start with your feet together, and



then bend your knees, pulling your heels toward your hips. Cup your reaching hand a little. Sweep it down in front of your chest.



Move your feet apart by moving your top leg forward and your bottom leg backward.



Notice the hand and arm movement. As your lower hand sweeps water toward your feet, your upper hand moves toward your chest. They nearly meet. When your legs are as far



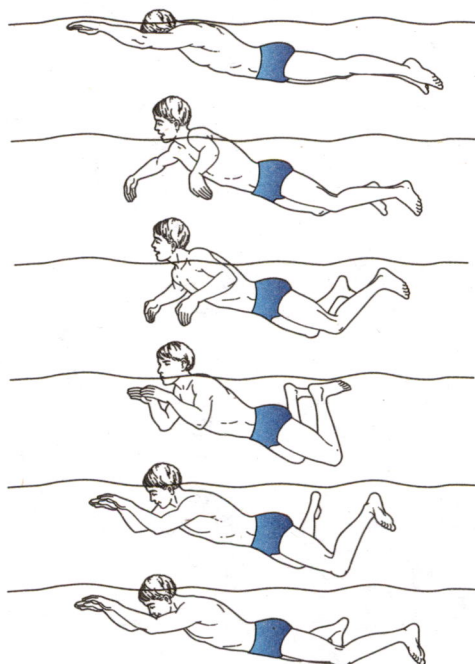
apart as possible, snap them together quickly the way you close a pair of scissors. Your upper hand sweeps water toward your feet. Your lower hand reaches out ahead of you, returning to its starting position. Stop your feet as they come together. Repeat the arm and leg movements.

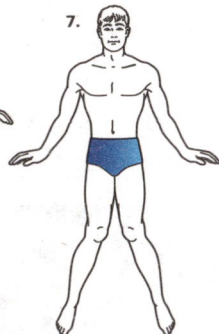
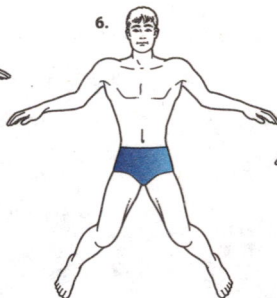
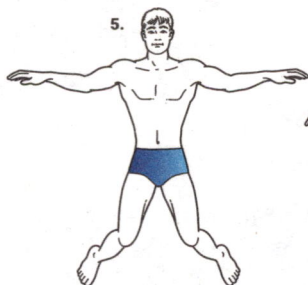
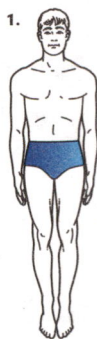


Breaststroke

Float face down in the water with your arms and legs stretched out. Spread your arms out so they are diagonal from your body. Your elbows should be straight, and your palms should be facing slightly out. Pull your elbows toward your sides and then bring your hands together in front of your chest as if you're trying to scoop the water toward you. Quickly push your hands back to where they started. (Your hands should trace the shape of an upside-down heart.)

As you start the arm stroke, bend your knees so your heels are close to your hips and your ankles are spread out. Make a quick circular motion outward and backward until your legs are fully extended. Just before you push your hands forward and your legs backward, lift your head and upper chest out of the water and take a breath. Glide for a second or two, then repeat the arm and leg movements.





Elementary Backstroke

Start by floating on your back, arms at your sides. Bring your cupped hands up over your chest to your shoulders. At the same time, drop your heels downward. They should be beneath your knees.

Turn your toes outward and swing your feet outward in a circular motion without stopping. At the same time, reach your arms straight out. Then sweep them down to your sides as your legs come together in a straight-out position, with your toes pointed. The arm pull and leg kick happen at the same time. You should end up the same way you were at the start, and then glide.



Date

Adult's Signature

REQUIREMENT 5

Jump feet first into water that is chest high or deeper.

Now it's time to practice your skills at the pool. First, practice blowing bubbles out of your nose in the water. This skill will keep the water from going up your nose when you jump in. Next, learn how to safely jump feet first into water. The best way to jump is with your arms forward and legs slightly apart, one in front of the other. Lifeguards, scuba divers, and Scouts like you enter the water this way to avoid dangers beneath the water.



Date

Adult's Signature

REQUIREMENT 6

Demonstrate how to exit the swimming area properly.

When you are done swimming, you and your buddy exit the water together. If there are stairs or a ladder, use them.



Grab your towel and other items you may have brought with you into the swimming area.

Put your shoes on.

When you exit the swimming area with your buddy, go to the buddy board together and retrieve your buddy tag from the person managing the buddy board. Give your buddy tags to the designated adult leader.



Date

Adult's Signature

PAWS OF SKILL

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



Sports and active games are great ways to have fun and be healthy. Sports teach you to work with a team, help others, and follow rules. You can use the Scout Oath and the Scout Law as guides when you are playing games and sports.

In this Adventure, you'll be challenged to exercise, play a team sport with your den, run an obstacle course, and show how to be a good sport. Time to move your powerful paws.

REQUIREMENTS

1. With your den, talk about sportsmanship and what it means to be a good sport. Make the connection between sportsmanship and the Scout Oath and the Scout Law.
2. Learn the rules of a team sport that you can play with your den, pack, family, or friends. After learning the rules, play the game for 30 minutes.
3. Visit or watch a team sporting event with your family or den. Look for ways the team works together and share with your family or den.



- **Elective Adventure**
- **Scan for this Elective Adventure**

REQUIREMENT 1

With your den, talk about sportsmanship and what it means to be a good sport. Make the connection between sportsmanship and the Scout Oath and the Scout Law.

It is important to be a good sport while playing sports and games.

Here are some tips for showing good sportsmanship:

1. Play by the rules.
2. Be courteous to everyone.
3. Cheer for good plays.
4. Do your best.
5. Play to have fun and challenge yourself to do your best.
6. After the game, shake hands or fist bump with those you played with and those you played against.

What part of the Scout Oath or the Scout Law is part of the ways you show good sportsmanship? Sometimes showing good sportsmanship can be connected to more than one part of the Scout Oath or the Scout Law. For example, when you play by the rules, you are being trustworthy and obedient.



Date

Adult's Signature

REQUIREMENT 2

Learn the rules of a team sport that you can play with your den, pack, family, or friends. After learning the rules, play the game for 30 minutes.

When you play a sport by yourself, you can practice and improve on your own. When you are part of a team, you need to work with others to get better. One



player can't do everything. Each member helps the team in some way. Make a list of team sports with your family or den. Think of ways a team works together to be successful. Choose one team sport to play for 30 minutes.

We chose: _____

In Scouting, you have already learned a lot about the importance of teamwork. Remember to support your teammates and play by the rules. Also, treat coaches, other players, and referees with respect.

How did your team work together? How did you help your team? How did you show your appreciation to the referees and coaches after the game?



Date

Adult's Signature

REQUIREMENT 3

Visit or watch a team sporting event with your den or family. Look for ways the team works together and share with your den or family.



With your den or family, attend a sporting event or watch one. Your den can agree on a sport that is in season near you. The players might be in high school or college, or they might be professional players. You can even attend a sporting event for one of your fellow Cub Scouts! See if you can find out some information about the players and the team before you go. It also helps to understand the rules of the game before you watch a sporting event. It's more fun to watch if you know something about the team and how the game is played. Share with your den or family about the ways you saw team members work together and how they showed sportsmanship.



Date

Adult's Signature

PEDAL WITH THE PACK

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



Get together with your den, pack, or family to go on a bike ride. You will learn about what to take and how to make sure your bike is ready, and then you will go for a ride! Grab your helmet, check your tires, and a buddy to head out on another Cub Scout Adventure.

REQUIREMENTS

1. Show how to properly wear a bicycle helmet. Show you can take it off and put it on without help.
2. Decide what you should wear when riding a bike.
3. Learn about different types of bikes and when/where you might ride these different bikes.
4. Demonstrate you can start and stop your bicycle without help.
5. Demonstrate proper hand signals.
6. With your den, pack, or family, following the buddy system, take a bike ride.



- **Elective Adventure**
- **Scan for this Elective Adventure**

REQUIREMENT 1

**Show how to properly wear a bicycle helmet.
Show you can take it off and put it on without help.**

Work with your den or caring adult to try on bicycle safety gear. If you have your own helmet or other gear, you may want to bring it with you to your den meeting.

HELMET

A hard-shell helmet with a fastened chin strap is your most important piece of bicycle safety gear! Always wear a hard-shell helmet with a chin strap when you go biking. Make sure it fits so it will help protect your head if you fall off your bike. In most states, wearing a helmet is required.



How to correctly fit a bike helmet:



Two fingers
above your eyebrows to
the bottom of your helmet



Four fingers
to make a V-shape around
the bottom of your ears



One finger
under the strap
beneath your chin

- ▶ It should sit snugly on your head, but not so tightly that it is uncomfortable.
- ▶ The front of the helmet should sit two fingers above your eyebrows. If the helmet is tipped back, it will not protect your forehead.
- ▶ The side straps should make a “V” around your ears.
- ▶ Use the “one-finger rule” to fit your chin strap. The buckle should be centered under your chin. Tighten it so you can only fit one finger between it and your chin.

If your helmet slips and slides, then take it off and adjust the fit. With your caring adult's help, learn how to adjust the helmet so it fits correctly. Learn how to fasten and unfasten your chin strap by yourself. Make sure it is always fastened before you ride!



Date

Adult's Signature

REQUIREMENT 2

Decide what you should wear when riding a bike.

When you go on a bike ride, knowing the weather will be important in deciding what you should wear. Will it be hot and sunny? Is there a chance of rain?

When picking out clothes for your bike ride, in addition to what the weather will be like, keep these in mind:

- ▶ Always wear closed-toe shoes with socks.
- ▶ Wear clothing that stays close to your body.
- ▶ If wearing long pants, make sure they will not get caught in your pedals or bike chain.
- ▶ Bright colors that make you visible are best.



Kneepads and elbow pads can save your skin from scrapes. If you fall off your bike on gravel, dirt, or pavement, you'll be glad you were wearing them, especially when you are just learning to ride.





Reflective tape and light-colored clothing make it easier for people in cars to see you. Wear reflective tape on the front and back of your jacket, helmet, wheel spokes, and even your pant legs. A flashing light on your jacket or pack also helps motorists see you, even during the day.



Each state has laws about safety gear and helmets. With your den or caring adult, check with your local or state police to find out the laws before you ride.



Date

Adult's Signature

REQUIREMENT 3

Learn about different types of bikes and when/where you might ride these different bikes.

Bicycles have changed a lot over the years. One thing has stayed the same: They sure are a blast to ride!

Bikes can be used for exercise and for traveling long distances. They can be built to ride on trails or in the mountains. Some bikes are made for comfort. Other bikes are built for racing.

Here are three different kinds of bicycles:



ROAD BIKES

Road bikes are lightweight. These bikes are good for exercise, long-distance rides, and racing. They have tall, thin tires that are made for riding on roads. Road bikes are built for speed. On a road bike, you bend forward toward the handlebars so you can go fast.

You can switch gears to make it easier to pedal on a flat road, up a steep hill, or downhill.

MOUNTAIN BIKES

Mountain bikes have small, chunky tires and small frames. They are best for riding on rocky or dirt trails or gravel roads. They may have shock absorbers to handle bumpy trails. Shock absorbers are used to



reduce the jolts and bumps that your body feels on a rugged trail. Mountain bikes can go up and down steep hills. They are heavy and are not as fast as road bikes.



BMX BICYCLES

BMX means “bicycle motocross,” but everyone just calls them BMX bikes. They are smaller bikes and are used for doing jumps and tricks on dirt tracks. BMX bikes are also used for racing and jumping. BMX bikes are made for rough riding conditions.

ADAPTIVE BICYCLES

Adaptive cycles are bicycles and tricycles that are specifically designed for people with physical or development needs. Tricycles can be built with synchronized hand and foot pedaling. For those who do not have use of their legs, tricycles can be made with hand pedals. The type of disability determines the modifications for the bicycle or tricycle.



Now that you have learned about bikes, which kind of bike sounds fun to you?



Date

Adult's Signature

REQUIREMENT 4

Demonstrate you can start and stop your bicycle without help.

Once you have put on your helmet and other safety gear, remember the ABCs of riding your bike.

A = Air. Check that the tires on your bike are filled with enough air. The tire will tell you the correct psi (pounds per square inch).

B = Brakes. Check your brakes. If you have hand brakes, check that the cables are in good working order.

C = Chain. Check the chain and add bike grease to it if it needs it. Your chain should be tight. If you have gears, check the cables to make sure they are in good working order.

Now it is time to show that you can start and stop your bike without help. It is OK if your bike still has training wheels or is a push bike. If you have training wheels, once you have completed this requirement and you feel up to it, try it again without training wheels. Learning to balance your bike is an important part of riding a bike and training wheels only teach you to pedal.

When you are on your bike, your feet should reach the ground without having to tip your bike over. If your feet do not touch the ground, adjust your bike seat.

There are different ways to learn how to ride a bike. Your den or pack may choose to have someone come and help you or you may learn from a family member.



Date

Adult's Signature

REQUIREMENT 5

Demonstrate proper hand signals.

It is always important to use hand signals when you are riding your bicycle. Learn the proper signals for turning right, turning left, and stopping. Make sure you signal in plenty of time before you turn, so people in cars know what you are going to do. Show your caring adult or your den leader how to use hand signals for turning left, turning right, and stopping.



Left Turn



Stopping



Right Turn



Alternate
Right Turn



Date

Adult's Signature

REQUIREMENT 6

With your den, pack, or family, following the buddy system, take a bike ride.

See new places on a bike ride with your den, pack, or family. On a bike, you can feel the wind in your face. You can move fast. You will see, hear, and smell things around you that you might miss riding in a car. Remember to grab your Cub



Scout Six Essentials, complete a bike safety check, wear your helmet and safety gear, and grab a buddy.

Make sure you understand the bike rules as well as the traffic rules where you live. Biking is a big responsibility. Stay alert and ride single file. Leave enough space between you and other bikers in case they stop suddenly, so you will not run into them. A bike ride is your chance to get outdoors to practice the bike tips you learned and have a great time doing it. Stay safe and enjoy the ride.



Date

Adult's Signature

RACE TIME

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



This Adventure is the highlight for many Cub Scouts. The Pinewood Derby® and Raingutter Regatta™ are two popular Cub Scout races. The best part about these races is getting to design and build your own car or boat. You may want to design your car or boat for looks, or you may want to go for speed; either way, have fun spending time with your family making your car or boat or both.

REQUIREMENTS

1. With an adult, build either a Pinewood Derby car or a Raingutter Regatta boat.
2. Learn the rules of the race for the vehicle chosen in requirement 1.
3. Identify how you could increase the speed of your chosen vehicle.
4. Before the race, discuss with your den how you will demonstrate good sportsmanship during the race.
5. Participate in a Pinewood Derby or a Raingutter Regatta.



- Elective Adventure
- Scan for this Elective Adventure

REQUIREMENT 1

With an adult, build either a Pinewood Derby car or Raingutter Regatta boat.



Building a Pinewood Derby car or Raingutter Regatta boat is a fun way to spend time with your den or family. Here are some basic instructions on how to make these fun vehicles. You may find more advanced tips and tricks with your den or family online.



PINWOOD DERBY CAR

A Pinewood Derby car is made out of wood and runs on a downward track. The car uses the force of gravity to run down the track. Read all the basic instructions first before starting to make your car.

Equipment:

- ▶ Saw
- ▶ Hammer
- ▶ 200 grit sandpaper
- ▶ Paint
- ▶ Paintbrushes

Step 1 – Draw a design for your car. Take the block of wood in your Pinewood Derby car kit and place it on its side. Draw an outline of the wood on paper. Now draw the profile (side view) of your car.



Step 2 – Cut out your car from the block of wood.

You can use a handsaw, or you can have an adult use a power tool to cut it out.



Step 3 – Sand your car. Sanding will remove sharp corners and will allow paint or other decorations you add to your car stick better.

Step 4 – Paint and decorate your car.

Pinewood Derby cars are made of soft wood, and when you paint them, it may take a couple of layers or coats of paint. Paint the car once and then use sandpaper to lightly sand it. Clean off any dust from sanding and paint it again. You can repeat this over and over until you get the look you want.



Step 5 – Assemble your car.

Using the nails that came in your kit, attach the wheels that came in the kit to the car in the precut areas on the bottom of the car.



Step 6 – Check the weight. Do this step last, as everything else you do will either add or subtract weight from your car. You want your car to be exactly 5 ounces. If it weighs less, you can simply glue pennies to the car to get it just right.

Here is a tip: Make sure your axles are square at a 90-degree angle. This will keep your car straight when going down the track. If your axles are not square, your car may want to turn and rub up against the track, causing it to slow down. You can test your car by simply pushing it across the floor to see if it goes straight.



RAINGUTTER REGATTA BOAT

The Raingutter Regatta kit comes with everything you need to make your boat. The Raingutter Regatta boat is raced in either a homemade track by capping the ends of two 10-foot-long rain gutters or your pack may buy an inflatable track. Two Cub Scouts will race their boats by blowing into the sails.

Equipment:

- ▶ Phillips head screwdriver
- ▶ 200 grit sandpaper
- ▶ Paint
- ▶ Paintbrushes
- ▶ Glue

Directions

Step 1 – Sand the wooden

hulls. It is easier to sand the wooden hulls before you assemble your boat.



Step 2 – Attach the plastic cabin to the two wooden hulls.

Step 3 – Paint and decorate your

boat. If you are painting, it is best to use a primer first. This will help the paint stick to the plastic parts of the boat. You can decorate the sail, too.

Step 4 – Assemble the sail and mast.

Use a small bit of glue in the hole where the mast will go, then place the mast into the hole. Allow the glue to dry before you attach the sail.



Here is a tip: You can add wax to the bottom of your boat to make it extra smooth. The smoother the hull (the bottom) of a boat is, the faster it can go.



Date

Adult's Signature

REQUIREMENT 2

**Learn the rules of the race for the vehicle
chosen in Requirement 1.**

Rules are important so that everyone knows how to play. The rules to the Pinewood Derby or Raingutter Regatta should be kept short and simple so everyone can know and understand them. Rules for the Pinewood Derby and Raingutter Regatta are included in each kit.

Your pack may have additional rules. You should ask for these rules before you start building. Most of the rules about Pinewood Derby and Raingutter Regatta are about what you can and cannot do when building your car or boat.

Next is knowing how your race will be conducted. You may have a race with just the members of your den first and the winner of each den competing for the pack championship. Your pack may run races based on the fastest time. Understanding how your pack will conduct the race will help you understand what is going on during the race and how many times you might be racing.



Date

Adult's Signature

REQUIREMENT 3

Identify how you could increase the speed of your chosen vehicle.

To know how to make your vehicle go faster, you will need to know what things make it move.

For the Pinewood Derby, the thing that makes the car go is gravity. Gravity is the same for every Pinewood Derby car. You can't change the gravity.

For the Raingutter Regatta, the force that makes your boat move is you, your breath, or an air pump.

Any situation where a moving object (such as a car or boat) comes into contact with a stationary object (such as a track or the surface of the water) is going to result in friction. Friction causes things to slow down. You may not be able to get rid of all the friction, but you may discover ways to lower it.

What could cause friction to the way your car moves down the track?

What could cause friction to the way your boat moves in the water?



Date

Adult's Signature

REQUIREMENT 4

**Before the race, discuss with your den
how you will demonstrate
good sportsmanship during the race.**

Just like any race, there is going to be someone with the fastest car or boat. Remember, having a good time building your car or boat is what really matters. The race is done to add excitement and fun. If you worked hard on your car or boat and can say that you did your best, then you have lived up to the Cub Scout Motto "Do Your Best."

Think about the Scout Oath and the Scout Law. With your den or family, point out the parts of the Scout Oath and the Scout Law that will be helpful for everyone to follow during the race.



Date

Adult's Signature

REQUIREMENT 5

Participate in a Pinewood Derby or a
Raingutter Regatta.



It's race day. Time to take everything you have learned in this Adventure and have a great time with your den or pack.



Date

Adult's Signature

SPIRIT OF THE WATER

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



Water is an important force in our lives. It can be as gentle as a spring sun-shower or as powerful as a hurricane. All living things need water to live, but we use water for more than just survival. In this Adventure, you will learn where the water you use comes from and how to conserve it.

REQUIREMENTS

1. Discover where the water in your home comes from.
2. Discuss how water can become polluted.
3. Share some ways you can conserve water in your home.
4. Discover how water in your community is treated to become safe to drink.



- Elective Adventure
- Scan for this Elective Adventure

REQUIREMENT 1

Discover where the water in your home comes from.



All the water we use in our homes is from either a groundwater source such as a well, or from a surface water source such as a river, lake, or reservoir. With help from an adult, find out where the drinking water in your community comes from.

Your den may decide to plan a trip to a local water treatment plant or have someone who works there visit your den meeting.



Date

Adult's Signature

REQUIREMENT 2

Discuss how water can become polluted.

Most communities have a way to get clean drinking water. Water comes from lakes, rivers, or wells tapped into an underground water source called an aquifer. The water is filtered, and then it travels through a maze of pipes to your faucet. Human activity pollutes water. Water is polluted when it becomes spoiled by chemicals, waste, trash, or other particles. Polluted water can become harmful to people, fish, and animals that need fresh water to survive.

Here are some of the sources of water pollution:

- ▶ Hazardous chemicals
- ▶ Soaps and detergents
- ▶ Trash and litter
- ▶ Fertilizers and pesticides



WATER POLLUTION DEMONSTRATION

This activity will show you how quickly pollution can spread through groundwater.

Materials:

- ▶ Clear glass loaf pan or baking pan
- ▶ Powdered drink mix (red or purple in color)
- ▶ Sand
- ▶ Spray bottle filled with water
- ▶ Book or small block of wood

Instructions

1. Make a small pile of powdered drink mix in one end of the clear glass pan.
2. Sprinkle sand over the rest of the pan.
3. Place the end of the pan with the powdered drink mixes on top of the book or wood block so the pan is tilted.
4. Using the spray bottle of water, wet the sand. (Make sure it's really wet.) Let it sit for a few minutes, and then wet it again.
5. Carefully lift up the pan and look underneath it. What is happening?



As you can see, the water is carrying the powdered drink mix through the pan. Pollutants spread through our sources of water the same way. They can travel a long distance and can damage drinking water miles from where the pollution starts.



Date

Adult's Signature

REQUIREMENT 3

Share some ways you can conserve water in your home.

Water is very important to our survival and the survival of our planet. It is up to all of us to help conserve it, not waste it. For this requirement, you will have to explain how you can save water in your home.

First, think about the ways your family uses water to do the following activities:

- ▶ Brushing teeth
- ▶ Bathing
- ▶ Washing dishes
- ▶ Watering the grass or plants
- ▶ Cooking food

Next, look at your family's current water bill or find out how many gallons the average household in your community uses in a month. Find a gallon-size container to help you picture the amounts.

How many gallons of water per month does your family use? How could you use less water?

For example:

- ▶ Turn off the tap while you brush your teeth. Turn it back on to rinse your mouth. You could save up to 8 gallons of water a day and 200 gallons each month. That's enough to fill a large fish tank.



- Take five-minute showers. Short showers use much less water than filling a bathtub.



- Make sure you turn off the faucet completely each time you use it, and fix faucet leaks. A little drip can waste hundreds of gallons of water.

- Water your yard early in the morning or in the evening, so that the water does not evaporate quickly in the heat of the day. Check to see if your community has other rules or restrictions on watering lawns.



- Wash your bike or your family's car with a bucket of water. If you use a hose, do not let it run the whole time.



Date

Adult's Signature

REQUIREMENT 4

Discover how water in your community is treated to become safe to drink.

Public drinking water systems use different water treatment methods to provide safe drinking water for their communities. Public water systems often use a series of water treatment steps that include coagulation (co-ag-u-la-tion), flocculation, sedimentation, filtration, and disinfection.

Coagulation and flocculation are ways to make the things you don't want to drink easier to filter out by getting them to stick to each other using chemistry.

Sedimentation is a process that separates solids that are in the water.

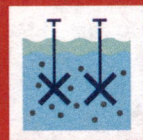
Filtration is when the water passes through a series of filters that have smaller and smaller holes. One of the filters has holes so small that just about the only thing that can pass through it is clean water.

Lastly, the clean water is treated one last time with safe chemicals that keep the water clean as it travels from the treatment plant to your home.

COAGULATION



FLOCCULATION



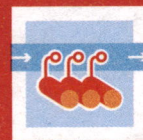
SEDIMENTATION



FILTRATION



DISINFECTION



Date

Adult's Signature

SUMMERTIME FUN

ELECTIVE ADVENTURE



SNAPSHOT OF ADVENTURE



The summertime is a great time to get together with your den or pack. The requirement for this Adventure is simple. Participate in three Cub Scout activities during the summer months. This can be at council-organized camps like day camp or resident camp, or it can be a den or pack get-together for a summertime picnic.

To earn this Adventure as a Wolf, you participate in summer activities during the summer after you have completed the first grade. If you are just now learning about this Adventure, don't worry because the requirement to earn it as a Bear Cub Scout is exactly the same.

REQUIREMENT

1. Anytime during May through August participate in a total of three Cub Scout activities.



- **Elective Adventure**
- **Scan for this Elective Adventure**

REQUIREMENT 1

Anytime during May through August, participate in a total of three Cub Scout activities.

The summer is filled with fun Cub Scout activities. Below are just some things you, your den, or pack may choose to do.



Cub Scout Day Camp

Cub Scout day camps are held by local councils. Adults who serve as leaders for this camp are trained to put together fun activities. Day

camp may be three to five days. Each day, you arrive for a day filled with adventures and come home to share with your family what you did.

Cub Scout Resident Camping

Cub Scout resident camping is held by local councils. Adults who serve as leaders for these camps are nationally trained and certified in all areas of the camp. Resident camping is over several nights, as you stay at camp the whole time sleeping in a tent or other shelter with a parent.





A Pack-Organized Event

Pack events during the summer may include a fun day at the park, a trek on a local trail, or a back-to-the-pack event right before school starts — or may even be an overnight campout.

A Den-Organized Event

It can be fun to have your den get together for a visit to a museum or zoo or even a baseball game.



Date

Adult's Signature

Special Thank You

On behalf of the BSA, a special thank you to the more than 25,000 volunteers and parents who provided feedback and guidance in developing the updates for the Cub Scout program that are reflected in this handbook.

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Safe Scouting Committee: David Berry – chair, Richard Bourlon – national director of Health and Safety, Bev Singel, R.N. – Health Consultant, Dr. Tim Brox, and members of the committee.

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OFFICIAL PLACEMENT OF INSIGNIA



BOBCAT
(CHARACTER & LEADERSHIP)

PAWS ON THE PATH
(OUTDOORS)

RUNNING WITH THE PACK
(PERSONAL FITNESS)

COUNCIL FIRE
(CITIZENSHIP)

SAFETY IN NUMBERS
(PERSONAL SAFETY AWARENESS)

FOOTSTEPS
(FAMILY & REVERENCE)

A WOLF GOES FISHING

ADVENTURES IN COINS

AIR OF THE WOLF

CHAMPIONS FOR NATURE

CODE OF THE WOLF

COMPUTING WOLVES

CUBS WHO CARE

DIGGING IN THE PAST

FINDING YOUR WAY

GERMS ALIVE!

LET'S CAMP

PAWS FOR WATER

PAWS OF SKILL

PEDAL WITH THE PACK

RACE TIME

SPIRIT OF THE WATER

SUMMERTIME FUN

SCOUT OATH

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

SCOUT LAW

Trustworthy

Loyal

Helpful

Friendly

Courteous

Kind

Obedient

Cheerful

Thrifty

Brave

Clean

Reverent



SKU 660373



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BOY SCOUTS OF AMERICA

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YOUTH *PROTECTION*



**How to Protect Your
Children From Child Abuse:**
A Parent's Guide



BOY SCOUTS OF AMERICA®



DEAR PARENT

Welcome to SCOUTING! We are so pleased that you have decided to join our movement, and we look forward to working together with your family to raise leaders of character who will shape our future in a positive way.

Through Scouting, youth can develop strong connections and make important contributions to their families, their community, and society at large. We would like to congratulate you for choosing a program with the key ingredients for helping youth grow into competent, caring, and confident adults. Research about highly effective programs has shown that these ingredients are:

- Positive and sustained adult-youth relationships
- Youth activities that build life skills
- Youth participation in and leadership of valued community activities

The Scouting program significantly enhances opportunities for personal development, including higher grades, school engagement, self-esteem, and resilience. The program provides a safe environment where relationships are built with caring and competent adults, where youth are encouraged to take leadership of their development, and where useful life skills are acquired.

The programs of the BSA focus on developing leaders of character. We do this by presenting and reinforcing the values found in the Scout Oath and Scout Law. It is enormously



important for our members to have a moral compass and a strong work ethic to go along with it. For more information on the benefits of Scouting, go to www.scouting.org/programs/.

To realize the potential of Scouting, it is critical that we take all possible steps to create and maintain a safe environment for all who participate. That involves understanding personal boundaries and knowing what appropriate behaviors are in Scouting.

Research indicates one of the best deterrents against child abuse is an open and continuous conversation between parents and their children. The following information is offered to help your family establish and maintain a safe environment where you can prevent your child or another child from being abused. This information can also empower you to stop abuse as soon as possible and seek the necessary help. The Committee for Children recommends having the Hot Chocolate Talk to begin the conversation. (See “National Resources.”)

Child abuse is something we would rather not talk about, or even think about, but we must. Many of us find it challenging and difficult to begin this conversation with our children, and the risk is that we might never get around to it. There are numerous factors that can lead to abuse. Together, you and your program leader must work together to ensure all Youth Protection and Health and Safety policies are understood and followed. For additional information, see “Additional BSA Resources” on page 26. **Your child is that important.** In fact, all of our children are that important. **Youth Protection Begins With YOU.**

The information you will read is not meant to scare you. It is meant to raise your awareness about many forms of abuse and how to recognize it and report it. It is part of the BSA’s commitment to creating safe environments for all youth. The Centers for Disease Control, the Vision for Violence Prevention, and youth-serving medical facilities committed to preventing child maltreatment refer to child abuse as a public health epidemic. The BSA and other youth-serving organizations are committed to investing resources and engaging their top experts to end all forms of child abuse and maltreatment.

Using This Booklet

This booklet can't address all threats to personal safety for our children in and out of Scouting, but it will inform and empower you to better **recognize**, **respond** to, and **report** most forms of abuse and begin the conversation. The first section contains information for parents about child abuse and some tips for talking with your child about child abuse. In the second section, we put that knowledge to work with exercises for you to share with your child. Research shows that children whose parents talk to them about preventing abuse are better able to protect themselves and are more likely to tell if they are experiencing abuse or have been abused.

This conversation is the start of a dialogue between you and your child about personal safety awareness. As your child grows, look for opportunities to strengthen open communication and give them the reassurance that no matter how frightening something may be, you and other trusted adults are there to help.

WHAT EVERY PARENT SHOULD KNOW

Before we can understand what to do about abuse, we must understand what we mean by *abuse*. Children can experience abuse in many ways: neglect, physical abuse, sexual abuse, or emotional abuse. Often a child who is abused in one way is abused in multiple ways. When we protect a child from one form of abuse, such as neglect, we are often protecting the child from additional forms of abuse.

Abuse often occurs in the home by parents, stepparents, siblings, and other youth and/or caretakers. It also occurs in schools, churches, and youth-serving organizations. Regardless of what you have heard, there is no known profile of an abuser or child molester. However, there are behaviors that children exhibit that may be an indicator that the child is being abused. Abuse can occur despite our screening process, which includes criminal background checks, reference checks, and checks against the Volunteer Screening Database. For more information on the BSA's screening protocol, see the *Guide to Safe Scouting*, found at www.scouting.org.



The overall safety of your child is important to us. If you have any concerns about the safety of your child or the actions of leaders or parents, contact your local council Scout executive immediately.

In an emergency, when you are unable to reach the Scout executive, the BSA provides a 24-hour helpline: 1-844-SCOUTS1 (1-844-726-8871).

The Scouts First Helpline is a resource for incidents involving child abuse or serious risk of harm to children only. It is not for general information or questions.

For questions about training, policy interpretation, program, etc., please contact your Scout executive.

Sexual Abuse

When an adult or older youth uses his or her authority to involve a child in any type of sexual activity, it is child sexual abuse. Sexual abuse is unwanted sexual activity, with persons using force, making threats, or taking advantage of victims not able to give consent. Another type of sexual abuse occurs when an adult or youth crosses clear boundaries in communications, or exposes the youth to alcohol, drugs, or pornography. Children can be at risk of sexual abuse anywhere there is access or opportunity, such as at home; at a neighbor's house; at school, field trips, and public events; and even in Scouting.

A common misconception about sexual abuse is that children are most likely to be abused by strangers. In fact, the abuser is usually someone the child knows and trusts, and most likely is known to you, the parent. These adults or youth are most often male, but females also can be offenders.

Sexual Abuse by Adults

Adults who abuse children often start by grooming the adults around them to gain trust before moving on to their intended victims.

Adults who abuse children may manipulate, bribe, coerce, threaten, or force a child into feeling like a partner in the sexual

activity. They most often use a multistep “grooming” process that focuses on the child’s needs and possibly on the child’s parents as well. Adults who may sexually harm your child might offer free babysitting services or overnight trips, for example, or make friends with you to gain enough trust to be alone with the child.

Once the potential abuser has identified the target child, characteristically, the grooming process moves to what looks like harmless touching—such as hugging and massages—or exposure, and looking for chances to be alone with the child. The person usually seeks a child who craves affection or attention and makes that child feel special by spending a lot of time with them and giving gifts and money. All children are vulnerable to sexual abuse because of their innocence, naivete, and total trust in and dependence upon adults.

A red flag is a leader who violates the BSA’s Youth Protection policy of no one-on-one contact in Scouting and seeks one-on-one contact with youth, especially outside of the Scouting program and utilizing digital and social media for such contact.

When the individual senses that the child has become comfortable with physical contact and has an emotional bond, the physical contact becomes more intense. The individual may prey on the child’s natural curiosity about sexuality and may say that they are helping or teaching them sex education. The individual may suggest playing inappropriate games. The grooming may involve violating rules, drinking alcohol, smoking cigarettes—all to create a “special relationship.”

Most children don’t know they are being groomed until it is too late.

Many abusers are clever enough to trick the victim into believing that they are equally to blame or will not be believed if they tell. Other abusers will manipulate the emotional bond and threaten to withhold love and attention if the child tells anyone. Many children feel trapped, overwhelmed, or ashamed and are afraid to tell.

Some children find it difficult to immediately report or disclose the abuse because of fear or love of the individual abusing them.



Sexual Abuse by Other Youth

It is also possible for a child of similar age or older to abuse another through force, position of authority, or manipulation. About a third of sexual abuse occurs at the hands of other children, including siblings, relatives, older youth, and youth in positions of authority and supervision who manipulate through bullying behavior using their size or authority. Overnight activities pose a greater risk of abuse including sleepovers, campouts, etc. Any peer activity, such as a club initiation or hazing, in which sexual activity is included, is a form of sexual abuse and should be addressed and reported immediately.

Adults who learn or discover that youth-on-youth abuse has occurred or who have concerns about youth exhibiting questionable, problematic, or illegal sexual behaviors must take immediate steps to stop it and report. Refer to www.ncsby.org as a resource for additional information.

Responding/Reporting

If you suspect a child has experienced sexual abuse or has sexually abused other children inside or outside of Scouting, call 911 immediately and make a report *as required by your state and child protective services, or CPS*. Additional reporting may be required by your state.

Additionally, contact your local council Scout executive. If the Scout executive is unavailable, contact the Scouts First Helpline at 1-844-SCOUTS1 (1-844-726-8871).

Physical Abuse

Physical abuse is the deliberate injury of a child by a person responsible for the child's care.

Physical abuse injuries can include bruises, broken bones, burns, and scrapes. Children experience minor injuries as a normal part of childhood, usually in places such as the shins, knees, and elbows. When injuries do not seem to be the typical "bumps and bruises" of childhood or do not match the explanation given, it is possible that the child is being or has been abused.

Blows to the stomach may result in abdominal bruises, even if you can't see a mark. When a child complains of pain or says that they

have been punched in the stomach, this should be taken seriously, because there may be internal injury.

The following signs are commonly associated with abuse but are not absolutes:

- Explanations of an injury, provided to you by a child or parent, that don't make sense
- Injuries on a child who has been absent from school or youth activities
- Complaints of soreness when moving
- Fear of going home with or to parents

Neglect

Neglect often involves depriving a child of food, clothing, shelter, medical care, or other necessities of life. Neglect can also involve exposing a child to harmful substances or materials, such as drugs, alcohol, or pornography, or to harmful practices such as violent behavior.

A number of clues suggest that a child might be neglected. The child who frequently comes to meetings with body odor, the child who is frequently unkempt, the child who is living in a dangerous environment, and the child with an obvious medical need that goes unattended all are showing signs that they could be neglected. So is the child who is always hungry or who hoards or steals food, the child who is seldom dressed appropriately for the weather, and the child who regularly talks of seeing a parent drunk or bruised from being hit.

Any time a child shows a need or condition that a reasonable parent would attend to—especially when failure to provide for the need harms the child's physical or emotional well-being—the child is likely being neglected.

Emotional Abuse

A child suffers from emotional abuse when continually ridiculed, blamed, humiliated, or compared unfavorably with others.

Emotional abuse damages the child's self-esteem. Studies find that emotional abuse is just as harmful as, if not more harmful than, other forms of abuse. It can lead to developmental



problems, speech delays, depression, anxiety, and conditions such as low empathy and difficulty with friends.

Emotional abuse can occur when a parent completely ignores, rejects, or regularly threatens to beat a child, or when a child struggles to meet a parent's unreasonable expectations in academics, athletics, or other areas. Emotional abuse can also result if an adult or older youth provides a child with alcohol, drugs, pornography, or other harmful substances or materials.

Spiritual Abuse

An often-overlooked form of child maltreatment is spiritual abuse—the incorporation of religion into the abuse of a child. Some studies suggest that adults who abuse children are particularly attracted to faith communities because they find clergy and other faith leaders to be very trusting. If your child is active in a faith community, make sure to ask about what youth protection policies they have in place.

Youth With Developmental Disabilities/Special Needs

Children with disabilities or behavioral problems are at greater risk of abuse than other children. Adults who abuse children believe that youth with disabilities will be least likely to report the abuse. Accordingly, while it is important to teach all children to recognize would-be abusers and to tell a trusted adult about abuse, this message is particularly important for children with disabilities.

Special Considerations

It is vital that parents be forthcoming with unit leaders about any concerns or expectations you have about your child, as well as medication that may influence behavior.

Signs Your Child Might Have Been Abused

The clearest sign of abuse is that your child tells you that someone hurt or scared them or made them feel uncomfortable or you uncover evidence of abuse. Unfortunately, many children never speak of abuse, so it is important for you to maintain communications where your child can openly discuss matters of personal safety. Remember, reassuring them that they can tell you anything needs to be a continuous message you deliver.

If your child has been abused by a parent, relative, sibling, Scout, Scout leader, or someone else close to you, it may be particularly difficult for the child to disclose the abuse to you and also difficult

for you to accept. Studies show that children rarely lie about sexual abuse or other maltreatment. So if your child tells you that they have been abused, or if your child is especially uncomfortable with a particular person or situation, always take the behavior as your sign to act. Remember, children communicate with us through their words, actions, and feelings. Communication about abuse is often subtle and indirect. A child may not come right out and say something; instead they may say, "I have a friend who ...," to see how an adult will react. The child who receives a helpful, thoughtful, and sympathetic response is more likely to reveal that they are not actually talking about their friend and tell you about abuse experiences. Listen carefully.

Each child's response to abuse is unique. Signs of stress frequently accompany abuse, but stress can have many causes. Other possible indicators of abuse include

- Sudden withdrawal from activities the child previously enjoyed
- Reluctance to be around or, especially, alone with a particular individual, adult or youth
- Changes in behavior or in school performance, including lower grades
- Inability to focus or learning problems with no known cause
- Hypervigilance (excessive watchfulness as if anticipating something bad happening)
- Overly compliant behavior or an excessive desire to please

In addition, a child currently being sexually abused may

- Have difficulty sitting or walking
- Complain of pain or itching in the genital or anal areas
- Use sexually explicit language or act out sexual behavior inappropriate for their age

For more information, take the BSA's Youth Protection Training at <https://my.scouting.org>.

Responding/Reporting

It is OK to ask a child about suspicious injuries or behaviors. In fact, you should. If the child tells of abuse or gives an answer that doesn't make sense and you feel the child is in danger, you should



immediately contact the local law enforcement agency or state department of children and family services. You also need to contact your local council Scout executive. If your local council Scout executive is not available, contact the Scouts First Helpline at 1-844-SCOUTS1 (1-844-726-8871).

Scouts First Helpline

As part of its “Scouts First” approach to the protection and safety of youth, the BSA has established a dedicated 24-hour helpline to receive reports of known or suspected abuse or behavior that puts a youth at immediate risk.

In an emergency, when you are unable to reach the Scout executive, the BSA provides a 24-hour helpline: 1-844-SCOUTS1 (1-844-726-8871).

The Scouts First Helpline is a resource for incidents involving child abuse or serious risk of harm to children only. It is **not** for general information or questions.

For questions about training, policy interpretation, program, etc., please contact your Scout executive.

1-844-SCOUTS1 (1-844-726-8871)

When to use it:

- Anytime you believe a youth has been harmed or their safety and well-being is at risk, and you cannot immediately reach your local council Scout executive or local council.
- If a Scout is bullied because of race, color, national origin, religion, sexual orientation, or disability, and local efforts are unable to resolve the problem.

If someone is at immediate risk of harm, always call 911.

For more information about reporting requirements, call 911 or see the Child Welfare Information Gateway website at www.childwelfare.gov for your state hotline number.

Bullying/Cyberbullying

Bullying is any intentional, aggressive behavior, often involving an imbalance of power or strength, that usually is repeated over a period of time. Bullying can take many forms, including hitting or punching, teasing or name calling, intimidating use of gestures

or social exclusion, or sending insulting messages by phone or computer (cyberbullying). If your child is being targeted, do not blame your child or tell them to ignore the behavior or engage in physical retaliation. Instead, listen carefully and report the bullying behavior to the people responsible for the program where bullying is occurring. For more information, please see the BSA's Bullying Awareness webpage at www.scouting.org/training/youth-protection/bullying or www.stopbullying.gov.

Victims of bullying behavior are more likely to be depressed, have low self-esteem, be absent from school or other activities, feel sick, or think about death by suicide.

Any information indicating a youth has mentioned or talked about suicide must be taken seriously and reported to the Scout executive so appropriate actions may be taken. If unable to reach the Scout executive, contact the Scouts First Helpline at 1-844-SCOUTS1 (1-844-726-8871).



Internet/Social Media Safety

Today's youth are spending more time than ever using digital media for education, research, socializing, and fun. Unfortunately, abusers know this, too. Parents play a crucial role in keeping children safe from those who use the internet and social media to access and harm children. Your child will normally be keen to show and tell you about their favorite game; that's when you can find out whether it has a messaging feature or a way to send pictures, both of which are red flags. If they can't tell you who they're gaming with in real life, then you may wish to stop the use of that game or application.



Parents can limit the danger by setting basic guidelines such as when children go online, what sites they can visit, and having regular check-ins to see and discuss the choices that are being made with technology.

Barbara Sinatra Children's Center Foundation

The BSA is proud to partner with the Barbara Sinatra Children's Center Foundation to provide additional resources to parents and volunteers to keep youth safe. These resources include the Protect Yourself Rules videos that are a requirement for Cub Scouts to earn their badge of rank each year. To learn more about the Protect Yourself Rules visit <https://fightchildabuse.org/>.

The BSA's Barriers to Abuse

Our goal in the BSA is to create and maintain a safe environment so that all can benefit from the program. The greatest positive step that we can take together is to put us all in a position to succeed by having rules that we all agree to follow. You should expect your child's Cub Scout pack to follow the Youth Protection policies put in place by the BSA to provide additional safety for your child and all who are involved in Scouting. These policies are helpful for anyone who works with or spends time with children who are not theirs, and not just in Scouting. They are practices used by teachers, doctors, camp counselors, coaches, and other adults who professionally work with children. Youth Protection policies and Health and Safety procedures continue to be updated regularly. For the most up-to-date information and changes or additions to policies and procedures, go to www.scouting.org/health-and-safety/gss.

You should discuss these policies with your child so that you, your child, and leaders have a shared understanding of what is expected in Scouting.

Leader Registration Requirements

The chartered organization representative, or in their absence the executive officer of the chartered organization, must approve the registration of the unit's adult leaders.

Registration includes:

- Completion of application including criminal background check and mandatory Youth Protection training
- Volunteer Screening Database check

Youth Protection training is required for leaders when renewing their registration or at unit charter renewal.

Adult program participants must register as adults and follow Youth Protection policies. Up-to-date Youth Protection and Health and Safety information is available at www.scouting.org/health-and-safety/gss.

Adult Supervision

Two registered adult leaders 21 years of age or over are required at all Scouting activities, including meetings. There must be a registered female adult leader 21 years of age or over in every unit serving females. A registered female adult leader 21 years of age or over must be present for any activity involving female youth. Notwithstanding the minimum leader requirements, age- and program-appropriate supervision must always be provided.

All adults accompanying a Scouting unit who are present at the activity for 72 total hours or more must be registered as leaders. The 72 hours need not be consecutive.

One-on-one contact between adult leaders and youth members is prohibited both inside and outside of Scouting.

- In situations requiring a personal conference, the meeting is to be conducted with the knowledge and in view of other adults and/or youth.
- Private online communications (texting, phone calls, chat, IM, etc.) must include another registered leader or parent.
- Communication by way of social media (Facebook, Snapchat, etc.) must include another registered leader or parent.

Discipline must be constructive.

- Discipline must reflect Scouting's values.
- Corporal punishment is never permitted.
- Disciplinary activities involving isolation, humiliation, or ridicule are also prohibited.

Responsibility

Leaders must ensure that all participating in Scouting activities abide by the Scout Oath and Scout Law.



Adult leaders and youth members share the responsibility for the safety of all participants in the program, including adherence to Youth Protection and Health and Safety policies.

- Adult leaders are responsible for monitoring behavior and intervening when necessary.
- Physical violence, sexual activity, emotional abuse, spiritual abuse, unauthorized weapons, hazing, discrimination, harassment, initiation rites, bullying, cyberbullying, theft, verbal insults, drugs, alcohol, and pornography have no place in the Scouting program and may result in revocation of registration.

All leaders are required to adhere to the Scouter Code of Conduct located in the *Guide to Safe Scouting*: www.scouting.org/health-and-safety/gss.



Accommodations

Separate accommodations for adult males and females and youth males and females are required.

Tenting

- Separate tenting arrangements must be provided for male and female adults as well as for male and female youth.
- Youth sharing tents must be no more than two years apart in age.
- In Cub Scouting, parents and guardians may share a tent with their family.
- In all other programs, youth and adults tent separately.
- Spouses may share tents.

Lodging/Cabin Accommodations

Whenever possible, separate cabins or lodging should be provided for male and female adults as well as for male and female youth. Where separate accommodations cannot be provided due to group size or limited availability, modifications may be made. Where completely separate accommodations are not available, additional supervision is required.

- If adults and youth of the same gender occupy single-room accommodations, there must be a minimum of two adults and four youth, with all adults being Youth Protection trained.
- Physical separation by other means, including temporary barriers or space, should be used only when no other arrangements are possible.
- These modifications are limited to single-gender accommodations.

Restrooms

Separate shower and latrine facilities should be provided for male and female adults as well as for male and female youth. If separate facilities are not available, separate times should be scheduled and posted.

Privacy of youth is respected.

- Adults and youth must respect each other's privacy, especially in situations such as changing clothes and taking showers at camp.
- Adult leaders should closely monitor these areas but only enter as needed for youth protection or health and safety reasons.

Program Requirements

The buddy system should be used.

The use of smartphones, cameras, mirrors, drones, etc., in places or situations where privacy is expected is prohibited.

All aspects of the Scouting program are open to observation by parents and leaders.

The BSA does not recognize any secret organizations as part of its program.

Hazing and initiations are prohibited and have no part during any Scouting activity.



All forms of bullying and harassment including verbal, physical, and cyberbullying are prohibited.

Inappropriate public displays of affection are prohibited.

Sexual activity is prohibited.

Appropriate attire is required for all activities.



Reporting Requirements

Adult leaders and youth members have a responsibility to recognize, respond to, and report Youth Protection violations and abuse.

Mandatory Report of Child Abuse

If you see or suspect a child is being abused, stop the abuse immediately and report it. All persons involved in BSA programs must report any instance of child abuse to local law enforcement and, in some states, also to the state's child protective services, or CPS. This includes any good-faith suspicion or belief that a child is or has been physically or sexually abused, physically or emotionally neglected, exposed to any form of violence or threat, or exposed to any form of sexual exploitation including the possession, manufacture, or distribution of sexually exploitive images, online solicitation, enticement, or showing of obscene material.

This duty cannot be delegated to any other person. After reporting to law enforcement, the matter must also be reported to the Scout executive so appropriate actions may be taken. If

unable to reach the Scout executive, contact the Scouts First Helpline at 1-844-SCOUTS1 (1-844-726-8871).

Ensure notification has been made to parents/guardian. Failing to report suspected child abuse may be a criminal law violation in your state. It is important to note that all states allow immunity from criminal and civil liability for good-faith reporting of suspected abuse, even if it is later determined to be unfounded.

For more information, please see your state's reporting statutes on the Child Welfare Information Gateway website at www.childwelfare.gov.

Additional BSA Reporting

Youth Protection Policy Violations

- Serious Youth Protection policy violations or behaviors that put a youth's safety at risk must be reported to the local council Scout executive.
- Alternatively, policy violations may be reported to the Scouts First Helpline when the local council Scout executive is not available.
- Online reporting is also available at www.scouting.org/health-and-safety/incident-report.

Speaking With a Child Who Discloses or Indicates Abuse

When speaking with a child who discloses or indicates abuse, your role is to become the *trusted adult*. A trusted adult is someone with whom a child can talk freely about their feelings and problems and who provides healthy guidance and support.

When informed about abuse, a trusted adult

- Gets actively involved.
- Sees something and stops it.
- Suspects something and reports it.

Seek advice from an expert when you are unsure.

Adults should recognize that talking with children about abuse, especially sexual abuse, is not comfortable for anyone; however, a child's first time telling someone—and your response—may have lasting effects. If a child reports that they have been abused, it is important that you listen to all that they have to say. Then, respond



calmly and support the child through the reporting process. Tell the child it wasn't their fault and express belief in the child's disclosure by simply stating, "I believe you." This will further support and validate the child's statement. You do not need details from the child. However, you should get the following information:

- Name and address of the child alleging abuse, if known
- Name and address of the alleged offender, if known
- Location of the alleged abuse
- Nature (e.g., sexual, physical, emotional) and extent of the alleged abuse
- Approximate date of the last incident (if an older child)

Parents Reporting Violations of BSA Youth Protection Policies

If an adult leader or someone else in Scouting is trying to convince your child that their advancements or awards are solely dependent on that person's approval, or if that person is asking your child to do anything that seems inappropriate, contact your local council Scout executive immediately.

EXERCISES ON PERSONAL SAFETY AWARENESS

Now that you understand the types of abuse, the barriers that we have put in place to minimize abuse, and the steps to take when you suspect abuse has occurred, let's focus on helping you empower your child. Concerned and connected parents and caregivers are a strong component of all child abuse prevention strategies. You have an important role to play in prevention!

Many parents find it difficult to talk with their child about abuse. However, it is important to provide a foundation for a child to understand personal safety and encourage them to come to you with questions and concerns. The personal safety exercises in this section, to be used in conversations with your child, will help you with this process. They focus on five very important areas that can minimize the chances of abuse for your child:

- Why should I check with a parent first?
- Who are my *trusted adults*?
- What are my personal boundaries?
- What if someone asks me to keep a secret?
- How do I talk about touches and private parts?

Five Topics to Cover With Children

NOTE: Completing the exercises described in these pages fulfills the requirements for your Cub Scout to earn their badge or rank and must be completed for each rank earned. The BSA recommends that these exercises be conducted on a regular basis throughout the year.

Why should I check with a parent first?

Many abusers are known to the child as a family friend, relative, Scouter, or older youth, so it is important to focus safety messages on the behavior of a person, not the relationship to the child. Teach your child to check with you first before agreeing to go anywhere with another person. Tell your child never to go anywhere with anyone who will not let them check with you first. If the person refuses, your child has the right to step back from the person, make noise, say “No,” run away, and tell someone.

Tell your child that your permission is required before they may accept an invitation from a Scout leader or another parent to an activity outside of Scouting and that all such invitations must be reported to you. The BSA recommends that parents not allow one-on-one contact and insist that two adults are present (two-deep leadership) at any Scouting activities for their children.

Try this exercise to help your child remember to check first. Brainstorm times and situations in which your child should always come to you before going somewhere with someone. Include such situations as going into a house or vehicle, changing plans, being offered gifts, and being asked for help.



Talk through and role-play the following scenarios:

“What if a neighbor asks you to come into his house to see his new puppy?” *I would tell him that I need to check with you first. I would come home and check first before I went over to their house.* Ask the child about other responses.

“What if you are playing in the park and a nice person asks you to come to a different part of the park to help him or her find something they lost?” *I need to check first before changing my plans so that my parents know where I am.* Ask the child what other ways they could respond.

“What if an older youth friend of your brother is spending the night and wakes you up to sneak outside?” *I also need to check first before helping an adult or teenager. Adults and teenagers usually ask other adults for help. I can help if I check first and you come with me to ask my parents for permission.*

What are my personal boundaries?

Try this exercise to help your child learn to create and maintain personal boundaries that make them feel safe. This exercise is designed to empower kids to tell people that they are uncomfortable and want another person to leave their personal space immediately. Discuss what private parts are and where they are located. Lessons on personal boundaries should begin early in a child’s development and should cover belongings, emotions, and their body. Focus on asking permission and receiving consent. Tell your child that any time someone touches them in a way that they do not want to be touched, they have your permission to take some big steps back and say “NO,” and then go tell a *trusted adult* what happened. Explain that stepping back can give them room to think and move. Then have your child practice taking big steps away from a person and saying “NO” in a firm voice. Explain to the child that regardless of what the adult or teenager says—or what your child was doing or has done—you will believe and protect them.

Talk through the following scenarios. Ask them how they could use “NO” to create space for themselves in these situations.

“What if someone drives up, gets out of their car, and starts walking toward you to ask you for directions?”

“What if another kid your age continues to hug you even though you have asked them to stop?”

“What if you are spending the night or on a campout and someone touches your body while you are sleeping?”



How do I talk about touches and private parts?

Young people should be told that the parts of their body covered by their swimsuit are their private parts, and they have the right to say no to being touched there. Body parts should be called by their appropriate names to assist in developing a healthy and positive body image. Encourage your child to say no and then tell you if someone tries to touch or look at the child’s private parts, or wants your child to touch or look at their private parts.

It is important to remind children that if they get tricked into a scary or confusing touch or if they freeze and are unable to say no, it is OK and not their fault. Children should be encouraged to tell as soon as they feel comfortable doing so. Keep the lines of communication open by reminding them that they can talk to you about touches, even a long time after something happened.



Try this exercise to help your child resist someone who is trying to touch their private parts. Pose these scenarios, and then discuss the solutions.

“What if your friend’s babysitter or another youth asks you to wrestle without clothes on?”

“What if that same friend asks you to keep the touching games secret?”

“What if your Scout leader touches your private parts or shows you their private parts?”

For more information, see “Hot ChocolateTalk” under “National Resources.”

Who are my trusted adults?

Young people should have at least five adults you have identified with whom they can talk freely about their feelings and problems and who provide healthy attention and affection. A child who has such a network of *trusted adults* will be more difficult for an adult who abuses children to groom. The list of five adults might change depending on the child’s circumstances. Prior to Scouting or other activities, parents should discuss with their child who they will turn to if someone is violating a rule or making them uncomfortable.

Try this exercise to help your child identify trusted adults. Explain that a trusted adult is someone the child knows well who is willing to listen and offer advice when needed. Trace your child’s hand on a piece of paper. Ask your child to write or draw a person on each finger that they can go to for help or advice. Help your child determine the trusted adults. Explain that if a situation occurs where a trusted adult is needed, your child needs to remember this list. And if one of the people on the list cannot help, or is the one causing the problem, your child should go to another person on the list. Remind them that they can also say “NO” if a trusted adult is making them feel uneasy or uncomfortable.

Ask your child these questions, making sure the options are understood. Ask who their trusted adult would be and how they could talk to them about what happened.

“What if something happens on a camping trip (or at a neighbor’s house, or at a friend’s house) that makes you feel afraid or confused?”

“What if someone is making you feel uneasy or uncomfortable, and the first person you tell can’t, doesn’t, or won’t help you?”

“What if one of your *trusted adults* is making you feel unsafe or uncomfortable?”

What if someone asks me to keep a secret?

Adults who abuse children often try to groom children by convincing them to keep secrets about activities that they would not want their parents to know about (drinking, smoking, pornography, etc.). A child wanting to keep those activities secret might also see any abuse as something to keep secret. Your child must feel like they can come to you and be heard about little concerns as well as big problems. Tell your child it is not OK for people to ask them to keep a secret from you or another caregiver. Give your child a simple, automatic solution. Let your child know that they can come to you about anything and that you will still love and support them.

Try this exercise to help your child understand the difference between *secrets* and *surprises*. Tell your child that a secret is something that is hidden from others. A surprise is something that we keep quiet about for a short period of time and then everyone finds out together, like what you bought someone for their birthday. Surprises are usually OK, but secrets can be harmful if they cover up something unsafe or scary. Say that if your child is not sure whether something is a secret or a surprise, they can always ask you or a trusted adult.



Ask your child what to do in the following situations. Ask them how they could determine whether this is a surprise or a secret.

“What if a bigger kid says he will give you \$20 if you play a secret touching game with him?”

“What if an adult says that you don’t need to bring a buddy because they have a surprise that is just for you?”

“What if someone you know asks if he can email you a secret picture or asks you to pose for naughty pictures?”

For additional information, please see the BSA’s Cyber Chip tool and resources at www.scouting.org/training/youth-protection/cyber-chip and the NetSmartz Scouting Portal at www.netsmartz.org/scouting/.

Putting It Together

Reviewing these five personal safety rules and allowing your child to design their own “What If” games can help make personal safety awareness less scary and more accessible for your child and the whole family. The most important points to make sure your child knows are as follows:

- Check with a parent first.
- Have a buddy with you at all times.
- Maintain your personal space.
- Avoid secrets.
- Know who your *trusted adults* are.

Consider having a “Family Safety Night” at the beginning and the end of every school year or new activity. Reviewing rules about bike helmets, fire escape plans, and calling 911 should lead into conversations about abuse, bullying, personal safety awareness, and online safety so that they can be treated like any other concern.

The BSA's Youth Protection program is based on

- Parental involvement
- Chartered organizations
- Leader selection and monitoring
- Each leader's knowledge of and adherence to BSA Youth Protection and Health and Safety policies
- Commitment of all adults to the safety of youth
- Recognizing, responding, and reporting
- Youth Protection Begins With YOU



ADDITIONAL BSA RESOURCES

Youth Protection webpage:

www.scouting.org/training/youth-protection

Youth Protection Training: <https://my.scouting.org>

Youth Protection policies and Health and Safety procedures continue to be updated regularly. For the most up-to-date information and changes or additions to policies and procedures, go to www.scouting.org/health-and-safety/gss.

Guide to Safe Scouting: www.scouting.org/health-and-safety/gss

Scouts First Helpline: 1-844-SCOUTS1 (1-844-726-8871)

Scouter Code of Conduct: https://filestore.scouting.org/filestore/HealthSafety/pdf/Scouter_Code_of_Conduct.pdf

BSA incident reporting:

www.scouting.org/health-and-safety/incident-report

State-by-state mandatory reporting information:

www.childwelfare.gov

NATIONAL RESOURCES

National Center for Missing and Exploited Children—information on digital/online safety and reporting

Netsmartz: www.netsmartz.org.

CyberTipline: 800-843-5678

www.childhelp.org: 800-4-A-Child (800-422-4453)

www.preventchildabuse.gov

Committee for Children: www.cfchildren.org

Hot Chocolate Talk: www.cfchildren.org/blog/2018/03/the-hot-chocolate-talk/

www.stopbullying.gov

www.suicidepreventionlifeline.org: 800-273-8255



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