

PACK & COMMUNITY

Introduction:

The object of the Cubbing is to educate the children in such ways as to improve their future efficiency as citizen-as members of the community. When a person does anything which directly or indirectly or produces a something good to others and he does not accept any reward in return, his act can be said to be a good turn. Cubs who are just 5 to 10 years old promised to be a good turn every day. Daily good turn is a part of their life. Development of the practice of a good turn is the first step towards community service. Cubs also set examples in doing good turn are the little drops of water that make the mighty ocean of community service.

To help other people is a part of the Cub Promise. The very purpose of the Scout Movement is to make the youth of our community happy, healthy and helpful citizens.

Objectives:

At the end

of this Module, you should be able to:

1. List the ways and means to develop the spirit of service in the cub.
2. Explain the inter-relation between the Pack and Community.
3. Plan and organise at least two service projects in the locality to enlist support from the Members of the community.
4. Explain the reasons as to why should Cubs involve themselves in the Community.
5. Differentiate between Good Turn, Community Service and Community Development.
6. List the Community service and Community development projects undertaken by Cubs.

Thought of Reflection



RELATIONS OF PACK AND COMMUNITY:

- I. **Cubbing's role in the community** i.e., member training (aim of Cubbing)

The object of Cubbing is to educate the children such a way to improve their future efficiency as CITIZENS (a member of the community)

To achieve this object boys are trained:

1. To set a high standard of honor and a sound way of life.
2. To get the early awareness of the God.
3. To be loyal to the country and to play the game towards those around them.
4. To show courtesy and consideration to others.
5. To realize they are citizens of the world as well as of their COMMUNITY AND COUNTRY.
6. To develop a healthy body and clean mind.
7. To pursue hobbies and activities useful to themselves and to their fellowmen.
8. To learn to be thrifty and self-supporting.
9. To leave cheerfully and act kindly.

II. Relations with other social provisions:

Cubbing not a social organization with a single purpose. Not a rival association to any. Hence cooperation with other social organizations essential.

1. Local government, Panchayats (Minor & Major) children.
 Children's park (Play-village communities)
 Municipality and corporation Cleaning and campaign
 Propagation and health & Hygiene rules
 Assisting in forming Queues at bus-stops and booking counters.
 Distribution of ration card.
2. Voluntary organizations :

Red Cross and Blue Cross	To joining the junior branch. Helping in their activities.
Rotary and Lions Etc.,	Carrying out the Projects finance by them eg. Eye camp
Women's organizations	Helping in their welfare activities- collection of food stuffs and distribution to those effected in famine, floods, Etc.,
Sevasamaj	
Ramakrishna Mission	
Monday club Etc.,	



ROLE OF CUBBING IN THE COMMUNITY

The achievement of the Aim-a constructive place in society- the extension of Cubbing e.g. among handicapped to the deprived and in areas where no or few young people are yet involved in scouting.

Community service, community involvement and Community Development. IN THE MANAGEMENT OF COMMUNITY DEVELOPMENT PROJECT two essential elements:

1. Active participation of the people themselves. To improve their level of living with as much reliance as possible on their own initiative.
2. The provision of technical and other services in ways to encourage fuller involvement initiative, self-help, and mutual co-operation.

AN OLD CHINESE PROVERB **give a man a fish and he will be feed for the day. Teach him how to fish, he will have enough to eat for the rest of his life.** We as movement have to act as a catalyst agents in the process.

RESPONSIBILITIES OF THE COMMUNITY TO CUBBING

However large and important scouting is an organization, it is the interested citizens of the country who supported and administer its programs of youth.

Cubbing depends on the fact that in every community they are interested citizens and organizations that like to be with boys and work with them and are combined that something can and must be done for the young people by them.

Numerous ways are there in which the members of the community can lend a hand to scouting.

- a. Starting and running open cub packs
- b. Acting as instructors, badge examiner.
- c. Members in group, district committee.
- d. Helpers in pack holidays, camps, etc.,
- e. In the raising of much need fund etc.



Parents (Members of the Community) responsibility.

- a. To enroll his/her son in the pack.
- b. To help in carrying out his obligation in his pack.

Community Development:

Let us see why and how we can involve ourselves in the Community. **Why should Cubs be involved in the community?** Community work provides the ideal setting in which the Cub method can be applied in a real life environment. This leads to benefits for Cubs, for our community, and for the Scout Movement.

Benefits for Cubs :

1. Cubs can learn more skills, which equip them to be better citizens.
2. They will acquire a vision, which goes beyond their immediate environment. They will be able to understand more about other people, whether they are in their own community, or other communities anywhere in the world.
3. They will be able to understand and overcome bias and prejudice; they will be able to get along with others, whatever their colour, sex, or cultural background is.
4. They will be able to consider themselves from a different perspective. Their own problems become smaller, and the goals they set for themselves can be higher.
5. With a more —globall vision, they will have a better appreciation of their own circumstances: the need for education, the preparation for a job, the avoidance of temptations such as drugs.
6. They will feel that they are involved in constructive activities, which help improve their lives and the lives of others in their families and communities. They will feel a sense of belonging, and sense of usefulness.

Benefits for the Community:

1. The community benefits directly from the projects undertaken by Cubs. Needs are met and the quality of life is improved.

2. There are long-term benefits as the young grow up to be better citizens who are perhaps more likely to contribute to the improvement of their own community.
3. The community will have a greater understanding of young people and their potential role in improving the quality of life.
4. There will be a greater awareness that members of community can work together to solve their own problems.

To achieve these wide goals, A Cub is encouraged to start with small, measurable help to others as a part of his commitment given by him while reciting the Cub Promise.

Good Turn :



A Good Turn means doing something helpful to others daily, but it means more than that — doing something and never expect a reward for it. Examples: Helping someone to carry the luggage, helping to fetch a ticket in the railway station etc. Cubs are expected to be on the lookout for Good Turn opportunities.

Community Service: Community service means simply doing something for a community, which may be one's own or another. The contribution is designed to meet a specific need, usually identified by those who will perform the service. The task is usually short term. For example: Cleaning a Temple, School, Organizing the crowd in a Mela etc.



Community Development: Community Development is an educational process of change, based on collective action, taking place within a community and leading to a better quality of life, with the people themselves being the subject of that process. In any process there are always steps that lead progressively forward. What distinguishes Community Development from other approaches is that those steps (from the identification of needs to the final evaluation) are carried out by the people themselves, using primarily the community's own resources. Ideally, the steps of Community Development turn into a continuing and dynamic process.

Cubbing & Community Development:

Cubbing too is an educational process intended to lead a young person from a state of dependence to one of autonomy. Here are some of the Community services and development projects done by Cubs of the World.

1. Promoting Child Health. They participate in Camps like Immunization campaigns, Pulse Polio Camps, nutrition education programmes, etc.
2. Campaigns against Drug Abuse.
3. Traffic control.
4. Awareness projects like Clean drinking water and sanitation.
—**Swachh Bharat**
5. Blood and Eye Donation campaign, Leprosy Awareness, AIDS Awareness.
6. Peace Education.
7. Integration of Physically challenged people.
8. Family Life Education.
9. Food and Agricultural projects.
10. Campaigning for Child Rights.
11. Environmental Conservation Education, Reforestation, etc.
12. Disaster relief.



13. Information and Communication Technology projects.

Cubs are involved in many more community projects like Reforestation, Environmental Conservation Education, Refugee Rehabilitation, etc. It's me who build Community Its you who build Community Its We who build Community

Service Ideas :Identify some service ideas which you can practice in day to day life.

An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

1. What are base for develop Community service in Cubs?
2. How many elements are there in community develop project?
3. What are the important object to educate the childrens?
4. What are meaning of Good Turn?
- 5.What are important community word in cub promise ?

Fill in the blanks:

1. The object of Cubbing is to childrens.
2. The parents main responsibility is enroll in
3. What are the clean india campaign.....

Suggested Activities:

1. Select an area of your village or town and do community service and submit report.

For Further Reading:

1. Scouting for Boys.
2. BSG India Hand outs.

How much have I got it right?

1. What are base for develop Community service in Cubs?
A. Goodturn every day.
2. How many elements are there in community develop project?
A. Two Elements
3. What are the important object to educate the childrens?
A. Health Body and Clean mind.
4. What are meaning of Good Turn?
A. Helps to others.
5. What are important community word in cub promise ?
A. To help other people.

Fill in the blanks:

4. The object of Cubbing is to(educate) childrens.
5. The parents main responsibility is enroll in(pack).
6. What are the clean india campaign..... (SwachBharath)

PROGRAMME SYSTEM; PROFICIENCY BADGE SCHEME.

Introduction:

Cubs is a program system for children aged 5-10 designed for maximum enjoyment and learning through activities in such areas as outdoors, acting, games, music, Badge and Charan work, handicrafts, and stories.

Baden Powell instituted a badge Scheme in Cubbing because of the basic human desire to achieve and to be recognized. The pattern for achieving “status” in scouting is geared to the needs, the aspiration, the activities and interests that appeal to the youth of scouting age and to the nature of the group whose opinion is important to them. The plan involves a series of recognitions for achievement within the frame work of the programme (training the boy along the objectives of the scout movement). Badges then become the stimulus for a quality programme and the symbols of achievement for participating in it. This true learning experience highlights the values and attitudes of scouting’s fundamental principles. Badges should not be achieved for the sake of quantity alone or becoming “ends rather than means”. The recognition Plan (or badge Scheme) helps to attract the youth to the scout movement and stimulate participation in a well-rounded scouting experience by appealing to this natural desire to achieve and to be recognized. It caters to individual tasks by providing incentive (recognition through badges) for progressing along the lines suggested by the scout’s particular interest and abilities. The emphasis should be on individual accomplishment or achievement and /or participation in ground task/projects/work. It measures the extent to which the youth have been helpfully guided and motivated through the successive stages of a scouting experience. It also measures the success of scout unit in stimulating youth interest and encouraging progressive participation in the programme.

Objectives:

At the end of the Module, you should be able to:

1. Describe the Programme System of the Cub Section.
2. Describe how the activities of the Programme system may be introduced and developed in the pack.
3. List out the types of Proficiency Badges of Cubbing.
4. Explain the purpose of the Proficiency Badge Scheme.
5. Write Categories of Proficiency Badges.

Thought for Reflection:

“Boys gaining extra Proficiency in other activities scout craft felt the desire to show their ability with a distinguishing mark”

- Baden Powell

PROGRAMME SYSTEM:

Cubbing is part of the Scouting program of the BSG India available to boys from first class through fifth class, or 5 to 10 years of age and their families. Its membership is the largest of the three BSG divisions (Cubbing, Scouting, and Rovering). Cubbing is part of the worldwide Scouting movement and aims to promote character development, citizenship training, and personal fitness.

Education for Life: Cubbing complements the school and the family, filling needs not met by either. Cubbing develops self-knowledge and the need to explore, to discover, and to want to know. Cubs discover the world beyond the classroom, tapping the skills of others to learn and to become well-rounded people.

Fun with a Purpose: Through recreation, Cubbing achieves its purpose of helping young people develop physically, intellectually, socially, and spiritually. Cubbing is all about building confidence and self-esteem, learning important life skills and leadership skills, team building, outdoor adventure, education, and fun! Cubs learn how to make good choices and to take responsibility for their actions so that they are prepared for their adult life as independent persons.

A Worldwide Movement: There are Scout associations and branches in more than 216 countries and territories. Scouting has never stopped growing since its founding in 1907. Today there are more than 25 million Scouts. Over 300 million people have been members in the more than 90 years since Scouting was founded. While Cubbing is adapted to local needs and culture, its Purpose, Principles, and Method are the same world wide.

Open to All: Scouting is open to all without distinction of origin, race, class, or creed, provided that the person voluntarily adheres to Scouting's Principles.

A Code of Living: Scouting's Principles describe a simple code of living to which all Cubs make a personal commitment through the cub Promise and Law. Cubbing helps Cubs learn how to carry out their commitment in everyday life. This approach to life has three dimensions:

- **A Spiritual Dimension** — A commitment to seek the spiritual value of life beyond the material world.
- **A Social Dimension** — Participating in the development of society, and respecting the dignity of others and the integrity of the natural world. Promoting local, national, and international peace, understanding, and cooperation.
- **A Personal Dimension** — Developing a sense of personal responsibility and stimulating the desire for responsible self-expression.

Scheme of Advancement of a Cub :

1. A Boy can be registered as a Cub Aspirant on completion of five years of age and invested after working for at least three months and completed the requirements of the Pravesh test.
2. A Pravesh Cub will work at least for three months to qualify for PrathamCharan.
3. A PrathamCharan Cub will work at least for three months to qualify for DwitiyaCharan.

4. A DwitiyaCharan Cub will work for at least nine months to qualify for TiritiyaCharanbadge.
5. A TiritiyaCharan Cub will work for atleast nine months to qualify for ChaturthaCharan.
6. A ChaturthChran Cub having earned totally six proficiency badges one badge each in TiritiyaCharan and ChaturthCharan, remaining four badges to be earned from the proficiency badge groups not earned earlier. He may be awarded a special badge called "Golden Arrow" before completing ten years of age.
7. For Pravesh and PrathamCharan the Cub Master will arrange for training and testing.
8. From DwitiyaCharan onwards and for Proficiency Badges Training Counsellors will arrange testing.

1. PRAVESH :

1. Be able to tell the first jungle story.
2. Understand the meaning of Cub Law, CubMotto, Cub Promise and Cub Greeting.
3. Demonstrate correctly Cub Salute and lefthandshake.
4. Offer daily prayers as told by parents.
5. Do a daily Good-turn at home.
6. Be able to Sing Cub Prayer



2. Tests for PrathamCharan :(Rule 10 APRo Part II- Chapter I)



1. Know how to keep personal effects (Clothes, footwear etc.) neat and tidy and be able to sew buttons on garments.
2. Learn to pray before meals.
3. Do daily good - turn at home and at school.
4. Do knee bending and toe touching exercises regularly and maintain good health habits.
5. Practice any two of the following physical activities.
(a) Somersault (b) leap frog (c) hopping (d) skipping (e) balance walk (f) Throw and catch a ball from three meters.
6. Make a collection of five different leaves and flowers.Paste and label them in a scrapbook.
7. Be able to tell time by clock.
8. Know whipping, tie a Reef knot and Clove hitch and learn their uses.
9. Demonstrate any three of the following: (a) Climb up a tree or a rope. (b) Ride a bicycle safely. (c) Write address and affix stamps on an envelope for posting. (d) What to do, when the National Flag is flown and the National Anthem is sung or played. (e) Find out the meaning of the Badge given at the time of Investiture.(f) Use of basic Communication device (telephone, cell phone, web phone, Internet)
10. Be able to sing Cub Prayer, National Anthem and BSG Flag song.
11. Be able to tell the Jungle Story uptoKaa's Hunting.
12. Know Jungle Dance – Baloo and Kaa Dance.
13. Attend at least 8 pack meetings. *Chapter-I, Cub Section 13*
14. Be able to tell the name, address and telephone/mobile numbers of their parents.

Note : a. On Completion of the Tests. A Pravesh Cub shall be awarded the PrathamCharan Badge by the Local Association or District Association, as the case may

be on the recommendation of the Cub Master. b. It will be worn above the Bharat Scouts and Guides name stripe or at the same place on jersey. c. PrathamCharan Badge is a cloth badge. The background shall be blue in colour and the star shall be a five pointed star in white.

3. Tests for DwitiyaCharan :

(Rule 11.APRO-II Chapter I)



1. Know from your parents about a few important people in your village/locality and tell about them to Cub master.
2. Learn from your parents about care to be taken of brittle, sharp and valuable things in the house.
3. Prepare a handicraft out of waste material or do clay modeling.
4. Observe flowers in the garden. Trees in the locality/ mohalla and make a chart fixing ten flowers and tenleaves in a chart.
5. Be able to preserve things collected by you.
6. Tie a Sheet bend and a Fisherman's knot and show their uses.
7. Render First aid for small cuts, burns and scratches.
8. Along with your Six, do a Good-turn in school/ locality under the supervision of the Cub master.
9. Demonstrate ANY THREE of the following. a) Maintain your own bed daily for at least a month. b) Know the importance of the National Flag. c) Sow seeds and grow a plant. Growth may be recorded and reported to the Cub Master OR Prepare a Bird feeder or a fountain and maintain it for two months. d) Draw or paint a picture of any subject of your choice. e) Trim, fill, light and put off a hurricane / lantern, light a candle with match box OR know the use of Emergency light and how to charge it. f) Run for five minutes or cycle for three minutes along a prescribed route with verbal message of not less than ten words and deliver it correctly.
10. Participate in at least two All Faiths Prayer Meetings.
11. Participate in Kim's Game.
12. Know about Bagheera Dance.
13. Know about the 3Rs of conservation i.e. Reduce, Recycle and Reuse.
14. Follow a trail not less than half a kilo meter and not exceeding one kilo meter.
15. Attend at least eight pack meetings as PrathamCharan Cub.

Note : On completion of the tests, a PrathamCharan Cub will be awarded the DwitiyaCharan Badge by the Local Association or the District Association, as the case may be, on the recommendation of the Training Counsellor or examiner appointed by the Badge Committee, who arranged the testing. DwitiyaCharan Badge is a cloth badge. The background shall be blue in colour, containing two five-pointed stars in white. It shall replace on Uniform the PrathamCharan Badge.

4. Tests for TritiyaCharan :

(Rule 12.APRO-II Chapter I)



1. Prepare and present a useful handicraft preferably for a differently abled person in the locality.
2. Know the eight principal points of a compass. *Chapter-I, Cub Section 15*
3. Have Knowledge of your village/town regarding nearby Railway Station, Bus Stand, Bank, PostOffice, Hospitals, Schools and Colleges.
4. Render First aid for sprains, stings and be able to clean a wound.



5. Participate in a Pack Good - turn activity by adopting a public place.
6. Participate successfully in at least three sense training games.
7. Go on a day hike with your pack.
8. Help a younger child in habits of cleanliness.
9. a. Know how to welcome and receive a guest in a social way. b. Prepare and serve cold or hot drink. c. Prepare a Greeting Card for special occasion
10. Qualify for one of the following Proficiency Badges.
(a). Observer (b) Team Player (c) Home Craft (d) Entertainer (e) Guide (f) Computer Awareness.
11. (a) Know the wood craft signs and traffic signs. (b) Know the rules of Road safety as a pedestrian and a cyclist. (c) follow a marked track for one kilo meter.
12. Know Tabaqui Dance.
13. Attend at least 8 pack meetings after DwitiyaCharan. Note : On completion of the tests a DwitiyaCharan Cub will be awarded the TritiyaCharan Badge by Local Association or District Association as the case may be, on the recommendation of the Training Counsellor or examiner appointed by the Badge Committee who arranged the testing. TritiyaCharan Badge is a cloth badge. The background shall be blue in colour containing three five pointed stars in white. It shall replace on the uniform DwitiyaCharan Badge.

5. Tests for ChaturthaCharan :

(Rule 13.APRO-II Chapter I)



1. Observe a pet bird or animal and take care of it at least for three months.
2. Participate in an overnight Pack Camp.
3. Participate in a Pack Expedition.
4. Tie a Bowline, a Round turn and two half hitches and show their uses.
5. Open a small Savings Account at Post Office or Bank or plant at least two tree saplings in your locality and ensure their growth for at least six months.
6. Participate in a religious function and share your experience with your Cub Master.
7. Qualify for one of the following Proficiency Badges not earned earlier.
(a). World Conservation (b) First Aider (b) Cyclist (d) Gardener (e) Book Binder (f) Heritage (g) Free Being Me.
8. Observe a Scout Patrol/Troop meeting in your locality for a month and discuss your observation with your Cub Master Or Collect addresses of five Scouts in the locality and submit to the CubMaster.
9. Be able to tell about two national Heros / Freedom Fighters
10. Participate in "Free Being Me Project of WAGGGS.
- 11 Gain Knowledge and practice simple Yoga in daily life.
- 12 To know from the Cub Master any two bites from Wolf Cub's Handbook.
- 13 Know the Sher Khan death dance.
- 14 Attend at least eight pack meetings after qualifying for TritiyaCharan.

Note: a. On completion of the tests a TritiyaCharan Cub will be awarded the ChaturthaCharan Badge by Local Association or District Association, as the case may be, on the recommendation of the Training Counsellor or examiners appointed by the Badge Committee. *Chapter-I, Cub Section 17b*. ChaturthaCharan Badge is a cloth badge. The background shall be blue in colour containing three five pointed stars with an arrow below them, all in white. It shall replace on uniform the TritiyaCharan Badge. c. The ChaturthaCharan Badge will be presented along with a certificate signed by the State Chief Commissioner.

PROFICIENCY BADGE SCHEME

When someone is Proficient means that he is an expert on a subject or can do something well. Proficiency Badges mean special proficiency or merit badges. The system of proficiency Badges was in Baden Powell's original scheme and has always been distinctive feature of scouting.

Proficiency Badges are aids to character training and to develop qualities of good citizenship and to help to remedy defects and to develop character and physical health.

They offer the boys incentives for progressing along with the lines suggested by his own tastes and abilities. Working for Proficiency badges helps the Cub to widen his interest, to explore and develop new skills.



Importance of Proficiency Badges:

The general scheme of training in the Cub Pack covers a very wide range of subjects-Many of which require progressively of skill and knowledge at various stages of the scheme. It is clearly impracticable, however, for the scheme to embrace every subject in which boys of Cub age may find an interest, or to give training in all subjects to the standard that a boy may be capable of reaching.

For some boys, the training offered by the Cub progress scheme is all that they can reasonably assimilate in their time with the Pack. Others are well able to cope both with their normal Cub training and with additional interests and pursuits that are not specifically catered for in the general training scheme. Many more find their interest in some subject interest by acquiring more knowledge or skill than the Cub progress scheme requires.

Cubs may enter for Proficiency Badges at any stage in their Cub training. Some badges are clearly intended for the young Cub. While other are designed to meet the needs of boys who have reached a fairly advanced stage of cub training. But age alone should provide no bar to the cubs entry for a particular badge-the important factors are his interest in the subject, the effort that acquiring the badge demands of him, and his ability to satisfy the badge requirements. The badges are so grouped, however, the requirements so drafted that boys normally tend to enter for the particular types of badges that are best suited to their age and development.

Three Main functions of Proficiency Badges are as follows:

1. The Badge acts as an incentive to extend boy's knowledge in any of the subjects that interest him- Aids to the enjoyment throughout his life and leads towards the career.
2. The Badges provide a ready means of encouraging the dull or backward boy. In such a wide range of subjects even dullard can choose some subjects to retain his self respect and gain self-confidence.

3. Higher awards for groups of Proficiency Badges like Rajayapuraskar Award, President's Scout Award etc. will contribute for the continued and progressive training scouts.

The more interesting points are:

1. They help the Cub Master in studying each and every Cub of his Pack to find out his desire and inclination in choosing the badges.
2. They also keep the intelligent boy occupied in the useful trades and skills.
3. Cubs make good use of their leisure time to promote higher and broader-based cubbing.

Thus they have a very definite function to awaken and stimulate the boys interest in their own orbits, yet in the general work of Cubprogrammes.

Some useful Tips on:

A) Motivation to Proficiency Badge Work:

1. Charts on Proficiency Badges can be hung in the Pack Den.
2. Syllabus of different Badges can be made available to Cubs (available in APRO-II).
3. Books on different badge subjects can be made available in Pack /Six Libraries.
4. Close study of individual Cubs is essential for finding their inclination.
5. Active assistance of ACMs, Sixers and other sources like the Scout Troop, old Cubs may give good co-operation.

B) Instruction to Proficiency Badge Work:

1. Badge work can conveniently be dealt with in Pack meeting in a general way.
2. Pack as a whole, acquiring considerable knowledge of some essential badge subjects will be wonderful.
3. No objection to have special badge instruction meetings to a selected few or the interest groups.
4. But make sure that knowledge in the subject is primary and badge is incidental.
5. Organized field trips to places of special interest, e.g. Workshops, exhibition etc, will be helpful.
6. Old Cubs who gained the badges previously can inspire well.
7. Parents will willingly help.
8. All other possible sources are to be trapped.

C) Examination of Proficiency Badge:

1. When the CubMaster is confident that a Cub is ready for test and immediate arrangement for the examiner is to be made-it is his responsibility.
2. Keep in touch with the District Association/Local Association for the deputation of an examiner.
3. If there is no appointed Examiner for a subject to be tested, he can suggest or recommend (if he knows anybody qualified) for appointment.
4. The Examiner must be made to understand that:

- a. He should first discuss about the badge system (if he is new) in general and about the boys in particular with the Cubmaster. Remember that a CubMaster is the liaison between the Cub and the Examiner.
- b. Effort of the boy is equally important to achievement for assessment.
- c. Same method of testing may not work in all cases.
- d. Practical efficiency in case of Service badges is more important.
- e. They should create right atmosphere for the boy to express himself freely and thoroughly.
- f. Mass testing is neither effective nor inspiring. – Many times confusing.
- g. He must be frank in telling the reasons of a Cub's failure and be able to suggest ways and means of further attempts.

D) Presentation of Proficiency Badges:

1. It is again the duty of the CubMaster. Wasting any time after qualifying, is a source of disappointment to the Cubs.
2. Keep in touch with the Badge Secretary.
3. Make an impressive ceremony of the presentation.

Cub Proficiency Badges:

There are five categories of Proficiency Badges, each of which is aimed primarily at a different level of attainment and at Cubs of different ages and different stage of level of attainment and at Cubs of different ages and different stages of development.

- Group I** :1. Collector,
CHARACTER 2. Gardener,
 3. Observer,
 4. Entertainer,
 5. Story Teller.
 6. Free Being Me



- Group II** :1. Athlete,
PHYSICAL HEALTH 2. Cyclist,
 3. Swimmer,
 4. Team Player.

- Group III** :1. Artist,
HANDICRAFT 2. Home craft,
 3. Toy maker,
 4. Book Binder.
 5. Needle Worker

- Group IV** :1. Cook,
SERVICE 2. First Aider,
 3. Guide,
 4. House Orderly.

- Group V** :1. Conservation.
Conservation and Technology2. Heritage Badge
3 Computer Awareness.

Proficiency Badges in APRO Part-II:

The Proficiency Badges are issued on the basis of certificates issued by qualified and independent examiners appointed by the Local/District Association. These certificates are issued when a Cub successfully completes the test to their satisfaction.

All Proficiency Badges unless otherwise stated, shall be worn on the right-arm in parallel rows. Holder of a Proficiency Badge should always keep his knowledge up-to-date. If not found so the badge can be withdrawn by an appropriate authority.

An Attempt to Recollect

Having gone through so far , you can now try to test your memory by answering the following question:

1. What are the main functions of Proficiency Badge work?
2. Who award the Proficiency Badges to Cubs?
3. Who appointed the Independent Badge Examiner?
4. What should be drawn/pasted on the cover page of PB note book

Fill in the Blanks.

1. Artist isBadge.
2. Service badge examples.....

For Further Reading:

1. Books published by the Bharat Scouts and Guides, National head quarter, New Delhi.
2. APRO Part-II

How much have I got it right?

Here are the answers to your memory test:

1. What are the main functions of Proficiency Badge work?

A. Incentive to extend boys knowledge, provide a ready means of encouraging, contribute for the continued and progressive training .

2. Who award the Proficiency Badges to cubs?

A. District Association

3. Who appointed the Independent Badge Examiner?

A .District Association.

4. What should be drawn/pasted on the cover page of PB note book/

A. Emblem of Proficiency Badge.

Fill in the Blanks.

1. Artist is Interest Badge.

2. Service badge examples: Guide.

Himalaya Wood Badge Course for Cubmasters Self Learning Module No. 3

Knowledge about Wolf Cub's Handbook Part II & III

The „Wolf Cub“s Handbook“ written by the Founder is the first book on Cubbing. As a Cubmaster it is essential that you familiarize yourself with the „Wolf Cub“s Handbook“. While reading this book you need to bear in mind that the contents have been written 100 year ago and over the years certain changes have been made to suit the Indian Cubs (for example Law, Promise, Uniform, Flags, Ceremonies and proficiency badges). Other publications of the National Headquarters of the Bharat Scouts and Guides would be of help in this regard.

Objectives

At the end of this Module, you should be able to:

1. Have an overall knowledge of the Proficiency Badges and How to qualify for them(Part –II) of the Wolf Cub“s Handbook.
2. Get the knowledge of the Objects and Methods of wolf Cub Training .
3. Lear the Importance of Totam pole.

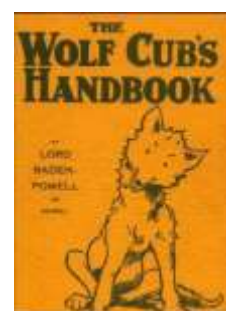
Thought for Reflection

“ Teach Scouts not how to get a living but how to live”

Baden-Powell

Wolf Cub's Handbook

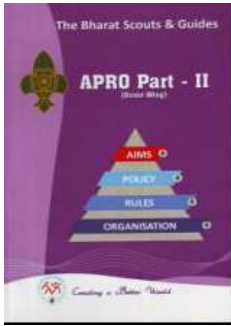
The Wolf Cub“s Handbook written by Baden-Powell is divided into three parts. Part I comprises of 15 bites. Part II deals with proficiency badges and how to qualify for them. The objects and methods of Wolf Cub training are given in Part III.



PART II PROFICIENCY BADGES AND HOW TO QUALIFY FOR THEM

The object of the Proficiency Badges is to help to remedy defects, and to develop character and physical health. They should not, however, be regarded in the same way as the Charan Tests. Badges are activities which individual Cubs can take up in order that they may progress further along Cub paths; they should be encouraged to take them up with a view to self-development but not at the expense of their ordinary work with the Pack.

They will start on some of these activities for themselves in many cases before they have won their Dwithiya Charan.



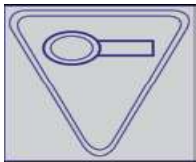
A Cub is allowed, if he wishes, to win and wear not more than two Proficiency Badges after he has gained his Pratham Charan, but he should at the same time be continuing to work at his Dwitiya Charan tests.

Cub Proficiency Badges are divided into five groups, Total 23 Proficiency Badges are available to Cubs. Syllabus for these badges are given in Section A of Appendix in A A.P.R.O. Part II.

GROUP I CHARACTER : (Colour of Badge Blue)

“ For a man to be successful in life, character is more essential than erudition” This group includes intelligence, observation, concentration, etc.

1. Collector : Must make a collection of one group of objects, for a period of at least three months. Stamps, postmarks, picture postcards, matchbox, top crest, coins, feathers, moths, butterflies, leaves or flowers. Minimum number or articles to be collected in a group shall be 25.



NOTE TO CUBMASTERS: The main point is that the boy should be encouraged to work on a system, and should exercise clearness and neatness in descriptive labelling. Cubs can collect Flowers and leaves should be well pressed and dried before being stuck into the book.

HINTS ON MAKING SCRAP-BOOK COLLECTIONS

Keep a scrap book, Diary of events etc. for a period of at least three months. Cubs can get books specially meant for sticking things into, with wide backs. For stamps you should, have a proper stamp album.

2. Gardener : Take care of a plot of ground not less than 1.50 sq. metres for minimum period of three months and grow at least three kinds of vegetables or flowers on it. Make a scrap book of not less than six pages of pressed leaves or Flowers.

Note to Cubmaster : Cubmasters should remember that the hobby of gardening encourages several qualities that they would like to see in all Cubs — forethought, observation, love of nature and fingercraft. Hints to cubs: who are lucky enough to have gardens of their own know that gardening is a job which is jolly interesting all the year round.



3. Observer : Either have observed appearance and have some knowledge of habits of either five Indian animals, or birds, or know names and appearance of either ten flowers or ten trees. (ii) Know seasons at which different kinds of fruits and vegetables can be obtained in the locality. (iii) Find his way to an unknown spot, not more than 300 metres away by following direction given to him (iv) Be able to play a memory game remembering 12 objects out of 16.



Note to Cubmaster: The choice of the birds and animals and flowers and trees to be studied is left to the discretion of the Cubmaster, the subject should be studied as much as possible direct from Nature.

STALKING:The main thing to is to move very quietly and smoothly, and to be able to remain perfectly still, at any moment. Learn to walk the whole of your foot rests equally on the ground, point your toes straight forward.

EXPLORING:Tracking by ground signs. — a Cub keeps his eyes open, and his mind on the alert, and notices lots of little things.**Landmarks.** — Finding the way by landmarks is very different from finding your way by ground signs. such as hills and knolls, large ponds, lonely trees or rocks. Churches and large buildings may also be called landmarks, and are very useful for finding your way.**Compass Direction.** — Of course you know how important a compass is for guiding a ship in the open sea; there are no landmarks there to help.

4. Entertainer:Be able to do any three of the following.(i.) Play a piece of simple music correctly on instrument or sing a piece of simple music in a correct manner.(ii.) Be able to take part in the performance of a skit.
(iii.) Be able to recite an action song with appropriate action and movement.
(iv.) Dress up and play a part in a depicted story or historical event.



5. Story Teller:(i) Tell one story in an effective manner to others.(ii) To know a story out of 'Panchtantra' or 'Jatak Katha' and tell to the cub master.(iii) To collect a story from the news paper in your regional language and tell to the members of your Six.(iv) To narrate an incident out of the life History of a Historical Hero or prophet of your state.



6. Free Being Me : Free Being me is an Innovative Educational Programme for young Boys and Girls of 5 to 18 years age created by WAGGGS IN PARTNERSHIP WITH Dove Self Esteem Programme Project. This programme is based on the latest research into how to increase young peoples body confidence & self esteem through fun and non formal activities.



In last 10 years more than 100 countries around the world are working with this Educational Programme. 2014 onwards the Bharat Scouts and Guides is a part of this Educational Programme.

Why free Being me? Low body confidence stops children and young people from: Developing skills in activities they would enjoy. Voicing their opinions. Taking risks.

GROUP II PHYSICAL HEALTH:(Colour of Badge Green)

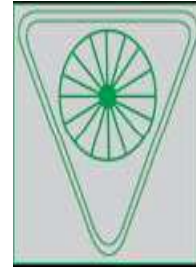
The value of good health is the enjoyment of life is incalculable.

1 Athlete: Pass the following tests:(i) Sprint 35 metres in 10 seconds(ii) Jump 0.6 metres (High jump)(iii) Jump 1.8 metres (Long jump)(iv) Climb a rope or pole or palm tree 10.5 metres high.v) Throw a cricket ball or a ball weighting 152 to 162grams, to a distance or 18.30 metres and Catch one throw from a distance of 9.15 metres.



HINTS TO CUBMASTER: No one can be an athlete unless his heart, his lungs, his stomach, and his nerves are in really good condition.

- 2 Cyclist :**(i) Know how to ride a cycle.
(ii) Know how to clean and oil the cycle.
(iii) Know how to pump the tube and set valve.
(iv) Know traffic rules of roads.



- 3. Swimmer :** (i) Be able to swim 25 metres.(any stroke).
(ii) Be able to float in back for 60 seconds in salt water or 30 seconds in fresh water or tread water for 2 minutes in salt water or 1 minute in fresh water. (iii) Swim on back 14 metres.
(iv) Be able to “ back duck dive” (i.e. dive while standing in water or swimming : (or as an alternative) perform a “ Honey pot” (i.e. jump with arms clasped round knees from a board, bank or boat).



NOTE TO CUBMASTER: your boys you must have a Life Saving Picket of two good swimmers always on duty while bathing is going on. Bathing should not be permitted at all unless you know the place is perfectly safe. **HINTS TO CUBS:** The first thing to learn is to have confidence — not to be afraid of the water. When you learn to dive you will find the hard thing to do is to sink and keep under — and that you are always popping up like an India rubber ball.

- 4.Team Player:**(i) Be a regular playing member of a properly organized team of football, rounder cricket, khokho, kabaddi, atyapatya or some Of the organized game of similar nature. (Team must be under control of C.M., Cub’s school master, or other person approved by the C.M.)



NOTE TO CUBMASTERS:In deciding what qualifies lay stress on his personal behavior during the game. After two or three definite warnings the Cub should be “ordered off.” He will very soon learn the proper spirit of play. A proper severity about arguing, bad temper, etc., will promote discipline, instant obedience, and self-control.

HINTS TO CUBS:SELF-CAREIf you want to be a good footballer or hockey player, or team player of any sort, you will have to look after yourself quite a lot all day, and not just when you are playing on the field.

TEAM PLAYING:Football, Hockey, and Rounder are the chief games by means of which Cubs will try to obtain their Team Player’s badge. So, first of all a few hints on Football, and on the chief branch played by Cubs: “Soccer.” The first thing is to learn to kick properly. A good player never kicks with the end of his toe unless he is taking a place kick; always with the instep! If you naturally kick with your right foot, learn to kick with your left also; this is quite easy, if you always try to do so whenever the ball comes to your left foot

GROUP III HANDICRAFT (Colour of Badge Yellow)

1. Artist :



- (i) Draw with pencil, brush, pen or crayon original illustration of any incident or character in simple story (size not less than 18 cms. by 13 cms.)
2. In addition do one of the following: —(a) Draw from life or memory, in

pen and ink or pencil, any animal or human being he has seen. (b) Draw from nature a landscape or still-life group. (c) Keep a sketch-book for a period of three months. (d) Illustrate a story by means of match-stick figures in a series of not less than four pictures. (e) Make a simple greeting card, using pencil, brush, pen, or crayon.

NOTE TO CUBMASTERS: Cubmasters should remember that the Artist's Badge is not intended only for Cubs who have already an artistic taste and talent but for every Cub with eyes and fingers and sense. Its object is to encourage self-expression, observation, memory, neat-handedness and concentration.

HINTS TO CUBS: Everybody: can draw if he only tries; it does not need learning. If you can practice a little, and copy other pictures to see how artists manage it, you will soon find you can get along all right. **Colour.** — You will, of course, want to make coloured pictures. Well, you can do a lot at first with red and blue pencil and a black one.

2 Homecraft: Thread a needle and sew on a button and carry out any two of the following tests. (a) Knit or crochet a useful article. (b) Make a piece of netting good for a bag. Hammock etc. (c) Work a design in cross-stitch on canvas. (d) Make a rug or mat on canvas or Hessian. (e) Darn a hole in a jersey or stocking or mend a tear. (f) Wash and iron his scarf. (g) Make a basket and sweeping broom. (h) Weave a useful article in raffia. (i) Weave the webbing of a bed. (j) Make a 'tattle' or 'chatai' (straw mat). (k) Spin 50 meters of yarn with talk i.e. or Charkha. (l) Paint a wall or floor (village style). (m) Make an article of straw, palm, cane, reeds or bamboos.



NOTE TO CUBMASTERS: This badge may not appeal to the Cub at first sight; as many other tests seem more thrilling to the small boy, but if Akela tells him that all sailors and most soldiers sew on their own buttons, darn and mend their clothes, and carry in their kit a "hussif" (a sausage shaped receptacle for needles, cotton, buttons, etc., etc.) for that purpose, a touch of Romance creeps in, and makes it more attractive.

HINTS TO CUBS: This is a very useful one, as it teaches you to use your fingers so that you can sew on buttons and do other things for yourself instead of bothering your mother or sister about it. All kinds of explorers and adventurers have had to mend their own clothes during their journeys in order to keep them together. Robinson Crusoe would not have been very comfortable on his island if he had not been able to make himself clothes from skins.

3 Toy Maker : Make an article from odds and ends such as fir cones, cloth pegs etc. and either a toy of a reasonable size such as an engine, motor car, doll or animal, or in reasonable correct proportions and colouring a compost toy such as a farmyard, jungle or animals, cottage with furniture, park with animals. Note : An article presented for Dwitiya Charan test must not be admitted for this badge.



HINTS TO CUBS ON TOYMAKING: Materials. — Every Cub can collect odds and ends for himself. The best way is to get two or three cardboard shoe-boxes and divide them into sections. This is done with any old piece of cardboard and a little glue. The size of the sections will depend on what you intend to put in them. Things which you can set out to collect are: matchboxes, fir-cones, clothes pegs, horse chestnuts, peanuts, match-

sticks, corks, cotton reels, acorns, acorn-cups, odd beads, flat buttons, button moulds, wire, pins and cardboard

4. Book Binder: Perform the following operations in binding of a Book:

- (i) Sew an ordinary exercise notebook and fix a cover on it.
- (ii) Hold and paste on end papers, glue up and line with mull round the back and add second lining.
- (iii) Cut boards and cover with cloth or paper, and put book into the case.
- (iv) Bind one text book of a needy boy.
- (v) Teach book binding to one cub or a friend.



5 Needle Worker:

GROUP IV SERVICE : (Colour of Badge Red)

- 1. Cook :** (i) Know simple fire precautions. (ii) Be able to lay and light a fire in the open and make chapatti or upma or dalia. (iii) Cook rice and dal or vegetable orkhichari or fry or poach an egg.



- 2. First Aider :** (i) Know how to clean up and treat a graze. (ii) Be able to dress and put triangular bandage on hand, foot and knee and put on a large arm sling and tie a head bandage correctly. (iii) Know how to stop bleeding from the nose. (iv) Know how to extinguish fire on clothes on body and how to treat minor burns and scalds, choking, sting and snake bite. (v) Show that he understands the need for summoning adult help. (vi) Know simple treatment for shock. (vii) Know treatment for sprains and how to apply bandage to sprained ankle.

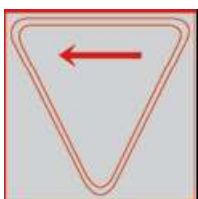


NOTE TO CUBMASTERS: More useful than any practical knowledge will be a capacity to keep cool in an emergency. If the emergency occurs when he is in a crowd, a picture theatre, or other such place, a Cub should be taught, as far as possible, to keep quiet, to keep alert, and to obey directions from adults at once and without panic.

HINTS TO CUBS: you will learn how you can help in a few simple accidents.

The first thing to remember in any case of injury is to keep your head and not get excited. If the injury is slight, you may be able to deal with it, but in any case, if you are alone when something happens, do what you can as well and as quickly as you can.

- 3. Guide :** (i) In country : Know the nearest police station or thana, dispensary, hospital, village doctor, vaidya or hakim, nearest bus stand, railway station, market, dharamshala or sarai, nearest post and telegraph office, rest house and veterinary hospital. (ii) In Town : (a) Know the route to the nearest police station, doctor's residence, chemist's shop, station, patrol station, motor garage, hotel, post and telegraph office. (b) Know how to



call fire brigade, police and ambulance.(c) Be able to give clear and distinct directions to guide a stranger politely and promptly

HINTS TO CUBS: you yourself must know exactly where these places are and how to get to them. It is the same in regard to neighbouring towns or villages; you should know the right road to take to them, and, if possible, something about them.

DIRECTING STRANGERS: If a stranger wants to be directed he is sure to look about him for a Scout or a Cub; because he thinks a Scout or a Cub is sure to know the way; and he knows either will answer him promptly and politely, will direct him clearly, and will do it as if he liked doing it, with a smile and no idea of a reward.

BUS ROUTES: People often want to know where they must stand to catch a certain bus. If you live in the town, you should know the stopping places of at least four buses or trams, and know the route they take.

4. House Orderly : (i) Peel potatoes and boil or fry them. (ii) Make a bed, wash up crockery, utensils etc. (iii) Clean windows and brass work. (iv) Sweep and tidy a room or scrub a table. (v) Be able to prepare Tea or Coffee or any other hot drink.



HINTS TO CUBS: Helping Mother. — No one can tell a Cub how to “help Mother” — it is a lesson only love can teach. Besides, different mothers like to be helped in different ways. Each mother, when she finds her boy is wanting to Do His Best about the house, will find him a job. So learn, first, to get a real wish to help Mother, She will do the rest.

TESTS: A test and proof of whether the Cub is a good House Orderly will be the state of his Den at the Pack Headquarters. It should be a marvel of cleanliness and neatness. who will begin to wish the Scouts had a House Orderly Badge, to teach them all this, and give them a real keenness about orderly work.

GROUP V MISCELLANEOUS : CONSERVATION AND TECHNOLOGY (Colour of Badge : Orange)

1. World Conservation : (1). Do three of the following (a) Visit a Zoo, Botanical garden, natural history museum, or see a film about wild animals and tell examiner about your observation. (b) Own a pet for at least three months and look after it carefully. (c) Take part in litter chase in a public park or garden, school premises or any other public place for three hours utilizing one hour at a time. (d) Take part in a pack expedition involving nature study and make a log of your collections. (e) Make set up and maintain a bird bath and bird feeder. (f) Build and put up a den box for birds. (g) Plant shrubs or grass on area where there is no vegetation cover and look after it for at least three months. (h) Start compost heap in the backyard or garden. (i) Demonstrate danger of soil erosion and preliminary steps which could be taken to prevent it. 2. Should improve his environment by planting a tree, small grassy lawn or any other plant out of door in a box in balcony or indoors in flower pots. 3. Carry out one of the following projects: (i) Keep a scrapbook and tell his examiner about any



five animals in a zoo, their country of origin, feeding habits and details of special care they need in a zoo.

(i) Together with a friend arrange for members of his pack a nature trail.

(ii) Choose a wild animal or a tree, fish or bird, discover all he can about it and report his discoveries to his examiner.

2. HERITAGE The Cub should understand the basic components of their own local



culture : They may compile their study in the form of an illustrated scrap book. I. Physical Environment of their locality (famous hills, rivers etc.)

Common trees
Common plants and their uses
Common birds

Flora and fauna of the region II. He should first know & understand his own cultural identity & Heritage – family, tradition, customs etc.

(1) Scrap Book containing items like a “family tree” tracing ancestors may be prepared. (2) Participation in local festivals recorded

in photographs or description. (3) Traditional songs & dances. (4) Food prepared in that

culture. (5) Traditional Costumes. II Arts of their locality, Buildings, Places of worship, Music, Musical instruments, Dances, Puppetry, Food, Costumes then and now. IV.

Practical work - Visits to local monuments and museums - Learning a traditional craft of the locality like pottery, rangoli etc. - Enacting stories and local legends

3. Computer Awareness: (1) Have knowledge of brief history of



Computer and its latest development. (2)

Acclimatization with computer components and peripherals. (3) The best use of computers in

Scout/ Guide activities. (4) Knowledge of the

commonly used packages. (5) Perform the

following.



PRESENTATION OF BADGES :

It is desirable to mark the importance of winning a badge by having a little ceremony of presentation, and the opportunity of this occasion can be taken to impress upon the Cub by means of a pow-wow the desirability of keeping in practice on the subject which he has taken, and of advancing in his knowledge of it as time goes on. Especially is this the case in regard to the badges in Group 3, for by the practice of those subjects the Cub can make himself increasingly useful to others.

THE TOTEM POLE :

A Wolf Cub Pack is entitled to carry a Totem Pole. A ribbon is added to the Totem every time that a Cub gets a Proficiency Badge; the ribbon is of the group colour of the subject for which he has gained the badge. The winner's name is written on a tab attached to the ribbon.

At the end of the year a ring, bearing the date, can be slipped over the ribbons to divide those of one year from those gained in the next.

One object of the Totem is to encourage the Cubs to make themselves efficient by forming a record of badges gained; by showing at a glance the amount of efficiency in the Pack; by acting as a challenge to other Packs to make themselves equally efficient; and by encouraging individual effort to co-operate in making a good record for the honour of the pack.

At the same time it must be remembered that efficiency in badges is not a true test of a real WolfCub Pack. A happy family spirit counts for more than anything else.



PART III OBJECTS AND METHODS OF WOLF CUB TRAINING

OBJECT OF THE WOLF CUB TRAINING

Our object in taking up the training of the Wolf Cubs is not merely to devise a pleasant pastime for the Cubmasters or for the boys, but to improve the efficiency of the future citizens of our Country. The past training of these has not proved adequate for the requirements of today, If the training is not good enough for today, much less is it good enough for tomorrow, and it is tomorrow that we must look forward.

Efficiency is “being gauge able by the amount of supervision that a man needs”(Robert E. Meadows). But this, of course, applies only to the extent of moral efficiency, whereas physical efficiency is also of the highest value in completing the citizen efficiency of a man. Physical health and how to develop it should be as much a part of education as scholarly, scientific, or technical attainments.

The Wolf Cub Pack is designed to be a Junior Branch of the Scout Movement in order to meet the eagerness of a large number of small boys who want to be Scouts and who are, as yet, too young. At the same time the older boys on their part do not care to mix with “kids” in their pursuits. It is for every reason better to keep the two apart.

Cub training is different from but a step towards that of the Scouts. No boy’s character is firmly set at eleven or twelve years of age, and Cubmasters must realize that unless the work of the Pack really leads to that of the Troop they are, to a large extent, failing their boys. It is possible for a boy to lose, in a very short time, much of the good he has gained by being a Cub if the work is not carried on until he is old enough to choose good from evil.

It is not a separate organization, but part of a Scout Group. The Cubmasters should work in close co-operation with the Scouters, the Scouts, and the Rover Scouts. He should make it plain to every new boy and to every new boy’s parents that the Pack is only an “ante-room” to the Scouts, and he should always keep the ideal of a “better Scout” before the Cubs.

The Cub Law and Promise are naturally more simple than those of the Scout — it not be right to ask the younger boys to undertake duties and promises which they could neither grasp nor carry out. their Promise of “Duty to God”, for becoming a good Scout.

Method.— Our method of training is to educate from within rather than to instruct from without; morally, mentally, and physically. the desire and capacity for acquiring knowledge.”

Lord Morley has said: “It is well known to the wise, but an everlasting puzzle to the foolish, that direct inculcation of morals should invariably prove so powerless an instrument, so futile a method.”

THE ATTITUDE OF THE CUBMASTER

There are two fundamental points to be considered in dealing with the Cubs. The first is that the only man who can hope for real success as a trainer of Cubs is the one who can be their “elder brother.” The “commanding officer” is no good, and the “schoolmaster” is doomed to failure (though probably in neither case would the man recognize it himself, or admit it). This fact is being proved daily by the successful results already obtained by our Cubmasters, many of whom, of course, are ladies.

By the term “elder brother” I mean one who can place himself on terms of comradeship with his boys, entering into their games and laughter himself, thereby winning their confidence and putting himself into that position which is essential for teaching, But do not misunderstand me and imagine that I ask the Cubmaster to be “soft” and “namby pamby.” Far otherwise; comradeship necessitates firmness and straightness if it is to be of lasting value.

HOW TO RUN A PACK

Be content to begin with only a few boys. One is too often tempted to make a start with a large Pack. To do so is to make a mistake. You want first of all to establish the right tone on a small scale; to have a handful of yeast to leaven the lump when you get it.

Even then do not go for too big a Pack. I have found by experience that eighteen is as many as I can deal with in giving individual training. Allowing for your being much more capable, I suggest that twenty-four is as large a Pack as any man can adequately train. Of course you can easily drill a hundred and twenty-four, but that is not training them

ORGANISATION

The Six System. — Scout Troops are divided into Patrols — Cub Packs into Sixes. A Six consists of six boys under the charge of a Sixer who is helped by a Second. These leaders should only be given actual responsibility in leading and in teaching under the Cubmaster’s direct supervision. A Sixer is not a “junior Patrol Leader” and should not be looked upon as capable of taking charge of or of training his Six.

Most Cubmasters consider that a Sixer should be a DwithiyaCharan Cub before he is actually invested with his second armllet, and that a Second should, at least, have won his PrathamCharan. One of the Sixers may be called "Senior Sixer", if desired, and wear a third armllet. Cubmasters are advised to run a Sixers' Council and a Sixers' Instruction Meeting. A Sixers' Council consists of the Cubmaster, the Assistant Cubmasters, the Sixers, and sometimes the Seconds. It is a body which holds regular but very informal meetings at which the plans of the Pack are discussed, and the Cubmaster has an opportunity of correcting, of praising, and of advising his leaders.

Ceremonies. — The two most important Cub ceremonies are the Investiture and the Going-Up. Outline schemes for them will be found in the Sixth and Sixteenth Bites. A Cubmaster can make any special Pack variations that may appeal to him and to his Cubs, provided that the main outline is adhered to, and that every care is taken to keep the ceremonies within the understanding of the Cubs. Over-elaboration generally means fidgeting. Simplicity and solemnity should be the keynotes of all Cub ceremonies.

Parents. — A great help to success is to be in touch with the parents of your Cubs, to consult their ideas, and most especially to interest them by explaining your reason for the different steps you are taking. You should visit them at least once a year, invite them to Pack functions and camps, and get their help with the boy's Cub work at home.

Records. — Every Pack should have its own properly kept Register — showing the Cub history of each member and a simple Log Book will be interesting reading in the future. Each Sixer can have his own Six Book in which to enter the attendance and the subscriptions of his Six, but one of the Old Wolves will need to "keep an eye on it" for him.

Accounts. — Cubmasters must see that Pack Accounts are kept, and, where boys' subscriptions are concerned, the boys have the right to inspect the accounts. It is as well to put someone definitely in charge of this side of Pack organisation, and to co-ordinate matters with the other sections of the Group. If any outside subscriptions are received, a Committee must be formed — probably in conjunction with the Group — to deal with these.

TRAINING:

Story-telling — The Cubmaster can command rapt attention at any time by telling his Cubs a story, and through it he can convey the lesson he wants to inculcate. It is a gilding to the pill which never fails — if the teller is any good at all. Occasionally it may be a good plan to even read a good yarn. If this is properly done, the Cubs can be got to appreciate the value of good books. Telling a yarn is, however, always better than reading one.

Play-acting. — Another valuable and ever popular form of character education is that of dressing up and playacting.

Games. — In Part I, I have merely indicated in each of the steps of training an example or two of games and practices, but this is not in any way intended as a full or complete list. I leave that to the ingenuity of the Cubmaster.

Camp. — This is a most valuable opportunity in the study of Cubs, for in a few days in camp you will learn more about them than in many months of ordinary meetings, and you can influence them in matters of character, cleanliness, and health in such a way as may form lasting habits.

It must be never forgotten, however, that camp is one of the most serious responsibilities that a Cubmaster can undertake. It is no light thing to take young children from their homes and to make yourself entirely responsible for them for the time they are with you.

Finally, don't attempt to run a camp until you have had some experience and understanding of the difficulties and responsibilities. If you can by any means manage it, go to camp first with a well run Pack before you take your own boys.

SUMMING UP

The idea is through:— Handicrafts, to develop application, constructiveness, etc. Nature study, to develop observation, religion, kindness to animals. Games, to develop laughter, good nature, and comradeship. Athletics, to utilise individual emulation for physical development. Team games, to develop unselfishness, discipline, esprit de corps. In conclusion, let me say the scheme which I have suggested has purposely been left sketchy in many of its details. It is merely an outline on which a Cubmaster can build his own course of Training. The essential is that the aim and spirit as here indicated should be thoroughly grasped. I do not want Cubmasters to feel themselves otherwise fettered by traditions, rules and syllabuses.

Attempt to Recollect:

Having gone through so far, you can now try to test your memory by answering the following question:

1. Who is writer of wolf cub hand book ?
2. How many Proficiency Bages Groups are there is Cubsection?
3. What are the main theme in WCHB Part II ?
4. What are the main theme in WCHB Part III?
5. How many proficiency badges are the in cub section.
6. What are two most important Ceremonies in cub Section?

Fill in the Blanks.

1. Group I Proficiency Badges colour
2. In Group three there are Badges are there.
3. The Cub Pack Divided in to
4. The Green Colour Badges are used in
5. The Cyclist should follow the..... Rules.
6. Which badge introduced newly in Group I

For Further Reading:

1. Wolf Cub Hand Book
2. Cubbing.
3. APRO Part II.
4. Handbook for CubMaster.

An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

3. Who is writer of wolf cub hand book ?
A. Lard Baden powell.
4. How many Proficiency Badges Groups are there in Cubsection?
A. Five Groups.
3. What are the main theme in WCHB Part II ?
A. How to Qualify the Proficiency Badges.
4. What are the main theme in WCHB Part III?
A. Objects and Methods of Wolf cub Training.
5. How many proficiency badges are there in cub section.
A. 23.
6. What are two most important Ceremonies in cub Section?
A. Investiture and Going-up Ceremonies.

Fill in the Blanks.

7. Group I Proficiency Badges colour Blue
8. In Group three there are Five Badges are there.
9. The Cub Pack Divided in to Sixes
10. The Green Colour Badges are used in Group II
11. The Cyclist should follow the Traffic Rules.
12. Which badge introduced newly in Group I Free being me

KNOWLEDGE OF GOLDEN ARROW

1 Introduction:

Golden Arrow is the highest Award for the Cubs and Bulbuls. This Award is presented by the President of Bharat Scouts and Guides along with the certificate signed by the Chief National Commissioner in a specially organized Award ceremony conducted at National Level. This award was introduced in the 2002. The first Award ceremony was held in the year 2003. Through this module you will get to know about the details of syllabus to be undertaken to equip Cub to appear for the ChaturthaCharan Testing camp. The Cub Master should be aware of the criteria, duration and syllabus for the Golden Arrow Testing Camp in order to achieve the target.

Objectives:

By the end of the Module, you should be able to:

How to fill the application form

What are the steps to follow for golden arrow

How to achieve the award

Thought for Reflection

He who serves the poor is great in the eyes of God.

Service is the attitude, which differs from other people and a distinct difference from animal kingdom. The satisfaction you get after honest effort cannot be purchased for any sum.

- Baden-Powell

Progress Awards

Starting from this early development stages, Cub will aim to earn a series of Proficiency badges, which give them a knowledge of basic Scouting skills and mark achievements in areas such as Handicraft, activities, citizenship and improving the environment. The Cub Section Training Scheme is divided into 5 Group Proficiency badges: Each Proficiency badge comprises tests for Leadership and Responsibility, Physical Skills, Self Reliance, and Fun.

Highest Awards in Scouting:

1. Cubs section the "Golden Arrow Award"
2. Scout section the Rashtrapati Scout Award



3. Rover section the Rashtrapati Rover Award

1 Golden Arrow Award:

Golden Arrow is the highest Award for the Cubs . This Award is presented by the President of Bharat Scouts and Guides in a specially organized Award ceremony conducted at National Level. This award was introduced in the 2002. The first Award ceremony was held in the year 2003.

2 Rashtrapati Scout Award:

Rashtrapati Scout Award is the highest award for a Scout . The Award is presented by Rashtrapatiji (the President of India) at a special investiture ceremony. The Rashtrapati Scout Award was introduced in the year 1961.



3 Rashtrapati Rover Award:

Rashtrapati Rover Award is the highest award for a Rover. The Award is presented by Rashtrapatiji (the President of India) at a special investiture ceremony. The Rashtrapati Rover Award was introduced in the year 1971.



Golden Arrow Badge

- A ChaturthCharan Cub having earned totally six proficiency badges, one badge each in TritiyaCharan and ChaturthCharan, remaining four badges to be earned from the proficiency badge groups not earned earlier. He may be awarded a special badge called "Golden Arrow" before completing ten years of age. The Badge will be on blue background with golden border with a prominent golden arrow with Bharat Scout and Guides Emblem in the centre. The Golden Arrow Badge shall be worn on the centre of the left sleeve. Golden Arrow badge is presented by the President of Bharat Scouts and Guides along with the certificate signed by the Chief National Commissioner.
- The Chief National Commissioner who is the final authority to grant golden arrow badge and certificate on recommendation from the State Chief Commissioner.
- The Chief National Commissioner shall issue suitable directives from time to time in respect of Golden Arrow Badge.
- The State Association will organise a re-test camp under the supervision of the State Organising Commissioner (Scouts)
- A Cub Master who is advanced trained and has a valid warrant will be competent to produce Golden Arrow Cub. *Chapter-I, Cub Section 19*
- All proficiency badges must be tested by the independent examiners appointed by the Badge Committee of Local Association / District Association and required details should be given in the registration forms as supplied by the National Headquarters.
- Unit Leader is not eligible to work as independent examiner of the same unit
- A Cub should have completed not more than ten years of age at the time of submission of his Golden Arrow registration form to concerned Regional Headquarters



- i. There will be no limit for the eligible Cubs to be recommended by the Cub Master from his unit for Golden Arrow Badge.



How

- A unit must have charter number (Registration Number) and up to date renewal
- A Cub Master must be minimum ADVANCED trained and having valid warrant will be competent to produce "Golden Arrow" Cub.
- Attested Date of Birth certificate issued by the Head of Institution where the applicant is studying is required.
- The Date of Investiture should be as per A.P.R.O. II .
- The date of joining dates of completion of Pravesh, PrathamCharanh, DwitiyaCharan, TritiyaCharan and CharthuthCharan should be as per the progressive advancement provided in APRO Part II .
- Date of Completion of ChaturthaCharan will be last date of the Re- Testing Camp organised by the State.
- All proficiency badges must be tested by the independent Badge examiner appointed by the Badge committee (District/Local association) and required details should be given in the Registration forms. (Unit leader is not eligible to work as the independent Badge examiner of the same unit)
- The Proficiency Badge of TritiyaCharan has to be completed after completion of DwitiyaCharan.
- Cubs who have qualified ChaturthaCharan having earned Totally 06(six) proficiency badges covering one badge from each group is.

Guidelines:

While forwarding the application for Registration for the Golden Arrow Badge Award the following guidelines must be followed strictly :-

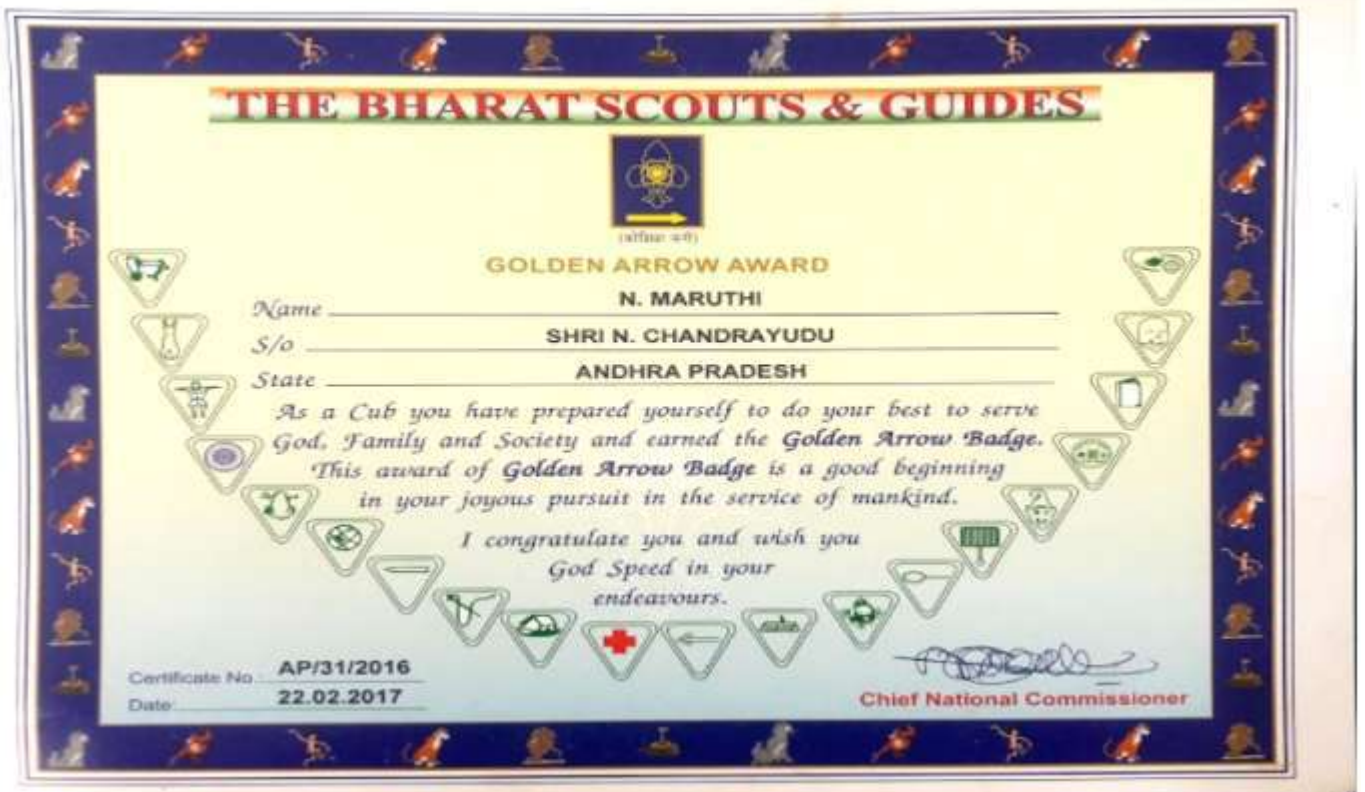
1. Application forms for registration of Golden Arrow Badge Award will be accepted in the prescribed forms (in duplicate) i.e .02 sets each of Registration/Application Form.
2. Registration/Application form is available in BS&G Website www.bsgindia.org . This can be downloaded. No charges for the downloaded application forms. Hon'ble Chief National Commissioner is very kind enough to withdraw the charges made against downloaded application form.
3. An advanced trained Cub Master having valid warrant is competent to produce "Golden Arrow" Cub. There is no limit for the recommendation of eligible Cubs from the unit.
4. All the stages should be completed as per the progressive advancement provided in APRO Part II.
5. Date of Completion of ChaturthaCharan will be the last date of the Testing Camp organized by the State.(For example if the testing camp was from 01.01.16 to 05.01.16, the date of completion of ChaturthaCharan will be 05.01.16.)
6. All tests/proficiency badges from DwitiyaCharan must be tested by the independent Badge Examiner appointed by the Badge Committee (District/Local association) (Unit Leader is not eligible to work as the Independent Badge Examiner for his own unit).
7. Cubs should have qualified ChaturthaCharan and have earned total 06 (six) proficiency badges as per APRO II which are to be duly filled at Sl.No. 9 in the application form one from each group.
8. State Association should organize State level testing camp under the supervision of State Organizing Commissioner (Scouts) to test the skills and knowledge of the ChaturthaCharan as per APRO Part II.
9. A Cub should not have completed 10 (ten) years of age at the time of submission of his registration form to the concerned Regional Headquarters. (i.e. 30.09.2016)
10. One original copy and one photo copy of registration form with seal & signature in original to be submitted to the Regional Headquarters on or before 30.09.2016.
11. The application form must be filled completely and correctly without any over writing. The photo must be in complete and correct uniform as per APRO II.



12. Date of Birth certificate issued by the Head of Institution where the applicant is studying should be attached with the application.
13. Cub should bring their progress card and all the records from Pravesh to Golden Arrow at the time of Golden Arrow Award Rally.

Camps for Cubs :

- (i) Only a Cub who has earned PrathamCharan Badge and completed seven years of age only is eligible to attend a camp.
- (ii) A Cub Pack camp shall not ordinarily last for **more than three nights**.
- (iii) A Cub Pack Camp shall normally be conducted in permanent shelter/**tents** with ample safety measures.
- (iv) In order to regulate proper arrangement for camp/trek or hike "Permit Card" signed by the Cub Master shall be issued. The concerned District Organising Commissioner shall issue 'permit card' only to the Cub Master in charge of the Pack.
- (v) No Cub camp shall be held outside the State except with the written permission of the concerned State Commissioner.
- (vi) There shall be not less than two adult leaders for a Cub Camp: there may be one adult for every six Cubs in a Camp.
- (vii) No Cub Master or Assistant Cub Master shall conduct a Cub Camp without prior written permission of the concerned District Commissioner.



Cub Bulbul Utsav :

Cub Bulbul Utsav is the gathering of the Cub and Bulbuls in which opportunities are provided to the Cub and bulbuls to enjoy the activities specially carved out for them and also help them to demonstrate their skills and talents. Some of the activities in the camp/utsav are demonstration of Cub Bulbul Greetings, Decoration of Bulbul Tree, enacting the Jungle Stories, Jungle Dances , Tara Story, exhibitions, play acting are organized during the Utsav.

The Evening activities of the Cub's are known as Red Flower and the bulbul's is known as Kalarav where the Cubs and Bulbuls present their skills and talents in cultural presentation.

An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

1. Who are Presented by the Golden Arrow Award?
2. When was introduced Golden Arrow Award in Indai?
3. what are the qualifications required to cubmaster for Produce cubs for Golden Arrow Award?
4. How many Badges earned for qualified for chaturthaCharan Testing?
5. What are the Colour of Golden Arrow Badge?
6. Where is Golden Arrow Badge wear in uniform?

Fill In the Blanks

1. A Cub should not have completed ----- years of age.
2. Date of Birth certificate issued by thewhere the applicant is striding.
3. The first award ceremony was held in the year of
4. Where was conducted The Golden Arrow Award rally conducted at.....
5. Golden Arrow Award is highest award in

For Further Reading:

1. Wolf Cub Hand Book
2. A Hand Book of Cubbing.
3. APRO Part II.
4. Handbook for Cubmaster.

How much have I got it right?

Here are the answers to your memory test:

1. Who are Presented by the Golden Arrow Award?
A. The President of Bharath Scouts and Guides of India.
2. When was introduced Golden Arrow Award in Indai?
A. 2002
3. what are the qualifications required to cubmaster for Produce cubs for Golden Arrow Award?
A. Advanced Traning.
4. How many Badges earned for qualified for chathurthaCharan Testing?
A. Six Badges.
5. What are the Colour of Golden Arrow Badge?
A. Blue colour.
6. Where is Golden Arrow Badge wear in uniform?
A. Left sleeve

Fill In the Blanks

1. A Cub should not have completed Ten (10)years of age.
2. Date of Birth certificate issued by the Head Of the Intuition where the applicant is striding.
3. The first award ceremony was held in the year of 2003
4. Where was conducted The Golden Arrow Award rally conducted at New Delhi
5. Golden Arrow Award is highest award in cub Section

FUND RAISING

Introduction:

Fundraising or **fund raising** (also known as "*development*") is the process of gathering voluntary contributions of money or other resources,by requesting donations from individuals, businesses, charitable foundations, or governmental agencies. Although fundraising typically refers to efforts to gather money for non-profit organizations, it is sometimes used to refer to the identification and solicitation of investors or other sources of capital for for-profit enterprises.

Traditionally, fundraising consisted mostly of asking for donations on the street or at people's doors, and this is experiencing very strong growth in the form of face-to-face fundraising, but new forms of fundraising, such as online fundraising, have emerged in recent years, though these are often based on older methods such as grassroots fundraising.

Objectives:

At the end of the Module, you should be able to:

6. Define conservation.
7. Identify some of the outdoor activities that are possible in each participant's area.
8. Organize and conduct a summer nature rambling and expedition.
9. Identify major ecological problems in the world.
10. Explain how human behavior & work affecting the nature.
11. List out the scouting activities useful in the conservation field.

Thought for Reflection:



Fund Raising:

The Philosophy of Civic Fund Raising is the philosophy of social work itself: People helping other people. In any type of social work activity, civic-spirited members of the community rally together to help those who need help. Civic assignments assume many forms.

Service as a Red Cross volunteer during a disaster operation, or arranging for mass blood donations; voluntary consultancy service on the part of a cancer specialist who commits certain hours a week to work in a Cancer Centre; participation in an entertainment programme for the benefit of hospital patients; serving on the Board of Directors of a charitable organization; leadership of a Boy Cub Pack as Cubmaster. All these involve civic spirit and self-sacrifice. It is the ageless story of humanitarianism in action. People helping other people. So it is in civic fund raising...



The fund Campaign of a civic organization provides the citizenry and other residents in the community an opportunity to participate in the implementation of worthy civic projects.

There are various elements in the community - men, women, and children - may believe in the laudable objectives of a civic organization but who cannot actively participate in its projects. However, they would be willing to be identified as financial supporters of the movement. The directors, officers, and staff of a civic organization but who cannot actively participate in its projects. However, they would be willing to be identified as financial supporters of the movement.

The directors, officers, and staff of a civic association, therefore, should not attempt to raise funds by themselves alone. They should endeavor to enlist the help of the civic -spirited members of the community who would make effective fund campaign leaders and committee members. The Board of Directors of an organization does not undertake directly the task of raising the funds they need but instead creates a Fund Campaign Organization of Volunteers led by a General Campaign Chairman.

This does not mean, however, that the officers and directors are not active in the actual work of raising funds for the Organization. They attend all fund campaign committee meetings and whenever possible, accompany the volunteer leaders in personal calls on large prospects. But, on the whole, the task of raising funds for a civic organization is borne by an army of fund campaign volunteers, who satisfy their love for a Cause by raising money for it since they may not have the time nor the aptitude for volunteers service in the operational aspects of the Organization.

THE FUND CAMPAIGN ITSELF:

There is no magic formula behind fund raising success; basically, there are only three simple steps:

1. Know where the money is.
2. Know how to get it.
3. Go out and get it! (it will not come running to you)

Step-by-Step Procedure

1. Approval by the Executive Board that the National/Local Council shall engage in a Fund Campaign with a set goal.
2. Finance Committee or a Planning Committee studies various aspects of the fund campaign.
3. The Finance Committee or Planning Committee recommends the designation/appointment of key action officer for the campaign.
4. Official appointment of the Fund Campaign Director.
5. Fund Campaign Director assume office and attend to planning details.
6. Executive Board approves Campaign Budget, Campaign Policies and elects the General Campaign upon recommendation of F.C. Director and the Finance (or Planning) Committee.
7. Fund Campaign Staff officially appointed and organized. Staff trained.
8. The General Campaign Chairman appoints the Chairmen of various Divisions.
9. The Division Chairman appoint their respective members.
10. The Divisions, after being organized, immediately go into action.
11. Preparations for the Kick-Off is undertaken.
12. The KICK-OFF CEREMONY launches officially the CAMPAIGN.
13. Following the KICK-OFF, the campaign goes into high gear.
14. Towards the ending of the campaign, the Divisions engage in "mopping up" operations.
15. At the end of the Campaign, an appropriate APPRECIATION CEREMONY is held in honor of the fund campaign volunteers.

Among the qualifications of a good Campaign Director are:

1. Executive ability. He should be a good planner and should know to distribute work and delegate authority. He should know how to get things done.
2. Leadership. He should be a leader rather than just a "boss". He should command the respect of his Staff and earn their loyalty and affection. He should be able to arouse their enthusiasm and inspire them to work even under serious handicaps.
3. Wide Contacts. He should be sufficiently known in the area so that he may expedite the recruitment and orientation of good campaign volunteers.
4. Human Relations. He must know how to get along with others and should be familiar with techniques of motivating people.
5. Educational background. He must possess a good educational background. His work will bring him into contact with many outstanding community leaders.

The Duties of the Campaign Director are:

1. Direction and supervision of the work of the Campaign Staff.
2. Top level contacts with volunteers and prospects.
4. Presiding the meetings of the Planning Committee.
4. Attending Board Meetings to report on the progress of preparations for the drive and on the progress of the drive itself once it gets under way.
5. Presiding at weekly meetings of the Campaign Staff.

WORKSHOP ASSIGNMENTS - FUND RAISING

1. **Recruiting a Fund Campaign Chairman (Role-Playing):**

Present a short skit showing the successful recruitment of a Fund campaign Chairman. A delegation of volunteer Scout Leaders and professional Scouters calls on a prominent business-industrialist to invite him to serve as Fund Campaign Chairman of the national Scout organization. The funds to be raised will be spent on the establishments of a Scout Camp, which the Scouts badly need. The prospective Chairman is at first reluctant to accept, claiming he is "very busy". The group, however, prevails on him to accept, through effective persuasion efforts using human relations.



2. **Soliciting a Big Donation (Role-Playing):** Present a short skit showing the proper way of approaching a big potential donor to the Scout Fund Drive. The Fund Campaign Chairman (a prominent person), accompanied by officials of the Scout organization calls on a Bank President to solicit a big donation. Demonstrate the proper method of effective solicitation.

3. **Evaluating Fund Raising Efforts:** Review actual experiences in the raising of funds in Bangladesh for Scouting Projects/activities, on a national provincial, district, or Unit Level. Which were successful and which failed to achieve their

goals? Analyze these fund raising efforts individually and cite the reasons for their success or failure. Regardless of whether they succeeded or not, what suggestions can your group offer to make similar future raising efforts more successful. Summarize the results of your discussion.

4. **Getting Board Approval:** Dramatize a meeting of the Executive Board of the local Scout Council during which the Secretary General or Scout Executive is trying to get Board approval of a plan to conduct a fund campaign for the forthcoming National Jamboree. Some of the pessimistic Board members have objections and misgivings, the expenses that will be incurred, the risks involved, the unfavorable economic climate, etc. etc. Show how these objections may be overcome through a positive approach to the problem.
5. Your group is with the provincial government, where you are the staff of the Governor. A delegation from the local Scout council has made an appointment with the Governor to seek financial assistance. Your group, including the Governor does not know anything about Scouting and so must be convinced that it is worthy of being supported by the government.
6. Your group is the Fund Raising Committee of the council in charge of government solicitations. With the Scout Executive, you have set an appointment with the Provincial Governor to ask for his help in giving financial assistance to the council. The Governor, being new in office, does not know anything about Scouting.

Thought of Reflection:



An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

What is the another name know as fund raising?

How many steps are there in success of fund raising?

3. Who are the adviser of various aspects of the fund campaing?
4. How to Developed the strong growth of Funds raising?
5. What are new trend in Fund Raising Programme?
6. Which Programme Launched for Fund Raising Campaign?

Suggested Activities:

1. Select an area of your village or town and do fund raising campaign and submit report.

For Further Reading:

- 1.Scouting for Boys.

How much have I got it right?

What is the another name know as fund raising?

A. Development

2.How many steps are there in success of fund raising?

A .Three Step

3. Who are the adviser of various aspects of the fund campaing?

A. Finance Committee

4. How to Developed the strong growth of Funds raising?

A. Donations.

5. What are new trend in Fund Raising Programme?

A. Online Fund Raising.

6. Which Programme Launched for Fund Raising Campaign?

A. The Kick Off Cermony.

Himalaya Wood Badge Course For Cubmasters Self Learning Module No.6

ROLE OF CUB MASTER IN L.A/D.A

Introduction

The Cubmaster is of importance very great importance in relation to the boys, and so we give a whole chapter to consider action of motives, outlook and qualifications. The cubmaster must be able and willing to get down to the boys level.

OBJECTIVES

By the end of the Module, you should be able to:

- Get adequate support from Group Leader and L.A/DA administration.
- Get Counsellor appointed for testing
- Get participation of Cubs in Events/Programme of LA/DA.
- Establish harmonious relationship with the leaders of LA/DA.

A leader is one who knows the way, goes the way, and shows the way.

-

John C. Maxwell

Role of Cubmaster :

Cubmaster have five major roles in the Cubbing program.

Planner. The Cubmaster is responsible for the monthly Cub pack meeting, as well as other events during the year. So the job takes a lot of planning. That planning involves finding out what boys that age want and enjoy, learning what resources are available and how to make the events run smoothly.

Recruiter. A Cubmaster must be able to recruit others to the Pack. This includes boys of the appropriate age, parents, and other adult leaders. He must help them feel needed and wanted, and enthused about the opportunity to build young men.

Supervisor. The Cubmaster has to keep the den leaders and committee members focused and engaged. He is the heart and soul of the Cub pack and the pack and its leaders tend to reflect the enthusiasm and commitment of the Cubmaster.

Motivator. Because the pack tends to take on the personality of the Cubmaster, a successful Cubmaster has a duty to keep things moving forward and to keep the leaders and boys motivated in the Cub scouting program.

So, he has to be a good example, be enthusiastic about scouting, and be able to recognize and say thanks to those who help.

Performer. This is not to suggest that a Cubmaster cannot be successful if he is not a good actor, singer or comedian. But there is certainly an element of performance at pack meetings and other events. And it helps to be self-confident and a little uninhibited. The most successful Cubmasters are good sports.

So, now that you know what is expected of a Cubmaster, how do you go about becoming a great Cubmaster? Here are some suggestions from experienced Scouters.

Role Of CubMaster In Local and District Association :

Generally a Cub Master running a Pack is a Scouter of a Group and as such functions as a member of the Group. Even if he running and open pack not affiliated with any group, he remains still as one of the members of Local Association/District Association.

- Programme will be approved by the group.
- Funds allotted for the programme should be approved by the group
- Appreciation is needed by the group for his work
- Right to talk with the cub's parent.
- His Suggestion should be taken for consideration in the Group Council.
- Unit should register/renewal in the district.
- Warrant should be issued for the cub master
- District Circulars should be pass on to the cub master immediately
- Equipment's needed for the pack should be arranged by the group.
- Permission for camps & Events needed
- He is a member of District council.
- He is a member of Group Committee and Group Council.
- Getting Training counsellors List from the District.
- Arranging Testing for the Cubs.
- Participation of cub in the district/state/national events.
- Give chance to the Cub Master for further training(basic/advance/HWB)
- Create a post for the cub master in the District Level
- Give responsible in the District events
- He gives a good support for prospective scouts.
- He establish harmonious relations with Scoutmaster and sending the cubs to the Troop when they crossed ten years of age.
- Counsellors for testing cubs are appointed by District Training commissioner.
- Arrange the Skilled persons for the development of the unit
- Arranging Chief guest for the Programme

Cub Master Responsibilities:

The Pack program is developed by the Pack Committee, but the Cubmaster conducts that program. A typical list of responsibilities includes:

- Deliver a quality, fun, year-round program to the Cub Pack
- Conduct the program according to Bsgindia.org policies
- Receive the appropriate training, including Cubmaster specific training
- Attend the Local Assassination meetings, to receive information about district and State policies and programs
- Carry out the Pack program with the support of the Pack Committee, including leading monthly pack meetings
- Carry out the goals of the chartering organization within the Pack program
- Work with the Pack Committee to recruit adult leadership
- Work with the Pack Committee to develop the Pack budget
- Support the Pack Sixer and encourage them to get the appropriate training
- Encourage the Pack Sixer to work toward Golden Arrow Awards
- Communicate with parents about the Pack program and help to educate them about the Cubbing program
- Encourage family participation in the Cubbing program
- Encourage the Pack to participate in service projects
- Work with the Assistant Cubmasters, delegating as necessary
- Attend and participate in Pack Committee planning meetings
- Incorporate traditional Scouting elements, such as flag ceremonies, skits, and songs, into the Pack program
- Encourage advancement and recognize Cubs when they advance

An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

1. What are the important role in CubMaster?

A. Planning and Recruitment

2. Who are main leader in Pack?

A CubMaster

For Further Reading:

1. Wolf Cub Hand Book
2. Cubbing

How much have I got it right?

Here are the answers to your memory test:

1. What are the important role in CubMaster?

A. Planning and Recruitment

2. Who are main leader in Pack?

A CubMaster

ANIMATED YARNS, HISTORY OF WOOD BADGE

Introduction:

Telling of yarns is an essential part of Cub Programme. The Good story-telling is made, not born, story telling has been recognized as an important element children and it should be the most predominant feature of all Cub training. Yarns and stories form an essential part of normal pack activity. Animated Yarns appeal very strongly to young boys. They satisfy their desire for adventure and they help to quench their thirst for knowledge. Between them they furnish the children's reservoir of experience.

The ultimate purpose of Wood Badge Course is to help adult leaders deliver the highest quality Cubbing programme to young people to help them achieve their highest potential. It models the best techniques for developing leadership and teamwork among both young people and adults.

Wood Badge is a Cubbing leadership programme and the related award for adult leaders in the programmes of Scout Associations throughout the world. Wood Badge courses aim to mark Cubmasters better leaders by teaching advanced leadership skills, and by creating a bond and commitment to the Scout movement. Courses generally have a combined classroom and practical outdoor based phase followed by the project phase. By "working the Project Phase", participants put their newly gained experience into practice to attain ticket goals aiding the Scouting movement.

Objectives:

At the end of the Module, you should be able to:

1. Explain the used of Stories and yarns in Pack Life.
2. Develop the skill of telling good stories to Cubs.
3. Know the real meaning of Animated Yarn (Dramatic display of a story).
4. Narrate the history of the Wood Badge.
5. Explain importance of Wood Badge Beads and thong.

Thought for Reflection:



Success in training the boy depends largely on the Scoutmaster's own personal example.

ANIMATED YARNS:

It is primarily the duty of the Cubmaster to tell stories and yarns to his Cubs. He should tell them a story or give them yarn at every Pack meeting. It should be stories very often, but now and then a yarn may take their place. But stories of yarns there should be every time and there should be no exception to this rule. This feature would come towards the end of the day's programme. A wise Cubmaster will create an atmosphere of expectancy for this important Pack activity, and he would select a suitable opportunity for this during the evening. The most propitious moment would naturally be when after going through the day's assignment of active work and games the Cubs feel like their tired limbs for a little while for with rest for the body the mind becomes active, and that makes them ready to absorb all that the story or yarn has of lasting value.

Stories are really that interest children the most; but yarn based on real life experience like yarns of adventure, yarns giving useful interesting information, yarns providing rich fun and yarns having spiritual appeal have their own value and purpose and benefit children very greatly.

WHY : Obvious adjunct to romantic background of Cubbing and whole movement.

Natural means of teaching many things. Uses boy's tendency to hero worship.

Helps to establish happy relationship between Pack and Cubmaster once acquired gives immense pleasure to cubmaster and Cubs.

WHEN: Frequently, Nearly all Pack Meetings, expeditions etc. Not always at end but always after consideration physical activities. Useful when pack has to wait, e.g. at a rally, for a train, etc. First Jungle Story upto Mowgli's entry into the pack should be told before investiture.

WHO : You as Akela, All old wolves, Instructors and other scouters, Story telling by different personalities will have lasting effect, Commissioners.

Valuable experience for boys to meet variety of personalities all will have something new to offer.

HOW: You might not be very good at first but you can learn and you will improve.

POINTS THAT SHOULD HELP:

- Read for enjoyment of story and get atmosphere-you must see the action in your eyes. Re-read-note carefully, character sequence and Decide a point of story.
- Tell to yourself how much do you remember.
- Check back for points missed. turns of phrase colourful description.
- Make a few notes and headings if helpful.
- Make sure of a good beginning and a good ending.
- You must enjoy it yourself. Impossible to tell conveniently if you are not in sympathy with it. Speak clearly and naturally and sincere.
- All cubs should be able to see your face and you theirs.
- Don't hurry allow time for the effective pause and infection.
- If there is any moral-let the story tell it-not you.

WHAT:You must read and read the books in Public Library a Valuable source of suitable stories.Jungle tales-obviously, Daily Papers, Magazines, Stories on Radio, TeleVision, You tube and animated kids CD

Great wealth of material which you must search out and “when found make a note of”. Have your own potted yarns book. Make up your own. You can learn to do this too.

TYPES OF YARNS:

- The yarns “Adventurous” – Things happen – Right Triumph.
- The yarn “Instructive” The nature yarn etc.
- The yarn “Good Turn”- just tod because we enjoy it.
- The yarn “Inspiring” – Stories from life etc. The cub’s own talk.

What to Avoid:Sloppy, Sentimental yarns- Namby-pamby(Fairies translated to a knight can solve many problems). The yarn that is just good literature and is no story. Yarns being told or read at local school.Ghost stories (through as Hamlet might have said “it depends on the ghost”).

Other Methods: The Serial Yarns-Useful means of getting slack Cubs to attend. The Round Yarn-Cubs them selves make up a few paragraphs. Reading a substitute and a valuable one.A good start for the diffident.

Finally:This is an art you must acquire. You can if you are determined and painstaking.

History of Wood Badge:

On completion of the Wood Badge Course, participants are awarded the Wood Badge beads to recognize significant achievement in leadership and direct service to young people. The pair of small wooden beads, one on each end of a leather thong (string), is worn around the neck as part of the Scout uniform. The beads are presented together with a taupe Scarf (Neckerchief) bearing a tartan patch of the Maclaren clan, honoring William de Bois Maclaren, The Scarf (Neckerchief) with the braided leather woggle, Scarf (Neckerchief) slide) denotes the membership of the 1st Gilwell Scout Group or Gilwell Troop 1. Recipients of the Wood Badge are known as Wood Badgers or Gilwellians.

The First Wood Badge Course:



Baden Powell founded scouting early in the 20th century, and just in a few years, the movement exploded. Baden Powell quickly recognized the need for adult leaders to complete training in a hands-on outdoor environment. On Monday, 8th September, 1919, Nineteen men clad in shorts and knee

socks gathered around a flagpole at Gilwell Field near London. Organizing a training course, these men launched the Sign for what ultimately has become Wood Badge for the 21st century.

The first Scoutmaster's training course was held at Gilwell from 8th September, 1919 to 19th September, 1919. 19 Scout Masters participated in the camp. It followed the pattern B.P. had used with boys on Browne Sea twelve years before. The Patrol system was again put to test with the nineteen participants divided into patrols and living a patrol life. The instructions also to the same form as Browne Sea. Each day a new subject was introduced and covered in demonstrations, practices and game. The Kudu Horn that had called the boys into action on Browne Sea was used for all signals. B.P. laid it down that the training courses should run in a camp with the scoutmasters forming a scout troop or in the case of Cub Master, a cub pack B.P. intended that as far as possible instruction is put into practice to make quite sure that the training of the boy is also kept very practical and very active

Baden Powell's Scouting for Boys and Aids to Scoutmaster ship were 'textbooks' for this outdoor class room, and during the 11 day course, the scouters learned the skills to pass on to their eager scouts. Troop organization, camp craft, pioneering, woodcraft, sign craft, games, field work, study circle work and path finding. Upon completion of the course.

The first Wood Badge training was organized by Francis "Skipper" Gidney and lectured by Robert Baden-Powell and others at Gilwell Park (United Kingdom) in September 1919. Wood Badge training has since spread across the world with international variations.

The Boy Scouts of America conducted its first official Wood Badge course in the United States in 1948. Since then, training professionals and volunteers have updated the Wood Badges syllabus to provide the best methods to adult Scouters for teaching leadership and program delivery.

What should these men be given as a token of having finished their training camp? The usual and obvious thing would be some kind of certificate but B.P. did not care for certificate. He searched his trophies and mementos for suggestion and pulled out the long string of wooden beads he had found in Dinizulu's deserted hut in "Ceza Bush" Mountain during the Zulu War in 1888. He presented each man who had taken part in the camp with one of these beads.

Baden Powell awarded each of the scouters a hand carved bead tied to a leather thong, the Beads a prize he collected from Zulu Chief Dinizulu during the British Ashanti campaign in 1888.

Dini Zulu's Story: Zulu Tribe, a section of the Bantu Negro family which originally occupied the South East Seaboard of Africa from Delagoa Bay to the Great Fish River is a race of superior physique and intellectual endowment and inclined to a quiet pastoral life.

In 1879, the British under “Mr. Lord Wolseley”, broke the Power of the Zulu Kingdom, which under “Cetchwayo” had been constant nuisance with its raids on both Boer and British Territory.

“Cetchwayo” the Chief of the Zulu Nation divided the whole Nation into 8-tribes, each under a separate Chief. One of these tribes was under Dini Zulu, son of “Cetchwayo”. In 1888, Dini Zulu raised a rebellion among the tribes against the British. Two of the Tribes however, elected to side the British force. B.P.’s uncle General Sir Henry Smyth took out a force against Dini Zulu. Baden Powell acted as Military Secretary and Intelligence Officer.



“Dini Zulu” after a few engagements took refuge in a mountain strong hold called the “Ceza Bush”, just on the border of Transvaal. B.P reconnoitred the place with a few scouts; and their forces were brought into position to take from three sides. Just before attacking, B.P went into position with his scouts at early dawn, and found that the enemy had just hurriedly evacuated (Vacated) it leaving most of their food and kit behind and had crossed the border into Transvaal, where of course they could not follow them.

In the hut which had been put up for Dini Zulu to live in, Baden Powell found his necklace of Wooden Beads among his other belongings. B.P had in his possession a photograph of Dini Zulu taken a few month before hand, in which he was shown wearing the necklace around his neck and one shoulder.

Dini Zulu was at that time a splendid type of young savage (Wild & Cruel), full of resource, energy and pluck. He eventually surrendered to us, was kept prisoner for some time and was then returned to his tribe on condition that he would behave himself. But later on he broke out again, and involved us in a further campaign, which resulted in our final taking over the Zulu Land and annexing it !

These simple wooden Beads signifying the completion of the training course soon became one of the most highly prized possessions a Scoutmaster could want. The beads gave the training it name of Wood Badge Course.

As the number of courses all over the world increased, and as the stock of these beads in the necklace of Dinizulu exhausted, the Gilwell park started preparing own beads for presentation to the Scouters.

It is satisfying to note that even though with the change of times, the Associations in various countries and also the World Bureau have brought about considerable change in the syllabus content and conduct of these courses, the Beads are still accepted as the insignia for these scouters who complete this training.

Gilwell Field:

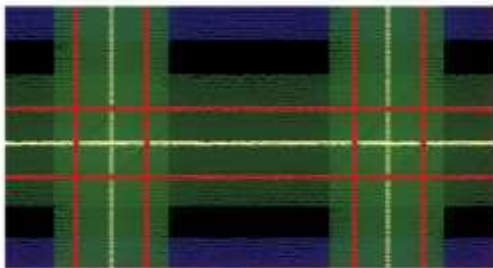
Baden Powell held the first wood badge course at Gilwell park near London. Till date, Gilwell is considered the international home of Wood Badge. Wherever on the globe a course is organized, the main assembly area is known as Gilwell Field.

Axe and Log:



The axe and log is the totem (Sign) of Gilwell Park. The axe and log logo was conceived by the first Camp Chief, Francis Gidney, in the early 1920s to distinguish Gilwell Park from the Scout Headquarters. Gidney wanted to associate Gilwell Park with the outdoors and Scout craft rather than the business or administrative Headquarters offices. Scouters present at the original Wood Badge courses regularly saw axe blades masked for safety by being buried in a log. Seeing this, Gidney chose the axe and log as the totem of Gilwell Park.

MacLaren tartan:



In 1919, a scouts man named W.F. de Bois MacLaren, a district commissioner for scouting in Scotland, purchased Gilwell Park and presented it to the British Boy Scout Association. He donated the £7000 to purchase Gilwell Park in 1919 plus an additional £3000 for renovation of the house that was in the estate. He explained that one of his purposes in doing so was "to provide a training ground for the officers of the Scouting Movement" in perpetual appreciation for his generosity to scouting, Wood Badge adopted the tartan of the MacLaren clan. It is this tartan that appears on the Wood Badge Scarf (Neckerchief).

Wood Badge Beads:



The origins of Wood Badge beads can be traced back to 1888, when Baden-Powell was on a military campaign in Zululand (now part of South Africa). He pursued Dinuzulu, son of Cetshwayo, a Zulu king, for some time, but never managed to catch up with him. Dinuzulu was said to have had a 12-foot (4 m)-long necklace with more than a thousand acacia beads. Baden-Powell is claimed to have found the necklace when he came to Dinuzulu's deserted mountain stronghold. Such necklaces were known as "iziQu" in Zulu and were presented to brave warrior leaders.

Much later, Baden-Powell sought a distinctive award for the participants in the first Gilwell course. He constructed the first award using the beads from the necklace he had recovered, and threaded them onto a leather thong given by an elderly South African in Mafeking, calling it the Wood Badge.

The beads were first presented at the initial leadership course in September 1919 at Gilwell Park. The Wood badge program takes its name from the beads. Since then, More

than 1,00,000 Scouters worldwide have completed Wood Badge Course and can wear replicas of the original Wooden beads.

While no official knot exists for tying the two ends of the thong together, the decorative diamond knot has become the most common. When produced, the thong is joined by a simple overhand knot and various region specific traditions have arisen around tying the diamond knot.

Kudu Horn:



The kudu horn is another Wood Badge symbol. Baden-Powell first encountered the kudu horn at the Battle of Shangani, where he discovered how the Matabele warriors used it to quickly spread a signal of alarm. During his military service in Africa, Baden Powell observed members of the Matabele tribe blowing on the horn of a kudu to signal to one

another.

He brought a kudu horn back to England with him, and in the summer of 1907, when he held his first experimental camp on Brown Sea Island, Baden Powell sounded the horn to assemble his campers. The same horn was entrusted to Gilwell Park in 1920 for use in scout training courses. It is used from the early Wood Badge courses to signal the beginning of the course or an activity, and to inspire Scouters to always do better. Since then, the Kudu Horn has been a symbol of the Wood Badge Courses throughout the world.

Leather Thong:

The Dini Zulu's Necklace of Beads and the Kudu Horn, two articles of great sentimental value and general scout interest have already been mentioned. Similarly the third article is the Leather Thong or a Boot Lace. Scouters who qualify for the Wood Badge receive as the badge, two replicas of the original Beads strung on the ends of a Leather Lace.

The story of thong (leather lace) is also closely connected with the defense of Mafeking. The Thong is another link with B.P.'s past. One early morning during the last days of the siege of Mafeking, B.P. was returning from one of the dawn tours of the defenses and for once looking a bit down cast. An old native who was employed as scavenger came up to him and asked him why he was not whistling as usual. B.P. admitted that he was rather worried, The native at once took off a leather thong he was wearing round his neck and gave it to B.P. saying "Wear this my mother put in on to me for luck, now it will bring you luck' B.P. took the thong and placed it in the pocket of his uniform with a word of thanks and smiled as usual. Luckily that day the news came by heliography (a method of signaling by means of the sun's rays flashed from mirrors. Messages in this manner can be transmitted very far. It was at one time of extensive use in the military operation) that a relieving column was reaching Mafeking. At last Mafeking

was relieved. What else a fitting memento of Good Luck could have been to the scouters?

Scarf (Neckerchief) and Woggle:



Wood Badge beads, Scarf (Neckerchief)-tan with a patch of MacLaren tartan and woggle may be worn with the official uniform of the Bharat Scouts and Guides.

The Scarf (Neckerchief) is a universal symbol of Scouting and its MacLaren tartan represents Wood Badge's ties to Gilwell Park. The Scarf (Neckerchief), called a "necker" in British and some Commonwealth Scouting associations, is a standard triangular scarf made of cotton or wool twill with a taupe face and red back; a patch of Clan MacLaren tartan is affixed near the point. The pattern was adopted in honor of a British Scout commissioner who, as a descendant of the Scottish MacLaren clan, donated money for the Gilwell Park property on which the first Wood Badge program was held.

Originally, the Scarf (Neckerchief) was made entirely of triangular pieces of the tartan (a plaid woolen cloth), but its expense forced the adoption of the current design. The Scarf (Neckerchief) is often worn with the Gilwell woggle.

Training Ground & Gilwell Oak:

The grass fields at the back of the White House at Gilwell Park are known as the Training Ground and The Orchard (ground with fruit trees), and are where Wood Badge training was held from the early years onward. A large oak, known as the Gilwell Oak, separates the two fields. The Gilwell Oak symbol is associated with Wood Badge, although the beads for the Wood Badge have never been made of this oak.

Gilwell Song:



The Gilwell Song has been sung by generations of wood badge participants-always energetically, but with wildly varying degrees of harmonic success.

Wood Badge in Cubing:

Wolf Cub Leaders briefly followed a separate training system beginning in 1922, in which they were awarded the Akela Badge on completion the course. The badge was a single fang (a long pointed tooth or tusk) on a leather thong. Wolf Cub Leader Trainers wore two fangs. The Akela Badge was discontinued in 1925, and all



leaders were awarded the Wood Badge on completion of their training. Very few of the fangs issued as Akela Badges can now be found.

Wood Badge Courses in India:

The First Gilwell Wood Badge Course in India was held at Calcutta in TollyGunj from 03.02.1922 to 12.02.1922. Sir Alfred Pickford, Dy.Camp Chief acted as the Scoutmaster and Mr.J.S.Wilson, Dy. Camp Chief as Asst Scoutmaster and Rev. Earle as the Troop Leader.

The Second Gilwell Wood Badge Course was also held again at TollyGunj, Culcutta from 19.01.1923 to 30.01.1923 with Mr.J.S.Wilson, Dy. Camp Chief as the Scoutmaster and Mr.J.A.Krishnan, Dy. Camp Chief as Asst Scoutmaster and Rev. Earle and N.N.Bose acted as the Troop Leader.

Later SardarHardial Singh a Scouter of World fame was appointed as the camp Chief and the Akela Leader for the Punjab. He was also running the Training Centre as well as the Camping Center for Pujab at Tara Devi (near Simla) on the same pattern of Gilwell and many more D.C.C s and Akela Leaders in various Provinces and State of India were also authorized the Gilwell Wood Badge Course before the formation of the Bharat Scouts & Guides.

It is also happy sign that in our country also after the formation the Bharat Scouts & Guides in 1950, The wood badge (now named as the Himalaya Wood Badge) was retained as insignia for completion of Adult Leader Training and also as a symbol of unity in World Scouting, and our National Training Centre situated at Pachmarhi, Madhya Pradesh prepare and issued the beads from the wood available at the centre itself.

Three courses Cub, Scout and Rover were held at Pachmarhi on the bank of the Lake near Pachmarhi Bazaar and in 1956, the Madhya Pradesh Government made a grant of land in Pachmarhi for the establishment of the National Training Centre. This provided a most suitable place for Wood Badge Courses for the country.

**"Leadership is the keynote to success— but leadership is difficult to define, and leaders are difficult to find. I have frequently stated that "any ass can be a commander, and a trained man may often make an instructor, but a leader is more like the poet— born, not manufactured."
Baden-Powell**



An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

1. What is the ultimate purpose of wood badge ?

2. How could it be modeled to young and adults?
3. Why are wood badge awarded?
4. Who and When organized the first wood badge training?
5. What is the significance of Gilwellpark?
6. What is the importance of axe and log?
7. How and when could wood badge beads be organized?
8. What is diamond Knot? Where could the Diamond knot be tied?
9. What is the Universal symbol of scouting?
10. In which year first Wood Badge camp conducted in India?

For Further Reading:

1. Orans, Lewis P. (2004). "The Wood Badge Homepage". Pinetree Web.
2. "The Origins of the Wood Badge" (PDF). ScoutBase UK. 2003.
3. "The Wood Badge Homepage". Pinetree Web.
4. "The Objectives of Wood Badge". Woodbadge.org.
5. "Training: The Wood Badge". CATVOG Scout Area (The Scout Association).
6. Wood Badge for the 21st Century – Staff Guide. Boy Scouts of America. 2001.
7. "History of Wood Badge". Green Mountain Council Boy Scouts of America. 2007.
8. Rogers, Peter (1998). Gilwell Park: A Brief History and Guided Tour. London, England:
9. The Story B.P by R.D.Eswar Singh.
10. Books published by the Bharat Scouts and Guides, National head quarter, New Delhi.

How much have I got it right?

Here are the answers to your memory test:

1. What is the ultimate purpose of wood badge ?

A: To help adult leaders deliver the highest quality scouting programme to young people to help them achieve their high potential.

2. How could it be modeled to young and adults?

A: It models the best techniques for developing leadership and team work among both young people and adults.

3. Why are wood badge awarded?

A: To recognize significant achievement in leadership and direct service to young people.

4. Who and When organized the first wood badge training?

A: It was organized by Francis SkipperGindey at Gilwell park in Sep 1919.

5. What is the significance of Gilwellpark?

A: Gilwell is considered the Inter National home of wood badge

6. What is the importance of axe and log ?

A: The totem of Gilwellpark.

7How and when could wood badge beads be organized?

A: It can be traced back to 1888 B.P found a necklace with Dinzulu. The beads were first presented at the initial leadership course in sep 1919 at Gilwellpark.

8What is diamond Knot? Where could the Diamond knot be tied?

A: To tie the two ends of the thong it was diamond knot used and had become the most common.

9 What is the Universal symbol of scouting?

A: The scarf.

10 In which year first Wood Badge camp conducted in India?

A: 1922.

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WORLD ORGANIZATION OF THE SCOUT MOVEMENT(WOSM)

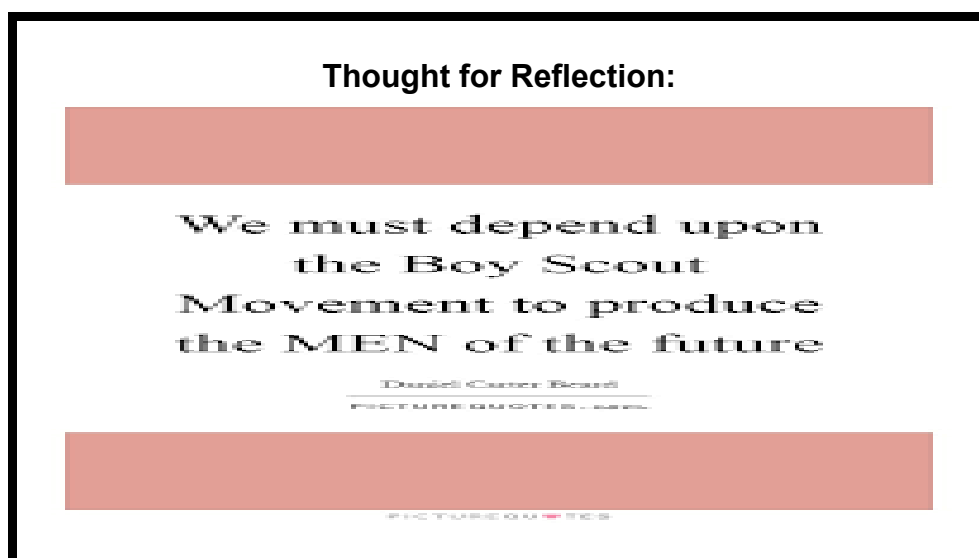
Introduction:

The Scout Movement is a voluntary non-political educational movement for young people. The organization of the Scout Movement at the world level, “World Scouting”, is governed by the **World Organization of the Scout Movement (WOSM)**.

Objectives:

At the end of the Module, you should be able to:

1. Narrate the history of the WOSM.
2. List the Regions of WOSM.
3. State, in brief the functions of World Scout Conference, Committee and Bureau.
4. Tell how world scouting grew.
5. List out the world scout centers
6. Explain the Fundamentals of Scouting



History of WOSM:

The First International Conference held at Olympia (London) in 1920 during the first World Scout Jamboree. In the conference leaders created the Boy Scouts International Bureau (BSIB). An office was established at 25, Buckingham Palace Road, London, and the then International Commissioner of The Boy Scouts Association of the United Kingdom, “Hubert S. Martin”, was appointed as Honorary Director.

The first task of the bureau (BSIB) was to co-ordinate the discussions and to prepare the Second International Conference in Paris in 1922. At that conference the

World Association of the International Scout Movement (WAISM) was founded. In 1961 the WAISM was renamed as World Organization of the Scout Movement. The Boy Scouts' International Conference was later superseded by the World Scout Conference.

The needs of Scout youth in unusual situations have created some interesting permutations, answerable directly to the World Scout Bureau.

In 1947 at the 11th International Conference the "Displaced Persons Division" of the BSIB was established to register and support Scouts in Austria, Northern Italy, and Germany. These Scouts did not receive the right of membership in the Boy Scouts International Conference but gained recognition as Scouts under the protection of the Bureau until they took up residence in a country that had a recognized National Scouting Organization, which they then could join. The D.P. Division was closed on 30 June 1950.

The WAISM decided to admit and recognize the exile Russian Scout group as the "Representatives of Russian Scouting in Foreign Countries" on 30 August 1922 and the Armenian Scouts in France were recognized as a "National Movement on Foreign Soil" on 30 April 1929. The Boy Scouts of the United Nations began in 1945 and for years there was an active Boy Scouts of the United Nations with several troops at Parkway Village in New York City, with 14 members in 1959. The International Boy Scouts of the Canal Zone, a group in Panama with Scouts that claimed British and not Panamanian nationality was originally placed under the American Scouting overseas of the BSA but, in 1947, was transferred under the International Bureau. In 1957 the group had over 900 members and existed as a directly registered group until the late 60s. The third category in the directly registered groups, the "mixed-nationality troops", were registered after discussions concerning such troops took place at the 3rd International Conference of 1924 at which the BSIB was authorized to directly register such groups. It seems that the discussion at the 1924 International Conference was prompted by a letter to Baden-Powell from the Scoutmaster of one such troop in Yokohama, Japan. Janning's troop became the first troop directly registered by the BSIB. Only a few troops were directly registered as soon the practice was discontinued and new "mixed" groups were encouraged to join the National Scout Association of their country of residence. In 1955 only two such groups were still active, a troop in Iraq that disbanded that year, and the first group to be registered, the International Troop 1 in Yokohama. The international troop in Yokohama is the only remaining active troop of the small group of the originally directly registered mixed-nationality troops.

WOSM:



World Organization of the Scout Movement (WOSM) is the International Umbrella Organization for Scouting in the World, Composed of National Member Organizations who have accepted the principles of membership and are working on the lines laid down by the founder, Lord Baden Powell.

The World Organization of the Scout Movement (WOSM /wuzm/) is the largest



international Scouting organization. WOSM is a non-governmental organization with General Consultative Status to the United Nations Economic and Social Council(ECOSOC). WOSM is an independent, non-political, non-governmental organization that is made up of 164 National Scout Organizations (NSOs). These NSOs are located in 224 countries and territories around the world. With over 40 million members in some one million local community Scout Groups, WOSM is one of the largest youth movements in the world. WOSM was established in 1922, and has its operational headquarters at Kuala Lumpur, Malaysia and its legal seat in Geneva, Switzerland. It is the counterpart of the World Association of Girl Guides and Girl Scouts (WAGGGS).

Secretary General: Scott Teare,

WOSM Programme:

The WOSM is associated with three World Scout Centers. The World Scout Jamboree is held roughly every four years under the auspices of the WOSM, with members of WAGGGS also invited. WOSM also organizes the World Scout Moot, a Jamboree for 17 to 26 year olds, and has organized the World Scout Indaba, a gathering for Scout leaders. The World Scout Foundation is a perpetual fund governed by a separate Board of Governors and supported by donations for the development of WOSM associated Scouting programs throughout the world.

Purpose of WOSM:



The purpose of WOSM is to promote unity and the understanding of Scouting's purpose and principles while facilitating its expansion and development. The WOSM's current stated mission is "to contribute to the education of young people, through a value system based on the Scout Promise and Scout Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society".

For more information, read the following:
The Constitution of WOSM, which governs the operation of WOSM in a kindred spirit of world cooperation and friendship
Scouting – Education for Life, our flagship brochure, is available in English, French, Arabic, Spanish and Russian

WOSM Central Office:

World Scout Bureau-Kuala Lumpur Office ,
World Organisation of Scout Movement,

Suite 3, Level 17, ManaraSentral Vista,150 Jalan Sultan Abdul Samad,
Brickfields, 50470 Kuala Lumpur, Malaysia.

World Scout Bureau: Geneva, Switzerland.

Secretary General's Office: Kuala Lumpur Malaysia

Organization of WOSM:

WOSM is organized into regions and operates with

1. World Scout Conference.
2. World Scout Committee and
3. World Scout Bureau.

1. The World Scout Conference (WSC):

The World Scout Conference is the policy making/governing body (Like National Council). The World Scout Conference is the general assembly of Scouting and is composed of six delegates from each of the member Scout associations. Each national Organization got one vote irrespective of the size of its membership visitors are allowed in to the conference depending on the strength of the membership. If a country has more than one association, the associations form a federation for coordination and world representation. The basis for recognition and membership in the World Scout Conference includes adherence to the aims and principles of the World Organization of the Scout Movement, and independence from political involvement on the part of each member association.

The Conference meets once in every three years and is hosted by a member association. At the World Scout Conference basic cooperative efforts are agreed upon and a plan of mutual coordination is adopted. The Conference directed the move of the World Scout Bureau from Ottawa, Canada to Geneva on 1st May, 1968.

2. The World Scout Committee:

The World Scout Committee is the executive body (Like National Executive Committee) of the World Scout Conference and is composed of elected volunteers. The Committee has 14 members. Twelve, each from a different country, are elected for three-year terms by the World Scout Conference. The members, elected without regard to their nationality, represent the interests of the movement as a whole, not those of their country. The Secretary General and the Treasurer of WOSM are *ex-officio* members of the Committee. The chairmen of the regional Scout committees participate in the World Scout Committee meetings in a consultative capacity.

The World Scout Committee represents World Scout Conference between the meetings of the full conference. The World Scout Committee is responsible for the implementation of the resolutions of the World Scout Conference and for acting on its behalf between its meetings. The Committee meets twice a year, usually in Geneva. Its Steering

Committee, consisting of the Chairman, two Vice-Chairmen and the Secretary General, meet as needed.

World Scout Committee Chairman: Joao Goncalves.

The World Scout Committee has set up work streams to address the top strategic priorities, as defined by the World Scout Conference, which at present include:

Youth involvement

Volunteers in Scouting

Scouting's profile (communications, partnerships, resources)

Standing committees include:

- Audit
- Budget
- Constitutions
- Honours and Awards
- *Working With Others*- a consultative committee of the WOSM and the World Association of Girl Guides and Girl Scouts (WAGGGS), composed of members of the World Committee/World Board of both organizations

3. The World Scout Bureau (WSB, formerly the International Bureau): The World Scout Bureau (WSB) is the secretariat of the World Organization (Like NHQ) that carries out the instructions of the World Scout Conference and the World Scout Committee. The Bureau is directed by the Secretary General of WOSM, who is the Chief Administrative Officer of the World Organization. The Secretary General is appointed by the World Scout Committee. The WSB is administered by the secretary general, who is supported by a small staff of technical resource personnel. The bureau staff helps associations improve and broaden their Scouting by training professionals and volunteers, establishing finance policies and money-raising techniques, improving community facilities and procedures, and assisting in marshaling the national resources of each country behind Scouting.

The staff also helps arrange global events such as the World Scout Jamborees, encourages regional events, and acts as a liaison between the Scouting movement and other international organizations. A major effort in the emerging nations is the extension of the universal Good Turn into an organization-wide effort for community development.

The World Scout Bureau comprises of approximately 120 staff, based in 8 locations around the world:

- World Scout Bureau Global Support Centre - Kuala Lumpur, Malaysia
- World Scout Bureau Global Support Centre - Geneva, Switzerland
- World Scout Bureau Africa Support Centre - Nairobi, Kenya
- World Scout Bureau Arab Support Centre - Cairo, Egypt
- World Scout Bureau Asia-Pacific Support Centre - Makati City, Philippines
- World Scout Bureau Eurasia Support Centre - Kiev, Ukraine
- World Scout Bureau Europe Support Centre - Geneva, Switzerland and Brussels, Belgium

- World Scout Bureau Interamerica Support Centre - Panama City, Republic of Panama

The legal seat of the World Scout Bureau is located in Geneva, Switzerland. The Secretary General's Office is located in Kuala Lumpur, Malaysia.

Functions

As the secretariat of the World Organization, the World Scout Bureau has a number of constitutionally defined functions:

- It assists the World and Regional Scout Conferences, and the World and Regional Committees and their subsidiary bodies in the fulfillment of their functions. This includes the preparation of meetings and the provision of the necessary services to implement the decisions of the various bodies.
- It provides services for the promotion of Scouting throughout the world.
- It maintains relations with National Scout Organizations (NSOs) and helps them develop Scouting in their country.
- It promotes the development of Scouting in countries where it does not exist.
- It supports the organization of international and regional Scout events such as World and Regional Jamborees.
- It maintains relations with international organizations whose activities are concerned with youth matters.

The World Scout Bureau's operations are financed partly from the annual registration fees paid by National Scout Organizations, based on their membership. Other support comes from foundations, corporations, development agencies, and individuals. Support also comes from the World Scout Foundation.

Secretary General

The Secretary General is appointed by the World Scout Committee of which he/she is an ex-officio member. He/she is the Chief Executive Officer of WOSM and directs its Secretariat, the World Scout Bureau. The role of the Secretary General is to promote and safeguard the interests of the Movement.

ADDRESS:

World Scout Bureau Global Support Center, Kuala Lumpur
Suite 3, Level 17, MenaraSentral Vista
150, Jalan Sultan Abdul Samad,
Brickfields, 50470 Kuala Lumpur, MALAYSIA.
Tel.: +60 3-2276 9000. Fax: +60 3-2276 9089
[Website: worldbureau@scout.org](http://worldbureau@scout.org)

Move to Kuala Lumpur:

In August 2013, Secretary General "Mr.ScottTeare" announced his intention to relocate the World Scout Bureau Central Office (WSB-CO) to Kuala Lumpur. The Bureau

was first established in London, England in 1920, moved to Ottawa, Canada in 1959 and has been located in Geneva, Switzerland since 1968.

World Scout Programme:

The *Better World Framework* combines the Scouts of the World Award, Messengers of Peace and World Scout Environment Programmes as programme initiatives administered by the World Scout Bureau.

World Scout Badge:



The WOSM membership badge is the World Scout Emblem, a purple, circular badge with a fleur-de-lis in the center, surrounded by a length of rope tied with a reef knot. Baden-Powell first used the fleur-de-lis on a badge awarded to British Army scouts and subsequently adopted and modified the badge for Scouting. The arrowhead represents the North point on a compass, and is intended to point Scouts on the path to service and unity. The three points on the fleur-de-lis represent service to others, duty to

God and obedience to the Scout Law. The two five-point stars stand for truth and knowledge, with the ten points representing the ten points of the Scout Law (Now 9 points only in BS&G, India). The bond at the base of the fleur-de-lis symbolizes the family of Scouting. The encircling rope symbolizes the unity and family of the World Scout Movement.

Bronze Wolf Award:

The Bronze Wolf Award is the only distinction awarded by WOSM, awarded by the World Scout Committee for exceptional services to world Scouting. It was first awarded to Robert Baden-Powell, by a unanimous decision of the then-*International Committee* on the day of the institution of the Bronze Wolf in Stockholm in 1935.



Six Regional Offices of WOSM:

1. Africa Region-Office at Nairobi, Kenya
2. Arab Region- Office at Cairo, Egypt.
3. Asia-Pacific Region- Office at Manila, Philippines.
4. Eurasia Region- Office at Kiev, Ukraine.
5. Europe Region-Office at Geneva, Switzerland & Brussels, Belgium.
6. Inter America Region-Office at City of Panama, Republic of Panama.

Each world center has its own sub-committee of members from all over the world. They review the progress and formulate the plans and proposals for its development various international events are organized at these centers.

1. Africa Region:



The **Africa Scout Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Nairobi, Kenya, with satellite offices in Cape Town, South Africa, and Dakar, Senegal. Currently, the region has 35 member National Scout Associations/Organizations and 11 potential members. There are about one million registered Scouts in Africa, though it is suspected that there are about twice that number in the region. The large nations of Mali, Guinea-Bissau and the Central African Republic, and several smaller nations, are not yet WOSM members, for various reasons.

This region is the counterpart of the Africa Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

2. Arab Region:

The **Arab Scout Region** also known as the **Arab Scout Organization** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Cairo, Egypt. By 1954, Scouting had become so popular in Arab countries that WOSM established the Arab Scout Region in Damascus.



The Region comprises 18 members of Scouting in Western Asia and North Africa, including Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Syria, Sudan, Tunisia, the United Arab Emirates, and Yemen.

Although Iraq is at present not a WOSM recognized nation, it has a Scouting movement and is among the first founders of the Scout Movement in the Arab Region. Scouting is also being developed in Western Sahara with the assistance of Scouts from the Canary Islands. This region is the counterpart of the Arab Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

The region was originally headquartered in Beirut. **The Cairo International Scout Center** is a lavish six-floor building next to Cairo International Stadium that welcomes all Scouts, non Scout organizations and individual guests. It hosts both conference areas and hostel quarters.

Director: Dr. Atif Abdelmageed Abdelrahman Ahmed



3. Asia-Pacific Region:

The **Asia-Pacific Scout Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Makati City, Philippines, with satellite offices in

Australia and Japan. The Asia-Pacific Region services Scouting in the land area of Asia south of Siberia and east of Central Asia, and the bulk of the Pacific Basin, with the exception of the Federated States of Micronesia, the Marshall Islands and Palau, which are under the Interamerican Region by way of the Aloha Council of the Boy Scouts of America.

The Asia-Pacific Scout Region has witnessed the births and rebirths of national Scout organizations since the region was founded in 1956. Starting with ten founding members, it grew to 25 member countries by 2003, out of which 23 are full-fledged members and two are associate members, encompassing 17 million Scouts. Eight of the 15 largest Scout associations in the world are in the Region. All the formerly communist states of Central Asia and the Soviet Union have developed or are developing Scouting in the wake of the renaissance in the region. For several years, communism repressed Scouting in Afghanistan, where it has newly returned, as well as in Mongolia, which had been the first Soviet satellite state since 1924. On the other hand, the World Scout Committee accepted in 2009 the declaration of Gerakan Pramuka Indonesia of having 17 million members for the census 2008. This has directly affected and changed the membership figure in the region, resulting in an increase of 9 million members, which now stands at a total of 24.7 million.

Widely separated by uneven resources, cultures, ethnic groups and technological resources, Scouting in the Asia-Pacific Region generally enjoys the respect of the public and by governments, a wide array of volunteers encompassing public and private sectors, and is powered by a small but committed group of professionals in the Scouting service.

The Present Regional Chairman is Chao Shou-Po of the Republic of China, and the current Regional Director is Jose Rizal Pangilinan of the Philippines.

This region is the counterpart of the Asia Pacific Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

4. Eurasia Region:

The **Eurasian Scout Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Kiev, formerly located at Gurzuf near Yalta-Krasnokamianka, Ukraine, with a branch office in Moscow. All the formerly communist states of Central and Eastern Europe, Central Asia and the Soviet Union have developed or are developing Scouting in the wake of the renaissance in the region.



In 1997, WOSM created the new Eurasian Region, ostensibly to assist in the rebirth of Scouting in the 12 former Soviet Republics: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. Several of the organizations in the Region were borne from existing Scouts-in-Exile organizations. Russian was made the working language is printed in the branch office in Moscow. The report states, "The regional

office will regularly translate WOSM documents into Russian." The executive director of this region is IurieEmilian of Moldova.

The five national Scouting organizations that were first accepted as members in the World Organization of the Scout Movement-Armenia, Belarus, Georgia, Moldova and Tajikistan, were designated by WOSM as the founding members of the Eurasia Region. Azerbaijan, Russia, and Ukraine have since been accepted into WOSM. In countries where there is more than one Scouting association, like Kyrgyzstan and Ukraine, these associations can choose to cooperate and form a National Scout Organization.

A WOSM joint Eurasian-and-European Scout meeting was held in Kiev in April 2009.

5. Europe Region:



The **European Scout Region** is one of six geographical subdivisions of the World Organization of the Scout Movement, headquartered in Geneva, Switzerland, with a satellite office in Brussels, Belgium; additional out-offices are situated in Belgrade, Serbia and Veles, Macedonia.

The European Scout Region comprises 41 National Scout Organizations that are members of the World Organization of the Scout Movement.

The European Scout Region comprises 41 National Scout Organizations that are members of the World Organization of the Scout Movement, and services Scouting in Western and Central Europe, excluding the former Soviet republics (which comprise the Eurasian Scout Region.. The World Organization of the Scout Movement recognizes at most one member organization per country. Some countries have several organizations combined as a federation, with different component groups divided on the basis of religion (e.g., France and Denmark), ethnic identification (e.g., Bosnia-Herzegovina), or language (e.g., Belgium).

All the formerly communist states of Central and Eastern Europe and the Soviet Union have developed or are developing Scouting in the wake of the renaissance in the region. These include Albania, Bulgaria, East Germany, Hungary, Poland, Romania, and the successor states to Czechoslovakia, Yugoslavia and the Baltic nations independent of the former Soviet Union. Of these, Poland, the Czech Republic and Hungary have been most successful in re-growing their Scout movements and are very well-developed, thanks in part to the existence of Scouts-in-Exile movements for the Diasporas of each nation.

6. Inter America Region:

The **Interamerican Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Ciudad del Saber, Panama. The Interamerican Region services Scouting in



the Western Hemisphere, both North and South America. Until the 1960s, the "Inter-American Scout Advisory Committee" serviced only Mexico, Central and South America, with Canada and the United States serviced through the then-named "Boy Scouts International Bureau" in Ottawa, Canada. Even today, the Interamerican Region exists more for the benefit of countries south of the Rio Grande, as evidenced by the website being only in Spanish until 2011; consequently, the United States and Canada did not participate as vigorously in regional activities as other national organizations around the world.

The headquarters of the Interamerican Region moved progressively southward from its inception until 2010, starting in Havana, Cuba, from 1946 to 1960; moving briefly to Kingston, Jamaica, in 1960; immediately relocating to Mexico City, Mexico, between 1960 and 1968; then to San José, Costa Rica, between 1968 and 1992; Santiago, Chile, from 1992 to 2010, most recently relocating to Ciudad del Saber, Panama.

The Scouts of the nations in the Caribbean basin host their own sub-regional jamborees.

The Interamerican Region contains one of the five countries with no Scouting organization, Cuba, due to political constraints within the country.

This region is the counterpart of the Western Hemisphere Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

World Scout Centers:

World Scout Centers are a brand of the WOSM, but the three World Scout Centers are operated by regional divisions of WOSM and an independent body:

1. "Kandersteg International Scout Center" in Switzerland, operated by the *Scouts International Home Association*.
2. "Cairo International Scout Center" in Egypt, operated by the *Arab Region*.
3. "Picarquín World Scout Center" in Chile, operated by the *Interamerican Region*.

1. Kandersteg International Scout Center:



The Kandersteg International Scout Center (KISC) is the World Scout Center of the World Organisation of the Scout Movement. KISC is one of the three World Scout Centers of the World Organization of the Scout Movement (WOSM). It is an international Scout Center located

in Kandersteg Village, Switzerland. Kandersteg is a small, traditional Swiss village of Kandersteg (inhabitants approximately 1,200) is situated at 1,200 metres above sea level, 65 kilometres south of Bern, in the canton of Bern, near the Lotschenpass and the Gemmipass. The village is known for sightseeing and exploring the Swiss Alps. The

Center provides lodges, chalets and campsites covering 17 hectares of land. It is open to Scouts year round, as well as to non-Scouts for most of the year. More than 11,000 young people from over 50 different countries visit the Center every year.

Kandersteg can be reached by road and rail: it is situated on the main railway line from the north to Italy, and the station is served by fast trains. The Scout Center is at the southern end of the village. During high season, a regular bus runs from the local railway station.

History of Kandersteg Center:

In the first Jamboree held in London during 1920 Lord Baden-Powell expressed his wish of a Permanent Mini-Jamboree where Scouts from all over the world could meet. In 1921 during a holiday in Kandersteg, **“Mr. Walter von Bonstetten”** (then Chief Scout of Switzerland) discovered a disused Chalet. The buildings had originally been used as accommodation for the workers and their families who built the Lotschberg railway tunnel but had long since been abandoned. In 1922 Mr. Von Bonstetten wrote to Baden-Powell telling him of this magical place he had found, inviting him for a visit. In February 1923 the "Scouts International Home" Association was set up. On 12 April 1923 the Chalet and some land was bought and the Center came into existence. In 1930 Baden-Powell visited the site himself.



Staff:

In 1973, Kurt Metz was appointed as the first full-time director, thanks to the support of Kenneth Macintosh and the US Foundation for International Scouting. Volunteer staff are recruited in various numbers according to the time of year to assist with the running of the Center's facilities and the programme offered.

Staff uniform colour used to change each year but from 1989 red became pink and never changed again. From then on the staff members were known as *pinkies*. As well as their pink T-shirts and sweatshirt, they also wear a neckerchief to represent their Scouting background.

Facilities in Kandersteg Camp site:

The campsite can accommodate up to 1,400 persons on more than 60 different sites. On average during the summer, the site has around 750 guests at a time. While close to other groups, each group can be sure of their own campsite, ensuring both an international atmosphere and privacy. The sites have running water nearby and there are toilets and showers with hot water close at hand, which the visiting groups help to look after during their stay. There is a shop open on the campsite during the summer and a campsite office that is open most of the time. There is also a drying room and multiple picnic and barbecue facilities.

Kandersteg Camps & Activities:

The site has a history of camps, starting with the 50th Gilwell Scout course, organized in 1926. The first World Scout Moot was conducted in 1931, Total 2,500 Rover Scouts from 23 countries had attended to the Moot. In 1953, the 5th World Scout Moot was conducted in Kandersteg with 4,000 Rovers from 22 countries, and in 1992 again the 9th World Scout Moot Conducted with 2,500 people from over 50 countries. In the year 2008, the Center ran the first ever World Scout Winter Games.

The activity programme offered by the Center is based on three themes of International Friendship, High Adventure and Eco Adventure, designed to help guests learn, develop and have lots of fun. In the summer they offer, within the three themes, a fixed weekly in-camp programme including International Campfire, Pioneering Competition and BBQ, as well as a wide range of daily activities such as trails, nature workshops, hiking, rock climbing, crafts, mountain biking, paragliding, river rafting and trips to various parts of Switzerland. In the winter, the programme offers a range of alpine snow activities such as downhill or cross country skiing and snowboarding. There are also a variety of other activities in and around Kandersteg, like sledding, curling, ice skating, ice climbing and snow shoeing.

Throughout the year, Kandersteg offers programme activities for groups. Options vary with season and exact time of the visit. By participating in the programme, guests can work towards the award that exists for each of the themes. These are designed to bring together guests of all ages, nationalities and cultures, while encouraging them to experience, learn about and appreciate the alpine environment.

Kandersteg General Assembly:

General Assembly is held every two years to decide the overall direction of the Center. The General Assembly is the most important part of the Association's structure and always takes place at the Center. At this meeting, the reports and accounts of the past years are presented for approval, elections for the Committee are held, official legal issues are decided and decisions on large expenditures taken. Each member can have their say at the Assembly to ensure that the best possible options are pursued.

The operation of the Center is co-ordinate by an international committee elected by the General Assembly. They meet regularly to receive reports, review what has been happening and decide the future policy of the Center. The actual operation of the Center is the responsibility of the Operational Director and the Staff team. The current committee consists of a total of 17 people, with one co-opted member for specific work.

2.Cairo International Scout Center:



The Cairo International Scout Center organized by the Arab Region. It is situated in No: 2 Youssef Abbas Street. Nasr City, Cairo, Egypt Country. The Cairo International Scout Center is a lavish six-floor building next to Cairo International Stadium that welcomes all Scouts, non Scout organizations and individual guests. It hosts both conference areas and hostel quarters.

It has sports facilities, six floors are designed. Arab Scout Center is the ideal base for international work meetings, seminars and conferences where the conference room contains a major number nine hundred and thirty individual equipped with simultaneous translation in three language in that one and the latest means of display and audio. Scout Center and contains the latest audio-visual equipment as well as specialized and different office and departments to assist in administrative, technical and secretarial work, printing and imaging means of the center, clubhouse, library and documentary scouting and the Museum of scouting memorabilia and collectibles. It also contains a center for services and communications. And is providing services in the case of the masters of the guests. Guest House: Containing the guest house the center on five single rooms, thirty three double rooms, twelve Quad room, and two wings. Can accommodate up to one hundred and twenty individual equipped with finest furniture, all rooms air conditioned and all of its own bath room, TV, refrigerator, and telephone. There is also a service Internet as well as laundry.

3. "Picarquín" World Scout Center:



Picarquin, Chile was the site of the 19th World Scout Jamboree, held in December 1998 and January 1999, which brought together 31,000 Scouts and Guides from all over the world. It is located in the commune of Mostazal, in the northern portion of the Libertador General Bernardo O'Higgins Region. Since December 2011 Picarquín is the site where Mystery Land Chile takes place.

An Attempt to Recollect:

Having read through so far , you can now try to test your memory by answering the following question:

1. When and Where first International Conference held?
2. Where the WOSM Central Office situated?
3. What is the Governing Body/General Assembly of WOSM?
4. What is the Executive Body of World Scout Conference?
5. What is Secretariat of World Scout Conference?
6. Where the Kandersteg international scout center situated?
7. Which region of WOSM organized Cairo International Scout Center?
8. How many WOSM regional offices are there?



9. What is the Highest Award presented by WOSM?
 10. What is the website address of World Scout Bureau?
 11. What is the website address of Asia Pacific Region?

For Further Reading:

1. "Constitution of the World Organization of the Scout Movement" World Organization of the Scout Movement. January 2011.
2. "World Scouting".
3. "Who We Are". World Organization of the Scout Movement. Retrieved 14 May 2016.
4. "The Mission of Scouting". World Organization of the Scout Movement. 2007. Retrieved 30 May 2007.
5. "WOSM and the UN". World Organization of the Scout Movement. 2016.
6. "World Scout Committee". WOSM World Scouting. Retrieved 1 January 2012.
7. "World Scout Bureau fact sheet". WOSM World Scouting. Retrieved 2 February 2006.
8. "World Scout Bureau - Relocation of Central Office" (PDF). WOSM Circular N° 20/2013. Retrieved 11 September 2013.

Website Addresses:

- World Scout Bureau:** <http://www.scout.org>
European Scout Region: <http://www.scout.org/europe>
Arab Scout Region: <http://www.scout.org/arab>
Eurasia Scout Region: <http://www.scout.org/eurasia>
Asia-Pacific Scout Region: <http://www.scout.org/asia-pacific>
Interamerican Scout Region: <http://www.scout.org/interamerica>
African Scout Region: <http://www.scout.org/africa>

How much have I got it right?

Here are the answers to your memory test:

1. When and Where first International Conference held?
 A. In 1920 at Olampiya(London)
2. Where the WOSM Central Office situated?
 A. Kuala Lumpur, Malaysia.
3. What is the Governing Body/General Assembly of WOSM?
 A. World Scout Conference.
4. What is the Executive Body of World Scout Conference?
 A. World Scout Committee.
5. What is Secretariat of World Scout Conference?
 A. World Scout Bureau.
6. Where the Kandersteg international scout center situated?
 A. In Kandersteg village, Switzerland.
7. Which region of WOSM organized Cairo International Scout Center?
 A. Arab Region.
8. How many WOSM regional offices are there?
 A. Six
9. What is the Highest Award presented by WOSM?



A. Bronze Wolf.

10 .What is the website address of World Scout Bureau?

A. Website: worldbureau@scout.org

11. What is the website address of Asia Pacific Region?

A. <http://www.scout.org/asia-pacific>.

Himalaya Wood Badge Course for CubMasters Self Learning Module 9

CONSERVATION

Introduction:

Poverty, lack of ecological knowledge, lack of alternative possibilities, political conflicts and war have contributed led to erosion which in turn has resulted in the deterioration of land, lower productivity and death. The destruction of land, together with the population explosion is leading to an increase in the number of starving people in the world.

Various forms of pollution (Water, Air and Sound) and depletion of resources is threatening the survival of humanity throughout the globe. The environment concern rank a today's "Global Issue No. 1" problems such as destruction of the ozone layer pollution of the seas and extinction of wild life affects us all whether we live in the North or in the South or indeed in the East or the West of the solutions to these issues will be found only by a concerted and co-operative effort involving young and old across national, political and cultural borders. Cubbing has to play an active role in responding to these concerns, what we can do? Perhaps it would be better to ask What Can't We Do?

Objectives:

At the end of the Module, you should be able to:

12. Define conservation.
13. Identify some of the outdoor activities that are possible in each participant's area.
14. Organize and conduct a summer nature rambling and expedition.
15. Identify major ecological problems in the world.
16. Explain how human behavior & work affecting the nature.
17. List out the scouting activities useful in the conservation field.

Thought for Reflection:

"The abuse of environment is not local or national but global. Air currents waft poisonous gases around the world. Sewage and oil pollution of the seas and oceans touch many shores and the international rivers carrying harmful wastes and poisons across natural boundaries. Protecting man's environment is therefore, a global problem"

- P.R.Gupta , India Ecologist

Conservation Definition:

Conservation is an ethic of resource use, allocation, and protection. Its primary focus is upon maintaining the health of the natural world, its fisheries, habitats, and biological diversity. Secondary focus is on materials conservation, including non-renewable resources such as metals, minerals and fossil fuels, and energy conservation, which is important to protect the natural world. Those who follow the conservation ethic and, especially, those who advocate or work toward conservation goals are termed conservationists.

The terms *conservation* and *preservation* are frequently conflated outside of the academic, scientific, and professional literatures. "Conservation and preservation are closely linked and may indeed seem to mean the same thing. Both terms involve a degree of protection, but how that is protection is carried out is the key difference. Conservation is generally associated with the protection of natural resources, while preservation is associated with the protection of buildings, objects, and landscapes. Put simply, *conservation seeks the proper use of nature, while preservation seeks protection of nature from use.*

"Conservation means keeping our environment safe for the future".

The World Conservation Strategy:

The world is approaching an ecological collapse. The Government, Non-governmental organization and experts throughout the world have been involved in preparing a global plan, The World Conservation Strategy.

The Strategy says:

1. Only by working with nature can man survive,
2. Conservation is in the mainstream of human progress,
3. We must recognize that we are part of nature, and
4. We must resolve that all our actions take this into account.



Our work:

Figure 1.2 Interlinkages between major types of global environmental change



Source: McMichael et al. (2001)

To conserve habitat in terrestrial eco-regions and to stop deforestation is a goal widely shared by many groups with a wide variety of motivations.

To protect sea life from extinction due to overfishing or climate change is another commonly stated goal of conservation — ensuring that "some will be available for future generations" to continue a way of life.

The consumer conservation ethic is sometimes expressed by the **four R's: "Rethink, Reduce, Recycle, Repair"**. This social ethic primarily relates to local purchasing, moral purchasing, the sustained, and efficient use of renewable resources, the moderation of destructive use of finite resources, and the prevention of harm to common resources such as air and water quality, the natural functions of a living earth, and cultural values in a built environment.

The principal value underlying most expressions of the conservation ethic is that the natural world has intrinsic and intangible worth along with utilitarian value — a view carried forward by the scientific conservation movement and some of the older Romantic schools of ecology movement.

World Scout Environment Programme:



The principles and aims for environment education in scouting are:

Principles: The environment is central to the scout programme and a key element of developing good citizens of the world. Scouting provides opportunities to experience and connect with the natural world. Cubbing actively engage in educational programmes to make informed choices about the environment, people and society-choices that reflect the Scout Promise and

law.

Aims: Cubbing are working towards a world where:



1. People and natural systems have clean water and clean air.
2. Sufficient natural habitat exists to support native species.
3. The risk of harmful substance to people and the environment are minimized.
4. The most suitable environmental practices are used.
5. People are prepared to respond to environmental hazards

and natural disaster.

SCENES CENTRE:

A scout visiting a SCENES Centre could work on activities and projects that support their earning the World Scout Environment Badge. A SCENES Centre could also

become a scouts of the World Award Base, supporting young adults to explore the scheme of environment, peace and development. More information can be found at www.scout.org/scoutsoftheworld/

SCENES Centres can develop partnerships with local, national or international organization to support environmental education experiences for scouts or to improve their environmental management practices. They may serve as important natural habitats or contribute to the protection of plants, animals and habitats in the local area.

One of the main strengths of SCENES is that it provides a place for young people to have direct experience with nature and the environment in a fun and hands-on way. These experiences can help them to apply what they have learnt when they return home. The SCENES Network further strengthens these experiences by connecting the individual SCENES Centres to work in co-operation with other SCENES Centres and scout throughout the world for the benefit of the environment. More can be achieved when working together in co-operation than by many individual action alone. SCENES Centres can open the eyes of the Scout visitor to the diverse natural wonder throughout out the world and make a lasting impression on them.

An Educational Exercise:

Conservation is one of the important subjects itemized in the Four Point programme launched out by the WWF (World Wide Fund) and WSB (World Scout Bureau) together; it can be explained in clear and definite terms as the spread and dissemination of knowledge. There is no grain saying the fact that there are millions and millions of men and women in the world, who have not yet got an adequate idea of what conservation is, what its aims and purposed are and what role every one of them must play in order to promote the cause of the present ecological crusade. A world wise propaganda on the subject is very urgent and necessary and all men should be given an opportunity to know and realize the urgency and emergency of the situation and summoned up to render all possible assistance to meet it, lest the bogey of exploitation should continue to hold its way and sway the deprive the poor endangered species of their chance of survival. It is for this reason that the great European Conservation Campaign of 1970 in which twenty countries took part has formulated the following aim and tried its best to carry out it.

“To make conservation problem clearer to everyone so that there will be better support for any measures needed to deal with them”

Any kind of delay in our salvaging oprations will have a very serious impact and repercussion on the Wildlife population aawhold. There is no time to lsoe, not even a minute. Referring to the urgency of the situation, what Sir Pert Scott has said is veritably true and he has cautioned us saying, “It is a fire brigade action, where time is not on our side”. But how we can do this on a world-wide basis is the crux of our problem. Since pollution and exploitation are world-wide and multination is vogue, they must positively be combated from all quarter of the globe.

Remarkably, it is also the same case with exploitation of the Wild life, which is running and vibrating in every nook and corner of our planet earth as has been explained already earlier.

Because the Scout Movement is a world-wide and international organization with the mammoth strength of millions of scouting serving about 150 countries, because it is a movement of youth who are endowed with a powerful spirit of achievement and idealism and because it is an organization with a firm basis and a strong bias for the principles of woodcraft and consequently ecosystem as seen already, it is best calculated to strengthen and further the cause of conservation on a global and multinational scale. This poses itself as the strongest and the most persuasive argument for scouting to take part and co-operate in the current conservation campaign.

A unique Form of Service:

The declaration of intent calls on the Scout Movement to help carry out a very educative and comprehensive scheme of establishing information centers in different parts of the globe. Every community is advised to set up a Nature Reserve of its own in close proximity to or in contiguity with national Training and Campaign centers for scout, Of course, the scout concerned will be only too glad to render all the necessary help and assistance to them in this regard. They may even go to the extent of managing the centers themselves, provided necessary facilities are afforded to them by the community in charge.

The second plan which is of equal importance opens a new and unique avenue of serviced for scout and particularly for the Senior and rover scouts to furnish the necessary details about the Wild life and Conservation to visitor s and others, who call at the National Parks a zoos and Reserves.

Thirdly, the scout movement is requested to explore the possibility of sitting new training camps and resetting the old ones on the basis of the conservation principles and objectives as adumbrated in the WSB manual. It is believed that this sort of reorientation of camping and training is quiet easy for scouts to introduce since all that they have got to do is to amplify or intensity their usual programmes, which are more or less in consonance or rather in harmony with the fundamentals of ecosystem as explained already.

Reasons for the participation of the Scout Movement in the present Ecological Crusade:

Conservation vis-a-vis constitution: Not only the Scout Movement but also all other youth organization of all denomination, not only scout but also non-scouts are cordially invited to participate in the present worldwide crusade against Pollution and exploitation. Most of us are aware that conservation has been incorporated into the Indian constitution as one of the ten basic and fundamental duties of every Indian citizen. It therefore follows logically that that he cannot make any excuse for any kind of neglect or dereliction in this regard and what is more significant is he is liable to prosecution and

penalty for his failure to obey the legislation of the country. Conservation holds such a high, legal and moral status that none of us can disregard or disobey it with impunity.

Scouting and Eco System:

Let us remember that Scouting is a Wood craft Movement by which is meant and organization vitally connected with the different ramifications of Nature. Wood craft itself needs some clarification. It can be defined as the practical knowledge of plants and trees, animals and birds and all other objects, both animate and inanimate which occupy the domain of nature.

The scout is also expected to have a few working ideas about wind, weather and climate. In the words of Lard Baden Powell, the founder of the Movement, it s“**Knowledge of animals and Nature**”; It is of so much importance to Scout training that he has devoted for its three **camp Fire Yarns 14,15 & 16** in his famous book scouting for Boys. The most interesting, romantic and thrilling manner in which he describes it to scout stands par excellence. He writes “By the term “Scouting” is meant the work and attribute of backwoodsmen, explorers and frontiersmen”. Every scout is enjoined to cultivate the virtues and emulate the example of a backwoodsman, who is inevitably conversant with Nature, his objects and environment, A good backwoodsman is assuredly a good ecologist. So also a scout.

There is a very striking analogy between wood craft and ecosystem, which is worth our deep consideration at this state. A careful and comprehensive study of the two subjects will bring home to us how the former is in several ways a practical and pragmatic form of the latter as testified by it methodology. The practical knowledge above referred to is gained and collected by scouts through such out-of-door activities as observation and exploration, pioneering and surveying, stalking and tracking, camping and hiking, which are all identified as woodcraft methods and which are obviously best calculated to bring them into intimate contact with the wildlife, nature and environment. Citing an example, let us take stalking, which is a very interesting and important subject for scouts and it gives them a very good opportunity see and yet not be seen by the deer or another wild animal whose habitats they want to observe and thereby increase their knowledge of wildlife and nature lore. It goes without saying that such outdoor practices will positively and gradually instill and develop in them deep interest and profound love of Nature and her objects, while at the same time serving as a very valuable aid and auxiliary to eco system which we know is vitally concerned with the natural world and environment.

God and Promise:

It is the most distinctive feature of scouting that is has assigned the first and foremost place to God in the Promise, which all scouts must take on the occasion of induction. Every scout is duty bound to pray and worship, thanking Him for creation and all other gifts and blessings bestowed on him.



Almost all systems of faith affirm that mere deification or adoration is not enough or adequate but that it must be coupled with something practical, which devolves on us the duty of helping and serving our neighbor. We will do well to recall in this context the new and modern concept of godliness, which lays more than enough emphasis on a two-fold commandment enjoining on us to love God with all heart and soul and to love our neighbor. Now the pertinent question arises who is my neighbor. It is quite certain that many of us would not feel happy to know that in all ages past the word neighbor was restricted to mean only the human being, losing sight of all other beings such as animals and birds, which are living side by side sharing the earth as their home in common with man, Yes animals and other creatures are equally worthy of our love and care, protection and service. May be it is this high and lofty ideal of creation and religion that has been working at the back of his mind when the founder of the Scout Movement formulated the Fifth point of Scout Law "A Scout is a friend to animals"(as originally conceived). It is reassuring that every Scout is trying his best to live up to this law of friendship and neighborliness to animal and other objects of Nature. The scout movement which is wedded to such a high ideals of loving and serving all living creatures alike and indiscriminately cannot but come forward to help and cooperate in the ecological campaign, which aims at the same scout idealism, In this connection.

IDEAS FOR ACTION

I. The Earth and Us:

1. Read Scouting for Boys and some of the other books written by the founder in which he discusses his attitudes towards the natural environment. Discuss with young patrol how these beliefs are reflected in scouting today, Take B.Ps techniques for looking at animal tracks and try to tell the story behind tracks you can find in your local area.
2. Choose a sport in inspiring surrounding and find a reading, poem or personal statement which expresses how you and your culture relate to the environment. Take your group of scouts/guides there, as them to sit comfortably and look at nature around them. Then to close their eyes and simply listen-first to the environment itself.. Wind in the trees, birds, insects or just silence. Ready your surrounding is emphasized. Allow the Scout to sit quietly walk, lie down, or enjoy nature as they see fit.
3. Find out the creation stories as told in various religions and share them with other scouts during appropriate opportunities in the outdoors such as campfires, spiritual reflection or devotions etc.
4. Find out about ancient beliefs in your culture related to nature. Try to show through drama, the most significant elements in these relationships. Compare this with current practice in your country and culture.
5. During a scout camp, take three day hike and try to survive without relying on traditional energy sources. Based on your experiences, find ways of using these alternative approaches at home.

6. Identify with your patrol all the appliances in your home that consume energy. Discuss what you can do to reduce the amount consumed, such as switching off lights and appliances that are not being used.
7. Install solar appliances in Scout Camps using the technology available.
8. Mount an information campaign among car driver to encourage them to switch off their car engine when stopped.
9. Create a compost pile to serve your local needs. This could be in your own garden or in a public area. Use your compost to fertilize a garden and demonstrate its value to your community.
10. Organize painting, drawing, writing or singing festivals to celebrate the beauty of the natural environment.

II. Atmosphere:

11. Set up an exhibition showing the effects of various energy sources on the environment (oil, coal wood, gas, nuclear power, solar energy, wind mills, etc)
12. Visit your local government head quarter and find out what regulation or legislation exists governing the location and operations of industry with regard to pollution standards.



III. Chemicals:

13. Invite a doctor, nurse or health worker to discuss with your group the proper use of medicines and the dangers of drug abuse. Also discuss the proper storage and handling of medicines.
14. Organize a community effort to rid parks and other public spaces of weeds by hand in order to avoid the need to use herbicide.

IV. Desertification:

15. Tree planting. Select the right season for planting trees. Select the right place to plant a tree is to become responsible for one's tree. Therefore make sure that you go back regularly to see how it is growing and whether it needs your help or not.
16. Learn soil conservation techniques and reclaiming techniques that can be shown to the local community.
17. using appropriate technology, demonstrate the most efficient use of wood for fuel. Show to the community that other types of fuel can be substituted for wood and that wood has to be preserved. Demonstrate wood cutting techniques that do not harm trees and discourage cutting green woods.
18. Adopt village well or a water source and take the best possible care of it.

19. Develop an illustrated list of ideas to conserve water and discuss with your community the theme of "Save Water, Save Life".
20. Prepare an educational campaign to help the community and especially adults to understand the direct relationship between over population and desertification.

V. Forest:

21. Establish tree nurseries.
22. With your Cub Pack, adopt a forest or a small wooded area and be responsible for its proper development and protection.
23. With the help of local experts or conservation groups, create the right conditions for reintroduction of species of trees that have disappeared from your local area.
24. With your Scout Group, select a limited area of a natural forest and find out how many species of tree, plants, flowers, mushrooms etc., live in that area. Interview older people to know whether other species of trees existed there in the past and why they would have disappeared. Find out if many of these plants are threatened by insects, diseases, extensive logging etc. After discussion in groups propose effective solutions to remedy these problems. Similar operation can be carried out for birds and other animals living in the area.
25. In small groups, organize outing which give opportunity to become aware of the richness and the beauty of wild life in forests.
26. Through exhibitions and information campaigns, try to raise the awareness of the public and politicians to the precarious situation of the forests.
27. Invite experts to show your troop or patrol the results (on site) of soil erosion, to explain the process and consider ways of preventing such erosion.

VI. Fresh Water:

28. Visit a water treatment plant or reservoir and prepare and illustrated report on you findings. Organize and exhibition on the water cycle and high-light the problems created by heave pollutants.
29. Organize public meeting, talks, interviews etc., to highlight important points concerning safe guarding fresh water sources.
30. Ask your troop members to make lists of misuse and wastage of water at home, at schools in the community, in agriculture, in industries etc. Organize a campaign to make better use of the water in all situation of life.
31. In your Scout Group or Patrol, make lists of howl you can save water in original and creative ways.
32. Build roof gutters (lead pipes/channels) and water tanks to accumulate rain water to increase the water supply for your home/ school/Scout den.

33. In small groups, find out the effect of agricultural chemicals on underground water and on surface water (rivers, ponds, lakes etc.). On the basis of your findings, organize discussion with the farmer and suggest way of improving the situation while maintaining productivity and quality, reducing the overall pollution.
34. With other youth groups, undertake a survey to show the level of river pollution from industrial waste. Identify the sources of pollution and organize a campaign to sensitize people to their potential effects on the community, especially on children and adolescents.
35. Organize a cleaning campaign to raise the awareness of the community and the community affected concerning the pollution. Activities can include building latrines, distribution of litter bins, river and lake cleaning-up campaigns etc.

VII. Genetic Diversity:

36. With your Scout Group identify crops that are traditionally cultivated in your area. Undertake a survey to compare their nutritional value with nutritional value of crops grown by scientific methods, as perceived by your community. Such a survey can be undertaken at the market place where you can also estimate the proportion of such crops sold compared with non-traditional crops.



37. Find out from your parents, grand parents and other elders in your community, the types of plants which have been used for medicinal purposes, how they were used and for what curative purpose, Find some of these medicinal plants, grow them and demonstrate their used.
38. Set up an exhibition to show the inter-dependence between nature and human beings.
39. Go camping close to a protected area and undertake a series of activities to discover that area and to offer you services for the benefit of the place.
40. Find out as much as you can about the issue of destruction of tropical rain forests in the world. Show on a world map the area where tropical rain forests exist. Discuss with your patrol the economic and social factor in the countries concerned which contribute to the destruction of the rain forests. Also consider how question of international trade affects the situation. Invite an expert to tell you about the possible repercussions of such destructions on the resources of genetic diversity.

VIII. Oceans:

41. Carry out anti-litter campaigns and clean-up drives.
42. Set up a permanent intervention group able to reach quickly in case of natural disasters such as floods, cyclone.

43. In small groups go on a one or two day excursion on a fishing boat. Live with fishermen and observe their fishing techniques. Ask questions concerning other fishing techniques. Find out whether some are destructive.
44. Organize an exhibition to educate people about the pollution of the seas.
45. Visit an aquarium or talk to an expert to find out about endangered marine life in your area, country or continent.

IX. Wild Life:

46. Identify endangered species in your country or region or elsewhere in the world.
47. Find out about national laws to protect wild life.
48. Visit a National Park or Reserve or a Wild Life Sanctuary and find out how wild life is protected in these areas.
49. Compose songs or poems, prepare drama presentations, publish literary works and display photographs to spread the message to the public about endangered wild life. Organize drawing or writing competitions for Scouts/Guides or school children to stimulate interest about the endangered species.

X. The Environment and Our Health:

50. Campaign against vehicles which pollute the atmosphere unnecessarily through bad maintenance.

Thought for Reflection

"As a Scout, you are the guardian of the woods. A Scout never damages a tree by hacking it with his knife or axe. It does not take long to fell a tree, but it takes many years to grow one, so a Scout cuts down a tree for a good reason only – not just for the sake of using his axe. For every tree felled, two should be planted."

- Lord Robert Baden-Powell in

An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

1. What is definition of conservation?
2. What are the four R's?
3. In which campfire yarn BP discussed ecological problems?

Fill in the blanks:

1. Conservation andclosely linked with same meaning.
2.can be as the practical knowledge of animals & nature.
3. Only be working withcan man survive.
4. Scouting provides opportunities to experience and connect with.....

Suggested Activities:

1. Select an area of your village or town and do survey on problem related to pollution.
2. Help to plan and take part in a project of improve the greenery.

For Further Reading:

1. Scouting for Boys.
2. Romantic and Utilitarian conservation traditions in America.
3. The posthumous publication of Henry David Thoreau's *Walden* established the grandeur of unspoiled nature as a citadel to nourish the spirit of man.
4. From George Perkins Marsh a very different book, *Man and Nature*, later subtitled "The Earth as Modified by Human Action", catalogued his observations of man exhausting and altering the land from which his sustenance derives.
5. M.Sc. Environmental Science Books of Universities of India.

How much have I got it right?

Here are the answers to your memory test:

1. What is definition of conservation?

Ans. "**Conservation means keeping our environment safe for the future**".

2. What are the four R's? Ans. "**Rethink, Reduce, Recycle, Repair**".

3. In which campfire yarn BP discussed ecological problems?

Ans. **14, 15 & 16**

Fill in the blanks:

1. Conservation and **Preservation** closely linked with same meaning.
2. **Wood Craft** can be as the practical knowledge of animals & nature.
3. Only be working with **Nature** can man survive.
4. Scouting provides opportunities to experience and connect with **Nature**.

EXTENDING CUBBING

Introduction:

Extending Cubbing is a programme within Scouting which caters for young people with special needs. ExtendingCubbing for young people with special needs was originally called *Scouts Malgré Tout*, which is French for "Scouts despite Everything". It aims to meet the mandate from the founder of Scouting Robert Baden-Powell that the programme be made "open to all".

Many young people with special needs join with Scout Groups on a regular basis, but some organizations provide a parallel programme specifically tailored to these members. The extension Cubbingprogramme is especially for Cubs, boys with disabilities.

A boy may have a handicap which prevents him from taking part in all the activities of a Cub Pack. He may be blind or deaf, spastic or delicate, or be without an arm or a leg. A handicap does not stop boy from joining the Cub Pack. A Cub with a handicap may not be able to play all the games, but where he may not take apart he might be able to help the Leaders to run them instead. He might be unable to do every Pack project. But some things he may do better than the other Cubs. Because the Cubbingprogramme contains a lot of choice, leaders will be able to help him pick projects which will develop his own skills and interests.

Objectives:

At the end of the Module, you should be able to:

1. State what is meant by ExtendingCubbing.
2. Explain the need for ExtendingCubbing.
3. Suggest some alternate activities for the handicapped boys.

Thought for Reflection:

Scouting rises within you and inspires you to put forth your best
- Juliette Gordon Low.

ExtendingCubbing:

Cubbing provides the Boys with activities like playing, meeting people, making friends, working together and helping others. Cubbing is Game and fun for them. We know the boys like to do the unusual and they will not hesitate to take risk. That is their nature. Even if he is handicapped physically, his mind craves for all the above mentioned things. If his physical



disability becomes desperate he may feel isolated. This is quite unfortunate. This should not happen. **Quoting B.P's last message, "God sent us to this jolly world to be happy and enjoy life. Be contented with what you have and make best of it. Look on the bright side of things instead of the gloomy one".**

Here they need activities that suit them. Their activities should help them to mingle with other boys of their age and taste. We know that Cubbing activities are well designed to cater to the needs and interests of the boys in general. A slight alteration in the programme of Cubbing will help the disabled ones. We can be proud of claiming that Cubbing is the only uniformed youth organization that extends training to the disabled, whether it is by birth or by diseases or by accidents both physically and mentally.

Extension Cubbing is a branch of Scouting (The word 'Scout' shall include a 'Cub' as well as 'Rover') for boys who suffer from physical or mental handicaps such as blindness, deafness, dumbness, physical deformation or mental deficiency.

What the youth need is a background. We have a background to give them in Cubbing and it is the background that God has provided for everybody – The open air, happiness and usefulness. He finds himself doing greater things than possibly what he fore-saw in taking up the job, for he finds himself rendering a life – worth service for man and God. **As Socrates has rightly said, "No man Goethe about a more Godly purpose than he who is mindful of upbringing not only his own but of other people's children"**. Here he refers the case of normal children in general. When it turns to the disabled children it becomes more divine. It is what we are doing in extension Cubbing.

We provide them with Cubbing and make them feel that they too can be healthy, happy and helpful. The only thing is that, they should be exempted from the activities which they are unable to do due to their handicap. For example, a blind boy not be able to participate in seeing Kim's game. Like this, a lame boy can participate in all activities except foot drill or vigorous running events.

There are alternative activities for handicapped boys at all Charan levels. As per A.P.R.O. Part II, an extension Cub shall pass the tests prescribed for a Cub except those from which he is excepted in view of his handicap. In such case he shall pass the alternate tests prescribed for an ExtendingCubbing. The rules laid down from time to time shall apply to such an ExtendingCubbing.

A Group of ExtendingCubbing may be formed in a Hospital, Institution, Colony or School. An ExtendingCubbing may also become a member of a regular Cub Pack. A group of Extending Cub pack shall function under the jurisdiction of a Local or District Association as the case may be.

To be a successful Cubmaster of a Handicapped Group, one must know much about boys in general and about the disabled in particular. The best way to find out the

problems of the handicapped is to meet them and talk to them. You naturally want to find out as much as possible about the problems of the handicapped Cubs. But you must be careful not to give the impression of trying into things that they would consider private. Explain what you are doing and why, before starting to ask any questions. Don't be too abrupt with your questioning. Be prepared to let the conversation flow naturally if that happens and bring it back later to the things you want to ask.

Conduct survey to find out the facilities we can use for such boys. Go around various public buildings and places such as libraries, post office, shopping centers, public parks and so on. Find out how many public lavatories are there in your area with facilities for the handicapped people. What facilities do the public vehicles have for them? What are the formal education facilities available for them? What about the hospital facilities? Are there any special centers of recreation, hobbies, and vocational guidance for them? After collecting the data, we can put our heads together with like-minded organizations and explore the possibilities of providing better service to the handicapped.

Extending Cubbing For Differently abled people:

1. A Cubbing of the extending branch is one who suffers from physical or mental handicap such as blindness, physical deformity or mental deficiency.
2. A handicapped person is also eligible to become a Cub. The rule applicable to a Cub with such modification as may be necessary and special rules laid down from time to time in Appendix shall apply to such an extending Cubbing.
3. Group of extending Cubbing may be formed in a hospital, institution, colony or school; an extending Cubbing may also become a member of a regular Cub Pack ; a Group of extending Cub shall function under the jurisdiction of Local or District Association as the case may be.
4. An extending Cub shall pass tests prescribed for a Cub except those from which he is exempted in view of his handicap, in such case, he shall pass the alternate test or tests prescribed for an extending Cubbing.



Extending Cubbing Objectives:

1. Extend the offer of Cubbing to those children in difficult circumstances who might otherwise not get the opportunity.
2. Re-unite the children when and where possible with their parents, families, relatives or well wishers.
3. Bring the children together for joint Cubs activities with other Cubs. To offer integration- mixing with other groups of Cubs both nationally and internationally.



4. Make the children have a sense of ownership and belonging through Cubbing.
5. Education- Sponsorship to help these children get education and to Offer knowledge and skills vocational for the children to improve their livelihoods. Starting income generating projects and to learn to be self sufficient.
6. Where possible extend the family support to enable the children to live in a conducive and safe environment.

ExtendingCubbing Suggested Activities:

OUR CHALLENGES IN THE PROGRAMME:Theprogramme has had many successes, but it also has its own challenges. The following are some of the challenges that have been encountered:

1. Lack of enough and committed unit leaders. Need for training more unit leaders
2. Lack of sufficient funds to run the programme
3. Most of the units concentrating too much on income generating activities and eventually forgetting our core function of providing the Scouts Programme.

HOW WE ARE WORKING TO OVERCOME THE CHALLENGES

As an Association we are trying to overcome the challenges by:

1. Formulating a Policy Guidelines for those involved in the ExtendingCubbingProgramme. The policy is due to be printed and disseminated
2. Have a committee that is in-charge of the programme
3. Have a full time officer at the Scouts HQs that deals with the programme
4. Encouraging units to participate in joint Cubbing (Scouting) activities
- 5.Working with other partners and well wishers in the programme.

Some practical hints for CubMasters:



Boys like Cubbing.

Handicapped does not mean total disability.

Make the best out of what they are having.

Our duty is to make them feel that they also can do many things.

Look for the bright side of things instead of the gloomy one.

Make them engaged always.

Be sincere in attitude and approach.

Seek co-operation from all sources.

Build faith and get the same as well as love.

Have confidence and be optimistic.



An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

- 1.What is the meaning of Extending Cubbing?.
- 2.What are the Needs of Extending Cubbing ?
- 3.What are the Problems of Handicapped Children?.
- 4.How the disabilities affect the boys in the activities at different Charan levels?.

Fill in the blanks:

1. Extending cubbing is a branch of Cubbing for
2. A handicapped person is eligible to become

Suggested Activities:

Suppose you are having a lame boy and a blind boy in your Unit, how will you help them to participate in your Pack activities? Suggest some alternate activities you wish to include in the PrathamCharan for them.

For Further Reading:

- 1.Aids to Scoutmaster ship
- 2.Scouting for Boys.
- 3.Alternate Tests for the Visually Handicapped- NHQ publication.
- 4.Handbook for Scoutmasters.

How much have I got it right?



Here are the answers to your memory test:

1. What is the meaning of Extending Cubbing?.

Ans. Extending Cubbing is a programme within Cubbing which caters for people with special needs

2. What are the Needs of Extending Cubbing ?

Ans: Extending Cubbing is a branch of Scouting for boys who suffer from physical or mental handicaps such as blindness, deafness, dumbness, physical deformation or mental deficiency.

3. What are the Problems of Handicapped Children?.

Ans: Handicapped Children unable to do all activities like normal cub boy.

4. How the disabilities affect the boys in the activities at different charan levels?.

Ans: Handicapped Children should be exempted from the activities which they are unable to do due to their handicap.

Fill in the blanks:

1. Extending Cubbing is a branch of Cubbing for **different abled children**.
2. A handicapped person is eligible to become **Cub**