Cub Scouting's

BSA FAMILY ACTIVITY BOOK

BOY SCOUTS OF AMERICA®

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Strengthening Families—Strengthening Packs

The BSA Family Program

What Is It?

The BSA Family program is a series of activities designed to help strengthen all families—whether two-parent, single-parent, or nontraditional. All family members are encouraged to participate and may earn the BSA Family Award.

Why Do We Need It?

Families are the basis of our society. In the family, children learn about love, values, and social interactions while they prepare for today's world. The family is vital to the future of our community and our nation.

The Boy Scouts of America has a great interest in the strength of the family. Scouting's aim is to develop its youth into participating citizens of good character who are physically, spiritually, and mentally fit.

The organization recognizes that it is the responsibility of parents and family to teach their children. However, Scouting is an available resource that can help families accomplish worthy goals while building and strengthening relationships among family members.

The purposes of the BSA Family program are

1. To strengthen families
2. To encourage family involvement in Scouting

In much the same way that Cub Scouts and Webelos Scouts use their handbooks to earn their badges and awards, the family uses the ***BSA Family Activity Book*** to earn the BSA Family Award.

How Do We Get Started?

A Cub Scouting family may choose to participate in this program on its own. Or, the pack may choose to introduce the program to families through an orientation.

If the pack committee decides to use the family program, the pack committee chair could name a family program chair. This committee member's duties could include

- Becoming familiar with the program and serving as a resource
- Promoting it within the pack
- Conducting orientation meetings
- Supporting participating families
- Encouraging families to earn the BSA Family Award
- Recognizing those families participating in the program

What Is the *BSA Family Activity Book?*

The ***BSA Family Activity Book*** is the primary resource for the program. It is filled with suggested activities to enhance the children's personal development and enrich and strengthen the family.

The ***BSA Family Activity Book*** is divided into five categories that include several topics of interest to families. Each topic contains suggested activities for a family to do together. These activities could include going on field trips; telling stories; doing arts and crafts projects; playing games; participating in family discussions; or making lists, charts, and scrapbooks.

Most of the ideas in the ***BSA Family Activity Book*** will be especially useful during family meetings or gatherings. However, parents will also find ways to incorporate them into daily life. Many ideas may be adapted for use while riding in a car and during mealtimes, and may provide things to occupy children when they say there is "nothing to do." In short, parents may use the ideas and activities to meet their own family's needs and interests.

Included with most topics are recommended books for adults and children to read together. One can find these (or other books) at a local public library. Adults and children may take turns reading aloud. There are many wonderful books to help explain or illustrate any topic the family explores.

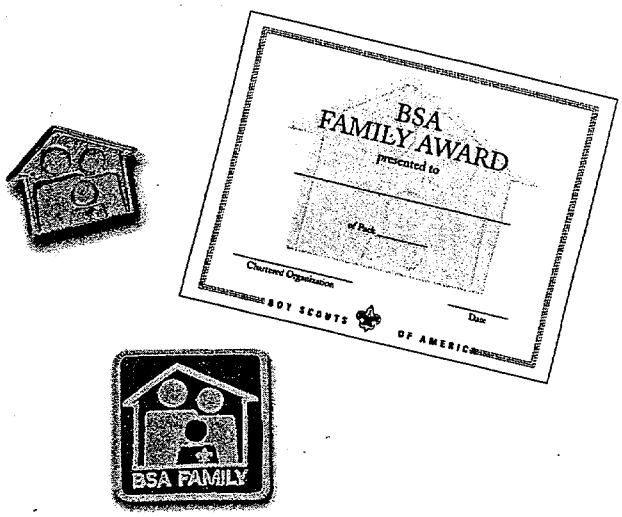
How Is the BSA Family Award Earned?

A family must complete 10 activities within a 12-month period. The family chooses one activity in two topics in each of the following categories:

1. Learning Through Fun and Adventure
2. Strengthening Family Relationships
3. Developing Character
4. Teaching Responsibility
5. Handling Difficult Situations

See the table of contents or review the Family Progress Record sheet on pages 3 and 4.

Family members may earn the BSA Family Award several times. A family may choose the same or different activities as they work on the award for another 12-month period.



The BSA Family Award includes a certificate for the family and patches and pins for family members.

- A family earns the BSA Family Award certificate, No. 33710, by completing the 10 activities within a 12-month period.
- The patch, No. 00978, is for all members of the family who participated in the activities to earn the award. For Scout members, the patch is worn in the temporary patch position.
- Instead of patches, family members may choose to receive pins. The pin, No. 00979, may be awarded for civilian wear by any family member who participated in earning the award. In succeeding years, pins could be placed on the patches, and each year that families earn the award they could get new pins and a family certificate.

Ideally, the awards will be presented to the family at a pack meeting.

How Can Packs Introduce the Program to Parents?

The pack family program chair (or any other pack leaders necessary) could conduct an orientation, either annually or as needed, to introduce parents to the BSA Family program. This orientation could be held as a stand-alone event; before or after a pack meeting; in conjunction with a pack leaders' meeting; or whatever best fits the needs of your pack as to day, time, and length.

The information to be covered in the orientation includes the following.

- Purpose of the BSA Family program
- Requirements for the BSA Family Award
- Contents of the ***BSA Family Activity Book***
- How the pack will recognize and support the program

An incentive to encourage parents to participate in these meetings might be to arrange for child care during the meetings. Consult a local Boy Scout troop, Girl Scout troop, or your chartered organization.

More Resources

For additional information related to family involvement in Cub Scouting, see the ***Cub Scout Leader Book,*** No. 33221.

For topics that could be used in a family discussion or meeting, refer to ***Scouting*** magazine, which is sent to registered Scouting leaders. This magazine has a regular feature titled "Family Talk" that offers discussion topics and ongoing support for BSA families.

For a training session for Cub Scouting leaders that emphasizes family support, attend a Consider Your Family training session (see Consider Your Family, No. 13-590). This training may be offered as a pow wow session or as separate supplemental training. It is designed to strengthen family relationships.

Any comments, suggestions, or questions? Please address them to:

Boy Scouts of America
Cub Scout Division
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, Texas 75015-2079

Family Progress Record

12-Month Period: _____ to _____

To qualify for the BSA Family Award, a family must complete 10 activities in a 12-month period. There are five categories with several topics. Do one activity in two of the topics to make the 10 activities.

1. Learning Through Fun and Adventure (Choose two topics.)

- Enjoying Family Fun
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
- Knowing It's Make-Believe
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Cultivating Talents
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12
- Being Patriotic
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27

Activities completed: _____ and _____.

2. Strengthening Family Relationships (Choose two topics.)

- Making Mealtime Meaningful
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
- Strengthening Family Traditions
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- Understanding Siblings
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
- Showing Love
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Communicating
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- Sharing
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Activities completed: _____ and _____.

3. Developing Character (Choose two topics.)

- Learning Duty to God
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26
- Fostering Self-Esteem
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
- Accepting Success
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9
- Trusting
  Do one: 1, 2, 3, 4, 5, 6
- Giving
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- Accepting Differences
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Activities completed: _____ **and** _____.

4. Teaching Responsibility (Choose two topics.)

- Developing Responsibility
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- Being Prepared
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
- Planning and Organizing
  Do one: 1, 2, 3, 4, 5, 6, 7, 8
- Managing Money
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Activities completed: _____ **and** _____.

5. Handling Difficult Situations (Choose two topics.)

- Overcoming Obstacles
  Do one: 1, 2, 3, 4, 5, 6, 7, 8
- Adjusting to a Move
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
- Coping With Long-Term Illness
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- Loss of Loved Ones
  Do one: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Activities completed: _____ **and** _____.

Family Activity Topics

1. Learning Through Fun and Adventure

2. Strengthening Family Relationships

3. Developing Character

4. Teaching Responsibility

5. Handling Difficult Situations

Notes

Enjoying Family Fun

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

Purpose: To encourage family members to spend time together having fun and sharing adventures.

Suggested Activities

1. Go on a family camping trip, or camp in the back yard. Let everyone help plan, pack, and set up camp. Cook dinner outside.
2. Visit a historic site.
3. Learn a folk dance.
4. Hold a family game night. Play board games, card games, or other games everyone enjoys.
5. As a family, attend a school, community, or professional concert or musical event, play, or melodrama.
6. Visit a museum, art gallery, or art exhibit. Identify and discuss which exhibit each family member liked best.
7. Go bird-watching. Take along a field guide from the local library to help you learn about the birds you see.
8. Attend a school, community, or professional sporting event.
9. Go on a bike ride or a family hike. Plan the route and establish safety rules ahead of time. Take water and a snack.
10. Make homemade ice cream.
11. Participate in a family sports activity.
12. Attend a fair, festival, or other community celebration.
13. Go to an open area and fly homemade or purchased kites.
14. Visit a planetarium or go stargazing.
15. Have a winter fun day. Activities could include sledding, ice skating, skiing, or building snow forts.
16. Go to a zoo, petting zoo, or county or state fair to see the animals.
17. Plant a family garden. Let everyone help prepare the soil, plant the seeds or seedlings, care for the garden, and harvest the vegetables or fruits.
18. Go fishing, clamming, or crabbing. Learn and follow local fishing regulations.
19. As a family, read aloud a book or story that the whole family will enjoy. It could be an adventure, a mystery, or something funny.
20. Start a family collection, such as of shells, rocks, buttons, restaurant paper place mats, or canceled postage stamps.
21. Go to the beach or community swimming pool.
22. Ride on a bus, train, or ferry to a destination of your choice.
23. Go to an amusement park or carnival.

Knowing It's Make-Believe

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To teach children to understand the difference between the real world and the make-believe world they encounter through television, movies, video games, and other media.

Note to parents: Recognizing what is real and what is fantasy is an important part of growing up. Technology and special effects have made it harder for children to know the difference. It is not enough to just say that something is not real; we need to prove it. We need to debunk the myth that "we've seen it at the movies, on television, or in the tabloids, so it must be true."

Suggested Activities

1. A movie hero jumps from a building and doesn't break a bone. To show how this is done, get two raw eggs and a large, soft pillow. Have the child drop an egg from a height of three feet onto the pillow. The egg should not break. Explain that it is cushioned just like a stuntman who falls on foam rubber or on a huge air mattress.
2. Watch one of the many "making of" films about a movie, or a program about stunt performers. Explain how the use of "blue or green screen" filming and computer graphics can make the actors appear to be in dangerous situations.
3. Perform magic tricks with your children. First, do the trick, and then teach them to do the trick. Explain how many things they see and hear in movies or on television are just tricks that make them think those things are real. See ***Cub Scout Magic,*** No. 33210, for ideas for tricks.
4. Play a car racing video game. A video car can travel at speeds exceeding 100 miles per hour. These cars can jump over open expanses and crash into other cars, only to lose points and continue on their way. Take your child to a junkyard to look at real vehicles that have been in accidents.
5. Some publications brandish headlines like "Devil's face seen in cloud over church" or "Alligator man dishes up his weight in fish every day." Explain to your child that imaginative people can make headlines out of almost anything. On a day when the clouds are billowing, have each family member find as many objects or faces as they can in the clouds. Use this to explain some publishers' use of outlandish headlines to get readers to buy their magazines.
6. Casey at the Bat, Johnny Appleseed, and Casey Jones are examples of people who did something special. Through time, their stories were expanded as folk stories and songs. Read a folk story (tall tale) or learn a song about one of these people. Then read the history of what they actually did. Discuss the differences in the stories.
7. A professional wrestler is stomped on and thrown out of the ring. The hero in a martial arts film battles five opponents at once. Neither the wrestler nor the hero gets hurt. Take your family to a ballet or a self-defense demonstration. Talk about how the participants practice specific moves, like in a dance, until they can anticipate each other's every move. They learn to fall so they don't get hurt. The jabs and kicks stop just short of actually hitting the other person. Take turns stomping on a balloon without breaking it. Show how real you can make that stomp look depending on your other body actions and noises.
8. Attend a play or melodrama. Talk about the actors, scenery, and props that were used to suggest real life.
9. Tour a movie or television studio.
10. As a family, read aloud a book about creating make-believe. Suggestions:
    - ***The Bionic Bunny Show,*** Marc Brown, Little, Brown 1985, also Econo-Clad Books, 1999. An ordinary rabbit is portrayed as a bionic bunny on his television series.
    - ***Matilda's Movie Adventures,*** Lucy Dahl, Viking, 1996. An inside look at the movie version of Roald Dahl's "Matilda," a story about a little girl who uses her special powers to thwart the bullying headmistress of her school.
    - ***The Bunyans,*** Audrey Wood, Scholastic, 1996. Paul Bunyan and his family do some (for them) ordinary things that result in the formation of Niagara Falls and other natural monuments.

Cultivating Talents

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To encourage family members to reach their full potential as they develop their talents.

Suggested Activities

1. Show the family an unlit, wooden match. Ask family members what power lies within this little piece of wood. The discussion should lead to the idea that it can start a fire that, if controlled, can be a great benefit to people by bringing warmth and light. Strike the match and let someone blow it out. Point out that at the beginning stage the flame is delicate and easily destroyed. Point out that people's feelings are delicate. Most of us have many inner fears. Perhaps one of the greatest fears is that we will be laughed at or ridiculed. Our talents are small in the beginning and, like a little flame, they can be blown out easily by laughter or unkind words.

   Discuss what family members can do to help others develop their talents. Select one or two specific ideas or activities that the family can do to encourage all family members to develop their talents.
2. As a family, attend an activity where a family member's talents are used or displayed, such as a sports event, school program, recital, or science fair. Try to attend an activity for every child in the family.
3. As a family, attend a college, community, or professional concert, art show, play, or exhibit where people perform or display works. Talk about how the people involved with the event practiced and trained to develop their talents.
4. Ask: "A person with a 'green thumb' has what talent?" (Answer: The person is a good gardener.) Point out that sports, music, and art are not the only talents a person can have. With the family, make a list of other talents a person can develop. Examples might include writing, working on cars, building things, sewing, solving problems, or caring for animals.
5. Visit a craft- or art-supply store. Select one inexpensive activity for the whole family to try at home. Complete the project.
6. As a family, visit a dance, art, or music studio that gives lessons. Encourage family members to learn more about the arts, and to practice a creative outlet of their own choosing.
7. Offer to help others develop their talents. Family members could teach younger children to ride a two-wheel bike, bat a ball, or cut with scissors.
8. Encourage children to develop cooking talents by letting them decorate plain cookies or by helping to prepare meals.
9. Start a new family hobby of your choice. Encourage family members to develop their own individual hobbies, too.
10. Plan a "Talent Night." This can be elaborate or simple, with everyone participating. Someone might make tickets. Another family member could videotape the show. Another could be the announcer. Have each member perform or display a talent.
11. Plan a "Talent Scout Week." An envelope labeled for each family member is placed on the bulletin board or refrigerator. Each family member is to be a "talent scout" and recognize special skills and abilities in others. Each talent discovered is written on a small card and placed in the individual's envelope. Small children can draw a picture or ask someone to write for them.
12. As a family, read aloud a book about people discovering or developing their talents. Suggestions:
    - *Arturo's Baton,* Syd Hoff, Clarion Books, 1995. Houghton Mifflin, 1995. When an orchestra conductor misplaces his baton, he learns that it is his own talents, not a little stick, that make him famous.
    - *Frida Maria:A Story of the Old Southwest,* Deborah Nourse Lattimore, Harcourt Brace, 1997. (Also available in Spanish: *Frida Maria: un Cuento Del Sudoeste De Antes,* Aida E. Marcuse (translator), 1997.) Because she does not sew, cook, or dance like a "proper señorita," Frida cannot please her mother until she saves the day at the fiesta with her special talent.

Being Patriotic

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members recognize feelings of patriotism and encourage expression of those feelings.

Note to parents: Patriotism is more than being a good citizen. Citizenship is enjoying the rights and participating in the responsibilities that you have in your country. Patriotism is the willingness to preserve, protect, defend, and respect those rights and responsibilities. Patriotism is a feeling. It is the tear in your eye when you hear the national anthem or the lump in your throat when you talk to a war hero.

Children can recognize the pride they have in their school and favorite sports team. Relate that feeling to our country and how we should cheer for our country and want to protect it from harm.

Suggested Activities

1. Learn a patriotic song and the history behind its meaning. Some suggestions are "The Star-Spangled Banner," "God Bless America," "America," "Columbia, the Gem of the Ocean," "Yankee Doodle," "Yankee Doodle Dandy," "Over There," and "Stars and Stripes Forever." Some members of the family may learn the song by playing it on an instrument.
2. As a family, read about a special event in American history and about some American heroes. Talk about what made that event special or what made the people heroes. How were people or events honored at that time in history? How do we honor them today?
3. Help your children create a puppet show or skit about an event in American history or about the life of an American hero. Perform the show or skit at a family gathering.
4. Visit a national park or national historic site. Talk with a ranger or historian about preservation of natural and historic sites.
5. Have members in the family participate in the Junior Ranger Program or a youth community service group. Have those members teach the entire family some of the ideas they have learned.
6. Make and distribute "Remember to Vote" cards to your neighbors the day before a local, state, or national election.
7. Participate in or watch a community parade on a national holiday.
8. Learn about the history of American flags, including your state flag. Look at the evolution of the design and have each person make a paper place mat of his or her favorite historical flag. If possible, laminate the place mats and use them on patriotic days.
9. Learn proper flag etiquette. Display an American flag at your home on holidays.
10. Celebrate a patriotic holiday. Watch the fireworks on Independence Day, for instance, or attend the parade on Veteran's Day, prepare your own ceremony for Flag Day, or make holiday cards for veterans.
11. Talk to two veterans of military service. They could be relatives, neighbors, teachers, or friends. Were they in any wars? What kind of service have they given this country? Imagine with them how life would have been different had Americans not served in the military. Thank them for what they did to make your life what it is today.
12. Hike or drive a historic trail or route such as a section of the Santa Fe Trail or the route followed by the Lewis and Clark Expedition. Learn about the people who blazed the trail.
13. Research your family history and why they, or their ethnic group, came to America. Were they looking for freedom? Were they forced out of their former country? How did they get established in America? How did they get involved with building our country? Discuss how this makes you feel. Are you proud of what they did?
14. Visit a citizenship class for immigrants. Find out what they must learn to become citizens. Talk to people in the class and ask them why they want to become citizens.
15. Talk to someone from another country and ask why he or she came to the United States. Find out about the person's loyalty and pride in his or her country. Does this person want to become a U.S. citizen? Why or why not?
16. Visit the nation's Capitol in Washington, D.C., or visit your state capitol.
17. Pantomime an event in American history. Divide your family into two teams. Each team picks an event and in turn acts it out without words. The other team guesses the event.

18. Prepare a trivia game about American history. You could put each question in a red, white, or blue balloon and have family members take turns popping a balloon and answering the question.
19. Have each family member memorize a patriotic poem or learn a historical story and repeat it to the family.
20. Encourage family members to make up rhymes, songs, or poems about our country. Do this activity while you are working together or traveling by car.
21. Visit a military cemetery or military section of a local cemetery. Place flags, flowers, or personal notes on graves. Read the names and information on the headstones out loud. How old were the deceased when they died? Did they die during a war? Did they receive any medals or awards? Try to imagine who they were. You may want to "adopt" some of these heroes and visit their graves occasionally.
22. Cook a "traditional" American Thanksgiving Day dinner. Let every family member prepare part of the meal. Learn about the history of the holiday. Talk about the Pilgrims and discuss why they came to America, the hardships they faced, and how they survived.
23. If your family likes to travel, start a collection of miniature state flags or state flag pins from every state you visit.
24. Get a book from the library of paintings by Norman Rockwell. Find illustrations of his famous "Four Freedoms" series: Freedom of Speech, Freedom from Fear, Freedom of Worship, and Freedom from Want. Look at the pictures and talk about how Rockwell expressed these freedoms in his artwork.
25. Have family members draw or paint a picture showing one of the freedoms they enjoy by living in America. Instead of individual pictures, the family could work jointly on a mural on a large sheet of butcher paper.
26. Make a calendar of dates in American history. Have each family member research events and add them to the calendar in different-colored pens or pencils. This project could last for one month, several months, or a full year.
27. As a family, read aloud a book about people or events in our nation's history. Suggestions:
    - ***The Star-Spangled Banner,*** Francis Scott Key; Peter Spier (illustrator). Dell Books for Young Readers, 1992. Illustrates for young children the words of our national anthem. Also has information on the battle that inspired Francis Scott Key to write his poem.
    - ***Hurray for the Fourth of July,*** Wendy Watson, Houghton Mifflin, 1992. A small-town family celebrates the Fourth of July by attending a parade, having a picnic, and watching fireworks. Interspersed throughout the pages are patriotic songs and traditional rhymes.
    - ***A Picture Book of Paul Revere,*** David A. Adler; John and Alexandra Wallner (illustrators), Holiday House, 1997. A biography of the great Boston silversmith and patriot of the American Revolution, who helped his country win independence.
    - ***The National Anthem,*** Patricia Ryon Quiri, Children's Press, 1998, also a paper edition, True Books, America Symbols, 1998. Describes how a patriotic and eloquent attorney was inspired to write "The Star-Spangled Banner" after witnessing the British attack on Fort McHenry during the War of 1812.

Notes

Making Mealtime Meaningful

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

Purpose: To make mealtime and its preparations more meaningful for the entire family, and to help children develop mealtime social skills.

Suggested Activities

1. With your children, plan several days of meals together. Make a list of necessary ingredients for each meal. Check to see which ingredients are already on hand.
2. Make a trip to the grocery store with the family. Show the children how recipe ingredients must be purchased. Show them how to measure quality versus price when buying food items.
3. Teach your children how to correctly set the table. Teach them how to use "extra" utensils, such as soup spoons, salad forks, and butter knives.
4. Let each child help prepare a meal for family members.
5. Have a backyard cookout. Give each child a task in preparing or cleaning up the meal.
6. Take the family on a picnic. Most food preparation will take place in advance, but the setup and cleanup will be a very different experience from home.
7. With the family, make a list of conversation topics that are not appropriate for mealtimes. Discuss why some people would be uncomfortable with these topics during a meal. Make a list of appropriate mealtime conversation topics.
8. Read a book from the library about mealtime etiquette. Practice using correct table manners.
9. Go to a restaurant and eat a meal using etiquette practiced at home. Discuss what things were the same at the restaurant as at home. Which restaurant employees handled what part of the meal (cooking, serving, ordering)?
10. Make arrangements ahead of time for a tour of a restaurant kitchen to see what goes on during the cooking and preparation of meals. If appropriate, eat at the restaurant.
11. Have one meal at home in which every family member plays the role of a restaurant staff member. Jobs might include: host (maître d'), chef or cook, chef's assistant, waiter, busboy/girl.
12. Make a "conversation can." On small slips of paper write conversation starter questions and put them in a container. At each dinner, let one family member draw a question from the can. Examples of conversation starter questions might include:
    - If you were going to live on a space station for six months, what would you take in your backpack?
    - If you could go anywhere in the world, where would you go and why?
    - What was the most fun thing you did today?
13. Learn a grace for your family to use before meals. Another option would be to say grace with every family member taking a turn.
14. Choose a plate (or obtain a new one) that was used in a special family meal and have everyone decorate it with paint or permanent markers. Hang it on the wall as a remembrance of the occasion.
15. As a family, read aloud a book relevant to this topic. Suggestions:
    - *My Dog Never Says Please,* Suzanne Williams, Tedd Arnold (illustrator). Penguin, 1997; also a paperback reprint edition due to be released July 2000. Tired of having to mind her manners, Ginny Mae wishes she could trade places with her dog.
    - *The Little Red Hen,* Paul Galdone (illustrator), book and audiocassette, Houghton Mifflin, 1998; also a paperback edition, Houghton Mifflin, 1985. The little red hen finds none of her lazy friends willing to help her plant, harvest, or grind wheat into flour, but all are eager to eat the cake she makes from it.
    - *Mice Twice,* Joseph Low, Simon and Schuster, 1986; also Econo-Clad Books, 1999. A round of uneasy hospitality results when Mouse and Dog arrive at Cat's for dinner.
    - *Feast for Ten,* Cathryn Falwell, Houghton Mifflin, 1995; also Econo-Clad Books, 1999. Numbers from one to 10 are used to tell how members of a family shop and work together to prepare a meal.

Strengthening Family Traditions

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members appreciate and enjoy each other by strengthening family roots with activities and traditions that instill a sense of security and belonging.

Suggested Activities

1. Pass on the traditions of your faith to your children with activities such as attending religious services, reading from the literature of your faith, participating in family activities of your religious organization, or giving service to others.
2. Select a holiday and establish your traditions for celebrating it. Parents could share their childhood memories of the holiday. Some of those memories may become part of your family's traditions. You could also decide on "new traditions."
3. Have a birthday cassette tape or video where the birthday person records the highlights of the past year. Save the tape to be added to each year. Besides creating a journal of events, it will be fun to hear how voices have matured. Encourage young children to record what kind of day they had on their birthday, such as special guests, activities, or events.
4. Learn about the ethnic traditions of your family. Go to the library or use the Internet to look up information about your ancestral country or countries. Talk to older relatives to discover what is unique about your family history.
5. On a piece of paper, draw a "family tree." The roots could be the names of great-grandparents, and the trunk the grandparents. The branches on the tree could represent the parents' brothers and sisters and their children. Children will become aware of belonging to this extended family and will enjoy learning relatives' names.
6. Where several related families live in the same area, hold a family picnic, or activity or carnival. Each family could be in charge of a game or booth. Ball toss, bean-bag games, and relays are popular at family gatherings.
7. Record conversations, on audio- or videotape, with older relatives talking about their lives and historic events that they have witnessed. Let each child play the role of the "interviewer."
8. Use a family bulletin board. It can serve as a calendar and reminder of special events coming up. It can be a place to recognize special achievements of individual family members. It can be a teaching tool to increase family awareness of a current event, or a place to post proverbs and slogans.
9. Start a family scrapbook. Include photos, drawings, ticket stubs, souvenir programs, report cards, postcards, or other mementos.
10. Invite older family members to teach your children the games they played as children.
11. Create your own family flag that has meaning for the entire family. Make it from cloth and hang it with your family pictures or display it on your family's special days (birthdays, anniversaries, etc.).
12. As a family, read aloud a book about families. Suggestions:
    - *The Family Tree,* Time-Life for Children, 1993. A boy, his father, and his grandfather each tell the story of their seventh birthdays.
    - *How My Family Lives in America,* Susan Kuklin, Simon and Schuster, 1998. Several children describe their families' cultural traditions.
    - *The Lemon Drop Jar,* Christine Widman, Christa Kieffer (illustrator), Simon and Schuster, 1992. A great aunt's lemon drop jar stimulates family memories.

Understanding Siblings

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help children understand their brothers and sisters and develop mutual respect for one another.

Note to parents: Sibling rivalries can be a frustration to parents. Fighting between siblings is common; children often seem to compete. Sometimes, children are fighting to be the most loved and noticed. These activities provide opportunities to show that each individual child has an important place in the family.

Suggested Activities

1. If a new baby is anticipated or has arrived in the family, have each sibling choose something to do to welcome the new baby. They could make something to decorate the baby's room, write a note or draw a picture for the baby's scrapbook, help mom or dad shop for baby things, or help organize the baby's things.
2. Help siblings make a list of the fun things they have done together in the last six months. Talk about the good things they do for each other. Make a list of things they would like to do together in the next few months. Choose two and do them.
3. Get a book of cooperative games at the library or a local bookstore. Play a cooperative game with all members of the family each week for a designated period of time.
4. Pair siblings and have the older one teach the younger one a new skill such as tying a shoe, catching a ball, making a sandwich, or writing his name.
5. With the help of a parent, have a younger sibling prepare a surprise for an older sibling. The surprise could be making a special snack, a list of reasons the younger sibling admires the older one, a thank-you note, or a homemade gift.
6. Let each sibling take a turn planning a family activity all the children would enjoy. The activity could be a game, an outing, a craft, or any other idea approved by the parents.
7. Play "Standing Ovation." This game shows players how to applaud and support each other. Sit in a circle. Explain that we all have bad days now and then. Examples: "I left my lunch at home." "My jeans didn't dry in time." "I lost my homework." Invite anyone who had a bad day to stand up and tell what happened. Lead everyone in a vigorous round of morale-boosting applause. Next ask for those who had a good day to stand up and share. Applaud the good news.
8. Have a family photograph taken. Keep the picture in a special album or display it in the home in a visible place.
9. Have children talk about things their siblings do that annoy them. Decide if these are really important or just trivial issues. What can be done about them on both sides?
10. Have members of the family cut out stars and write their names on them (or place small pictures of themselves in the center). Attach stars to a poster board or onto the refrigerator. Make a small sign that says, "My Family!"
11. Show the family a bundle of sticks tied firmly together. (You may use toothpicks, twigs, craft sticks, etc.) Be sure the bundle is large enough that it cannot be broken. Invite each family member to try to break the bundle. Then untie the sticks and give one to each person. Let each break one stick. Point out that the bundle could not be broken but individual sticks can. Help family members understand that, like the bundle, a strongly united family has strength and can help protect the individual members.
12. Have a family prayer together. Have one member pray for specific help for a sibling who is going through a particular challenge.
13. As a family, read aloud a book about siblings. Suggestions:
    - *The Pain and the Great One,* Judy Blume, Simon and Schuster, 1984, also a paperback edition, Yearling Books, 1985. A six-year-old (the Pain) and his eight-year-old sister (the Great One) see each other as troublemakers and also best loved.
    - *The Berenstain Bears' New Baby,* Stan and Jan Berenstain, Random House, 1974, also Econo-Clad Books, 1999. Small bear outgrows the bed his father made him when he was a baby—and none too soon.
    - *My Rotten Redheaded Older Brother,* Patricia Polacco, Simon and Schuster, 1994, also Aladdin Paperbacks, 1998. After losing running, climbing, throwing, and burping competitions to her obnoxious older brother, a young girl makes a wish on a falling star.

Showing Love

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members learn the importance of giving and demonstrating love, and to learn ways to show love for one another.

Note to parents: Love, or being loved, is absolutely necessary for healthy development of children. Love is vital for positive self-esteem to grow. Love is vital for helping children become responsible and for learning respect. Love is necessary to enjoy feelings of peace, contentment, and happiness. There is no greater gift we can give our children than the gift of unconditional love. From love will emerge many other positive traits and behaviors.

Suggested Activities

1. Sit in a circle and begin with one family member. All other family members will think of one reason they love that person. Continue around the circle. Older children could play the add-on game: As their turn comes around, they respond with "Our family loves John because (list reasons each member has given for loving John), and I love John because . . ."
2. Arrange time together with each child individually once a week. You could go for a walk, do a hobby, sit and visit, or go to eat somewhere.
3. Give a physical message to your family members of "I love you," such as a hug, kiss, pat on the back, or ruffling of hair.
4. List each family member's name on a chart. If you notice someone do an act of kindness or say supportive words, put a sticker by the person's name. Put up stickers for others, but not for yourself.
5. Make "I love you" cards and place them in a small box. Each card should have one suggestion for a way to show love. Every day have each family member draw a card from the box. That person must say or do the suggestion on the card sometime during the day. If the person completes the kind deed, sign the card and put it back in the container. Some examples of cards might be:
   - Do something to help a family member.
   - Take time to listen to a family member.
   - Give a family member a compliment.
   - Say "I love you" to a family member.
   - Say "You did a great job" to a family member.
   - Smile at three family members today.
6. Assign members in the family secret buddies and challenge them to do something special daily (and secretly) for their buddy. Do this for a week. They can write notes, make or purchase small gifts, prepare favorite foods, and do kind deeds. At the end of the week, see if each person can guess his or her secret buddy.
7. Put each family member's name at the top of a sheet of paper, one sheet for each person. Have one family member write something they like about a person at the bottom of that person's page. Fold up the bottom edge of the paper to cover what the first family member wrote. Continue writing and folding until all family members have written about everyone in the family. Have members read what others in the family appreciate about them.
8. Help each child make a scrapbook of special experiences, mementos of his or her activities, special schoolwork, or artwork. Another option would be to make a family scrapbook or photo album.
9. Prepare and decorate a simple envelope for each member of the family. Place each envelope on that person's bedroom door or a bulletin board. Encourage everyone in the family to write notes of appreciation to other family members, telling something special about them, and put the notes in the envelopes. Younger children can draw pictures.
10. As a family, read aloud a book about showing love. Suggestions:
    - *I Got a Family,* Melrose Cooper, Dale Gottlieb (illustrator), Holt, 1997. In rhyming verses, a young girl describes how the members of her family make her feel loved.
    - *The Quarreling Book,* Charlotte Zolotow, Arnold Lobel (illustrator), HarperCollins Children's Books, 1982. Illustrates the ripple effect of showing or not showing love in a family.

Communicating

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members learn and practice the skills of communicating with each other in an attentive, appreciative way to enrich their family relationships.

Note to parents: Listening to understand what a person is feeling, as well as what that person is saying, takes concentration and effort. Effective listening begins with mutual respect between family members, with each person allowing the others to express their beliefs and feelings honestly without fear of criticism or rejection.

Suggested Activities

1. A good listener makes us feel that our thoughts and feelings matter. As a family, list some ways people can be good listeners. Examples: asking questions, commenting on what the other person is saying, restating what the person has said, making eye contact.

   Talk about how you feel when you get interrupted when you are talking. Identify some of the communication pitfalls to avoid to improve your family communications. Discuss how important it is to not criticize, judge, label, shame, or withdraw.
2. Read or tell a story to the family and then ask for very specific details to see if they were listening carefully. You may need to reread or retell it. Make sure the story is appropriate for the ages of your children and their attention span.
3. Give specific directions to each child to get a specific item (a toy, perhaps, or a treat) from an out-of-the-way place in another room. Challenge them to listen carefully enough that the directions need to be given only once. Do this several times, giving everyone a turn to give directions.
4. Play the "This is My..." game. Have one family member stand in the center of the room. He approaches someone and says, "This is my nose," but points to his elbow (or another part of the body). He counts to five. The person he is standing in front of must respond, "This is my elbow" (and point correctly to her elbow). If she fails to respond correctly, she becomes the one in the center.
5. Play the "I Feel" game. Each family member pantomimes a particular feeling, such as happy, sad, angry, proud, jealous, rejected, friendly, worried, or embarrassed. Other family members guess the feeling. Discuss nonverbal communication and how it can be as effective as verbal communication.
6. Have family members pair up and practice parroting (listening for exact words). One person makes a statement and the other person must repeat it exactly. For example: Sara says, "Ice cream is my favorite dessert." John repeats, "Ice cream is my favorite dessert."
7. Take turns saying "I'm sorry" in a way that shows you really mean it. Then say it in a way that says you really aren't sorry. Point out that it's not always the words you use, but the way you say them, that really communicates. Pleasant words don't count if the tone of your voice says, "I don't mean what I'm saying."
8. Have one family member give another family member directions in drawing a particular object. Do not say what the object is, simply give directions on how to draw it. Keep track of the time it takes for the one doing the drawing to guess the item. A game could be played with teams, giving points for good guesses.
9. Practice attentive listening that shows affection and concern. Have family members recall a time when they were upset and needed a listening ear. Have them recall a time that they were good listeners when someone else was upset. Discuss how it feels to have someone ignore you when you have something important to say.

   After the discussion, pair up and give each person a chance to talk and the other a chance to listen. After some time, change roles, and then evaluate your conversation. Use caring statements and questions, eye-to-eye contact, and body gestures like nodding the head, and ask relevant questions.
10. Each person takes a name of another person in the family. Then, each person writes a letter requesting information from that person. Requests should be for information that a family member would like to know about the other person. Replies must be in writing. Discuss how important it is to be able to communicate in writing.

11. Ask family members to evaluate their own communication skills and write down at least three things that they will do to improve communication with other family members.
12. As a family, read aloud a book about communicating. Suggestions:
    - ***Amelia Bedelia,*** Peggy Parish, HarperCollins Children's Books, 1999; audiocassette, Harper Audio, 1993. A literal-minded housekeeper causes a ruckus when she attempts to follow instructions.
    - *Listening,* Jack Winder, A R O Publishing, 1975. A young girl explains the importance of listening and introduces 14 multisyllabic words.
    - *Talking,* Richard L. Allington, Kathleen Krull (contributor), Rick Thrun (illustrator), Raintree Children's Books, 1980, also a paperback edition, Raintree, 1985. Illustrates the functions of oral language and the importance of listening.

Sharing

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members understand that sharing in the home and in the community will enrich their lives and the lives of others, and recognize opportunities for sharing.

Note to parents: Sharing a toy may be difficult for children; sharing innermost thoughts and aspirations may be difficult for adults. Sharing is like building a bridge between two or more people. When we share, we connect both ends of the bridge by tangible objects or by intangible deeds.

Suggested Activities

1. Mix homemade dough or clay in a variety of colors, one color per family member. Sit around a table and let each person make something colorful with the dough. Family members should give freely to the others from their supply of dough. Discuss how much fun it is to share the colors with one another so that everyone benefits from the full variety of colors available.
2. List ways to make household chores more pleasant. The list might include approaching tasks with a positive attitude or sharing responsibilities between two people such as making beds, doing the dishes, and sharing the lawn mowing. Help family members find creative ways to share responsibilities.
3. Activity for parents: During a quiet moment with each child, share your hopes and aspirations for him or her.
4. Plan an activity for the whole family to share time or talents with others. Examples:
   - Decorate cookies or a gingerbread house and give to a neighbor.
   - Spend time talking or playing a board game with a shut-in.
   - Put together a small scrapbook of drawings, photos, and family stories and send to a grandparent who lives far away.
5. Talk about why a person might not be able to share something. Perhaps an item is precious to that person, or maybe it is inappropriate or not hygienic to share. Discuss with family members their responsibility when borrowing new belongings or favorite old things. Set rules for sharing specific things in your family.
6. Have a family-sharing week. Explain that all members of the family will have a card with their name on it taped to the refrigerator. Each person will attach a star or sticker or make a mark on a family member's card whenever they witness that person helping with a chore. At the end of the week, share a treat together and talk about how each felt about helping others.
7. As a family, make a list of things people can share that they do not "own." For example: a pretty sunset, a walk in the park, an article in the paper, a happy memory, or a hug. Have family members share something they do not "own" every day for one week.
8. Organize a "how-to" hour once a month for neighborhood or family friends. You might make birdhouses, bake cream puffs, share decorating tips to make flowers on cupcakes, or teach how to tie fishing lures. Each person could take a turn teaching something he or she knows.
9. Discuss the following situations, or ones from your own family experiences.
   - Your family gets a new ball and several children want to play with it at the same time. What can you do?
   - Your brother's friend comes to play and they want to go for a bike ride. Your brother has a bike, but his friend does not. You have a bike and are not using it right now. Will you let your brother's friend ride your bike?
   - Your mother helped you bake a delicious little cake just for you. You might think it will taste so good that you would like to keep it all for yourself. A friend comes to play. What do you think you will do?
10. As a family, read aloud a book about sharing. Suggestions:
    - *It's Mine!* Leo Lionni, Knopf, 1996; Econo-Clad Books, 1999. Three selfish frogs quarrel over who owns their pond and island, until a storm makes them value the benefits of sharing.
    - *The Stone Dancers,* Nora Martin, Jill Kastner (illustrator), Sarah Caguiat (editor), Simon and Schuster, 1995. A young girl uses an old legend about stone dancers to teach her mountain village a lesson in hospitality and sharing.

Notes

Learning Duty to God

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

Purpose: To help children learn more about the teachings of their family's religious faith and beliefs.

Note to parents: The ***Charter and Bylaws of the Boy Scouts of America*** maintains that no boy can grow into the best kind of citizen without recognizing his obligation to God. Scouting is nonsectarian in its attitude toward that religious training.

In Scouting, parents determine what type of instruction or activity best reflects the beliefs they wish to teach their children. The following suggested activities cover a range of different types of beliefs and faiths. Families may choose from activities listed, or determine their own activities, to enrich their experiences in learning their duty to God.

Suggested Activities

1. Go on a family hike and acknowledge the beautiful things in nature that God has created. Pick up any litter that you may find, and talk about taking care of our world.
2. As a family, attend a religious service in a church, temple, synagogue, mosque, shrine, or other setting where people gather in worship.
3. As a family, have an outing to a nursing home, a children's ward in a hospital, or a retirement center to sing, visit, or bring gifts. Talk about how serving others is serving God's children.
4. Celebrate or observe a holiday of your religious faith.
5. Learn how to say a grace, prayer, religious thought, or inspirational message.
6. Choose and memorize a family scripture or inspirational thought. Write this message on a banner, poster, or chart to hang in your home.
7. Make prayer rocks. Paint and decorate rocks to place by your beds or on your pillows to help you remember to say your prayers or to thank God for your gifts before going to sleep.
8. Read a chapter or story together out of the Bible, Koran, Torah, or scriptures of your faith.
9. Do a puppet show, skit, pantomime, or role-play of a religious or inspirational story.
10. Make a scrapbook of current events containing news items, pictures, stories, and articles that relate to your faith.
11. Discuss and list some of the things your family believes. Make a mobile using the "We Believe" list.
12. Make and post a list of traits that you believe God would like all family members to develop. Talk about specific things you can do to develop one of the traits.
13. Visit with a religious leader, priest, minister, pastor, rabbi, or other member of your faith. If possible, have this person come to your home for the visit.
14. Make and use in your home an Advent calendar or Advent wreath.
15. Visit a religious group other than your own. At home, discuss the similarities and differences between your beliefs and the beliefs of those you visited. Discuss what it means to tolerate and respect the beliefs of others.
16. As a family, discuss how family members can increase their "metta" (Buddhist term meaning loving kindness and goodwill) to people in their neighborhood. As a family, put one of these ideas into practice.
17. Make out of wood, cardboard, plastic foam, metal, or other materials at least one of the following: siddur, shofar, mezuzah, matzah, lulav, menorah, dreidel, or talit.
18. Prepare and tell a Haggadah.
19. Draw pictures of the Ark and the Ner Tamid in your synagogue.
20. Visit a Roman Catholic church and identify the stations of the cross, statues, tabernacle, altar, pulpit, icon screen, sanctuary lamp, baptismal font, reconciliation room, icons, cross, and holy water font.
21. Collect and distribute food, clothing, or other aid to those who are in need.
22. As a family, write a prayer of thanks for the things in the world.
23. Plan and participate in a family worship service.

24. Make a poster to promote an activity sponsored by your religious organization.
25. Make a mural of the things that God created: light and darkness, the sun, the moon, the ocean, stars, trees, fruit, birds, animals, people.
26. As a family, read aloud a book about God or your family's beliefs, or learn about other people's beliefs. Parents may want to review the books first before sharing them with their children. Suggestions:
    - ***The Children's Book of Virtues,*** William J. Bennet (editor), Michael Hague (illustrator), Simon and Schuster, 1995; audiocassette, 1999. A collection of stories and poems presented to teach virtues, including compassion, courage, honesty, friendship, and faith.
    - ***Tiny Talks: A Book of Devotions for Small Children,*** Robert J. Morgan, Ann S., Hogue (illustrator); Thomas Nelson (pub.), 1996. A collection of two-minute stories featuring children from a variety of backgrounds who are trying their best to do what is right, each providing a spiritual lesson on issues such as faith, forgiveness, obedience, and praise.
    - ***What I Believe: Kids Talk About Faith,*** Debbie Holsclaw Birdseye, Tom Birdseye (contributor), Robert Crum (photographer), Holiday House, 1996. Six children of different religious backgrounds tell about their faith and what it means to them; includes background information on each religious tradition.
    - ***A Child's Garden of Verse,*** Robert Louis Stevenson, several editions available, including audiocassette. Considered a classic, it is a collection of poems evoking the world and feelings of childhood.

Fostering Self-Esteem

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members develop a true sense of self and to see themselves as capable people with something to offer others.

Suggested Activities

1. Find a time once a week or once a month to spotlight a family member. When the "spotlight" is on a particular person, each family member should tell something special about the one being spotlighted. Put the person's picture on a bulletin board; family members could place written compliments around the picture.
2. Discuss negative statements and negative gestures and their impact on a person's self-esteem. Have family members mention some negative statements or gestures they have seen and heard. Examples might include "That is so stupid!" or "You're really weird!" Negative gestures might include thumbs down, rolling eyes, or frowning expressions. Talk about how these make a person feel and challenge family members to avoid negative statements and gestures. Brainstorm together and think of several positive statements and gestures that could be used that would make others feel better about themselves.
3. Encourage each child to keep a journal, record their special events, and keep scrapbooks and picture albums. These books can emphasize each child's accomplishments.
4. As a family, list qualities that you see and feel are the strengths of each member. Discuss how each person can capitalize on his or her strengths or talents.
5. Have family members tell or write three words that describe themselves. Then have them tell or write three words they wish would describe them. Discuss with family members the things they need to do to have their wishes come true.
6. Give children a sheet titled "Victory List" and help them write down their victories or successes.
7. Make a silhouette of each family member's head. Have everyone write something good about that person on the silhouette.
8. Find a place in your home to display family members' work, awards, or things that remind them of their abilities and achievements.
9. Learn to be cheerful and positive with one another. Practice giving genuine compliments and praise to other family members.
10. Encourage family members to enter contests or programs that may showcase or develop their abilities. They might enter poetry, coloring, or poster contests; enter talent shows; or try out for a play or community choir.
11. Show one baby picture of each child and describe what he or she was like as a baby. Include specific stories and experiences, including some of the delightful things you remember the child saying.
12. Establish your own family traditions for birthday recognition. Examples: Record the child's annually increasing height on a growth chart, take photographs with a birthday cake, hang a birthday banner, or have the birthday person use a special dinner plate.
13. Discuss answers to questions like those listed below. Use them in a family conversation while riding in the car or at the dinner table. You will not want to use them all at once, but over a period of time.
    - Do you like your name? Why?
    - What is your favorite book? Why?
    - What are some things you like to do? Why?
    - What is the funniest thing that has ever happened to you?
    - What are you most proud of?
    - If you were president, what would you do?
    - Name something you do very well.
    - What would you like to learn more about?
14. As a family, read aloud a book about developing self-esteem. Suggestion:
    - *I Want Your Moo,* Weiner, American Psychological Association/Magination Press, 1995. Disliking her appearance and the gobbling noise she makes, Toodles the Turkey tries to persuade other animals to give her their sounds.

Accepting Success

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help families learn the importance of doing the best they can do in any situation and to handle their successes in a socially acceptable manner.

Note to parents: Teaching a child to handle success with pride but without appearing to be conceited is a difficult thing to do. Most often, the child will emulate the way his or her parents react to success. Through positive examples, children will be proud of their accomplishments and learn to be gracious winners and losers.

Suggested Activities

1. Play board games with the family. Discuss how the winner and the losers feel, and why. No one is a loser if everyone played and had fun. What makes activities fun? Compare what it is like to participate in a fun activity and an activity where "winning is everything."
2. Role-play giving and accepting compliments. Talk about how to handle a compliment. Knowing what to say can make the difference between appearing to be a smart aleck or a humble achiever.
3. Attend a sporting event or watch one on television. Observe players and spectators. How did the players act during and after the game? How did the spectators act during and after the game? What did the winners do? Were their actions appropriate?
4. As a family, read and discuss the following story, "Ever Been Called a Nerd?"

   John came home from school carrying his report card. His head hung low as he presented it to his mother. When she looked at the card, she saw grades far below John's ability. She knew John understood the material when she helped him with his homework, so she wondered why he did not have better grades. She and John talked about his grades and John confessed that he had not done his best. When asked why, John replied, "Mom, have you ever been called a nerd?" His mom replied that she never had. John said, "Well, let me tell you, Mom, it's not any fun. Every time I get a 100 on a paper, the guys make fun of me. It's a lot easier to just miss a few on each paper."

   Discussion: Ask family members if they have ever felt pressure not to do their best. How did it make them feel? Develop comeback responses for John. Do a role-play so family members can practice responding to negative comments. Responses might include: "Maybe I can help you get a 100, too; we could study together after school" and "If I help you get higher scores, will you teach me to (insert topic)?"
5. Have family members identify someone (coach, teacher, friend, etc.) who has helped them be successful. Did they thank that person and express how much they valued him or her spending time and energy to help them? Is there someone family members can help become more successful?
6. Being successful means different things to different people. Discuss with your family members their definitions of success. What should each person look for when choosing someone's example to follow? What makes others look up to you? How do our reactions to our successes make others feel? Do we remain humble or do we make others feel inferior? How do we handle others' jealousy when we are successful? Are there times when we don't want to succeed because it may jeopardize a friendship?
7. Have each family member draw a picture of a friend. On the drawing, write the qualities and abilities of that friend. Give family members a chance to talk about their friends. Point out that not all friends possess the same traits and goals, so it makes sense for each person to do his or her best.
8. Have each family member think of someone they know who has succeeded in some task. Discuss how these people did well because of talent and hard work. Have family members write congratulatory notes to the people they chose.
9. As a family, read aloud a book about being successful. Suggestions:
   - *I'm Terrific,* Marjorie Weinman Sharmat, Kay Chorao (illustrator), Holiday House, 1993. Jason Bear thinks he is terrific and even awards himself gold stars for superior performance in his chores. His friends do not like to be around him.
   - *Oh, The Places You'll Go,* Dr. Seuss, Random House, 1990; also available in Spanish: *¡Oh, Cuan Lejos Llegaras!*, Econo-Clad Books, 1999. Advice in rhyme for proceeding in life; weathering fear, loneliness, and confusion; and being in charge of your actions.

Trusting

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help parents and children understand the importance of others being able to trust them, and discover ways to develop trustworthiness.

Suggested Activities

1. Set up a simple obstacle course (chairs, table, boxes, etc.) in another room. Explain that each child is going to walk through an obstacle course while wearing a blindfold. Walk with each child and give directions to guide him or her through the course without bumping into any object. For example, your directions might be: "Take two steps forward; now go three steps left." The first child through may then watch silently as the other family members go through the obstacle course in the same manner, until each has had a turn.

   When all have completed the course, ask: "Why did you follow my directions as you went through the obstacle course?" Help children understand that it was because they trusted you. Ask: "What is trust?" Discuss it in terms the children will understand. Make the point that when you trust someone, you know they are honest and reliable and you feel safe with them.
2. Ask your children: "Can people trust you? Why?" Talk about specific times the children have followed through in doing things that someone has asked them to do. Talk about occasions when telling the truth was hard. Focus on positive experiences. This is a time to build, not criticize.
3. Play the "Find the Object" game. Have a child leave the room while another family member hides an object somewhere in the room. The child comes back and must find the object. When the child gets close to it the family hums, getting louder the closer he or she gets to the object until it is found. Give everyone a turn looking for the object. At the end of the game, make the point that the person looking for the object trusted the people humming to be able to find the object quickly. Being able to trust those humming makes it fun.
4. Have your children draw pictures or make a list of some people they can trust (parents, grandparents, a teacher, minister, best friend, etc.). Talk about what these people have done to earn their trust. A note of caution: Let your children know, however, that if someone they trust abuses them, it is important for them to tell you about it. No one has the right to abuse anyone, no matter how trusted that person may have been in the past.

   Refer to the chapter on Youth Protection in the ***Cub Scout Leader Book,*** No. 33221.
5. To illustrate the different ways children can prove their trustworthiness, discuss the following situations. During the discussion, help your children understand that when we do what we have agreed to do, people learn to trust us.
   - What if Mother said you could have one cookie from a whole plate of cookies, and then she left the room. How many would you take?
   - What if your friend's mother invited you to his surprise birthday party? Would you keep the secret from him? What would happen if you told him?
   - What if a neighbor mistakenly gave you a $5 bill instead of a $1 bill as promised for a job you did. What would you do?
   - What if your teacher gave you a note to take to the principal during recess, and on the way to the principal's office some friends stopped you and said, "We want you on our team. Come on and play with us now. We have to hurry before recess is over." What would you do?
   - What if you accidentally broke a dish and Mom asked, "Who did it?" What would you do?
   - What if Dad gave you money to buy milk at lunch? You saw a candy machine on the way and wanted to buy a candy bar instead. What would you do?
   - What if Dad told you to stay out of his den while he was at work, but you needed to use his pencil sharpener? What would you do?
6. As a family, read aloud a book about trust. Suggestion:
   - *Dragonfly,* Bradley Chance Hays, Ozark Publishing, 1997. A boy and a dragon become the best of friends and discover the true value of trusting others.

Giving

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

Purpose: To help family members understand the importance of giving, and to encourage experiences in giving that will strengthen the giver and increase understanding and love within the home.

Suggested Activities

1. You've heard it said: "You haven't really given until you have given something of yourself." What does it mean to give "something of yourself"? Give two wrapped gifts to each family member. Use the same size box, wrapping paper, and bow for the two gifts. One gift should be store-bought. The other should be a personal note defining a gift of service. Have family members open the gifts. Discuss the difference between the two. Explain that a gift of service from the heart is the truest form of giving.
2. Plan a "giving day." Place the name of each family member in a hat. Each family member draws a name, and during the day does simple acts of service for the person whose name was drawn.
3. Have a "secret service" day once a week. Encourage each family member to give service to others secretly. Leave homemade cookies on the neighbors' porch, put dad's slippers by his favorite chair, pick up little brother's toys, make sister's bed, or put the neighbor's garbage can back after pickup.
4. Make a drawing of a smiling face for each member of the family. Each day that a family member gives someone a smile, post that person's smiling face on the refrigerator or bedroom door.
5. Prepare a "Neighborhood Goodwill Bucket." Involve the family in making a treat for a neighbor (homemade cookies, candy, etc.). Write a friendly note to a neighbor. Place the treat and the note in a plastic bucket. Deliver it to the neighbor and suggest that the person prepare something for the bucket and deliver it to another neighbor within seven days. After the bucket has been to every neighbor, plan a neighborhood get-together and share the fun experience everyone had in preparing and delivering the bucket.
6. As a family, give service to your religious organization, school, or community.
7. Give sheets of paper to family members. Have them write their name at the top and list specific ways they could give of themselves to others. Post each list in a convenient place as a reminder for each family member to follow. Younger children could draw pictures of how they could give to family members.
8. Draw and color a candle on a 3-by-5-inch card. The candle should have a brightly colored flame. Assign one child to watch for a family member who gives a simple act of service that day. The child then places the candle by the family member's dinner place. Let children take turns looking for service.
9. Hold a "sharing time" for the family. Have the members of the family sit in a circle. Go around the circle and have members tell how they feel when giving service to others. Encourage positive comments.
10. Plan a family service project for the summer. Discuss possible projects the family could do. For example, you could organize a backyard game day for the neighborhood children, or recycle cans and donate the money to a worthy cause. Select a project and do it. Make sure every family member has a responsibility in completing the project.
11. Time and understanding are the greatest gifts family members can give to one another. Talk about how each family member can give time and understanding. Plan an activity for the family to do together.
12. As a family, read aloud a book about giving. Suggestions:
    - *The Giving Tree,* Shel Silverstein, HarperCollins Children's Books, 1986; slipcase edition, 1999; also available in Spanish: El Arbol Generoso, Lectorum Publications, 1996. A young boy grows to manhood and old age experiencing the love and generosity of a tree.
    - *The Gift of the Magi,* O. Henry, Ideals Children's Books, 1994. A simplified version of the well-known tale in which a husband and wife sacrifice treasured possessions so that they may buy each other Christmas presents.
    - *The Book of Giving: Poems of Thanks, Praise, and Celebration,* Kay Chorao, Dutton Children's Books, 1995. A collection of poems celebrating the act of giving and the joy of receiving.

Accepting Differences

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members accept, appreciate, and care about people who may be different from themselves, and learn that people are individuals because of their own different strengths and talents.

Note to parents: Young children are curious about those who are different physically from them, but they generally are not judgmental. As children grow into middle childhood, they can be mean and even cruel to those who look or act differently. Whether the difference is one of race, culture, language, or mental or physical ability, parents can teach children acceptance, tolerance, patience, and caring.

Suggested Activities

1. Have five or six pieces of paper in different colors and spread them out so that everyone can see all of them. Ask family members which color they think is the best. Ask them which color they do not like.

   Explain that there is no color that is better or worse than the others. They are all just different. Variety in color helps make our world beautiful. People come in varieties, too. Discuss with family members some of the ways they are different from each other, such as color of hair, age, size, or personality. Point out other ways people are different, such as race, culture, mental capacity, or physical condition.

2. Turn on the television to a program in a language other than your own. Watch it to see if you can understand the plot or idea of the show. Talk about what it was like to be able to hear the people but not understand what they were saying.

   Turn on the television and turn the volume all the way down. Talk about how you feel not being able to hear. Could you figure out what was going on in the program? If available, watch one show with closed captioning. What was it like to try to read the dialogue and watch the action at the same time?

3. Invite older neighbors or relatives to your home to get to know them better. Let family members interview them and ask them questions about their lives. As a family, you might also visit a nursing home.

4. Discuss and simulate some disabilities experienced by many people.
   - To simulate cataracts, smear hand lotion over the outer lens surfaces of a pair of glasses. Have family members look through them.
   - To simulate joint stiffness, such as from arthritis, insert different lengths of craft sticks into three fingers of gloves. Try to tie a shoe or button clothing while wearing the gloves. Imagine trying to do this with pain in the joints and fingers.
   - Put blindfolds on the children in the family and ask them to perform tasks such as getting a book from another room or getting a drink of water. Afterward, talk about how it feels to be unable to see what they are doing.
   - Put mittens or gloves on the children's hands and ask them to tie their shoes or button their shirt. Ask them how it felt to find such an easy job so difficult to do and how they feel when they are finally able to get dressed.
   - Have each family member write down the alphabet, using the preferred hand or the one normally used for writing, and time them. Now have each one switch to the nonpreferred hand and write the alphabet. How many letters did each get down in the same amount of time? Are the letters legible? How did they feel to have so little control over their hand?

5. Read and discuss the following story, "Phillip's New School."

   Phillip was a 10-year-old boy who moved to a new school. Because he had some physical impairments, his mother worried about how the other students would accept Phillip. On his first day, Phillip entered his new class. From the back of the room, someone yelled, "Hey, who's the guy with the thick glasses and weird eyes?" Phillip also had a breathing problem. He often had to stick out his tongue in order to get enough air. Seeing Phillip, one of the boys in the class turned to his friends, stuck out his tongue, and said, "Look, guys, guess who I am?" Later that day at home, Phillip told his family he did not want to go to school again.

Discussion: Ask family members the following questions: What hurtful things did these class members do? How might you feel if you were Phillip? If you were in this class, what would you do? If the class made fun of you, what would you do?

Phillip's mother decided to ask to speak to the class, without Phillip being there. His mother explained: "When Phillip was born, the doctors did not think he would live. He was born with an imperfect body that does not allow him to do some of the things you are able to do. He may not look like you, but he has the same kinds of feelings you do. He feels alone. He is a little afraid to be here, because he doesn't think he has any friends. I am concerned that without your help, he will never feel that this is his school or class." During the next few weeks there was a decided change in the attitude and actions of the class.

6. As a family, learn how to say "hello," "good-bye," "please," "thank you," and two other useful phrases in a language you do not already speak.
7. Ask family members when they have truly cared for other people and been sensitive to them and their needs. When have they felt concern, sorrow, and understanding for someone? Ask when they have shown compassion for another. Ask family members to tell about times when someone treated them with caring and compassion. Talk to any family members or friends who immigrated to the United States from a foreign country. Ask them what it was like and how they felt about coming to a new country. Did anyone help them? Talk about what kind of help they might have needed.
8. Attend a festival, fair, or celebration with foods and customs of a culture other than your own family's background. What part of the celebration was the most fun? What did you learn that you did not know before?
9. As a family, pretend that you are visiting another country far away. Everything is different from where you live. Your skin color is different from the people there, they eat different kinds of food, and they speak a language you cannot understand. Discuss how you would feel about trying to talk to people. How do you order food at a restaurant when you can't read the menu? Have each family member talk about what would be the more difficult part for them and how hard it is to be different. Eat a food or sing a song that is familiar to that country.
10. Visit different types of restaurants in your area and taste the variety of foods they have on the menu. Are some foods spicier than others? How are some of the foods similar or different? Are the foods cooked differently from the way you cook at home?
11. Discuss ways your family might show caring and acceptance of those who are different. Are there any people living close to you who need your friendship, interest, support, or help? You probably will not have to look far to find opportunities for service to special people. Your children may enjoy assisting with the Special Olympics. Associations for blind people need sighted friends to read aloud and record books for them. Newcomers in a community always need friends. Encourage family members to treat others, all others, as they would like to be treated.
12. As a family, read aloud a book about people with differences. Suggestions:
    - *Danny and the Merry-Go-Round,* Nan Holcomb, Virginia Lucia (illustrator), Jason and Nordic, 1992; paperback edition, 1988. Danny, who has cerebral palsy, has an unexpected adventure because of a friendly gesture from another child.
    - *My House Has Stars,* Megan McDonald, Peter Catalanotto (illustrator), Orchard Books, 1996. Young people describe the different kinds of homes they live in around the world—all under the stars.
    - *Families,* Nicola Baxter, Children's Press, 1997. Looks at families, their differences and similarities, and includes activities to think more about your own family.
    - *The Same But Different,* Tessa Dahl, Arthur Robins (illustrator), Puffin Books, 1993. Relates the differences among family members in what they wear to bed, what they eat, and how they drink their milk.

Developing Responsibility

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members become responsible people by doing their part to help others.

Note to parents: Children will not spontaneously become responsible people and good workers. We train them in stages to adopt good work habits, which will help them be responsible throughout their lives.

Suggested Activities

1. Complete a "family service" chart listing all the chores and the family member assigned to each job. The family decides together how often to rotate jobs. For younger children, place pictures of jobs on the chart. At each job's completion, the child could glue on a sticker, put a check, or put a star in the appropriate place.
2. Develop a "family rules" chart with input from all family members. This can be helpful as a reminder to children of such things as bedtime, TV rules, study time, or leaving the house. It can save a lot of arguing when parents can ask a child, "What is rule number three?"
3. Make signs, banners, or posters with slogans of encouragement such as: "When we fail to plan, we plan to fail" or "A place for everything and everything in its place." Post them in various places around the house.
4. Hold family planning sessions to calendar the week's events so everyone knows what will be happening. Special needs can be coordinated, such as trading chores because of soccer practice or putting a frozen casserole in the oven so dinner will be ready when the parents get home from working late.
5. Give meaningful recognition through "praise notes." Sometimes a play on words can delight a child. For example, place a stick of gum on a card that says, "By gum, you did a good job on the dishes tonight!"
6. Get a pet or plant and teach your child to take care of it. Discuss with your child how the pet or plant depends on its owner. It takes a lot of work to be responsible for living things.
7. Establish a system for family members to let other family members know their whereabouts. The system could be a sign-out board, notes left in a specific place, or phone calls. Establish rules for checking-in when plans change.
8. Let children pick their favorite meals or snacks and help prepare them and clean up.
9. Children need to have some idea about how a court of law operates. This activity will help children to think about the care of property and the consequences of carelessness or destruction. Family members take different roles such as plaintiff (the person making the complaint), defendant (the person against whom the complaint is made), attorneys, judge, jury, or witnesses. Present real or pretend cases such as the following.

   Jason forgot to put his bike in the garage. While it was sitting out, someone stole it. He needs a bike to do his paper route, but his parents are refusing to buy him another one. Let the "family court" decide this case.
10. As a family, read aloud a book about developing responsibility. Suggestions:
    - *Follow My Leader: Facing up to Responsibility,* Gianni Padoan, Emanuela Collini, Child's Play International, 1995. At first, being in Wayne's gang is an exciting game of "follow my leader," but Joe soon comes to question the older boy's judgment.
    - *The Child's World of Responsibility,* Janet Riehecky, N. Pemberton (illustrator), Child's World, 1997. Suggests ways to show responsibility, such as remembering to feed kitty, eating one's peas, and wearing boots in the rain.
    - *Pedrito's Day,* Luis Garay, Orchard Books, 1997. When Pedrito replaces, from his own earnings, money he has lost, his mother decides that he is finally big enough for some of his father's earnings to be used toward buying him a bicycle.

Being Prepared

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help the family realize the importance of being prepared for situations that may occur and identify areas where they need to become better prepared.

Note to parents: Lord Baden-Powell designated "Be Prepared" as the Scout motto. When asked, "Be prepared for what?" he replied, "Why, for any old thing." These activities will help children discover the advantages of being prepared for a variety of life's experiences.

Suggested Activities

1. Discuss with family members the preparation needed in the following situations.
   - While playing, a child falls and is cut on broken glass. (Knowledge of simple first aid and knowing how to call to get help.)
   - Your family is in a boat on a lake and the boat starts to sink. (Wearing personal flotation devices and knowing how to swim.)
   - A stranger invites you to get into his car, offering you a ride home. (Knowing never to get in a car with a stranger, but to run away and tell an adult.)

   Do you know anyone who has saved someone's life? If so, ask them what happened and what they needed to do to help. How were they prepared?
2. Let family members help assemble a first aid kit for the house and one for the family car. Explain to the children how each item in the kit is used.
3. Teach first aid skills to the family. Make sure they know what first aid means: aid given first, before professional help arrives or can be administered. Learn what to do in case of minor cuts and scratches, severe bleeding, fainting, broken bones, burns, stopped breathing, and poisoning. Parents and older children could take a first aid course together, through the Red Cross or another group.
4. Role-play with your children how to say no if someone offers them a cigarette, an alcoholic drink, or drugs, including medicines their parents or doctors have not said they need. Help them understand that these substances are harmful and some are illegal to use. Explain that choosing not to become involved with them will help avoid many physical, social, and emotional problems.
5. As a family, list all the items needed for a home survival kit to use during a disaster such as an earthquake, hurricane, or long-term power outage. Let family members help purchase supplies and assemble the kit.
6. Develop the habit of all family members wearing seat belts in the car. Make sure children's safety seats are properly secured and that the child is placed in the seat correctly. Be aware of your car manufacturer's safety instructions regarding air bags.
7. Show your children the warning labels on tobacco and alcohol products and talk about what they mean. Also show the warning labels on any over-the-counter or prescription medicines in the house. Remind children to never take medicine intended for someone else. Clean out the family medicine cabinets and discard all out-of-date medication. Store medicine out of the reach of young children.
8. Review the rules for Internet safety. Make a small chart listing the rules and place one by each computer in the house.
9. Review the safety equipment needed for any sports your children play. Make sure children have and use helmets when bike riding, in-line skating, or skate boarding. Make sure the helmets are properly fitted.
10. Children need to know how to contact their parents, family members, and emergency help. Role-play with your children some telephone situations like the following.
    - Call 911 (only pretending to make the call, of course, while role-playing), tell the emergency, give the location of the emergency, and stay on the line until the operator tells you to hang up.
    - You are home alone and someone calls to speak to a parent. What can you say so the caller does not know you are home alone?
    - You answer the phone and it is a salesperson asking for information about your family.
    - You answer the phone and the caller says things that make you feel uncomfortable or uses bad words.
11. Take swimming lessons. Teach children safety rules for swimming and boating. Stress the importance of wearing a personal flotation device correctly in a watercraft.

12. Teach your children to avoid abusive situations and to know how to seek help. Parents should teach children about inappropriate touching, going with strangers, and forms of peer pressure. Children need to be taught the risks of these activities and how to be assertive in certain situations.
13. The Boy Scouts of America has produced some excellent videos in its Youth Protection series. Parents may want to take part in Youth Protection training. The videos *It Happened to Me,* for Cub Scout–age youth, and *A Time to Tell,* for Boy Scout–age youth, are also available to show your children. Contact your BSA local council for more information.
14. Teach children how to be safe when the family is using a barbecue grill. Warn them of the dangers of a hot grill that can burn them or even start a fire.
15. On family camping trips, determine fire safety rules for the family's campfire. Teach older children how to safely lay the wood, start the fire, maintain the fire, and put the fire out. Never leave children of any age unsupervised around a campfire.
16. As a family, go around the house checking for smoke detectors, fire hazards, fire extinguishers, safety hazards, and poisons within reach of children. Correct any hazards. Make sure smoke detectors have fresh batteries.
17. Teach children not to play with fire or matches. Teach family members to "stop, drop, and roll." Plan an escape route from every room in your house. Identify where your family should meet if you need to evacuate your home.
18. Have a discussion about diseases that can be contracted by coming in contact with other people's blood or body fluids. This may be a good time to talk about hepatitis B and AIDS. Children need to understand how to protect themselves.
19. Use the phone book to make a list of resources in your community that can help your family become more prepared for many situations. The Red Cross office and public library are great resource centers. They have pamphlets, books, and videos to teach a variety of preparedness skills.
20. As a family, read aloud a book relevant to this topic. Suggestions:
    - *Staying Healthy: Personal Safety,* Alice B. McGinty, Rosen Publishing, 1998; paperback edition, Franklin Watts, 1999. Gives children pointers on how to stay safe.
    - *Hana's Year,* Carol Talley, Itoko Maeno (illustrator), Marsh Media, 1992. A young monkey living in the mountains of Japan gets into trouble when she follows the lead of a mischief-maker. Includes discussion questions on peer pressure.
    - *Kids to the Rescue! First Aid Techniques for Kids,* Maribeth Boelts, Darwin Boelts (contributor), Marina Megale (illustrator), Parenting Press, 1992. Explains how to think wisely in an emergency and what to do in common emergencies such as bleeding, poisoning, shock, and burns.
    - *A Week Past Forever (Children of Courage),* Cynthia Dilaura, M.D., Taylor Bruce Devore (illustrator), Abdo Publishing, 1993. As they walk along the beach, Nita and her favorite uncle, who is dying of AIDS, talk about the importance of taking care of oneself by making careful choices in life. Includes discussion questions.

Planning and Organizing

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members learn the skills of setting goals, scheduling, prioritizing, and evaluating.

Suggested Activities

1. Play the "Steps to the Goal" game with the whole family. The goal is a simple treat (one for each person who plays the game).

   Equipment: Ten pieces of paper with an activity written on each, such as "take off your right shoe and carry it," "sing a song," "hop on one foot three times," etc. Place the papers in a bowl.

   To play: Place the "goal" at one end of the room. One person draws five pieces of paper and places them in a line between the start position and the goal. The first player walks to the first paper in the line, reads it, completes the activity, and moves to the next paper. Play continues until the player reaches the goal. Put the five papers back, mix them, and draw five pieces of paper to set up the course for the next player. The game continues until everyone has reached the goal.

   Remind everyone that reaching this goal was fairly simple, but it happened one step at a time. When reaching goals, there is always a series of steps.
2. Have family members make a "To Do" chart for the week. Each family member can write in or color pictures of the things they want to do each day, such as read, do homework, exercise, practice the piano, or make their bed. Check off each task as it is completed.
3. Choose a simple cooking activity such as scrambling eggs or making a peanut butter sandwich. Have one member of the family list the steps needed to make the item. Then make the item, following the steps exactly. You may not add a step that is not on the paper. For example, see what happens when you exactly follow these steps for scrambling eggs:
   - Step 1. Break the eggs.
   - Step 2. Stir with a spoon.

   If step one is to break the eggs rather than to get a pan or bowl, you can see that only a mess will result. This is a fun way to emphasize that planning is important.
4. Have family members set personal goals. List the steps to complete the goal. Make a paper chain with a step written on each link. Glue the links together with the first step being the last link in the chain. When each step is completed, remove that link from the chain. The goal is reached when the chain is gone.
5. Ask family members to imagine that they have three wishes. What do they have to do to make those wishes come true? Show them a ball of clay. Tell them that if they wished for the clay to be something, it would happen only if they molded it. Wishes can become our goals but we have to work to reach them.
6. Discuss possible goals for your family, such as going on a vacation, learning to do something new as a family, or completing a project to enhance the house. Select one goal and write it on the top of a piece of paper. List the steps that must be done to reach the goal. Decide how and when each step will be done. Set a time to evaluate your progress. Hang the paper where all family members can see it.
7. Learn how to evaluate. Choose a family goal or individual goals that will take one week to accomplish. Write down the goal and the steps to reach it. Be sure to schedule and prioritize your plans. (Scheduling is listing those steps necessary to reach a goal or accomplish a task, with each step designated for a set time. Prioritizing is placing activities in the order that is most beneficial.) In one week, evaluate your successes and difficulties as you were practicing the skills of goal setting, scheduling, and prioritizing.
8. As a family, read aloud a book about planning and reaching goals. Suggestions:
   - *The Berenstain Bears and the Messy Room,* Stan and Jan Berenstain, Random House, 1983. The entire Bear family becomes involved in an attempt to clean and organize the cubs' messy room.
   - *Those Can-Do Pigs,* David M. McPhail, Penguin USA, 1996; paperback edition, Puffin, 1999. Rhyming text and illustrations describe all the accomplishments of the capable Can-Do Pigs.

Managing Money

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

Purpose: To help family members learn the importance of managing money, saving money, setting financial goals, and making budgets.

Suggested Activities

1. Have children earn a small allowance. Discuss what can be purchased with the allowance and what percentage should be saved.
2. Make a list of significant or special chores around the house and assign a monetary value to them. This way everyone knows how much they will be paid for certain chores done in addition to regular chores.
3. Using your own ideas, or suggestions from a craft book, help each child make his or her own piggy bank.
4. Discuss why it is important to donate money to a worthy cause. Make a donation jar and encourage family members to add to it from their allowance or other earnings for a set period of time. Donate the money to your religious organization or a worthy cause.
5. Take your children to the grocery store. Show them how to compare costs of similar items. Show them how much it costs to feed your family for one week.
6. Compare costs of a family meal at home and at a restaurant. How much does a hamburger cost at a fast-food restaurant? How much does it cost at a restaurant where people are served their meals? How much would you spend on that hamburger if you cooked it at home?
7. Play a board game involving money, such as Monopoly or Payday.
8. Illustrate the concept of interest by putting a dollar in a jar. Each week, add to the jar an amount representing the interest earned. At a designated time, use the money to buy a family treat. Talk about why the bank pays you interest and how the bank uses your money to make more money.
9. Take your children to the bank to open a savings account for each of them. Or, open a family savings account to save for something special, such as a family vacation or new television.
10. Make up some sample checks and have each family member write out a play check to someone. Explain how a checking account works. Explain how an ATM (Automatic Teller Machine) works.
11. Explain how credit cards work. Make a list of the advantages and disadvantages of credit card use.
12. Explain what bartering is. Ask family members to talk about trades they have made. Children might have traded toys with a sibling or traded items from their lunches with friends. Did they feel like they got a good deal?
13. Plan a family vacation together. Figure out the cost for transportation, food, and lodging, and how much will be spent on souvenirs. Write down the vacation budget.
14. Read through a newspaper advertisement of a store where your family normally shops. Discuss why stores advertise, who pays for the advertising, and why stores have sales.
15. See if each family member can name the presidents on our coins and paper money.
16. Collect coins or currency from different countries and compare them to the money used in the United States. Talk about different kinds of money and how they are measured.
17. As a family, read aloud a book relevant to this topic. Suggestions:
    - *Alexander, Who Used to Be Rich, Last Sunday,* Judith Viorst, Ray Cruz (illustrator), Simon and Schuster, 1980; also available in Spanish: *Alexander, Que Era Rico El Domingo Pasado, Econo-Clad Books,* 1999. Alexander and his money are quickly parted, as he comes to realize all the things that can be done with a dollar.
    - *Uncle Jed's Barbershop,* Margaree and King Mitchell, James Ransome (illustrator), Simon and Schuster, 1993; Aladdin Paperbacks, 1998. Despite serious obstacles and setbacks, Uncle Jed pursues his dream of saving enough money to open his own barbershop.
    - *Pigs Will Be Pigs: Fun with Math and Money,* Amy Axelrod, Sharon McGinley Nally (illustrator), Ellen Krieger (editor), Simon and Schuster, 1994; Aladdin Paperbacks, 1997. The hungry Pig family turns the house upside down looking for enough money to buy dinner at a local restaurant.
    - *If You Made a Million,* David M. Schwartz, Steven Kellogg (illustrator), Lothrop Lee & Shepard, 1989; paperback edition, Mulberry Books, 1994. Describes the various forms of money.

Notes

5. Handling Difficult Situations

Overcoming Obstacles

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help family members learn to handle difficult situations, identify sources of problems and difficulties, and learn ways to manage them.

Note to parents: Children are not exempt from real problems or worries. They should be taught and reassured that problems can be identified, faced, and dealt with when family members support one another.

Suggested Activities

1. Do the role-play described below (or one of your own) to teach everyone the concept of overcoming obstacles. Describe the situation, assign each person a role, and have the family pretend the situation is real.

   Situation: Sam comes home from his Little League ball game. He throws his mitt across the room and says, "I'm never going to go again. I can't play. The coach just makes me sit on the bench. I hate him. He never lets me play."

   Roles: Sam, Sam's mother, and Sam's brother or sister

   Role-play: Pretend you are these people. What can you say and do to help Sam?

   Role-playing may be done with most situations facing your children, such as going to the doctor, apologizing to a friend, or asking a teacher for help with math. Practicing how they will act, or what they will say, in a situation before it happens helps children learn to overcome obstacles.
2. As a family, brainstorm activities that people can do to relieve stress. Examples might be taking a long walk, playing a game, taking a relaxing bath, talking, listening to music, or jumping rope. Help each family member discover what works best for him/her.
3. Plan a special time for each child, when the child can spend time alone with a parent. Often, being alone together helps a child to open up and talk about problems.
4. If there is a problem, or even a happy event that you feel would cause your family stress, plan a "family talk" to share family feelings about the situation.
5. Recognize and help your children see the skills they have in coping with their problems. Identify and talk about their skills when you see them demonstrated.
6. Read and discuss the following story, "David's Fear."

   David was afraid of being lost. He had listened to people talk about being lost in a store and not being able to find the person they came with. He had heard about kidnappers, and he was afraid that something like that would happen to him. He knew that his friends were not afraid, and he was sure people would think he was a baby if he told them.

   Discussion: What kind of problem does David have? If you were David, what would you do? Encourage your family to share ideas.
7. On slips of paper, write 10 difficulties or problems that relate to your family, one per slip. Examples might include going to the dentist, fighting with a friend, losing a toy, or not passing spelling tests. Place the slips in a bowl. Each family member draws one slip and reads it. Ask: "What might be the cause of this problem? What can we do about the problem?" Discuss.
8. As a family, read aloud a book about overcoming obstacles. Suggestions:
   - *The Magic Tapestry,* Demi, Henry Holt, 1994. In this Chinese folktale, the youngest son must overcome frightening obstacles to win back his mother's heavenly tapestry.
   - *Everyday Heroes at Home,* Jill C. Wheeler, Abdo Publishing, 1996. Tells the stories of youth who had to overcome such serious problems as broken homes, abuse, and prejudice to succeed in life.
   - *The Great Quillow,* James Thurber, Stephen Kellogg (illustrator), Harcourt Brace, 1994. A clever toymaker defeats a ferocious giant and saves his town from destruction.
   - *Afraid (Thoughts and Feelings),* Susan Riley, David M. Budd (photographer), Child's World, 1999. Enumerates fears common to children, such as fear of the dark, heights, doctors, storms, and doing things for the first time, such as going to school.

Adjusting to a Move

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purposes: To acquaint families with ways to cope with moving to a new location and adjusting to new surroundings, and to help families welcome new neighbors.

Suggested Activities

1. On state and/or city maps, pinpoint the location of the new home. Trace the route from the old home to the new home. Note any special features near the new home, such as mountains, lakes, parks, or historic sites.
2. Discuss the situations that will stay the same when the move is made. For example, the home furnishings will probably be the same. Discuss the things that will change. Learn all you can about the new location before you get there. Discuss the length of the trip to the new home, and how the family and furniture will be transported there.
3. Make good-bye cards to give to special friends, containing your new address and phone number. Add a picture if you have one.
4. Have current friends write their addresses and phone numbers in a special book.
5. Make the first few nights of the move a fun adventure. Some families may be in a motel; others might be camping, or staying with friends or relatives. Consider having a picnic lunch or dinner on the floor. Camp out in sleeping bags. Sit around a candle or lamp and tell stories or sing songs as if you were gathered around a campfire.
6. Have family members help choose the setup at the new location. Where would they like their bed in the new room? Changes can be made later after everyone feels settled.
7. Have each family member pack a fun kit for themselves with items they will want first at the new location, such as favorite toys, books, or games.
8. As a family, attend your new place of worship.
9. As a family, take a walk around the new neighborhood to learn what is there. Meet a few of the neighbors; don't wait for them to come to you.
10. At the new home, discuss how each family member is feeling about his or her new place. Does anyone feel unaccepted? Why? How can the family help support this person?
11. If the move involves a new job, take the family to the new workplace(s) so they can see where family members will work.
12. Make a telephone list with standard emergency numbers plus your new work numbers, new school numbers, new neighbors, and people who can help.
13. Make a list of things your family can do to make a new person feel welcome in your neighborhood. Do two things from the list.
14. Do something to help a neighbor on moving day. You could take them a snack or offer them a place to rest and relax for a while.
15. Invite newcomers to join your family in an activity. Go to the movies, on a picnic, etc.
16. Have a party for newcomers and some of your friends. Stay with the new people as much as possible to ensure they meet and get to know others.
17. Give your new neighbors phone numbers of your favorite pizza delivery service, dry cleaner, babysitter, hardware store, etc.
18. List how family members can keep in touch with old friends, such as letters, e-mail, phone calls, or shared vacations. Pen pals are fun for children who can read and write. Another family member can help a young child write a letter.
19. As a family, read aloud a book about moving. Suggestions:
    - ***Franklin's Bad Day,*** Paulette Bourgeois, Brenda Clark (illustrator), Scholastic, 1996. Also available in Spanish: ***Franklin Tiene Un Mal Dia,*** Turtleback, 1997. When Franklin's best friend moves away, it makes him feel sad.
    - *A New House,* Deborah Manley, Julie Simpson (illustrator), Raintree Children's Books, 1979. Simple text and illustrations describe the building of a house and the experience of moving into a new neighborhood.

Coping With Long-Term Illness

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purposes: To help families face the challenges of a long-term illness with greater understanding and unity, and to understand the challenges of other families who have a member with a long-term illness.

Note to parents: Making adjustments is difficult when a family member's health and well-being are drastically changed. Family members must remember to be sensitive to each other's needs while showing compassion and understanding for the person who is not well.

Suggested Activities

1. Have family members remember a time when they were ill and someone took care of them. Talk about what they disliked about being ill. What did they want to happen that did not happen? What would have made them feel more comfortable while they were ill?
2. Discuss a situation that took place in your family in the past when someone with a long-term illness needed your help. It might have been a grandparent, aunt, uncle, or close family friend. How did the patient and family members cope with the illness?
3. Make a simple handmade gift to brighten the home or hospital room of a person with a long-term illness. Gift ideas might include a card, paper flowers, or pictures.
4. As a family, speak with your religious leader(s) or other members of your faith about ways to help the patient and family members cope with a long-term illness.
5. Talk about what it would be like for a grandparent to move in with the family because of an illness or declining health. Look at the situation from both the grandparent's and family members' points of view. List things the family could do to make the transition easier.
6. If someone in your family has a long-term illness, discuss changes that may occur in your family. Talk about the illness and what can happen. How long might the illness last? Will the illness get worse? What does terminal illness mean? What won't the patient be able to do anymore? How will the illness change the family's regular activities? Who will be doing what? Discuss the emotional needs of the caregivers as well as the patient.
7. List hobbies that a person might be able to do while ill. Together as a family, make a small craft or hobby box for someone who is ill.
8. Visit a store where special equipment, such as wheelchairs and shower chairs, is sold or rented. Find out what other aids are available and how they work.
9. Visit a nursing home as a family service project. You might want to make something to take and share, or a book that you could read to a patient.
10. Select a family that is coping with an ill family member. Do something to help. You could rake leaves, shovel snow, care for the lawn, clean the house, or watch the children. Plan "time off" or a "day off" for different members of the family to have their own free time when they do not have to be the caregiver.
11. As a family, prepare and freeze several home-cooked meals. Give them to a family coping with a long-term illness.
12. As a family, read aloud a book about someone coping with illness. Suggestions:
    - *The Memory Box,* Mary Bahr, David Cunningham (illustrator), Albert Whitman, 1995; Econo-Clad Books 1999. When Grandpa realizes he has Alzheimer's disease, he starts a memory box with his grandson.
    - *There's a Little Bit of Me in Jamey,* Diana M. Amadeo, Judith Friedman, Albert Whitman, 1995. Brian, whose younger brother Jamey has leukemia, feels frightened, confused, and neglected by his parents, but he finds some comfort when he donates bone marrow to his brother.

Loss of Loved Ones

Families may choose one activity under this topic to count as one of the 10 activities needed for the BSA Family Award.

> Purpose: To help each family member cope with the pain and confusion of the death of a family member or loved one, and to understand that each person does not deal with grief in the same way.

Note to parents: As parents, it is our instinct to shield our children from pain and unpleasant feelings. Most parents don't talk about death with their children until they are forced to. When you are dealing with your own grief, it makes talking to your children about death more difficult. Talk to your children before you are confronted with the death of a family member or friend. This gives family members more time to reflect on the family's traditions and beliefs regarding death.

Suggested Activities

1. Discuss your religious beliefs and the cultural traditions of your family in regard to death. What happens to the person who died? What ceremonies or rituals will be conducted? What customs does your family follow when there has been a death of a family member or friend?
2. Discuss the feelings you might have when a loved one dies. Fear, anger, denial, and sadness are all part of the grief process. How or when people die may affect how you feel. The person might have been very sick for a long time before dying. You might feel better that he or she is not suffering any longer, but you still hurt because you miss that person. Talk about how you might have different feelings when a death is sudden. The age of the person who has died also might affect how you feel.
3. Plant a tree or perennial flower in memory of a deceased loved one.
4. Look through old family photos. Look for pictures of relatives who have died and talk about them. How did they die? How old were they? How were they related to you? What do you remember about them?
5. Think of when you might be able to help support friends and neighbors who have had a death in the family. Make a list of things you could do for them.
6. Visit a greeting card shop. Together read some sympathy cards. Which ones do you like best? Why?
7. If a friend or loved one has passed away, send a card to the grieving family. You could make a card, or choose a card, for everyone in the family to sign.
8. Talk about how feeling sad sometimes affects you in other ways, too. You might feel tired and might not be able to think as clearly. It might be hard to make decisions. Make a list of people or groups that can help a family with grief counseling.
9. Talk about pets you might have had over the years. Discuss how they died and how you felt. If you recently had a pet die, possibly have a special family prayer for the pet.
10. Learn about Memorial Day. As a family, do an activity to commemorate Memorial Day.
11. Visit a cemetery. If you live in an area that has an older cemetery, you might be able to find traditional raised headstones. Many newer cemeteries have markers or headstones that are flat to the ground so it is easier to maintain the grass. Look at the dates on some of the stones. How old was the person who died? Talk about the differences between interment in a mausoleum, burial in a casket, and cremation.
12. As a family, read aloud a book in which one of the characters dies. Suggestions:
    - *Nana Upstairs and Nana Downstairs,* Tomie de Paola, Putnam, 1997; reissue due April 2000. A small boy enjoys his relationship with his grandmother and his great-grandmother, but he learns to face their inevitable deaths.
    - *The Tenth Good Thing About Barney,* Judith Viorst, Erik Blegvad (illustrator), Simon and Schuster, 1975; Aladdin Paperbacks 1976. In an attempt to overcome his grief, a boy tries to think of the 10 best things about his dead cat.
    - *When Dinosaurs Die:A Guide to Understanding Death,* Laurie Krasny Brown, Marc Tolon Brown (illustrator), Little, Brown, 1996; paperback edition 1998. Dinosaur characters explain the feelings people may have when a loved one dies, and ways to honor the memory of someone who has died.

Resources

Family Computer Use

Online Family: Your Guide to Fun and Discovery in Cyberspace. Preston Gralla, John Wiley and Sons, 1998. This user-friendly guide is a great resource for finding the best family-related sites on the Internet.

Family Values

Teaching Your Children Values. Linda and Richard Eyre, Simon and Schuster, 1993. Help your child develop positive values such as honesty, self-reliance, and dependability through games and family activities.

The Seven Habits of Highly Effective Families. Stephen R. Covey, Western Publishing, 1997. Author shows how to use activities, meetings, and games to create a spirit of understanding and support within the family.

Your religious leaders may offer books, pamphlets, or classes to guide you in teaching values to your children.

Family Needs

How to Talk So Kids Will Listen and Listen So Kids Will Talk. Adele Faber and Elaine Mazlish, Avon Books, 1999. Offers innovative ways to solve common communication problems between parents and their children.

Public libraries, bookstores, phone directories, and the Internet are helpful in finding information, pamphlets, agencies, and support groups to help you understand and deal with behavior problems, health issues, disabilities, or other challenges facing your family.

Family Traditions

Family Traditions: 289 Things to Do Again and Again. Caryl Waller Krueger, Abingdon Press, 1998. Lists specific suggestions for creating family traditions that emphasize love and cultivate values.

Fun Time, Family Time. Susan Perry, Avon Books, 1996. Contains more than 700 activities, adventures, recipes, and rituals to help make family time more meaningful.

Fun and Games for Family Gatherings: With a Focus on Reunions. Adrienne Anderson, Reunion Research, 1996. Filled with ideas for what to do when extended families get together.

Family Activities

Newspapers, phone directories, travel clubs, and your local chamber of commerce or visitor's bureau can provide information on museums, local attractions, historical sites, fairs, festivals, and other family-related activities and outings. Call museums and historic sites for dates of special family events they may sponsor.

Family Funbook. Joni Hilton, Running Press, 1998. More than 400 amazing and amusing activities for the entire family are grouped into four chapters, one for each season of the year.

365 TV-Free Activities You Can Do With Your Child. Steve and Ruth Bennett, Adams Publishing, 1996. A collection of easy-to-do games, indoor and outdoor activities, and projects for parents and children to do together.

Valerie and Walter's Best Books for Children: A Lively Opinionated Guide. Valerie Lewis and Walter Mayes, Avon Books, 1998. A convenient guide to children's literature, featuring in-depth reviews and cross-references by theme and interest.

Hey! Listen to This. Jim Trelease, Penguin USA, 1992. A collection of 48 read-aloud stories for parents to read to children.

FamilyFun Magazine, Disney Publishing. This monthly magazine offers articles, activities, crafts, recipes, and reviews to help families have more fun together. Visit its Web site at www.familyfun.com.

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