



# BALOO'S BUGLE



Volume 10, Number 6

January Cub Scout Roundtable

February Cub Scout Theme

## FIESTA!!

Tiger Cub Activities

Webelos Scholar & Engineer

### FOCUS

*Cub Scout Roundtable Leaders' Guide*

**Viva Fiesta!** It is party time for scouting, and what better way to celebrate than with a Mexican flavor? Boys will learn about that country's festive traditions as they make cascarnones and fill piñatas for the **Blue and Gold Banquet**. Perhaps they can even learn to sing "Happy Birthday" or other songs in Spanish. They'll enjoy planning the menu too – fajitas, tacos or quesadillas, anyone?? It's "nacho" ordinary **Blue and Gold Banquet!!** Ole!!

### CORE VALUES

*Cub Scout Roundtable Leaders' Guide*

Some of the purposes of Cub Scouting developed through this month's theme are:

- ✓ **Character Development**, Cub Scouts grow in character as they learn about people from other countries.
- ✓ **Respect**, By learning about and understanding other cultures, boys will develop an increased respect for others.
- ✓ **Fun and Adventure**, What better way to have fun than with a Mexican themed party!! Ole!!

The core value highlighted this month is:

- ✓ **Respect**, Cub Scouts learn to appreciate other cultures and people through learning about their games, foods, and customs.

**Can you think of others???** Hint – look in your **Cub Scout Program Helps**. It lists different ones!! All the items on both lists are applicable!! You could probably list all twelve if you thought about it!!

### COMMISSIONER'S CORNER

There is a recurring theme in this issue of Communication. I did not intend it that way but it happened. Checkout the Communication quotes in Prayers and Poems. In the Tiger section the item, "**Delivering News or Spreading Gossip?**" has communication hints for all of us – not just Tigers. The Training Tip on "**Working with Challenging Adults**" discusses communication as a key tool to prevent these problems from occurring. Even the Special Opportunity, **Interpreter Strips**, is involved with communication.

This has been an interesting month. I have -

- Planned and emceed my Pack Meeting using November's theme, Pilgrims of Plymouth Rock, on December 1
- Prepped and held a roundtable on January's Theme, Home Alone, December 10 and
- Written this issue of Baloo's Bugle on February's theme, Fiesta.

No wonder I never know what time it is. Nor can I remember the theme related bad jokes from month to month. Too many floating by me.

**My stock of Pow Wow Books is growing slowly. Please consider helping us.** I was really excited when I received my Sam Houston Area Council book and opened it up. They always have a great book and this year it is based on themes!! Their previous issues had chapters for games, songs, skits, and ceremonies. This one has a chapter for each theme and all the items for that theme are right there. It will be a big help each month for Baloo and Roundtable.

The last time BSA had Fiesta! As a Cub Theme was August 1995, when I was an active Scoutmaster and not doing much Cubbing and, although Baloo was published in 1995, it was not on USScouts back then and computer crashes over the years have taken their toll. So I started intently reading my Pow Wow books looking for material for this issue which I wanted to get out before Christmas. As I did, I noticed something strange – there was not as much variety as usual, almost all the books had quite a bit of common material. And when I opened my Pow Wow Rom CD (available at <http://usscouts.org/tradingpost/>) I saw where they probably found the material. It was all there. It makes me wonder if all this technology is helping or hurting. Are we stifling imagination by collecting all this stuff together and making it available for Packs and Dens? Is it too easy to find ideas from Baloo and other on-line resources and new ideas and items are being missed? I hope not.

An apology to Karen for not listing the Mt Diablo-Silverado Pow Wow last month after our discussion about one of my favorite Scouting songs – "Song of my Shoes" which originated at her council. (You'll see it in the March theme issue, "Walk in my Shoes")

## PRAYERS AND POEMS FOR SCOUTERS

### Why I'm A Leader

*Hudson Valley Council*

I'm not a Cub Scout Leader for the easy hours, high pay, parents' gratitude, power or prestige.  
I'm a leader because I want the world for your son and mine, I want it to be a world he can shape and help shape; a world of love and laughter, where he can show compassion.  
I want him to be able to look at the stars, a sunrise, a sunset, the work and world of man -- and feel their beauty inside himself.  
I want to help him to learn to finish anything he starts and do it well.  
I want to guide him to know his worth with a deeper understanding of himself.  
I want to help shape men who have strength of character and are sensitive to the needs of others.  
I want them to be the best they can be.  
I'm giving of myself and my time. I reap rewards far beyond what I give.  
I receive for my children and future generations a better world.  
I am a Cub Scout Leader because I care.

### Scouting Thanks

*Cub Scout Roundtable Leaders' Guide*

Para la vida y la comida, ofrecemos gracias  
**Pronunciation help** - (PAR-uh lah VEE-uh ee lah co-MEE-dah, oh-fray-CAY-mohs GRAH-see-us)  
For our lives, our food, and our friends here tonight, for all scouts everywhere, for all our blessings, we give thanks.  
**Amen.**

### Great Communication Quotations

*Think about these while reading this month's Training Hint. Commissioner Dave*

The art of conversation consists as much in listening politely, as in talking agreeably. Atwell  
There are four ways, and only four ways, in which we have contact with the world. We are evaluated and classified by these four contacts: what we do, how we look, what we say, and how we say it. Dale Carnegie  
The art of communication is the language of leadership. James Humes  
Communication is a two-way street. And while we revel in the reality that we can always get through to heaven, our concern should be whether our Lord can always get through to us. Joseph Stowell

### I am only one ..

*From Edward Everett Hale:*

"I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do something I can do." The key to accomplishment is believing that what you can do will make a difference.

### Graces for Blue & Gold or other occasions

*From Baloo's Archives*

O God, Who givest all things good,  
We pray Thee now to bless our food. **Amen**  
For these Thy gifts we thank Thee, O God,  
And we pray that all our deeds may praise Thee,  
not merely what we say. **Amen.**  
For these and all the things we hold dear, and mostly for Thy loving care, we thank Thee, Lord. **Amen.**  
God is great and God is good, and we thank Him for this food. By His hand we all are fed.  
Grant us, Lord, our daily bread. **Amen.**  
We thank Thee for the morning light,  
For rest and shelter of the night,  
For health and food, for love and friends,  
For everything Thy goodness sends. **Amen.**

***Since this is Blue and Gold Month, I thought I would rerun the graces from the Scout High Adventure bases. I am sure you could adapt any of these to work great at your Blue and Gold (or use it as it is) – CD***

### Philmont Grace

For Food, For Raiment,  
For Life, For Opportunity,  
For Friendship and Fellowship.  
We Thank thee O Lord **Amen**

### Sea Base Blessing

Bless the creatures of the Sea  
Bless this person I call me  
Bless the Keys you make so grand  
Bless the sun that warms the land  
Bless the fellow-ship we feel  
As we gather for this meal. **Amen**

### Northern Tier Wilderness Base Grace

For food, For Raiment  
For Life and Opportunity  
For Sun and Rain  
For water and portage trails  
For friendship and fellowship  
We thank thee, oh lord **Amen**

## TRAINING TIPS

### Working with Challenging Adults

*Commissioner Scott*

*Hudson Valley Council*

***A few weeks ago I went to the Hudson Valley Council Pow Wow and attended a great session on this topic.***

***Commissioner Scott was well organized and thoroughly knew his topic and graciously sent me a copy of his outline to share with you. Let's give him a big Heap How!! CD***

### Step 1 - Be Proactive vs. Reactive

*An ounce of prevention is worth a pound of cure!*

The best way to deal with a problem is to avoid having the problem. Proactive actions are usually seen in a positive light. Where as reactive actions are often seen as negative.

*Here are nine proactive actions you can take to prevent problems with adults -*

**Planning**

Is the essence of being proactive

Remember the 5 P's

***Prior Planning Prevents Poor Performance***

Always have plans B, C, D, E, F & G and more!

Get as much input from those affected as possible

Give as much advance notice as possible – avoid calendar conflicts, etc.

Make sure to **communicate** your plan to those who need to know (see below)

Hold meaningful Annual Pack Planning meetings, Den meetings, Pack meetings, etc.

**Know the program**

Go to Training (see next item)

Follow established policies found in resources such as the Cub Scout Leaders Book, the Guide to Safe Scouting, and other Scout Handbooks, ...

Follow the procedures – file that tour Permit two weeks ahead of the trip

Regulations – have two adults at every event

Understand the Rank advancement requirements. Learn the scouting vocabulary used in the requirements and what it means. E.G. – Show or tell means for the Scout to show or tell you something, not you to show or tell the Scout something.

**Training**

A well trained leader is better able to adapt to problems as they occur and to address issues as they arise

It will build your confidence –

It will help you to know the program (see above)

Go to all levels of training - New Leader Essentials, Youth Protection Training, Cub Scout Leader Position Specific Training, BALOO / Webelos Leader Outdoor Training

Attend Roundtables, Universities of scouting, and Pow-Wows to meet with other Scouters, share information, get ideas and new resources.

**Communications (The Big “C” Word)**

Don't ASSUME people know what's going on or that they understood what you said –  
Be clear / get feedback.

Talk with people (face-to-face)

**LISTEN!** (*Study showed that over 95% of all people listen with the intent of responding versus understanding*)

Watch! – Body language can tell you how well you are doing

Newsletters / meeting programs / announcements all are one way communications – follow up to be sure the message was delivered.

**Know / embrace the things that create the most “issues” with the adults and address them before hand:**

These are usually competition-related  
Communicate (see above)

Who's in charge? Leadership (see next item)  
Advancement

Using Pinewood Derby as an example -  
Giving Ribbons vs. trophies – less competition

Set rules way before hand

A Race for adults could eliminate Dad's need to show off with his son's car

**Selecting Leadership**

**Use the process in the publication, Selecting Cub Scout Leadership published by National Council.** It is Bin Item 13-500 or is available on line at [www.housatonicbsa.org](http://www.housatonicbsa.org). Click on **Cub Scouting** under site index and then **Selecting a Cub Scout Leader**.

Be selective, Take time to talk with prospective leaders, Get to know them; they have significant impact on the boys  
Check references

Nurture an atmosphere that makes leadership special, valuable and valued

Apathetic leaders will create problems

Nurture leadership - start them off slow – working on a committee or event team (Blue & Gold, trip, overnigher)

**Parent Involvement**

Get them involved!

ASK THEM!

Use the “Parent and Family Talent Survey Sheet”

When you're part of the team it's harder (not impossible) to criticize.

Have fun (see below) – when you're having fun it's harder (again, not impossible) to be a problem

Make sure everybody participates at Pack meetings, etc.  
Be clear about/communicate your needs

Face-to-face / one-on-one

Be specific as to your needs when asking – Tiger program, activity needs (drive, phone calls, etc.)

Start “small”/slow, ease them in to things

Don't forget to thank them – publicly and privately

Everybody needs a pat on the back and it costs nothing

Keep at it

Don't get discouraged

It's work to keep people involved

What didn't work yesterday may work today

Don't take today's involvement for granted tomorrow

**AND FINALLY - THE BIG TWO**

**Have F-U-N**

Baden-Powell, the founder of Scouting, defined Scouting as “Fun with a Purpose”

KISMIF – Keep It Simple, MAKE IT FUN!

It's hard to be “a problem” (not impossible) when you're having fun.

Avoid routine / boredom – don't use the same ceremony twice, always camp at the same place, see the same team in action.

Get everybody involved (see above) at Den meetings, Pack activities / outings, and Pack meetings

Never act your age! People will respond and have fun, as long they don't feel obvious. The more active the

Cubmaster (Emcee) is, the less obvious the audience feels, the more they will respond.

Don't take yourself too seriously

Laugh hard, loud and at yourself

**Corny joke time, hats, horns,**

*I love that part!! Commissioner Dave*

Sing! *Yes definitely – a good, active song leader can get even the most self-conscious person to sing out!!*

Appreciate the wonder of being 8 years old...

**And always remember –**

**IT'S ABOUT THE BOYS! (4 words / 15 letters)**

*If you're in Scouting for any other reason,*

*You're in it for the wrong reason!!*

Focus/always keep coming back to “Why am I here? – The BOYS”

This attitude will help make issues with adults not look too big or seem too important.

It is why the Den Leader is the most important leader – without a good Den Leader; there will not be a quality den program. Without quality den programs, there will be NO BOYS. Without boys you don't need Cubmasters, Roundtable Commissioners, District Execs and Commissioners or Councils!!

Ask yourself - **Why am I a Leader??**

**Read the poem in the Prayers and Poems section!**

**Then read it aloud to your adults, they'll get the message**

Constantly remind people why you're there – the BOYS (including their son)

**Step #2 - But remember - Problems will happen**

*So there will be times when you need to be Reactive*

These are usually negative and problem based. With so many people/personalities in a unit they are unavoidable – expect them, accept them

**Six hints for handling these are -**

**LISTEN!**

Again, 95% of people listen with the intent of responding NOT understanding (try and be one of the 5%)

Empathize – put yourself in the other person's shoes

**Be sensitive**

The problem may not be with you or Scouting. There may be issues at home (i.e. divorce, laid off from work, etc.)

**The problem/issue/concern may be valid**

Try to focus on the facts and NOT the emotions.

Be big enough to admit when something is/you're wrong – it may be simply a misunderstanding or bad communication

Remember you're only human – we ALL make mistakes. “I'm sorry” goes a long way

**Be responsive / Take responsibility**

Don't let things slide. People want to feel as if they've been heard and understood

If something's wrong – FIX IT!

If you say you're going to do something, DO IT - when you say you're going to do it.

Learn from mistakes – they're great teachers!

**Don't hold a grudge**

Let things go

Refocus – IT'S ABOUT THE BOYS!

You may have to agree to disagree

Not every problem is resolvable

Not every “challenging” adult can be turned around

**Use Other resources**

Other leaders – maybe you know someone else who has been through what you're going through and can lend a different perspective.

Be careful that resentment doesn't fuel the fire

Unit Commissioners, Commissioner staff, Professional staff, District Executive, etc, all are there to help you!

**and please remember...**

## **IT'S ABOUT THE BOYS!**

If you want to reach Commissioner Scott, you can E-mail him at [pemaquid@frontiernet.net](mailto:pemaquid@frontiernet.net)

### **PACK ADMIN HELPS**

#### **Town Crier**

##### *Circle Ten Council*

Does your den have a "town crier"? The one child who has to be the absolute first to relay bad news, good news, what someone did at school, or a comment (usually inappropriate) he heard from an adult. He will probably be the first to tattlet and participate in name-calling.

Immediately put a stop to it the moment it occurs. Gather the boys in a circle and discuss the problem. Make it perfectly clear that name-calling, "tattling" (unless it's endangering another person) and tale bearing will not be tolerated and that is not why we come to Scouts.

Take the time to clearly explain the difference between tattling and telling on someone for good reason. Is there incessant reporting of every minor perceived wrong on everyone else in the group or one person in particular by the same boy? Do you constantly hear from the same child 'So and so is hitting me', but he leaves out the part the he kicked so and so first? Acceptable "telling" could be "Billy is running into the street in front of a car!" or "Nikey is playing with his pocket knife". Give examples; keep going over and over it until everyone understands.

Point out that is it equally unacceptable to the receptive audience of "the town crier". Being a party to a gossip session is as bad as actually telling the story Discuss with the den what solutions they can come up with to not be apart of gossip

#### **The World Friendship Fund**

##### *Circle Ten Council*



The World Friendship Fund of the Boy Scouts of America offers a practical Good Turn opportunity for BSA youth members and leaders. Cash contributions are used to assist Scouting through the World Organization of the Scout Movement and through national Scout associations in developing countries. Tax deductible contributions can be

from individuals, units, camp, and training course groups. Unit participation in the World Friendship Fund offers a unique annual service project to benefit brother Scouts around the world.

The World Friendship Fund of the Boy Scouts of America was developed during the closing days of World War 11. At the time, there was a great need to rebuild Scouting in those nations that had been wracked by war and were just emerging from the shadows of totalitarianism.

In the years that have elapsed, virtually every nation in the free world that has Scouting has been aided by the fund. Both those nations that have had Scouting before and those newly emerging nations that desire the Scouting program for their youth have been helped.

Through the World Friendship Fund, voluntary contributions of Scouts and leaders are transformed into cooperative projects that help Scouting associations in other countries to strengthen and extend their Scouting programs.

Types of projects supported by the World Friendship Fund include supporting community development projects in Uruguay and Bolivia; providing funds for eastern European nations to help reorganize Scouting, funding the production of the Russian Scout handbook and providing adult leader training for Scout leaders attending seminars in Geneva, Switzerland.

Additional projects supported by the World Friendship Fund have included: shipment of uniform shirts to Croatian Scouts; Russian Scout leader training; printing of materials for the Boy Scouts of Zimbabwe; scholarships for the World Jamboree; and support for Scouting in Micronesia, Kenya, Mexico and Siberia.

Unit and individual contributions for the World Friendship Fund should be submitted to the Council Service Center where they will be forwarded directly to the International Division, B. S. A.

Since the beginning of the World Friendship Fund, more than \$1 million has been voluntarily donated by American Scouts and leaders to these self-help activities.

#### **Worldwide Principles**

- Duty to God and respect for individual beliefs
- Loyalty to one's country and respect for its laws
- Strength of world friendship and Scouting brotherhood
- Service to others-community development
- Universal regard for the Scout Promise and Law as a life guide
- Voluntary membership
- Service by volunteer leaders
- Independence from political influence and control
- Training youth in responsible citizenship, physical and mental development, and character guidance through use of the patrol system, group activity, recognition through awards, and learning by doing
- Outdoor program orientation

#### **Universal Practices**

*These acts and symbols of Scouting are familiar all over the world:*

- Scout Promise and Law-duty to God and country
- Design of badge-basic trefoil



"Be Prepared" motto  
 Universal three-finger Scout sign-sign of personal honor  
 Scout left handclasp  
 Use of the patrol system  
 Basic ideal of the Good Turn

# TIGERS

The Wonderful Thing About Tigers...  
 ...is Tigers are Wonderful Things!!

## Delivering News or Spreading Gossip?

*Circle Ten Council*

*Here are some thoughts to discuss with your Tigers (or any age Cub Scout or youth) based on common phrases. These can be used with Achievement 4, "Tell It Like It Is," or anytime. Discussion can be at home, with the den or anywhere. See the December Theme Baloo for hints on Family Discussions at Dinner (Keep them positive!)*

*Comm. Dave*

### If you can't say anything nice, don't say anything at all!

Since the beginning of time, gossip has passed through every civilization and language. Whether intended to be mean-spirited or thought to be the simple relay of news and information, there is always someone who is the topic, and someone else who tells the story.

**There are two sides to every story** - From a group of kids on the playground to a group of adults around the water cooler, the discourse targeted on an individual is as damaging to the speaker and his audience as it is to person(s) being discussed. How many times have you encountered a group of people discussing

A particular individual, recounting only his or her good qualities?

**Believe only half of what you see, and none of what you hear.** The spoken and written word can both create and destroy. Individual lives, careers, schools, towns, companies, and churches have been turned completely upside down and permanently altered by misinformation, lies, half truths, murmuring...by any other name it is still gossip. Today, as adults we can still look back to "that" girl in high school, "that" woman down the street, "that" teacher at school, "that" man at church. Though "they" were major topics of discussion, how different things might have been if more people had talked "to" them rather than "about" them. Most victims of gossip desperately flail about like a drowning man, in attempt to fix the damage.

**Stick and stones may break my bones, but words can never hurt me.** Our words can do as much damage and leave scars, sometimes worse than any physical injury. Almost any adult can recall an incident in their youth that left such a scar. Countless numbers of children (and adults) have dropped out of sports or other activities because of something said to them or about them.

**Time heals all wounds** Children (and some adults) simply do not understand the concept of "just ignore it". It is hard for people to be forgiving. It is hard not to retaliate. In anger

and pain, it is hard to see past today and look to next week. Children cannot reason with time. They have a hard time with the idea that things will look different in the morning. Getting even only creates more problems. Countering in the same manner that someone has hurt you, only makes you just another person out to hurt someone else. Two wrongs never make a right!

**Don't worry, he'll outgrow it—not!** Studies have shown that "verbally violent" behavior in children escalates into physical aggressive behavior. Children who "bully" their way through childhood grow into adults who bully their way through bad marriages, multiple jobs, and assorted bad circumstances that are never their fault

**How do you repair the damage done by gossip?** You can't. Like the toughest and most ravaging diseases, the only cure is prevention.

Nip it in the bud

### Den Activities for Achievement 4, "Tell It Like It Is."

*Circle Ten Council*

#### Advertisement Hunt

Give each boy seated at a table a popular magazine, containing a large number of advertisements. Have in mind several products that are advertised in these magazines such as toothpaste, cars, soap, motor oil, etc. Start the game by calling out the name of the product. The boy/partner team, who first finds the proper ad, tears it out of the magazine and holds it up. If it is the right one, have them sit on it, and continue the game by calling for another. After about dozen or so calls, find out who is sitting on the most ads.

#### Newspaper Delivery Relay

Divide group into teams this includes partners! Give each team a tricycle, a bag, a few newspapers and rubber bands. On signal, the first player in each team rolls up a newspaper, and secures it with a rubber band, puts it in his newspaper bag, rides his tricycle to the turning point, throws his paper on the area designated as the "front porch", and returns to the starting point. Then the next player does the same until everyone has completed their turn. First team to complete deliveries is the winner.

*You could, also, do this as regular walking/running relay race CD*

#### Newspaper Scavenger Hunt

Using a newspaper see how many of the following items each boy/partner team is able to find.

- Find the names of two US States.
- Find a picture of a smiling person.
- Find a political cartoon.
- Find another kind of cartoon.
- Find a sale ad for a car.
- Find the name of the Capitol of the US
- Find a picture showing some kind of transportation.
- Find a bar graph or chart.
- Find an article that mentions a trial by jury.
- Find the name of your state's governor.
- Find a proper noun other than a person's name
- Find a story in the sports section that mentions money.
- Find the highest and lowest temperatures in the US.

- Find two words that rhyme.
- Find a sales ad for your favorite food.

**Bring Back My Pencil**

Tune: My Bonnie Lies over the Ocean”

My Cub Scout den went on a field trip  
 To visit the newspaper shop.  
 I was helping the presses print faster  
 But suddenly everything stopped.  
 Bring back, bring back  
 Oh bring back my pencil to me, to me.  
 Bring back, bring back  
 Oh bring back my pencil to me.

**Go See It Ideas Activities for Achievement 4, “Tell It Like It Is.”**

*Circle Ten Council*

**See the December Theme Baloo for more Go See It Activities for this achievement. CD**

- Take a tour of your local paper.
- Take a tour of your local radio station.
- Take a tour of your local TV station.
- Visit a Computer company.
- Visit a print shop.
- Visit a reporter, editor, photographer, etc.
- Visit a journalism teacher - learn how important writing, grammar and spelling skills are to being successful.

*This last one could be really fun with the write (pun intended) teacher. If there is a Community College near you, that could be a good resource. CD*

**Tiger Flag Ceremony**

*Pack 531, Old North State Council*

**Preparation** - Let the scouts use their own words for the ceremony. The important parts are for what the colors stand.

**Material** - You need a piece of blue, white and red cloth and a small US flag.

**The first Tiger come in with the Blue material.** Blue is for courage.

They can say something like: "I am blue. I stand for courage. Courage is more than just standing on a battlefield defending our country. Courage means standing up for what you believe."

**The next comes in with white cloth.** White stands for loyalty.

They can say something like: "White stands for loyalty. Loyalty means staying true to what you promised. As a Tiger Cub, I have a duty to obey my parents and do what is right. I am proud to be loyal."

**The next comes with the red material.** Red stands for freedom

They can say something like: "Red stands for freedom. Freedom isn't free. Someone had to die so that I am free and can be here today. The red is for the blood shed so that I can be free. Thank you for my freedom."

**The last scout(s) comes in with the US Flag.**

He says something like "I am the Flag of the United States. I am made of courage, loyalty and freedom. As a Tiger

Scout, I am glad to have the courage, be loyal and thankful for my freedom so that I can be here tonight. Would you please rise and recite the Pledge of Allegiance with me."

*When you recite the Pledge, don't forget, One Nation Under God is one complete phrase.*

**SPECIAL OPPORTUNITY**

**Interpreters Strips**

*Bill James, International Representative,  
 Southern NJ Council,  
 Commissioner Dave and others*

When I was a Boy Scout, if you chose a certain requirement for the World Brotherhood Merit Badge you could earn an Interpreter’s Strip for a foreign language. I elected this option when earning World Brotherhood (now Citizenship in the World and the foreign language option is no longer there.) I knew of no other way to obtain the strip except while earning the merit badge. But the Interpreter’s Strip still exists. My son earned Signing while a Boy Scout. And I occasionally saw one on a uniform here and there.

This fall I participated on a Wood Badge staff and our council’s International Representative was a participant in the course. What occurred was a classic case of student teaching teacher. He explained how any member of the BSA – Cub Scout, Boy Scout, Venturer or **Leader** could earn Interpreter’s Strips. This was exciting news for me as elementary schools now teach foreign languages to our Cub Scouts and many families are bilingual. A Leader earning an Interpreter’s Strip sets a great example for youth in showing that we do respect other peoples. Encouraging the Cubs to earn one helps them learn respect for others. Here is what Bill wrote me when I asked him for more information -

Around the world Cub Scouts are known by many different names. Beavers, Wolves, Joeys are just a few of the different names young Scouts are called in other lands. Although we have many different customs and traditions we have much in common with our Scouting friends in distant countries. For instance, all Cub Scout Associations have a Cub Scout Law and Promise that is very similar to our own. Additionally every country wears with pride their own distinctive uniform and Scouts worldwide wear the World Crest. On our uniform it’s placed on the left breast just below the blue epaulet loop. We do this in solidarity with our fellow Scouts around the world.

The International Division of Boy Scouts of America and local councils are hopeful that our Cub Scout leaders will do what they can to promote that solidarity and fellowship by wearing the World Crest and the interpreters strip which indicates a leader’s (or Cub’s) ability to reach out and communicate in a foreign language or signing to the hearing impaired. The requirements listed here are demanding yet very doable.

- Carrying on a 5-minute conversation in this language.
- Translating a 2-minute speech or address.
- Writing a letter in the language (Does not apply for sign language)
- Translating 200 words or more from the written word.

If you have any questions about this frequently overlooked uniform strip, you can E-mail me at wrjames@comcast.net

**More Information –**

From <http://www.mninter.net/~blkeagle/preter.htm>

The unit leader verifies the requirements, after receiving sufficient evidence of the Cub or Boy Scout's, Venturer's, or Scouter's ability to read/write/speak/understand the language. The unit leader or representative should note the personal achievement on the BSA Advancement Report for youth or on the BSA Training Report for adults and submit to the local Council. The unit or qualifying leader may purchase the strip. The strip is worn on the right side of the field uniform above the "Boy Scouts of America" strip.

Most Cub Scouts, Boy/Varsity Scouts and Explorers earn an interpreter's strip in one of three ways: Their parents speak a language in addition to or other than American English; they learn how to speak a language or how to use American or Enhanced Sign Language in school or through Scouting or other agency; or they have lived overseas in a country for several years and had to learn the language on their own. Most adults earn an interpreter's strip by working or living overseas as part of business.

The Interpreter strip is an important communications award for Scouts and Scouters. For many, it represents a closer tie with their family and heritage. For some, it gives an additional form of service at the community, local Council, and National levels, because interpreters are often requested by community service agencies, local Councils and the BSA to work at special events, encampments and programs. It is not a "gimme" award but something that each person wearing the strip should be proud of.

Of course, when a Scout or Scouter feels that they can no longer understand or speak that language satisfactory, they should remove the strip and save it as a personal memory item. It does nobody any good at all when a person speaking German comes to you and you cannot understand them clearly enough to understand that they need help or require assistance in some way!

Two websites for more information –

<http://www.mninter.net/~blkeagle/preter.htm>

<http://www.usscouts.org/advance/boyscout/interpreters.html>

Test you knowledge of different languages. Match the following by drawing a line to the correct interpreters strip



Finnish

Spanish

Russian

Hebrew

Cantonese

The correct order top to bottom is – Cantonese. Hebrew. Finnish, Russian, Spanish

**PRE-OPENING ACTIVITY**

**Fiesta Match Game**

*Great Salt Lake Council*

Match the Spanish words to their English translation

- |             |           |
|-------------|-----------|
| 1. Naranja  | A. White  |
| 2. Verde    | B. Wash   |
| 3. Azul     | C. Ten    |
| 4. Negro    | D. Orange |
| 5. Blanco   | E. Seven  |
| 6. Rogo     | F. Yellow |
| 7. Nombre   | G. Blue   |
| 8. Amarillo | H. Yes    |
| 9. Agua     | I. Green  |
| 10. Hola    | J. Where  |
| 11. Donde   | K. Name   |
| 12. Si      | L. Hello  |
| 13. Siete   | M. Red    |
| 14. Diezi   | N. Water  |
| 15. Lavar   | O. Black  |

**Answers:** 1D, 2I, 3G, 4M, 5O, 6A, 7K, 8F, 9N, 10L, 11J, 12H, 13E, 14C, 15B

**Who It Is**

*Circle Ten Council*

Give everyone a 3x5 card. Have them all write down 4 things about themselves that no one else in the room should know. Have them put their name on the top of the card for future reference. Collect the cards. Then pass out a piece of paper to each person. Read the cards one at a time and have everyone write down who they think the person on the card is. Then read off the correct results (the names from the top of the cards) while they check their lists. The person who gets the most right is the winner.

**Ole What Does It Mean**

*Circle Ten Council*

Interpreting some simple Spanish words can also be a good activity. Make a list of some simple Spanish words and have guests list the meanings of the words.

**Pass The Sombrero**

Another game idea is to use a sombrero at each table (or have the Roundtable staff in sombreros as people arrive or pass out sombreros to a few people as they sign in), each time a person talking with the sombrero wearer says the word "Fiesta" they have to wear the sombrero. They keep it until someone else says the word. Then that person wears the sombrero.

**OPENING CEREMONIES**

**Fiesta Welcome**

*Circle Ten Council*

**Setting:** 7 cubs hold large colored cardboard cutouts of balloons, which have the letters, WELCOME on side facing the audience and words in large print on the other side.

**Cub # 1.** W - Welcome to each and every one.

**Cub # 2.** E - We're going to have lots of fun.

**Cub # 3.** L - Let's now officially open our meeting.



- Cub # 4.** C - We give to you a friendly greeting.
- Cub # 5.** O - Our displays today you will enjoy.
- Cub # 6.** M - There's something here for every adult and boy.

**Cub # 7.E** - Now we ask that everyone stand as we sing a song about our land.

- Cub # 8.** Call audience to attention and lead the Pledge of Allegiance
- Cub # 9.** Lead audience in singing "America the Beautiful."

**Opening Ceremony About Mexico**

*Great Salt Lake Council*

- Cub # 1.** **F is for Fiestas.** Parties held in every hamlet and city usually to honor the patron saint. They decorate, hold dances, street vendors hawk their wares, and they watch bull fights.
- Cub # 2.** **I is for Independence.** Declared on Sept. 16, 1821 ending 300 years of Spanish rule. This is one of the holidays.
- Cub # 3.** **E is for Expansion.** It caused the Mexican War. Texas and California wanted to be part of the United States. The U.S. declared war, and, eventually, the newly acquired territory included California, Nevada, Utah, Arizona, New Mexico, and parts of Texas, Colorado, and Wyoming.
- Cub # 4.** **S is for Spain's Cortez.** He arrived in 1400 A.D. which began 3 centuries of Spanish rule. The native population went from 25 million people to 6 million due mostly to European diseases, like small pox, cholera, flu, and diphtheria.
- Cub # 5.** **T is for Tacos and Tostados.** Mexican foods we like. **Or Texas** located on Mexico's northern border. **Or Teotihuacan**, a huge city occupied in about 200 B.C. It had the Pyramid of the Sun, the largest pyramid in the world in it.
- Cub # 6.** **A is for the Aztec, Toltec, and Mayan cultures.** People who occupied the land in the past. **Or Adobe**, a mud brick that many house are built with.

**F-I-E-S-T-A**

*Santa Clara County Council*

You'll need 6 cards with one letter on the front and the appropriate words printed on the back.

- Cub # 1.** F Fun is in the air.
- Cub # 2.** I It's too exciting to sit in a chair.
- Cub # 3.** E Eagerly we are led.
- Cub # 4.** S Sombrero—it's on my head.
- Cub # 5.** T Tacos, tostadas, let's not wait.
- Cub # 6.** A All are good—let's celebrate!

**Fiesta**

*Circle Ten Council*

**Setting** - Four Cubs each wearing a colorful Mexican clothing and sombreros if desired.

**Narrator:** Fiesta, a time for family, fun, food and traditions. A time for parades and parties and fireworks. Tonight our Pack presents its own Fiesta.

- Cub # 1.** Fiesta can come at any time.

- Cub # 2.** Fiesta is a time for family traditions and sharing your love for each other.
- Cub # 3.** Fiesta is a time for homemade dishes. piñatas and good music.
- Cub # 4.** Fiesta is another word for having fun.

**Narrator:** Tonight as we meet in the spirit of fun, we also want to remember our respect for each other and the flag, which represents us all. Will you please stand and day the "Pledge of Allegiance" with us.

**Historical Presentation**

*Great Salt Lake Council*

*Here is a presentation on facts about Mexico. GSLC had this in their book as an opening. I would put the words on the back of cards in LARGE TYPE and add pictures drawn or pasted by the Cubs related to the words on the front (audience side). This could, also, work as a skit or demo to parents about what the Cubs have looked at this month.*

**CD**

- Cub # 1.** Mexico's government is a republic with elected president and congress much like the US. They have a Senate and chamber of deputies. There are 29 States.
- Cub # 2.** Their money is called the Peso
- Cub # 3.** It is 1/5 the size of the U.S. The States of California, Arizona, New Mexico, & Texas are on the 1,549 mile border and the Rio Grande river flows along 2/3 of it.
- Cub # 4.** They have the greatest variety of plants of any country in the world. (There are over 500 kinds of cactus.) There are also 350 kinds of birds. They export most of the chicle that makes gum that the world uses. (Chicle comes from the Sapodilla tree.)
- Cub # 5.** They have two seasons, rainy and dry, rainy is from May to October.
- Cub # 6.** Their language is Spanish. We use many of their words: chili con carne, desperado, lasso, patio, rodeo, taco, canyon, and stampede.
- Cub # 7.** Mexico has freedom of religion, as the U.S. does, but 90% of Mexicans are Roman Catholic.

**What Does It Mean, The Flag**

*Great Salt Lake Council*

*This is obviously our flag not the Mexican flag*

- Cub # 1.** What do they mean, the stripes of red?
- Cub # 2.** Courage and freedom for those who fled.
- Cub # 3.** What do they mean, the stars of white?
- Cub # 4.** Each for a State, altogether with might.
- Cub # 5.** What does it mean the field of blue?
- Cub # 6.** Ancestors who came and were willing to do. Courage to work and to dare ...and to die,
- Cub # 7.** Faith like the stars that light the sky, Honor and vision towering high.
- Cub # 8.** That's what it means, THE FLAG WE FLY.

## MEXICO

The Flag of Mexico  
Longhorn Council



Three equal vertical bands of green (hoist side), white, and red; the coat of arms (an eagle perched on a cactus with a snake in its beak) is centered in the white band.

Facts About Mexico  
Longhorn Council



**Population:** 103,400,000

**Ethnic Groups:** mestizo (Amerindian-Spanish) 60%, Amerindian or predominantly Amerindian 30%, white 9%, other 1%

**Religions:** nominally Roman Catholic 89%, Protestant 6%, other 5%

**Languages:** Spanish, various Mayan, Nahuatl, and other regional indigenous languages

**Natural Resources:** petroleum, silver, copper, gold, lead, zinc, natural gas, timber

**Industries:** food and beverages, tobacco, chemicals, iron and steel, petroleum, mining, textiles, clothing, motor vehicles, consumer durables, tourism

**Agriculture Products:** corn, wheat, soybeans, rice, beans, cotton, coffee, fruit, tomatoes; beef, poultry, dairy products; wood products

**Currency:** Mexican Peso

### Mexico History

Longhorn Council

*This section is a little long for Cub Scouts but I enjoyed reading it and thought that the leaders might appreciate getting a little background. That way they would be a little more prepared for some of those questions our Cubs always come up with. CD*

### The Beginnings

There is evidence of human existence in México since 20,000 years BC. In Tepéxpan to the North of the Valley of

México, the remains of a human corpse were found beside those of a mammoth. Using the Carbon 14 test, these remains were dated at approximately 10,000 years BC. Agriculture began to manifest itself from the year 3,000 BC.

The American continent was isolated during many centuries, which explains the originality of its civilization. Peoples who lived from hunting and collecting in a desert or semi-desert geographical environment populated Northern México. The South was populated by agricultural societies.

Even though in the vast Mesoamerica region (a term used by scholars to designate peoples which occupied the central area of México down to Guatemala and Honduras to the South), many different peoples with their own ethnic and linguistic differences coexisted, they had a cultural homogeneity, for instance they cultivated corn, they have a singular structure of government, they used the 365 day calendar, they built pyramids, they used similar rituals and worshipped the same gods and goddesses of the sky, of nature, of fertility and of war. The same concept of cosmic duality - the beginning and the end - appears in the religion and art of all Mesoamerican cultures. The most evident example of this cosmic duality is the god Quetzalcoatl (or Kukulcán in the Mayan area) which is represented by a feathered serpent (earth and sky).

While there were many native cultures in México, there are six that are considered to be the most influential. Each developed in a different epoch of the history of México:

**The Olmecs** - Mexico's first-established culture, had far-reaching influence; later groups are known to have borrowed heavily from the Olmecs. The Olmec culture is quite mysterious, since we know almost nothing about where they came from, or why they disappeared.

**Teotihuacans** - This city-state of Teotihuacán located on the central highland of Mexico covered an area of 22.5 sq. km. and its population reached 200,000 inhabitants by the year 350 AD (probably the largest city in the world at the time). Being the most highly urbanized center in the New World, its religious, political and economical influence covered almost all the Mesoamerican territory.

**The Toltecs** - The Toltecs occupied the northern regions of the Valley of Mexico. They built Tula, one of Mexico's most impressive ancient cities. They strongly influenced later Mayan and Aztec cultures.

**The Mayans** - Their achievements are noteworthy, they controlled a huge empire, created complex systems of mathematics and astrology and were also skills traders. They were master architects and engineers, and had a highly ornamented architecture. Of all the indigenous cultures, they are considered to have been the most influential; every other Pre-Columbian culture is thought to have borrowed from them.

**The Zapotec and Mixtec** - The Zapotec and Mixtec cultures developed in the Valley of Oaxaca. They were superlative builders and artists; they created magnificent temples, pottery, and metal work. Remarkably, these two ancient cultures still survive today. Descendants of both ancient Zapotecs and Mixtecs inhabit today the State of Oaxaca.

**The Aztecs** - The Aztecs are probably the most well-known of all Mexico's ancient cultures. The Aztec empire was composed of three Nahuatl groups established in the Valley of Mexico with Tenochtitlán (presently Mexico City) as the main city-state. Their empire was huge when Spanish conquistadors arrived in 1519; by 1521 they were conquered by the troops of Hernán Cortés.

**The geography of México** is incredibly diverse, thus the people of each region developed their own civilization at different times due to a variety of influences, both natural and cultural. So it should be no surprise that Mexico's artistic history is wildly eclectic. Still there is a subtle consistency in the outlook on life that binds it all together.

**Colonial México** - During the colonial period, Mexico was called "New Spain", and it covered three centuries of its history: from the 13th of August of 1521, the date of the conquest of Tenochtitlán by the Spanish, until 1821 when the Independence movement was consummated.

While Hernán Cortés consummated the conquest, the Franciscan and Dominican monks brought Christianity and European civilization and culture to the country. In 1523 Friar Pedro de Gante founded the first school for the indigenous population, the School of San José, where languages and arts were taught. The construction of the first Cathedral of the American Continent began in Mexico City in 1530.

**Independent México** - The Modern period began with the War of Independence (1810-1821). The priest Miguel Hidalgo initiated a revolt against the Spanish rule on the 16th of September, 1810. This is Mexico's National Day.

In 1836 Texas declared its independence from Mexico, provoking a war between Mexico and the United States. In 1847 Mexico was defeated and lost half of its original territory: the states which are presently known as California, Arizona, New Mexico and Texas.

On the 5th of May 1862, General Ignacio Zaragoza, named Major General of the Army by the government of Juárez, obtained victory in the Battle of Puebla against the French.

**The Mexican Revolution** - During the government of Porfirio Díaz internal peace was established under his dictatorial rule and economic development started, foreign investment was encouraged with the aim of exploiting raw materials and promoting industrial development. However, the social unrest and the political opposition to the regime of Porfirio Díaz triggered the Mexican Revolution.

Francisco I. Madero was elected as the new President but was assassinated in 1911. With his assassination the Mexican Revolution started. Various factions led by Emiliano Zapata in the south, Francisco Villa in the north and others, took up arms against dictator Victoriano Huerta, who had ordered the murder of Madero and Vice President Pino Suarez.

Under the new leadership of Venustiano Carranza, the Constitution was approved in 1917, which was one of the most advanced of its time due to its high social content.

**Modern Mexico** - In 1929 former President General Plutarco Elías Calles created the National Revolutionary

Party (PNR) which was restructured several times and became the Institutional Revolutionary Party in 1946.

In 1942 Mexico entered the Second World War against Germany, Italy and Japan. In 1945 Mexico signed the Charter of San Francisco, being one of the founding members of the United Nations Organization. At the initiative of Mexico, the Treaty of Tlatelolco was signed in 1967, being the first treaty of its kind that prohibits nuclear weapons in a geographic region, in this case in Latin America.

**Arts and Traditions** - Since the arrival of the Spaniards, Mexican artists tended to follow the lead from Europe. But that changed after the revolution of 1910: in the 1930's such well-known artist as Diego Rivera, Jose Clemente Orozco and others began to paint unique murals and other works that brought together the styles of the Old World and the ancient Mexican cultures.

Mexican music, like Mexican art, has a rich and varied history. No other country has such a diversity of traditional musical styles. Of all the music in Mexico, perhaps the most well-known is "mariachi", originally from the state of Jalisco.

In the South of Mexico, the music centers around the "marimba". It calls to mind the balmy tropical weather of this region.

In the Northern and Central part of Mexico the Corridos are very typical, there are a kind of ballad that recounts stories and legends, originally from Spain, but their popularity quickly spread throughout México.

In addition to its music, or perhaps to go along with it, Mexico has an incredible variety of traditional dances. In some, you'll hear carved drums and reed flutes that echo the timeless rhythm of rain dances to the god Tlaloc. Or dances to Huitzilopochtli, god of war. In others, you'll hear strains from the waltzes brought by the French and Spaniards. But in most cases the two have blended together in a vibrant style so unique that it is now Mexico's own. Some of the more popular are the "Viejitos" ("Dance of the Little Old Men") from Michoacán. The "huapango", a dance from Veracruz, is performed on a wooden platform that acts as a sort of drum for the dancers' feet. There is also the "Jarabe Tapatio", which is considered the national dance. You probably know it as the Mexican Hat Dance. The best time to see and hear Mexico's kaleidoscope of music and dance is at a fiesta.

In November, Mexicans celebrate the "Day of the Dead", a beautiful festivity especially in Janitzio, and around the country.

Every December, the traditional "posadas" are performed in cities and towns across the country. And at the beginning of Lent, Mexico's Carnival is celebrated principally in Veracruz and Mazatlán.

Hundreds of native dancers and musicians perform their colorful ancient rituals each year at the "Guelaguetza" in Oaxaca. The Cervantes Festival in Guanajuato is another famous event where some of the finest singers, musical groups and actors of the world perform in the theatres and plazas of this magical city.

## PACK/DEN ACTIVITIES

### Blue and Gold Fiesta Ideas

#### Circle Ten Council

Decorate (and wear, if possible) red, green, and white (the colors of the Mexican flag), make (or buy) some Mexican food, play festive Mexican music, and have a great time! For dessert, fill a Piñata with candy, and challenged your guests to one swing each, blindfolded, to see who can break open a Piñata, for all to enjoy the candy inside.

Fun Invitation ideas for a Mexican Fiesta include:

- Mexican flag design
- Sombrero shape
- Photo of Chihuahua dog

Fun Party Favors for a Mexican Fiesta include:

- Spanish word book
- Maracas
- Finger cuffs
- Jump rope
- Marbles

Party favors can, also, include individual boxes of Mexican Jumping Beans, treat bags with poppers, toys, and candy from the piñata.

If you have access to a large Mexican flag, hang it at a focal point in your room. Then, use smaller flags to decorate the walls and doors, etc. Or, Mexican Flag bandanas to decorate, or as napkins!

For an authentic touch, visit your local travel agent and try to get posters of Mexico - some city scenes, some beach scenes and scenes of some of the historic ruins. You can mount these on foam core and hang them on the walls.

For appetizers, you could do something as simple as salsa and chips. Check the grocery store for different types of chips -- they have blue and black tortilla chips as well as flavored tortilla chips (including lime). Serve them in a Sombrero chip & dip holder for more fun! You could then have an assortment of salsas -- some mild, some spicy, etc. You could also make nachos, a bean dip and a cheese dip. Of course, you will have to serve guacamole. If you don't feel like making this, check with your local Mexican restaurant -- they can definitely supply you with some.

Fajitas, quesadillas, refried beans and Mexican rice would be super for your entree. Be sure to have both beef and chicken fajitas, as well as veggie fajitas, to accommodate all tastes.

Everyone loves to make their own tacos, so try Tacos with their favorite toppings: cheese, lettuce, tomatoes, salsa!

Have Maruichi music playing at the party or have a Maruichi band playing. Los Lobos would be a good band to select for music your Fiesta. Once the party gets going, play the Macarenas and get everyone out dancing!

For Drinks serve a non-alcoholic sangria mix, soda and sparkling water garnished with lime slices.

Set the mood and create instant fun when you set your table with brightly colored plates, cups and napkins. Fiesta flowers, carefully placed houseplants, live Cactus Plants, colorful tin candles as centerpieces on the tables.

Gotta have chips and salsa, try serving the chips in a sombrero or sombrero chip and dip tray. Put on some festive music, and you're ready to party Fiesta-style. Serve Frozen paletas

Serve Frozen Juice Bars for dessert.

"Choco-Tacos" (ice cream sandwiches made with flat cookie cone folded over like a taco) for dessert.

### Greet Your Amigos In Spanish

#### Great Salt Lake Council

English	Spanish Pronunciation
Good day	Buenos dias (Bweh'-noh.s dee'-ah.s)
Good afternoon	Buenas tardes (Bweh'-nahs tahr'-dehs)
Good evening	Buenas noches (Bweh'-nahs noh' chehs)
Good-bye	Adios (ah-dee-os)
How are you?	Como esta usted? (Koh'-moh eh-stah 'oo.s-tehd?)
Very well, thank you	Muy bien, gracias (Mooy bee-en grah'-see-ahs)

### Mexican Fish Yarn Painting

#### Santa Clara County Council

#### Material:

- Cardboard
- Pencils, crayons or markers
- Yarn or embroidery floss of various colors, cut in 6" lengths
- White craft glue

Draw a circle in the middle of your piece of cardboard. In the middle of the circle, draw the outline of a fish. Draw other fish, ocean creatures, seaweed and shapes in the area outside of the circle.

Spread glue on the body of the fish drawing in the center of the circle. Place pieces of yarn on the outside line of the fish body, then fill in the body with the yarn strands. Cover the tail in the same way. Next, spread glue around the fish inside the circle. Working out from the fish, cover the entire circle in yarn.

Then work on the shapes outside of the circle. Spread glue on each shape, then cover each shape with yarn. To complete your picture, work on the space in between each of the shapes until all of the space is covered with yarn.

Take a look at some Mexican yarn paintings online at: [www.huicholartonline.com](http://www.huicholartonline.com)



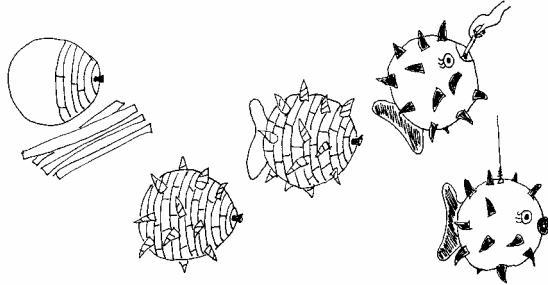
**Pufferfish Pinata**

*Santa Clara County Council*

**Supplies:**

- |                  |             |
|------------------|-------------|
| Newspaper        | Spoon       |
| Large balloon    | Paint       |
| Plastic bowl     | Paintbrush  |
| White craft glue | Pin         |
| Water            | Candy/Toys  |
| Small drill      | Blindfold   |
| Wire or string   | Broom/stick |

**Note: this is a messy project, so prepare some workspace prior to starting.**



Begin the project by tearing off long strips of newspaper, blowing up the balloon, and mixing the white craft glue in the bowl with some water to make a thin paste. (Try a mixture of half glue and half water to make the paste.)

Dip each strip of newspaper completely into the paste and place it on the balloon. Continue this process until you have covered the entire balloon except for a small hole in the bottom. Add 2 more layers, then let the newspaper dry overnight on your piñata.

At this point, your piñata looks like a ball, but here's how to make it look like a spiny pufferfish. Tear the newspaper strips into smaller squares. Dip each square into the paste. Roll the small squares into cones and press them onto the piñata. These will be the spines of your pufferfish. Shape a tail with the newspaper, and glue it onto the piñata at the opposite end of the hole.

Allow the piñata to dry completely, then paint it.

When the paint has completely dried, pop the balloon with a pin and fill the piñata with candy and small toys. Plug the hole with a few crumpled sheets of newspaper. Complete the pufferfish by rolling up some of the newspaper to form two lips. Glue the lips over the hole. When dry, paint them.

Drill a couple of holes in the top of your piñata. Thread a wire or strong string through the holes and hang it overhead. (If possible, hang it over a beam or on a ceiling hook on a long rope so that it can be raised and lowered to adjust the height.) One at a time, have children, while blindfolded, take swings at the pufferfish to try and break the piñata and release the candy.

**Paper Bag Pinata**

*Santa Clara County Council*

**Here's a simple to make piñata that you can make from materials around the house.**

**Materials:**

- |                       |                        |
|-----------------------|------------------------|
| A Large Paper Bag     | String, Tissue Paper   |
| Glue                  | Scissors               |
| Crepe Paper Streamers | Markers                |
| Paint                 | Googly Eyes (Optional) |

Fill the paper bag about ½ full with candy and small prizes. Roll the top of the bag down, staple the folded top shut and punch out two holes along the top.

Cut the tissue paper into strips; add fringes to the strips if desired.

Glue the tissue paper onto the paper bag, completely covering the bag.

Decorate the bag with paper cut-outs, markers, paint, googly eyes (for a face), and any other material.

Glue the crepe paper streamers to the bottom of the piñata.

Tie a long string through the two holes at the top. The string will be used for hanging up the piñata.

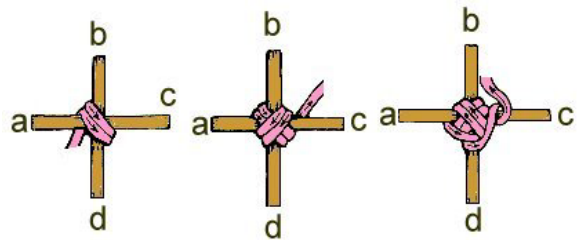
Hang up the piñata, and break it open with a soft bat.

**Ojo de Dios (aka God's Eye)**

*Cadette Girl Scout Troop 1333,  
Squirrel Hill, Pittsburgh PA.*

<http://trfn.clpgh.org/gs1333/crafts.html>

Ojo de Dios (aka God's Eyes) are made by the Huichol natives (pronounced Wee-chol-les) who live in the Sierra Madre Mountains in Jalisco, Mexico. They are intended to be a means through which the Eye of God will see the person who is asking for health and long life (usually for their children). The cross of the Ojo de Dios is that of the four directions: earth, fire, water, and air (not the Christian symbolism). "God's Eyes" were made so that the gods could watch over the praying people and protect them. They are now more often sold in markets, reminding us that God looks with love on people everywhere.



**Materials:** 2 wooden sticks (popsicle) and Variegated yarn (knitting worsted weight) 5 1/2 to 6 yards

1. Cross the sticks in the middle and hold the sticks at right angles. Leaving a short tail held with the left thumb, lash the yarn over the two places where the sticks cross, making an X. Be sure to pass the yarn over the tail. See pictures below

2. Wrap the yarn twice more in each arm of the X making the "eye".
3. Bring the yarn to the front of stick, then pull the yarn under the stick and back over it.
4. Then carry the yarn to the next stick going over, under and back over it.
5. Keep on wrapping the yarn on top, behind and then back over each stick (see figure 4). As you continue making the rounds, always be sure that the yarn lies next to, but never on top of the yarn in the previous round. After the first few rounds, you will see the woven pattern of the "eye" beginning to form.
6. Keep weaving the "God's Eye" until you are about 1/2 inch from the ends of the sticks. Knot the yarn a few times around the last stick (use two half hitches) and leave an approximately 6" tail. Tie the tail in a knot to itself, in back, to make a hanging loop. A "God's Eye" this size can be use as a decoration, hung almost anywhere. At Christmas you can even hang them on your tree.

*If you have trouble with these instructions, go to website list for other sites with instructions on making Ojo de Dios or God's Eyes. CD*

*"The eyes of the LORD are everywhere, keeping watch on the wicked and the good." Prov 15:3*

**Shoe Box Guitar**

*Santa Clara County Council*

*Here is an easy to make guitar from recycled materials.*

**Materials:**

- An old tissue box or old shoe box
- rubber bands
- paper towel tube
- scissors
- pencil

With adult supervision, cut out an oval-shaped hole in the top of the shoe box. Some tissue boxes already have an oval hole; remove the plastic that is inside the hole.

Stretch 3 or 4 rubber bands length-wise around the box and over the hole.

Place a pencil under the rubber bands width-wise on one side of the hole.

Tape a paper towel tube to one end of the show box.

Decorate the box guitar with markers or paint.

**Paper Plate Maracas**

*Santa Clara County Council*

A maraca is a Mexican rattle. The original maracas were made from hollow gourds filled with pebbles or seeds. A simple maraca can be made from one or two paper plates stapled together, filled with dried beans or popcorn.

**Materials:**

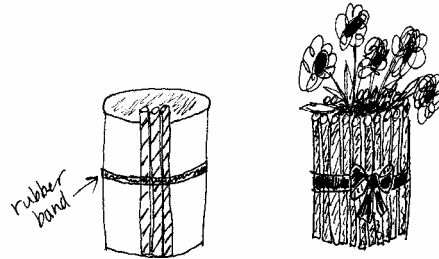
- One Or Two Paper Plates
- Rice Or Poporn (Un-Popped)
- Wide Wooden Craft Sticks
- Crayons Or Paint
- Dried Beans
- Markers
- Stapler, Glue

Place a handful or two of dried beans, rice, or popcorn on a paper plate.

Turn another plate upside down and cover the first plate. Staple the plates together along the edge of the plates. You can also use a single plate by folding a paper plate in half, adding the beans, then stapling the edges shut.

Staple two wooden craft sticks onto the paper plates, one on each side of the plates, to make a handle for the maraca. Glue the two sticks together.

Decorate the maraca with crayons, markers or paint.



**Festive Centerpieces**

*Santa Clara County Council*

Supplies for each centerpiece:

- 24-27 colored candy sticks (at least as high as the can)
- 1 empty 16-28-oz can
- 1-2 rubber bands
- 20" ribbon (1-1.5 inches wide)

The number of candy sticks you'll need will depend on the type you use and the size of the can. Place a rubber band around the can. Tuck candy sticks (still in their wrappers) behind the band, keeping the bottoms flush with the bottom of the can. Continue to add them around the can until it is completely covered. If you're having trouble keeping the candy in place, add a second rubber band toward the bottom, then tuck the sticks beneath both bands. Remove one rubber band and center the other on the can before continuing to the next step.

Hide the rubber band with a ribbon that coordinates with your table decorations.

Fill the can about half full with water. (Be sure not to get water on the candy, or you'll wind up with a sticky mess.) To complete the centerpiece, add fresh flowers.

**Water Bottle Maracas**

*Circle Ten Council*

**Materials needed for each maraca:**

Plastic water bottle, a cup of rice, construction paper, Cinco De Mayo stickers

**Directions:**

- Put rice in the bottle.
- Cover bottle with construction paper.
- Decorate them with the Mexican stickers.

**Paper Plate Maracas #2**

*Circle Ten Council*

**Materials needed:**

- 9-inch paper plate
- Markers or crayons
- Handful of dried beans or rice
- Stapler

Five or six strips of colored crepe paper or streamers.

**Directions**

1. Decorate the outside (bottom) of the paper plate- use bold designs and bright colors!
2. Fold the plate in half and put a handful of beans or rice inside.
3. Staple it shut.
4. Then staple the colored streamers to the curved side of the plate.
5. Now shake your maraca, and make your own music!

**Red Pepper Streamers**

*Circle Ten Council*

**Materials needed:** tissue paper, masking tape, red paint

1. Twist tissue paper into the desired shape
2. Then cover them with masking tape
3. Paint them red.
4. When dry, secure to a strand of jute rope and hang

**Paper Flowers**

*Circle Ten Council*

**Materials needed:** long, colorful, tissue paper, one pipe cleaner per flower

**Directons**

First, take the tissue paper and put six pieces, one on top of each other, and then, fold it like you would fold a paper fan. Next, take one pipe cleaner and tie it around the center.

Now, take the tissue paper that is still folded like a paper fan and pull the paper up. Make sure you do not pull too hard or it will tear. Now, you should have a paper flower.

**Papel Picado**

*Circle Ten Council*

In Mexico, *papel picado* (perforated paper), refers to the traditional art of decorative cut paper banners. Papel picado are usually cut with sharp *fierritos* (small chisels) from as many as fifty layers of colored tissue paper at a time. Designs may incorporate lattice-work, images of human and animal figures, flowers, and lettering. Many papel picado are made especially for the Mexican festival



**Making Simple Papel Picado**

*Circle Ten Council*

Fold a rectangular piece of paper in half. In pencil, sketch one half of a design on one of the folded halves. Rulers may be used to divide the paper into grids or sections. Objects or designs must touch and connect to other areas of the paper as they form the positive shapes on the paper. Negative areas to be cut away may be shaded in pencil to aid in cutting. Use scissors or a craft knife to carefully cut away negative areas of the design (cut over cardboard if using craft knives). Open

slowly, flatten, and glue to a background paper. To create more complex designs, fold the paper more than once. Try using different kinds of paper: butcher paper, fadeless colored paper, origami paper, and colored tissue paper.

**Tin Can Maracas**

*Longhorn Council*

Use empty tomato sauce cans and duct tape. Put beans, rice, and/or un-popped popcorn into one can. Put the cans top-to-top. Secure with duct tape around the joint between the two cans.

**Art Contests**

*Longhorn Council*

Boys design projects or posters on a particular subject for fun or to be judged.

**AUDIENCE PARTICIPATION**

**Jose's Dilemma**

*Santa Clara County Council*

Split the audience into five groups and assign each group a part -

- JOSE:** I want to go  
**MAMA:** Take your sombrero  
**SOMBRERO:** It's too hot  
**SISTER:** Take me, Jose  
**BURRO:** Hee-haw  
**FIESTA (Everyone):** Olé!!

*Scene is a small town in Mexico, about 65 years ago.*

JOSE was excited. It was almost time for the FIESTA parade. He was going with his MAMA and SISTER. His father had already taken the BURRO and cart with a load of goods for the market. "Hurry, JOSE," called MAMA, "it's time to go to the FIESTA. Get your SOMBRERO and meet your SISTER outside." JOSE looked all over the house but he could not find his SOMBRERO. "SISTER," he called, "have you seen my SOMBRERO?" JOSE's SISTER replied that she had not.

JOSE searched some more. He must have his SOMBRERO to attend the FIESTA for the summer sun was very hot. "MAMA," called JOSE, "have you seen my SOMBRERO?" "Hmmm," said MAMA, "I think I saw your father put it on our BURRO when he left for market." "Oh, no," said JOSE, "the BURRO is wearing my SOMBRERO. I cannot go to the fiesta." And JOSE sat down, very defeated.

"What's the matter?" asked his SISTER. "It's time to go the FIESTA, but the BURRO is in town wearing my SOMBRERO. I cannot go; the sun is too hot." "I know what to do," said his SISTER, and off she ran. Soon she returned, and in her hand was the answer to JOSE's problem. It was yesterday's newspaper. "Of course," exclaimed JOSE, "I can make a paper hat just like we did in Cub Scouts last week!"

Soon the hat was made and JOSE, his SISTER, and MAMA left for the FIESTA. But, when JOSE got to town, he was quick to find their BURRO and trade the paper hat for his SOMBRERO, since it was more appropriate for the FIESTA.

**The Grand Fiesta**  
*Longhorn Council*

Divide the audience into four parts and assign each one of the following parts -

- Fiesta:** "Ole, Ole"
- Mexican:** "Si si, Si si"
- Rocket:** "Zooodoo-oom"
- Castillo:** "Ahhhhhhh"

Today is the Grand CASTILLO, a special FIESTA day in the village. It is the day that the village honors it's patron saint, as does every MEXICAN village once each year. In the afternoon, there is a parade up and down the streets. At night the most important part of the FIESTA takes place. All day long everyone waits impatiently for the CASTILLO. CASTILLO really means castle. To the MEXICANS, it means a special kind of fireworks display that is part of almost every MEXICAN FIESTA. Men have fastened ROCKETS and pinwheels to a light framework which is shaped like a castle. All of the MEXICANS in the village contribute money to buy this CASTILLO.

When it begins to grow dark, the people crowd around. The band plays, the boys and girls wear costumes. At last someone steps forward and lights a ROCKET near the bottom of the CASTILLO. It sputters, then zooms high into the air to burst with a wonderful display of red and green light. The pinwheel catches fire and whirls around and around, sending out showers of white sparks. Then the next ROCKET goes off, and the next pinwheel. One after another all the ROCKETS zoom into the sky. Then darkness settles. The CASTILLO has burned out.

The band plays again and everyone buys refreshments. Nobody is in a hurry. They have had a grand CASTILLO tonight and later they will have another, with eight stories. That CASTILLO will last a long time.

At last the FIESTA is over. There will be another FIESTA soon. All the MEXICAN'S work hard, but they know it is not good to work all the time. They know that FIESTAS are important too. One Mexican says: "To save money with no purpose is foolish. But to save money for a new tractor or for a FIESTA, that is wise".

(Adapted from a story in "The First Book of Mexico".)

**A Real Mexican Hero**  
*Great Salt Lake Council*

Divide the audience into three groups and assign each one of the following parts -

- EMILIO - Yeaaaaa
- CHICK - Peep, peep
- MIGUEL - Thanks, friend.

EMILIO is a real hero. One day he and MIGUEL were goofing off down by a pond that was in a remote area by where they lived. It was rumored that the pond had alligators in it even though they couldn't see any. No one else was around.

MIGUEL was wading along the shore when he suddenly disappeared under the water. MIGUEL came to the surface sputtering and splashing wildly. EMILIO did not know how to swim that well. He seized a long branch and pushed it into the water toward MIGUEL. It didn't quite reach, so he waded in cautiously and pushed it further. Finally EMILIO could get hold off it and was pulled to shore safely. MIGUEL and his father were so grateful, they tried to give EMILIO some money, but he wouldn't take it. He said he was a Cub Scout and wanted to help others. EMILIO is a hero in other ways, too. One rainy, cold day he was on his way to school. In the weeds he spotted a CHICK. It was cold and glassy eyed. He picked it up and cuddled it in his warm hands. He thought he would take it to school and show it to everyone, but instead he looked under a bush and saw a mother hen on a nest. He set the CHICK down close to her and it pushed under her wing. She clucked at EMILIO and pecked his hand. He knew the CHICK would be safe.

In EMILIO'S class in school there was a bully named Juan. He especially loved to pick on Roberto. Roberto was timid and quiet and wasn't ever chosen to play games. One day EMILIO got to choose the teams at recess. He chose Roberto first. All the guys looked surprised, and Juan jeered. That afternoon, when they were walking home from school, Juan grabbed Roberto and forced him to the ground. EMILIO pulled Juan off and stood between them until Roberto could get up. Juan threatened to hit him, but with two boys to fight, it wasn't so easy. Finally, Juan left and the two boys walked home together.

At Den Meetings EMILIO always helps fold up the chairs and pick things up.

All of us can be HEROES. We may not save a life, but we can be helpful to others.

**ADVANCEMENT CEREMONIES**

**Fiesta Piñata Ceremony**  
*Santa Clara County Council*

**Props:** A piñata, with the awards pinned or taped to it.

Tonight, we are enjoying a real fiesta. Everyone is having fun, but there is a more serious note to the festivities.

Tonight, we also come here to honor some of the boys in our pack. These boys have been working very hard during the past month. As you can see, here we have a piñata, a very special piñata with several awards attached.

First, let's call up our new Bobcats (calls up boys and parents). You are just beginning the Fiesta of Cub Scouting. I hope you will continue to have fun. (Presents award to parents, who give to boy. Remember to pin Bobcat badge upside down until the boy does a good turn. Give parent pins to boys to present to parents.)

Next we have some Wolf Badges and Arrow Points to present. (Call up boys and parents, again presenting badges to the parents to give to boys and parent pins to boys for their parents.) These Scouts are well on their way—olé!



Look, here are some Bear Badges and Arrow Points. (Call up boys and parents and make presentations and suitable comments.)

Oh, I see there are still some awards on our piñata. These must be for our Webelos Scouts. Webelos Leader(s), would you please come forward and award these pins and badges? (Webelos Leader(s) present awards with explanations, as needed.)

Now we have come to the end. There are no more awards left on our piñata. But, we have all had fun and learned much this month. Let's give everyone who earned an award the Fiesta cheer: "Olé!"

### **Fiesta Advancement**

*Longhorn Council*

**PERSONNEL:** Cubmaster (Ideally dressed in sombrero with shawl over shoulder)

**EQUIPMENT:** Piñata filled with awards

**CUBMASTER:** In following our theme for this month, which is Fiesta, tonight I would like to honor those Cub Scout señors who have completed requirements for various awards over the past month.

Would señors (Call out names of those receiving Bobcat), and their parents please come forward?

*(Cubmaster reaches into piñata, presents badges, etc. to Bobcats)*

Continue presenting awards in like manner. After all awards are presented, the Cubmaster states; Cub Scouts, we are all proud of you for the accomplishments you have achieved this month.

You obviously have been skipping your siestas in order to earn these awards! Congratulations and muy bien - keep up the good work. (If not a large pack, have piñata filled with wrapped candy, and after awards are presented, seal it up, hang it, and allow all boys to form a circle-and break it open).

### **Fiesta Advancement #2**

*Longhorn Council*

**PROPS:** Piñata open at the top or container decorated to look like a piñata. Awards are placed inside the piñata.

**CUBMASTER:** A piñata is lots of fun--fun to make and fun to break. Lots of hard work goes into making it and lots of hard work goes into breaking it. After all the hard work, comes the reward.

The Cub Scouts being recognized tonight have worked hard. They have had lots of fun along the way, too.

Would the following Cub Scouts and their parents please come forward to receive their awards.

### **Fiesta Fun**

*Great Salt Lake Council*

*Besides using this as written to give a present to all members of the pack, you could just prep triquiraques for the boys receiving awards that night. Label them and present them with appropriate ceremony (perhaps using a ceremony found elsewhere in Baloo ☺) CD*

**Set Up:** - Before the meeting make enough triquiraques (pronounced tree-keytra'-kays) in assorted colors for each of

your boys. Use the directions below. Put a World Brotherhood patch inside each triquiraque. Display them at the pack meeting in a brightly colored basket, pottery bowl, or sombrero. Play a CD or tape of some Latin American music in the background as you speak. Music is available free at the library.

**Cubmaster (or other Leader)** - This month we have been learning a little about the culture of some Spanish speaking countries (name the country or countries that have been featured). It is good to learn things about other places and peoples. It helps us to understand and appreciate them. It enriches our lives to have lots of different kinds of experiences. And, it is also a lot of fun!

Who can tell me some of the things that you have learned about another country this month? *(Allow the children to tell some of the things they have learned. You may have to ask some leading questions to get them started. After they have had sufficient time to answer, continue.)*

I have a surprise for each of you. The Den Chiefs will pass out some Latin American triquiraques to you. Don't do anything with them until I tell you to. Just hold them. *(Have Den Chiefs pass out the triquiraques while you talk.)* In Mexico triquiraques are often used on holidays or other special days, such as birthdays, to add to the fun of the occasion. Inside of the triquiraque is a little gift.

Does everyone have his triquiraque? Okay, when I count to three in Spanish, everyone pull on the little strings that are hanging out of your triquiraque. Can everyone find the strings? Bueno. Oh! How do I count to three in Spanish? Okay, on "tres" pull your strings. Everyone help me count. Altogether now, uno, dos, tres! Pull your strings! *(After they pop their triquiraques make sure everyone finds their patch.)* We have given you the World Brotherhood patch to show that you understand that all of us are God's children and we need to love and appreciate each other.

### **Triquiraques**

*Great Salt Lake Council*

**Needed:** empty toilet paper rolls, assorted colors of tissue paper, bright, narrow ribbon and "Pulling Fireworks" (little cylinders with strings coming out of each end). You can buy the pulling fireworks or poppers at a craft or novelty store.

Cut a toilet paper roll in half to make two cylinders. Put a small gift or patch inside. Put the popper in the cylinder, leaving the strings dangling out of each end. Lay the cylinder on colored tissue paper leaving about two inches of extra tissue on each end. Put a tiny piece of clear tape over the strings on each end to attach it to the tissue. Wrap the tissue around the cylinder. Tie a narrow ribbon at both ends of the tissue close to the cylinder and flare out the loose ends, making sure the strings are still dangling out.

### **Bobcat Ceremony**

*Circle Ten Council*

*Who got it from Bay Area Council*

*It seems we always have boys who join at different times throughout the year, so a bobcat ceremony at Blue & Gold is not unusual for us.*

*This was in the Circle 10 Pow Wow Book as a Bobcat Ceremony but with a little work, it could be an effective*

*Cubmaster's Minute closing thought or useful for recruiting more volunteers. CD*

**Personnel:** Cubmaster, Den Chief, Den Leader, Bobcat candidates and parents

**Equipment:** Ceremonial Board consisting of arrow with three candles on a balance, Bobcat pins and advancement certificates

**Cubmaster:** Will the candidates and their parents please come forward and face the pack. (They do so) You boys and your parents have come to be inducted into our Cub Scout family as members of Pack \_\_\_\_\_. You are ready to start your adventure along Akela's trail, together with your friends and their parents.

Here is the arrow (points to ceremonial board) that points the way along the trail. The awards you can earn along the trail are: the Wolf, the Bear, the WEBELOS, and the Arrow of Light awards. The parts of the Cub Scout program that cannot be seen are the value of things you will learn and the good times you will have.

This is the scale of Akela. Both the parents and the Cub Scouts are important to keep the scale in balance.

**(To Den Chief): (name),** will you light the candle representing the Cub Scouts. (Candle on feather)

**(To Den Leader): (name),** will you light the candle for the parents. (Points to the candle on the arrow point)

If the boy does not do his part, the scale is out of balance and the program goes downhill. (Removes candle representing boys, then replaces it) On the other hand, if the parents part is taken away, the scale is out of balance in the other direction and the Cub Scout loses his way along Akela's trail. (Removes candle representing parents, then replaces it)

So, you see, to keep the Cub Scout program in perfect balance, both Cub Scouts and parents must take part in the activities by coming to all meetings, following the leaders, and advancing from point to point along Akela's trail.

Now boys, give the Cub Scout sign, and repeat the Promise with me.

***They repeat Cub Scout Promise***

And, parents, will you please repeat the following: We, as parents, will do our best...to aid and assist our son...in his Cub Scout activities. We will encourage him with enthusiasm...criticize him with fairness...and judge him with lenience. And, realizing that the Cub Scout program...is one of equal participation for boys and parents...we will assist as we are able...in serving as leaders, advisors, or workers.

**I Salute You  
An Arrow of Light Ceremony  
Circle Ten Council**

**CUBMASTER:** Tonight I have the honor of presenting the Arrow of Light to some of our WEBELOS Scouts. Would (names) and their parents please come forward to receive the award? A WEBELOS Scout must have passed the following requirements: Been active in the WEBELOS den for 6 months, have earned the WEBELOS badge, know the Scout Promise and the Scout Law, give and know the meaning of the Scout Motto, slogan, sign, salute and handshake, know

the hurry cases in first aid, have earned a total of seven activity badges, have visited a troop meeting with his den attended an outdoor activity, participated in a WEBELOS overnight or day hike and attended a troop meeting but this time with his parents.

Will you now light the candles in the order of which you have progressed along the Cub Scout trail. From Bobcat to WEBELOS. Now welcome to the highest award, the Arrow of Light, which you, with the help of your parents, have obtained. So it gives me great pleasure in giving this award to your parents to present to you. Because your parents have helped you along the Cub Scout trail, here are miniature Arrow of Light pins for you to present to them. I salute each of you, (names), as WEBELOS Scouts. You will soon know the adventure of a Boy Scout.

**Gold And Silver Arrow Ceremony  
Circle Ten Council  
Who got it from - Detroit Area Council**



**Equipment:** Arrows (gold and silver) and Arrow cards  
**Personnel:** Cubmaster; Assistant Cubmaster (or Den Leader Coach)

**Cubmaster:** Tonight we have some Wolves and Bears who have been hard at work on their electives and so (number) of them have done enough to earn their Gold Arrow under Wolf (Bear) and (number) have earned their Silver Arrows.

I would like the following boys and their parents to come up onto the stage with the parents standing in back of their sons. (Read list of boys and whether gold or silver arrow, and under which badge).

**Cubmaster:** It gives me great pleasure to award these boys their Arrow Points tonight. As I read your names, \_\_\_\_\_ our Assistant Cubmaster, will hand you the awards with our congratulations for a job well done.

***After this is done, the Cubmaster says:***

These boys have learned how to make and do many useful and fun things while working on these electives. For each 10 projects he completes, he receives an Arrow Point, so that you can see that these boys have been busy fellows indeed. For all of their fine efforts, we're doing to give them a special applause stunt.

## GAMES

### Benito Juarez Says

*Circle Ten Council*

**How To Play:** Before playing explain to the children that Benito Juárez, a Zapotec Indian, was born and raised in extreme poverty. With hard work, determination, and strong love for his country, Juárez became the president of Mexico and defeated the French, who had occupied the country for five years.

This game is played similar to Simon Says.

The player up is "Benito Juarez". Player will say "Benito Juarez says hop on one foot". The children will hop on one foot. Player will say "Stop". The children are to keep hopping on one foot until player says "Benito Juarez says stop". Repeat for additional activities such as take one baby step forward, step backwards, turn around, sit down. Sometimes Benito Juarez will say "Benito Juarez says" and sometimes he won't.

### Buenos Amigos (Good Friends)

*Circle Ten Council*

**Supplies:** Paper, Pen, Timer

**How To Play:** Set the timer and have the boys write as many kind things as they can think of about the Buena Amigo (Good Friend) on their right. The last boy writes about the first boy. Suggest that they write kind things about how their amigo acts, thinks, plays, works or looks. Give the paper to the amigo to take home.

### Mexican Pets Noises

*Great Salt Lake Council*

Hide small objects (cutouts, pieces of candy, etc.) around the room. Form 2 teams, the dogs and the cats, with a leader in each one. At a signal all start hunting for the items, but **ONLY THE LEADER** can go get it and pick it up. The Dogs must bark to get the leader's attention and the Cats must meow. The team with the most items wins.

### Mexican Hat Dance

*Circle Ten Council*

Gather the boy and sit in a circle. Explain that a Mexican hat dance is a traditional Mexican dance done around a Mexican hat, which is called a sombrero. Place a sombrero on the floor and play some Mexican music. As you call each boy's name, the boy goes into the circle and dances as desired around the sombrero to the music.

### Bean Drop

*Great Salt Lake Council*

Each player is given 5 to 10 beans. The players will try to drop the beans one at a time in a mouth of a canning jar by holding a bean up to his chin and letting go. After each person has a turn, the beans in the jar are counted. The person that gets the most beans in the jar wins.

### Amigo Tag

*Great Salt Lake Council*

Each player links arms at the elbows with another "Amigo" (friend), except for 2 players. The amigos put their other arms on their hips so that each person has a "handle" on his free side. The amigos can move about freely in the game area. The other two players are El Perro (the dog) and El

Zorro (the fox). El Perro chases El Zorro. If he catches him, El Zorro becomes El Perro and does the chasing and El Perro becomes El Zorro and must run away. But if El Zorro can link arms with an amigo, he becomes an amigo and is safe. The amigo of the player who El Zorro links arms with must let go and is then El Zorro. The object is to become and remain an amigo. Playing some lively Latin American music (available free at the library) adds to the fun. The game ends when the music stops.

### Endurance Hop

*Santa Clara County Council*

**This is a relay race. You'll need 4 different objects for each team (such as a ball, a basket, a hat and a beanbag).**

Teams stand in adjacent rows along the starting line. The 4 items are placed 3 feet apart in a straight line in front of each team. Use tape to mark where each item belongs. At a signal, the first player hops to the first item, picks it up, then (without touching his other foot to the ground) proceeds to pick up the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> items, then hops back to the starting line. If an item is dropped, player must stop and pick it back up. 1<sup>st</sup> player delivers all items to the 2<sup>nd</sup> player, who hops off the line to return the items to their 4 spots, then hops back to the start and tags the next player, who hops off to pick up the items.

Alternatively, players may leave the each item in the next item's spot, and drop off the 4<sup>th</sup> item in the 1<sup>st</sup> item's spot before returning to the line.

The first team to have all their players finish wins.

### Going to Mexico

*Heart of America Council*

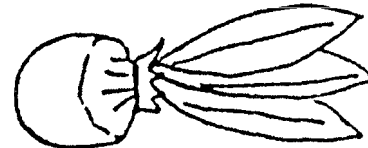
**Equipment:** Chairs & musical accompaniment

Arrange one less chair than there are players, in a row, back to back, down the center of the room. Players march around the chairs to musical accompaniment. The music stops suddenly and everyone dashes for a chair. The one who doesn't get a seat drops out. One chair is taken away. Then music and marching resume. As before, when the music stops, everyone tries to get a chair. One player drops out and another chair is removed. This continues until only two players and one chair remain. The last person to get to Mexico wins.

### Peteca

*Heart of America Council*

**Equipment:** Use a Badminton shuttlecock or make your own with feathers, cork, old sock, newspaper and string.



The shuttlecock or Peteca is tossed into the air and kept there, each boy striking it upward with the palm of his hand. The players take turns hitting the Peteca (One hit at a time), always upward. Often they repeat the letters of the alphabet as they play, one letter for each strike upward. If the Peteca falls to the ground, the game must begin again.

**Balloon Volley**

*Santa Clara County Council*

***You'll need one inflated balloon and one 4-5 ft stick, pole or broom for every 5 players.***

Give each player a number from 1-5. Players 1 and 3 hold the stick at shoulder height. Player 4 holds the balloon. Player 5 stands between Players 4 & 1. Players move in a counterclockwise direction.

The game begins with Player 4 hitting the balloon over the stick to Player 2, and then moving to take Player 3's position. Player 3 waits until Player 2 hits the balloon before advancing to take his position. Player 2, after hitting the balloon back over the stick, will take the place of Player 1, who then stands behind Player 5. Players continue to rotate one position to the right each time the balloon crosses over the stick. Players may hit the balloon as many times as needed to get it over the stick. Players holding the stick may move sideways, but may not catch the balloon or lower the stick to assist their teammates. Two players must be holding the stick before the balloon is hit over it. If the stick is dropped while the players are changing places and the balloon has been hit, the stick has to be picked up quickly before the balloon passes over it, or the team is charged with one point. The lowest point total at the end of 5 minutes is the new total to beat.

**Gato Enfermo (Sick Cat)**

*Santa Clara County Council*

One boy is the Gato Enfermo (Sick Cat). He chases the other players, and each one he tags becomes another Sick Cat and must hold with his left hand the place on his body where he was tagged. All Sick Cats continue to chase remaining healthy ones. Last boy caught is the winner.

**Artists**

*Longhorn Council*

Players sit round a table, each with paper and pencil. The right-hand Scout draws a picture, in separate firm strokes, of an ordinary figure or head, putting in his strokes in unusual sequence so that for a long time it is difficult to see what he is drawing. Each player looks over to see what the man on his right is drawing and copies it stroke by stroke. When the right-hand artist has finished his picture, compare all the rest with it.

**Packed My Suitcase**

*Longhorn Council*

Memory game where Cubs sit in a circle. The first Cub names an item that he packed in his suitcase. Each Cub adds another item as they go around the circle. The Cubs who remembers all of the previous items wins.

**Paper Hoops**

*Longhorn Council*

A pile of newspapers for each team is placed at one end of the room with the teams lined up at the other end. When the whistle blows they race up to the newspapers. The object is to cut the newspaper sheet in the middle and then step through the paper without ripping it right through to the edge. If that happens they have to start again. When they have stepped through they race back so that the next team member can go. The winners are those who are all sitting

down with their arms folded. Use newspapers that are not too big.

**Patience Relay**

*Longhorn Council*

Separate the cards into a suit per team. Lay out the 10 number cards (including ace) in any order face down at the end of the room. One at a time the boys run up and turn over a card. If it is not the Ace then they turn it face down again and run back to their team and the next player has a go. When the ace is turned up they can lay it face up. The next card needed is the two and so on. Play continues until one team has all its cards turned face up.

**Wheel Rolling**

*Longhorn Council*

See who can roll a wheel the farthest across the parking lot.

**SONGS**

**Here Is Our Piñata**

*Santa Clara County Council*

Tune: Sing a Song of Sixpence

Here is our piñata  
 What a sight to see,  
 Filled with treats and goodies  
 Just for you and me.  
 When it's time to break it,  
 We'll circle all around  
 Then we'll scramble for the treats  
 That fall down to the ground.

**Traditional Mexican Piñata song with translation**

*Santa Clara County Council*

Para Quebrar La Piñata	To Break the Piñata
Dale, dale, dale,	Strike it, strike it, strike it,
No pieddas el tino	Don't lose your steady hand,
Mide la distancia,	Measure the distance,
Que hay en el camino.	That's in the path.

**Blue And Gold**

*Circle Ten Council*

Tune: Clementine

*Each group sings the line with their name in it*

We're the Cub Scouts (boys)  
 We're the Scouters (adults)  
 Here we are both young and old (all)  
 Altogether we're a Cub Pack  
 Having fun at Blue and Gold.  
 Tigers and Bobcats (Tigers and Bobcats)  
 Wolf and Bear Cubs (Wolves and Bears)  
 And the WEBELOS are we. (WEBELOS)  
 Altogether we're a Cub Pack  
 Having fun in harmony.  
 We're the mothers (moms)  
 We're the fathers (dads)  
 Helping Cub Scouts as they go. (adults)  
 Up the ladder of achievement,  
 Climbing higher as they grow.  
 Let's give thanks (everyone)  
 On this occasion  
 To the mighty Gold and Blue;



Pack \_\_\_\_\_ is the number  
Representing me and you.

**Mexico**

*Circle Ten Council*

Tune: Are you Sleeping?

Mexico, Mexico,  
Fiesta time is here  
Bringing us all the fun .  
Laughter for everyone.  
Here we come, Here we come

**A Smile**

*Circle Ten Council*

*And they go it from –*

*Nashua Valley/Pioneer Valley Pow Wow 1996*

Tune: Auld Lang Syne

A smile is quite a funny thing,  
It wrinkles up your face,  
And when it's gone you'll never find  
It's secret hiding place.  
But far more wonderful it is  
To see what a smile can do;  
You smile at one, he smiles at you,  
And so one smile makes two.  
He smiles at someone since you smiled  
And then that one smiles back,  
And that one smiles, until in truth  
You failed in keeping track.  
And since a smile can do great good  
By cheering hearts of care,  
Let's smile and smile and not forget  
That smiles go everywhere.

**CUB GRUB**

**Bunuelos (fritters)**

*Circle Ten Council*

Recipe used at Christmas in Mexico  
Makes about 3dozen.

**Ingredients:**

- 2 cups sifted flour
- 2 tbsp. sugar
- 1/2 tsp. baking powder
- 1/2 tsp. salt
- 1/4 tsp. anise seeds, crushed
- 1 tsp. grated lemon rind
- 1 egg, beaten
- 2/3 cup honey
- 1/2 cup oil

Combine flour, sugar, baking powder, salt, anise, and lemon. Stir in honey, egg, and enough milk to create a dough. Roll out to thin rounds 7-8 inches in diameter. Heat oil in a shallow skillet until hot. Quarter each round and drop flat into hot oil, brown lightly about 30 seconds on each side. Remove from skillet and sprinkle to taste with topping mixture of cinnamon and sugar.

**Cactus Cake**

*Circle Ten Council*

Make a cake in the shape of a very large cactus with toothpicks for spines.

Use one 9 x 13 cake, cut in half lengthwise and place one piece above the other to form the center of the cactus. From a second 9 x 13 pan cut 2 arms for the cactus, or use a horseshoe shape pan and cut apart in the center placing one piece on each side of the center cactus for the arms.

**Nachos**

*Circle Ten Council*

You will need tortilla chips, shredded cheddar or jack cheese, and your choice of optional items including: ground meat, refried beans, olives, tomatoes, jalapenos, etc.

Spread the tortilla chips evenly on a baking tray. Sprinkle the shredded cheese evenly over the chips, alternating with your other optional items.

Bake in a 350 degree oven for about 5-10 minutes (or until cheese is melted). Serve with salsa and sangria (recipe below!)

**Simple Cheese Nachos**

*Santa Clara County Council*

Turn snack time into a fiesta time by using brightly colored construction paper for placemats & arranging paper tissue flowers in the center of the table. Let the children help make cheese nachos by sprinkling grated cheese on top of tortilla chips. Then bake at 350 until the cheese has melted.

**Chili Cheese Dip**

*Santa Clara County Council*

**Ingredients:**

- 1 can chopped tomatoes
- 1 can prepared chili
- 1 lb Velveeta, cubed

Melt ingredients together in double boiler over low heat. Serve with chips when cheese is thoroughly melted. Keep warm in fondue or crock pot.

**Mexican Pizza**

*Santa Clara County Council*

**Ingredients:**

- 1/2 lb. ground burger
- 15 1/2 oz. can chili beans
- 8 oz. can corn, drained
- 2 T. chopped green chilies
- 1 12" boboli crust
- 3 green onions, chopped
- 1 cup shredded cheddar cheese
- 6 olives, sliced
- 2 tomatoes, chopped

Brown burger, drain and combine with beans, corn and chilies.

Place crust on a pizza pan. Spread mixture over crust.

Top with cheese, onions, olives and tomatoes.

Bake 10-12 minutes at 425 degrees, until cheese melts and pizza is heated through.

**Taco Pie***Santa Clara County Council***Ingredients:**

1 pkg crescent rolls  
 1 pkg taco seasoning  
 1 pkg grated mozzarella cheese  
 1 pkg Doritos (plain)  
 1 small can tomato paste  
 1 pkg grated cheddar cheese  
 1 lb ground beef

Press crescent rolls in pie pan to form crust.

Crunch Doritos into small bits and sprinkle a coat on crust.

Brown ground beef, strain and add tomato taste plus 1/2 cup water and taco seasoning.

Put into pan. Cover meat with sour cream.

Put cheese on top (both cheeses).

Sprinkle Doritos over top of cheese.

Bake in 350-degree oven for 30 minutes.

**Sangria***Circle Ten Council*

In a large pitcher mix 4 parts purple grape juice, 2 parts seltzer, and 1 1/2 parts orange juice.

Throw in some orange slices and cherries for decoration!

**Tortilla Roll Ups***Circle Ten Council*

Serve rolled-up tortillas filled with different fillings. A cream cheese / salsa mixture would be good -- spread the mixture onto the tortilla, roll it up, cover and place it in the fridge. A few hours later, cut the rolled tortilla into 1-2" slices.

**STUNTS AND APPLAUSES****Stunts****Broom Trick***Santa Clara County Council*

You will need a broom to show this trick. Wrap one hand around the lowest part of the broom handle, as close as possible to the broom itself. Wrap your other hand around the handle, just above your first hand. Hold the broom out at about waist-high. Now have 5 friends put their hands around the handle above yours (the tallest boy should have his hands at the top of the broom handle), and tell them to pull the broom downward so that the bristles touch the floor. There are five against one.

Would you believe that, no matter how hard they pull and tug, they won't be able to get the broom down? This is because you can easily deflect the downward force they exert by merely moving the broom slightly to left or right. In effect, they will be pushing the broom sideways—not downwards.

**Cheers & Applauses***Circle Ten Council*

**Mexican Hat Dance:** Put hands on feet and stamp feet while turning around in a circle.

**Pinata Cheer:** Pretend to hit piñata, say "Swoosh" (Miss), "Swoosh" (miss), "Swoosh" (hit) "HOORAY."

**Tortilla:** Slap both hands together, alternating one hand and the other from top to bottom. On every fourth clap, shout, "OLE!"

**Spanish Dancer:** Stand with left hand on hip and right hand held above head in manner of flamenco dancer. Simultaneously, snap fingers of your right hand and stomp your feet in a fast tempo while turning slowly. Continue until you have made a complete circle. About every quarter turn, yell "Ole."

*Longhorn Council*

**Bull Cheer:** Make bull horns with fingers while shouting "El Toro, El Toro !"

**Bull Fighter:** Hold down cape and move to in appropriate motion while shouting "OLE!"

**Run-ons***Santa Clara County Council*

Cub #1: What do you call a sleepy bull?

Cub #2: A bull-dozer.

Cub #1: How do you stop a bull from charging?

Cub #2: Take away his credit card.

Cub #1: What would you get if you crossed a lion with a woodpecker?

Cub #2: An animal that knocks before it eats you.

Cub #1: What is the best thing to do is you find a burro in your bed?

Cub #2: Take a siesta somewhere else.

**SKITS****The Fearless Toreador***Longhorn Council*

**Characters:** Fearless Toreador, Brave Bull, and any number of Spectators

**Costuming:**

**Toreador** wears knee socks over jeans, white shirt and short jacket or vest. Pin fringed paper patches to shoulders. He should have a red cape or jacket and a cardboard shield.

**Bull** - let two boys get under a blanket. Pin cardboard horns and features to head and fringed paper tail to other end.

**Spectators** are dressed as Mexicans in bright colors.

**Setting:** Spectators are at rear of stage. Fearless Toreador is standing to one side, facing the Bull, which is standing on the opposite side of the stage.

**Fearless Toreador:** I am Don Sebastian Jose de Fernando. I am zee bravest and most fearless Toreador in all Mexico. *As he says this, he struts about the stage, waving his sword, red cape slung over his shoulder.*

**Spectators:** Ole!, Ole!

**Fearless Toreador:** Not only am I zee most fearless Toreador, I am also zee most handsome.

*Takes off his hat, smiles and struts some more)*

**Spectators:** Ole!, Ole!

**Fearless Toreador:** Aha, you see. Zee bull, he is frightened of Fearless Toreador. Oh, I am so brave. I am so brave eet is a shame. Zee bull, he weel not fight. Poor scaredy bull!

*Now the Toreador turns his back on the bull and struts proudly over to the side of the stage, flexing his muscles and brandishing his sword. Then he dusts off his suit, admires his nails, primps his hair, etc.*

*While his attention is distracted, the bull starts moving. He paws the floor, jumps a bit, the lowers his head and starts toward the Toreador.*

**Fearless Toreador:**

*He turns toward the bull*

And now Bull, watch out!

*At this point, he sees the bull charging toward him.*

*Dropping everything, he runs from the stage*

Help! Help! Zee ferocious bull. He weel keel me! Me, Fearless Toreador, the bravest Toreador in all Mexico. Help!! Help!!

*Bull chases him off stage*

### Don Diego And The Super Jumping Beans

*Longhorn Council*

**Characters:** Amigo, Pancho, and Dan Diego. In addition, you will need other characters for JUMPING BEANS. You can have as many jumping beans as you wish.

**Costuming:**

**Amigo, Pancho, and Don Diego** are dressed in Mexican costumes.

**The jumping beans**, who enter later, wear burlap sacks or old pillow cases over their heads and arms.

**Setting:** As the scene opens, Amigo and Pancho are on stage conversing. Don Diego is sitting to one side of the stage sleeping, siesta style. He has one leg all wrapped up in a bulky bandage.

**AMIGO:** Pancho, eet is very sad. Eet is terr-eeble.

**PANCHO:** Amigo, tell me, tell me, what ees zee matter?

**AMIGO:** Oh, Pancho, eet is worse than you theenk.

**PANCHO:** You bring zee great sorrow to my heart, dear Amigo.

**AMIGO:** Pancho, look. (Points to Don Diego.) Don Diego, he has the lumbago. He ees very cross. Hees leg, eet well not work. He cannot dance at zee fiesta, so instead he ees taking a siesta.

**PANCHO:** Oh, zat is verree bad, Amigo. Don Diego, he always dance at see fiesta. Thees must bring much trouble to Don Diego.

**AMIGO:** Si, si, Pancho. (Holds and shakes head sadly.)

**PANCHO:** Amigo, wait, wait! Eet ees great idea that I have!

**AMIGO:** Tell me queeck, Pancho.

**PANCHO:** Zees looks like a job for Super Beans!

**AMIGO:** (*excitedly*) Ole, Ole, Pancho. Zee famous Super Beans. Zey are see greatest jumping beans in all Mexico.

**PANCHO:** We weel call them now, Amigo. (Holds hands to mouth and shouts toward side of stage.) Oh, Super Beans, our poor Don Diego, he has zee lumbago.  
Help heem, queeck!

*Super beans enter. They do not walk but jump up and down as they move on stage.*

*This will be funnier if the beans jump alternately so that there is an Up and down commotion at the same time.*

**AMIGO:** Oh, great Super Jumping Beans, have peety on poor Don Diego.

*Beans jump about over to Don Diego.*

**SUPER BEANS (all together):** Don Diego with the lumbago. No more Siesta. Come, follow us and dance at see fiesta.

*Don Diego awakens slowly. He gazes intently as Super Beans jump about. Little by little he begins to move. He rises, forgetting about his leg. He begins to jump up and down behind the beans.*

**DON DIEGO:** Come Amigo, come Pancho. We no longer siesta, we go to the fiesta.

*Amigo and Pacho join Don Diego and all jump off stage.*

## CLOSING CEREMONIES

**Adios**

*Circle Ten Council*

Boys hold cards spelling "ADIOS" which is Spanish for good-bye. Each boy reads one of the parts and after the last one is read, all boys shout "Adios."

- Cub # 1.**    **A** - We came together and had our fun. It seems as though we'd just begun.
- Cub # 2.**    **D** - We sang and danced and played some games. And had some fun with Spanish names.
- Cub # 3.**    **I** - We ate new foods and learned how Spanish children play and shout.
- Cub # 4.**    - We dressed in ponchos we had made, and took siestas in the shade.
- Cub # 5.**    **S** - But now the time has come to say, "Adios until another day!" "ADIOS ! "

**Thank You Parents**

*Circle Ten Council*

*Who got it from Simon Kenton Council*

*Although not theme related, this could make a great Blue & Gold Closing CD*

**Personnel:** 8 Cub Scouts

**Equipment:** Large poster divided into 8, when put together has a heart on it with the words THANK YOU in it.

**Setting:** Each boy has a piece of the heart. After all lines have been read, the first four stand in a line and hold their cards while the second four kneel in front and hold up their cards so that the heart is formed.

- Cub # 1.**    Our leaders are grand, the best in the land
- Cub # 2.**    They deserve a thank you, and a big hand, too.
- Cub # 3.**    This celebration's the time and the place, to tell them we think so, right to their face.
- Cub # 4.**    So thanks to the Den Leaders, Committee and Cubmaster, at making Scouting fun, they're truly the masters.
- Cub # 5.**    But there's someone special we don't want to leave out, after all, they're a big part of what Scouting's about.
- Cub # 6.**    We want to say thank you, Mom and Dad, and tell you that we are really glad.

- Cub # 7.** To have you as parents, yes it's true, because of your help and all that you do.
- Cub # 8.** To help us through Scouting's achievements and ranks you truly deserve our heartfelt thanks.

## Cubmaster's Minutes

### "All I Know About Life, I Learned From My Mexican Chihuahua"

*[This dog actually did originate in Mexico]  
Great Salt Lake Council*

- If you stare at someone long enough, eventually you'll get what you want.
- If it's not wet and sloppy, it's not a real kiss.
- Be aware of when to hold your tongue and when to use it.
- Leave room in your schedule for a good nap.
- Don't go out without your ID
- When you do something wrong, always take responsibility (as soon as you're dragged out from under the bed).
- Be direct with people; let them know exactly how you feel by jumping up on them.
- When you go out into the world, remember: always take time to smell the roses. and fire hydrants, trees, grass, legs, sandals, car tires, rocks, pots, sidewalk cracks, plants growing in the sidewalk, fences, etc.

### The Meaning of Fiesta

*Santa Clara County Council*

In Spanish, fiesta means a party with music, wonderful food, dancing, laughter and fireworks. In any language, it means fun. Let us take a moment to reflect on the fun and fellowship we share whenever we're together, and resolve to continue to do everything we can to give our scouts the chance to have fun while learning and growing.

## WEBELOS

### Scholar Mental Skills group

#### Den Activities

*Circle Ten Council*

- Let the boys talk about what's going on in school. Don't try to change any of their ideas, but guide the discussion in such a way that they will see the value of an education.
- Learn about the history of education, how schools developed in America.
- Prepare a chart of the school system and explain and discuss with boys.
- Discuss & do a den service project for the school.
- Invite the parents of Webelos to come to a den meeting dressed in the type of clothes they wore to school. Have them bring along such things as class pictures,

- yearbooks, report cards, etc. and allow each ample time to share his/ her school days with the den.
- Have a panel of parents with various jobs explain their schooling and training for these jobs.
- Invite an educator to talk with the den about some of the scholar requirements.
- As a den, talk about good study habits.
- Have someone from the public library talk about the local literacy project.
- Tour a local high school or visit a local college campus.
- Play a Newspaper Search game looking for articles about education.
- Encourage boys to find out all they can about schools in your community ... the different types and how they work... the problems and opportunities. Discuss these at a den meeting. Have the boys make a list of the things they like about school and another list of the things they don't like about school. Give these lists to the principal.
- Have the boys make a daily time schedule and use it to determine if they are making the best use of their time.

### Careers in Education

*Circle Ten Council*

Have each boy choose one career in education and think of what may be involved in that career. Have them make a collage of pictures that relate his ideas about that career. You may be surprised at a Webelos Scout's perception of some of these jobs. When done, discuss them and clarify any misconceptions.

### Speakers

*Circle Ten Council*

Teacher  
College professor  
School principal  
Librarian

### Additional ideas:

*Circle Ten Council*

Invite a member of the school board or a professional educator (teacher or principal) to talk to the boys on the value of an education and what school has to offer a boy.

Have the boys try to find out some of these things:

- What jobs are there at school for the boys to do?
- What extra-curricular activities are available?
- What community activities is the school used for?
- Who are the people on the office staff, cafeteria staff, and custodial staff? What are their responsibilities?
- What are some of the problems of the school, and how can you help?

Have the boys list what they consider the best and worst things in their school. Arrange to give these lists to the principal or a school board member. Invite them to a den meeting to talk with the boys. Important to the participants in such a meeting is a feeling of trust and comradely. Allow the meeting to have an informal setting. After respectfully introducing the guest, let it become an informal rap session. A few cookies and punch served by the Denner has worked

wonders in the past. Now is the opportunity for the leader to blend into the woodwork and enjoy observing. Do not become concerned with a lack of participation on the boys' part. If the guest is someone concerned with the boys of this age group, he or she will draw them in. A little more informal would be a meeting at school between the boy and a teacher. Have the boy list questions and set up approximately 10 minutes to meet. Have the boy discuss his meeting at a den meeting.

### Field Trips

#### *Circle Ten Council*

Plan a trip to the library to have the librarian demonstrate the use of a microfilm or microfiche viewer.

Ask a librarian to explain the Dewy Decimal System or Library of Congress system, visit the public library, and have boys complete applications for library cards, if they do not already have one.

Briefly visit a school board meeting. Let them know you are coming. They may be interested to know the boys are working on the Scholar Activities Badge.

### Spelling Mixer

#### *Circle Ten Council*

Print large letters on 5x8 index cards, one letter per card. Do not use the letters J, K, Q, V, X or Z. Make several cards with vowels on them. Have a card for each person in the group. On signal, the Cubs hold up their cards, then rush around to find two other people with letters that when combined with theirs, makes a valid 3-letter word. They must lock arms, in order and rush to a judge who writes their word on the back of their card if the word is valid. Then they separate and each rushes to find two more letters to make another word. Play continues for 5 or 10 minutes. The winner is the person with the most words on his or her card.

### The Twenty-First Century

#### *Circle Ten Council*

Have the boys discuss what they think school will be like 25 years from now. Will the students all be at computers? Will they interact with teachers from a TV hookup from their homes? Will they travel to Mars for math and Saturn for science? Will someone have invented a smart pill for every subject? In the future, will we do away with some of the subjects that are taught now? Which ones? What new subjects might be offered? Divide them into groups to make posters of their view of education in the future.

### Seven Ways to Improve Grades

#### *Circle Ten Council*

**Learn to Listen** - Look at the speaker, concentrate on his words, take notes, participate in discussions.

**Develop Good Study Habits** - Avoid distractions, have supplies handy, do homework at the same time each day, make a list, do the things you hate first, schedule a short break if needed.

**Use the Right Reading Technique** - learn to skim by glancing through whole paragraphs at a time; use slower, more careful reading when you must understand and remember.

**Improve Your Vocabulary** - look up words you don't know, write them down, use the word(s) in your next conversation.

**Sharpen Your Writing Skills** - brainstorm for ideas, organize your thoughts, keep sentences short, use neat handwriting, double check spelling and punctuation.

**Learn How to Take Tests** - study well ahead of time (don't cram), relax, then face the test; read the directions carefully; answers questions you know for sure, pace yourself, work steadily; go back and fill in missing answers as best you can; double check your work for careless errors and omissions.

**Develop a Positive Attitude** - you are what you think you are - use positive thinking!

### History of American Education

#### *Circle Ten Council*

Each of the paragraphs below contains information about education during four different periods of American history. Discuss what America was like during each period, then, as a den, read each and decide which period the information most probably reflects:

Colonial	America during 1600 – 1775
Early 19 <sup>th</sup>	America during 1775 - 1865
Late 19 <sup>th</sup>	America during 1865 – 1915
20 <sup>th</sup> Century	America from 1915 on

1. Education reflected and participated in the development of "The American Way." American History was instituted in schools during this time period. Education became more secular in nature, and states enacted laws requiring compulsory school attendance.
2. Resources were limited and physical demands left little room for education. Education was initially established for religious motives (Puritans in New England.) Most education of this period was either in the home or apprentice training. Nine colleges were formed during this time period.
3. Enrollments in elementary and secondary schools were above 90% of the eligible students. Wide inequities developed between states and local school districts. America's schools have developed as the nation has advanced.
4. As the population became more concerned with technology and material progress, education progressed in turn. Education was influenced by European immigrants and travel to Europe. Secondary education replaced the academy and public high school became a reality.
5. Three practices of education were established during this time: 1) Compulsory education, 2) Public support of schooling, and 3) Three levels of education (elementary, secondary, and higher) were set up.
6. This was the beginning of a movement toward state school systems. Establishment of the elementary level was completed. Secondary education was taken care of through academy training. Numerous new colleges were started in the early nineteenth century.
7. Colleges increased their courses and programs. Teaching grew more toward a profession and teachers became concerned with a methodology of education.



8. School efforts have been structured towards quality education; while the size of the education system increased in size greatly. In schools the vocational education program diversified its offerings, while general education was considered a preparation for earning a living. Schools began to look more toward the students vocational pursuits.

(Answers: 1-Early 19<sup>th</sup>, 2-Colonial , 3-20<sup>th</sup> Century, 4-Late 19<sup>th</sup>, 5-Colonial, 6-Early 19<sup>th</sup>  
7-Late 19<sup>th</sup>, 8-20<sup>th</sup> Century)

### Can You Follow Directions Test?

*Circle Ten Council*

***This is a classic that I remember from my school days. I hope you can have some fun with it. CD***

This test is to see if you can follow directions. Concentrate, but remember, you have only two minutes to complete this. Read everything before doing anything.

- Put your name in the upper right-hand corner of this paper.
- Circle the word "name" in sentence number 2.
- Draw five small squares in the upper left-hand corner of this paper.
- Put an "x" in each square.
- Put a circle around each square.
- Put a circle around each word in sentence number 5.
- Put an "x" in the lower left-hand corner of this paper.
- Draw a triangle around the "x" you just put down.
- If you think you have followed directions up to this point, call out "I have."
- Now that you have finished reading this carefully, do only number 1 and number 2.

You have finished. How did you do?

### Study Skills

*Circle Ten Council*

You are the captain of your very own scholar-ship (learning). Teachers and parents can help, but how well you do in school depends greatly on how well you do your homework. School has just started. Imagine that your scholar-ship has just left port for a nine-month cruise. You will decide how smooth the trip is going to be. You will set your goals and chart your own course. Before your scholar-ship really gets under way, it's a good idea to check your skills to find out where you need to improve. You'll want to get your scholar-ship into shipshape. Draw a face that would show how well you think you use your study skills.

**Lifestyle** - Do you allow enough time for sleep, rest and fun activities?

**Assignment** - Do you keep up with and write down your assignments?

**Schedule** - Do you set aside time to study?

**Place** - Do you have a good, quiet place to study?

**Organization** - Do you organize your study area?

**Focus** - Do you keep your mind from wandering by remembering your study skills?

**Review** - Do you ask yourself questions or have your parents ask you questions to make certain you understand what you have studied?

## Engineer Technology Group

*Baloo's Archives*

One of the great things about being a Webelos Leader is the opportunity to learn many things along with the boys. Unless you are an engineer, there may be some knowledge to pick up with this activity badge to pass on to your boys. Recruit the help of a father who is an engineer.

One of the purposes of Cub Scouting is "fostering a sense of personal achievement by developing new interests and skills" in boys. This activity badge probably does this more than any of the other badges. Engineering is one of the most exacting of the professions and the badge includes projects that will give a boy an insight into some types of engineering.

### Den Activities:

Arrange for boys to visit an engineer or surveyor in a municipal county office. Plan for the boys to look through the surveyor's manual and read a rod.

Visit a construction site and see the plans which are being followed.

***We visited the new Ranger's House while it was under construction out at our Scout Camp. Everyone was very eager to show it off to us. Make sure you get permission before visiting any construction site. CD***

Visit the County water works, TV or radio station.

Have someone explain how to read topographic maps.

Have a builder or carpenter show and explain a floor plan of a house.

Make a block and tackle. Be sure to explain its purpose.

Make catapults and demonstrate them at pack meeting, shooting candies or marshmallows into the audience for distance.

Discuss property lines. Have a surveyor show how property lines are determined and measured.

Discuss different types of engineers. If one can visit your den, let him describe briefly what his duties are.

Have boys collect pictures of bridges and note the differences in construction.

Take a field trip to an operating draw bridge (ex. St Croix River), ship loading operation or other large industrial operation involving large cranes or other lifting equipment.

### Fields Of Engineering

***Aeronautical Engineering:*** Deals with the whole field of design, manufacture, maintenance, testing, and the use of aircraft both for civilian and military purposes.

***Astronautical Engineering:*** Closely related to aeronautics, but is concerned with the flight of vehicles in space, beyond the earth's atmosphere, and includes the study and development of rocket engines, artificial satellites, and spacecraft for the exploration of outer space.

**Chemical Engineering:** Concerned with the design, construction, and management of factories in which the essential processes consist of chemical reactions.

**Civil Engineering:** Perhaps the broadest of the engineering fields; deals with the creation, improvement, and protection of the communal environment; providing facilities for living, industry, and transportation, including large buildings, roads, bridges, canals, railroad lines, airports, harbors, and other constructions.

**Electrical Engineering/Computer Science:** Divided broadly into the engineering of electrical power distribution systems, electrical machinery, and communication, information, and control systems.

**Geological & Mining Engineering:** Includes activities related to the discovery and exploration of mineral deposits and the financing, construction, development, operation, recovery, processing, purification, and marketing of crude minerals and mineral products.

**Industrial or Management Engineering:** Pertains to the efficient use of machinery, labor, and raw materials in industrial production.

**Mechanical Engineering:** Broadly speaking, covers the design and operation of all types of machinery and small structures.

**Safety Engineering:** Concerned with the prevention of accidents.

**Sanitary Engineering:** A branch of civil engineering that has acquired the importance of a specialized field due to its great importance for a healthy environment, especially in dense urban population areas.

### **Some Engineering Functions**

**Research:** A search for new scientific knowledge, with the objective of applying it to solving problems.

**Development:** Applied research which results in working model.

**Design:** Conversion of developed ideas into economical, reliable, and producible plans of manufacture, use or construction.

**Maintenance:** Plan and direct the methods of making the design and transforming it into a useful product.

**Sales:** Define and explain the application of the product and the sale of it.

**Management:** Administrate any or all of the engineers which perform the functions listed above and any other personnel required to perform the assigned task.

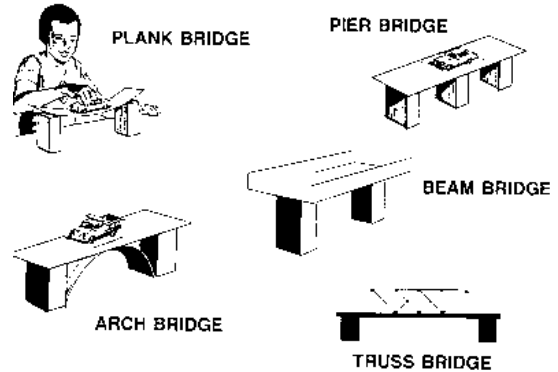
### **Field Trips**

*Adapted from Heart of America Council*

- 1) Visit (with permission) a housing project or a commercial building construction site, possibly in conjunction with a visit by an engineer as a guest speaker at your meeting.
- 2) There are many big engineering structures around our country – dams, bridges, towers, sewerage plants, buildings, stadiums, power plants ... Many times you can get an inside tour of these structures that would fascinate your Webelos. However, I am not sure how many have stopped (Like the Delaware Memorial Bridge near me) after September 11. Many times there are even visitor centers near the structures explaining how they were built. I never tire of seeing Hoover Dam constructed in 22

minutes on the screen in the museum in town. The Corps of Engineers office at Clinton Lake, west of Lawrence, Kansas, has a display on the building of the dam at the lake and how a dam works. Maybe you could combine some of these trips with a fishing trip or nature hike at the lake made by the dam or a nearby state park.

### 3) Bridge Tour:



***Heart of America Council had a route for seeing various types of bridges in their area. I am sure with a little work and a few phone calls you could come up with an itinerary for a bridge tour in and around your town. CD***

For an idea the HOAC Route was -

- a) From the Heart of America bridge (Locust going north over the Missouri River), to the east you can see a classical suspension bridge carrying I-35. Also known as the Paseo bridge.
- b) West from the Heart of America bridge you can see two truss bridges of different design and then the Broadway bridge which is a suspension bridge suspended from arched girders.
- c) Further west, an arch bridge goes over 7th Street just north of I-35.
- d) The 12th Street bridge over the Kaw River is especially interesting. The first span as you proceed north is a plank bridge, the next three spans are classical cantilever, and the last is truss.
- e) Any number of pier type bridges can be seen in the area. The majority of the bridges used in the Interstate systems are of this type. Be sure to notice that while the bridges are pier type, the piers themselves are sometimes cantilevered from side to side across the roadway.

In my area we have

Classical suspension – Delaware Memorial, Walt Whitman, Ben Franklin, George Washington

***The very first modern suspension bridge in the US is the Williamsburg Bridge in New York city. It was 100 years old on December 19, 2003!! CD***

Cantilever – Delaware Route 1 over the C&D Canal, Commodore Barry Brige

Arch – I-95 over the Brandywine River

Steel Arch – Bayonne Bridge

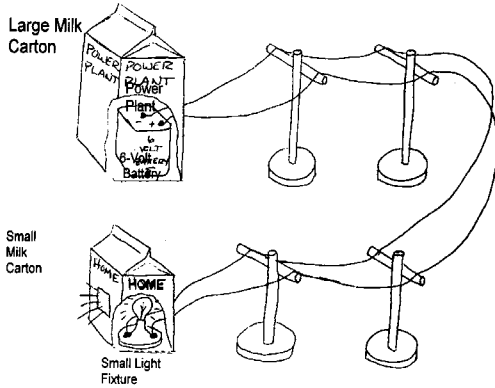
In a 5 mile section of Delaware SR 1 between Smyrna and Dover in Kent County, Delaware, there are seven bridges. Two bridges are dual, single-span steel beam bridges. Three bridges are two-span, steel girder bridges. The remaining

two bridges are dual, multi-span, pre-stressed concrete girder bridges.

I am sure, the more you look at the bridges around your area, the more you'll realize that there are few pure one-type bridges. Most are bridges that incorporate several design types in one. For instance, many pier type bridges over the railroad tracks are arched to provide strength while conserving materials.

**Be sure to check the web site list for bridge websites! I have listed several cities that have web pages dedicated to showing off their bridges. CD**

**Show How Electricity Comes to Our House**  
*Circle Ten Council*



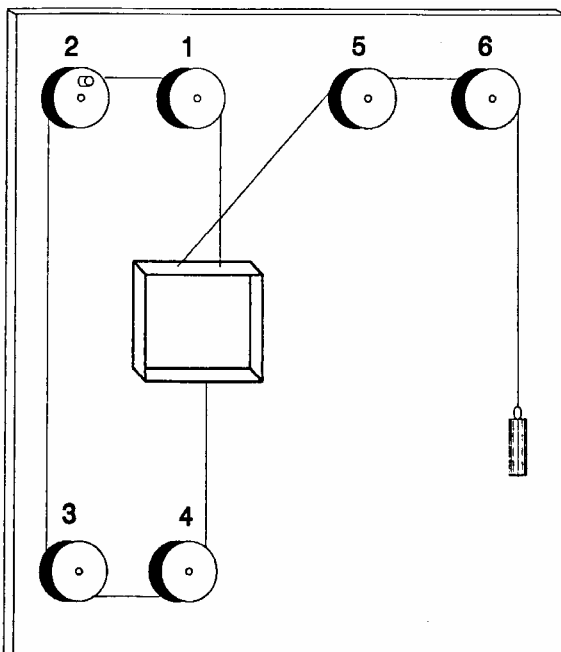
Make a small scale electrical system

Equipment:

- 6 Volt Battery
- Wooden Dowels
- Insulated wire
- 2 - Milk Cartons
- Small Light fixture

**Model Elevator**  
*Circle Ten Council*

Nail Thread spools loosely to board, slip string over 1,2,3 and 4. Wind string several times around 2. Wind second string over 5 and 6 and attach weight for balance. Turn handle on 2 to move car up and down.



**POW WOW EXTRAVAGANZAS**

You can, also, find a list of Pow Wows on USScouts.org at <http://www.cubmaster.org/PowWowsUSA.asp>

**If you want your Pow Wow listed – E-mail [commissionerdave@comcast.net](mailto:commissionerdave@comcast.net) and attach a sign up sheet or flyer. Thanks**

**Northeast Region**

Hudson Valley Council

**University of Scouting**

March 6, 2004

Washingtonville Middle School

Washingtonville, New York

Training for everyone – Cub Leaders, Boy Scout Leaders, Commissioners and more!

There are no walk-ins allowed for this event

Call the Information Center, 914-388-4863, or visit the website, [www.hvus.org](http://www.hvus.org) for information.

Southern NJ Council

**“No Name” Pow Wow**

(formerly - Adventures in ...)

January 24, 2004

Lakeview School, Millville, NJ

Call Southern NJ Council, 856-327-1700, extension 32, or visit the website, [www.snjscouting.org](http://www.snjscouting.org) for more information

Cradle of Liberty Council

**Wild, Wild West**

January 10, 2004

The Episcopal Academy, Merion, PA

Call Cradle of Liberty Council, 610-688-6900, or visit their website at [www.colbsa.org](http://www.colbsa.org)

**Central Region**

**Southern Region**

Indian Waters Council

**University of Scouting**

January 24, 2004

Swearingen Engineering Center,

University of South Carolina

Contact Indian Waters Council, 803-750-9868, or visit the website at [www.chinquapindistrict.org](http://www.chinquapindistrict.org)

Suwannee River Area Council

**It's Nacho Ordinary Pow Wow**

January 24, 2004

Somewhere in Tallahassee, FL

Contact Suwannee River Area Council, 850-576-4146, or visit the website at <http://www.suwanneeriver.net/>

**Western Region**

Santa Clara County Council –

**Scouting Safari**

January 24, 2004

Santa Clara County Office of Education, San Jose, CA  
 Call Santa Clara County Council, 408-280-5088,  
 Or visit their website <http://www.sccc-scouting.org/> for  
 more information

Mount Diablo Silverado Council

**Follow the Yellow Brick Road**

January 24, 2004

Benicia High School, Benicia, CA  
 Call Mount Diablo-Silverado Council 925-674-6100 or visit  
 their website at [www.bsa-mdsc.org](http://www.bsa-mdsc.org) or write Karen, their  
 chair at [due@pacbell.net](mailto:due@pacbell.net)

They have a University of Scouting, too. It will be March 6,  
 2004. More details when I get them.

*(Karen, Sorry I missed this last month. CD)*

**WEB SITES**

To get some Mexican children's songs go to Mama Lisa's  
 World – Mexico – Children's Songs and Rhymes

<http://www.mamalisa.com/world/mexico.html>

This site has the words in English and Spanish. And they  
 have files with children singing the song and instrumental  
 versions for your Cubs to sing along with.

For more information on **Papel Picado**, go to The Paper Art  
 of Mexico at -

<http://www.tulane.edu/~latinlib/papelpicado.html>

Take a look at some Mexican yarn paintings online at:

[www.huicholartonline.com](http://www.huicholartonline.com)

There is, also, a lot of other Mexican art items here.

Sites with information about making Ojo de Dios (God's  
 Eyes)

[http://www.christiancrafters.com/craft\\_godseye.html](http://www.christiancrafters.com/craft_godseye.html)

<http://www.kidsdomain.com/craft/godseye.html>

<http://www.caron-net.com/kidfiles/kidsapr.html>

[http://www.uk-craft.com/projects/gods\\_eye.php](http://www.uk-craft.com/projects/gods_eye.php)

<http://trfn.clpgh.org/gsl333/crafts.html>

Do a Google search and you can find more!!

Interpreter Strip information -

<http://www.mninter.net/~blkeagle/preter.htm>

<http://www.usscouts.org/advance/boyscout/interpreters.html>

A Site dedicated to Engineering, History and Construction of  
 Bridges. Lots of pictures of many bridges all around the  
 world. Identification of types.

<http://bridgepros.com>

If you live in or near portland, Oregon – here is site listing all  
 your bridges – and you can click on to a site featuring  
 bridges all around the world.

<http://www.bizave.com/portland/bridges/>

Want to know about the George Washinton Bridge? –

<http://www.panynj.gov/tbt/gwframe.HTM>

The bridges of New York City?? Philadelphia?? Or  
 Boston?! *Sorry that is all the websites for cities they list  
 together -*

<http://www.nycroads.com/crossings/>

<http://www.phillyroads.com/crossings/>

<http://www.bostonroads.com/crossings/>

The world's longest twin span suspension bridge – The  
 Delaware Memorial Bridge –

<http://www.drba.net/bridge/>

**This is a little late but put it away for next year -**

**Check out these great Chanukah Web sites!**

(these and more are found in

[\*Wired into Teaching Jewish Holidays\*](#))

**Chanukah on the Net:** <http://www.holidays.net/chanukah>

A comprehensive overview of the holiday. Includes stories,  
 games, music, recipes, and more.

**The Temple Mount in Jerusalem:**

<http://www.templemount.org/>

The Maccabees restored and rededicated the Temple. This  
 site includes great photos of the Temple Mount, and dozens  
 of links to historical information on the Temple Mount and  
 Jerusalem

**Modi'in and Surrounding Areas:**

<http://www.geocities.com/jelbaum/Modiin.html>

Modi'in was the home of Mattathias and his sons and the  
 town where the Maccabean revolt began. Learn about  
 ancient and Modern Modi'in at this interesting site.