CUB SCOUTS

Academics and Sports
Program Guide



BOY SCOUTS OF AMERICA®



THANKS TO YOU, MILLIONS OF BOYS ...

... Become More Confident

... Grow Spiritually

... Are Better Citizens

... Learn Life Skills

... and Have Fun!!

You have our eternal thanks for helping make this an everyday reality!

The Boy Scouts of America welcomes your comments and suggestions on how to improve this resource.

Please e-mail your thoughts to *academics&sports@scouting.org*.

ACADEMICS AND SPORTS PROGRAM GUIDE

34299
ISBN 978-0-8395-4299-5
©2009 Boy Scouts of America
2010 Second Printing

ACT/Fond Du Lac, WI
10-2010/060951

Welcome to the Cub Scout Academics and Sports Program!

Scholarship Leads to Adventure

Cub Scouting is fun! Learning is fun! Participating in academic experiences is fun!

Boys may think that school is just work, but the Cub Scout Academics program will show Tiger Cubs, Cub Scouts, and Webelos Scouts that scholarship provides more doorways to adventure. Through geography, computers, art, science, mathematics, and more, boys will discover new adventures and freedom. A microscope or a map will open new worlds for them to explore.

Scholarship leads to knowledge, which is the key to *real* adventure, as it lets a boy participate rather than merely stand on the sidelines and watch. Not only will he be able to solve new problems and face new challenges, but he will enjoy life more because he will know more about it and understand it better.

Sportsmanship Leads to Opportunity

The Cub Scout Sports program provides opportunities for athletic activities among Cub Scouts and provides Cub Scouts the opportunity to interact with adults. Participating in sports is more than developing physical fitness skills. Boys also learn about sportsmanship and its three major elements: honesty, fair play, and respect.

- **Honesty** is a core value of Cub Scouting and a foundation for everything we do. Honesty leads to trust. Honesty involves our willingness to apply the rules fairly to everyone. Honesty creates trust in our relationships with others. Together honesty and trust contribute to our children's sense of well-being and self-confidence as they meet new people and play new games on the playing fields and as they face life's challenges.

- Following the rules honestly also leads to **fair play.** In a game, everyone is treated fairly, or with justice, and everyone has a share in whatever is at stake. Fair play occurs within a game, but also within the family, the Cub Scout den, and the community.

- On the soccer field, everyone's skill will be a little different. Boys will learn to **respect** their peers regardless of skill—and regardless of what they look like or what they believe. Boys will take the respect that started with a game and apply it through all their relationships, all their lives. Respectful behavior will open doors to many opportunities throughout life.

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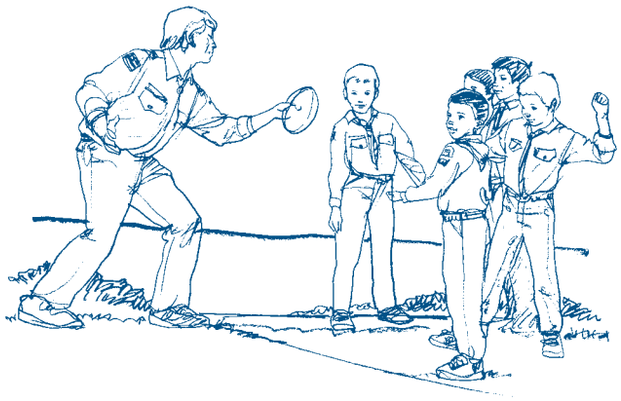
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*Archery and BB-gun shooting can be earned only in council-sponsored camps and may not be earned at the pack or den level.

The Cub Scout Academics and Sports Program: Introduction

The Cub Scout Academics and Sports program is a supplemental enrichment program that complements the existing Cub Scout program. The Academics subjects and Sports activities allow boys to learn new techniques, increase scholarship skills, develop sportsmanship—and have fun. Boys participating in the program will be recognized for enjoying teamwork, developing physical fitness, and discovering and building new talents. The Academics and Sports program encourages a boy to **do his best.**

Concepts and Guidelines



The Cub Scout Academics and Sports program is based on the following concepts and guidelines:

- The program supplements the existing advancement and recognition program for Tiger Cubs, Cub Scouts, and Webelos Scouts; it does not replace it. The program is one element of Cub Scouting, as are den and pack meetings, day camp, and other activities.
- All registered Tiger Cubs, Cub Scouts, and Webelos Scouts have an opportunity to participate in the Academics and Sports program.
- Participation may take place at home, with the family, or within a den, a pack, or the community.
- Adult participation by a parent or adult relative, if possible, is strongly recommended for Cub Scouts and Webelos Scouts and is required for Tiger Cubs.
- Emphasis is placed on introducing a boy to a sport or academic subject, allowing him to participate in it and encouraging him to do his best. The Academics and Sports program focuses on learning and skill development, not winning.
- The primary focus of the program is on scholarship and sportsmanship (see the Welcome page).
- Each Tiger Cub, Cub Scout, and Webelos Scout will be presented with the appropriate recognition item for completing the requirements, whether he does so as an individual Scout, with his family, with his den or pack, or in his school or community.
- The Academics portion of the program covers a variety of subjects, including art, chess, citizenship, communicating, computers, geography, heritages, mathematics, music, science, weather, and wildlife conservation.
- The Sports portion of the program includes summer and winter sports, indoor and outdoor sports, active and less-active sports, and team and individual sports.
- Cub Scouts who have disabilities may select their own activities and design their own fitness or academic program with the help of a physician, teacher, or parent.

The Purposes of Cub Scouting

1. Character development
2. Spiritual growth
3. Good citizenship
4. Sportsmanship
5. Family understanding
6. Respectful relationships
7. Personal achievement
8. Friendly service
9. Fun and adventure
10. Preparation for Boy Scouting

Implementing the Program

One member of the pack committee should be responsible for coordinating the Academics and Sports program and overseeing the integration of the Academics and Sports activities into the pack program. This person can also ensure that requirements for the different activities are available to boys, families, and dens so that all boys have opportunities to earn awards.

Pack leaders should encourage involvement by dens and families and make sure they have opportunities to participate. Many of these academic subjects or sports may become activities a Cub Scout will enjoy for the rest of his life.

The pack leaders should also define how costs of the program are budgeted, how requirements will be verified, when and how recognition takes place, and what constitutes a den or pack tournament.

The pack leadership can begin incorporating the Academics and Sports activities into the pack program during the annual pack planning meeting. Using a list of Cub Scout Academics and Sports activities, the committee reviews the annual program plan and decides where the academic subjects and sports activities might fit. Remember that these activities should complement the pack's program.

1. As you consider which activities to use, ask:
   - Do the Academics and Sports activities fit into the pack's current program?
   - Which ones are a natural part of the pack program?
   - Which ones will help the boys to grow?
   - Which activities reinforce one or more of the purposes of Cub Scouting?
2. Pack leaders should consider the boys in the pack and ask these questions:
   - What is the natural inclination of the boys?
   - Which activities seem to interest them?
   - How can we best use this program in conjunction with our current plans?
   - What is an avid interest of an inactive Cub Scout in the den or pack?

Remember: The object of the program is to help boys learn a new skill or improve those they already possess—not simply to provide an opportunity for boys to earn additional recognition.

3. As you review the Academics and Sports activities, keep the school year in mind. Check with school leaders for guidance.
   - Which of the academic subjects fit with the school's education plans?
   - When does the school offer instruction in certain sports or academic areas?
4. Consider other community programs that affect a Cub Scout's involvement.
   - Are the boys playing organized sports that complement one of the sports in the Cub Scout Sports program?
   - Do they take part in music or art activities that complement one of the Academics subjects?
   - Do they participate in other activities covered by Cub Scout Academics and Sports areas?

Decisions about which academic subjects and sports to include in the pack's plan will be easier if you know the specific requirements for the activities you are considering. This book lists all requirements, with academic requirements beginning on page 27, and sports requirements beginning on page 79. You are sure to find several Academics and Sports activities that will interest the boys. Try to introduce several new ones each year.

Carrying Out the Program

When your unit has selected the academic subjects and sports that you will do, incorporate them into your pack's program. Make copies of the program requirements and resources from this guide and give a copy to each boy and his adult participant. Remember that individual boys may also work on other Academics and Sports topics, so providing a list of all available ones may be helpful for families.

Depending on the activity and how the pack's leadership has decided to incorporate it into the pack's program, you may

- Tell boys that they may complete the activities as an individual at home, in school, or in another community setting.
- Incorporate the activity into your den meeting plans on a weekly or monthly basis.
- Incorporate the activity into your pack meeting or activity.
- Make the activity a broader experience by having the den or pack participate in a community-sponsored event.

Each activity has *two levels* of involvement: first, the belt loop; and second, the pin.

The Belt Loop: There are three specific requirements for each belt loop. As a Cub Scout completes these requirements, he is encouraged to do his best to learn about the activity. The Tiger Cub, Cub Scout, or Webelos Scout can take part in one of three ways: (1) individually or with the family, (2) in the den or pack, or (3) in the school or the community. As Tiger Cubs participate in these activities, their adult partners must accompany them.

The Pin: Once the boy has earned the belt loop, he may choose to stop; however, some boys will want to continue with the activity. A Tiger Cub, Cub Scout, or Webelos Scout may complete additional requirements to earn a pin.

Each boy should be recognized for participating in the program. (Specifics about available recognition items can be found on page 4 under "Recognition.") Once a boy has completed the requirements for recognition, a pack leader completes the Den Recognition Report (see pages 6–7). He or she secures the appropriate recognition items, and the boy is presented with the recognition in a meaningful setting, such as a pack meeting.

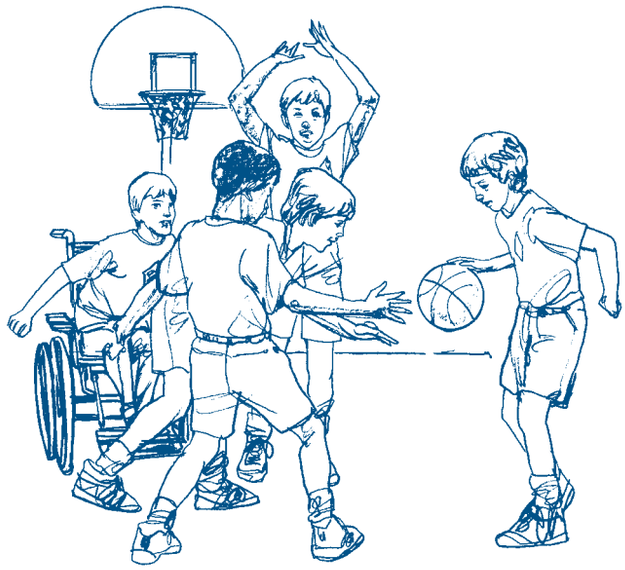
Working With Cub Scout–Age Boys

You might often find yourself acting as teacher or coach as you work with boys in the Academics and Sports program. Keep these tips in mind.

1. **Keep instruction fun.** The use of games and stunts will enhance learning and keep the experience enjoyable for everyone.
2. When teaching skills, **use words and ideas that children can easily relate to and enjoy**. For instance, in swimming, you might tell boys they are going to "learn to float like a log" rather than learning "the prone float." Knowing the technical names of skills isn't as important as the skills themselves.
3. **Keep the boys busy and active.** Be ready to change to a new activity or to another skill before boys become restless and bored.
4. **Don't tease, ridicule, or threaten learners**—especially in front of others! Avoid sarcasm.
5. **Demonstrate skills slowly and correctly.** It may be helpful to have a boy who is proficient in a skill demonstrate it for his peers.
6. **Always provide for the overall protection and supervision of all the boys.**

And remember: Actions speak louder than words! Discussions you have with youth may be meaningless if your own behavior is inconsistent with what you say.

Adaptations for Individuals With Disabilities



Flexibility and individuality are key words to remember when adapting Cub Scout Academics and Sports for boys with disabilities. For instance, a fast-moving sport may be difficult for some Cub Scouts with disabilities to participate in. The pace may be too quick, and they may not have enough time to make decisions. *Scouting for Youth With Disabilities* (No. 34059), "Cub Scouts With Disabilities" in the *Cub Scout Leader Book,* and "Cub Scouts With Disabilities" in the *Cub Scout Leader How-To Book* are important resources for packs and dens using the Cub Scouts Academics and Sports program. Here are some general ideas for adapting the program for boys with disabilities.

1. **Adapt the activity,** or use mentors, to help a Cub Scout to participate. The boy should be involved to the best of his ability and so that he feels good about his participation.

2. **Involve the boy in a needed, unique role** that enhances the activity. For instance, he may be the team manager, the timekeeper, or the person responsible for equipment.
3. **Determine alternatives.** For instance, miniature golf could be used instead of a full golf course; wheelchair races could be used instead of cycling.
4. **Incorporate special helps** into the activity. For instance, during bowling, use ramps with wheelchairs and guide rails for visually impaired youth. During basketball, youth can use a scooter board. During swimming, let youth use artificial aids to help them move across the pool.
5. **Shorten time limits** as needed for the mental or physical ability of the Cub Scout.
6. **Include family members when planning** a boy's participation in your activity. A knowledgeable parent or guardian is the best resource to help you adapt an Academics or Sports activity.
7. Pack leaders, with the boy's parent or guardian, may **determine different requirements** in a specific academic subject or sport to better suit the Cub Scout's ability.

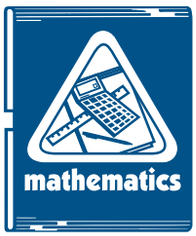
Here are some other helpful hints:

- Soccer, basketball, and volleyball are easy to adapt for wheelchair-bound youth.
- Computers can often be adapted for specific disabilities.
- If baseball is too fast, use tee ball or softball.
- In basketball games, adaptations could be minor changes in the rules; for example, don't use the three-second rule, let players cross the centerline, and permit double dribbling.
- Most youth with disabilities participate in physical fitness activities, and special-Olympics games are held in the summer and winter. Common sports for youth with disabilities include fishing, horseshoes, gymnastics, aerobics, hiking, and walking.
- Cycling may be possible, but pay attention to potential added dangers on the road to some youth with disabilities.
- Sports rating the highest in acceptability for youth with mental disabilities are swimming, softball, soccer, basketball, and physical fitness.

Recognition

A variety of recognition items are available for the boys who participate in the Cub Scout Academics and Sports program. (Adults are not awarded with belt loops or pins.) Packs are encouraged to include the cost of these recognition items in their annual budgets. Packs may consider charging a fee to each participating Cub Scout and adult partner to cover the cost of the awards.

Belt Loops





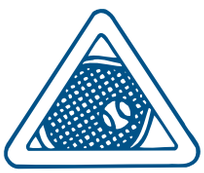
Belt loops are awarded to boys who complete the three belt loop requirements in an academic subject or sport. Participation can take place individually or with the family, in the den or pack, or in the school or community. Academics belt loops are gold, and Sports belt loops are silver.

Belt loops may be worn with the Cub Scout uniform on the Cub Scout belt. Webelos Scouts who have chosen to wear the khaki uniform may still wear the blue Cub Scout belt so as to display the belt loops they have earned.

Many Webelos Scouts may earn belt loops and pins a second time to qualify for Webelos activity badges. All boys may earn belt loops more than once; however, leaders should encourage boys to try different requirements and earn the pin. Packs should have a clear policy in place to determine whether the pack or the boy's family will be responsible for the cost of awards that are earned more than once.

Pins





Tiger Cubs, Cub Scouts, and Webelos Scouts may choose to continue their involvement in an Academics or Sports area and earn the pin. Pins may be worn on the Cub Scout Academics and Sports letter (see page 5).

Academics and Sports Letter



The Academics and Sports letter, "C" (No. 00805), is available to boys for displaying Academics and Sports pins that Tiger Cubs, Cub Scouts, and Webelos Scouts earn. The letter, representing "Cub Scouts," can be worn on a sweater or jacket, or displayed or framed. It does *not* go on the uniform. There are no specific requirements for earning the letter, as it is designed merely to display pins.

Pocket Certificate

The Cub Scout Academics and Sports pocket certificate (single cards, No. 34091; eight on a sheet, No. 33711) is available as immediate recognition for boys involved in the program.



Activity Medals



Medals come with blue and gold ribbons and are available in gold (No. 00936), silver (No. 00935), and bronze (No. 00934). Pack leaders may choose to award medals to boys for special recognition in the program.

Trophies



A trophy for the Cub Scout Academics and Sports program is available for presentation to boys, dens, or families at events such as pack or den tournaments. There are no specific requirements for the trophies.

Participation Emblem



This emblem (No. 00803) is available to all boys and adults who participate in the Academics and Sports program. Individuals may purchase them, or packs may decide to award them to everyone involved.



Cub Scout Sports

Den Recognition Report

When requesting Cub Scout recognition items, den leaders should enter **B** for belt loops and **P** for pins. Present the den's recognition report at the next pack leaders' meeting so that a composite pack request can be made. Awards should be available for presentation at the next pack meeting.



Den No. _____Pack No._____ **Date _____** **Names**	**Sports Belt Loops and Pins***																								
	Badminton	Baseball	Basketball	Bicycling	Bowling	Fishing	Flag Football	Golf	Gymnastics	Hiking	Hockey	Horseback Riding	Ice Skating	Kickball	Marbles	Physical Fitness	Roller Skating	Skateboarding	Snow Ski and Board Sports	Soccer	Softball	Swimming	Table Tennis	Tennis	Ultimate	Volleyball

*Archery and BB-gun shooting may be earned only in council-sponsored programs where trained range officers are present using nationally approved instructinoal methods and ranges.

Den leader _____ _____
Signature Date



Cub Scout Academics

Den Recognition Report

When requesting Cub Scout recognition items, den leaders should enter **B** for belt loops and **P** for pins. Present the den's recognition report at the next pack leaders' meeting so that a composite pack request can be made. Awards should be available for presentation at the next pack meeting.



Den No. _____ Pack No. _____ **Date _____** **Names**	Art	Astronomy	Chess	Citizenship	Collecting	Communicating	Computers	Disabilities Awareness	Family Travel	Geography	Geology	Good Manners	Heritages	Language and Culture	Map and Compass	Mathematics	Music	Nutrition	Pet Care	Photography	Reading and Writing	Science	Video Games	Weather	Wildlife Conservation

Den leader _____ _____
Signature Date

SKU 34293
7 30176 34293 1
ISBN 978-0-8395-4293-3
2009 Boy Scouts of America

Cub Scout Academics



Why Cub Scout Academics?

Cub Scout Academics is a great way to help fulfill the aims of Scouting—building character, developing citizenship, and encouraging mental and physical fitness. Through the 25 subjects currently offered in the Cub Scout Academics program, a boy can stretch his mind—exploring the wonders of science, learning to better appreciate the arts, improving his sense of responsibility, and understanding and valuing his heritage.



Selecting an Academics Area

The first task in implementing Cub Scout Academics within the den or pack is selecting the subjects that will complement your pack program. Surveying the boys will help you identify their interests and needs and whether they match the topics covered in the academic areas. Here is a brief description of the 25 subjects and their related activities.

Art—Encourages use of higher-order thinking skills and expression of creativity. Activities include viewing artwork at a museum or gallery and making paper, collages, and other works of art.

Astronomy—Increases understanding of our solar system and universe and how to use a telescope. Boys will learn about constellations, phases of the moon, and famous astronauts. They may visit an observatory or planetarium.

Chess—Provides an avenue for Cub Scouts to participate in an engaging game that requires a high level of mental activity and problem-solving skills.

Citizenship—Promotes good citizenship in all aspects of life. Activities are focused on family and community citizenship and personal character development.

Collecting—Provides a fun experience in collecting and making a nice presentation of the collection. Activities include collecting, labeling, cataloging, and organizing collections.

Communicating—Stimulates and encourages reading and writing through activities such as writing a letter, keeping a journal, and visiting the library.

Computers—Encourages boys to learn about and understand this critical tool in today's world. Boys will use different programs to accomplish simple tasks and learn about the Internet.

Disabilities Awareness—Creates an awareness about people with disabilities. Activities such as hands-on experience with wheelchairs and altering their own abilities (such as muffling their ears) give Cub Scouts an understanding about the difficulties that people with disabilities might encounter day-to-day.

Family Travel—Helps Cub Scouts understand the planning it takes to make a family vacation safer, more fun, and more enjoyable. Activities like learning travel games (for playing in the car) and visiting a travel agency or a travel Web site encourage participation in planning family vacations.

Geography—Helps boys understand the importance of geography in many aspects of life. Boys will use and draw maps and make travel posters and geography displays.

Geology—Emphasizes rocks and minerals as the boys enjoy plaster crafts, rock collections, volcano projects, and crystal gardens. They also learn about fossils and caves, and may visit a stone quarry.

Good Manners—Encourages an awareness of good manners and courteous behavior, and how being polite makes a good impression on others. From practicing table manners during mealtimes to good sportsmanship while playing games, Cub Scouts learn how showing respect for others makes life more pleasant for everyone.

Heritages—Develops a better understanding of personal family history and appreciation for the heritage of others. Activities include researching family history, visiting a genealogy library, and sharing heritage information with den members.

Language and Culture—Helps Cub Scouts be more aware of different cultures and languages. Boys have fun learning new words, including words in American Sign Language. Communicating and the use of an interpreter are also emphasized.

Map and Compass—Provides an opportunity for Cub Scouts to learn about cartography. Boys learn how to orient a map and use a compass. They also learn to make neighborhood maps and read road maps.

Mathematics—Encourages the development of problem-solving skills and basic reasoning and helps boys see the connection of mathematics to everyday events. Activities include using the math skills of geometry, statistics, probability, and measuring to solve specific problems.

Music—Promotes the understanding and enjoyment of different types of music. Activities include singing, playing a musical instrument, and writing and listening to music.

Nutrition—Gives Cub Scouts a chance to help plan family meals, grocery shop, and help with preparing meals. These activities and more present them with plenty of hands-on opportunities for learning about nutrition and how what you eat helps keep you healthy and strong.

Pet Care—Explores the duties of pet ownership and helps Cub Scouts understand that owning a pet is a big responsibility. Caring for a pet day to day, visiting with a veterinarian, and learning how animals can help people are just some of the activities that show how pets can make a positive difference in peoples' lives.

Photography—Helps Cub Scouts develop the basics of how to take good pictures. From shooting candids and making sure the lighting is right, to posing people, the activities give Cub Scouts an opportunity to practice and improve upon their photography skills.

Reading and Writing—Presents Cub Scouts with unique opportunities to explore reading and writing. From reading different types of books to writing riddles and jingles and creating a secret code, Cub Scouts learn how fun reading and writing can be. These activities and more give them opportunities to highlight their personal creativity.

Science—Helps boys develop a basic understanding of the scientific method of problem solving. Activities include conducting experiments in the natural and physical sciences.

Video Games—Coaches Cub Scouts on how to choose video games that are right for them, and explains the importance of balancing video game playtime with schoolwork, chores, and family activities.

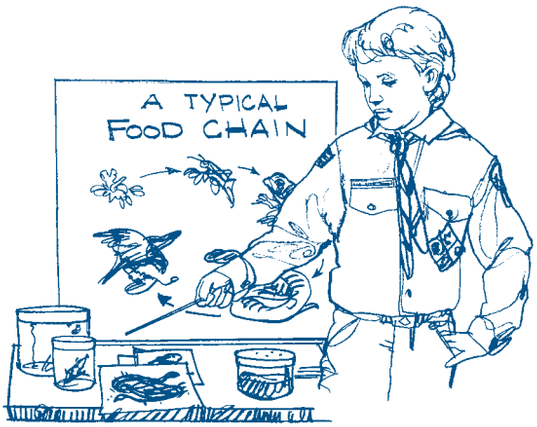
Weather—Helps boys develop an interest in meteorology as they learn about such things as the water cycle, severe weather, and acid rain. Projects include building a simple weather vane and learning about what meteorologists do.

Wildlife Conservation—Encourages a respect for natural resources and the environment and helps boys develop a sense of responsibility for other living things. Boys will learn about endangered species, animal habitats, and conservation practices.

Using School- and Community-Based Events

As you begin planning your den or pack Academics program, be sure to check with local schools to determine whether they are planning any special academics-related events. You will also want to be aware of any special community events or summer programs that might fit into one of the Academics areas. Consider the following:

- Is there a science fair each year? The boys could be completing the requirements for their Science Academics pin while preparing for the school event. You might consider having your own den or pack science fair.
- Does the local parks and recreation department offer arts and crafts classes after school or during school vacations?
- Do local schools or clubs have competitions that might encourage boys to investigate academic subjects?
- Does the local government offer a young people's government day that might help boys earn the Citizenship belt loop and pin?



Be sure to spend some time brainstorming with your pack leaders about any available local resources and how they might help your Cub Scouts enjoy the Academics program. Through this kind of interaction with the community, the Academics program can help develop better understanding between pack leadership and school and other community organizational leadership. Also remember that individual boys may participate in community-based events, so parents and adult partners should be informed of these resources.

Cub Scout Academics Fair

A Cub Scout Academics fair can serve as the focal point of a pack's Academics program. The academics fair is an excellent complement to an existing summertime pack program or can be the center of a new program. It provides Cub Scouts with the opportunity to learn skills in a variety of scholastic and artistic areas that they may not have explored before.

The Cub Scout Academics fair is a pack event and requires planning and preparation, just like any other successful Cub Scout activity. To ensure effective planning and clearly define responsibilities, a committee should be formed as far in advance as possible (nine months is ideal). If necessary, this committee can be divided into three subcommittees: facilities and equipment, finance and promotion, and program development.

Facilities and Equipment

Decide on the amount and type of area needed to allow adequate movement among the display areas and participation in the activity areas. Secure the facilities, working with the finance and promotion committee to budget for any costs for rental, cleanup, etc.

Decide on and secure any needed equipment, such as tables, chairs, easels, lighting, extension cords, and tarps or canopies. Work with leaders and parents to secure all needed materials and supplies. Using donated facilities, equipment, and supplies will reduce the overall cost of the event. Be as resourceful as possible.

Finance and Promotion

On the basis of input from the other subcommittees, decide on the funds needed and formulate a budget for the event. Then decide on a means for raising the funds. This could include charging participants a fee or developing and conducting a fund-raising event or events. Monitor fund expenditure and prepare a final financial report for the general committee.

Begin promotion and registration for the event as early as possible. This will allow families to set aside the date on their calendars. Depending on the planned size of your fair, events such as den meetings, pack meetings, the blue and gold banquet, roundtable, and a Scoutorama or Scouting show could be useful in publicizing your academics fair.

Program Development

Your fair may include any of the 25 Academics subjects, using several activities from each area. The following planning hints might help you in developing your program.

1. **Time**—The schedule should provide plenty of opportunities for the boys to view displays and take part in the activities offered.
2. **Activities**—Have a good selection of individual and team activities. Several of the academic subjects and activities can be adapted to a team event.
3. **Variety**—Offer a wide variety of academic activities. These might include
   - Music concerts or recitals
   - Art shows or hands-on activities
   - Mathematics or cooking contests and demonstrations
   - Heritage group demonstrations and displays
   - Science fair presentations and experiment displays
   - Radio or television broadcasts
   - Computer art and communications demonstrations
   - Geography displays or contests
   - Citizenship or disabilities awareness exhibits
   - Chess or video game tournaments
   - Special displays or programs at a local museum or park
4. **Expert Assistance**—Find "experts" within the community for academic areas. Ask college professors, artists, scientists, and other professionals to help run the events. They could even be asked to give a short talk or demonstration in their area of expertise to add to the quality of the program.

Summary

The most important ingredient of a successful Cub Scout academics fair is **fun.** But also stress scholarship and team support. Avoid letting the fair become a full-blown competitive event. Remember that the ability and interest levels of the boys in the various Academics areas could vary significantly. Try to include something for everyone. The 25 Academics subjects provide a wide range of activities and events, from quiet to active, for the boys and their families to experience and participate in. If you focus on the goal of showing your Scouts the fun, excitement, and adventure that can be found in scholarship, your fair will be a success.

After the event, many of the items would make nice display materials for other functions. Encourage boys to save their projects for use at the pack's blue and gold banquet, recruitment night, Scouting Show, or other suitable occasion. Also, boys may find that sharing their projects at school or putting them in public window displays is rewarding.

Schedule for Planning a Cub Scout Academics Fair

Date	What to Do	Adult Responsible
_____	Consider the interests of the pack and decide which Academics subjects will be used.	_____
_____	Select an event chair. Select other committee(s) as needed.	_____
_____	Establish a schedule for the event. Decide on the date, duration, place, and rules. Determine how much lead time is needed.	_____
_____	Prepare introductory flier and distribute to boys. Include notes to parents and step-by-step instructions on what the boys need to do, dates, place, categories for judging (if applicable), and registration form (if needed).	_____
_____	Provide Academics literature to boys and families.	_____
_____	If needed, select instructors to teach academics skills to boys.	_____
_____	Follow up with dens to determine progress.	_____
_____	Inspect site or facilities that will be used.	_____
_____	Arrange for judges (if needed) and recognition items if they are to be presented at the event. Invite the local news media.	_____
_____	Conduct the event. Be sure to gather the records from the boys and their adult partners to determine any recognition earned. Belt loops and/or pins may be presented at the event, at a pack meeting, or at another meaningful opportunity. Recognize judges and referees.	_____
_____	Evaluate the event. Make recommendations for future improvements.	_____

Worksheet for Building a Pack Academics Program

Decide which academic subject will help your pack program. Determine parental involvement.

Academic Subject	Facilities Needed	Individual Equipment	Pack Equipment	Personnel Needed
Art		Pencils, art supplies, canvas	Easels, art supplies	Art instructor
Astronomy	Outdoors; observatory or planetarium	Pencil (pen) and paper, star chart, map	Telescopes, binoculars	
Chess		Chess set	Optional: chess clock	
Citizenship				
Collecting		Computer with Internet access (optional)	Computer with Internet access (optional)	
Communicating				
Computers		Computer	Computer with Internet access	
Disabilities Awareness		Earmuffs, bandages, blindfolds	Wheelchairs	
Family Travel		Suitcase or bag; pencil (pen) and paper; computer with Internet access (optional)		
Geography		Globe, atlas		
Geology	Outdoor area of special interest	Pencil (pen) and paper	Poster board; crayons or markers	
Good Manners		Poster board; crayons or markers; pencil (pen) and paper or blank note card		
Heritages		Tape recorder for oral history		
Language and Culture				
Map and Compass	Outdoors	Map, compass		
Mathematics		Pencil (pen) and paper		
Music		Musical instrument		
Nutrition		Poster board; crayons or markers; pencil (pen) and paper; computer with Internet access (optional)		
Pet Care		Pencil (pen) and paper; poster board; crayons or markers; computer with Internet access (optional)		
Photography		Camera; photographs; pencil (pen) and paper; computer with photo printout capability (optional)		
Reading and Writing		Library card; journal or notebook and pencil (pen); computer (optional)		
Science				
Video Games		Pencil (pen) and paper; video games and video game player or system		
Weather		Art supplies, thermometer		
Wildlife Conservation	Outdoors	Binoculars	Plaster for track casting	

Cub Scout Sports


Archery*


Badminton


Baseball


Basketball


BB-Gun Shooting*


Bicycling


Bowling


Fishing


Flag Football


Golf


Gymnastics


Hiking


Hockey


Horseback Riding


Ice Skating


Kickball


Marbles


Physical Fitness


Roller Skating


Skateboarding


Snow Ski and Board Sports


Soccer


Softball


Swimming


Table Tennis


Tennis


Ultimate


Volleyball

Why Cub Scout Sports?

The Cub Scout Sports program provides Cub Scouts with the opportunity to become acquainted with and participate in all kinds of sports—summer and winter sports, indoor and outdoor sports, active and less-active sports, and team and individual sports. When implemented properly, the program is an active physical fitness program for Cub Scouts.

A Cub Scout may participate in Sports activities in his unit, in his community, or by himself. However the boy participates, he will have fun learning a new sport, developing new skills, competing with his peers, and being recognized. Throughout his experience in the program, the Cub Scout is encouraged to learn and practice good sportsmanship, and to do his best.



*Loops and pins for archery and BB-gun shooting can be earned only in day camps, Cub Scout/Webelos Scout resident camps, council-managed family camping programs, or at council activities where there is properly trained supervision, and all guidelines for BSA shooting sports are implemented. Archery and BB-gun shooting belt loops and pins cannot be earned at the pack, den, or individual level. Requirements therefore are not included in this book.

Cub Scout Sports emphasizes participation of the family by involving an adult partner. The pack will introduce the boy and his family to habits that may carry through many years.

Are Organized Sports a Good Idea?

Sometimes, organized sports seem to have an unfavorable effect on children—an effect that some never manage to overcome. Does this suggest that organized sports are inherently bad for youth? Not at all, say many experts. It's not the sports that can cause harm, but overzealous adults—mainly parents and coaches—on the sidelines.

"I'm convinced that we can teach kids an awful lot through athletic situations," says Dr. Paul Vogel of the Youth Sports Institute at Michigan State University. "Respect for law and authority, for instance, regard for physical fitness, and the ability to cooperate with others." But the adults, Vogel believes, have to set a good example. "Young players see their parents and coaches ranting and raving at game officials over a close call," he says, "and then the adults wonder why the kids don't show more respect for authority." They may also wonder, years later, why their children seem to lose interest in competitive sports.

Parents can have an especially positive effect on a boy's sports outlook, Vogel feels, if they emphasize keeping in shape through a physical fitness program and set the example themselves.

When Should Sports Start?

How old should a boy be to become involved in organized sports? What sports are best for boys of Cub Scout age?

Most sports authorities feel there is no one right answer to these questions. The biological clock does not tick the same way for everybody, and boys mature on different schedules. For instance, an 8-year-old boy who is physically ready to play soccer with 10-year-olds may not be psychologically ready.

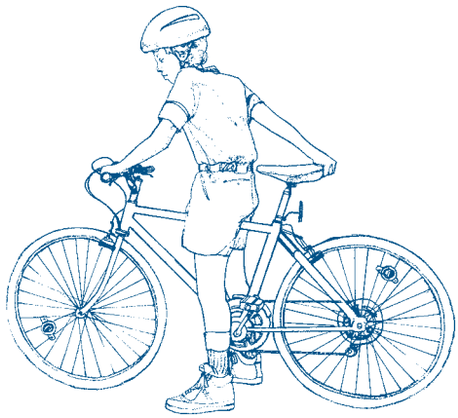
When a boy feels he's ready to try a given sport, he might say so. He might hint that he would like a baseball mitt or tennis racket for his birthday. Or he might give some other sign. Respect his wish, even if it's not to play.

Here are some general guidelines from the National Association for Sport and Physical Education:

- Organized sports for children younger than 6 are of questionable value.
- Children between 6 and 8 years old should be restricted to noncontact sports, such as swimming, tennis, and track-and-field events.
- Team sports, such as basketball and soccer, are recommended for children older than 8.

Sports Safety

Parents have a right to be sure that their boys are playing in a safe and healthy environment. That means checking the condition of playing fields, facilities, and equipment and making sure that boys have any safety gear required, such as helmets or pads. It also means evaluating the coaches.



Facilities. Is the playing field reasonably level, well marked, and free of obstacles, holes, and broken glass? Are goal posts, flags, nets, and other pieces of equipment safely placed? Are practice areas also safe?

Equipment. Is it in good condition, with no cracked bats, split arrows, stringy balls, or poor rackets? Do boys have the necessary protective equipment, including facemasks, shin guards, helmets, pads, and so on? Does the equipment fit the players correctly? Is it in good condition? Is there a first aid kit on hand that has been inspected?

Coaches. Coaches should know more than the skills and strategy of the game: they should have the safety of the boys as a primary consideration. They should understand boys thoroughly and know how to teach enjoyment of the sport while helping keep temper and ego under control. They must be able to spot problems and correct them and should know when to forbid a boy who is sick or hurt from playing. They must communicate openly with players and their parents.

The coach's guiding principle should be most boys would rather play and lose than sit on the bench and win. One hundred percent participation is fun for everyone. When sports are conducted at a pack level, the pack committee may select coaches for the various sports. The pack leaders should be certain that the recruited coaches know the basic skills of the sport, can ensure the boys' safety, and can set an example of good sportsmanship.

The Role of Parents

The role of parents can be described in one word: "support." Support of the program, the leaders, and the coaches—but most of all, support of the boys, and especially one's own son. Here are some dos and don'ts for parents:

Do

- Be a voice of encouragement and moderation.
- Show boys you approve of them no matter how they play.
- Go to the games and watch the boys play.
- Help the boys have fun.

Don't

- Shout advice or criticism to boys or anyone else during the game.
- Interfere with the coach or other officials.
- Criticize players, coaches, or officials.
- Enter the playing area.
- Prevent anyone from having fun.
- Push your son into a sport he is not qualified to play or does not like.

Why Young Athletes Get Hurt

Statistics indicate that boys are as safe (if not safer) playing adult-supervised sports as they are riding their bikes or traveling in the family car. Still, sports injuries do happen, and they have an especially good chance of happening when excited kids are combined with flying balls, swinging bats, leaping bodies, straining muscles, and kicking feet. Most sports injuries are caused by

1. **Overuse of muscles.** This leads to tendinitis (inflammation of a tendon) and stress fractures, often caused by improper training or a sudden change in activity level.
2. **Reinjuries.** Injuries may be caused by using muscles before previous injuries have healed.
3. **Environmental conditions.** Poor playing areas, faulty equipment, or improper use of good equipment can cause injuries.

Safety measures help prevent many injuries and reduce the severity of many more. In your Sports program, make sure safety is a primary concern.

Young Athletes' Bill of Rights

In its brochure "Choosing the Right Sport & Physical Activity Program for Your Child," the National Association for Sport and Physical Education (NASPE) publishes a Bill of Rights for Young Athletes. These 10 rights should be built into every sports activity for Cub Scouts. Be sure to include them in your pack program.

Young Athletes' Bill of Rights

1. **The right to participate in sports**
   Ask a boy what he would rather do—play and lose, or watch and win? It's a tough choice, but most boys would choose the chance to play—win or lose. When a boy is denied a chance to play because he's not a good player, the program is in trouble. Measure the program in terms of the boys' goals and participation.
2. **The right to participate at his own level of ability and maturity**
   Wherever possible, a boy should be placed with players of his own ability level. But dividing boys according to ability can be a humiliating ordeal for the less able. Leaders and coaches must exercise extreme discretion and sensitivity. Proceed with care.
3. **The right to have qualified adult leadership**
   Boys age 7 to 9 are especially impressionable. They will be influenced by adult leadership, whether that leadership is good or bad. Boys should have quality leaders who ensure the safety of boys, respect others, and are knowledgeable of the sport.
4. **The right to a safe and healthy environment**
   No boy should be asked to play under conditions that may be harmful to his health or personal safety. Every boy should be able to play in a physical and emotional environment that is safe.
5. **The right to share in leadership and decision making**
   The Cub Scouts Sports program aims not only to help a boy be fit and have fun but also to help stimulate his growth toward maturity and active citizenship. If adults make all the decisions and do all the talking, a magnificent opportunity for growing up will be missed.
6. **The right to play as a child, not as an adult**
   However much a boy may love a flashy uniform and being treated like an adult professional, he is neither an adult nor a professional. He is still a child, so handle him with care. Don't rush him; let him enjoy his childhood.
7. **The right to proper preparation**
   Boys need good physical and mental preparation before they participate in sports. Good preparation increases self-confidence.
8. **The right to an equal opportunity to strive for success**
   The focus here is on the word *success*, which doesn't have to mean winning. Success can be playing, learning, growing, building fitness, and enjoying. Each boy should be secure in the knowledge that he has done his best and that his best is OK.
9. **The right to be treated with dignity**
   No boy should be scolded or ridiculed because of appearance, background, or performance. Corrective actions should be conducted in a positive way without an audience.
10. **The right to have fun in sports**
    If the other nine rights are in place, then the right to have fun will follow. Remember that the eighth purpose of Cub Scouting is to provide boys with fun and exciting new things to do.

Worksheet for Building a Pack Sports Program

Decide which sports will help your pack program. Determine parental involvement.

Sport	Team or Individual	Facilities Needed	Individual Equipment	Pack Equipment	Personnel Needed
Archery*	Individual	BSA range			BSA-trained supervision
Badminton	Individual	Court	Rackets, net, birdie		
Baseball	Team	Level area	Gloves, caps	Bases, bats, balls, helmets, masks	
Basketball	Team	Level area, backboard	Shoes	Basketball	
BB-Gun Shooting*	Individual	BSA range			BSA-trained supervision
Bicycling	Individual		Helmet, bicycle		
Bowling	Individual	Bowling lanes			
Fishing	Individual	Lake or stream	Gear		
Flag Football	Team	Park or playground		Football, flags, supplies for marking field	
Golf	Individual	Course	Clubs, balls		
Gymnastics	Individual	Area		Gymnastics equipment, such as mats, horse, rings, parallel bars	
Hiking	Individual	Hiking trail, park, or any outdoor venue safe for walking	Water bottle, proper hiking attire, including comfortable athletic shoes or hiking boots and socks; sunscreen, insect repellent		
Hockey	Team	Hockey rink (roller or ice)	Skates (roller or ice), protective equipment (helmet, pads, gloves, neck guard, mouth guard, cup), hockey stick, hockey puck	Goals and pucks (for ice hockey) or balls (for roller hockey)	
Horseback Riding	Individual	Wide outdoor area safe for horseback riding	Proper riding attire (long-sleeve shirt, jeans, shoes or boots), riding helmet, access to a horse suitable for a beginner		
Ice Skating	Individual	Ice skating rink	Ice skates, helmet, pads		
Kickball	Team	Field	Rubber playground ball (8.5" or 10" size; no soccer balls)	Rubber playground ball (8.5" or 10" size; no soccer balls)	
Marbles	Individual	10-foot playing area	13 marbles, shooter		
Physical Fitness	Individual	Area		Stopwatch, obstacle course, supplies	
Roller Skating	Individual	Roller Skating rink	Skates, helmet, pads		
Skateboarding	Individual	Skateboard park or long, flat driveway free of debris, cracks, and holes	Skateboard, protective equipment (skateboarding helmet and knee, hand, and elbow pads)		
Snow Ski and Board Sports	Individual	Supervised ski area	Boots, skis, poles or snowboard		
Soccer	Team	Open area	Shoes	Balls, goals	
Softball	Team	Field	Gloves	Bats, balls, bases, helmets, masks	
Swimming	Individual	Pool	Swimsuit, towel		
Table Tennis	Individual	Area		Table, net, ball, paddles	
Tennis	Individual	Court	Racket, balls, shoes		
Ultimate	Team	Field		Discs	
Volleyball	Team	Field		Net, volleyball	

*Loops and pins for archery and BB-gun shooting can only be earned in council-sponsored camps and cannot be earned at the pack, den, and individual level.

Schedule for Setting Up a Pack Sports Event or Tournament

Date	What to Do	Adult Responsible
_____	Consider the interests of the pack and select the sports for the event or tournament.	Pack committe
_____	Select a chair for the event.	_____
_____	Establish a schedule for the event.	_____
_____	Identify playing areas, equipment availability, safety rules, recognition, budget, leadership resources, and adult involvement. Don't overlook fun for the boys and family. Begin promotion.	_____
_____	Inspect site, facilities, and equipment.	_____
_____	Have each den select a coach/instructor to help the Cub Scouts and their families prepare for the pack event.	_____
_____	Provide literature before beginning instruction. Practice the sport.	_____
_____	Invite the local news media.	_____
_____	Conduct the event. Be sure to gather the records from the boys and their adult partners to determine recognition earned. The belt loops and pins may be presented at the event, at a pack meeting, or at another meaningful opportunity. Recognize the judges and the referees.	_____
_____	Evaluate the event. Make recommendations for the future.	_____

Cub Scout Physical Fitness Program

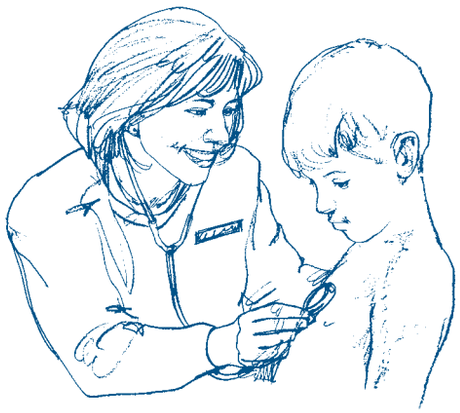
Adult Participation

The Cub Scout Sports program encourages family and adult involvement. For Tiger Cubs, an adult partner is required to participate. And adults are strongly encouraged to participate along with Cub Scouts and Webelos Scouts.

In many sports, such as basketball and soccer, it isn't practical for a Cub Scout and adult to play on the same team. Other sports, however, such as table tennis and golf, provide good opportunities for boys and adults to play together.

How to Shape Up and Keep in Shape

First: Each participant should have a medical checkup and complete a medical history. An Annual Health and Medical Record (No. 34605) is included on pages 23–26. Den leaders should have a copy of a medical history for every Cub Scout in the den.



Second: Decide on the physical exercise program needed for the selected sport.

Third: Have Cub Scouts and adult partners set personal goals and schedule their time to exercise and work on skill development.

Fourth: A physical fitness progress chart may be completed for each Cub Scout. Each Cub Scout should keep the records and report to his den leader when he has qualified for his loop or pin.

Points to Consider

1. People older than 40 or anyone who is not regularly physically active should have a thorough medical examination before starting any physical exercise program.
2. Begin slowly and gradually exert a little more energy during each workout. The biggest mistake many people make is to start too fast and over stress themselves quickly.
3. Heart and lung (cardiovascular) conditioning and fitness may be maintained by participating in a steady workout (at least half an hour) at least three times a week.

Conduct Your Own Pack Physical Fitness Program



Here is a physical fitness competition that will enrich the pack program and show that Cub Scouting emphasizes the importance of being physically fit. Suggested actions:

1. Hold a meeting of your pack leaders to make plans for your pack's Cub Scout physical fitness event. This could be at your monthly pack meeting or as a special event to supplement your monthly program theme. Set the date and place.
2. Inform your Tiger Cubs, Cub Scouts, Webelos Scouts, and parents of the pack plan at the next meeting.
3. Have the dens practice the activities in the requirements for Cub Scout Sports: Physical Fitness (such as pull-ups, curl-ups, long jump, 50-yard dash, softball throw; see page 111). (The pack could also choose other sports in which the boys could compete.)

4. Secure officials, scorers, and judges as well as equipment needed.
5. Hold your pack's physical fitness event, with all boys taking part.
6. The pack competition should be run according to the judging and scoring procedures as outlined in the requirements for the desired sports or activities. Five events could be the standing long jump, softball throw, push-ups, curl-ups, and 50-yard dash. These five events are part of the President's Council on Physical Fitness and Sports as well as the Webelos Athlete activity badge requirements.
7. During the competition, Cub Scouts should wear uniform trousers or shorts and appropriate program-level Cub Scout T-shirts.
8. Boys should compete only against boys of their own age/grade in all events.

Cub Scout Shooting Sports

BB-Gun Safety

Many Cub Scouts have BB guns or air rifles at home and will be exposed to some type of firearm while growing up. Parents should understand that safety is as necessary with BB guns and air rifles as it is in any other aspect of shooting. Training is essential in learning how to shoot well, and safe shooting habits developed early help provide the atmosphere for learning these skills.

Gun shooting sports are not an approved part of the Cub Scouting program, except at council or district day camps or resident camps, during council-managed family camping programs, or at council-sponsored activities where there is properly trained supervision and all standards for BSA shooting sports are implemented. Boys can earn recognition for shooting sports only at these events.

Although gun-shooting sports are not permitted as den and pack activities, leaders can help parents understand the importance of training and encourage attendance of boys at Cub Scout day camps that offer this training.

Archery Safety

Archery is not an approved part of the Cub Scouting program, except at council or district day camps or resident camps, during council-managed family camping programs, or at council-sponsored activities where there is properly trained supervision and all standards for BSA shooting sports are implemented. Boys can earn recognition for archery only at these events.

Although archery programs are not permitted at den and pack activities, leaders can help parents understand the importance of training and encourage attendance of boys at Cub Scout camps that offer this training.

See *Shooting Sports for Cub Scouts, Webelos Scouts, and Parents in Camp* (No. 13-550) for more information.

Annual Health and Medical Record

(Valid for 12 calendar months)

Medical Information

The Boy Scouts of America recommends that all youth and adult members have annual medical evaluations by a certified and licensed health-care provider. In an effort to provide better care to those who may become ill or injured and to provide youth members and adult leaders a better understanding of their own physical capabilities, the Boy Scouts of America has established minimum standards for providing medical information prior to participating in various activities. Those standards are offered below in one three-part medical form. Note that unit leaders must always protect the privacy of unit participants by protecting their medical information.

Parts A and C are to be completed annually **by all BSA unit members.** Both parts are required for all events that do not exceed 72 consecutive hours, where the level of activity is similar to that normally expended at home or at school, such as day camp, day hikes, swimming parties, or an overnight camp, and where medical care is readily available. Medical information required includes a current health history and list of medications. Part C also includes the parental informed consent and hold harmless/release agreement (with an area for notarization if required by your state) as well as a talent release statement. Adult unit leaders should review participants' health histories and become knowledgeable about the medical needs of the youth members in their unit. This form is to be filled out by participants and parents or guardians and kept on file for easy reference.

Part B is required with parts A and C for any event that exceeds 72 consecutive hours, or when the nature of the activity is strenuous and demanding, such as a high-adventure trek. Service projects or work weekends may also fit this description. It is to be completed and signed by a certified and licensed health-care provider—physician (MD, DO), nurse practitioner, or physician's assistant as appropriate for your state. The level of activity ranges from what is normally expended at home or at school to strenuous activity such as hiking and backpacking. Other examples include tour camping, jamborees, and Wood Badge training courses. It is important to note that the height/weight limits must be strictly adhered to if the event will take the unit beyond a radius wherein emergency evacuation is more than 30 minutes by ground transportation, such as backpacking trips, high-adventure activities, and conservation projects in remote areas.

Risk Factors

Based on the vast experience of the medical community, the BSA has identified that the following risk factors may define your participation in various outdoor adventures.

- Excessive body weight
- Heart disease
- Hypertension (high blood pressure)
- Diabetes
- Seizures
- Lack of appropriate immunizations
- Asthma
- Sleep disorders
- Allergies/anaphylaxis
- Muscular/skeletal injuries
- Psychiatric/psychological and emotional difficulties

For more information on medical risk factors, visit Scouting Safely on *www.scouting.org.*

Prescriptions

The taking of prescription medication is the responsibility of the individual taking the medication and/or that individual's parent or guardian. A leader, after obtaining all the necessary information, can agree to accept the responsibility of making sure a youth takes the necessary medication at the appropriate time, but BSA does not mandate or necessarily encourage the leader to do so. Also, if state laws are more limiting, they must be followed.

For frequently asked questions about this Annual Health and Medical Record, see Scouting Safely online at *http://www.scouting.org/scoutsource/HealthandSafety.aspx*. Information about the Health Insurance Portability and Accountability Act (HIPAA) may be found at *http://www.hipaa.org.*

Annual BSA Health and Medical Record

Part A

GENERAL INFORMATION

Name _____ Date of birth _____ Age _____ Male ☐ Female ☐

Address _____ Grade completed (youth only) _____

City _____ State _____ Zip _____ Phone No. _____

Unit leader _____ Council name/No. _____ Unit No. _____

Social Security No. (optional; may be required by medical facilities for treatment) _____ Religious preference _____

Health/accident insurance company _____ Policy No. _____

ATTACH A PHOTOCOPY OF BOTH SIDES OF INSURANCE CARD (SEE PART C). IF FAMILY HAS NO MEDICAL INSURANCE, STATE "NONE."

In case of emergency, notify:

Name _____ Relationship _____

Address _____

Home phone _____ Business phone _____ Cell phone _____

Alternate contact _____ Alternate's phone _____

MEDICAL HISTORY

Are you now, or have you ever been treated for any of the following:

Yes	No	Condition	Explain
		Asthma	
		Diabetes	
		Hypertension (high blood pressure)	
		Heart disease (i.e., CHF, CAD, MI)	
		Stroke/TIA	
		COPD	
		Ear/sinus problems	
		Muscular/skeletal condition	
		Menstrual problems (women only)	
		Psychiatric/psychological and emotional difficulties	
		Learning disorders (i.e., ADHD, ADD)	
		Bleeding disorders	
		Fainting spells	
		Thyroid disease	
		Kidney disease	
		Sickle cell disease	
		Seizures	
		Sleep disorders (i.e., sleep apnea)	
		GI problems (i.e., abdominal, digestive)	
		Surgery	
		Serious injury	
		Other	

Allergies or Reaction to:

Medication _____

Food, Plants, or Insect Bites _____

_____

Immunizations:

The following are recommended by the BSA. Tetanus immunization must have been received within the last 10 years. If had disease, put "D" and the year. If immunized, check the box and the year received.

Yes	No	Date
☐	☐	Tetanus _____
☐	☐	Pertussis _____
☐	☐	Diptheria _____
☐	☐	Measles _____
☐	☐	Mumps _____
☐	☐	Rubella _____
☐	☐	Polio _____
☐	☐	Chicken pox _____
☐	☐	Hepatitis A _____
☐	☐	Hepatitis B _____
☐	☐	Influenza _____
☐	☐	Other (i.e., HIB) _____

☐ Exemption to immunizations claimed.

(For more information about immunizations, as well as the immunization exemption form, see Scouting Safely on Scouting.org.)

MEDICATIONS

List all medications currently used. (If additional space is needed, please photocopy this part of the health form.) Inhalers and EpiPen information must be included, even if they are for occasional or emergency use only.

Medication _____ Strength _____ Frequency _____ Approximate date started _____ Reason for medication _____ _____ Distribution approved by: _____/_____ Parent signature MD/DO, NP, or PA Signature Temporary ☐ Permanent ☐	Medication _____ Strength _____ Frequency _____ Approximate date started _____ Reason for medication _____ _____ Distribution approved by: _____/_____ Parent signature MD/DO, NP, or PA Signature Temporary ☐ Permanent ☐	Medication _____ Strength _____ Frequency _____ Approximate date started _____ Reason for medication _____ _____ Distribution approved by: _____/_____ Parent signature MD/DO, NP, or PA Signature Temporary ☐ Permanent ☐
Medication _____ Strength _____ Frequency _____ Approximate date started _____ Reason for medication _____ _____ Distribution approved by: _____/_____ Parent signature MD/DO, NP, or PA Signature Temporary ☐ Permanent ☐	Medication _____ Strength _____ Frequency _____ Approximate date started _____ Reason for medication _____ _____ Distribution approved by: _____/_____ Parent signature MD/DO, NP, or PA Signature Temporary ☐ Permanent ☐	Medication _____ Strength _____ Frequency _____ Approximate date started _____ Reason for medication _____ _____ Distribution approved by: _____/_____ Parent signature MD/DO, NP, or PA Signature Temporary ☐ Permanent ☐

NOTE: Be sure to bring medications in the appropriate containers, and make sure that they are NOT expired, including inhalers and EpiPens. You SHOULD NOT STOP taking any maintenance medication.

Last name: _____ DOB: _____ Allergies: _____ Emergency contact No.: _____

Part B
PHYSICAL EXAMINATION

Height_____ Weight _____ % body fat_____ Meets height/weight limits ☐ Yes ☐ No
Blood pressure _____ Pulse _____

Individuals desiring to participate in any high-adventure activity or event in which emergency evacuation would take longer than 30 minutes by ground transportation will not be permitted to do so if they exceed the height/weight limits as documented in the table at the bottom of this page or if during a physical exam their health care provider determines that body fat percentage is outside the range of 10 to 31 percent for a woman or 2 to 25 percent for a man. Enforcing this limit is strongly encouraged for all other events, but it is not mandatory. (For healthy height/weight guidelines, visit www.cdc.gov.)

	Normal	Abnormal	Explain Any Abnormalities	Range of Mobility	Normal	Abnormal	Explain Any Abnormalities
Eyes				Knees (both)			
Ears				Ankles (both)			
Nose				Spine			
Throat							
Lungs				**Other**	**Yes**	**No**	
Heart				Contacts			
Abdomen				Dentures			
Genitalia				Braces			
Skin				Inguinal hernia			**Explain**
Emotional adjustment				Medical equipment (i.e., CPAP, oxygen)			
Tuberculosis (TB) skin test (if required by your state for BSA camp staff) ☐ Negative ☐ Positive							

Allergies (to what agent, type of reaction, treatment): _____

_____

I certify that I have, today, reviewed the health history, examined this person, and approve this individual for participation in:

☐ Hiking and camping ☐ Competitive activities ☐ Backpacking ☐ Swimming/water activities ☐ Climbing/rappelling
☐ Sports ☐ Horseback riding ☐ Scuba diving ☐ Mountain biking ☐ Challenge ("ropes") course
☐ Cold-weather activity (<10°F) ☐ Wilderness/backcountry treks

Specify restrictions (if none, so state) _____

_____

Certified and licensed health-care providers recognized by the BSA to perform this exam include physicians (MD, DO), nurse practitioners, and physician's assistants.

To Health Care Provider: Restricted approval includes:
- ➔ Uncontrolled heart disease, asthma, or hypertension.
- ➔ Uncontrolled psychiatric disorders.
- ➔ Poorly controlled diabetes.
- ➔ Orthopedic injuries not cleared by a physician.
- ➔ Newly diagnosed seizure events (within 6 months).
- ➔ For scuba, use of medications to control diabetes, asthma, or seizures.

Provider printed name _____
Signature _____
Address _____
City, state, zip _____
Office phone _____
Date _____

Height (inches)	Recommended Weight (lbs)	Allowable Exception	Maximum Acceptance
60	97-138	139-166	166
61	101-143	144-172	172
62	104-148	149-178	178
63	107-152	153-183	183
64	111-157	158-189	189
65	114-162	163-195	195
66	118-167	168-201	201
67	121-172	173-207	207
68	125-178	179-214	214
69	129-185	186-220	220

Height (inches)	Recommended Weight (lbs)	Allowable Exception	Maximum Acceptance
70	132-188	189-226	226
71	136-194	195-233	233
72	140-199	200-239	239
73	144-205	206-246	246
74	148-210	211-252	252
75	152-216	217-260	260
76	156-222	223-267	267
77	160-228	229-274	274
78	164-234	235-281	281
79 & over	170-240	241-295	295

This table is based on the revised Dietary Guidelines for Americans from the U.S. Dept. of Agriculture and the Dept. of Health & Human Services.

Part C
Informed Consent and Hold Harmless/Release Agreement

I understand that participation in Scouting activities involves a certain degree of risk. I have carefully considered the risk involved and have given consent for myself and/or my child to participate in these activities. I understand that participation in these activities is entirely voluntary and requires participants to abide by applicable rules and standards of conduct. I release the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with the activity from any and all claims or liability arising out of this participation.

I approve the sharing of the information on this form with BSA volunteers and professionals who need to know of medical situations that might require special consideration for the safe conducting of Scouting activities.

In case of an emergency involving me or my child, I understand that every effort will be made to contact the individual listed as the emergency contact person. In the event that this person cannot be reached, permission is hereby given to the medical provider selected by the adult leader in charge to secure proper treatment, including hospitalization, anesthesia, surgery, or injections of medication for me or my child. Medical providers are authorized to disclose to the adult in charge Protected Health Information/ Confidential Health Information (PHI/CHI) under the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. §§160.103, 164.501, etc. seq., as amended from time to time, including examination findings, test results, and treatment provided for purposes of medical evaluation of the participant, follow-up and communication with the participant's parents or guardian, and/or determination of the participant's ability to continue in the program activities.

☐ Without restrictions.

☐ With special considerations or restrictions (list) _____

_____

I hereby assign and grant to the local council and the Boy Scouts of America the right and permission to use and publish the photographs/ film/videotapes/electronic representations and/or sound recordings made of me or my child at all Scouting activities, and I hereby release the Boy Scouts of America, the local council, the activity coordinators, and all employees, volunteers, related parties, or other organizations associated with the activity from any and all liability from such use and publication.

I hereby authorize the reproduction, sale, copyright, exhibit, broadcast, electronic storage, and/or distribution of said photographs/ film/videotapes/electronic representations and/or sound recordings without limitation at the discretion of the Boy Scouts of America, and I specifically waive any right to any compensation I may have for any of the foregoing.

☐ Yes ☐ No

Adults authorized to take youth to and from the event: (You must designate at least one adult. Please include a telephone number.)

1. _____
2. _____
3. _____

Adults NOT authorized to take youth to and from the event:

1. _____
2. _____
3. _____

I understand that, if any information I/we have provided is found to be inaccurate, it may limit and/or eliminate the opportunity for participation in any event or activity.

Participant's name _____

Participant's signature _____

Parent/guardian's signature _____
(if under the age of 18)

Date _____

Attach copy of insurance card (front and back) here. If required by your state, use the space provided here for notarization.

BOY SCOUTS OF AMERICA
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, Texas 75015-2079
http://www.scouting.org

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Part C **Last name:** _____ **DOB:** _____

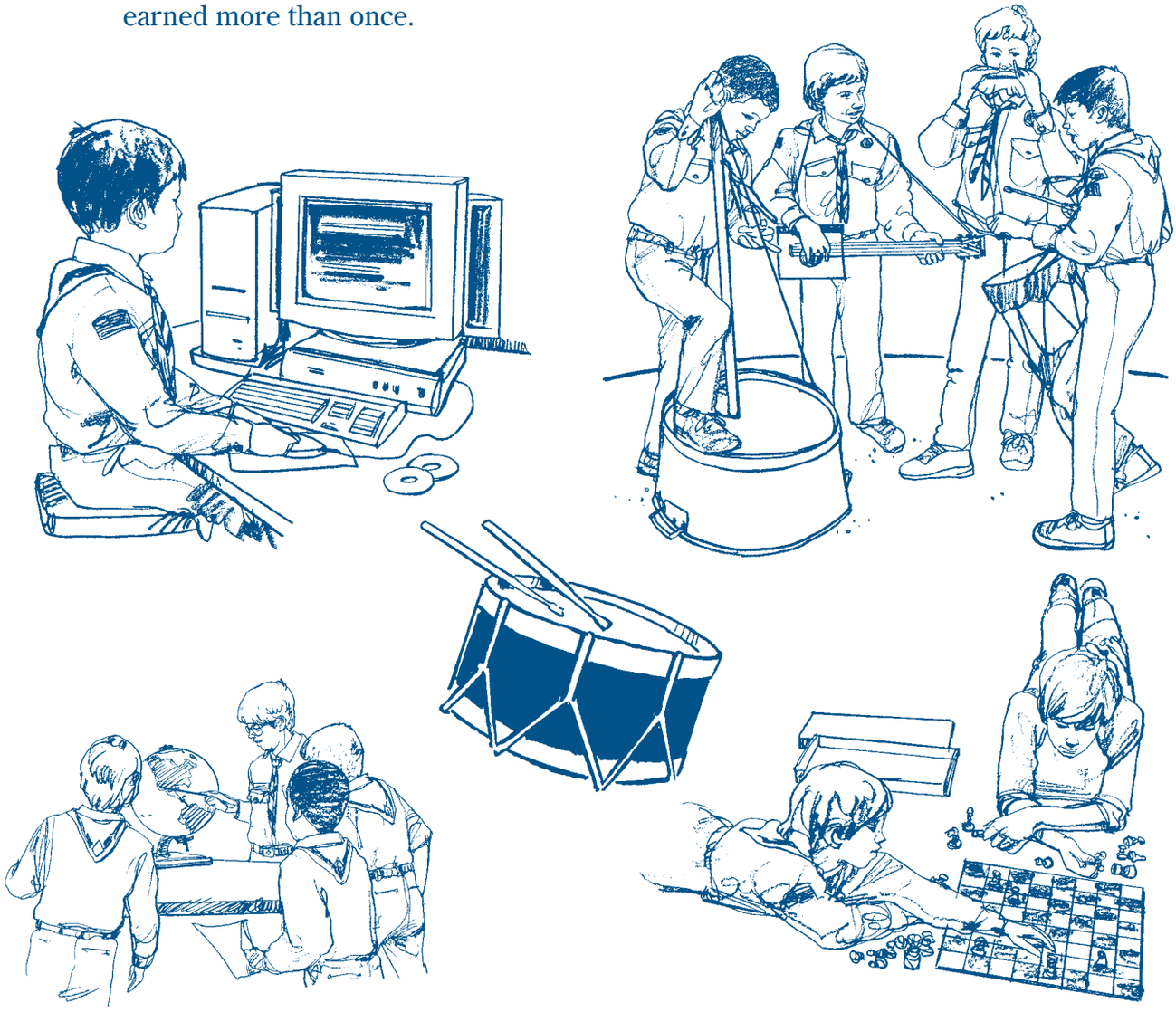
Rev. 9/2009

Academics Belt Loop and Pin Requirements and Resources

Following are the requirements for earning the Academics belts loops and pins.

Remember:

- Belt loops and pins are earned only by Tiger Cubs, Cub Scouts, and Webelos Scouts (not adults).
- Requirements may be adjusted to accommodate the special needs of boys with disabilities.
- Webelos Scouts may earn a belt loop or pin a second time to qualify for Webelos activity badges.
- Boys may earn belt loops more than once; however, leaders should encourage boys to try different requirements and earn the pin. Packs should have a clear policy in place about whether the pack or the boy's family is responsible for the cost of awards earned more than once.



Cub Scout Academics: Art







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Make a list of common materials used to create visual art compositions.

_____ 2. Demonstrate how six of the following elements of design are used in a drawing: lines, circles, dots, shapes, colors, patterns, textures, space, balance, or perspective.

_____ 3. Identify the three primary colors and the three secondary colors that can be made by mixing them. Show how this is done using paints or markers. Use the primary and secondary colors to create a painting.

Academics Pin

Earn the Art belt loop and complete six of the following requirements:

_____ 1. Visit an art museum, gallery, or exhibit. Discuss with an adult the art you saw.

_____ 2. Create two self-portraits using two different art techniques, such as drawing, painting, print-making, sculpture, or computer illustration.

_____ 3. Demonstrate how to make paper. Make a sample at least 4 inches by 4 inches.

_____ 4. Make a simple silkscreen or stencil. Print a card or T-shirt.

_____ 5. Create a freestanding sculpture or mobile using wood, metal, soap, papier-mâché, or found objects.

_____ 6. Create an object using clay that can be fired, baked in the oven, or hardened in water.

_____ 7. Photograph four subjects in one theme, such as landscapes, people, animals, sports, or buildings.

_____ 8. Make a collage using several different materials.

_____ 9. Use your artistic skills to create a postage stamp, book cover, or music CD cover.

_____10. Use a computer illustration or painting program to create a work of art.

_____11. Display your artwork in a pack, school, or community art show.

Resources

Your local library, schools, museums, and art galleries are all excellent sources of information about art. Also visit art supply stores and teacher supply stores for more information and art materials. See original works of art at museums, art galleries, exhibits, and artists' studios.

Invite an artist to do a demonstration at a den meeting. Books, videos, and television can provide information about artists and their lives. Watch for children's art classes offered by after-school programs and local parks and recreation departments.

Tips for Parents

- Establish a supportive and nurturing atmosphere where your child can learn to express himself through his art. Praise his work.
- Set aside a place where your child can practice his skills and work on projects without interruptions from siblings or pets.
- Help your child learn to see color and design in everyday objects, in nature, and in the artwork of others.
- Teach to your child how to use art materials. Let him experiment with the materials before he tries to create a finished product.
- Explain to your child the value of planning ahead. Gathering materials, setting up a work area, and possibly sketching out some preliminary ideas can help a child learn to focus on what he would like to accomplish.
- Encourage your child when he becomes frustrated. Explain that he will not like everything he creates. Give him the option to take a break and finish later. Assure him that through trial and error, he will learn to express his ideas through art.
- Read labels on all art materials. Avoid materials that are toxic, produce permanent stains, or might cause allergies.



Viewing Art With Children

When visiting a museum or exhibit, let the child set the pace—museums can be tiring. Make the experience fun for both of you. Ask questions that spark the child's interest and help teach him how to view art.

- What did you notice first about the art piece (subject, colors, shapes, etc.)?
- What general style is the art?
- How does the work "speak" without using words?
- What do you think the artist wants the audience to see or feel?
- What part of the work gives you special feelings? What kind of feelings?

Styles of Art

Observations of the Real World. The artist imitates life by using details, lighting, and carefully planned designs that show recognizable subjects.

Creation of Imaginary Worlds. The artist imaginatively combines familiar subjects or scenes in a way that may remind us of the strange combinations of images in dreams.

Expression of Feelings. The artist tries to capture a mood or feeling, rather than show how something looks. He or she may exaggerate, omit details, or intensify colors, shapes, or lines to help us identify the feelings.

Invention of Visual Order. The artist creates an arrangement of lines, shapes, and colors that are meant to intrigue our eye and fascinate us.

Cub Scout Academics: Astronomy





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Demonstrate how to focus a simple telescope or binoculars. (A local astronomy club may be a resource for this activity.)

_____ 2. Draw a diagram of our solar system—identify the planets and other objects.

_____ 3. Explain the following terms: planet, star, solar system, galaxy, the Milky Way, black hole, red giant, white dwarf, comet, meteor, moon, asteroid, star map and universe.

Academics Pin

Earn the Astronomy belt loop and complete five of the following requirements:

_____ 1. Draw a diagram of a telescope and explain how it works.

_____ 2. Explain how to use a star map.

_____ 3. Draw and label five constellations. See if you can locate any of them in the sky using a star map.

_____ 4. Find the North Star. Explain its importance.

_____ 5. With your parent's or adult partner's permission, interview an astronomer. This person may be a professional or an amateur astronomer from a local astronomy club. Explain what you learned to your den or family.

_____ 6. Learn about careers that relate to astronomy. Make a list of those careers. Tell your den or an adult family member what school subjects will help you get a position in those careers.

_____ 7. Visit a planetarium or a local astronomy club. Give a report on what you learned to your den.

_____ 8. Make a poster illustrating the different kinds of stars. Include a diagram showing the life cycle of a star.

_____ 9. Learn about some of the early space missions. Tell your den or family about one of them.

_____10. Find a news story about a recent happening related to space. Tell your den or family about this event.

_____11. Write a report on two famous astronomers.

_____12. Locate three major observatories on a map. Explain why these locations are good for astronomy.

Resources

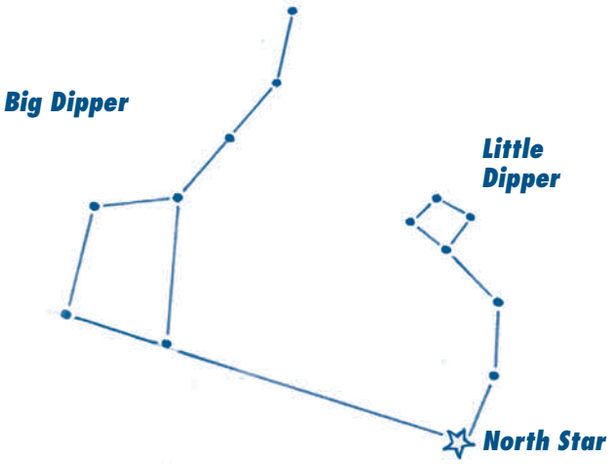
Check the children's section at your local library for information on astronomy. If you have access to the the Internet, try using various search engines to look for the information you need. (Be sure you have your parent's or adult partner's permission first.)

A field trip to an observatory, planetarium, museum, or local astronomy club may provide an excellent experience in astronomy.

Be sure to check out the Space Place; it has lots of fun, astronomy-related activities:
http://spaceplace.jpl.nasa.gov

And don't miss these good astronomy sites, either!
http://astroleague.org
http://skyandtelescope.com
http://stardate.org

Finding the North Star



Finding the North Star is relatively easy once you find the Big Dipper—one of the easiest constellations to locate. Once you find the North Star you can find the Little Dipper. They won't always be at the same angle, though—in the course of a year, they will both rotate completely around the North Star.

Famous Astronauts

Sally Ride
John Glenn
Yuri Gagarin
Buzz Aldrin
Ellison Onizuka
Neil Armstrong
Alan Shepherd

Constellations

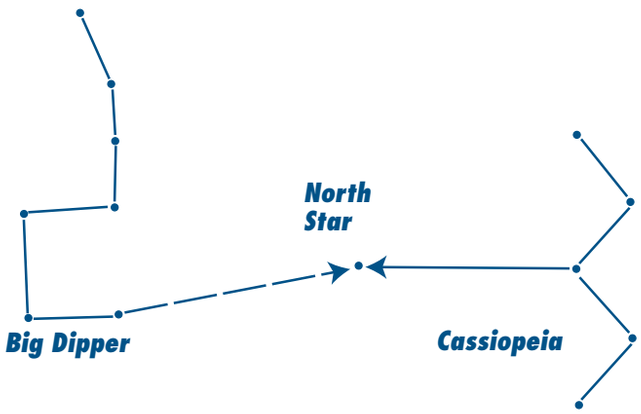
Aries—The Ram
Cancer—The Crab
Crux—Southern Cross
Draco—The Dragon
Gemini—The Twins
Libra—The Scales
Orion—The Hunter
Pegasus—The Winged Horse
Pisces—The Fish
Sagittarius—The Archer
Scorpius—The Scorpion
Taurus—The Bull
Ursa Major—The Great Bear
Ursa Minor—The Lesser Bear

Famous Spacecraft

Sputnik
Telstar
Apollo 11
Apollo 13
International Space Station
Friendship 7
Lunar Lander
Challenger
Space Shuttle

Locate the North Star (Polaris) in the night sky. The North Star is the last star in the handle of the Little Dipper constellation. If you have trouble finding it, look for the Big Dipper. The two lowest stars in the Big Dipper (the outermost stars of the cup of the dipper) form a straight line that "points" to the North Star (if you imagine the distance between the two lowest stars as being x, the north star will be a distance of 4x away in the direction that the two lowest stars point). You may also find the constellation Cassiopeia, which is always opposite the Big Dipper. The North Star is located about midway between the central star of Cassiopeia and the Big Dipper (see figure).

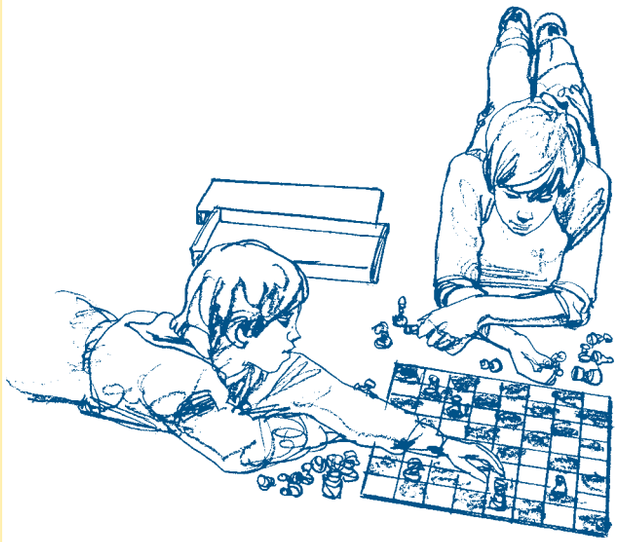
Draw an imaginary line straight down from the North Star to the ground. This direction is true north, and if you can find a landmark in the distance at this point, you can use it to guide yourself.



Cub Scout Academics: Chess







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Identify the chess pieces and set up a chess board for play.

_____ 2. Demonstrate the moves of each chess piece to your den leader or adult partner.

_____ 3. Play a game of chess.

Academics Pin

Earn the Chess belt loop and complete five of the following requirements:

_____ 1. Demonstrate basic opening principles (such as development of pieces, control center, castle, don't bring queen out too early, don't move same piece twice).

_____ 2. Visit a chess tournament and tell your den about it.

_____ 3. Participate in a pack, school, or community chess tournament.

_____ 4. Solve a prespecified chess problem (e.g., "White to move and mate in three") given to you by your adult partner.

_____ 5. Play five games of chess.

_____ 6. Play 10 chess games via computer or on the Internet.

_____ 7. Read about a famous chess player. Tell your den or an adult family member about that player's life.

_____ 8. Describe U.S. Chess Federation ratings for chess players.

_____ 9. Learn to write chess notation and record a game with another Scout.

_____10. Present a report about the history of chess to your den or family.

Reasons for Playing Chess

- Chess is an educational tool.
- Chess uses higher-order thinking skills.
- Chess provides for healthy competition.
- Chess knows no age, gender, or cultural boundaries.
- Chess can be played anywhere.
- Chess is cost-effective.
- Chess can be an individual or group activity.
- Chess can lead to national recognition.

Know Your Chess Pieces

The King: The King is the most important piece. When he is trapped, his whole army loses. The King can move one square in any direction. (An exception is "castling," which is explained in the books listed in Resources.)

The King may never move into check—that is, onto a square attacked by an opponent's piece.

The Queen: The Queen is the most powerful piece. She can move any number of squares in any direction—horizontal, vertical, or diagonal—if her path is not blocked.

The Rook: The Rook is the next most powerful piece. The Rook can move any number of squares vertically or horizontally if its path is not blocked.

The Bishop: The Bishop can move any number of squares diagonally if its path is not blocked. At the beginning of the game, you have one Bishop on each side of the King.

The Knight: The Knight's move is special, as it can jump over other pieces. It moves two squares horizontally or vertically and then makes a right-angle turn for one more square. The Knight always lands on a square opposite in color from the color of the square it left.

The Pawn: The Pawn moves straight ahead (never backward), but it captures diagonally. It moves one square at a time, except on its first move, when it has the option of moving forward one or two squares.

Resources

U.S. Chess Federation
Phone: 931-787-1234
Web site: http://www.uschess.org/

Chess-in-the-Schools
520 Eighth Avenue, Floor 2
New York, NY 10018
Phone: 212-643-0225; fax: 212-564-3083
Web site: http://www.chessintheschools.org
Chess-in-the-Schools is a nonprofit corporation dedicated to motivating at-risk children and enhancing their higher-order thinking skills, self-confidence, and academic achievement by using the game of chess as an educational tool.

Literature About Chess

How to Teach Chess—Chess-in-the-Schools
How to Play Chess—Chess-in-the-Schools
School Mates magazine—U.S. Chess Federation
Chess Life magazine—U.S. Chess Federation
How to Play Chess—U.S. Chess Federation
Bobby Fischer Teaches Chess—Bobby Fischer (Bantam, 1992)
Simple Checkmates—A. J. Gillam (Ballantine, 1996)
The Effect of Chess on Reading (for leaders)—Stuart Marguiles, Ph.D.



Cub Scout Academics: Citizenship





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Develop a list of jobs you can do around the home. Chart your progress for one week.
_____ 2. Make a poster showing things that you can do to be a good citizen.
_____ 3. Participate in a family, den, or school service project.

Academics Pin

Earn the Citizenship belt loop and complete five of the following requirements:

_____ 1. Interview someone who has become a naturalized citizen. Give a report of your interview to your den or family.
_____ 2. Write a letter to your newspaper about an issue that concerns you. Send your letter by mail or e-mail.
_____ 3. Create a collage about America.
_____ 4. Make a list of items to check for a home safety or energy audit and then inspect your home. Talk with your parent or adult partner about correcting any problems you find.
_____ 5. Visit your local site of government. Interview someone who is involved with the governmental process.
_____ 6. Visit a courtroom and talk with someone who works there.
_____ 7. Go to the polls with your parents when they vote. Talk to them about their choices.
_____ 8. Take part in a parade with your den or pack.
_____ 9. List ways you can recycle various materials and conserve and protect the environment.
_____10. Attend a community event or visit a landmark in your community.

Resources

Check out your local library and schools for information about citizenship. You can find magazines and books for children that focus on concern for the community, the environment, history, and other people. Another resource is *Boys' Life* magazine.

Leaders can find more ideas for citizenship activities by reading the merit badge pamphlets for *Citizenship in the World, Citizenship in the Nation, Citizenship in the Community,* and *Family Life.*

Good Citizenship

The role of citizen is complex even for adults. Our democratic nation is always addressing complex issues and presenting its citizens with difficult choices. Rights and freedoms of individuals need to be balanced against those of the majority. Consideration for the common good is an enduring issue. Often, our personal values play an important role in the decisions we make and the actions we take.

The following ideas may help you help your child:

1. **Model good citizenship.** This can be the most powerful assistance you can give a child.
2. **Encourage your child to express his ideas** on the issues related to the projects even if they differ from your own.
3. **Subscribe to newspapers** or news magazines and select articles of mutual interest to read and discuss together.
4. **Take your child with you to a PTA or PTO meeting,** school board meeting, community hearing, or similar activity.
5. **Discuss with your child about national holidays** and why they are important and celebrated.
6. **Check books out from the library** about the community, region, nation, or world.
7. **Visit historical places** during family vacations.
8. **Don't let racial, ethnic, or gender slurs go unnoticed.**
9. **Share family stories** with your child. Look through old photo albums or scrapbooks together.
10. **Help your child learn about people who live in other places.** We live in a global society.
11. In the face of the many problems that plague our world, it is important that adults **convey a sense of hope and a belief in the ability of human beings to solve problems.**

The World Conservation Award



Earning the Cub Scout World Conservation Award is a great way for a boy to show he cares about his community and to learn about the environment. Requirements can be found in the *Cub Scout Leader Book* and in the Wolf, Bear, and Webelos Scout handbooks.

Cub Scout Academics: Collecting





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Begin a collection of at least 10 items that all have something in common. Label the items and title your collection.

_____ 2. Display your collection at a pack or den meeting.

_____ 3. Visit a show or museum that displays different collections.

Academics Pin

Earn the Collecting belt loop and complete five of the following requirements:

_____ 1. Give a talk about your collection to someone other than your family. Give a description of your collection, including a short history. Explain how you got started and why you decided to collect what you do.

_____ 2. Show how you preserve and display your collection. Explain any special precautions you must take including handling, cleaning, and storage. Note precautions for dampness, sunlight, or other weather conditions.

_____ 3. Read a book about what you collect and then discuss it with your den or an adult family member.

_____ 4. Start a new collection of at least 20 items. Label the items, and title your collection.

_____ 5. Explain to your den or an adult family member what *numismatics* and *philately* mean.

_____ 6. With your parent's or adult partner's permission, join a club of collectors who share your hobby. This club may be a group of your friends.

_____ 7. Find out if there is a career that involves what you collect. Find out what kind of subjects you need to study to prepare for such a career.

_____ 8. If you collect coins or stamps, make a list of different countries in your collection. Explain how to identify each country's issues. Make a list of "clues" that help you identify the origin.

_____ 9. With an adult partner, visit an online auction and look for items you collect. Discuss what it tells you about the rarity and value of the things you collect.

_____10. Create a method for organizing and keeping track of your collection. Use a computer if possible.

_____11. Help a friend get started on a collection of his or her own.

Resources

Check the reference section at your local library for information on collecting and a wide variety of things people collect. If you have access to the Internet, try using various search engines to look for the information you need. (Be sure to have your parent's or adult partner's permission first.)

Other resources might include collecting clubs and specialty shops in your area.

A field trip to a nearby museum can provide an excellent opportunity to learn more about what you collect.



Coin folders are a great way to organize, catalog and display your coin collection.

Things Some People Collect

- Arrowheads
- Autographs
- Barbed wire
- Baseball or sports cards
- Books
- Bottle caps or bottles
- Butterflies and other insects
- Christmas ornaments
- Coins and stamps
- Dolls and plush animals
- Leaves
- Little or antique cars and toys
- Mugs and china
- Neckerchiefs
- Old tools
- Restaurant menus
- Rocks and minerals
- Scout patches
- Shells
- Spoons
- TV or movie posters
- Water samples

Stamp Collecting for Beginners

Start as a general collector. You do not need to specialize until you have seen and handled a wide range of stamps.

Start with quantity and learn to appreciate good stamp design, town cancellations, color varieties, perforated initials, and the other attributes and differences that make stamps interesting.

Collect what interests you, and not what others tell you that real philatelists collect.

Display stamps in a book or case so that you and others can enjoy the stamps without damaging them.

Visit stamp exhibitions whenever you can. They will help to open your eyes to the wide world of philately.

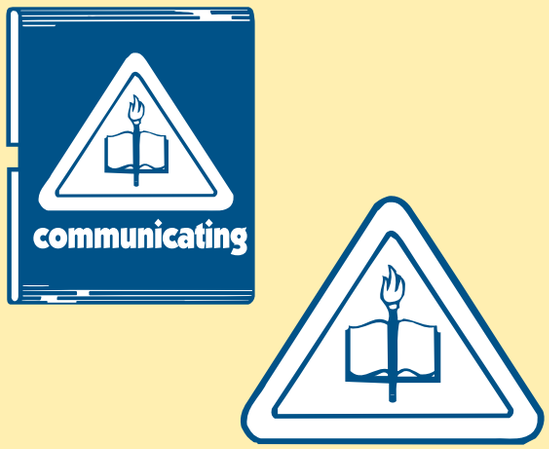
Numismatics

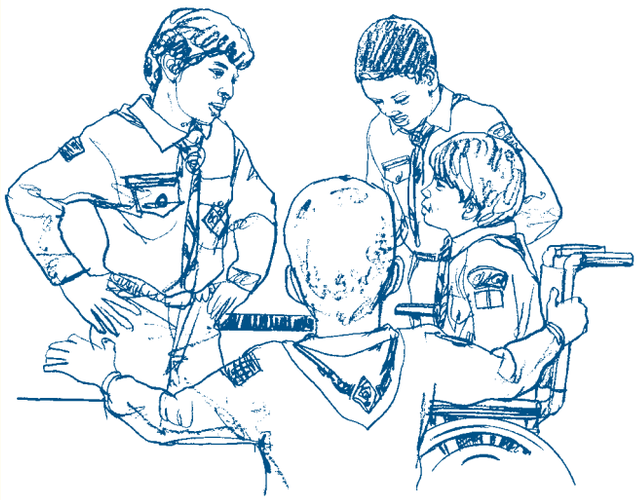
Numismatics is derived from the Greek word *numisma* ("coin knowledge") and today refers to the study and collecting of coins, paper currency, medals, tokens, and other similar monetary objects.

Philately

Philately is the collection and study of postage and imprinted stamps. Philately is derived from two Greek words: *philos* ("loving") and *atelos* ("free of tax" or "paid"). Stamps are signs that the postage or tax has been paid.

Cub Scout Academics: Communicating





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Tell a story or relate an incident to a group of people, such as your family, den, or members of your class.

_____ 2. Write and send a letter to a friend or relative.

_____ 3. Make a poster about something that interests you. Explain the poster to your den.

Academics Pin

Earn the Communicating belt loop and complete five of the following requirements:

_____ 1. Write an original poem or story.

_____ 2. Keep a journal of daily activities for at least seven days.

_____ 3. Listen to a news story on television or the radio. Discuss the information with an adult.

_____ 4. Go to the library. Use the card catalog or computer reference system to find a book, and then check it out.

_____ 5. Read a book that has been approved by your parent or teacher. Discuss the book with an adult.

_____ 6. With a friend, develop a skit. Perform it at a Scout meeting, family meeting, or school event.

_____ 7. Learn the alphabet in sign language and demonstrate it to your den or an adult family member by showing how to sign 10 words. (See page 56.)

_____ 8. With an adult, use the Internet to search for information on a topic of interest to you.

_____ 9. Watch three television commercials and discuss the information in them with your parent or den leader.

_____10. Read the directions for a new game. Explain to a family member or friend how to play it.

_____11. Learn about “reading” materials for people who have poor vision or who are blind. Tell your den or an adult family member about what you have learned.

_____12. While traveling, make a list of road signs, animals, or license plates that you see. Tell your den or an adult family member about what you have learned.

Resources

Check out your local and school library, as well as a local university or community college for resources on communicating.

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
Toll-free phone: 800-336-7323
Fax: 302-731-1057
Web site: http://www.reading.org

National Institute for Literacy (NIFL)
1775 I Street, NW, Suite 730
Washington, DC 20006-2401
Phone: 202-233-2025
Fax: 202-233-2050
Web site: http://www.nifl.gov

Habits of Good Writers

- Decide on the topic you are going to write about.
- Brainstorm—think of what you are going to say about the topic.
- Make up a plan for how you are going to organize your ideas on the topic.
- Write down your ideas as clearly as you can.
- Reread your first draft to be sure you have said everything you wanted to say as clearly as possible.
- Make any changes so that your reader will understand exactly what you are trying to say.
- Edit your work for spelling, punctuation, and correct grammar.

Habits of Good Readers

- Recognize the words on the page.
- Know the meanings of the words.
- Think about the ideas of the story.
- Use the information you already know to understand what you are reading.

A Fistful of Words

1. Pick a page of a book or magazine you want to read.
2. Look at each word on that page. Begin to make a "fist" of words you don't recognize. For each word that you don't recognize, bend one of your fingers down.
3. If all five fingers are down, that is, if you have made a fist before you come to the last word on that page, then you have a "fistful of words" that you do not know. That is a sign that you probably will need some help in reading that book.

Sources for Children With Reading or Learning Disabilities

National Library Service for the Blind and Physically Handicapped (NLS)
Library of Congress
Washington, DC 20542
Phone: 202-707-5100
Fax: 202-707-0712
Web site: http://lcweb.loc.gov/nls

Office of Special Education Programs (OSEP)
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-7100
Phone: 202-245-7459
Web site: http://www.ed.gov/about/offices/list/osers/osep/index.html

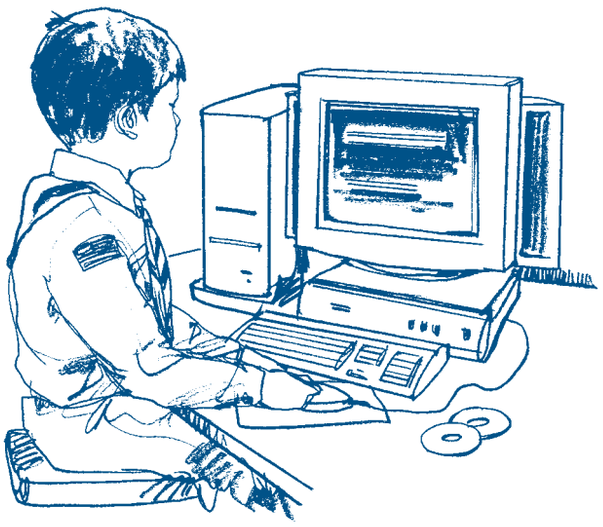
Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1349
Phone: 412-341-1515 and 412-341-8077
Fax: 412-344-0224
Web site: http://www.ldanatl.org

American Sign Language
http://www.lifeprint.com/

Cub Scout Academics: Computers







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain these parts of a personal computer: central processing unit (CPU), monitor, keyboard, mouse, modem, and printer.

_____ 2. Demonstrate how to start up and shut down a personal computer properly.

_____ 3. Use your computer to prepare and print a document.

Academics Pin

Earn the Computers belt loop and complete five of the following requirements:

_____ 1. Use a computer to prepare a report on a subject of interest to you. Share it with your den.

_____ 2. Make a list of 10 devices that can be found in the home that use a computer chip to function.

_____ 3. Use a computer to maintain a balance sheet of your earnings or allowance for four weeks.

_____ 4. Use a spreadsheet program to organize some information.

_____ 5. Use an illustration, drawing, or painting program to create a picture.

_____ 6. Use a computer to prepare a thank-you letter to someone.

_____ 7. With your parent's or adult partner's permission, log on to the Internet. Visit the Boy Scouts of America Web site: *http://www.scouting.org*.

_____ 8. Discuss personal safety rules you should pay attention to while using the Internet.

_____ 9. Practice a new computer game for two weeks. Demonstrate an improvement in your scores.

_____10. With your parent's or adult partner's permission, correspond with a friend via e-mail. Have at least five e-mail replies from your friend.

_____11. Visit a local business or government agency that uses a mainframe computer to handle its business. Explain how computers save the company time and money in carrying out its work.

Resources

Computers have become so important in our lives that information on computers is available everywhere. Contact your local library, use the Internet (with your parent's or adult partner's permission), visit local computer stores or bookstores, or visit a computer department at a college or university. Online, use a search engine and key words and phrases to find computer topics that interest you.

Parent Guide

1. Be involved with your children and their computer use. Talk to them, establish rules, and make it known that violation of the rules can lead to a suspension of their online privileges.
2. Don't use the computer as an "electronic babysitter." Stay aware of and be involved with your child's online activities. Put the computer in a family room rather than in a child's bedroom.
3. Commercial online services have parental-control or "blocking" features that allow parents to keep children out of certain areas. Internet Web browsers are developing controls, and there are also software packages designed to block Internet sites such as Internet newsgroups, specific Web sites, file libraries, and chat areas known to contain sexually explicit material. Some software packages give parents the option of choosing which types of sites to block.





Rules for Online Safety

- I will talk with my parents so that we can set up rules for going online. We will decide on the time of day that I can be online, the length of time I can be online, and appropriate Web sites for me to visit. If I want to visit other Web sites, I will get my parents' permission first.
- While I'm online, I will not give out personal information such as my address, telephone number, parents' work addresses/telephone numbers, or the name and location of my school without my parents' permission.
- I will tell my parents right away if I come across any information that makes me feel uncomfortable.
- I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents right away so that they can contact the online service.
- I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place, and I will bring a parent or my adult guardian along.
- While I'm online, I will never send a person my picture or anything else without first checking with my parents.

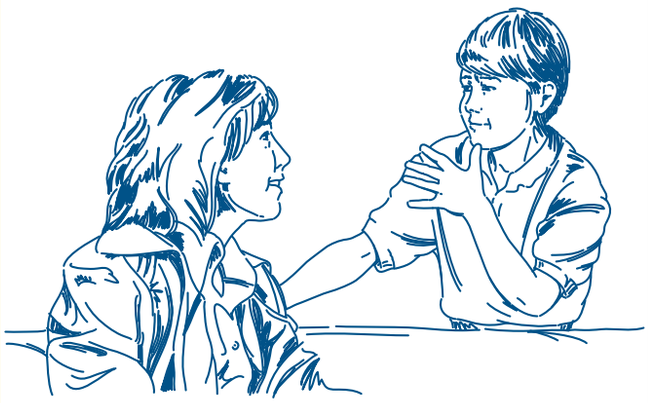
Home Devices That Have Computer Chips

Computer chips are everywhere—even in your television, VCR, radio, videocassette recorder, CD player, digital clock, electric razor, answering machine, icemaker, microwave oven, coffee maker, garage door opener, security system, sprinkler system, and many other new appliances.

Cub Scout Academics: Disabilities Awareness







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Visit with a friend, family member, classmate, or other person with disabilities. Find out what this persons enjoys and what this person finds difficult.

_____ 2. Attend a disabilities event such as an Easter Seals event, Special Olympics, a performance with sign language interpretation, an activity with Guiding Eyes dogs, or a wheelchair race. Tell your adult leader what you thought about the experience.

_____ 3. Make a display about one or more disabilities. It can include physical, learning, or mental challenges. Share the display at a pack meeting.

Academics Pin

Earn the Disabilities Awareness belt loop and complete five of the following requirements:

_____ 1. People with disabilities move around in different ways such as crutches, scooters, and wheelchairs. Explain the differences. With an adult's supervision and permission, try to safely use one.

_____ 2. Using sign language, demonstrate the Cub Scout Promise and motto.

_____ 3. Read a book about a person with a disability.

_____ 4. Explain how your school helps students with disabilities (elevators, ramps, small classes, special tools and equipment, specialized teachers).

_____ 5. Describe one of the following and its purpose: occupational therapy, speech therapy, or physical therapy. Visit with a person who works in one of these fields and learn about his or her position.

_____ 6. Read about a famous person who has been physically or mentally challenged. Report what you learned to your den or family.

_____ 7. For two one-hour periods, and with adult supervision, go about your normal routine doing chores, watching television, studying, etc. Change your abilities by using one of these experiences, then share what you learned with your den.

- Hearing impairment—Muffle your ears with earmuffs or bandages.
- Sight impairment—Blindfold one or both eyes.
- Physical impairment—Bind an arm or leg so that it cannot be used.

Resources

Your local library, schools, and the Internet are all excellent sources of information about disabilities awareness. These organizations and agencies may also be helpful. Be sure you have your parent's or adult partner's permission before you go online.

American Association of People With Disabilities
Toll-free phone: 800-840-8844
Web site: http://www.aapd.com

American Foundation for the Blind
Toll-free phone: 800-232-5463
Web site: http://www.afb.org

The Arc of the United States
Phone: 301-565-3842
Toll-free phone: 800-433-5255
Web site: http://www.thearc.org

Autism Society of America
Phone: 301-657-0881
Toll-free phone: 800-328-8476
Web site: http://www.autism-society.org

Autism Speaks
Phone: 212-252-8584
Web site: http://www.autisimspeaks.org

Easter Seals
Toll-free phone: 800-221-6827
Web site: http://www.easterseals.com

Federation for Children With Special Needs
Phone: 617-236-7210
Web site: http://www.fcsn.org

Guide Dogs for the Blind
Toll-free phone: 800-295-4050
Web site: http://www.guidedogs.com

International Dyslexia Association
Phone: 410-296-0232
Web site: http://www.interdys.org

Muscular Dystrophy Association
Toll-free phone: 800-572-1717
Web site: http://www.mda.org

National Alliance on Mental Illness
Phone: 703-524-7600
Web site: http://www.nami.org

National Association of the Deaf
Phone: 301-587-1788
TTY phone: 301-587-1789
Web site: http://www.nad.org

National Center for Learning Disabilities
Phone: 212-545-7510
Toll-free phone: 888-575-7373
Web site: http://www.ncld.org

National Dissemination Center for Children With Disabilities
Toll-free phone: 800-695-0285
Web site: http://ww.nichcy.org

Special Olympics International
Toll-free phone: 800-700-8585
Web site: http://www.specialolympics.org

United Cerebral Palsy
Toll-free phone: 800-872-5827
Web site: http://www.ucp.org

- Speaking impairment—Cover your mouth or do not speak.
- Choose an impairment of your own that is approved by an adult.

_____ 8. Look at a catalog and find three items that could help a person with disabilities in their daily life. Explain how each item would help the individual.

_____ 9. Volunteer and help someone with disabilities in school, sports or another supervised activity.

_____10. Visit a nursing home or elderly person and help someone with a meal.

_____11. Talk to someone who works with people who have disabilities. Ask what the person's position is like and how he or she helps people with disabilities.

Occupational therapy: Therapy that uses creative activities in rehabilitation (therapy to improve upon a lost or weakened function) related to physical, mental, and emotional disabilities.

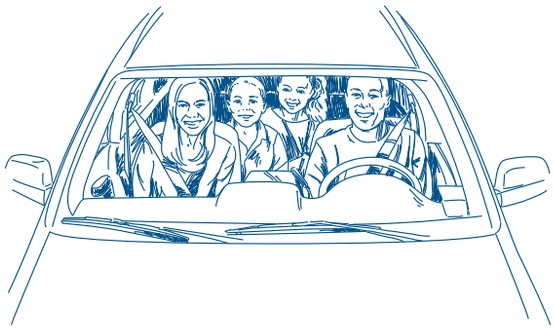
Speech therapy: Therapy that uses exercises and audiovisual aids in building new speech habits.

Physical therapy: Therapy that uses exercise, massage, hydrotherapy (water therapy), etc., for the treatment of physical disabilities as an alternative to treatment such as medicine or surgery.

Cub Scout Academics: Family Travel







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Make a list of things you would take on a three-day trip with your family, then pack these items in a bag or suitcase.

_____ 2. With an adult's help, figure out the cost and miles to complete a trip to a place of interest using the family car or public transportation.

_____ 3. Research at least five places to visit during a trip to a place of interest. Explain what you learned to your family.

Academics Pin

Earn the Family Travel belt loop and complete five of the following requirements:

_____ 1. Go on a trip with your family that includes at least one overnight stay. Keep a journal of your trip and then share it with your den leader.

_____ 2. Play a travel game while traveling in a car.

_____ 3. With an adult, review the *Guide to Safe Scouting,* chapter XII, "Transportation." Then make a list of safety rules to follow when traveling in the car or while using public transportation such as a bus, plane, boat, and train. Share the list with your den.

_____ 4. With the help of a parent or adult partner, use a computer to look up an airfare from your closest airport to a city in a foreign country. Calculate the total travel time, the day and time you will leave your home, and the day and time you will arrive at your destination.

_____ 5. Visit a travel agent office or look up a travel Web site.

_____ 6. Using pictures, explain to a family member how people's forms of transportation have changed in the last 300 years.

_____ 7. Visit with an adult who has driven in a different country. List five things that the adult found to be very different from driving in the United States.

_____ 8. Make a list of occupations that people have that are related to traveling. Describe the position you would like to try. Explain to a family member why you chose that occupation.

Resources

Your local library, schools, and the Internet all are excellent sources for travel information.

- To find out how to apply for a U.S. passport, visit http://travel.state.gov/passport/passport_1738.html.
- To convert U.S. currency to another currency, visit http://finance.yahoo.com/currency?u.
- To find a map of a place of interest, visit http://maps.google.com/maps or http://www.mapquest.com.
- To find out which side of the road drivers in other countries drive on, visit http://www.brianlucas.ca/roadside.
- To learn what you can and can't take on an airplane, visit http://www.tsa.gov/travelers/index.shtm.
- To find travel games for kids, visit http://www.kidsturncentral.com/summer/travelgames.htm.

Car Safety Rules

- Be sure the vehicle is in good repair.
- Always wear a seatbelt.
- Do not distract the driver.
- When stopping, use the buddy system.
- Leave nothing valuable in the car.
- Do not exit the car on the traffic side.
- Do a head count before starting out again.

Hotel Safety Rules

- Know how to call 911.
- Know where the fire exits are located.
- Sleep with a light next to your bed.
- Never answer the door unless you know who is on the other side and you have your parent's permission.

_____ 9. Learn how to apply for a U.S. passport. With adult supervision, read an actual application and complete as much of the form as you can.

_____10. Change $1,000 U.S. dollars into pounds, Euros, or pesos.

_____11. With an adult, conduct a motor vehicle inspection of the car designated for traveling. Use the checklist provided in the *Guide to Safe Scouting* appendix, called "Annual Motor Vehicle Checklist." The appendix to the *Guide* can be found at www.scouting.org/scoutsource/HealthandSafety/GSS/gssax.aspx.

Books for Travel

Everything Kids' Travel Activity Book, by Erik A. Hanson and Jeanne Hanson. Adams Media, 2002.

Frommer's 500 Places to Take Your Kids Before They Grow Up, by Holly Hughes. Frommer's, 2006.

Kid's Trip Diary, by Loris Bree and Marlin Bree. Marlor Press, 2007.

Oh, the Places You'll Go! by Dr. Seuss. Random House Books for Young Readers, 1993.

Our 50 States: A Family Adventure Across America, by Lynne Cheney. Simon & Schuster Children's Publishing, 2006.

Travel Games

Color Match. Choose a color and watch out the window for objects of the same color. Try to find ten objects before choosing a new color.

Alphabet Game. Using the alphabet, starting with A, watch out the window for road signs, billboards, store signs, etc., that begin with the call letter. Once you find an "A," move on to "B," and so on until you have completed the alphabet.

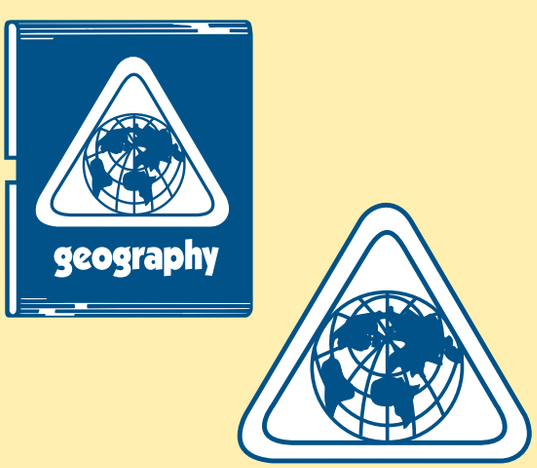
Number Game. Similar to the alphabet game, but using numbers. Watch out the window for numbers from 1 through 9, in order.

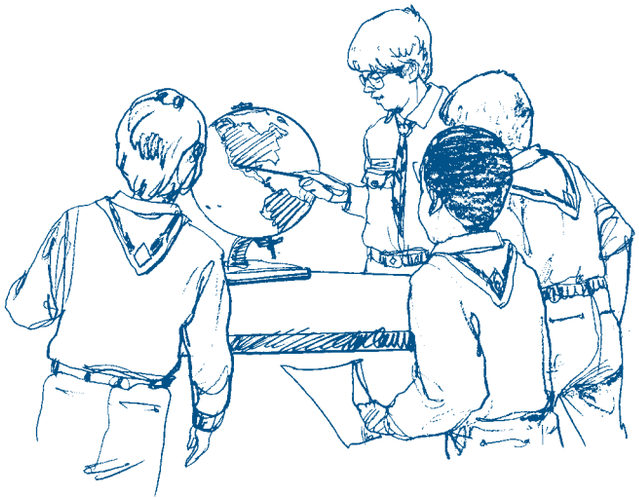
I See It! Make a list of things to watch for during the drive. Items could be put on a bingo card for kids to color in the square when the item is seen. The list could include animals, trees, plants, mountains, fences, buildings, billboards, schools, places of worship, different types vehicles, lakes, railroad signs or tracks, etc.

Tic-Tac-Toe. Print out lots of tic-tac-toe sheets for everyone to play!

License Plate Game. See how many different license plates you can find. Keep track of the states.

Cub Scout Academics: Geography





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Draw a map of your neighborhood. Show natural and artificial features. Include a key or legend of map symbols.

_____ 2. Learn about the physical geography of your community. Identify the major landforms within 100 miles. Discuss with an adult what you learned.

_____ 3. Use a world globe or map to locate the continents, the oceans, the equator, and the northern and southern hemispheres. Learn how longitude and latitude lines are used to locate a site.

Academics Pin

Earn the Geography belt loop and complete five of the following requirements:

_____ 1. Make a 3-D model of an imaginary place. Include five different landforms, such as mountains, valleys, lakes, rivers, plateaus, and plains.

_____ 2. List 10 cities around the world. Calculate the time it is in each city when it is noon in your town.

_____ 3. Find the company's location on the wrapper or label of 10 products used in your home, such as food, clothing, toys, and appliances. Use a world map or atlas to find each location.

_____ 4. On a map, trace the routes of some famous explorers. Show the map to your den or family.

_____ 5. On a United States or world map, mark where your family members and ancestors were born.

_____ 6. Keep a map record of the travels of your favorite professional sports team for one month.

_____ 7. Choose one: (a) Read a book in which geography plays an important part; (b) On a Web site with satellite views of Earth, identify at least five locations, including your home address or a nearby building. Be sure you have your parent's or adult partner's permission first.

_____ 8. Take part in a geography bee or fair in your pack, school, or community.

_____ 9. Choose a country and make a travel poster for it.

_____10. Play a geography-based board game or computer game. Tell an adult some facts you learned about a place that was part of the game.

_____11. Draw or make a map of your state. Include rivers, mountain ranges, state parks, and cities. Include a key or legend of map symbols.

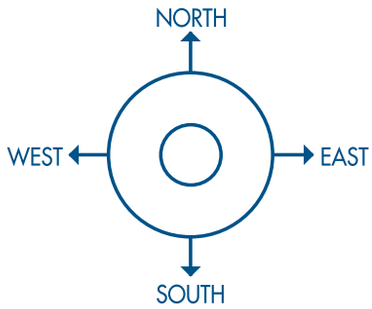
Resources

- Library
- Encyclopedia, atlas, almanac
- Tourist information centers
- Auto clubs, travel clubs, travel agents
- Genealogical societies
- Historic societies and museums
- Cultural associations
- College geography departments
- Foreign embassies
- Computer programs and the Internet (with your parent's or adult partner's permission)

Elements of a Good Map

Cartography is the science and art of making maps. When you are making or reading a map, check for the following basic information:

1. **Title, author, and date.** The title can tell you whether the map will give the information for which you are looking. The date and author will give you clues as to the accuracy of the map (i.e., an older map may not be very up-to-date).
2. **Scale.** Scale is the system that reduces the land and oceans to sizes that fit on paper. On maps of large areas, the scale is usually measured in miles (or kilometers) per inch (or centimeter). Some maps might measure small areas in feet per inch.
3. **Directions.** A map should show the cardinal (main) directions of north, south, east, and west. Most maps have the north at the top, but it is wise to check the *compass rose* to be sure.



Compass rose

4. **Key or legend.** Maps usually use colors or symbols to represent features, such as roads, buildings, parks, lakes, rivers, or mountains. The only color most cartographers agree about is using blue for water features.
5. **Projection.** A three-dimensional globe is the most accurate map of the earth. Cartographers must cut, stretch, and distort some parts of the earth to get it to appear flat on paper. Some of these *projections* are better than others. To see this effect, compare the size of Greenland as represented on a globe and on a flat map.

Finding Longitude and Latitude

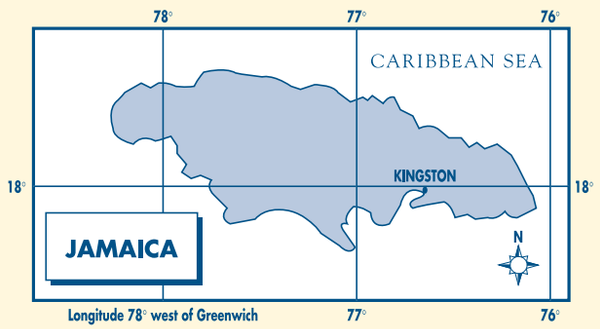
On most maps you will see lines that run east and west parallel to the equator, and other lines that run north and south between the North and South Poles.

The east-west lines (called *parallels* because they stay the same distance apart) are lines of *latitude*. They measure position north or south of the earth's equator.

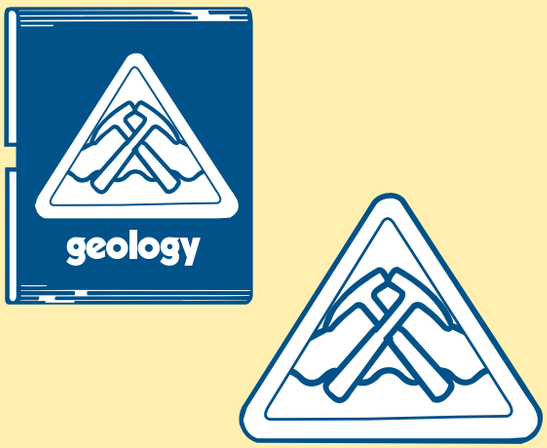
The lines that connect the poles are lines of *longitude*. They are never parallel because their distance apart varies. Also called *meridians*, they measure position east or west of the prime meridian, which passes through Greenwich, England.

Example: Imagine that you are listening to a weather report about a hurricane. Many times, weather reporters give the coordinates of the hurricane so that people can follow the storm's movements on their map at home.

If the coordinates for a hurricane were given as 18 degrees north latitude and 77 degrees west longitude, you could find the hurricane on a map. Find the parallel of latitude marked 18 degrees north of the equator, and the line of longitude marked 77 degrees west of Greenwich, and follow the two lines until they meet. These coordinates would put the storm near Kingston, Jamaica, in the Caribbean Sea. Try this for yourself on a map or globe.



Cub Scout Academics: Geology





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain to your den or an adult family member what *geology* means.

_____ 2. Collect samples of igneous, sedimentary, and metamorphic rocks. Explain how each was formed.

_____ 3. Collect samples of three minerals. Explain to your family or den what a mineral is and show and tell about the minerals you collected.

Academics Pin

Earn the Geology belt loop and complete five of the following requirements:

_____ 1. Make a plaster cast of a fossil.

_____ 2. Make a special collection of rocks and minerals that illustrates the hardness scale.

_____ 3. Give examples of sedimentary, igneous, and metamorphic rocks.

_____ 4. Gather several different types of rocks. Compare them and put them in groups according to physical properties such as color, texture, luster, hardness, or crystals.

_____ 5. Describe the effects of wind, water, and ice on the landscape.

_____ 6. Make “pet rocks” using rocks, paint, and glue-on eyes. Tell a creative story about your pet rocks.

_____ 7. Draw a diagram showing different types of volcanoes or draw a diagram that labels the different parts of a volcano.

_____ 8. Make a crystal garden.

_____ 9. Make a collection of five different fossils and identify them to the best of your ability.

_____10. Make a poster or display showing 10 everyday products that contain or use rocks or minerals.

_____11. Visit a mine, oil or gas field, gravel pit, stone quarry, or similar area of special interest related to geology.

_____12. With your parent or adult partner, visit with a geologist. Find out how he or she prepared for the position. Discuss other careers related to geology.

_____13. Draw the inside of a cave showing the difference between stalactites and stalagmites.

Resources

Check the children's section at your local library for information on geology. If you have access to the Internet, try using various search engines to look for the information you need. (Be sure you have your parent's or adult partner's permission first.)

A field trip to a museum can provide an excellent hands-on experience with rocks and minerals in your local community.

Mohs Hardness Scale

Hardness is identified numerically by comparison to standard minerals on the *Mohs Scale,* from 1 (softest) to 10 (hardest):

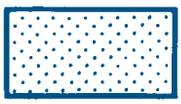
1. Talc
2. Gypsum
3. Calcite
4. Fluorite
5. Apatite
6. Orthoclase
7. Quartz
8. Topaz
9. Corundum
10. Diamond

A mineral of a given hardness will scratch a mineral of a lower number. With a systematic approach, you can use minerals of known hardness to determine the relative hardness of any other mineral. There are a few handy objects that also fit in this scale. A fingernail is 2.5, a penny is 3, a knife blade is 5.5, glass is 5.5, and a steel file is 6.5.

Three Kinds of Rocks

Sedimentary Rocks

For thousands, even millions of years, little pieces of our Earth have been eroded—broken down and worn away by wind and water. These little bits of earth are washed downstream, where they settle to the bottom of the rivers, lakes, and oceans. Layer after layer of eroded earth is deposited on top of each. These layers are pressed down more and more through time, until the bottom layers slowly turn into rock.



Sandstone



Limestone



Shale



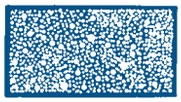
Gypsum



Granite



Basalt



Pumice



Obsidian

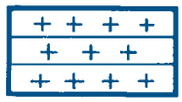
Igneous Rocks

Igneous rocks are called fire rocks and are formed either underground or above ground. Underground, they are formed when the melted rock, called magma, deep within the earth becomes trapped in small pockets. As these pockets of magma cool slowly underground, the magma becomes igneous rocks.

Igneous rocks are also formed when volcanoes erupt, causing the magma to rise above the earth's surface. When magma appears above the earth, it is called lava. Igneous rocks are formed as the lava cools above ground.

Metamorphic Rocks

Metamorphic rocks are rocks that have "morphed" into another kind of rock. These rocks were once igneous or sedimentary rocks. How do sedimentary and igneous rocks change? The rocks are under tons and tons of pressure, which fosters heat build-up, and this causes them to soften and change.



Marble



Schist



Gneiss



Slate

Items Made From Rocks and Minerals

Some everyday items that are made from or consist of rocks or minerals include jewelry, table salt, chalk, pencil lead, coins, wire, cans, safety pins, scissors, chewing gum wrappers, roads, and glass. There are many, many others.

Crystal Garden

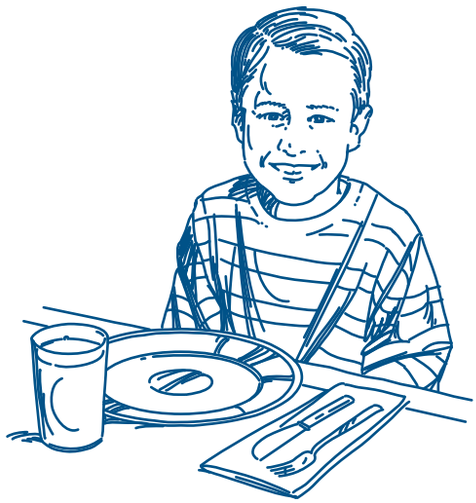
6 tablespoons of water
1 tablespoon of ammonia
6 tablespoons of laundry bluing
6 teaspoons of salt
6 pieces of charcoal—the kind used for outdoor cooking

Mix the water, ammonia, bluing, and salt in a bowl. Put the charcoal in a pie pan. Pour the liquid over the pieces of charcoal. Put the pie pan in a warm place where the water will evaporate quickly. When the water has evaporated, a "garden" of crystals will have grown!

Cub Scout Academics: Good Manners







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Make a poster that lists five good manners that you want to practice. Share your poster with your den or family.

_____ 2. Introduce two people correctly and politely. Be sure that one of them is an adult.

_____ 3. Write a thank-you note to someone who has given you something or done something nice for you.

Academics Pin

Earn the Good Manners belt loop and complete five of the following requirements:

_____ 1. Meet one new person, shake hands properly, and introduce yourself. Extend your hand, grip the person's hand firmly, and gently shake hands.

_____ 2. Talk with your family about polite language. Include "please," "you're welcome," "excuse me," "yes, sir," "no, ma'am," and so on in your talk.

_____ 3. Explain to your den or family how good manners can help you now and as you get older. Copy the actions of someone you know who has good manners.

_____ 4. Go over table manners with your family. Eat a meal together where the table is set correctly and everyone uses good table manners.

_____ 5. With an adult, discuss what foods are proper to eat with your fingers. Practice eating some of these foods the right way.

_____ 6. In your den or with your family, practice using good phone manners.

_____ 7. Explain how treating things that belong to other people with respect is a part of having good manners. Show three examples of how you can show respect for others.

_____ 8. Talk with your friends or family members about following the rules and having good sportsmanship when playing games. Then play a game with your friends or family members. After playing the game, tell how you showed good manners.

Resources

Emily Post's the Guide to Good Manners for Kids, by Peggy Post and Cindy Post Senning. HarperCollins, 2004.

Manners Can Be Fun, by Munro Leaf. Universe Publishing, 2004.

My Manners Matter: A First Look at Being Polite, by Pat Thomas. Barron's Educational Series, 2006.

Social Smarts: Manners for Today's Kids, by Elizabeth James and Carol Barkin. Sandpiper, 1996.

What Do You Know About Manners? by Cynthia MacGregor. Meadowbrook, 2000.

Manners for Kids and Parents
Web site: http://life.familyeducation.com/manners-and-values/parenting/34452.html

_____ 9. With your family or den, list five rules to remember in being polite and respectful when in a public place. Go to the public place and practice the rules. Explain how the rules helped you to have good manners.

_____10. Demonstrate the proper outfit to wear at school, at play, and at a social event.

Good Manners Means . . .

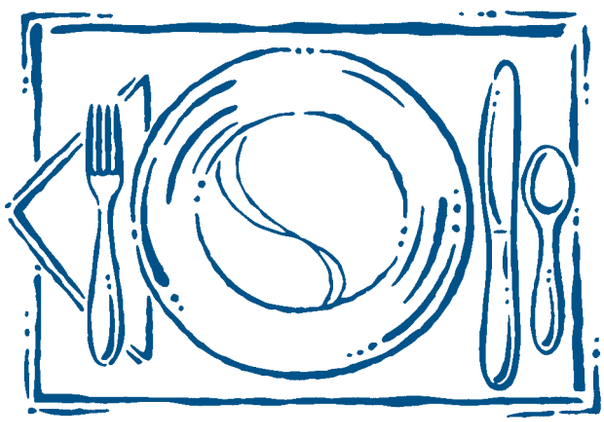
- Speaking politely
- Using good telephone etiquette
- Not interrupting others when they are speaking
- Giving polite introductions
- Eating properly
- Respecting others' things
- Respecting others' privacy
- Saying "please" and "thank you"
- Writing thank-you notes

Manners for Cub Scouts

- Wait your turn in line.
- Do not call people names that are unkind or rude.
- Always greet people politely.
- Clean up after yourself, whether you are at home or somewhere else.
- Practice good sportsmanship and play fair.
- Take compliments courteously.
- When entering or exiting doors, elevators, buildings, or rooms, allow others to enter or exit before you do so. Hold the door or elevator open for others.
- Be respectful to others by using polite language.

Basic Table Manners

- Use a utensil unless the food is meant to be eaten with fingers.
- Always say thank you when served something.
- Wait until everyone is served before eating.
- Eat slowly. Don't stuff your mouth full of food.
- Chew with your mouth closed, and don't speak while you have food in your mouth.
- When eating a roll, break off a piece of bread before buttering.
- Ask for an item to be passed to you; never reach over someone's plate for something.
- Always place your napkin on your lap, and use it to dab your mouth clean.
- Do not pick anything out of your teeth.



Proper table setting placement

Cub Scout Academics: Heritages





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Talk with members of your family about your family heritage: its history, traditions, and culture.

_____ 2. Make a poster that shows the origins of your ancestors. Share it with your den or other group.

_____ 3. Draw a family tree showing members of your family for three generations.

Academics Pin

Earn the Heritages belt loop and complete five of the following requirements:

_____ 1. Participate in a pack heritage celebration in which Cub Scouts give presentations about their family heritage.

_____ 2. Attend a family reunion.

_____ 3. With your parent's or adult partner's assistance, find and correspond with a pen pal from another country. Find out how his or her heritage is different from yours.

_____ 4. Learn 20 words in a language other than your native language.

_____ 5. Interview a grandparent or other family elder about what it was like when he or she was growing up.

_____ 6. Work with a parent or adult partner to organize family photographs in a photo album.

_____ 7. Visit a genealogy library and talk with the librarian about how to trace family records. *Variation:* Access a genealogy Web site and learn how to use it to find out information about ancestors.

_____ 8. Make an article of clothing, a toy, or a tool that your ancestors used. Show it to your den.

_____ 9. Help your parent or adult partner prepare one of your family's traditional food dishes.

_____10. Learn about the origin of your first, middle, or last name. Tell your den or an adult family member about what you learned.

Resources

At your local library or schools, look for books about different cultures, including nonfiction and books of stories from other lands.

Visit local cultural and historical museums and centers. Invite guests from other cultures to visit your den and talk with the boys about their heritage.

Boy's Life magazine can also be an excellent source of information and stories about other cultures.

A Positive Attitude About Culture

Positive, flexible attitudes toward other people are rooted in strong, positive images of ourselves. Self-assured children are not threatened by differences. They remain open to the new experiences that differences make possible. Self-confident children learn to be skeptical of negative cultural myths about other people. They make up their own minds about people as *individuals* rather than as members of a stereotypical category.

Encourage and help your child find out about his family history. You will have the opportunity to be part of his adventure as he explores his roots and his heritage. You can help him find family pictures, record family stories told by relatives, and visit libraries, county archives, newspaper files, or cemeteries where family history information might be found.

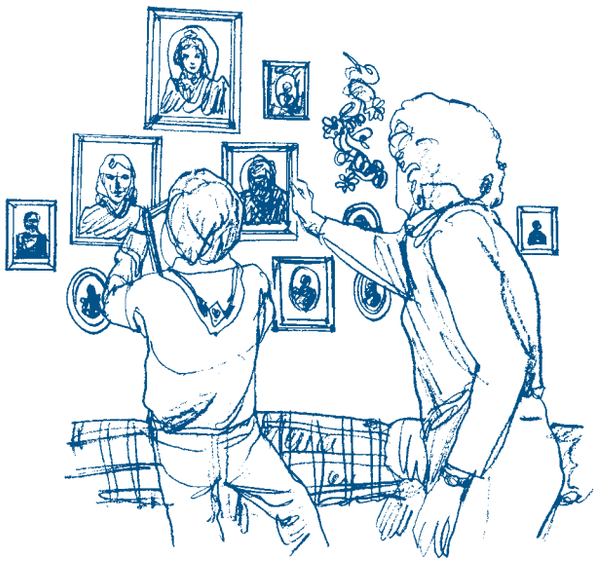
Help him organize his family story. Help him when he has questions about the customs or traditions of other cultures he encounters in his den or classroom. Help him prepare his family story for exhibit at the pack heritages celebration.

Enjoy the time you spend together. Seeing your family heritage through your child's eyes can be among the most satisfying things you'll do.

The BSA Family Program



Earning the BSA Family Award is an excellent way to learn more about your family's heritage. Requirements can be found in the *BSA Family Book* (No. 33012). Your family can earn a Family Program certificate; Cub Scouts can earn a patch; and family members can earn the BSA Family pin.



Cub Scout Academics: Languages and Culture





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. With your parent's or adult partner's permission, talk with someone who grew up in a different country than you did. Find out what it was like and how it is different from your experience.

_____ 2. Learn 10 words that are in a different language than your own.

_____ 3. Play two games that originated in another country or culture.

Academics Pin

Earn the Language and Culture belt loop and complete seven of the following requirements:

_____ 1. Earn the BSA Interpreter Strip.

_____ 2. Write the numbers 1–10 in Chinese or another number system other than the one we normally use (we use the *Arabic* system).

_____ 3. Visit an embassy, consulate, or chargé d'affaires for another country.

_____ 4. Make a display of stamps or postcards of another country. Explain the importance or symbolism of the things depicted to that country's culture.

_____ 5. Learn 30 words in a language other than your own. Practice saying these words with your den or an adult family member.

_____ 6. Learn a song in another country's language. Sing the song for your den or an adult family member, and then tell what the words mean.

_____ 7. Say five words in American Sign Language. One of these words could be your first name.

_____ 8. Visit a restaurant that specializes in recipes from another country.

_____ 9. Watch a TV show or movie in a foreign language. Tell how easy or difficult it was to understand what was happening.

_____10. With your parent's or adult partner's permission, interview an interpreter. Find out what his or her job is like.

_____11. Make a list of 30 things around your home that were made in another country.

_____12. Read a book or story about an immigrant to the United States.

If the Scout's first language is not English, then English may be used to satisfy the appropriate requirements.

Resources

Local cultural societies can be an excellent resource for information and contacts about their culture and language. Libraries and museums are also excellent sources of information, along with the Internet. (Be sure you have your parent's or adult partner's permission first.) These organizations are advocates of early-age language programs:

Interpreter Strip Requirements
Go to http://www.scouting.org/scoutsource/Media/InsigniaGuide/05E.aspx to find a link to interpreter strip requirements.

Advocates for Language Learning
P.O. Box 4962
Culver City, CA 90231
Phone: 310-398-4103

American Sign Language
http://www.lifeprint.com

Amazing Language Facts

- There are more than 2,700 languages in the world. In addition, there are more than 7,000 dialects. A dialect is a regional variety of a language that has different pronunciation, vocabulary, or meaning of words.
- The most difficult language to learn is Basque, which is spoken in northwestern Spain and southwestern France. It is not related to any other language in the world.
- All pilots on international flights identify themselves in English.
- The language in which a government conducts business is the official language of that country.
- More than a thousand different languages are spoken on the continent of Africa.

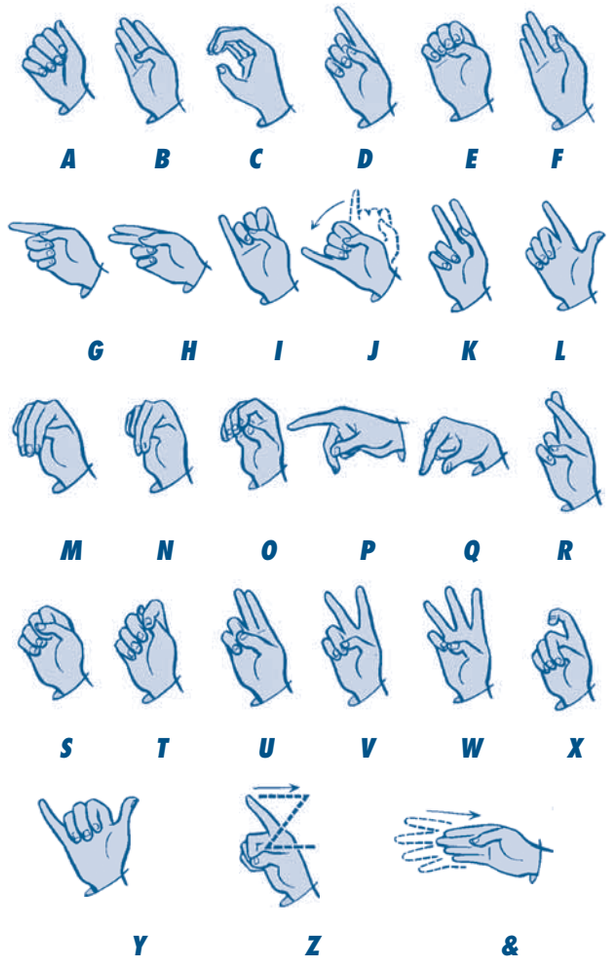
Saying "Hello" or "Good Day"

Spanish	Hola
German	Guten Tag
French	Bonjour
Japanese	Konichiwa
Chinese	Ni hao
Portuguese	Bom dia
Hawaiian	Aloha
Italian	Buon giorno
Arabic	Al salaam a'alaykum
Thai	sa-wa DEE Krab (boy)
Russian	Zdravstvuite
Tagalog	Magandang tanghali po
Turkish	Merhaba
Indonesian	Selamat pagi
Greek	Kalimera

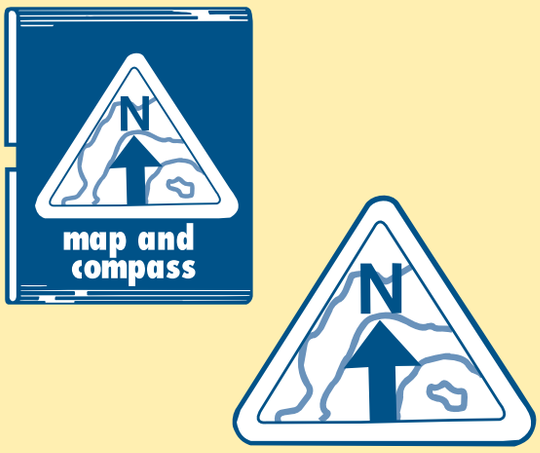
Writing Numbers in Japanese



American Sign Language



Cub Scout Academics: Map and Compass





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Show how to orient a map. Find three landmarks on the map

_____ 2. Explain how a compass works.

_____ 3. Draw a map of your neighborhood. Label the streets and plot the route you take to get to a place that you often visit.

Academics Pin

Earn the Map and Compass belt loop and complete five of the following requirements:

_____ 1. Explain to your den or an adult family member what *cartography* means.

_____ 2. Make a poster showing 10 map symbols and their meaning.

_____ 3. Read a book or story about a famous explorer or navigator. Tell your den or family what you learned.

_____ 4. Make a simple compass with a magnet and pin.

_____ 5. Explain the difference between latitude and longitude and show them on a map or globe.

_____ 6. Draw a compass rose for a map. Label north, south, east, and west.

_____ 7. Study a blank map of the United States of America. Label your state, and the states that share its boundary lines.

_____ 8. In the field, show how to take a compass bearing and how to follow it.

_____ 9. Show how to measure distances, using a scale on a map legend.

_____10. Measure your pace. Then layout a simple compass course for your den to try.

_____11. Using a road map, determine how many miles it is between two major cities or familiar destinations.

_____12. Explain what the different map colors can mean on a map.

Resources

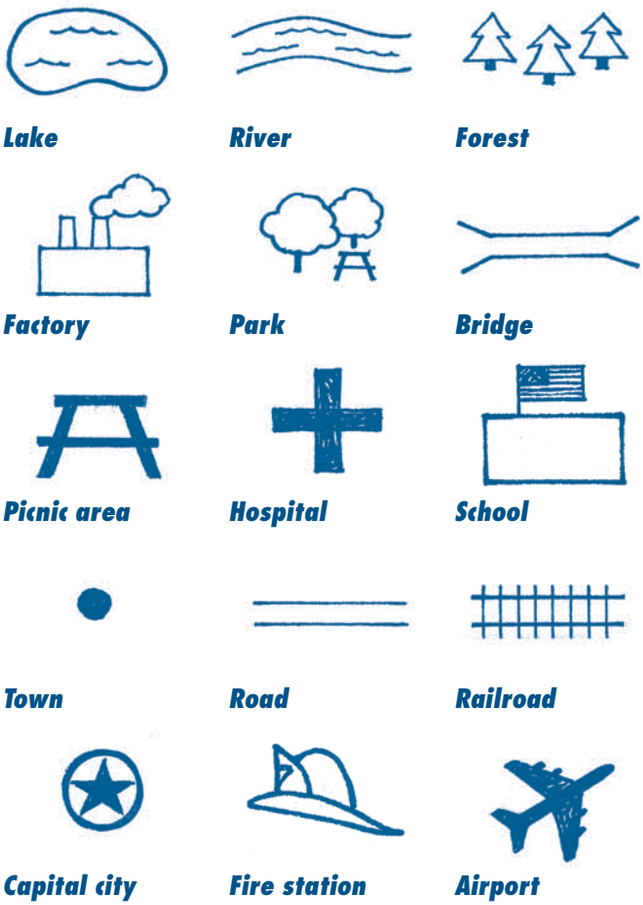
Check your local library for information on maps and compasses. If you have access to the Internet, try using various search engines to look for the information you need. (Be sure you have your parent's or adult partner's permission first.)

A field trip to a nearby museum or the local U.S. Geological Survey office may provide an excellent hands-on experience in your local community.

Map Colors

- Black—Artificial/human-made features
- Blue—Water features
- Green—Wooded areas
- Brown—Contour lines
- Red—Important roads, range lines
- Red tint—Urban areas
- Purple tint—Revisions since last map edition

Map symbols



Symbols are often used when people make maps.

Compass Rose



Make a Compass

Things needed:

- Magnet
- Straight pin or needle
- Piece of cork about 1 inch (4 centimeters) wide by ¼ inch (1 centimeter) thick
- Bowl or saucer of water

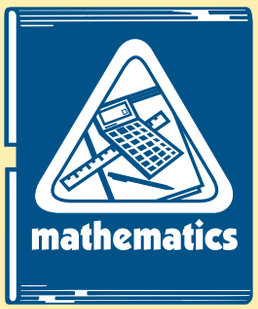
Rub one end of the pin along the magnet about 12 times. Rub in one direction only. Don't rub back and forth. Lift the pin up each time.

Place the pin on the cork. Gently place the cork in the bowl of water. At first, the pin will swing around, then it will point steadily in one direction. It points along the magnetic line between the earth's north and south poles.

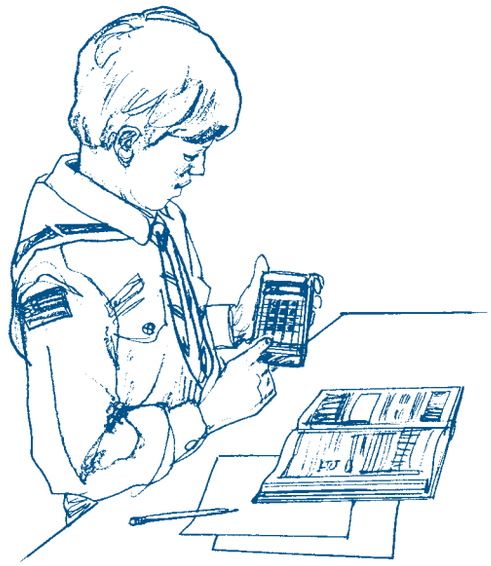
What Is Cartography?

Cartography is the art or technique of making maps or charts.

Cub Scout Academics: Mathematics







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Do five activities within your home or school that require the use of mathematics. Explain to your den how you used everyday math.

_____ 2. Keep track of the money you earn and spend for three weeks.

_____ 3. Measure five items using both metric and nonmetric measures. Find out about the history of the metric system of measurement.

Academics Pin

Earn the Mathematics belt loop and complete one requirement from each of the five areas below:

I. *Geometry* is related to measurement but also deals with objects and positions in space.

_____ 1. Many objects can be recognized by their distinctive shapes: a tree, a piece of broccoli, a violin. Collect 12 items that can be recognized, classified, and labeled by their distinctive shape or outline.

_____ 2. Select a single shape or figure. Observe the world around you for at least a week and keep a record of where you see this shape or figure and how it is used.

_____ 3. Study geometry in architecture by exploring your neighborhood or community. Look at different types of buildings—houses, places of worship, businesses, etc.—and create a presentation (a set of photographs, a collage of pictures from newspapers and magazines, a model) that you can share with your den or pack to show what you have seen and learned about shapes in architecture.

II. *Calculating* is adding, subtracting, multiplying, and dividing numbers.

_____ 1. Learn how an abacus or slide rule works and teach it to a friend or to your den or pack.

_____ 2. Go shopping with your parent or adult partner and use a calculator to add up how much the items you buy will cost. See whether your total equals the total at check out.

_____ 3. Visit a bank and have someone there explain to you about how interest works. Use the current interest rate and calculate how much interest different sums of money will earn.

III. *Statistics* is collecting and organizing numerical information and studying patterns.

_____ 1. Explain the meaning of these statistical words and tools: *data, averaging, tally marks, bar graph, line graph, pie chart,* and *percentage.*

_____ 2. Conduct an opinion survey through which you collect data to answer a question, and then show your results with a chart or graph. For instance: What is the favorite food of the Cub Scouts in your pack (chart how many like pizza, how many like hamburgers, etc.).

_____ 3. Study a city newspaper to find as many examples as you can of statistical information.

_____ 4. Learn to use a computer spreadsheet.

IV. *Probability* helps us know the chance or likelihood of something happening.

_____ 1. Explain to your den how a meteorologist or insurance company (or someone else) might use the mathematics of probability to predict what might happen in the future (i.e., the chance that it might rain, or the chance that someone might be in a car accident).

_____ 2. Conduct and keep a record of a coin toss probability experiment.

_____ 3. Guess the probability of your sneaker landing on its bottom, top, or side, and then flip it 100 times to find out which way it lands. Use this probability to predict how a friend's sneaker will land.

V. *Measuring* is using a unit to express how long or how big something is, or how much of it there is.

_____ 1. Interview four adults in different occupations to see how they use measurement in their jobs.

_____ 2. Measure how tall someone is. Have them measure you.

_____ 3. Measure how you use your time by keeping a diary or log of what you do for a week. Then make a chart or graph to display how you spend your time.

_____ 4. Measure, mix, and cook at least two recipes. Share your snacks with family, friends, or your den.

Resources

Besides your local library and schools having resources, the National Council of Teachers of Mathematics has many publications that are helpful to teachers, parents, and students.

National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 20191-1502
Phone: 703-620-9840; fax 703-476-2970
Web site: http://www.nctm.org

What Is Mathematics?

When most people think about mathematics, they think about adding and subtracting, multiplying and dividing, memorizing formulas, and other ways of working with numbers.

But making *calculations* is only one part of mathematics. Mathematics also includes recognizing shapes and forms (*geometry*); *measuring* the properties of things (how long, how wide, how deep, how fast, how far away, how hot, how cold, how much); collecting, organizing, and manipulating numerical information to better understand events (*statistics*); and finding out how likely it is that certain events will happen (*probability*).

Everyday Mathematics

You use math every day and all around you without even thinking about it.

- You *measure* when you cook, build something, sew.
- You *count* when you use money, or even when you play music.
- You use math when you keep score at an athletic game or when you figure sports *statistics*, such as batting averages in baseball.
- You measure time when you *estimate* how long it will take you to walk to the store or when you'll get back from a movie.
- You use your knowledge of measurement and *fractions* when you cut a pizza into equal pieces.

Cub Scout Academics: Music







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain why music is an important part of our culture.

_____ 2. Learn a song with at least two verses and sing the verses with your den or to an adult family member.

_____ 3. Listen to four different types of music either recorded or live.

Academics Pin

Earn the Music belt loop and complete five of the following requirements:

_____ 1. Make a musical instrument and play it for your family, den, or pack.

_____ 2. Teach your den a song.

_____ 3. Play a song by yourself or in a group, in unison or in harmony.

_____ 4. Create an original melody and/or original words for a song.

_____ 5. Using a tape recorder, capture natural sounds of the environment or record songs you create, and use your recording as a soundtrack for a short skit or as background for a movement activity.

_____ 6. Attend a live musical performance or concert.

_____ 7. Demonstrate conducting patterns for two songs using two different meters (two-, three-, or four-beat meter) while your adult partner or den members sing or play the songs you have selected.

_____ 8. Take voice or dance lessons or lessons to learn to play an instrument.

_____ 9. Create movements to a piece of music without words to demonstrate the moods of the music: happy, sad, calm, excited, playful, inspired.

_____10. Learn about a composer of some music that you enjoy. Tell your den or an adult family member what you learned about him or her.

Resources

Look for books in your local library or school library on music history, instruments, and songs. If there is a symphony or orchestra in your area, see whether you can arrange for a musician to come to a den meeting and talk about his or her instrument.

The National Association for Music Education
1806 Robert Fulton Drive
Reston, VA 20191
Phone: 703-860-4000; fax: 703-860-1531
Web site: http://www.menc.org

How a Child's Singing Voice Develops

The Skill Ladder

1. Discovers his singing voice.
2. Approximates correct pitches.
3. Matches tones (pitches).
4. Learns to sing very short songs involving a small range.
5. Memorizes words of songs.
6. Increases ability to sing in tune.
7. Increases abilities in length, range, and musical difficulty.
8. Continues to improve tone quality.
9. Becomes an independent singer; can stay in tune as an accompaniment is played; can sing rounds, etc.
10. Sings expressively.
11. Enunciates well.
12. Learns to breathe in the appropriate places.
13. Sings two- and three-part harmony.

Wherever your child has progressed in the skill ladder, start there and have fun singing together.

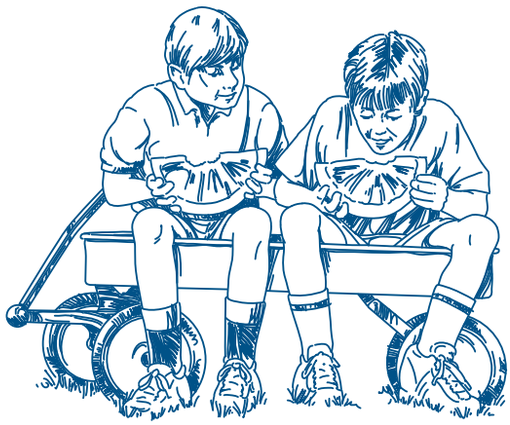


Kinds of Music

Classical: Musical masterworks of the European tradition, such as symphonies, operas, concertos, and sonatas.
Country/western: Music that has its roots in Southern and Western rural America.
Folk: Traditional songs handed down among common people that tell stories and often have simple melodies.
Hymn: A religious song or sacred music of praise and joy, revering deity and spirituality.
Jazz: Music rooted in African American culture, ragtime, and the blues, characterized by syncopated rhythms and improvisation.
March: Music that has its roots in the military and is most often used in ceremonial marching.
Nationalist: Music of a particular country —often patriotic.
Opera: A drama set to music that is entirely sung and accompanied by an orchestra.
Operetta: A romantic comic opera having spoken parts, songs, and dances.
Spiritual: A religious folk song of African American origin.

Cub Scout Academics: Nutrition





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Make a poster of foods that are good for you. Share the poster with your den.

_____ 2. Explain the difference between a fruit and a vegetable. Eat one of each.

_____ 3. Help prepare and eat a healthy meal of foods that are included in a food pyramid. (With your parent's or adult partner's permission, see http://www.mypyramid.gov.)

Academics Pin

Earn the Nutrition belt loop and complete five of the following requirements:

_____ 1. Make a poster that shows different foods that are high in each of the vitamins. Using your poster, explain to your den or family the difference between a vitamin and a mineral and the importance of each for a healthy diet.

_____ 2. Read the nutrition label from a packaged or canned food item. Learn about the importance of the nutrients listed. Explain what you learned to your den or family.

_____ 3. Make a list of diseases that can be caused by a diet that is poor in nutrition.

_____ 4. Talk with your school cafeteria manager about the role nutrition plays in the meals your school serves.

_____ 5. With an adult, plan a balanced menu of breakfasts, lunches, and dinners for your family for a week.

_____ 6. Make a list of healthy snack foods. Demonstrate how to prepare two healthy snacks.

_____ 7. With an adult, go grocery shopping. Report to your den or other family members what you learned about choosing good foods to eat.

Eating a balanced diet means eating foods that are good for you and that give your body the vitamins and other nutrients it needs to stay healthy.

Resources

Your local library can be an excellent source of information on nutrition, along with your local college extension service, the U.S. Department of Agriculture, and your local state department of Agriculture.

Resources About Nutrition

Eat Healthy, Feel Great, by William Sears, Martha Sears, and Christie Watts Kelly. Little, Brown Young Readers, 2002.

Good for You! Nutrition Book and Games, by Connie Liakos Evers. Disney Press, 2006.

How to Teach Nutrition to Kids, by Connie Liakos Evers. 24 Carrot Press, 2006.

The Race Against Junk Food, by Anthony Buono and Roy Nemerson. HCOM Inc., 1997.

Food Pyramid
Web site: http://www.mypyramid.gov/kids/index.html

Nutrition for Kids
Web site: http://nutritionforkids.com

_____ 8. Demonstrate how to safely prepare food for three meals.

_____ 9. Demonstrate how to store leftover food to prevent spoilage or contamination.

_____10. Help with a garden. Report to your den or family about what is growing in the garden and how you helped. Show a picture of or bring an item harvested from your garden.

_____11. Visit a farm or ranch. Talk with the owner about how the farm or ranch produces food for families.

_____12. Explain how physical exercise works with nutrition in helping people be fit and healthy. Demonstrate three examples of good physical activity.

Healthy Snacks

- Fresh fruits and vegetables
- Applesauce, fruit cups, fruit leather, or fruit salad
- Fruit juice popsicles or fruit smoothies
- Vegetables and dip
- Veggie pockets in whole wheat pitas
- English muffins
- Crackers or rice cakes and cheese
- Popcorn or pretzels
- Yogurt or low-fat pudding
- Nuts

What Do Vitamins Do?

Vitamin A helps keep your eyes healthy and helps you to have healthy skin.

Vitamin B (B1, B2, B6, and B12 plus others) helps your body work properly and gives you energy.

Vitamin C helps your body heal better and fights against infection.

Vitamin D helps strengthen your bones and teeth.

Vitamin E helps keep your skin and lungs healthy.

Which foods are rich in vitamin A? *Eggs, milk, nectarines, cantaloupe, carrots, spinach*

Which foods are rich in vitamin B? *Whole grains (wheat, oats), fish/seafood, poultry/meats, eggs, dairy products (milk, yogurt), leafy green vegetables, beans and peas, citrus fruits (oranges, tangerines)*

Which foods are rich in vitamin C? *Cantaloupe, strawberries, tomatoes, broccoli, cabbage, citrus fruits*

Which foods are rich in vitamin D? *Milk, fish, eggs, dairy products (fortified with vitamin D)*

Which foods are rich in vitamin E? *Leafy green vegetables, sardines, eggs, nuts, whole grains*

Which foods are rich in vitamin K? *Broccoli, carrots, dairy products, eggs, spinach, tomatoes*

Cub Scout Academics: Pet Care









REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Care for your pet for two weeks. Make a list of the tasks that you did to take care of your pet.

_____ 2. Read a book, explore the Internet (with your parent's or adult partner's permission), or acquire a pamphlet about your pet. List three new interesting facts that you learned about your pet.

_____ 3. Make a poster about your pet. Share your poster with your den, pack, or family.

Academics Pin

Earn the Pets belt loop and complete five of the following requirements:

_____ 1. With an adult, develop a plan for someone to care for your pet if you were to be away for one week.

_____ 2. Train your pet to do a trick or follow a simple command.

_____ 3. Describe how your pet communicates with you and other animals.

_____ 4. Observe or play with your pet for 15 minutes each day for one week. Keep a chart that shows your pet's mood on each day.

_____ 5. Attend a pet show. Report to your den about the show.

_____ 6. Make a drawing of the cage or bed your pet requires. Describe the important parts of it.

_____ 7. Visit an animal shelter. Explain the reasons why pets are in the animal shelter to your den or family.

_____ 8. Visit a pet store. Make a list of the different animals in the store and the kinds of foods they eat.

_____ 9. Talk to a veterinarian about his or her career. Share what you learned with your den or family.

_____10. Tell three ways that animals can help people.

_____11. Do a service project for an animal shelter, exercise an elderly person's pet, or help a friend with the care of his or her pet.

_____12. Find out about the pets of U.S. presidents while they lived at the White House. Tell your den about one president and his pet(s).

Resources

Animals are an important part of the environment and our world. Since we are the most intelligent and advanced animal on Earth, as good Scouts, we need to do our part in the care of all animals. This is especially important for those animals that are part of our daily lives—our pets. A visit to your local library or bookstore will have many resources.

Books About Pets

Animal Connection: A Guide to Intuitive Communication With Your Pet, by Judy Meyer. Plume, 2000.

The ASPCA Complete Guide to Pet Care, by David L. Carroll. Plume, 2006.

The Canary Caper, by Ron Roy. Random House Books for Young Readers, 1998.

Complete Guide to Lost Pet Prevention and Recovery, by Joseph Andrew Sapia and Patricia Sapia. Atlantic Highlands N.J., 2002.

A Dog's Best Friend: An Activity Book for Kids and Their Dogs, by Lisa Rosenthal. Chicago Review Press, 1999.

Illustrated Veterinary Guide, 2nd ed., by Chris C. Pinney, D.V.M. McGraw-Hill Professional Publishing, 2000.

Jack Hanna's Ultimate Guide to Pets, by Jack Hanna. Perigree Trade, 1997.

Organizations and Web Sites

Animal Planet
Web site: http://www.animal.discovery.com

Animalforum.com
Web site: http://www.animalforum.com

Pets and Hand Washing

Hand washing helps prevent the spread of disease and illness that can be transmitted by contact with a pet, so it is very important. Wash your hands with soap and water or hand sanitizer anytime you play with pets, handle their food dishes, toys, bedding, grooming tools, and litter boxes.

Presidents and Their Pets

President	Animals
George Washington	Polly the parrot; 36 hounds; horses (among them Nelson, his favorite)
Thomas Jefferson	A mockingbird named Dick; two bear cubs, a gift from Lewis and Clark
John Quincy Adams	An alligator
Martin Van Buren	Two tiger cubs
Abraham Lincoln	Jack the turkey; goats named Nanny and Nanko; Fido the dog
Andrew Johnson	White mice
John F. Kennedy	Tom Kitten the cat; Robin the canary; Zsa Zsa the rabbit; Pushinka, a dog; ponies Macaroni, Tex, and Leprechaun
Lyndon Johnson	Beagles Him and Her, Freckles (Him's pup), Little Beagle, Blanco, Collie, and Yuki
Richard Nixon	Checkers, a cocker spaniel; Vicky, a poodle; Pasha, a terrier; King Timahoe, an Irish setter
Jimmy Carter	Grits the dog; Misty Malarky Ying Yang, a Siamese cat
Ronald Reagan	Rex, a Cavalier King Charles spaniel; Lucky, a Bouvier des Flandres Rex sheepdog
George H. W. Bush	Millie, a Springer spaniel; Ranger, one of Millie's pups
Bill Clinton	Socks the cat; Buddy, a chocolate Labrador retriever
George W. Bush	Spot Fetcher, English Springer spaniel; Barney and Miss Beazley, Scottish Terriers; India "Willie," a cat

Cub Scout Academics: Photography







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Point out the major features of a camera to your den or family and explain the function of each part. Parts could include film, lens, shutter, power on and off, zoom, battery, flash, display panel, case, settings, etc.

_____ 2. Discuss with your den leader or adult partner, the benefits and contributions photography makes to modern life. Report what you learned to your den or family.

_____ 3. Using a camera, take at least 10 pictures of your family, pet, or scenery; show these to your den.

Academics Pin

Earn the Photography belt loop and complete five of the following requirements:

_____ 1. Using pictures, explain what photography is and how it relates to light and picture-taking.

_____ 2. Look at a book of published photos about a subject that interests you. Find out what makes these photos remarkable and why people want to look at these pictures. Learn whether the photographer used light or angles to make the photos interesting. Discuss what you learned with an adult.

_____ 3. Explain to an adult what "red eye" is and why it can happen in a picture. Show examples.

_____ 4. Make a short video of a friend, family member, or pet, and show it to your den or family.

_____ 5. With an adult's help, use a photo-editing software feature to crop, lighten or darken, and change a photo.

_____ 6. Make a creative project using at least one photo.

_____ 7. Take three pictures of the same scene using different lens settings. Show these pictures to your den or family.

_____ 8. Visit an art exhibit that features photography. Write a list of some of the things you saw and felt during your visit.

_____ 9. Demonstrate how to use a light meter and manually set the aperture (lens opening) on a camera.

_____10. Print and develop a picture from a film negative.

Resources

Local camera and electronic stores can be helpful resources. Many books on photography also are available.

Books About Photography

The Basic Book of Photography, 5th ed., by Tom Grimm and Michele Grimm. Plume, 2003.
Digital Photo Madness! 50 Weird & Wacky Things to Do With Your Digital Camera, by Thom Gaines. Lark Books, 2006.
The Kids' Guide to Digital Photography: How to Shoot, Save, Play With & Print Your Digital Photos, by Jenni Bidner. Lark Books, 2004.
Picture This: Fun Photography and Crafts, by Debra Friedman. Kids Can Press, 2003.

Web Sites

Big Learning
Web site: http://www.biglearning.com/treasure-photography-for-kids.htm

Photographytips.com
Web site: http://www.photographytips.com

_____11. Read about a famous photographer and tell his or her story to your den. Explain why he or she is famous or admired.

The word "photography" comes from two ancient Greek words: photo, for "light," and graph, for "drawing." Photography is a way of "Drawing with light."

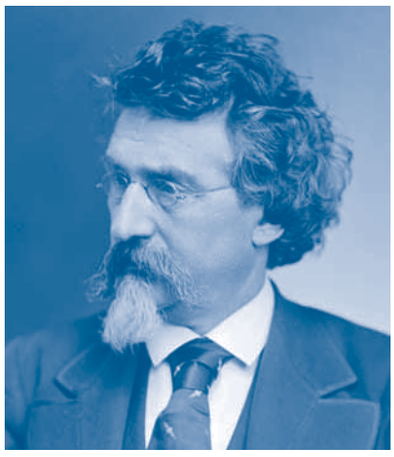
Tips for Taking Good Pictures

1. Catch your subject being natural.
2. Make sure the lighting is right.
3. Hold your camera steady, then shoot quickly.
4. Look at the entire view of the picture. Keep anything distracting out of the picture.
5. Be creative and take photos from different angles, but keep it simple.
6. When taking pictures of people, do not stand too far away. If it's a group, get the people to stand close together.

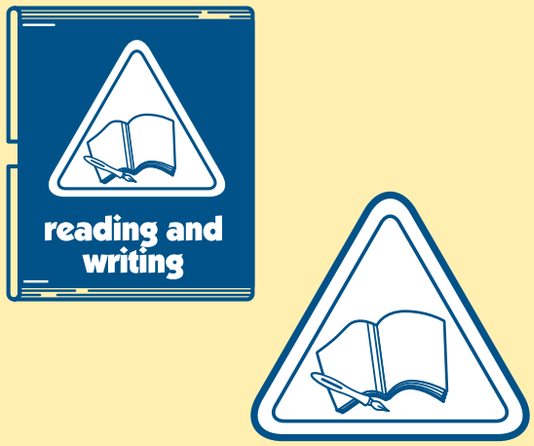
The History of Photography

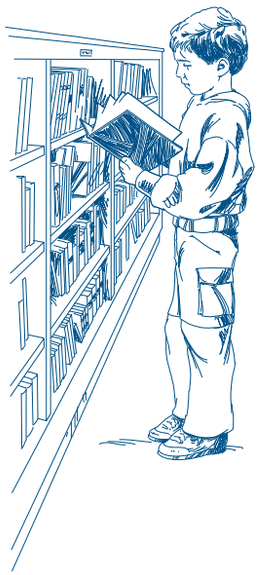
1. People tried to capture scenes for others to see by drawing or painting pictures. Early photographs were called sun pictures, because sunlight was used to create the image.
2. The first photograph was made by Niepce in 1827. It was not a good picture, and it was quite blurry. It required over 8 hours of sunlight exposure.
3. Later, Daguerre made some images on metal sheets using very difficult steps. He learned how the different amounts of light could affect the pictures.
4. During the next 20 years, many inventers tried different ways to make photos that would be clear and permanent.
5. By 1850, photos were put on paper instead of metal, and many people had their portraits taken.
6. In the 1880s, Eastman put flexible roll film on the market, and in 1889 he introduced the first Kodak camera.
7. Over the next 100 years, many improvements were made.
8. Regular "point and shoot" cameras were marketed in the late 1970s.
9. In the 1980s, video cameras became trendy.
10. In 1990s, digital photography became widely popular. The use of a tool called a memory card made it possible to copy photos directly from a camera to a computer so that pictures could be printed at home.

Mathew Brady became famous as the photographer who captured the U.S. Civil War in stunning pictures.



Cub Scout Academics: Reading and Writing





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Visit a library and get your own library card. Check out and return a book.
_____ 2. Write a letter or a short story. Read it to your den or family.
_____ 3. Keep a diary of your activities for one week. Read it to your den or family.

Academics Pin

Earn the Reading and Writing belt loop and complete five of the following requirements:

_____ 1. Locate and identify the following parts of a book: title, author, spine, cover, table of contents, and index.
_____ 2. Read a book to a child or group of children.
_____ 3. Participate in a school or community organized reading program.
_____ 4. Explain the differences in a biography, autobiography, fiction, and nonfiction books to your parent or den leader.
_____ 5. Create a bookmark that you can use, or design a book cover.
_____ 6. Read an article from a newspaper or magazine. This can be done on the computer. Report about what you read to an adult.
_____ 7. Write a poem and read it to a family member.
_____ 8. Write a short report about something of interest to you. Read your report to your den or family.
_____ 9. Read several jokes and riddles. Create two of your own and share them with your den or family.
_____10. Write a commercial, song, or jingle for some product. Perform it for your den or family
_____11. Create your own alphabet, writing system, or code and explain it to your den or pack.
_____12. Learn about another writing system such as petroglyphs or Egyptian hieroglyphs. Do your best to draw some of these symbols. Report what you learned to your den or family.

Resources About Reading and Writing

Your local library is, of course, one of the best resources for reading and writing. Here are some others you might find useful.

- Alphabet coloring pages; Web site: http://www.learningplanet.com/parents/alphabet
- *Boys' Life* magazine; Web site: http://boyslife.org
- Egyptian hieroglyphics; Web site: http://www.kidzone.ws/cultures/egypt/hieroglyph.htm
- Petroglyph National Monument; Web site: http://www.nps.gov/petr/index.htm
- Writings by Dr. Seuss, Shel Silverstein, and Jack Prelutsky

Simple Codes

1. **Letter substitution.** Use the English alphabet, but substitute a different letter for the original letter. Example: If A = B, B = C, C = D, and so on, then the word "cat" would be spelled "DBU."
2. **Letter substitution with numbers.** This code is similar to letter substitution, but use numbers in place of letters. For example: If A = 1, B = 2, C = 3, and so on, then the word "cat" would be written as 3-1-20.

Caldecott Medal Winners

2008: *The Invention of Hugo Cabret,* by Brian Selznick
2007: *Flotsam,* by David Wiesner
2006: *The Hello, Goodbye Window,* by Norton Juster
2005: *Kitten's First Full Moon,* by Kevin Henkes
2004: *The Man Who Walked Between the Towers,* by Mordicai Gerstein
2003: *My Friend Rabbit,* by Eric Rohmann
2002: *The Three Pigs,* by David Wiesner
2001: *So You Want to Be President?,* by Judith St. George
2000: *Joseph Had a Little Overcoat,* by Simms Taback

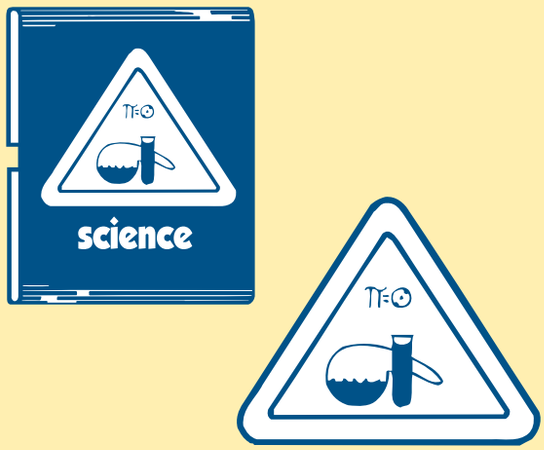
Newbery Medal Winners

2008: *Good Masters! Sweet Ladies! Voices From a Medieval Village,* by Laura Amy Schlitz
2007: *The Higher Power of Lucky,* by Susan Patron
2006: *Criss Cross,* by Lynne Rae Perkins
2005: *Kira-Kira,* by Cynthia Kadohata
2004: *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread,* by Kate DiCamillo
2003: *Crispin: The Cross of Lead,* by Avi
2002: *A Single Shard,* by Linda Sue Park
2001: *A Year Down Yonder,* by Richard Peck
2000: *Bud, Not Buddy,* by Christopher Paul Curtis



Don't forget to read the stories in *Boys' Life* magazine!

Cub Scout Academics: Science





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the scientific method to your adult partner.
_____ 2. Use the scientific method in a simple science project. Explain the results to an adult.
_____ 3. Visit a museum, a laboratory, an observatory, a zoo, an aquarium, or other facility that employs scientists. Talk to a scientist about his or her work.

Academics Pin

Earn the Science belt loop and complete five of the following requirements:

_____ 1. Make a simple electric motor that works.
_____ 2. Find a stream or other area that shows signs of erosion. Try to discover the cause of the erosion.
_____ 3. Plant seeds. Grow a flower, garden vegetable, or other plant.
_____ 4. Use these simple machines to accomplish tasks: lever, pulley, wheel-and-axle, wedge, inclined plane, and screw.
_____ 5. Learn about solids, liquids, and gases using just water. Freeze water until it turns into ice. Then, with an adult, heat the ice until it turns back into a liquid and eventually boils and becomes a gas.
_____ 6. Build models of two atoms and two molecules, using plastic foam balls or other objects.
_____ 7. Make a collection of igneous, metamorphic, and sedimentary rocks and label them.
_____ 8. Learn about a creature that lives in the ocean. Share what you have learned with your den or family.
_____ 9. Label a drawing or diagram of the bones of the human skeleton.
_____10. Make a model or poster of the solar system. Label the planets and the sun.
_____11. Do a scientific experiment in front of an audience. Explain your results.
_____12. Read a book about a science subject that interests you. Tell your den or an adult family member about what you learned.

Resources

Visit libraries, science museums, and college and university science departments. If you have access to the World Wide Web on the Internet, use search engines to look for the information you need. (Be sure you have your parent's or adult partner's permission first.)

National Science Teachers Association
1840 Wilson Blvd.
Arlington, VA 22201-3000
Phone: 703-243-7100; fax: 703-243-7177
Web site: http://www.nsta.org
The NSTA Web site includes a Science Store with more than 300 science education materials.

Delta Education Hands-On Science Catalog
80 Northwest Blvd.
P.O. Box 3000
Nashua, NH 03061-3000
Phone: 1-800-258-1302; fax: 1-800-282-9560
Web site: http://www.delta-ed.com

Nasco
Nasco distributes various educational catalogs focusing on science and industry. The company has headquarters in Fort Atkinson, Wisconsin, and Modesto, California. Web site: http://www.eNasco.com; customer service: 1-800-558-9595.

Carolina Biological Supply Company
2700 York Road
Burlington, NC 27215-3398
Phone: 1-800-334-5551; fax: 1-800-222-7112
Web site: http://www.carolina.com
Products and publications for classroom educators of biology, chemistry, physics, and earth and space sciences.

The Scientific Method

Scientists are always trying to create an accurate picture or description of the world around us. They want to do this without their own opinions or biases getting in the way of how they see things, so they use an objective method of discovery as they develop their theories about the world.

1. **Purpose**
   You start off wanting to find out the answer to a question—usually one that you arrive at by observing the world around you. For instance, if you see plants wilting when they don't get enough water, you might ask, "How much water do plants need to grow?"
2. **Hypothesis**
   What do you think will happen? For instance, "I hypothesize that if I water the plants once a week, they will grow."
3. **Materials and Procedures**
   What do you need and what will you do to find out the answer to your question, or "test" your hypothesis? This part of the scientific method is important so that other people can repeat your experiments and see whether they get the same results.
4. **Data Collection**
   Write down everything you observe during your experiments and organize your data so that it is clear (perhaps using tables or graphs).
5. **Conclusions**
   From your data, you can draw conclusions about your hypothesis—whether it is true or false. For instance, if you found out that plants were healthy and grew when you watered them once a week, you could conclude that your hypothesis was true. But if they turned brown because they got too much water, you could conclude that your hypothesis was not true, and that watering once a week is too much.

Judging Science Projects

When judging science projects, consider the following areas:

1. **Scientific Method and Thought**
   Does the project follow the scientific method?
2. **Originality**
   Is the project mainly the work of the child?
3. **Thoroughness**
   Are all parts of the project done well?
4. **Technical Skill**
   Does the project show effort and craftsmanship?
5. **Clarity**
   Is the project easily understood?

Cub Scout Academics: Video Games







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain why it is important to have a rating system for video games. Check your video games to be sure they are right for your age.

_____ 2. With an adult, create a schedule for you to do things that includes your chores, homework, and video gaming. Do your best to follow this schedule.

_____ 3. Learn to play a new video game that is approved by your parent, guardian, or teacher.

Academics Pin

Earn the Video Games belt loop and complete five of the following requirements:

_____ 1. With your parents, create a plan to buy a video game that is right for your age group.

_____ 2. Compare two game systems (for example, Microsoft Xbox, Sony PlayStation, Nintendo Wii, and so on). Explain some of the differences between the two. List good reasons to purchase or use a game system.

_____ 3. Play a video game with family members in a family tournament.

_____ 4. Teach an adult or a friend how to play a video game.

_____ 5. List at least five tips that would help someone who was learning how to play your favorite video game.

_____ 6. Play an appropriate video game with a friend for one hour.

_____ 7. Play a video game that will help you practice your math, spelling, or another skill that helps you in your schoolwork.

_____ 8. Choose a game you might like to purchase. Compare the price for this game at three different stores. Decide which store has the best deal. In your decision, be sure to consider things like the store return policy and manufacturer's warranty.

_____ 9. With an adult's supervision, install a gaming system.

Entertainment Software Rating Board

Before buying any video game, be sure to check for a rating by the ESRB. This rating will help you decide whether a game is right for you and your family.

EC: Early Childhood. Content may be suitable for persons ages 3 and older. Contains no material that parents would find inappropriate.

E: Everyone. Content may be suitable for persons ages 6 and older. May contain minimal violence and some comic mischief or crude language.

E10+: Everyone 10+. Content may be suitable for persons ages 10 and older. May include more cartoon and fantasy and some mild violence, mild language, and a small degree of suggestive themes.

Only games with an "EC," "E" or "E10+" rating may be right for Cub Scout–age children. There are other ratings for older and more mature audiences.

Family Guidelines



Here are some suggestions for families.

- Make a plan. Schedule video gaming times and choices in advance, just as you would other activities.
- Set time limits. Limit children's total screen time, usually no more than 1 to 2 hours per day and with periodic breaks.
- Make video gaming a family activity.
- Set family guidelines for video game content.

Helpful Hints

- Be sure you have your parent or adult partner's permission whenever you want to use the Internet. Search the Internet for video games only with a parent's or adult partner's permission and help.
- Play fun games that are right for your age group.
- With your parent or adult partner, always check the rating symbols and description on a game before purchasing it.

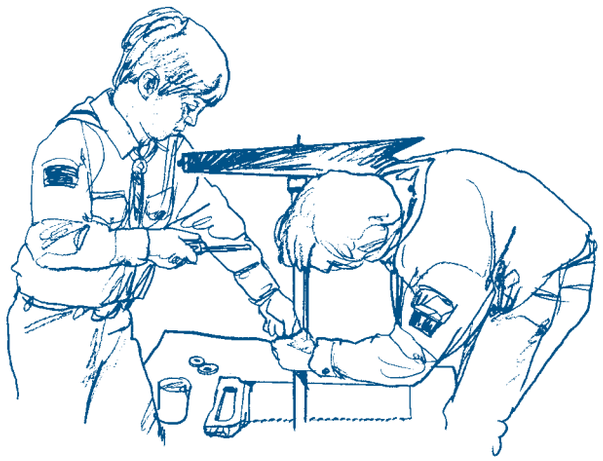
Rules for Online Safety

- I will talk with my parents so that we can set up rules for going online. We will decide on the time of day that I can be online, the length of time I can be online, and appropriate Web sites for me to visit. If I want to visit other Web sites, I will get my parents' permission first.
- While I'm online, I will not give out personal information such as my address, telephone number, parents' work addresses/telephone numbers, or the name and location of my school without my parents' permission.
- I will tell my parents right away if I come across any information that makes me feel uncomfortable.
- I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents right away so that they can contact the online service.
- I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place, and I will bring a parent or my adult guardian along.
- While I'm online, I will never send a person my picture or anything else without first checking with my parents.

Cub Scout Academics: Weather







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Make a poster that shows and explains the water cycle.

_____ 2. Set up a simple weather station to record rainfall, temperature, air pressure, or evaporation for one week.

_____ 3. Watch the weather forecast on a local television station. Discuss with an adult family member what you heard and saw. Follow up by discussing the accuracy of the forecast.

Academics Pin

Earn the Weather belt loop and complete five of the following requirements:

_____ 1. Explain to your den or an adult family member the meaning of these terms: *weather, humidity, precipitation, temperature,* and *wind.*

_____ 2. Explain how clouds are made. Describe the different kinds of clouds—*stratus, cumulus, cumulonimbus,* and *cirrus*—and what kind of weather can be associated with these cloud types.

_____ 3. Describe the climate in your state. Compare its climate with that in another state.

_____ 4. Describe a potentially dangerous weather condition in your community. Discuss safety precautions and procedures for dealing with this condition.

_____ 5. Tell what is meant by *acid rain.* Explain the *greenhouse effect.*

_____ 6. With your parent's or adult partner's permission, talk to a meteorologist about his or her position. Learn about careers in meteorology. Share what you learned with your den or an adult family member.

_____ 7. Make a weather map of your state or country, using several weather symbols.

_____ 8. Explain the differences between tornadoes and hurricanes.

_____ 9. Make a simple weather vane. Make a list of other weather instruments and describe what they do.

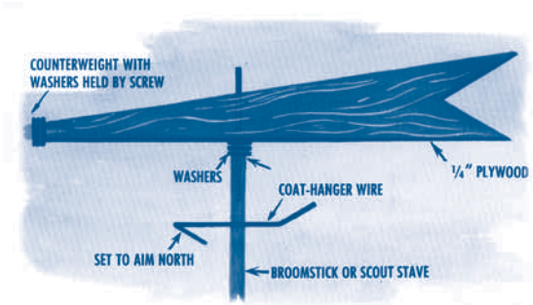
_____10. Explain how weather can affect agriculture and the growing of food.

_____11 Make a report to your den or family on a book about weather.

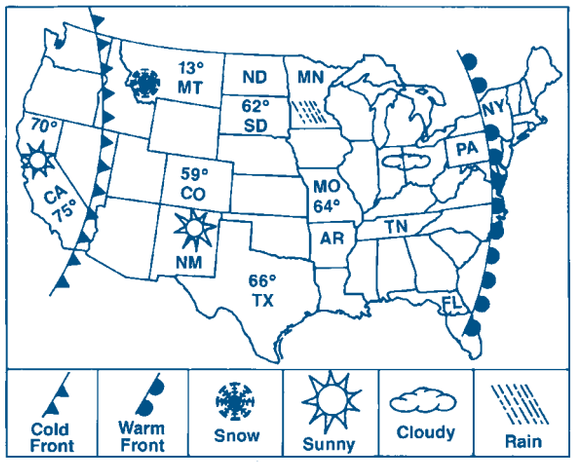
_____12. Explain how rainbows are formed and then draw and color a rainbow.

Weather Instruments

Anemometer, balloon, barometer, hygrometer, kite, radar, radiosonde, rain gauge, satellite, thermocouple, thermometer, and weather vane.



A simple weather vane



Weather symbols

Be Safe in Dangerous Weather!

No matter where you live, the weather can become dangerous. From tornadoes and hurricanes to floods and too much heat or cold, it's a good idea to know about the potentially dangerous weather in your area and have a family weather emergency plan.

The American Red Cross suggests taking these precautions:

- Decide where to go and where you would be safe if a flood, severe thunderstorm, or tornado warning is issued—whether you're at home, at school, outdoors, or in a car.
- Have a family disaster supply kit, and know where it is. The kit should include such items as a flashlight, batteries, a battery-operated radio, and a first-aid kit. (For a complete list of supplies that the American Red Cross recommends, contact your local Red Cross chapter.)
- Make plans for communication in case your family members become separated. Have a friend or relative who lives outside your area be the contact person.
- Agree upon a place where family members can meet if separated.
- Have a plan in place also for family pets. Contact your local Red Cross chapter for information on pet care during an emergency.

Resources

Besides books at your local library about weather, the Internet has many weather-related sites. You can learn about the weather all over the world and see radar sweeps that show current weather in any part of the country. Use a search engine to explore. (Be sure you have your parent's or adult partner's permission first.) Also, the National Weather Service may have a local office in your area and can be an excellent resource.

Types of Clouds

Clouds are made of particles of water or ice suspended in the air. When these particles come together, they form a cloud. Larger water droplets may get too big and heavy for the cloud to hold, so they fall to Earth as rain, sleet, or snow. There are four major types of clouds:

Cirrus clouds are the highest clouds, about 50,000 to 55,000 feet above Earth. They form feathery wisps and are made of ice crystals.

Cumulonimbus clouds are middle-level clouds at 6,500 to 24,000 feet. They are flat and dark on the bottom and billow upward. They can cause the heaviest downpours, often with thunder and lightning.

Cumulus clouds are white and puffy and are about 5,000 feet above Earth. They sometimes look like huge balls of cotton.

Stratus clouds are made of low layers of gray clouds that usually cover the whole sky. They are foglike and appear in flat layers.

Cub Scout Academics: Wildlife Conservation





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain what natural resources are and why it's important to protect and conserve them.

_____ 2. Make a poster that shows and explains the food chain. Describe to your den what happens if the food chain becomes broken or damaged.

_____ 3. Learn about an endangered species. Make a report to your den that includes a picture, how the species came to be endangered, and what is being done to save it.

Academics Pin

Earn the Wildlife Conservation belt loop and complete five of the following requirements:

_____ 1. Visit a wildlife sanctuary, nature center, or fish hatchery.

_____ 2. Collect and read five newspaper or magazine articles that discuss conservation of wildlife and report to your family or den what you learn.

_____ 3. Learn about five animals that use camouflage to protect themselves. Tell your den or an adult family member what you learned.

_____ 4. Make a birdbath and keep a record for one week of the different birds that visit it.

_____ 5. Make a collage of animals that are in the same class: fish, amphibians, reptiles, birds, or mammals.

_____ 6. Make a plaster cast of an animal track. Show it to your den.

_____ 7. With your parent or adult partner, visit with a person who works in wildlife conservation, such as a park ranger, biologist, range manager, geologist, horticulturist, zookeeper, fishery technician, or conservation officer.

_____ 8. Visit a state park or national park.

_____ 9. Participate in an environmental service project that helps maintain habitat for wildlife, such as cleaning up an area or planting trees.

Resources

Visit the library, a natural history museum, a game preserve, and any federal, state, and local agencies involved in fish and game and wildlife conservation.

Wildlife Forever
2700 Freeway Blvd. #1000
Brooklyn Center, MN 55430
Phone: 763-253-0222; fax: 763-560-9961
Web site: http://www.wildlifeforever.org

U.S. Fish and Wildlife Service
Department of the Interior
Room 3445
1849 C St., NW
Washington, DC 20240
Phone: 1-800-344-WILD
Web site: http://www.fws.gov

U.S. Environmental Protection Agency
Ariel Rios Building
1200 Pennsylvania Ave., NW
Washington, DC 20004
Web site: http://www.epa.gov

U.S. Forest Service Natural Resources and Conservation Education Program
Web site: http://www.fs.fed.us/outdoors/nrce
The Conservation Education(CE) program helps people of all ages understand and appreciate our country's natural resources and how to conserve those resources for future generations.

National Wildlife Federation Backyard Wildlife Habitat Program
11100 Wildlife Center Drive
Reston, VA 20190-5362
Phone: 1-800-822-9919
Web site: http://www.nwf.org
The National Wildlife Federation began the Backyard Wildlife Habitat program in 1973 to acknowledge and encourage individuals who garden for the benefit of wildlife.

Ways to Make a Difference!

- Put out nesting materials for birds, such as short pieces of yarn, string, or dried tall grasses.
- Place a birdbath in your yard. Keep it clean and filled with fresh water.
- Put out a bird feeder, or several feeders that have different foods for different kinds of birds.
- Make or buy a hummingbird feeder.
- Build a bat house. One small brown bat can eat 600 mosquitoes an hour!
- Grow flowering plants such as asters, zinnia, or milkweed to provide nectar for butterflies.
- Leave standing dead and dying trees in an area unless they pose a hazard to humans or property. Dead, dying, and hollow trees and logs on the ground provide homes for many species of wildlife.
- Write letters to newspapers or local government representatives on environmental issues.

The Balance of Nature

Conservation of wildlife is important because of the idea of the *balance of nature.* Animals, plants, and their habitats are connected through an environment that supplies them with what they need to live. This is called an *ecosystem*. The ecosystem is balanced when all the parts of the community are present: animals are able to find food and have healthy young.

If you lose a part of the balance, the entire system can suffer. For instance, in some parts of the country, people thought that wolves threatened their livestock, so they killed the wolves. But without these predators, the population of deer increased too quickly. In new housing developments, you now can see deer grazing in people's backyards and eating shrubs and flowers. The deer also don't have as much natural habitat because of all the buildings.

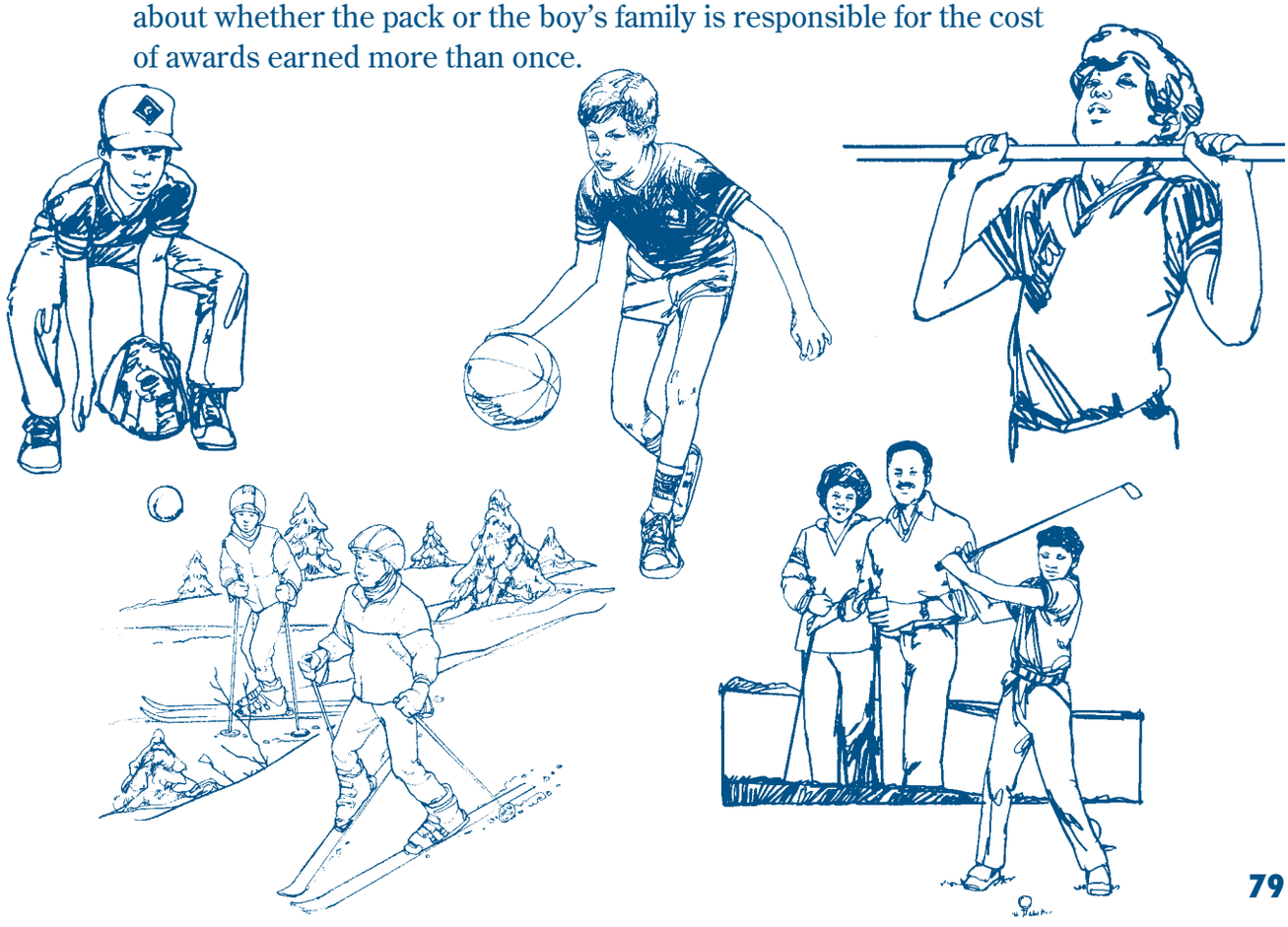
You are part of the balance of nature too. Think of how you are a part of your ecosystem, and what you can do to help preserve it.

Sports Belt Loop and Pin Requirements and Resources

Following are the requirements for earning the Sports belts loops and pins.

Remember:

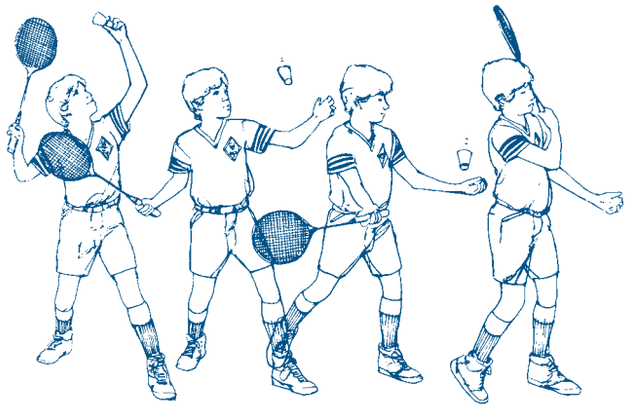
- Belt loops and pins are earned only by Tiger Cubs, Cub Scouts, and Webelos Scouts (not adults).
- Working on belt loops or pins in Archery and BB-gun shooting is restricted to day camps, Cub Scout/Webelos Scout resident camps, council-managed family camping programs, or to council activities where there are properly trained supervisors and all standards for BSA shooting sports are enforced. Archery and BB-gun shooting are not to be done at the pack level.
- Some practice times for the various sports do not have to be completed at one practice period. Times are cumulative and can be completed over several different practice sessions.
- Requirements may be adjusted to accommodate the needs of Tiger Cubs, Cub Scouts, and Webelos Scouts with disabilities.
- Webelos Scouts may earn a belt loop or pin a second time to qualify for Webelos activity badges.
- Boys may earn belt loops more than once; however, leaders should encourage boys to try different requirements and earn the pin. Packs should have a clear policy in place about whether the pack or the boy's family is responsible for the cost of awards earned more than once.



Cub Scout Sports: Badminton







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of badminton to your leader or adult partner.

_____ 2. Spend at least 30 minutes practicing badminton skills.

_____ 3. Participate in a badminton game.

Sports Pin

Earn the Badminton belt loop and complete five of the following requirements:

_____ 1. Compete in a pack or community badminton tournament.

_____ 2. Demonstrate your knowledge of the use and care of the equipment needed to play badminton: shuttlecock (shuttle or bird), racket, court, net, and comfortable clothes and shoes.

_____ 3. Demonstrate skill in the following grip techniques: forehand and backhand.

_____ 4. Spend at least 60 minutes practicing to develop skills for shots and strokes (*clear, drive, drop,* and *smash*). This may be done over several different practice periods. Keep track of your time on a chart.

_____ 5. Demonstrate skill in the following: hit the shuttle using forehand or backhand; hit the shuttle, alternating forehand and backhand; hit the shuttle against the wall with a forehand or backhand; hit the shuttle against the wall, alternating forehand and backhand.

_____ 6. Accurately lay out a badminton court, including net and lines.

_____ 7. Play five games of badminton.

_____ 8. Participate in a badminton skills development clinic.

_____ 9. Play at least three games during which you make your own foul calls effectively to your leader's satisfaction.

Resources

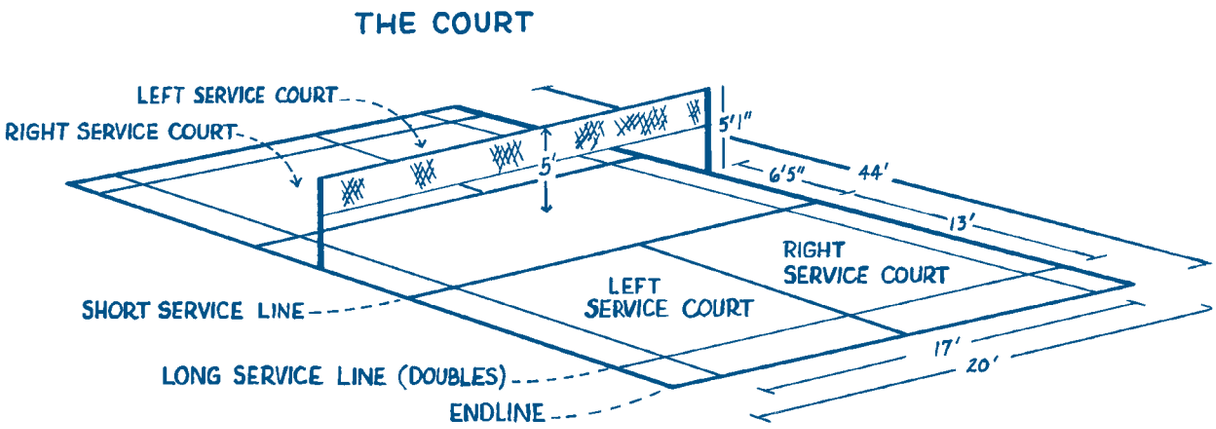
Information on local badminton resources can often be obtained from your local parks and recreation department, community library, or university or college athletic department.

USA Badminton
One Olympic Plaza
Colorado Springs, CO 80909
Phone: 719-866-4808; fax: 719-866-4507
Web site: http://www.usabadminton.org
USA Badminton is the national governing body for the Olympic sport of badminton in the United States. Their Web site provides information about the game and tournaments, as well as links to other badminton-related sites.

Books About Badminton

Badminton: Steps to Success, Tony and William A. Grice (Human Kinetics, 1996)
Badminton, Steve Boga (Stackpole Books, 1996)
A Basic Guide to Badminton, Jeff Klemsak, ed. (Official US Olympic Sports Series) (Griffin Bay Book Store, 1997)
Badminton for Beginners, Ballou (Morton Publishing Co., 1998)

Badminton Rules



USA Badminton adopts the International Badminton Federation's Laws of Badminton, which you can find on the Web at http://www.intbadfed.org/rules.html. These simplified rules cover the toss to begin the game, the basic aim of the rally, serving, and scoring. A link is provided for a more complete listing of laws.

Shots and Strokes

Clear: Hit high and deep so that the shuttle lands near the end line.
Drive: Hit flat and hard at about net level.
Drop: Hit soft and down so the shuttle lands near the net.
Smash: Hit hard and down to put the shuttle away.



Traditional feather shuttle



Synthetic shuttle

Cub Scout Sports: Baseball







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of baseball to your leader or adult partner.

_____ 2. In three separate sessions, spend at least 30 minutes practicing baseball skills.

_____ 3. Participate in a baseball game.

Sports Pin

Earn the Baseball belt loop and complete five of the following requirements:

_____ 1. Participate in a pack or community baseball tournament.

_____ 2. Demonstrate skill in two of the following throwing techniques: overhand, sidearm, underhand, and the relay throw.

_____ 3. Demonstrate skill in two of the following catching techniques: fielding a ground ball, fielding a pop-up, catching a line drive.

_____ 4. Demonstrate correct pitching techniques.

_____ 5. Demonstrate correct hitting techniques, including bunting.

_____ 6. Explain the rules of base running. Explain base coaching signals.

_____ 7. Demonstrate skill in the following sliding techniques: the straight-in slide, the hook slide, and the headfirst slide.

_____ 8. Play five games of baseball using standard baseball rules.

_____ 9. Draw a baseball field to scale or set one up for play.

_____10. Attend a high school, college, or professional baseball game.

_____11. Read a book about a baseball player and give a report about him or her to your den or family.

Resources

- Library—Ask the librarian for help locating books and other resources on baseball.
- Baseball associations—Many local Little Leagues have published rules and experienced players and coaches who can help you.
- Sporting goods stores—Ask how you can contact a baseball league.
- Trophy shops—Ask whether they have any baseball league clients.

USA Baseball
Durham Bulls Athletic Park
403 Blackwell Street
Durham, NC 27701
Phone: 919-474-8721; fax: 919-474-8822
Web site: http://www.usabaseball.com

PONY Baseball and Softball
1951 Pony Place
P.O. Box 225
Washington, PA 15301-0225
Phone: 724-225-1060; fax: 724-225-9852
Web site: http://www.pony.org
PONY Baseball and Softball is an international youth baseball and girls softball program that offers an opportunity for local community league competition and international tournament play for youth ages 5 to 18.

Four Skills of Baseball

Baseball requires only four basic skills:

- Throwing
- Catching
- Hitting
- Running

You can read about the particulars of these skills in books about baseball and practice them for your requirements.

Batting Order

A team should let its best hitters and runners bat first because they will get to bat more often during a game. Here is an example of a strong batting order:

First batter: Usually small and fast with a good eye. This is an excellent spot for a left hander.
Second batter: A good bunter and fast runner.
Third batter: Best hitter; he hits the ball often.
Fourth batter: Good hitter with men on base.
Fifth batter: Long-ball hitter, aggressive hitter.
Sixth batter: Fairly good hitter with speed.
Seventh batter: Fairly good hitter.
Eighth batter: An inexperienced player with promise.
Ninth batter: A good fielder.

Why Play Baseball?

Baseball helps you grow up—in both mind and body. It brings you new friends, shows you how to get along with others, and helps you live up to your Cub Scout ideals—the Cub Scout Promise and the Law of the Pack.

You may want to join a youth league or try out for your school team. You might dream about going to college on a baseball scholarship, or playing for the USA Baseball National Team at the Olympics or other international competitions, or playing professional ball someday.

But whether you play baseball just for fun or want to go for a career in the big leagues, remember that the best you can do is to *do your best*.

If you want to know more about any specific youth leagues or details about baseball itself, contact USA Baseball.

Training Suggestions

For baseball, it's important to be able to run fast for short distances, have strong legs for endurance, and have strong hands and arms to swing the bat. Here are some drills to improve physical fitness in these areas:

- Sprint 60 feet (repeat five times a session).
- Jump rope for endurance and agility.
- Do push-ups for arm and shoulder strength.
- Hang from a bar for a good stretch.

Cub Scout Sports: Basketball





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of basketball to your leader or adult partner.
_____ 2. Spend at least 30 minutes practicing basketball skills.
_____ 3. Participate in a basketball game.

Sports Pin

Earn the Basketball belt loop and complete five of the following requirements:

_____ 1. Compete in a pack or community basketball tournament.
_____ 2. Demonstrate effective passing using the chest pass, bounce pass, over-the-head pass, and baseball pass.
_____ 3. Successfully demonstrate the set shot and jump shot shooting styles.
_____ 4. Demonstrate skill in the following dribbling techniques: high dribble, low dribble, turnable dribble, change-of-pace dribble, and combination dribble.
_____ 5. On three different occasions, practice 10 minutes of individual defensive skills.
_____ 6. Explain and demonstrate 10 official basketball signals.
_____ 7. Play three shot-improving games with a member of your den or team.
_____ 8. Play five games of basketball.
_____ 9. Participate in a basketball clinic.
_____10. Attend a high school, college, or professional basketball game.

Resources

Obtain information on local basketball resources from your school, local parks and recreation department, community library, and university or college athletic department. Visit the library to find many books on basketball, basketball stars, and basketball skills. One of the best basketball skills books is *Youth League Basketball: Coaching and Playing* (Spaulding Sports Library, Masters Press, 1993).

Pack Tournament

- **The Team.** Members of your den become a team. This will allow all Cub Scouts to play.
- **Practice.** A team will practice during four den meetings before the pack tournament.
- **Games.** One tournament is held for all the dens of the pack. Community, cluster pack, and district tournaments may be held within the Cub Scout district.

Basketball Skills

Read about and then practice these basketball skills. If possible, track your progress.

Outside shot	Jumping
Side shot	Overarm pass
Free throw	Chest pass
Lay-up shot	Dribbling
Passing the ball	Offensive footwork

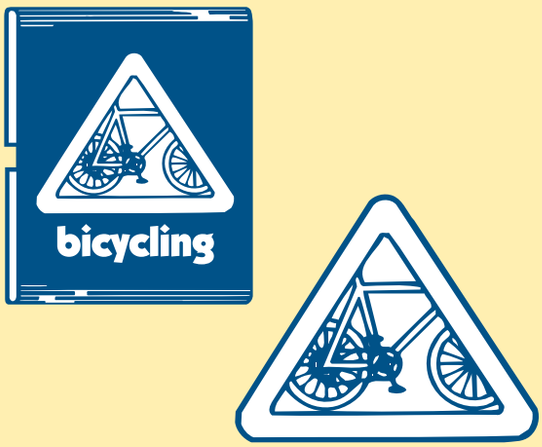


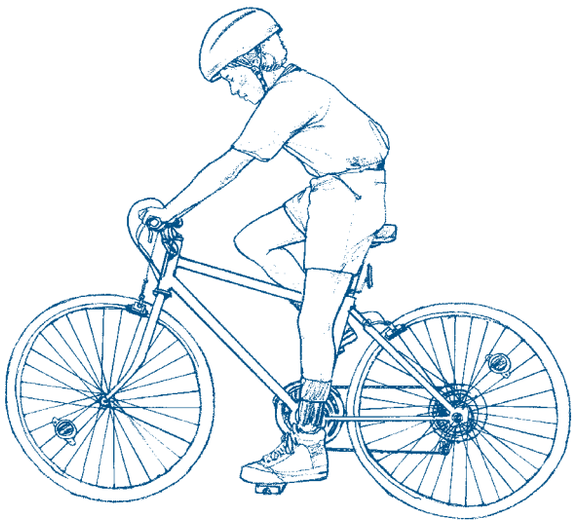
Set shot *Jump shot*

Special Game Rules for Cub Scout Players

- **One-to-one defense must be played.** No zone defense. The players should learn the basic skills of one-to-one defense long before they try to learn the principles of the zone defense. Double-teaming is also not allowed at this age level, but switching players on defense is permissible.
- **The size of your court** will depend on the space available to you.
- **Length of the game.** Play four six-minute quarters, and allow at least three minutes at halftime. The game clock is stopped for jump balls, time out, and free throw attempts. Overtimes are usually not played. If the game ends in a tie, that's fine.
- **Ten-second rule.** The ball must be brought into the forecourt within 10 seconds. However, once a team or player gains control in the backcourt or after a throw-in, the team must be allowed to move the ball past the centerline. Defensive position on the player with the ball may not begin until the offensive player has both feet in the forecourt.
- **The ball.** The junior-size (28-inch) ball should be used.
- **Basket height.** When possible, the basket should be lowered to approximately 8 feet 6 inches.
- **Free throw line.** The free throw line should be reduced to 12 feet.
- **Three-second lane violation.** This is not enforced at all.
- **Playing time.** Every player gets to play at least half the game—a cornerstone of the program. All players should have a chance to learn and have fun, regardless of experience or ability. No player plays the entire game. Even highly skilled players need rest during the game—to analyze the other team, to think about how to play better, and to consider how to help the team. Even the best pros sit on the bench for part of the game.

Cub Scout Sports: Bicycling





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of safe bicycling to your den leader or adult partner.

_____ 2. Demonstrate how to wear the proper safety equipment for bicycling.

_____ 3. Show how to ride a bike safely. Ride for at least half an hour with an adult partner, family, or den.

Sports Pin

Earn the Bicycling belt loop, complete requirement 1 below, and do four additional requirements:

_____ 1. Make a chart to record at least 10 hours of bicycling. (Required)

_____ 2. Participate in a pack, den, or community bike rodeo.

_____ 3. Demonstrate how to repair a flat tire on a bicycle.

_____ 4. Make a poster illustrating different types of early bikes and show it to your den.

_____ 5. Give a demonstration to your den or pack on the proper use of safety equipment and gear.

_____ 6. With the help of a parent or adult partner, register or reregister your bicycle.

_____ 7. Go on a "bicycle hike" with your family or den. Obey traffic rules related to bicycling.

_____ 8. Repair or restore a nonfunctioning bicycle to a safe condition. Include the installation of all proper safety devices.

_____ 9. Visit a bicycle race or exhibition.

_____10. Help set up a bike rodeo or bike competition for your pack.

Resources

Contact the following for information on bicycling in your community:

- AAA traffic consultants
- Bicycle clubs/organizations
- Bicycle shops
- Local government bicycle coordinator
- Local safety councils
- Parks and recreation department
- Physical education teachers
- Police department safety officers

Books About Cycling

Greg LeMond's Complete Book of Bicycling, Greg LeMond (Perigee Books, 1990)

Sloane's Complete Book of Bicycling, Eugene Sloane (Fireside, 1995)

Bicycle Repair: Step by Step, Rob van der Plas (Bicycle Books, 1995)

Bicycling Magazine's Complete Guide to Bicycle Maintenance and Repair, Including Road Bikes and Mountain Bikes (Rodale Press, 1994)

Some Riding Safety Tips

- Be equipped properly (including reflectors!).
- Always wear a helmet.
- Obey traffic signs and signals.
- Never ride against traffic.
- Follow lane markings.
- Use hand signals.
- Choose the best way to turn left: signaling and turning from the left lane, or riding to the far-side crosswalk and walking your bike across the street.
- Ride in a straight line.
- Don't pass on the right.
- Don't weave between parked cars or cars stopped in traffic.
- Ride slowly on sidewalks.
- Keep your bike in good repair.
- Watch for cars pulling out in front of you.
- Scan the road behind you (you might want to have a rearview mirror).
- Use lights at night.
- Avoid road hazards.
- Dress appropriately.
- Know how to stop suddenly.
- Use a pack or rack to carry things.

Cycling Organizations

Adventure Cycling Association
150 E. Pine, P.O. Box 8308
Missoula, MT 59807
Phone: 406-721-1776, 1-800-755-2453 (toll free)
Fax: 406-721-8754
Web site: http://www.adv-cycling.org

American Bicycle Association
P.O. Box 718
Chandler, AZ 85244
Phone: 480-961-1903; fax 480-961-1842
Web site: http://www.ababmx.com
Sanctions American BMX bicycling.

National Center for Bicycling & Walking (NCBW)
Phone: 410-570-5765
Web site: http://www.bikewalk.org
Promotes bicycling transportation and recreation and provides information to bicycle activists and government officials.

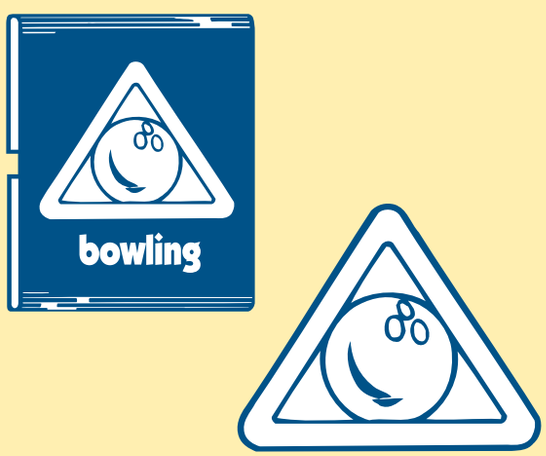
Bicycle Helmet Safety Institute
4611 Seventh St. South
Arlington, VA 22204-1419
Phone: 703-486-0100
Web site: http://www.bhsi.org
A helmet advocacy program of the Washington Area Bicyclist Association. Provides information about helmets and safety.

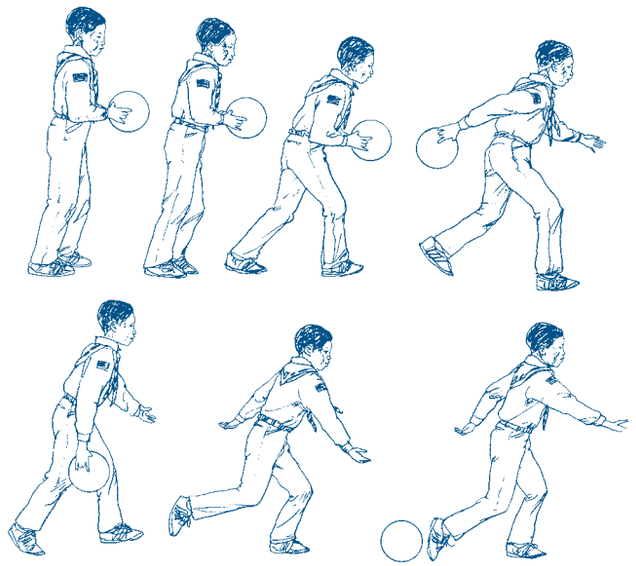
League of American Bicyclists
1612 K St., NW, Suite 800
Washington, DC 20006-2850
Phone: 202-822-1333; fax: 202-822-1334
Web site: http://www.bikeleague.org
National organization of bicycle enthusiasts. Promotes bicycling for recreation and transportation and increases bicycle safety awareness by educating bicyclists and road users.

National Bicycle League
3958 Brown Park Drive, Suite D
Hilliard, OH 43026
Phone: 614-777-1625, 1-800-886-BMX1 (toll free)
Fax: 614-777-1680
Web site: http://www.nbl.org
Sanctions BMX, Formula One, and freestyle bicycling.

USA Cycling
210 USA Cycling Point
Colorado Springs, CO 80919
Phone: 719-434-4200
Web site: http://www.usacycling.org
The national body for competitive cycling in the United States.

Cub Scout Sports: Bowling





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain to your leader or adult partner the rules of courtesy and safety for bowling.

_____ 2. Show how to pick out a ball of proper weight and with finger holes that fit your hand.

_____ 3. Play a complete game with your family or den.

Sports Pin

Earn the Bowling belt loop and complete five of the following requirements:

_____ 1. Read about the history of the sport of bowling. Tell your den or an adult family member about what you learned.

_____ 2. Explain to your den or an adult family member the meaning of the following terms: strike, spare, split, miss, and foul. Show their symbols for scoring.

_____ 3. Demonstrate proper stance, delivery, balance, and follow-through to your leader or adult partner.

_____ 4. Try different types of delivery and hand positions and see which work best for you.

_____ 5. Score a complete game using a score sheet and the proper symbols, or explain the symbols and scoring on a computer-generated score sheet.

_____ 6. Play at least four games and chart your progress. Figure out your average score.

_____ 7. Compete in a Scout, family, school, or community bowling tournament.

_____ 8. Take bowling lessons.

_____ 9. Attend a parent, high school, college, or professional bowling competition.

_____10. Visit a bowling alley and learn about the care and maintenance of the bowling lanes, pins, and racks.

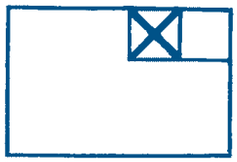
Resources

The National Bowling Association, Inc.
9944 Reading Road
Evendale, OH 45241-3106
Phone: 513-769-0908; fax: 513-769-1985
Web site: http://www.tnbainc.org
Open to all who are committed to the principles of sportsmanship, fellowship, and friendship in bowling.

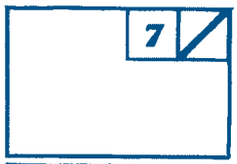
United States Bowling Headquarters
621 Six Flags Drive
Arlington, TX 76011
Toll-free phone: 800-514-BOWL (2695)
Web site: http://www.bowl.com

Scoring

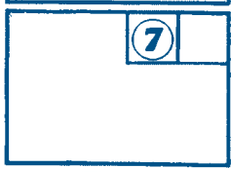
A game consists of 10 *frames*. Each frame has two small boxes at the top. You put the number of pins you knock down with the first ball in the first box, and the number you knock down with the second ball, in the second box. Then you total the two numbers and put that in the larger box. If you knock them all down on the first ball, that's a *strike*. Special scoring markings are shown below.



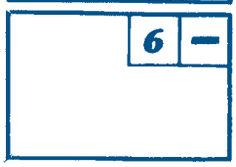
X—strike.
A strike is worth 10 points plus the count on the next two frames.



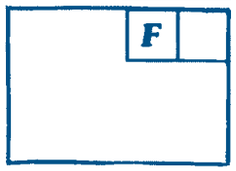
/—spare.
Including the number before it, a spare totals 10 plus the count on the next frame.



0—split.
Indicates that the pins were split when that number was recorded.



—, no points.
No pins were knocked down for any points on that approach.



F—foul.
No points were scored because the bowler stepped on the foul line.

Some Bowling Terms

approach. The area, at least 15 feet long, on which the player moves toward the foul line and throws the ball.

delivery. The act of pushing away, swinging, walking, releasing the ball, and following through.

double. Two consecutive strikes.

foul. Touching or moving beyond the foul line while delivering the ball.

frame. One-tenth of a game. Each square on a score sheet is one frame.

gutter ball. A ball that rolls off the lane into the gutter.

Leave. The pins left standing after the first ball has been delivered.

spare. Knocking down all the pins in two deliveries.

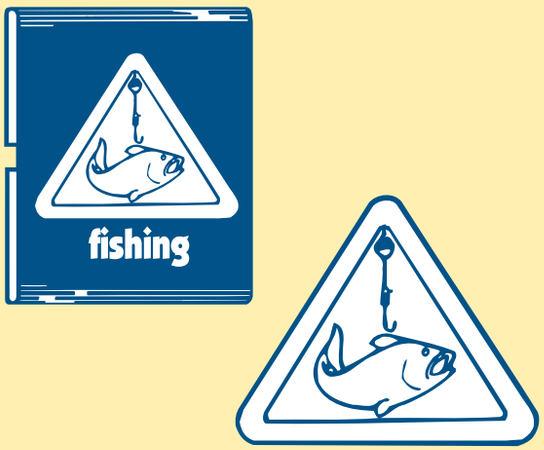
split. Two or more pins left standing with a pin down immediately between or ahead of them (providing the first pin, or the *headpin*, is down).

strike. Knocking down all the pins with the first ball.

Bowling Rules of Courtesy

- Be ready to bowl when it's your turn. Don't delay the game.
- Don't approach the lane if someone else is using it.
- Stay on your own approach lane.
- Don't let your reaction to your play take you into another approach area.
- When you have completed your delivery, step back off the approach. This enables bowlers on the other lanes to bowl without distraction.
- The bowler to your right has the right of way.
- Respect the equipment. Don't throw two balls in rapid succession, as this can damage the equipment. Wear only bowling shoes on the approach area.
- You should use only your own ball or the ball you have chosen to use.
- Stay back of the foul line at all times.
- After your game, always return your ball to the storage rack. Return rental shoes to the counter.
- Play to win, but be a good sport when you lose.
- Keep an accurate score of your game by keeping score correctly.

Cub Scout Sports: Fishing





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Review your local fishing regulations with your leader or adult partner. Explain why they are important, and commit to following them.

_____ 2. Demonstrate how to bait a hook properly.

_____ 3. Spend at least 30 minutes trying to catch fish.

Sports Pin

Earn the Fishing belt loop and complete five of the following requirements:

_____ 1. Compete in a pack or community fishing tournament.

_____ 2. Demonstrate how to clean a fish in preparation for cooking and eating it. Properly dispose of any waste.

_____ 3. Prepare a report on three different kinds of fish. Include information on preferred habitats, feeding habits, and recommended fishing techniques, baits, and equipment needed to catch it. Tell your den or an adult family member what you learned.

_____ 4. Draw a picture of three different types of fishing reels. Explain how each works.

_____ 5. Identify three different fishing flies that are used in places you like to fish. Use at least one to fish.

_____ 6. Practice casting for 30 minutes at a target 30 feet away.

_____ 7. Select a species of fish and draw a picture of it, correctly labeling each part and its function.

_____ 8. Replace the line in a fishing reel.

_____ 9. Make a simple pole and line fishing rig. Use it to catch a fish.

_____10. Catch a fish using artificial bait or lures.

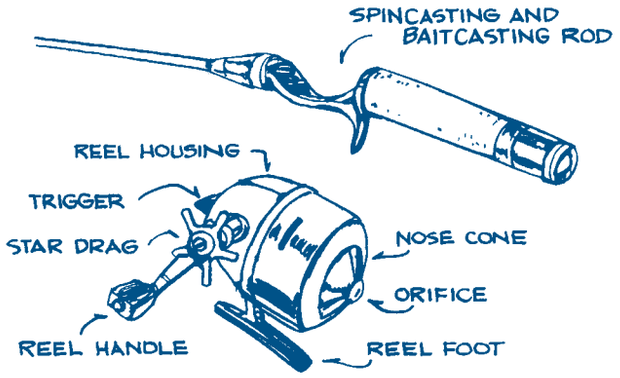
_____11. Practice fishing on five occasions, complying with local fishing regulations and the Outdoor Code.

Resources

No matter where you live, you can get information on good places to fish. Look in your telephone directory for one or more of the following:

- **Your local library.** Ask the librarian to help you find books and other resources on fishing.
- **State natural resources, conservation, or fish and game department.** Most have free or inexpensive fishing booklets that describe the fish found in your state's waters and tell you how to catch them.
- **County and local agencies.** Your county forest preserve system or community park district may have information about ponds, lakes, and streams stocked with fish.
- **Chambers of commerce.** Many communities have a chamber of commerce that provides information to tourists planning to visit the area.
- **Fishing tackle stores.** These can be good places to ask someone about places to fish.
- **Sport fishing clubs.** Ask at your nearest fishing tackle store how you can contact a local club.

American Sportfishing Association
225 Reinekers Lane, Suite 420
Alexandria, VA 22314
Phone: 703-519-9691; fax: 703-519-1872
Web site: http://www.asafishing.org
Industry association working to ensure healthy and sustainable fisheries resources and increase sportfishing participation through education, conservation, promotion, and marketing.



Casting rod and reel

The Outdoor Code

As an American, I will do my best to—

Be clean in my outdoor manners.
I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

Be careful with fire.
I will prevent wildfire. I will build my fires only where they are appropriate. When I have finished using fire, I will make sure it is cold-out. I will leave a clean fire ring, or remove all evidence of my fire.

Be considerate in the outdoors.
I will treat public and private property with respect. I will use low-impact methods of hiking and camping.

Be conservation-minded.
I will learn how to practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

Fishing Safety

Fishing is safe if you always follow common sense safety rules.

1. When walking near water, step carefully. Grass and weeds can hide deep holes, and wet ground can collapse suddenly into the water.
2. Don't cast near others, and always look before you cast.
3. Carry a basic first-aid kit.

Fishing From a Boat

1. Always have an adult with you when you fish from a boat.
2. Always wear a personal flotation device (PFD).
3. Don't stand or move quickly in boats.
4. Watch the wind and the water. If it looks like a storm is coming, get off the water and take shelter.

Thunderstorm Precautions

1. If you are fishing from the shore, take shelter in a car or building.
2. If there is any lightning, avoid trees, especially ones standing alone.
3. Don't carry a fishing rod in your hand during a thunderstorm; some rods can conduct electricity.

Cub Scout Sports: Flag Football





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain or discuss the simple rules of flag football with your den.

_____ 2. Practice running, passing, and catching skills for at least 30 minutes.

_____ 3. Play a game of flag football.

Sports Pin

Earn the Flag Football belt loop and complete five of the following requirements:

_____ 1. Layout and properly mark a flag football field at a park or playground.

_____ 2. Explain the difference between defense and offense in a flag football game.

_____ 3. Describe five different positions a player may play in flag football. Name the position that you prefer to play.

_____ 4. During three half-hour sessions, practice the skills of passing, hand-offs, rushing, and running.

_____ 5. Participate in a flag-football clinic.

_____ 6. Consider all the people who make it possible to play a game of flag football. List parents, coaches, team members, scorekeepers, referees, groundskeepers, etc.

_____ 7. Play in five flag football games without incurring a penalty.

_____ 8. Explain and demonstrate at least six football officiating signals.

_____ 9. Attend a high school, college, or community league football game.

_____10. Read a book about a football player and tell your den or family about the player's training and work ethics.

_____11. Talk with a referee or official of a high school, college, or community football league and learn about his or her responsibilities at a football game.

Resources

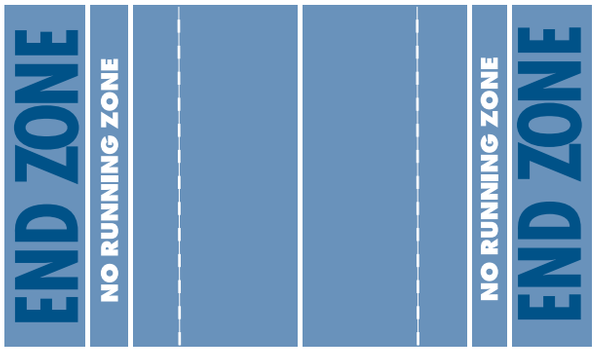
Check the sports section of your local library for information on flag football. If you have access to the Internet, try using various search engines to look for the information you need. (Be sure you have your parent's or adult partner's permission first.)

Your local parks and recreation office may also provide flag football information or programs.

The official NFL site for kids:
http://www.playfootball.com

The CFL/NFL flag football Web site:
http://www.nflcanada.com

Standard Flag Football Field Layout



Adults: when playing flag football with youth:

- Make it fun.
- Limit standing around.
- Allow everyone to play.
- Teach every position to every participant.
- Emphasize the fundamentals.
- Incorporate a progression of skill development for every participant.
- Keep it positive.

Simple Flag Football Rules

1. Blocking and tackling are not allowed.
2. There is no kick-off; each game starts with a coin toss.
3. A game is two 20-minute halves; the teams change sides at halftime.
4. Each team has five members on the field and one or more substitutes.
5. Players cannot guard their flags.

Official's Scoring Signals



Ball ready for play



Start clock



End of period



Time out



Touchdown or Field goal



Safety



First down



Incomplete forward pass



Penalty declined; no play



Delay of game



Sideline interference

Cub Scout Sports: Golf





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of golf to your leader or adult partner. Explain the need for caution concerning golf clubs and golf balls.

_____ 2. Spend at least 30 minutes practicing golfing skills at a driving range.

_____ 3. Spend at least 30 minutes practicing golfing skills at a chipping/putting range.

Sports Pin

Earn the Golf belt loop and complete five of the following requirements:

_____ 1. Explain the use of woods and irons. Explain their differences.

_____ 2. Explain how par is determined for a hole.

_____ 3. Demonstrate the proper grip of the club to your leader, adult partner, or instructor.

_____ 4. Spend 30 minutes, over one or two practice periods, practicing the swing styles: full swing, approach swing, and putting swing.

_____ 5. Spend 30 minutes, over one or two practice periods, practicing aim, stance, and the address position.

_____ 6. Draw a diagram of a typical golf hole, from tee to green.

_____ 7. Demonstrate your knowledge of the use and care of golf equipment: clubs, ball, tee, bag, shoes, and gloves.

_____ 8. Describe the composition of a regulation golf ball.

_____ 9. Take golf lessons.

_____10. Spend 30 minutes, over one or two practice periods, hitting balls on a driving range.

_____11. Play miniature golf.

Rules of Play

- The ball may be placed on the wooden or plastic tee between the tee markers, at the beginning of each hole.
- All strokes and attempted strokes count.
- All penalty strokes must be added to the score for the hole on which you received them.
- If you lose a ball and cannot find it after five minutes of searching, or if you hit it out of bounds, you must hit another ball from right where you are, not from where the ball was lost or where it went out of bounds. You must count both of these hits. You must also add a penalty stroke for losing the ball or hitting it out of bounds.
- If your ball is against a tree or under some bushes or anywhere else you cannot play it, you may move it. Add one penalty stroke for moving it. You cannot move it closer to the hole, but you can take it back to where you last hit it.
- You are given free lifts from some places on the course. You can lift your ball and move it—without penalty—one club length to a place where you can swing freely. The places where you can get a free lift are benches or buildings, those that are marked by the golf course as being "ground under repair," those that have puddles on them, and those that have holes made by animals.
- If your ball lands in a water hazard, you must add an extra stroke penalty, unless you can play the ball out of the water.
- When your ball goes into a bunker, you must hold your golf club above the sand when you are in your address position. If you touch the sand when you are addressing the ball, you have to add two strokes as a penalty. The same rule is true if you are hitting a ball out of a water hazard.
- Make sure you can always identify your ball. There is a two-stroke penalty for hitting someone else's ball instead of yours.
- When you are putting on the putting green, make sure that you ask other players to mark their balls with a small coin or marker so that your ball will not hit theirs.
- Any time you move a ball, whether it is with penalties or without, you must follow rules for dropping it. The rule for dropping a ball legally is to stand erect, extend your arm fully at shoulder height, and let the ball drop. When you drop the ball, it must not roll any closer to the hole, nor can it touch you or your equipment. You will have to drop it again if any of these things happen, but there is no penalty.

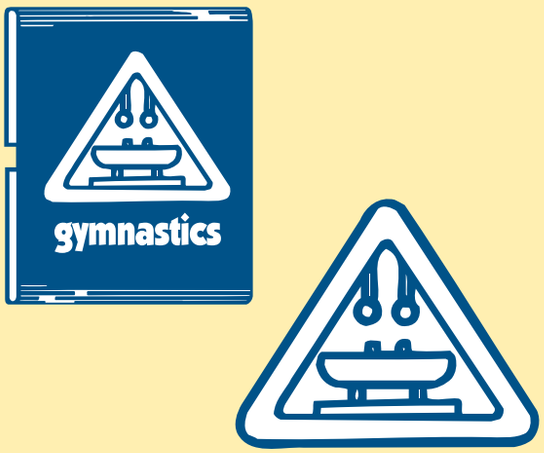
Resources

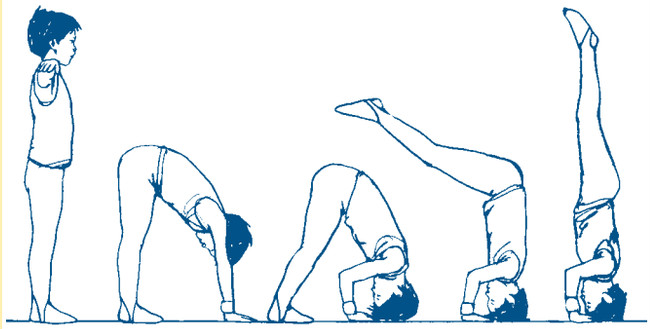
Besides checking your local library for books about golf, contact your local high school or college or university to find out whether they have a golf program and information. Also, a professional at your local golf club can be a valuable resource.

The complete, official rules of golf are available via the World Wide Web at *http://www.usga.org*.



Cub Scout Sports: Gymnastics





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the six events of men's gymnastics: floor exercise, pommel horse, still rings, vaulting/side horse, parallel bars, and horizontal bar.

_____ 2. Explain the safety rules you should follow to learn gymnastics.

_____ 3. Participate in an exercise from three of the six events using the proper equipment and techniques.

Sports Pin

Earn the Gymnastics belt loop and complete five of the following requirements:

_____ 1. Write a report on the history of gymnastics. Tell your den or an adult family member what you learned.

_____ 2. Take gymnastics lessons.

_____ 3. Attend a gymnastics meet.

_____ 4. Practice and demonstrate five floor exercise skills.

_____ 5. Practice and demonstrate two skills used on the pommel horse.

_____ 6. Demonstrate two skills on the still rings.

_____ 7. Demonstrate two skills using parallel bars.

_____ 8. Demonstrate two skills using the horizontal bar.

_____ 9. Demonstrate a vault using the side horse.

_____10. Develop a regular routine of physical and mental conditioning.

_____11. Learn about three U.S. gymnasts who have won medals in the Olympics. Tell your den or an adult family member what you learned about them.

Resources

You can contact the state or regional gymnastics director by writing to USA Gymnastics for the director's name and telephone number or by calling member services toll free at 800-345-4719.

USA Gymnastics
132 E. Washington St., Suite 700
Indianapolis, IN 46204
Phone: 317-237-5050; fax: 317-237-5069
Web site: http://www.usa-gymnastics.org

Recommended Reading

The Young Gymnast, by Joan Jackman. DK Publishing 1995.

Gymnastics, by Dan Gutman. Puffin, 1998.

I Can Do Gymnastics: Essential Skills for Beginning Gymnasts, by USA Gymnastics. Spaulding Sports Library, Masters Press, 1993.

USA Gymnastics Safety Handbook, by USA Gymnastics. Available from USA Gymnastics.

All-Around Fun and Fitness

Gymnastics is truly the most diversified of all the sports activities because it involves many different types of exercise that work all of the muscles of the body.

These exercises were designed to develop strength and coordination. As a result, the skills and techniques learned through gymnastic activities will help you in other sports. You'll find that there is a strong relationship between gymnastics and diving, track and field, football, and many other sports.

Gymnastics builds body and character. It will strengthen your self-discipline and raise your self-esteem. But most important, gymnastics is fun.

It is important to listen and follow your coach's instructions and directions. Doing so will help keep you safe and help prevent injuries.

Floor Exercise Skills

forward roll. A tumbling skill done by rolling forward from a squat stand into a tuck or pike position, and finishing in a straight stand.

backward roll. A tumbling skill done by rolling backward from a squat stand into a straight stand.

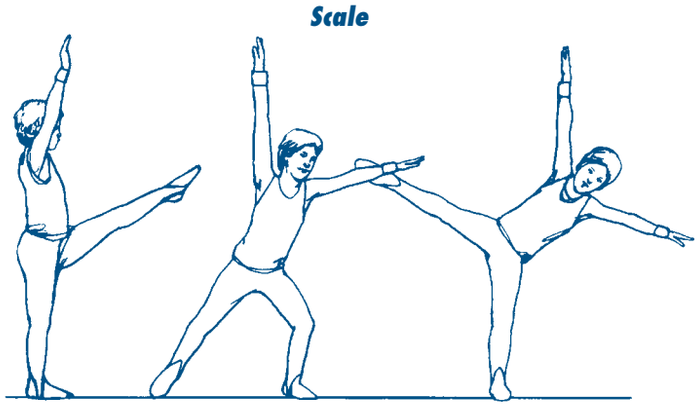
headstand. A balance skill in which the body is upside down in a straight line and supported by the hands and the head; should be held for two seconds.

handstand. A balance skill in which the body is upside down in a straight line, supported by the hands only; should be held for two seconds.

scale. A balance skill in which the weight is supported by one leg.

cartwheel. A tumbling skill in which the body moves from a stand to a straddled handstand and finishes in a straight stand.

roundoff. A tumbling skill in which a half turn is done during a handstand; a cartwheel with the addition of a quarter turn.


Scale

Cub Scout Sports: Hiking







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the hiking safety rules to your den leader or adult partner. Practice these rules while on a hike.

_____ 2. Demonstrate proper hiking attire and equipment.

_____ 3. Hike at least 30 minutes with your adult partner, family, or den.

Sports Pin

Earn the Hiking belt loop and complete five of the following requirements:

_____ 1. Make a chart and record at least five hours of hiking.

_____ 2. Help plan a den, pack, or family hike.

_____ 3. Earn Cub Scouting's Leave No Trace Awareness Award.

_____ 4. Earn the Cub Scout Outdoor Activity Award.

_____ 5. Learn seven trail signs and tell your den leader or adult partner what they are.

_____ 6. Be able to identify five different trees and five different birds on your hike. (These can be of the same species if multiple species are hard to find.)

_____ 7. Using pictures or photographs, identify three poisonous plants. (Examples are poison ivy, poison sumac, and poison oak; oleander, etc.). Watch for these plants while on a hike.

_____ 8. Take two different hikes for different purposes, for example, a nature hike, neighborhood hike, historical hike, city hike, stop-look-and-listen hike, and so on.

_____ 9. Explain to your den leader or adult partner what a compass is and show how to use one on a hike.

_____10. Explain to your den leader or adult partner what a global positioning system is and demonstrate how to use one on a hike.

_____11. With visuals such as pictures or maps, report about one of your hikes to your den. Tell about how you prepared for your hike, who went with you, and what you saw.

Hiking Resources

Hiking clubs/organizations, sporting goods stores, local safety councils, and city parks and recreation departments often will have literature and other free resources.

American Hiking Society
Web site: http://www.americanhiking.org

Local Hikes
Web site: http://www.localhikes.com

Books About Hiking

Follow the Trail: A Young Person's Guide to the Great Outdoors, by Jessica Loy. Henry Holt and Co., 2003.
Trekking on a Trail, by Linda White. Gibbs Smith, 2000.

Fun Hikes for Different Purposes

City hike. Identify different buildings and businesses and talk about their use. Notice the different details of the buildings. Carefully follow safety rules.
Color hike. Make a list of colors to find when you go hiking. Then, look for objects of the colors on your list and note what you saw.
Historical hike. Hike to a historical spot. Know the history before going on the hike.
Nature hike. While hiking, identify and discuss what you see in nature. Demonstrate how you show respect for nature.
Neighborhood hike. Hike around your neighborhood and identify the homes, parks, schools, places of worship, and other areas of interest that are close to your home.
Stop-look-and-listen hike. Hike for a specific length of time or for a certain number of steps. Then stop and write down all that you see and hear. Make several stops.

Hiking Safety

- Always tell someone where you are going and when you will return.
- Never hike alone or at night; use the buddy system.
- Dress properly for the weather and environment.
- Wear sun and insect protection.
- Take an extra pair of socks in case you need to change.
- Obey traffic signs and signals.
- Avoid hiking along roadways.
- Stay on the trail.
- Be alert to your surroundings.
- Don't litter as you hike.
- Be alert to dangerous animals, insects, and plants. Never touch a wild animal.
- Take 1 pint of water for each hour you will be hiking. Never drink untreated water.

Hiking Gear

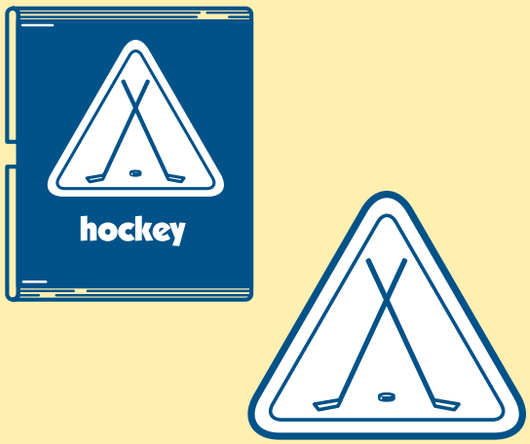
Take these outdoor essentials with you on your outdoor adventure. The items below may help you avoid emergencies and can make a pleasant hike even better.

- Rain gear
- Full water bottle
- Trail food
- Flashlight
- Fanny pack or backpack to carry your items
- First-aid kit—one per group
- Map and compass—one per group
- Watch—one per group to pace your travels and return home when you are expected



If your group gets caught in a lightning storm, spread out so that people are at least 100 feet from one another. Crouch low with only the soles of your shoes touching the ground.

Cub Scout Sports: Hockey





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain ways to protect yourself while skating. Demonstrate how to put on all necessary safety equipment. Explain why proper safety equipment is important.

_____ 2. Spend 30 minutes practicing the skills of hockey: skating, stick handling, passing, shooting, and checking. This may be over two different practice periods.

_____ 3. Play a game of hockey while on roller skates or hockey skates.

The Hockey belt loop and pin include roller hockey and ice hockey. You may complete requirements in either or both activities.

Sports Pin

Earn the Hockey belt loop and complete five of the following requirements:

_____ 1. Participate in a pack, school, or community hockey tournament or in a supervised hockey league.

_____ 2. Participate in a hockey skills development clinic.

_____ 3. Spend at least 30 minutes practicing the skills of hockey: skating, stick handling, passing, shooting, and checking. This may be over two different practice periods

_____ 4. Draw the layout of the playing surface for a hockey game including the starting positions of the goalie, three forwards (two wings and a center), and two defenders.

_____ 5. Demonstrate foul signals. Explain to your den or team why players should avoid fouls.

_____ 6. Attend a high school, college, or professional hockey game.

_____ 7. Demonstrate hockey terms (for example, assist, breakaway, deke, draw, pulling the goalie, and so on.) to another team member or adult.

_____ 8. Learn about a U.S. Olympic hockey team and report what you learn to your den or family.

_____ 9. Watch an ice resurfacing machine at an ice rink. Report to your den or family about the history of the machine commonly known as the Zamboni and how it is used.

Resources

USA Hockey
Web site: http://www.usahockey.com

National Hockey League
Web site: http://www.nhl.com

Hockey Terms

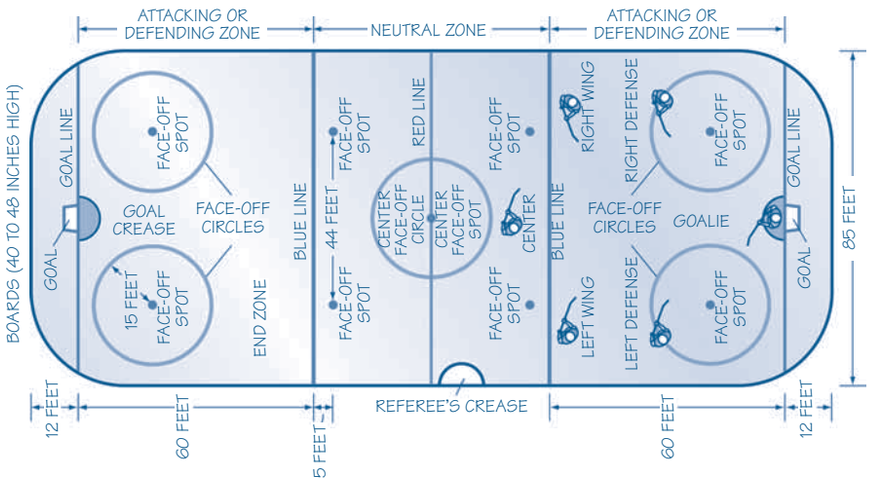
Assist is a pass that leads to a goal. It counts as one point in individual scoring statistics.
Breakaway happens when a player gets control of the puck and skates past the defenders for a clear shot at the goal.
Centering the puck happens when a player passes the puck to a spot in front of the opponent's goal.
Deke is the term for faking an opponent out of position.
Face-off is the procedure used to begin play. A player from each team stands opposite from each other. A referee drops the puck between the two, and play begins. **Draw** is another name for the face-off.
Hat trick is the term for three goals scored by one player during a game.
Pulling the goalie is an offensive strategy in which a team replaces its goalkeeper with another skater to strengthen that team's offensive attack.
Screen shot is a shot on goal in which the goalkeeper's vision is partially or completely blocked by another player in front of him.
Shot on goal is a shot at the goal that would go into the net if not stopped or deflected.

Hockey Skills

1. **Skating** is the most important hockey skill. Players must be able to turn sharply, skate backward, and perform many other maneuvers—all at top speed.
2. **Stick handling** is the use of the stick to control the puck. In the most common form, a player moves the puck first with one side of the blade and then with the other while skating.
3. **Passing** is the action of striking the puck and sending it toward a teammate. In most cases, players use their sticks to push the puck toward a receiver.
4. **Shooting** is the skill needed to drive the puck into the goal cage to score goals. As in passing, a player moves the puck using the stick.
5. **Checking** happens when a player wants to get the puck away from an opponent or to slow down an opponent. There are two main types of checks: stick checks and body checks. For a **stick check**, a player uses the stick to hook or poke the puck away from an opponent's stick. In a **body check**, a player bumps against an opponent with a hip or shoulder to try to block the opponent's progress or throw the opponent off balance.



Players wear skates, helmets, pads (shoulder, hip, elbow, and shin), and gloves. Youth players are also required to wear neck guards, mouth guards, and cups.

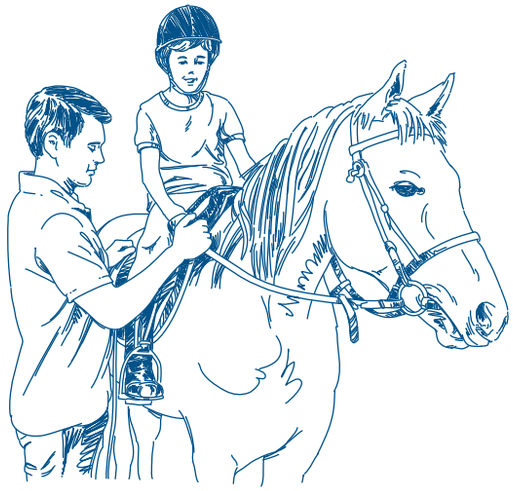


Typical hockey rink

Cub Scout Sports: Horseback Riding







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain five safety precautions for when you are near a horse.

_____ 2. With help from an experienced horse handler, demonstrate how to safely mount and ride a horse and then how to safely dismount the horse.

_____ 3. Go on a supervised horseback ride for at least 20 minutes. Wear an approved helmet (such as one approved for horseback riding by the ASTM, or American Society for Testing and Materials).

Sports Pin

Earn the Horseback Riding belt loop and complete five of the following requirements:

_____ 1. Learn about three famous horses. Explain why these horses were well-known.

_____ 2. Using pictures of these different animals, explain to your den or family the difference between a horse, pony, mule, and donkey.

_____ 3. Explain how a horse is measured and what a "hand" equals when measuring a horse.

_____ 4. Using a picture, point out these main parts of a horse: forehead, muzzle, mane, withers, point of hip, knee, hoof, and root of tail.

_____ 5. Describe three different breeds of horses and explain what feature makes each breed special.

_____ 6. Using photos or pictures you have drawn, explain to your den or family at least three different ways that horses can help us.

_____ 7. Name five things healthy for a horse's diet.

_____ 8. Tell why it is important to wear an approved riding helmet when you go horseback riding.

_____ 9. Photograph or draw a picture of the saddle you used for the ride you took to earn the belt loop.

_____10. With your parent or adult partner, visit a veterinarian who cares for horses. Write the answers to three questions you ask him or her.

_____11. Spend at least 15 minutes before and after your ride getting to know your horse by talking calmly to it and stroking it slowly.

_____12. Go on a supervised horseback ride for at least 30 minutes. Dress appropriately and show that you can safely mount and dismount the horse.

Resources

United States Pony Manual of Horsemanship: Basics for Beginners, by Susan Harris. Howell Book House, 1994.

Hands-On Horse Care, by Karen Hayes. Trafalgar Square Press, 1997.

Horsechannel.com
Web site: http://www.horsechannel.com

United States Pony Clubs
Web site: http://www.ponyclub.org

Safety With Horses

You should always ride under the guidance of an experienced horse handler—never alone.

- Never startle a horse; speak reassuringly to the horse as you approach.
- Never approach a horse from the rear. A horse has a blind spot directly behind it. You might startle it and cause it to kick, which could result in serious injury.
- While working around a horse, stay close to the front or sides where it can see you and will not be tempted to kick you and, if it does kick, you will not be struck with the full force of its kick.
- Always mount a horse in an open area, never in a barn or near trees, fences, or overhangs. If a horse should sidestep, it could force you to bump up against any of these obstacles, and you could be injured.
- Never cross a paved road. A horse's hooves slip easily on pavement, and it is not a good surface for horseback riding, in particular for beginner riders.

Famous Horses

Legendary horses may have been owned by someone famous, have done well at the race track, be fictional, or have even been on TV or in films.
Black Beauty, star of a storybook by Anna Sewell
BlackJack, a military horse with a distinguished career, having participated in the state funerals of presidents John F. Kennedy, Herbert Hoover, Lyndon B. Johnson, and Gen. Douglas MacArthur
Man O' War, the incredible Thoroughbred whose stride averaged 25 to 28 feet
Mister Ed, TV's famous talking horse
Pegasus, the winged horse represented in a constellation and Greek mythology
Traveller, the faithful horse of Civil War Gen. Robert E. Lee
Trigger, who appeared on TV with famed cowboy Roy Rogers

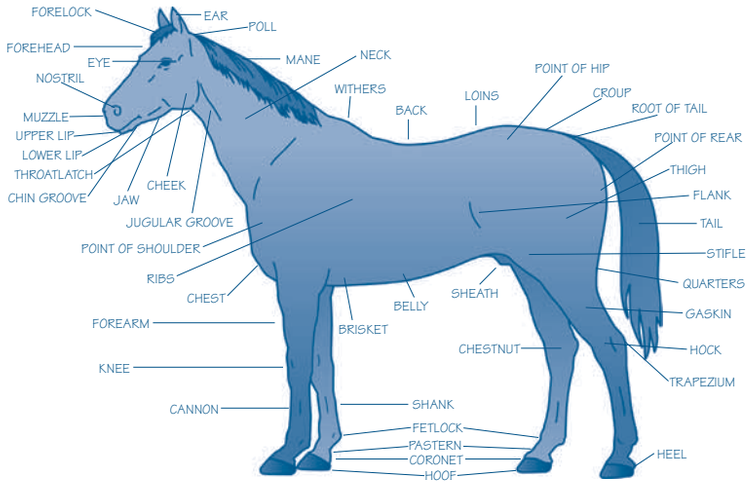
Horse Breeds to Learn About

American Saddlebred, Appaloosa, Arabian, Clydesdale, Morgan, Mustang, Paint, Pinto, quarter horse, Shetland, Tennessee walking horse, Thoroughbred

See the BSA's *Guide to Safe Scouting* at *www.scouting.org* for horseback riding guidelines.

When horseback riding, it's important to dress properly. You must wear an approved helmet (such as one approved for horseback riding by the ASTM). A long-sleeved shirt, jeans, and sturdy shoes or boots will protect you during a ride.

Parts of a Horse



Cub Scout Sports: Ice Skating





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain ways to protect yourself while ice skating, and the need for proper safety equipment.
_____ 2. Spend at least 30 minutes practicing the skills of skating.
_____ 3. Go ice skating with a family member or den for at least three hours, in up to three one-hour outings. Chart your time.

Sports Pin

Earn the Ice Skating belt loop and complete five of the following requirements:

_____ 1. Participate in a pack or community ice skating event.
_____ 2. Demonstrate how to sharpen your skates correctly.
_____ 3. Demonstrate how to lace, assemble, and dissemble your skates correctly.
_____ 4. On two different occasions, spend at least 15 minutes practicing warm-up exercises before 30 minutes of skating.
_____ 5. Play a skating game on the ice.
_____ 6. Learn and demonstrate two new figure-skating skills: forward swizzles, glides, backward swizzles, and backward wiggle.
_____ 7. Demonstrate how to "start" in a speed skating race.
_____ 8. Explain the difference between long-track and short-track speed skating.
_____ 9. Participate in a skating skill development clinic.
_____10. Tell about an Olympian athlete in figure skating or speed skating. What were some of his or her best traits?
_____11. Play a game of ice hockey.
_____12. Participate in a hockey skill development clinic.

The Ice Skating belt loop and pin include hockey, speedskating, and figure skating. See Roller Skating for information on roller blading and inline skating.

Resources

Ice Skating Institute of America
6000 Custer Road
Plano, TX 75023
Phone: 972-735-8800
Website: http://www.skateisi.com

U.S. Speed Skating
5662 South 4800 West
Kearns, UT 84118
Phone: 801-417-5360
Website: http://www.usspeedskating.org

Your local library is an excellent source of information about skating. You can check with any skating centers in your area. There might also be a local skating club where you can obtain more information.

Skating Rules

- Make sure your skates are laced firmly.
- Always watch where you are going.
- Skate in the same direction as everyone else.
- Do not skate too fast.
- Do not skate behind people and surprise them.
- Do not tease others who are learning to skate.

Ice Skating Games

Noncompetitive: Racing on Ice, Relay Races, Sprint Races, and Lap Races.

Competitive: Skill Competitions, and Obstacle Course Skills Competition.

Speed Skating on Ice

The World's Fastest Self-Propelled Sport

Ice speed skating is composed of two styles: **long-track** (metric) and **short-track** speed skating.

Long Track

- Is skated on a 400-meter oval
- Is a competition against the clock

Two skaters on the track compete for time in distances from 500 to 10,000 meters.

In addition to metric racing, the United States and Canada also skate pack-style long track, with up to eight skaters on the track.

Short Track

- Is skated on standard (200-by-85-meter) or Olympic size (200-by-100-meter) hockey rinks
- Is skated on a track of 111 meters

Four to six skaters start on the line, with the first skater across the finish line declared the winner.

Races are skated from 500 meters to 3,000 meters for adults, with shorter races for children.

Long- and short-track skaters can begin their ice experience as early as 5 years old, while many adult skaters continue through their 60s and 70s.

Types of Ice Skates



Rink skate



Speed skate



Figure skate



Hockey skate

This Cub Scout sports program was developed in cooperation with the Ice Skating Institute of America.

Cub Scout Sports: Kickball







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of kickball to your leader or adult partner.
_____ 2. Spend 30 minutes practicing the skills of kickball (pitching, kicking, base running, catching, throwing). This may be over two different practice periods.
_____ 3. Play a game of kickball.

Sports Pin

Earn the Kickball belt loop and complete five of the following requirements:

_____ 1. Demonstrate the following kickball skills: pitching, kicking, base running, catching, throwing.
_____ 2. Explain the rules of base running.
_____ 3. Describe the basic defensive positions in kickball (pitcher, catcher, infielder).
_____ 4. Draw a kickball field to scale; include the starting defensive positions.
_____ 5. Report to your den or family about the similarities between the rules of baseball and kickball.
_____ 6. Explain the role of being the captain of a kickball team.
_____ 7. Play five games of kickball using basic rules.
_____ 8. Help set up a kickball field for a game.
_____ 9. Serve as a referee for one game of kickball.
_____10. Participate in a pack, school, or community kickball tournament or a supervised kickball league.

Kickball Resources

About.com
Web site: http://grandparents.about.com/od/projectsactivities/qt/Kickball.htm

Wikipedia.org
Web site: http://en.wikipedia.org/wiki/kickball

World Adult Kickball Association
Web site: http://www.kickball.com

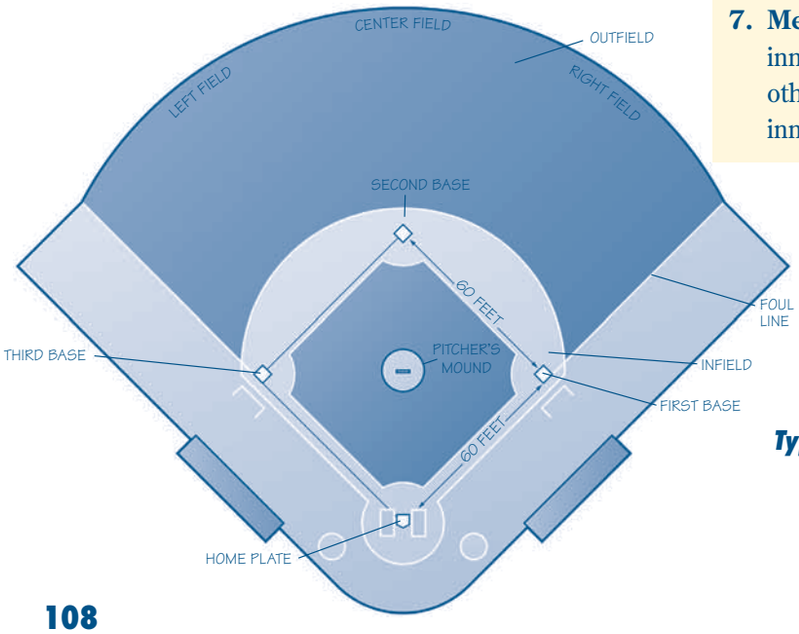
Kickball vs. Baseball

Kickball, as it is played by most kids in the United States, is modeled after baseball with a few differences. The main difference is the use of a soft rubber ball, typically red, that is slightly larger than a basketball. Here are a few more differences.

- Teams play for a maximum of five innings (not nine), though demand for field space can limit games to 45 minutes.
- Instead of nine fielders, teams may have as many as they agree upon on the field. Extra bases may be used to create a larger field for more players.
- As in baseball, three strikes and you're out. Hitters also get a limit on foul balls.

Special Rules for Cub Scout Kickball

1. **The field.** Depending on the kind of ball you use and the age group, base paths should be 50 to 60 feet (around 20 paces) and a pitching distance of 35 to 45 feet. Field size may be modified to accommodate different ages and number of players.
2. **The ball.** Use a standard 8- to 10-inch rubber playground ball. Do not use a soccer ball, which is too hard, too heavy, and may increase the risk of injury.
3. **Pitching.** The ball must roll—not bounce—across home plate to be considered a strike. No intentional walks are allowed.
4. **The kick.** No bunting is allowed, and the kick must reach the imaginary line from third base through the pitcher's mound, to first base. Each foul ball, missed kick, or pitch that rolls over the plate and is not kicked, is a strike. Three strikes and the kicker is called out. Four balls is a walk.
5. **Base running.** No lead-offs and no base stealing are allowed. The player must tag-up on a fly ball that is caught. One base is given on an overthrow into foul territory. No cleats are allowed. Runners may not advance to another base once the pitcher has the ball within the pitcher's circle.
6. **Outs.** Runners may be tagged out or forced out with a throw to the baseman. The ball may not be thrown at a runner. Striking the runner with a thrown ball results in an extra base for all runners on the field.
7. **Mercy rule.** Any team that scores 10 runs in one inning automatically takes to the field, and the other team comes to bat, except in the fifth (final) inning or during tie-breaking extra innings.



Typical kickball field

Cub Scout Sports: Marbles





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of Ringer or another marble game to your leader or adult partner.
_____ 2. Spend at least 30 minutes practicing skills to play the game of Ringer or another marble game.
_____ 3. Participate in a game of marbles.

Sports Pin

Earn the Marbles belt loop and complete five of the following requirements:

_____ 1. Compete in a den, pack, or community marbles tournament.
_____ 2. Explain to an adult what lagging is. Demonstrate how to do it.
_____ 3. Demonstrate the following shooting techniques: knuckling down, bowling, and lofting (also called plunking).
_____ 4. Explain the correct way of scoring for a game of marbles.
_____ 5. Play five complete matches of marbles using standard rules.
_____ 6. Start a collection of marbles and show it at a den or pack meeting.
_____ 7. Write a short report on the history of marbles and share it with your den or family.
_____ 8. Explain the rules about shooters.

Resources

- Your local library—Ask the librarian to help you find books and other resources on marbles.
- On the Internet—Use a search engine to search for "games" and "marbles." (Be sure you have your parent's or adult partner's permission first.)
- Local toy stores—Ask about marble leagues in the area.
- Local trophy shops—Ask whether they have any marble league clients.

Marble King, Inc.
First Avenue
P.O. Box 195
Paden City, WV 26159
Phone: 800-672-5564; Fax: 304-337-8242
Web site: http://www.marbleking.com

Ringer

Two to six boys can play. A circle 5 to 10 feet in diameter is marked on the ground. Thirteen marbles are placed on a cross that is marked at the center of the ring. Two lines, each about 9 inches long, form the cross. One marble is placed at the center, and three each are on the four parts of the cross. Each marble lies about 3 inches from the next one. Each player uses a larger marble, the *shooter*, to "shoot" the small marbles out of the ring. The player who shoots the most marbles out of the ring wins the game. (Many variations can be played.)

Lagging

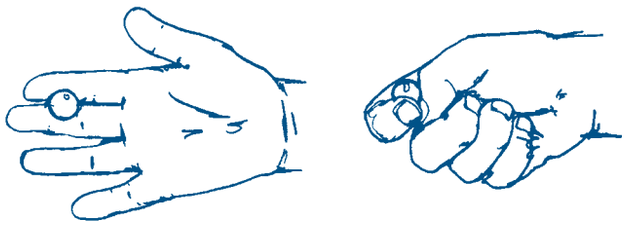
Players start the first game by lagging for turns. They toss or shoot their shooters from a *pitch line* drawn outside the circle, with the middle of it touching the circle. On the opposite side of the circle, another similar line, the *lag line*, is drawn. The player whose shooter comes closest to the lag line plays first.

Shooter Rules

- Your shooter cannot be smaller than ½ inch or bigger than ¾ inch in diameter.
- A shooter may not be made of metal.

Basic Terms for Marbles

- **Bowling** occurs when a player rolls a shot on the ground.
- **Edgers** are marbles near the edge of the ring.
- **For Fair** means playing for the fun of the game. At the end of each game, the marbles are returned to their owners.
- **For Keeps** means each player keeps the marbles that he shoots out of the ring.
- **Histing** occurs when a player raises his hand from the ground while shooting.
- **A Hit** occurs when a player shoots a marble out of the ring.
- **Hunching** occurs when a player moves his hand forward across the ring line when shooting from the ring line, or when he moves his hand forward from the spot where the shooter came to rest inside the ring.
- **Knuckling Down** is a position in which at least one knuckle must touch the ground until the shooter has left the hand.
- **Lofting (or Plunking)** a difficult shot occurs when a player shoots in an arc through the air to hit a marble.
- **Marbles** are the target marbles only. They can also be called *mibs, miggs, ducks, kimmies,* or *hoodles.*
- **A Miss** occurs when a player fails to knock a marble from the ring on a shot.
- **Roundsters (or Circling)** is the act of selecting the best location outside the ring for knuckling down.
- **A Shooter** is the attacking marble. It can also be called a *taw, glassy,* or *monny.*
- **A Shot** is the act of snapping the shooter at a marble by a quick extension of the thumb.

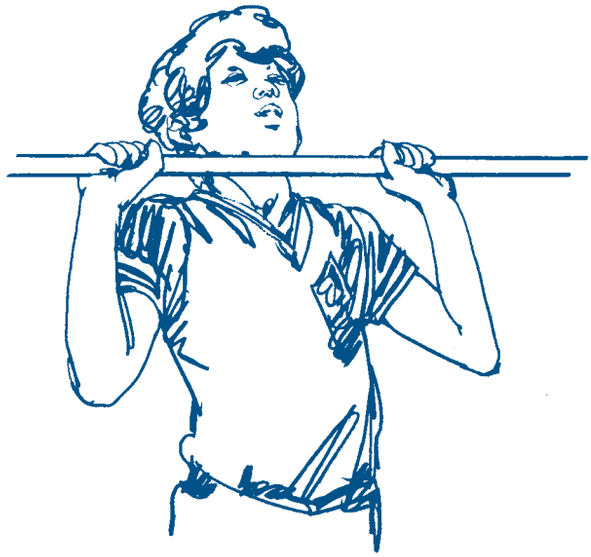


How to hold the shooter

Cub Scout Sports: Physical Fitness







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Give a short report to your den or family on the dangers of drugs and alcohol.

_____ 2. Practice finding your pulse and counting your heartbeats per minute. Determine your target heart rate.

_____ 3. Practice five physical fitness skills regularly. Improve performance in each skill over a month. Skills could include pull-ups, sit-ups, the standing long jump, the 50-yard dash, and the softball throw.

Sports Pin

Earn the Physical Fitness belt loop and complete five of the following requirements:

_____ 1. Choose a form of exercise, bring your heart rate up to target, and keep it there for 15 minutes. Remember to warm up and cool down slowly.

_____ 2. Set up a four-step exercise program. Chart your progress for five days a week for two weeks.

_____ 3. Explain the reason for warming up and cooling down before and after each exercise session.

_____ 4. Visit a local gym and talk to a trainer about exercises and programs for young people.

_____ 5. Participate in some aerobic exercises at least three times a week for four weeks.

_____ 6. Build an obstacle course that could include some exercises with jumping, crawling, and hurdles. Time yourself three times to see whether you can improve your time.

_____ 7. Swim for a total of an hour over several practice periods, charting your time as you go.

_____ 8. Participate for at least three months in an organized team sport or organized athletic activity.

Resources

Many books are available on good nutrition and exercise. Check your local bookstore or library. Another good source is your family physician.

The World Wide Web is full of information about health, nutrition, and exercise. But a word of caution: **Check with your parent, adult partner or your doctor about the accuracy of the information you find.**

The President's Challenge

The President's Challenge is a physical fitness awards program of the President's Challenge on Physical Fitness and Sports (PCPFS). The program is for youth ages 6 through 17, including youth with special needs.

- The Presidential Physical Fitness Award (PPFA) recognizes an outstanding level of physical fitness.
- The National Physical Fitness Award (NPFA) is awarded for achieving a basic yet challenging level of physical fitness.

For information, contact:
The President's Challenge
501 N. Morton, Suite 203
Bloomington, IN 47404
Phone: 1-800-258-8146; Fax: 1-812-855-8999
Web site: http://www.presidentschallenge.org

Finding Your Target Heart Rate

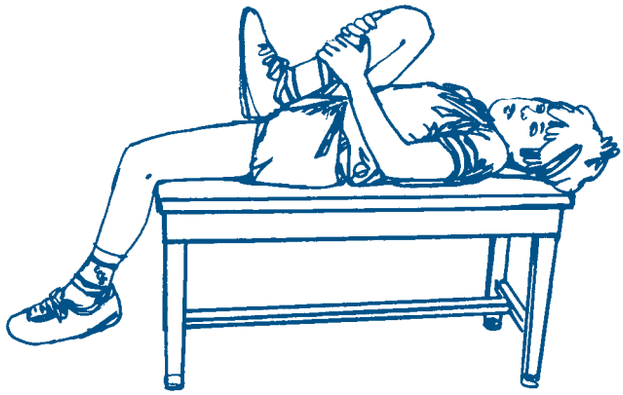
First, subtract your age from 220. Multiply the answer by 0.70 (70 percent). The result gives you a safe heart rate for exercising.

Example: If you're 10 years old, subtract 10 from 220. Answer: 210. Now multiply this by 0.70. Answer: 147. This means that a safe heartbeat for you, during exercise, is around 147 beats a minute.

How do you check the number of times your heart is beating in a minute? Find the pulse in your wrist. Count the number of pulses in six seconds and multiply that number by 10. That gives you the number of pulses per minute. If it's around 147, you're doing OK. If it's higher than 147, slow down. A good rule of thumb: If you can't talk while you're exercising, you're exercising too hard.

Four-Step Exercise Plan

1. Start with a warm-up period of stretching exercises —about 10 minutes.
2. Move into your main exercise period—from 20 to 30 minutes.
3. Check your heart rate every five minutes or so.
4. Finish with a cool-down exercise—about five minutes.



Cub Scout Sports: Roller Skating





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain ways to protect yourself while roller skating or in-line skating, and the need for proper safety equipment.
_____ 2. Spend at least 30 minutes practicing the skills of roller skating or in-line skating.
_____ 3. Go skating with a family member or den for at least three hours. Chart your time.

Sports Pin

Earn the Skating belt loop and complete five of the following requirements:

_____ 1. Participate in a pack or community skating event.
_____ 2. Demonstrate how to disassemble and reassemble skates.
_____ 3. Explain the proper clothing for roller or in-line skating.
_____ 4. Spend at least 15 minutes, on two occasions, practicing warm up exercises before skating.
_____ 5. Play a game of roller hockey.
_____ 6. Learn and demonstrate two new roller skating skills: forward scissors, forward stroking, crossover, or squat skate.
_____ 7. Participate in a roller or in-line skating skill development clinic.
_____ 8. Demonstrate how to stop quickly and safely.
_____ 9. Demonstrate how to skate backward. Skate backward for five feet.
_____10. Play a game on roller skates, roller blades, or in-line skates.

The Roller Skating belt loop and pin include roller blading and in-line skating. See Ice Skating for information on hockey, speedskating, and figure skating.

Resources

Roller Skating Associations
6905 Corporate Drive
Indianapolis, IN 46278
Phone: 317-347-2626; Fax: 317-347-2636
Web site: http://www.rollerskating.org

Your local library is an excellent source of information about skating. You can check with any skating centers in your area. There might also be a local skating club where you can obtain more information.

Types of Skates: rink or roller skate, sidewalk skate, and in-line skate or rollerblade.

Roller Skating Games

Noncompetitive: Flag Tag, Freeze Tag, Stick Tag, Two-Step, Balloon Soccer Race, Balloon Hockey Race, and Bunny Hop.

Competitive: Slalom Skate, Race the Track, Pushcarts, Siamese Race, Boat Race, Choo-Choo Race, and Relay Race.

Things to Bring When You Skate

- Skates and socks
- Helmet, wrist guards, knee pads, elbow pads
- All-purpose skate tool
- Water to drink
- Adhesive bandages, moleskin, blister kit, athletic tape

Your Very First Practice Sessions:

- Walk around on a flat, grassy surface before skating on pavement.
- When you feel you're ready, carefully move to the pavement and just *balance* on your skates, without trying to move.
- When you're ready to roll, begin to skate gradually. Practice moving forward but don't get going too fast.
- Don't push yourself too hard and don't try to skate beyond your abilities.

This Cub Scout sports program was developed in cooperation with the Roller Skating Associations.

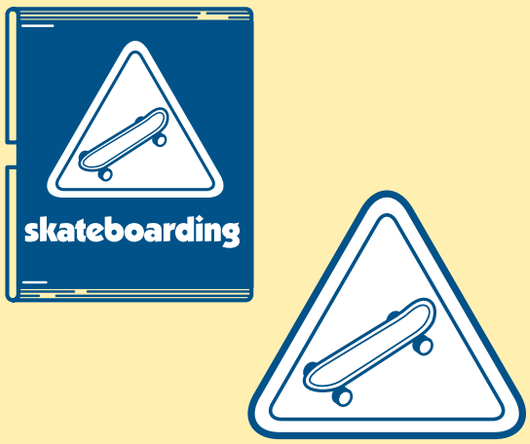
Skating Rules

- Make sure your skates are laced firmly.
- Always watch where you are going.
- Skate in the same direction as everyone else.
- Do not skate too fast.
- Do not skate behind people and surprise them.
- Do not tease others who are learning to skate.

Skating Tips

1. Warm up before you skate to prevent injuries.
2. Practice the striding and stopping skills. Skate and stop, over and over, until stopping starts to become an automatic reflex.
3. Bend your knees when you skate so you will be more stable and less likely to fall. Bending your knees also adds power to your stride.
4. Learn to fall by keeping your weight forward on the balls of your feet. Remember not to fall backward onto your unprotected back or tailbone. Fall forward onto your wrist guards and knee pads.
5. Skate often, so your skills will develop quickly.
6. Practice balancing on one foot at a time while you're skating to develop your balancing skills.
7. Skate with friends, skate to music, play games, and *have fun!*

Cub Scout Sports: Skateboarding





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Demonstrate to an adult the general rules for safe skateboarding by showing that you know how to wear the proper safety gear.

_____ 2. Carefully demonstrate how to fall to help minimize injuries.

_____ 3. Practice skateboarding for 30 minutes. This practice may be done in several periods.

Sports Pin

Earn the Skateboarding belt loop and complete five of the following requirements:

_____ 1. Figure out your skateboard stance—whether you are regular or goofy footed.

_____ 2. Demonstrate proper stance, feet positions, knee bending, pushing off, turning, and stopping on flat ground.

_____ 3. Using pictures, explain to your den or family the difference between street, skate park, and vertical skateboarding.

_____ 4. List five ways skateboarders should be considerate and respectful of other people and their property when they are skateboarding.

_____ 5. View a skateboarding video.

_____ 6. Attend a pro skateboarder demonstration.

_____ 7. Show that you know how to lubricate the bearings and keep your skateboard clean.

_____ 8. Apply grip tape to your skateboard.

_____ 9. Skateboard at a skate park for 30 minutes.

_____10. Demonstrate three of the following maneuvers: ollie, nollie, frontside, grab, kickturn, carving.

_____11. Describe how to determine a safe area to skateboard.

Resources

Local skate parks and shops may know of resources to help you.

About.com
Web site: http://skateboard.about.com

Skateboard Science
Web site: http://www.exploratorium.edu/skateboarding

SkateboardParks.com
Web site: http://www.skateboardparks.com

You can minimize risk for injuries if you†:

- Use protective equipment.
- Keep your skateboard in good condition.
- Skateboard on smooth surfaces.
- Attempt only "tricks" that fit your skill level.
- Allow only one person at a time to ride your skateboard.

†These tips come from http://orthoinfo.aaos.org/fact/thr_report.cfm?Thread_ID=373&topcategory=Sports

How to Fall

The National Safety Council has these tips for reducing the chances of a serious injury if you fall while skateboarding.

- If you lose your balance, crouch down on the skateboard so that you are closer to the ground and won't have as far to fall.
- In a fall, the idea is to land on the fleshy parts of your body, not the bony parts such as your elbows and knees.
- If you fall, try to roll with the fall rather than catch the force of the fall by using your arms.
- If you find yourself falling, try to relax your body instead of stiffening up.

Skateboarding Terms*

carving. Leaning toeside or heelside, the skateboarder gets the board to turn in that direction. While rolling, lean in the direction of the desired turn.
frontside. Rotations or turns done so that the skateboarder's front is facing the outside of the turn arc.
grab. When the skateboarder reaches down and grabs the board. More experienced riders will do grabs in the air, often with a jump or spin.
grind. The name for sliding along an edge (such as a curb, bench, rail, etc.) using the trucks instead of the wheels or deck.
kickflip. A trick similar to an ollie, but the skateboarder flicks the board with the foot to make it spin underneath while he or she is in the air. A clean kickflip happens when the skateboard flips and spins over at least once, and the skateboarder lands on the board comfortably, wheels down, and rides away.
kickturn. With one foot balanced over the back wheels, the skateboarder swings the front of the board in a new direction.
nollie. In this trick, a skateboarder slaps the nose of the skateboard against the ground and pops it up into the air. A nollie is the same as an ollie, but off the nose of the skateboard.
ollie. A beginner trick where the skateboarder pops the skateboard into the air, jumping with the board "stuck" to the feet.

*These terms come from the following source: http://skateboard.about.com/od/skateboardtricksglossary/Skateboard_Tricks_and_Riding_Dictionary.htm.

Skateboard safety means always wearing your protective gear while skateboarding: a properly fitted and approved helmet (such as by the ASTM, or American Society for Testing and Materials), wrist guards, knee and elbow pads, and shoes.

Serious skateboarding injuries happen when you lose control and fall or run into a motor vehicle, road hazard or obstacle, pedestrian, another skateboarder, or a bicyclist.

Cub Scout Sports:
Snow Ski and Board Sports







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain conditioning, clothing, equipment, and planning needed for snow skiing or boarding.

_____ 2. Explain "Your Responsibility Code," the rules of safety and courtesy for the slopes. (See "Your Responsibility Code" on the back of this page.)

_____ 3. Go skiing or snowboarding. Demonstrate how to stop and turn.

Sports Pin

Earn the Skiing belt loop and complete five of the following requirements:

_____ 1. Explain the different types of ski lifts, such as a rope tow and "fixed grip" and "detachable" chair lifts.

_____ 2. Describe the five universal symbols used to indicate ski trail difficulty.

_____ 3. Demonstrate how to hold your position and get up from a fall.

_____ 4. Demonstrate how to fall safely to avoid injury.

_____ 5. Explain why it is important to protect nature and wildlife while skiing or snowboarding.

_____ 6. Practice skiing or snowboarding for at least five hours. You can do this in more than one day.

_____ 7. Explain what to do if you see a skiing or snowboarding accident. Discuss the dangers of avalanche.

_____ 8. Take a skiing or snowboarding lesson.

_____ 9. View a video on skiing or snowboarding.

_____10. Talk with a member of a ski patrol and learn about his or her position at the ski slope.

_____11. Learn about an Olympian who competed in skiing or snowboarding and report to your den.

Resources

Your local library, ski area and ski shop may be excellent sources of information about skiing and snowboarding.

National Ski Areas Association (NSAA)
133 South Van Gordon Street, Suite 300
Lakewood, CO 80228
www.nsaa.org

LidsOnKids
Site addressing helmets and safety.
www.lidsonkids.org

National Ski Patrol
www.nsp.org

United States Ski and Snowboard Association
1 Victory Lane
Box 100
Park City, UT 84060
Phone: 435-649-9090; fax: 435-649-3613
www.usskiteam.com

Snow Monsters National Ski and Snowboard Program for Children
Site includes ski/snowboard safety games, activities, and stories.
www.snowmonsters.com

Northpole Design
Site includes ski safety related games and crossword puzzles.
www.northpoledesign.com

Five Universal Trail Difficulty Symbols



Green circle: Easier

Blue square: More difficult

Black diamond: Most difficult

Double black diamond: Most difficult; use extra caution

Orange oval: Freestyle terrain

Conditioning and Endurance Exercises

leg squats, push-ups, side bends, hamstring stretch, sit-ups, leg lunges, jogging, cycling, swimming

Your Responsibility Code

Skiing can be enjoyed in many ways. At ski areas you may see people using alpine, snowboard, telemark, cross country and other specialized ski equipment, such as that used by people with disabilities or other skiers.

Always show courtesy to others and remember that there are elements of risk in skiing that common sense and personal awareness can help reduce.

Know the code. It's your responsibility.

Officially endorsed by NSAA.

1. Always stay in control.
2. People ahead of you have the right of way.
3. Stop in a safe place for you and others.
4. Whenever starting downhill or merging, look uphill and yield.
5. Use devices to help prevent runaway equipment.
6. Observe signs and warnings, and keep off closed trails.
7. Know how to use the lifts safely.

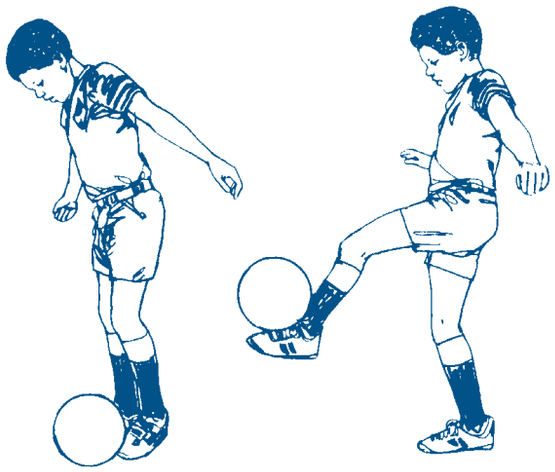
More Safety Tips:

- Wear sunscreen, proper clothing, and equipment.
- Keep yourself physically fit.
- When using a ski lift, do not cut into the line. Wait your turn.
- Only walk on ski trails with skis on your feet.
- Make sure your ski binding holds your foot firmly to your ski and that your release works properly.

Snow sports participants must wear a helmet that is approved for the sport by the ASTM, or American Society for Testing and Materials, or a similar cerifying agency.

Cub Scout Sports: Soccer





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of soccer to your leader or adult partner.
_____ 2. Spend at least 30 minutes practicing soccer skills.
_____ 3. Play a game of soccer.

Sports Pin

Earn the Soccer belt loop and complete five of the following requirements:

_____ 1. Participate in a pack, school, or community soccer tournament.
_____ 2. Demonstrate the skills of passing, collecting, shooting, heading, dribbling, and tackling.
_____ 3. Demonstrate skill in goal keeping.
_____ 4. Accurately lay out a soccer field for a game.
_____ 5. Demonstrate five types of fouls and explain why players should avoid them.
_____ 6. Demonstrate how to juggle the soccer ball and keep it from touching the ground for 30 seconds.
_____ 7. Play at least two games of Soccer Tennis.
_____ 8. Spend at least a total of six hours over several practice periods playing soccer. Keep track of your time on a chart.
_____ 9. Join and participate in a soccer team in your community or school.
_____10. Attend a high school, college, or professional soccer game.
_____11. Learn about a U.S. Olympic soccer team and report your information to your den.
_____12. Explain the history of soccer.

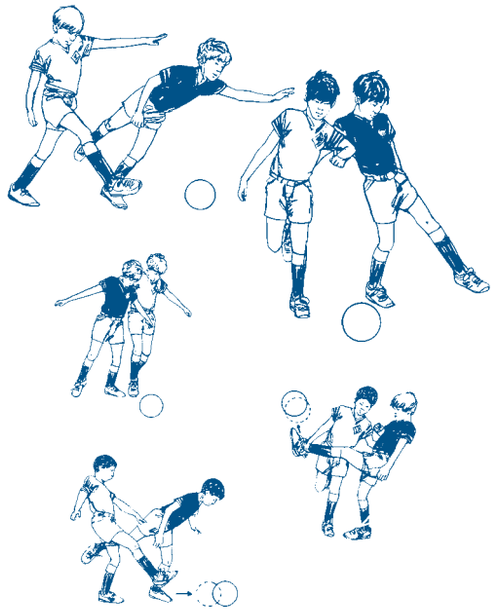
Resources

Check your local library and schools and any youth soccer leagues in your area for information and resources.

U.S. Soccer Federation
1801 S. Prairie Ave.
Chicago, IL 60616
Phone: 312-808-0094; fax: 312-808-1301
Web site: http://www.us-soccer.com

American Youth Soccer Organization (AYSO)
National Support and Training Center
12501 South Isis Ave.
Hawthorne, CA 90250
Phone: 1-800-USA-AYSO; fax: 310-643-5310
Web site: http://www.soccer.org

Common Fouls



- **Charging:** Leaning against another player with the upper shoulder only when the ball is not within playing distance. **Penalty:** Indirect free kick.
- **Unintentional hand ball:** Player kicks ball against arm of opponent. **Penalty:** No infraction. Play continues.
- **Intentional tripping:** Player trips opponent on purpose. **Penalty:** Direct free kick.
- **Unintentional tripping:** Player has played ball cleanly; opponent arrives late to gain possession and falls over outstretched leg. **Penalty:** Play continues.
- **Pushing:** Player pushes opponent with his elbow. **Penalty:** Direct free kick.
- **Dangerous play:** Player stops or hurts an opponent while playing recklessly. **Penalty:** Indirect free kick.
- **Obstruction:** Player makes a pass to a teammate and intentionally obstructs an opponent to prevent him from tackling the player who is receiving the ball. **Penalty:** Indirect free kick.

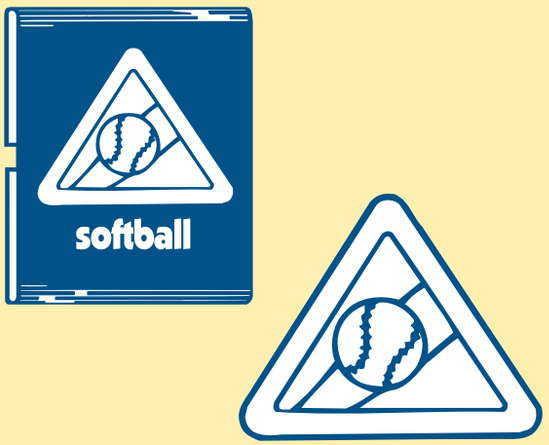
Basic Elements of Soccer

The team: The adult team consists of 11 members, but a scaled-down version of seven to nine players is recommended for Cub Scout–age boys.
The captain: One boy should serve as captain. He should be a good leader and encourage good sportsmanship.
Uniforms: A jersey or shirt, shorts, socks, and shoes. Goalkeepers wear a jersey that is a different color from all other players. Shin guards are a good idea if the action is likely to be heavy.
The ball: A regulation ball is 27 to 28 inches around and weighs a little less than a pound. A scaled-down ball for boys younger than 12 may be 25 to 26 inches, weighing 11 to 13 ounces.
Safety: Make sure the field and goal areas are clear of obstacles and holes and that players are not wearing or carrying anything that might hurt someone (i.e., sharp zippers, large wrist watches).
The field: Scale down the official field size (64 to 73 meters wide and 100 to 110 meters long) to 32 to 46 meters wide and 64 to 82 meters long.
Time of play: A regulation soccer game includes two 45-minute halves. Boys ages 10 to 12, however, should play 30-minute halves, and younger boys, 25-minute halves.
Substitutes: In youth soccer, unlimited substitution is OK, as opposed to the only two substitutions per game in regulation soccer.
Referee and linemen: These people make sure that every player follows the rules. The referee is always *on* the field, and the linemen work *outside* the field.

Soccer Tennis

Divide an area about the size of a tennis court with a rope about 1 meter high across the center. Each team can kick or head the ball three times among its own players and then must play it over the rope into the other team's half. The ball can bounce only once between passes or headers. When one team makes a mistake, the other team gets a point. A variation would be to shoot the ball under the rope and allow a score if it crosses the goal line.

Cub Scout Sports: Softball





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of softball to your leader or adult partner.
_____ 2. Spend at least 30 minutes practicing softball skills.
_____ 3. Participate in a softball game.

Sports Pin

Earn the Softball belt loop and complete five of the following requirements:

_____ 1. Compete in a pack or community softball tournament.
_____ 2. Demonstrate skill in the following throwing techniques: overhand, sidearm, underhand, and the relay throw.
_____ 3. Demonstrate skill in the following catching techniques: fielding a ground ball, fielding a pop-up, catching a line drive.
_____ 4. Demonstrate correct pitching techniques and practice for three half-hour sessions.
_____ 5. Demonstrate correct hitting techniques, including bunting. Practice for three half-hour sessions.
_____ 6. Explain the rules of base running and demonstrate skill in the following sliding techniques: the straight-in slide, the hook slide, and the headfirst slide.
_____ 7. Learn and demonstrate base coaching signals.
_____ 8. Learn about one defensive position (shortstop, catcher, etc.) and practice at that position for three half-hour sessions.
_____ 9. Attend a high school, college, or community softball game.

Resources

- Local library—Ask the librarian for help locating books and other resources on softball.
- Local softball associations—Many local Little Leagues have published rules and experienced players and coaches to help you.
- Local sporting goods stores—Ask how you can contact a softball league.
- Local trophy shops—Ask whether they have any softball league clients.
- Contact the **Amateur Softball Association,** 2801 NE 50th St., Oklahoma City, OK 73111-7203; Phone: 405-424-5266; fax: 405-424-3855; Web site: http://www.softball.org. They have leagues in most every state.
- Contact **PONY Baseball and Softball,** 1951 Pony Place, P.O. Box 225, Washington, PA 15301-0225; Phone: 724-225-1060; fax: 724-225-9852; Web site: http://www.pony.org. This is an international youth baseball and girls softball program that offers an opportunity for local community league competition and international tournament play for youth ages 5 to 18.

Equipment and Uniforms

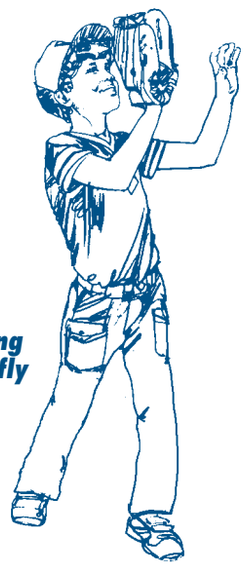
- No player shall wear shoes with metal cleats or screw-on cleats of any kind.
- All catchers and umpires must wear a face mask.
- Both teams must furnish one good ball, and the umpire will decide which ball will be used in regular play. The second ball is saved as a spare.
- Any type of glove may be used in any position.
- Only softball or Little League bats are permitted. They must have a safety grip.
- Uniforms are not required and are to be kept to a minimum.
- No pack shall make rules that prevent any boy from playing in a game.

Special Rules for Cub Scout Softball

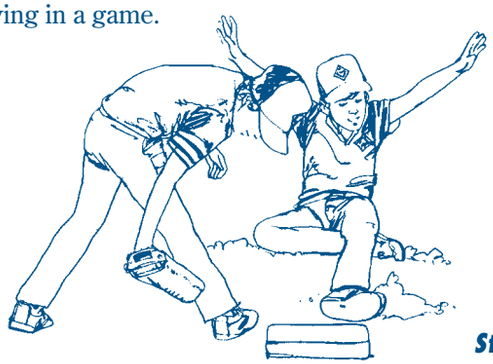
1. The batter is automatically out on the third strike and may not advance to first base. If he steps across the plate while the ball is in motion, the batter is automatically out.
2. A player may NOT steal home on a passed ball, wild pitch, or while the catcher is returning the ball to the pitcher. One base is given for an overthrow into foul territory. If the ball is in any playable territory (on an overthrow), the runners may advance at their own risk.
3. Any player who throws his bat a distance deemed dangerous to players or spectators will, at the discretion of the umpires, be called out. The ball is dead—no play.
4. Each batter must be pitched to; no intentional walks are permitted.
5. Each team will use a continuous batting order for all players who are listed on the score sheet for that game.
6. Mercy Rule—Any team that scores 10 runs in one inning automatically takes to the field, and the other team comes to bat, except in the seventh inning or extra innings.



Catching a ground ball

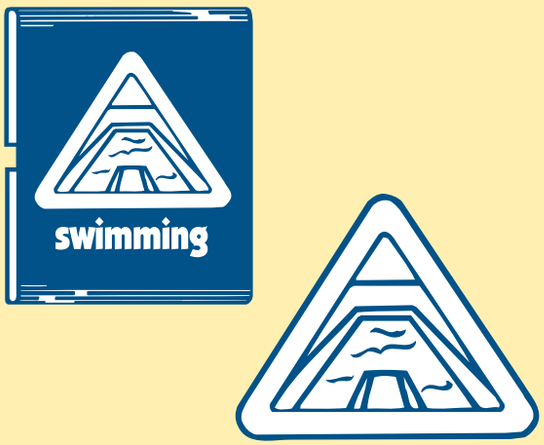


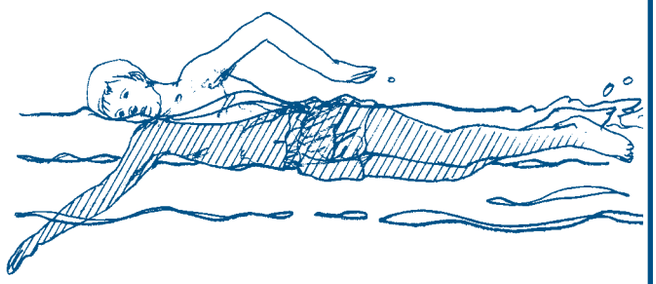
Catching a pop fly



Straight-in slide

Cub Scout Sports: Swimming





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of Safe Swim Defense. Emphasize the buddy system.

_____ 2. Play a recreational game in the water with your den, pack, or family.

_____ 3. While holding a kick board, propel yourself 25 feet using a flutter kick across the shallow end of the swimming area.

Sports Pin

Earn the Swimming belt loop and complete five of the following requirements:

_____ 1. Practice the breathing motion of the crawl stroke while standing in shallow water. Take a breath, place your head in the water, exhale, and turn your head to the side to take a breath. Repeat.

_____ 2. Learn and demonstrate two of the following strokes: crawl, backstroke, elementary backstroke, sidestroke, or breaststroke.

_____ 3. Learn and demonstrate the following floating skills: prone, facedown float, and back float. The purpose of the float is to provide the swimmer the opportunity to rest in the water.

_____ 4. Using a kickboard, demonstrate three kinds of kicks.

_____ 5. Pass the "beginner" or "swimmer" swim level test.

_____ 6. Visit with a lifeguard and talk about swimming safety in various situations (pool, lake, river, ocean). Learn about the training a lifeguard needs for his or her position.

_____ 7. Explain the four rescue techniques: Reach, Throw, Row, and Go (with support).

_____ 8. Take swimming lessons.

_____ 9. Attend a swim meet at a school or community pool.

_____10. Tread water for 30 seconds.

_____11. Learn about a U.S. swimmer who has earned a medal in the Olympics. Tell your den or an adult family member what you learned about him or her.

_____12. Demonstrate the proper use of a mask and snorkel in a swimming area where your feet can touch the bottom.

Resources

Check with your local school, community pool, or local Scout troops for lifeguards and instruction.

USA Swimming
One Olympic Plaza
Colorado Springs, CO 80909
Phone: 719-866-4578; fax: 719-866-4669
Web site: http://www.usswim.org

Swim Level Ability Groups

Nonswimmer: Has not passed the swimming test.

Beginner: Jump feetfirst into water over the head in depth, level off, swim 25 feet on the surface, stop, turn sharply, resume swimming as before, and return to starting place.

Swimmer: Jump feetfirst into water over the head in depth, level off, and begin swimming. Swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating with minimum movement for one minute.

Rules for Safe Swimming

- Be physically fit.
- Have a qualified adult present whenever you swim.
- Swim in areas that have already been checked for safe swimming.
- If you can't swim, don't go in water that is more than 3½ feet deep. Go in deep water only if you are a good swimmer.
- Swim with a buddy.
- Obey the rules of the swimming area.

Safe Swim Defense

- **Qualified Supervision**. A responsible adult (at least 21 years of age) must supervise.
- **Physical Fitness.** Require evidence of fitness for swimming activity, using a health history.
- **Safe Area.** Before swimming in unknown waters, check the swimming area for varying depth, currents, holes, rocks, or other dangerous conditions.
- **Lifeguard on Duty.** Swim where lifeguards are on duty.
- **Lookout.** Station an adult on shore where he or she can see and hear everything in all areas.
- **Ability Groups.** Divide Cub Scouts into nonswimmers, beginners, and swimmers. Mark off areas in the swimming area for the different ability groups.
- **Buddy System.** Pair each boy with another boy in his ability group. They must stay together the entire time they are swimming.
- **Discipline.** Insist upon strict but fair discipline.

For a more complete description of Safe Swim Defense, see the *Cub Scout Leader Book*, No. 33221, or Safe Swim Defense pamphlet, No. 34370, and www.scouting.org.

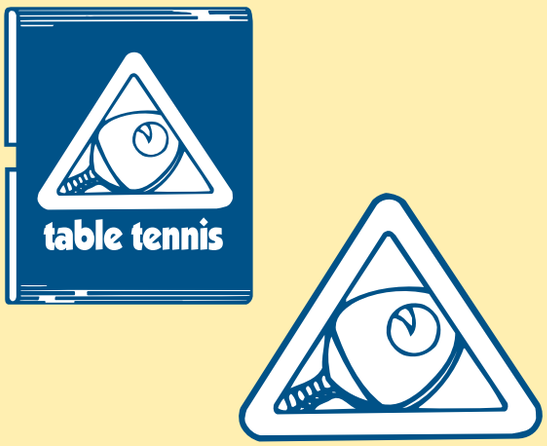
Water Rescue Methods

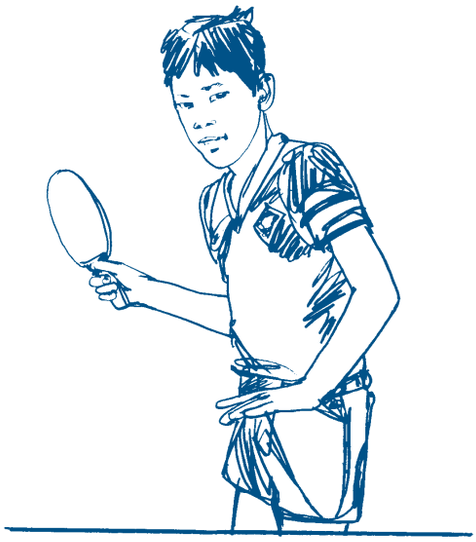
Cub Scouts only do the first two water rescue methods, but they need to be aware of all four:

1. **REACH** with whatever is available or at hand.
2. **THROW** a line, a buoy, or a floating object to provide support.
3. **ROW** in a watercraft to the victim. A rowing rescue requires a minimum of one person to retrieve the victim and one person to handle the boat. Any person in the boat must wear a PFD (personal flotation device).
4. **GO** with support. Those who "go" to the victim and make a swimming rescue must be trained in swimming and lifesaving. In the rare instance when a swimming rescue is tried, the rescuer takes with him something that can be used for floatation or extended to the victim to avoid direct contact.

No Cub Scout should ever put himself in danger or at risk. If reaching and throwing don't work, **Get help!**

Cub Scout Sports: Table Tennis





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of table tennis to your leader or adult partner.

_____ 2. Spend at least 30 minutes practicing table tennis skills.

_____ 3. Participate in a table tennis game.

Sports Pin

Earn the Table Tennis belt loop and complete five of the following requirements:

_____ 1. Compete in a pack or community table tennis tournament.

_____ 2. Demonstrate your knowledge, use, and care of the equipment needed to play table tennis (racket or paddle, table and net, ball, tennis or basketball shoes, and comfortable clothing).

_____ 3. Practice 30 minutes in up to two practice sessions developing serving skills.

_____ 4. Practice 30 minutes in up to two practice sessions developing your forehand and backhand strokes.

_____ 5. Explain to your leader or adult partner how spin affects the bounce of the ball.

_____ 6. Accurately set up a table tennis table and net according to USA Table Tennis rules.

_____ 7. Play five games of table tennis.

_____ 8. Participate in a table tennis skills development clinic.

_____ 9. Explain to your leader or adult partner how to score a table tennis game.

_____10. Participate in a game of doubles table tennis (four people playing in one game, two people per side).

Resources

You can often get information on local table tennis resources from your local parks and recreation department, community library, and university or college athletic department.

USA Table Tennis
One Olympic Plaza
Colorado Springs, CO 80909-5769
Phone: 719-866-4583
Web site: http://www.usatt.org
Nonprofit organization that serves as the governing body for table tennis in the United States. The Web site includes the complete, official rules at http://www.usatt.org/rules.

Scoring

The first player or team that scores 21 points wins the game. When both players have a score of 20 or more, the winner must win by two points. When both players have scored 20 points (a deuce game), they must change serves after each new point is scored.

A point is scored when the opponent

- Misses the ball.
- Hits the ball into the net.
- Moves the table by bumping it during play.
- Touches the net with his racket or body.
- Lets the ball bounce twice on his side before hitting it.
- Makes a bad serve.
- Hits the ball before it has bounced on his half of the table.
- Touches the top of the table with his free hand.
- Lets the ball hit his body before he hits it with his racket.
- Hits the ball off the table.

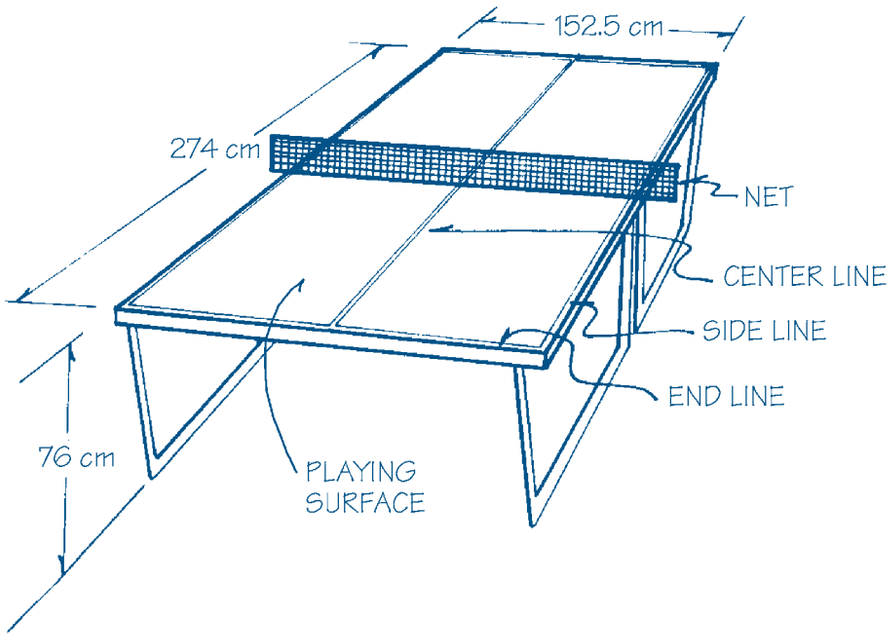
Sometimes your point will be interrupted. This is called a *let,* and you will have to play the point over. You should call a let when

- Someone gets in your way and keeps you from hitting the ball.
- There is a sudden loud noise that bothers you.
- In a tournament, someone else's ball bounces into your court.

You must call a let when it happens. Don't wait until your point is over.

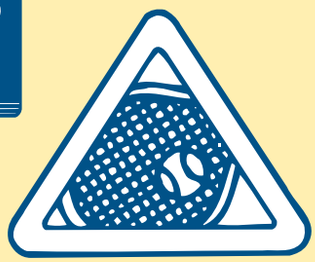
Racket Care

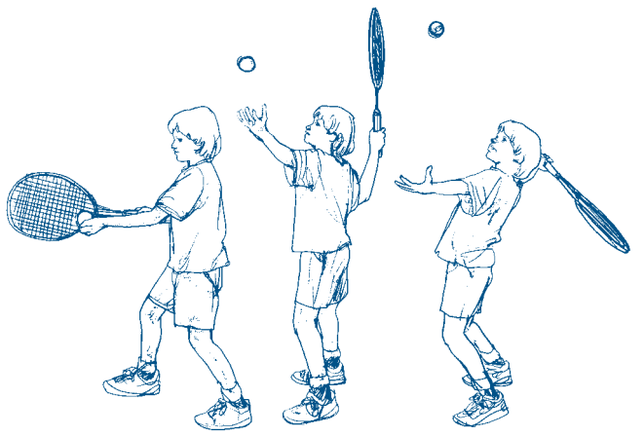
- Don't hit the racket on the table.
- Keep the racket in a case or plastic bag so it stays clean.
- When the rubber gets dirty, use a damp sponge to clean it.
- Try not to touch the rubber any more than necessary.
- Keep the racket out of extreme heat or cold.



Cub Scout Sports: Tennis







REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of tennis to your leader or adult partner.
_____ 2. Spend at least 30 minutes practicing tennis skills.
_____ 3. Participate in a tennis game.

Sports Pin

Earn the Tennis belt loop and complete five of the following requirements:

_____ 1. Compete in a pack or community tennis tournament.
_____ 2. Demonstrate your knowledge of the use and care of the equipment needed to play tennis (rackets, balls, shoes, clothing, and court).
_____ 3. Practice for 30 minutes in up to two practice sessions developing forehand techniques through forehand bump-ups with a bounce, partner bump-ups with a target, forehand alley rally, forehand alley rally over a "net," drop-hit forehand bumps, drop-hit catch in pairs, and toss-hit catch in pairs.
_____ 4. Practice developing serving skills for 30 minutes in up to two practice sessions.
_____ 5. Explain to your leader or adult partner how to score in tennis.
_____ 6. Accurately draw, label, and explain a tennis court layout.
_____ 7. Play five games of tennis using U.S. Tennis Association rules.
_____ 8. Participate in a tennis skills development clinic.
_____ 9. Attend a high school, college, or professional tennis meet.
_____10. Present to your den or family a report on the history of tennis.

Resources

U.S. Tennis Association
70 West Red Oak
White Plains, NY 10604
Phone: 914-696-7000; fax: 914-696-7167
Web site: http://www.usta.com

Scoring

The object of the game of tennis is to hit the ball back and forth over the net within the boundary lines. A point is lost if a player misses the ball, or if he hits it into the net, out of bounds, or after more than one bounce.

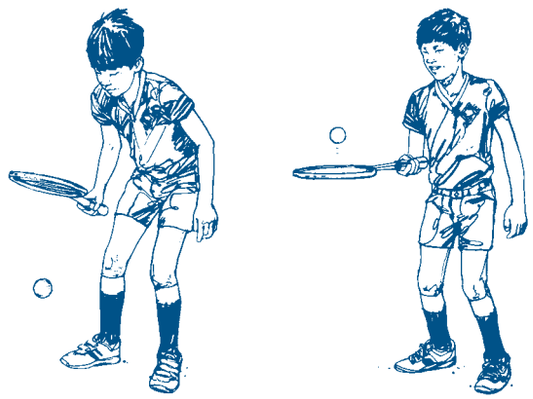
A game consists of at least four points. The player who scores the first point gets "15"; the opponent gets "0," which in tennis is called *love.* A player who wins two points receives a score of "30"; three points equal "40"; and four points equal "game."

Always say the server's score first (i.e., if the server scores the first point, the score is "15-love"; if the server loses the first point, the score is "love-15").

Deuce means the score is tied 40-40. When the server wins the point after deuce, it is called *advantage in.* When the receiver wins the point after deuce, it is called *advantage out.*

A set is complete when one player has won at least six games and is ahead by two games. If the game score reaches 6-6 (also called 6-all), a tiebreaker game may be played.

A *match* is complete when one of the players wins two out of three sets (or three out of five sets in men's championship play).



Bump-downs and bump-ups

Playing

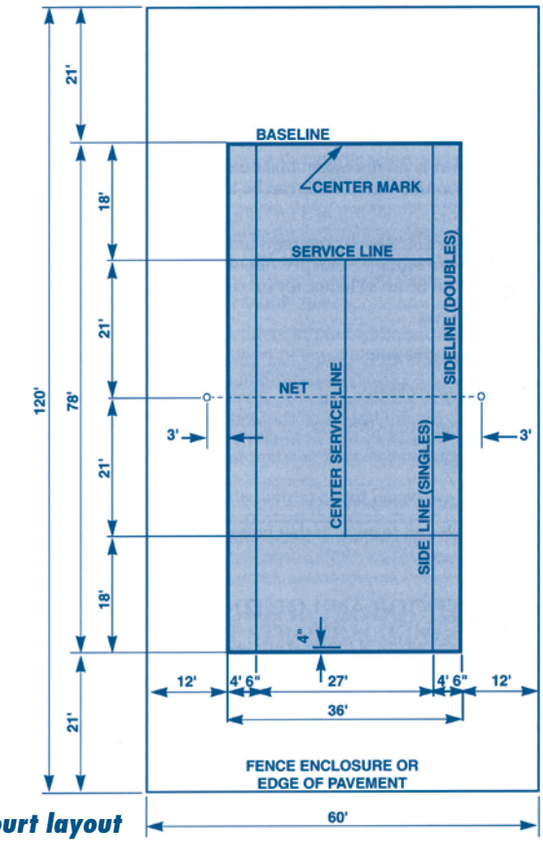
To start a game, the server stands behind the baseline (the line farthest from the net at either end of the court) and serves the ball into the opposite service court. (Service courts are the two marked-off boxes closest to the net on both sides of the net.) The server has two chances for each serve.

A *double fault* is the loss of a point if the server fails to put either of the two serves into the proper service court.

The *receiver* has to return the ball over the net on the first bounce and within the boundary lines.

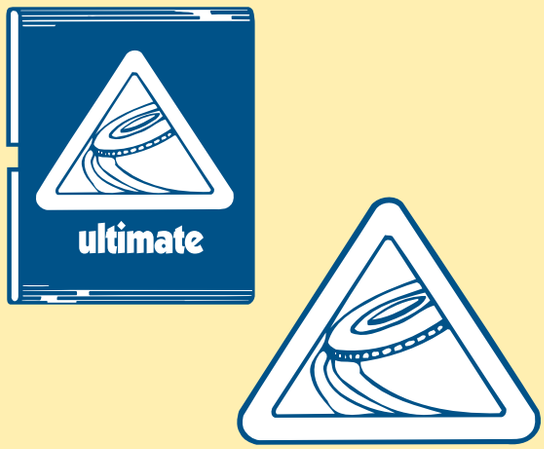
The same person serves for an entire game. The first serve is always from the right court to the opponent's right court. The next serve is from the left court to the opponent's left court, and so on, alternating courts after each point.

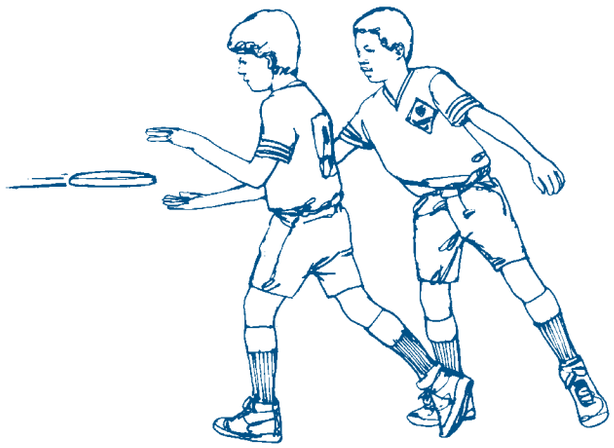
Players change sides, from one side of the court to the other, whenever the game score adds up to an odd number so that neither player is favored by wind, sun, or other factors.



Court layout

Cub Scout Sports: Ultimate





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of ultimate or disc golf to your leader or adult partner.
_____ 2. Spend at least 30 minutes practicing ultimate or disc golf skills.
_____ 3. Participate in a game of ultimate or disc golf.

Sports Pin

Earn the Ultimate belt loop and complete five of the following requirements:

_____ 1. Compete in a pack or community ultimate or disc golf tournament.
_____ 2. Demonstrate effective pivoting while throwing. Use some of the following throwing styles: backhand pass, sidearm pass, and upside-down pass, and/or roller throw.
_____ 3. Demonstrate skill in the following catching techniques: one-handed, clapping, and sandwich.
_____ 4. On three different occasions, practice 20 minutes of ultimate or disc golf. Keep track of your time on a chart.
_____ 5. Explain the flight dynamics of the flying disc. Draw a diagram if needed.
_____ 6. Accurately lay out an ultimate playing field or diagram three typical disc golf holes.
_____ 7. Play five games of ultimate or disc golf.
_____ 8. Participate in an ultimate skills or disc golf skills development clinic.
_____ 9. Explain the history of ultimate or disc golf and how it became a sport.
_____10. Explain the differences between ultimate and golf discs.

Resources

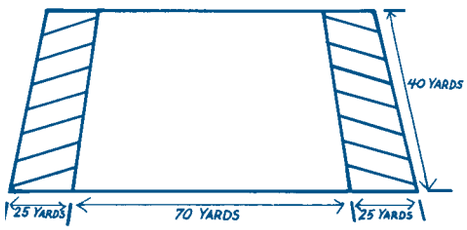
You can obtain information on local ultimate resources from your local parks and recreation department, community library, or university or college athletic department.

Ultimate Players Association
4730 Table Mesa Dr., Suite I-200C
Colorado Springs, CO, 80305
Phone: 800-872-4384; fax: 303-447-3483
Web site: http://www.upa.org

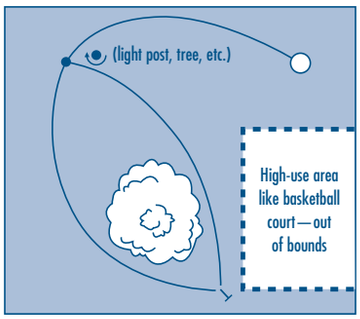
This nonprofit organization serves as the governing body for ultimate in the United States. A teaching package is available for purchase. Besides other merchandise and teaching aids for sale, you can get two free pamphlets from them: "How to Start an Ultimate Team" (also available at ftp://ftp.upa.org/pub/ultimate/articles/start.html) and "How to Start a Summer League."

Disc Golf Association Inc.
2608 San Juan Road
Aromas, CA 95004
Phone: 831-722-6037; fax: 831-722-8176
Web site: http://www.discgolfassoc.com

PDGA (Professional Disc Golf Association)
Wildwood Park
3828 Dogwood Lane
Appling, GA 30802
Phone: 706-261-6342
Web site: http://www.pdga.com



Ultimate playing field



Disc Golf Sample Layout

Ultimate Rules

- Play with two seven-person teams.
- Start play with teams lining up on their end zone lines. One player throws the disc to the opponents. If it goes out of bounds, the receiving team can start where it went out or ask for another throw.
- Play proceeds downfield to the end zone at the opposite end of the field. Players can go anywhere on the field at any time and can throw in any direction. Players may not run with the disc. The person who has the disc (the "thrower") has 10 seconds to throw it.
- Whenever a pass is incomplete, intercepted, knocked down, or flies out of bounds, possession of the disc changes.
- Physical contact is not allowed between players. Any physical contact is a foul. A fouled player gets the disc where the call was made. Players are responsible for their own foul calls and resolve their own disputes.
- When the offense completes a pass in the defense's end zone, it gets a point.
- Follow this final rule from the Ultimate Players Association: "**Spirit of the Game**—Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play."

Disc Golf

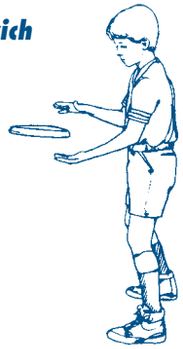
The rules for disc golf are similar to the rules used in the game of golf but, of course, you are using a flying disc instead of a ball and clubs.

Dens and packs can be creative in determining what to use for pole holes and they can make up different types of courses and games.

Clapping



Sandwich



Cub Scout Sports: Volleyball





REQUIREMENTS

Tiger Cubs, Cub Scouts, and Webelos Scouts may complete requirements in a family, den, pack, school, or community environment. Tiger Cubs must work with their parents or adult partners. Parents and partners do not earn loops or pins.

Belt Loop

Complete these three requirements:

_____ 1. Explain the rules of volleyball to your leader or adult partner.
_____ 2. Spend at least 30 minutes practicing skills to play the sport of volleyball.
_____ 3. Participate in a volleyball game.

Sports Pin

Earn the Volleyball belt loop and complete five of the following requirements:

_____ 1. Compete in a pack, school or community volleyball tournament.
_____ 2. Demonstrate skill in two volleyball passing techniques: forearm pass and overhead pass (setting).
_____ 3. Demonstrate skill in two volleyball serving techniques: underhand and overhand.
_____ 4. Spend at least 60 minutes in practice over several practice periods to develop individual skills for volleyball. Make a chart to record your practice efforts.
_____ 5. Explain how volleyball matches are scored, including the terms side-out and rally scoring.
_____ 6. Accurately lay out a volleyball court.
_____ 7. Play five games of volleyball.
_____ 8. Officiate at least three games of volleyball.
_____ 9. Explain the importance of good sportsmanship.
_____10. Attend a high school, college, or professional volleyball game.

Resources

Check your local library and schools as well as local park and recreation programs. A trophy shop may be able to put you in touch with a local league or association willing to share information.

USA Volleyball
715 S. Circle Dr.
Colorado Springs, CO 80910-2368
Phone: 719-228-6800; fax: 719-228-6899
Web site: http://www.usavolleyball.org

Elements of a Practice Session

Warm-up Time: Plan some simple warm-up exercises and make one or two points about the importance of physical fitness. Explain that exercises keep muscles loose and strong, which helps boys avoid injury. You might also talk about the importance of good diet in keeping fit.

Drills for Volleyball Fundamentals: Teaching the fundamentals is a must at every level of volleyball. Take time to teach and review basic skills at every practice session, and plan simple drills to reinforce learning. Work with boys in groups of three or four so nobody gets bored or feels slighted.

Team Meeting: Plan a 10-minute discussion for each practice session. Choose a topic and think of an interesting way to get players thinking and talking about the rules, the game—and themselves. Don't make this a lecture. Challenge players to set goals for themselves and the team. Help boys feel that they are important to the team.

Game Time: Set a goal or focus for each game and help players see the relationship between skills and the game.

Equipment for Cub Scout Volleyball

Appropriate equipment is important to learning skills, playing well, and enjoying the game.

The Net and Standards
Check with local sporting goods stores on the availability of adjustable nets and standards for the net heights recommended. A temporary solution is to use a regulation net and standards, wrapping the net around the standards at the height desired. All items, such as standards, wall fixtures, and the like should be padded in some way for safe play.

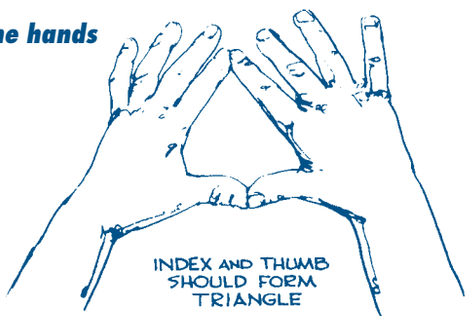
The Ball
Number four (junior size) volleyballs are appropriate for Cub Scouts. These balls are usually available at local sporting goods stores, although it may sometimes be necessary to order them from the manufacturer. Use of an adult-size volleyball is possible provided the ball is good-quality leather.

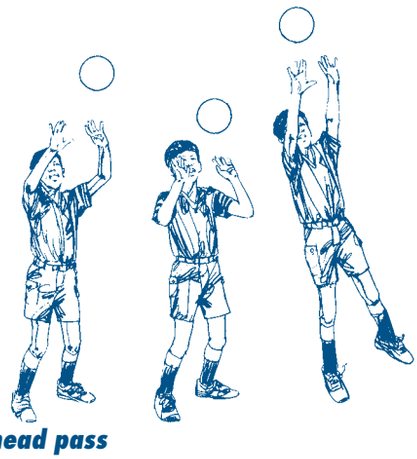
The Court
Court lines may be taped to the floor, using tape made for this purpose.

Several courts may be included in a gym or all-purpose room, using permanently installed equipment, if available, or temporary standards and taped court lines.

Uniform
Many players wear knee pads. Long-sleeved shirts help protect forearms. Boys should not wear any jewelry. Do not allow boys to chew gum while playing volleyball.

Position of the hands





The overhead pass

Acknowledgments

Developmental help for the Cub Scout Sports program was provided by

- Amateur Softball Association of America
- American Fishing Tackle Manufacturers Association
- Disc Golf Association
- Ice Skating Institute
- National Aeronautics and Space Administration (NASA)
- National Archery Association of the United States
- National Bowling Council
- National Golf Foundation
- National Ski Areas Association (NSAA)
- President's Council on Physical Fitness and Sports
- Roller Skating Association International
- Ultimate Players Association
- United States Badminton Association (USA Badminton)
- United States Baseball Federation (USA Baseball)
- United States Gymnastics Federation (USA Gymnastics)
- United States Olympic Committee
- United States Ski Association
- United States Soccer Federation
- United States Swimming, Inc. (USA Swimming)
- United States Table Tennis Association (USA Table Tennis)
- U.S. Tennis Association
- United States Volleyball Association (USA Volleyball)
- YMCA

The Cub Scout Academics program was developed in cooperation with

- Chess-in-the-Schools
- International Reading Association
- International Society for Technology in Education
- Music Educators National Conference
- National Art Education Association
- National Association of Elementary School Principals
- National Council for Geographic Education
- National Council for the Social Studies
- National Council of Teachers of Mathematics
- National Science Teachers Association
- Wildlife Forever

Special thanks goes to the many dedicated Cub Scouters who have served as members of the Cub Scout Sports and Physical Fitness, Arts and Academics, and Cub Scout Academics and Sports Project teams, along with the host of youth and adult volunteers who have assisted in the development of this program.

Special appreciation goes to Burts Kennedy, the originator of the Cub Scouts Academics and Sports program.

Catalog Numbers

Subject	Belt Loop	Pin	Subject	Belt Loop	Pin
Art	00785	00781	Kickball	17872	14714
Astronomy	17890	17895	Language and Culture	17893	17898
Badminton	00846	00808	Map and Compass	17894	17899
Baseball	00817	00835	Marbles	00819	00837
Basketball	00816	00834	Mathematics	00791	00795
Bicycling	00847	00809	Music	00787	00783
Bowling	00815	00833	Nutrition	17876	14715
Chess	00945	00955	Pet Care	17869	14703
Citizenship	00793	00797	Photography	17870	14704
Collecting	17891	17896	Physical Fitness	00824	00840
Communicating	00786	00782	Reading and Writing	17871	14705
Computers	00776	00779	Roller Skating	00849	00811
Disabilities Awareness	17861	14700	Science	00788	00784
Family Travel	17862	14701	Skateboarding	17867	14709
Fishing	00821	00812	Snow Ski and Board Sports	17903	17907
Flag Football	17900	17904	Soccer	00825	00841
Geography	00792	00796	Softball	00823	00839
Geology	17892	17897	Swimming	00826	00842
Golf	00818	00836	Table Tennis	00827	00843
Good Manners	17863	14702	Tennis	00829	00845
Gymnastics	00822	00807	Ultimate	00848	00810
Heritages	00794	00798	Video Games	17868	14710
Hiking	17865	14707	Volleyball	00828	00844
Hockey	17864	14706	Weather	00947	00957
Horseback Riding	17866	14708	Wildlife Conservation	00946	00956
Ice Skating	17901	17905			

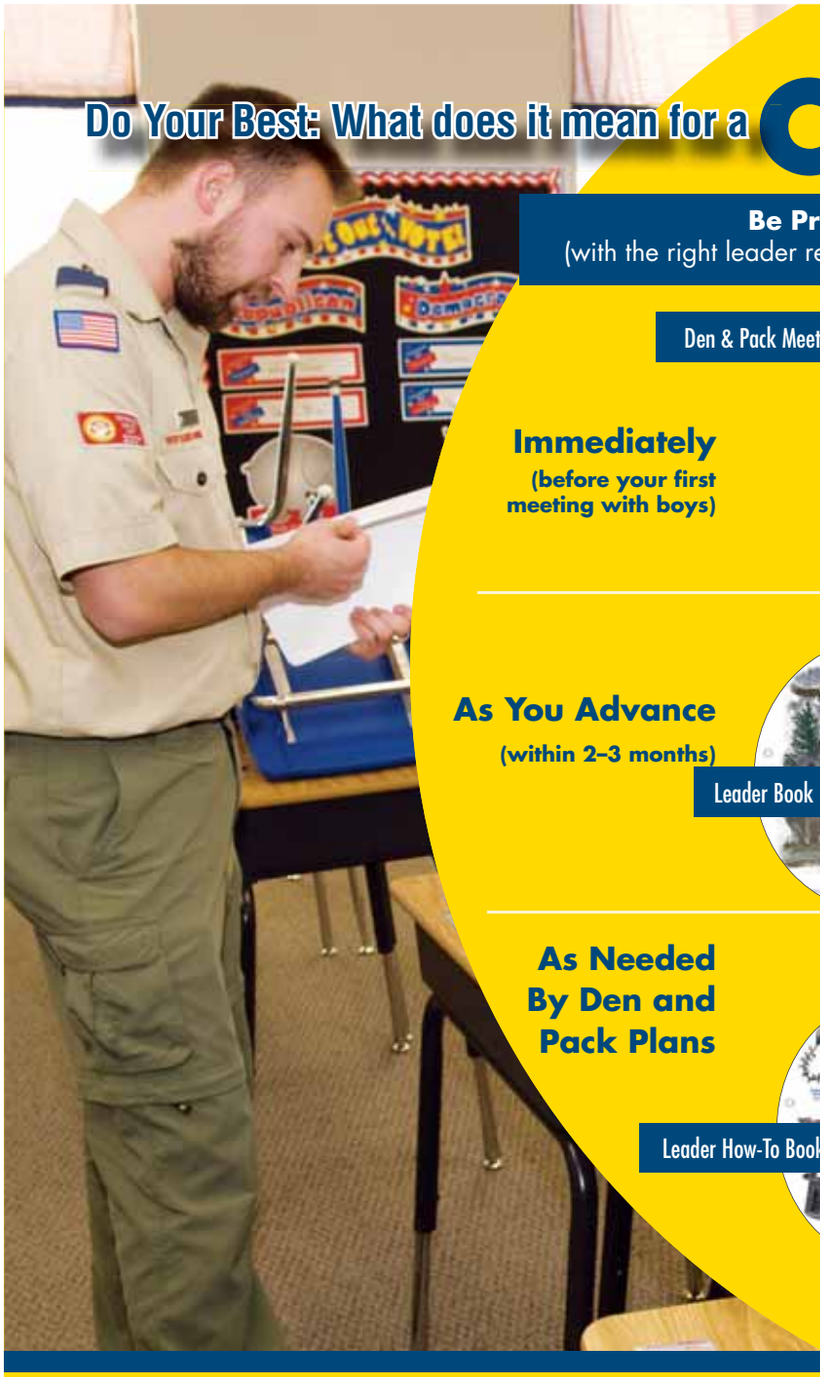
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Do Your Best: What does it mean for a CUB SCOUT LEADER?

	Be Prepared (with the right leader resources at the right time)	Be Trained
Immediately (before your first meeting with boys)	Den & Pack Meeting Resource Guide	Youth Protection* Cub Scout Fast Start*
As You Advance (within 2–3 months)	Leader Book Webelos Leader Guide	This Is Scouting* Leader Position-Specific Training
As Needed By Den and Pack Plans	Leader How-To Book Academics and Sports	Basic Adult Leader Outdoor Orientation

*Offered through the Online Learning Center at *www.scouting.org*

CUBCAST



Need a great idea
for your den or pack that really works?

Want to share a great idea
that worked in your den or pack?

Then, check out CubCast at
www.scouting.org/ScoutCast

BOY SCOUTS OF AMERICA
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P.O. Box 152079
Irving, Texas 75015-2079
http://www.scouting.org

SKU 34299

34299 2010 Second Printing