Pack 3187 – Fall Campout – September 2019

## Itinerary

### Saturday

2:00 Arrival

2:15 Welcome/4 Station Rotation (whole group) (#1)

2:45 Set Up Tents/Free Time

3:00 20 Minute Station Rotations (split) (#2)

4:00 Snack/Free Time

4:30 Den Specific Adventure Time

6:00 Dinner

6:45 Parent Talk Time (#3)/Raingutter Regatta/Fishing/Carving (#4)

7:30 Skit (#5)

8:00 Campfire/Marshmallows

9:00 Tent Time

9:30 Lights Out

## Den Specific Information

Each Den should take attendance and note which boys stay overnight. When checking off requirements completed be sure to indicate if a boy did NOT complete a step (i.e., they left early). Additional Adventures/requirements can be noted at the bottom. Loops will be awarded to boys at the September Pack Ceremony.

# #1 – 4 Station rotation

These meet multiple requirements for multiple levels and in general are good for all boys; this would be a whole group moving through the 4 topics however you see fit)

Outdoor Code/Leave No Trace  
Weather (thermometer/barometer, safety/natural disasters)  
Fire Safety  
Knots (two half hitch, overhand, square) (do this last so they can use more time to practice/learn these knots)

# #2 – 20 Minute Station Rotations

These also meet multiple requirements across multiple levels...we can decide on that day how to best split the groups based on number of kids; 3 stations will run simultaneously and rotate every 20 minutes or rotate 1 group through each station every 20 min.

Casting/Fishing  
Animal ID/Animal Sign Search  
Compass Reading and Use

# #3 – parent talk time

This time will be used to make sure parents are signed up for Remind and talk with them about the Child Protection pamphlet that they need to go over with their children (emphasis on Page 19 which has the prompts for the kids)

# #4 – Raingutter Regatta/Fishing/Carving

Essentially a more structured free time. These activities do meet different requirements for some specific levels so take a moment and see what you can add to the Meeting Notes page.

Raingutter Regatta   
Fishing (1 on 1 with an adult)  
Carving (must be 1 on 1 with a leader or parent)

# #5 – SKITS

May have to combine multiple levels to make it work. Options are printed if Den Leaders need suggestions.

Lion

Leader(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cubs in attendance

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# Adventure Requirements:

### Lion’s Honor

1. Show the Cub Scout sign. Tell what it means.

2. Repeat the Cub Scout motto. Tell what it means.

3. Show the Cub Scout salute. Tell what it means.

4. Show teamwork and good sportsmanship by playing a game with your den.

5. Participate in an outing.

Tiger

Leader(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cubs in attendance

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# Adventure Requirements:

### Tigers in the Wild

**Complete Requirements 1-3 plus at least one other.**1. With your parent, guardian, or other caring adult, name and collect the Cub Scout Six Essentials you need for a hike. Tell your den leader what you would need to add to your list to prepare for rain.  
2. Go for a short hike with your den or family, and carry your own gear. Show you know how to get ready for this hike.  
3. Do the following:  
(a) Listen while your leader reads the Outdoor Code. Talk about how you can be clean in your outdoor manners.  
(b) Listen while your leader reads the Leave No Trace Principles for Kids. Discuss why you should "Trash Your Trash."  
(c) Apply the Outdoor Code and Leave No Trace Principles for Kids on your Tiger den and pack outings. After one outing, share what you did to demonstrate the principles you discussed.  
4. While on the hike, find three different kinds of plants, animals, or signs that animals have been on the trail. List what you saw in your Tiger Handbook.  
5. Participate in an outdoor pack meeting or pack campfire. Sing a song or act out a skit with your Tiger den as part of the program.  
6. Find two different trees and two different types of plants that grow in your area. Write their names in your Tiger Handbook.  
7. Visit a nature center, zoo, or another outside place with your family or den. Learn more about two animals, and write down two interesting things about them in your Tiger Handbook.

### Tiger Jungle

**Complete Requirement 1 plus at least two others.**1. With your parent/guardian or other caring adult (referred to in the handbook as "your adult partner"), go for a walk outside, and pick out two or more sights or sounds of "nature" around you. Discuss with your partner or den.  
2. Take a 1-foot hike. Make a list of the living things you find on your 1-foot hike. Discuss these plants or animals with your parent/guardian, other caring adult, or your den.  
3. Point out two different kinds of birds that live in your area. With your parent/guardian, other caring adult, or den, find out more about one of these birds.  
4. Be helpful to nature by planting a plant, shrub, or tree. Learn more about the needs and growth of the item you've planted.  
5. Build and hang a birdhouse.

### Sky is the Limit

**Complete Requirements 1 -3 plus at least one other.**1. With your den or parent/guardian/other caring adult, go outside to observe the night sky. Talk about objects you see or might see.  
2. Look at a distant object through a telescope or binoculars. Show how to focus the device you chose.  
3. Find out about two astronauts who were Scouts when they were younger. Share what you learned with your den.  
4. Observe in the sky or select from a book, chart, computer, or electronic device two constellations that are easy to see in the night sky. With your parent/guardian or other caring adult, find out the names of the stars that make up the constellation and how the constellation got its name. Share what you found with your den.  
5. Draw and name your own constellation. Share your constellation with your den.  
6. Create a homemade model of a constellation.  
7. Find out about two different jobs related to astronomy. Share this information with your den.  
8. With your den or family, visit a planetarium, observatory, science museum, astronomy club, or college or high school astronomy teacher. Before you go, write down questions you might want to ask. Share what you learned.

Wolf

Leader(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cubs in attendance

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# Adventure Requirements:

### Call of the Wild

**Complete Requirements 1-4 plus at least one other.**1. Attend one of the following:  
(a) A pack or family campout  
(b) An outdoor activity with your den or pack  
(c) Day camp  
(d) Resident camp  
2. With your family or den, make a list of possible weather changes that could happen during your outing according to the time of year you are outside. Tell how you will be prepared for each one.  
3. Do the following:  
(a) Recite the Outdoor Code with your leader.  
(b) Recite the Leave No Trace Principles for Kids with your leader. Talk about how these principles support the Outdoor Code.   
(c) After your outdoor activity or campout, list the ways you demonstrated being careful with fire or other dangers.  
4. Show or demonstrate what to do:  
(a) In case of a natural disaster such as an earthquake or flood.  
(b) To keep from spreading your germs.  
5. Show how to tie an overhand knot and a square knot.  
6. While on a den or family outing, identify four different types of animals you see or explain evidence of their presence. Tell how you identified them.

Bear

Leader(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cubs in attendance

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# Adventure Requirements:

### Bear Necessities

**Complete Requirements 1 - 4. Requirements 5 and 6 are optional.**1. While working on your Bear badge, attend one of the following:  
A daytime or overnight campout with your pack or family  
An outdoor activity with your den or pack  
Day camp  
Resident camp  
2. Make a list of items you should take along on the activity selected in Requirement 1.  
3. Make a list of equipment that the group should bring along in addition to each Scout's personal gear for the activity selected in Requirement 1.  
4. Help set up a tent. Determine a good spot for the tent, and explain to your den leader why you picked it.  
5. Demonstrate how to tie two half hitches and explain what the hitch is used for.  
6. Learn how to read a thermometer and a barometer. Keep track of the temperature and barometric pressure readings and the actual weather at the same time every day for seven days.

### Bear Claws

**Complete the following requirements.**1. Learn about three common designs of pocketknives.  
2. Learn knife safety and earn your Whittling Chip.\*  
\*One of the items carved for Bear Claws requirement 3 may be used to fulfill Whittling Chip requirement 3.  
3. Do one of the following:  
(a) Using a pocketknife, carve two items.  
(b) With a pocket knife, safely perform each of these tasks:  
(1) Demonstrate how to cut a piece of rope, twine or fishing line.  
(2) Open a sealed box without damaging the contents.  
(3) Open a can with a can opener tool on a pocket knife.  
(4) Remove and replace the screws on an object with the screw driver tool on a pocket knife.  
(5) Open a letter.

### A bear goes fishing

**Complete at least three of the following.**1. Discover and learn about three types of fish in your area. Draw a color picture of each fish, record what each one likes to eat, and describe what sort of habitat each likes.  
2. Learn about your local fishing regulations with your den leader or a parent or guardian. List three of the regulations you learn about and one reason each regulation exists.  
3. Learn about fishing equipment, and make a simple fishing pole. Practice casting at a target.  
4. Go on a fishing adventure, and spend a minimum of one hour trying to catch a fish. Put into practice the things you have learned about fish and fishing equipment.

Cub Scouts

# Award Requirements:

### Whittling Chip

1. Know the safety rules for handling a knife.   
2. Show that you know how to take care of and use a pocketknife.  
3. Make a carving with a pocketknife. Work with your den leader or other adult when doing this.  
4. Read, understand and promise to abide by the "Knives Are Not Toys" guidelines.  
5. Read, understand and promise to abide by the "Pocketknife Pledge.”

### Outdoor Activity

1. Attend Cub Scout day camp or Cub Scout/Webelos Scout resident camp.  
2. Complete the level adventure from the Bear Handbook.   
3. Complete six of the outdoor activities listed below. These activities must be in addition to any similar activities counted for rank advancement, and can be accomplished as a family, den, or pack.  
(a) Participate in a nature hike in your local area. This can be on an organized, marked trail or just a hike to observe nature in your area.  
(b) Participate in an outdoor activity such as a picnic or park fun day.

(c) Explain the buddy system and tell what to do if lost. Explain the importance of cooperation.

(d) Attend a pack overnighter. Be responsible by being prepared for the event.

(e) Complete an outdoor service project in your community.

(f) Complete a nature/conservation project in your area. This project should involve improving, beautifying, or supporting natural habitats. Discuss how this project helped you to respect nature.

(g) Earn the Summertime Pack Award.

(h) Participate in a nature observation activity. Describe or illustrate and display your observations at a den or pack meeting.

(i) Participate in an outdoor aquatics activity. This can be an organized swim meet or just a den, pack, or family swim.

(j) Participate in an outdoor campfire program. Perform in a skit, sing a song, or take part in a ceremony.

(k) Participate in an outdoor sporting event.

(l) Participate in an outdoor interfaith or other worship service.

(m) Explore a local city, county, state, or national park. Discuss with your den how a good citizen obeys the park rules.

(n) Invent an outside game and play it outside with friends for 30 minutes.

Nova Awards

# Award Requirements:

Choose A or B or C and complete ALL the requirements.  
A. Watch an episode or episodes (about one hour total) of a show about anything related to THIS NOVA. Then do the following:  
(1) Make a list of at least two questions or ideas from what you watched.  
(2) Discuss two of the questions or ideas with your counselor.  
B. Read (about one hour total) about anything related to THIS NOVA. Then do the following:  
(1) Make a list of at least two questions or ideas from what you read.  
(2) Discuss two of the questions or ideas with your counselor.  
C. Do a combination of reading and watching (about one hour total) about anything related to THIS NOVA. Then do the following:  
(1) Make a list of at least two questions or ideas from what you read and watched.  
(2) Discuss two of the questions or ideas with your counselor.

Complete ONE adventure from the list for your current rank or complete option A or B. (If you choose an Adventure, choose one you have not already earned.) Discuss with your counselor what kind of science, technology, engineering, and math was used in the adventure or option.

<https://www.scouting.org/stem-nova-awards/awards/cub-scout/> (for more specific guidelines related to each Nova)

### Science Everywhere

3. Act like a scientist! Explore EACH of the following:

A. With your counselor, choose a question you would like to investigate. Here are some examples only (you may get other ideas from your adventure activities):

(1) Why do rockets have fins? Is there any connection between the feathers on arrows and fins on rockets?

(2) Why do some cars have spoilers? How do spoilers work?

(3) If there is a creek or stream in your neighborhood, where does it go? Does your stream flow to the Atlantic or the Pacific Ocean?

(4) Is the creek or stream in your neighborhood or park polluted?

(5) What other activity can you think of that involves some kind of scientific questions or investigation?

### Nova WILD!

3. Explore.   
A. What is wildlife? Wildlife refers to animals that are not normally domesticated (raised by humans).   
B. Explain the relationships among producer, prey, predator, and food chain. (You may draw and label a food chain to help you answer this question.)   
C. Draw (or find) pictures of your favorite native plant, native reptile or fish, native bird, and native mammal that live in an ecosystem near you. Why do you like these? How do they fit into the ecosystem?   
4. Act like a naturalist. Choose TWO from A or B or C or D or E or F, and complete ALL the requirements for those options.   
C. Visit an ecosystem near where you live.   
1. Investigate the types of animals and plants that live in that ecosystem.   
2. Draw a food web of the animals and plants that live in this ecosystem. Mark the herbivores, omnivores, and carnivores. Include at least one decomposer or scavenger.   
3. Discuss with your counselor (using your food web drawing) how the animals or plants in the food web fit into a food chain. Which animals are predators and which can be prey? How does each plant and animal obtain its energy? Describe the energy source for all the plants and animals.

### Down and dirty

C. Weather changes our world   
1. Make three weather instruments out of materials around your home. (Examples include a rain gauge, weather vane, barometer, anemometer, and weather journal.) Use these and another method that is readily available (i.e., thermometer, eyes, older person’s joints, etc.) for a total of four methods to monitor and predict the weather for one week. Keep a log of your findings. Which instrument provided the most accurate information?

2. Keep a weather journal for a week. Include your predictions and the predictions of a local meteorologist. Do your predictions match those of the local meteorologist? Do your predictions match the weather that occurred? How can the predictions become more accurate?

D. Animal habitats: Choose TWO of the following animal habitats and complete the activity and questions. At least one habitat should be close to your home (within 50 miles). Visit at least one of the habitats. Once you have completed the activity and questions, discuss the habitats and the activities with your counselor:  
3. Aquatic ecosystem With a parent’s permission and guidance, visit an aquatic habitat near your home. Examples include a stream, river, lake, pond, ocean, and wetland (a marsh or swamp). Draw or photograph the area. What are the most common types of plants growing there? What animals did you see? Did you see, hear, or smell any evidence of other animals? (Your evidence might include things like bird calls, splashes of fish or frogs jumping, tracks, feathers, or bones.) How do aquatic ecosystems affect your life? How have humans affected the ecosystem? (Look for signs of humans such as trash and bridges or walkways.) How do you think humans have affected the ecosystem in ways you cannot see? (Think about fertilizer and pesticides washing off your lawn and flowing into a stream. How would this affect creatures that live in the water?) What can you do to improve the quality of the ecosystem?

### Out of this world

3. Choose TWO from A or B or C or D or E or F and complete ALL the requirements for the options you choose.   
A. Have a star party with your den, pack, or family. (Make sure you wear proper clothing for the nighttime temperature.)   
1. Choose a clear night to investigate the stars. A fun time to watch stars is during a meteor shower. You may check http://earthsky.org/astronomy-essentials with your parent’s or guardian’s permission to find good times to watch meteors.   
2. Find five different constellations and draw them. With your parent’s or guardian’s permission, you may use a free smartphone application such as Google Sky Map for Android phones or Night Sky for iPhones to help identify stars and constellations.   
3. Discuss whether you would always be able to see those constellations in the same place.

### Swing!

4. Do the following:   
A. Visit a place that uses levers, such as a playground, carpentry shop, construction site, restaurant kitchen, or any other location that uses levers.   
B. Discuss with your counselor the equipment or tools that use levers in the place you visited. Skits

## THE VIPER IS COMING!

This works best with at least 5 boys.

Cub Scout 1: Runs in “The viper is coming! Run!” Runs out  
Cub Scout 2: Runs in “The viper is coming! Hide!” Runs out  
#3: Runs in “The viper is coming! Call for help!” Runs out  
#4: Runs in “The viper is coming! Save yourselves!” Runs out  
Viper: Walks in holding a napkin or rag “Hallo! I’m de Viper! Vere’s de Vindows?”

## GOT ANY DUCK FOOD?

You need 2 boys for this skit–a store owner and a customer.

The store owner stands behind a table or chair as if they’re behind a store counter.   
Customer: Walks in and faces store owner “Got any duck food?”  
Owner: “No, this is a hardware store. We don’t sell duck food.”  
Customer leaves and walks back in.  
Customer: “Got any duck food?”  
Owner: “I told you yesterday that we don’t sell duck food.”  
Customer leaves and walks back in.  
Customer: “Got any duck food?”  
Owner: “No! This is a haaaaardwaaaaaaaare store. We….do….not….sell….duck….food.”  
Customer leaves and walks back in.  
Customer: “Got any duck food?”  
Owner: “No! No! No! Like I told you yesterday, we have no duck food! And, if you ask me again, I’m gonna nail your feet to the floor!”  
Customer leaves and walks back in.  
Customer: “Got any nails?”  
Owner: “No.”  
Customer: “Got any duck food?”

## CAN’T WORK IN THE DARK SKIT

You need 4 or more scouts for this skit.

All scouts are pretending to rake leaves or dig with shovels. One scout just stands there with his arm raised straight as if he were holding a torch in his hand.  
Boss walks in. He walks up to the Cub Scout who has his arm raised.  
Boss: “I’m paying you to work, not to just stand around. Why aren’t you working?”  
Cub Scout with arm raised: “I’m a lightbulb!”  
Boss: “Get to work! When I come back, if you aren’t working, you’re fired!”  
Boss leaves, and Cub Scouts continue to work. Boss returns and sees the “lightbulb” Scout still standing with his arm raised.  
Boss: “That’s it! You’re fired! Get out!”  
Scout drops his arm and dejectedly leaves. As soon as he drops his arm, the rest look around, stop working and start to leave.  
Boss: “Hey, why are you guys leaving? Get back to work!”  
Cub Scouts: “How? We can’t work in the dark!”

## INVISIBLE BENCH SKIT

This skit is best with 4 to 8 scouts.

Cub Scout 1 walks onstage and squats down as if he is sitting on a bench that is invisible.  
Cub Scout 2 walks up to Cub Scout 1.  
Cub Scout 2: “Whatcha doing?”  
Cub Scout 1: “Just sitting on this invisible bench.”  
Cub Scout 2: “Can I join you?”  
Cub Scout 1: “Sure!”  
Cub Scout 2 squats down to sit next to Cub Scout 1. Cub Scout 3 walks up to Cub Scouts 1 & 2.  
Cub Scout 3: “Hey, what are you guys doing?”  
Cub Scouts 1 & 2: “Just sitting on this invisible bench.”  
Cub Scout 3: “Do you mind if I join you?”  
Cub Scouts 1 & 2: “Not at all! Have a seat.”  
Continue the dialog with each Cub Scout coming up to ask what the boys are doing and if he can join them until you get to the last Cub Scout.  
Last Cub Scout: “What are y’all doing?”  
All Cub Scouts: “Just sitting here on this invisible bench.”  
Last Cub Scout: “No you aren’t. I moved that bench over there yesterday.” Cub Scout points.  
All Cub Scouts who are sitting fall down.

## EMERGENCY BROADCAST SYSTEM SKIT

One Cub Scout or leader stands to the side or in front. All other Scouts stand in line.  
Leader: “For the next ten seconds, we will conduct a test of the emergency broadcast system.”  
Cub Scouts: “Beeeeeeeeeeeppppp” for 10 seconds until Leader raises his hand.  
Leader: “Thank you. This concludes the test of the emergency broadcast system. Had this been an actual emergency, you would have heard…”  
Cub Scouts scream in panic and run around waving their hands.

## ‘WE HAVE NO SKIT’ SKIT

You can use as many Cub Scouts as you would like for this skit.

Cub Scout 1 walks up and slaps his forehead.  
Cub Scout 1: “Oh, no!”  
Cub Scout 2 walks up.  
Cub Scout 2: “What’s wrong?”  
Cub Scout 1 whispers into Cub Scout 2’s ear.  
Cub Scout 2: “Oh, no!”  
Repeat this for each Cub Scout only one Cub Scout is left. He runs up to the group.  
Last Cub Scout: “What’s wrong?”  
All Cub Scouts: “We have no skit!!!”