

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)

**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*



The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Bobcat Arrow of Light

A “Character and Leadership” Adventure

**REQUIRED (An Adventure “Required” to earn Arrow of Light)**



## Snapshot of Adventure

The Bobcat Adventure is the first required Adventure on your Trail and will get you and your patrol off to a great start. Because Arrow of Light time is planned to allow Scouts to learn more about the next level in Scouting – joining a Scouts BSA Troop – in this Adventure, you’ll learn about the patrol method and visit a Troop. Because of this, your “Den” in the Cub Scout Pack will also learn to operate like a “Patrol” does in a Scouts BSA Troop.



The QR Code above takes you to [scouting.org/cub-scout-adventures/bobcat-aol/](https://scouting.org/cub-scout-adventures/bobcat-aol/)↑

See [Adventure Resources](#) at the end of this Plan for a list of the suggested Activities at that link.

This Adventure has four key elements: (1) getting to know the Scouts, (2) bonding as a Den or Patrol, (3) completing most of the Bobcat Adventure, and (4) fun. This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. ➔



## Requirements from the Arrow of Light Handbook

1. **Demonstrate the patrol method by choosing a patrol name and electing a patrol leader. Discuss the benefits of using the patrol method.**
2. **Get to know members of your patrol.**
3. **Recite the Scout Oath and Scout Law with your patrol.**
4. **With your patrol create a Code of Conduct.**
5. **Demonstrate the Scout sign, Scout salute and Scout handshake used by Scouts BSA. Show how each are used.**
6. **Learn the Scouts BSA slogan and motto.**

7. With your patrol, or with your parent/legal guardian, visit a Scouts BSA troop.
8. At home, with your parent or legal guardian do the activities in the booklet [“How to Protect Your Children from Child Abuse: A Parent’s Guide.”](#)

## Meeting Plan

**Does this take one Meeting to complete – or more?** As written, you might do this in a single session if you’re also visiting a Scouts BSA Troop – but *most* will do that visit as part of a second activity.

**PREPARATION (and materials needed):** Read the Bobcat adventure in the Arrow of Light Handbook.

- Copies of this Meeting Plan for Parents
- U.S. flag (or picture of a flag), if you want to do a flag ceremony.
- Paper or poster to write the Den’s “Code of Conduct” (a classroom whiteboard works)
- Also bring these materials if you do ...
  - *the Balloon Stomp Battle Royale game (below):* balloons, string
  - *a different activity from [scouting.org/programs/cub-scouts/adventures/](https://www.scouting.org/programs/cub-scouts/adventures/):* the materials called out in the Activity Card in the Bobcat Adventure for the Rank found through that link.
- Determine how the Requirement 7 “visit a Scouts BSA troop” will take place – which troop and when and what your Scouts will do with the Scouts BSA troop. (You can visit more than one troop.)
  - Work with the troop to be sure the event is special for your Scouts and impressive to your families – while “visit a troop meeting” may be common and is what is described in the Handbook, a cookout, day hike or campout (or day visit to a campout) may be more exciting and appealing to Scouts.
  - Share plans with families – when, where, what to bring, etc.

**GATHERING:** A “gathering” activity is to keep Scouts occupied as members of the den arrives. *What you do will depend on your location and leadership resources.*

- If you’re at a playground, field or gym, gathering activity will be easy. If not, maybe puzzles or coloring.
  - If the den desires, serve a healthy snack (fruits or vegetables to set an example of healthy eating).
  - Be aware of any food allergies in the den and communicate these to assisting adult partners.
- Welcome parents too. Encourage them to stay and participate ... it will mean a lot to their Scouts.
  - Point out to the parents the Family Talent Survey at the end of this plan, asking them to complete it and return it to you today. Feel free to chat with parents about interests, abilities, hobbies, jobs.
  - Explain to parents that a den meeting is a series of short activities – we can each take on a part.

**OPENING: (Requirement 3: “Recite the Scout Oath and Scout Law with your patrol.”)**

**(Den Leader Tip:** Recruit a different Parent to Lead Each Part of the Opening) An Opening ceremony says “we’ve begun” and helps set the tone.

- Display a U.S. flag and recite the **Pledge of Allegiance**.
- Recite the **Scout Oath**. **(Parent leader: \_\_\_\_\_)** For a Den with all returning Scouts, you can probably say it all at once – with new Scouts, the Leader can say “we’re going to repeat the Scout Oath, and since this is our first meeting, let’s do this as a **‘repeat after me’** – I’ll say a phrase, and you guys repeat it back”

**(Leader goes first)**

On my honor I will do my best  
To do my duty to God and my country  
and to obey the Scout Law  
To help other people at all times  
To keep myself physically strong  
mentally awake, and morally straight.

**(Scouts and Parents respond)**

(On my honor I will do my best)  
(To do my duty to God and my country)  
(and to obey the Scout Law)  
(To help other people at all times)  
(To keep myself physically strong)  
(mentally awake, and morally straight)

- Recite the **Scout Law**. (Parent leader: \_\_\_\_\_) For a Den with all returning Scouts, you can probably say it all at once – with new Scouts, the Leader can say “Let’s also do this as a ‘repeat after me’ – I’ll say a word or phrase, and you guys repeat it back”:

<b>(Leader goes first)</b>	<b>(Scouts and Parents respond)</b>
A Scout is	(... A Scout is)
Trustworthy	(... Trustworthy)
Loyal	(... Loyal)
Helpful	(... Helpful)
Friendly	(... Friendly)
Courteous	(... Courteous)
Kind	(... Kind)
Obedient	(... Obedient)
Cheerful	(... Cheerful)
Thrifty	(... Thrifty)
Brave	(... Brave)
Clean	(... Clean)
and Reverent	(... and Reverent)

- If you want, feel free to add: “Now let’s say the Law and Oath all together at the same time.”

**ACTIVITIES** (See also other Activities linked at [Adventure Resources](#) – use those if you like them):

◆ **Activity 1: Pleased to Meet You (Requirement 2: “Get to know the members of your den.”)**

- Have each Scout (and attending parent) introduce themselves and tell something about themselves.

◆ **Activity 2: Patrol Method (and Leader) (Requirement 1: “Demonstrate the patrol method by choosing a patrol name and electing a patrol leader. Discuss the benefits of using the patrol method.”)**

- Explain to Scouts that in the Cub Scout Pack we’re in a small group called a “Den”, but when we move up to the next level of Scouting – a Scouts BSA Troop – the smaller groups in the Troop are called “Patrols”.
- Explain to Scouts that they’ll be learning about the patrols and how they are used in a Scouts BSA troop.
  - Tell Scouts that a patrol is similar to a den in a Cub Scout pack but instead of dens being led by an adult den leader, patrols are led by a youth leader. Tell Scouts that patrols are managed by the patrol method.
  - The patrol method allows Scouts to interact in a small group outside the larger troop, working together as a team. Each patrol has a patrol leader and today they will elect a patrol leader.
- Share with Scouts the list of responsibilities that the Arrow of Light patrol leader will be responsible for in our group. Among the possibilities are:
  - Arrive early to help set up the meeting.
  - Welcome everyone when they arrive at the meeting.
  - Lead in reciting the Scout Oath and the Scout Law.
  - Carry the United States flag during the opening.
  - Pick and lead a game for the Scouts to play during the meeting.
  - Help hand out supplies for an activity.
  - Stay after the meeting to help clean up.
- Note that Arrow of Light patrol leaders are to never in charge of other Scouts – the Den Leader is in charge of the Scouts in our Den, even when we’re acting as a “patrol”.
- Ask Scouts to raise their hands if they want to run for patrol leader. Give each candidate a minute or two to share with their den why they want to be the Arrow of Light patrol leader.
  - Pass out a piece of paper and a pencil to each Scout to vote for their preferred leader candidate.

- You may also choose to elect an Arrow of Light assistant patrol leader.
- Tally the votes and announce the patrol leader.
- Let the Scouts pick a (not offensive) name they all agree on, by their rules, with your oversight.
  - You can provide a list of possible patrol names to the newly elected Arrow of Light patrol leader. But your Scouts will certainly have many creative ideas.
  - Ask the Arrow of Light patrol leader to lead a discussion about what patrol name Scouts want to use.
- Have a vote to determine the Arrow of Light patrol name.

◆ **Activity 3: Fun Things We'll Do (and Code of Conduct) (Requirement 4: "With your den Create a Den Code of Conduct.")** (*Den Leader Tip: Recruit a Parent to jump in and lead the "Code of Conduct" chat once kids start talking over each other ... it will happen!*)

- As a transition out of "talk time," talk about upcoming fun Pack activities and activities with Scouts BSA Troops, events like camping, hiking, biking, swimming (use events you know you plan to do), with highlights on ones that could come soon.
  - Ask the Scouts what they would like about these. Like campfires, or cooking marshmallows over a fire.
- The Scouts will start "talking over each other" which will be ... chaos.
  - Let it happen for a bit ... but then ...
- ... (Parent Code of Conduct leader: \_\_\_\_\_) interrupt and say "wait a second ... if we're going to be a Den together ... **don't we need to have some rules about how we act when we're together?**"
  - Some Scouts will probably have immediate suggestions ... like "one person talks at a time".
  - List your rules on a poster or paper or classroom chalkboard/whiteboard. [Parent/Leaders: use the Code of Conduct Discussion Tips below for ideas, and to ask questions to lead them to other points.]
- Then, after the Code of Conduct is done ... Den Leader or another parent can step back in:
  - Congratulations on an impressive set of Rules ... You guys did a great job!

◆ **Activity 4: Scout Sign + Shake + Salute (Requirement 5: "Demonstrate the Scout sign, Scout salute and Scout handshake used by Scouts BSA. Show how each are used.")**

### Cub Scouts



← Make the sign with your right hand – two fingers in a "V". Hold your arm straight up.

Scouts BSA: also with your right hand – but with **three** fingers together + thumb over the nail on the pinky finger. Hold your arm at a 90 degree angle. →

Both used with Oath + Law and to "be quiet".



← Make the salute with your right hand – two fingers together.

Scouts BSA: also with your right hand – but with **three** fingers together. →

Both used as a sign of respect.



← Cub Scout Handshake: with your right hand on the inside of the other's wrist.

Scouts BSA is with your **left** hand – a full five fingers together shake. →

### Scouts BSA



◆ **Activity 5: Scouts BSA Slogan and Motto (Requirement 6: “Learn the Scouts BSA slogan and motto.”)**

(Parent leader: \_\_\_\_\_)

Gather the Den and any parents in a circle to discuss the Scouts BSA Motto and Slogan.

- Motto: The Scouts BSA Motto is “**Be Prepared.**”
  - Review: a motto is a guiding principle and a rule for living. The Cub Scout motto is “Do Your Best”, and that’s still a very good way to live.
  - In a Scouts BSA troop, it’s also important to be ready to do your best – to Be Prepared at all times.
- Slogan: The Scouts BSA Slogan is “**Do a Good Turn Daily.**”
  - Similar to a motto, a slogan is defined as “a phrase used to express ... a goal to be achieved”.
  - “Good turn” is an older phrase meaning “a helpful and friendly act”.
  - The Scouts BSA Slogan reminds us to help other people at all times – daily.

◆ **Activity 6: Visit a Scouts BSA Troop (Requirement 7: “With your patrol, or with your parent/legal guardian, visit a Scouts BSA troop.”)** (Parent leader: \_\_\_\_\_)

How and where and what you’ll do (and which Scouts BSA Troop you’ll visit) will dictate how this is done.

**Activity 7: [OPTION: Balloon Stomp Battle Royale!!** [This is just for fun!]

(Parent leader: \_\_\_\_\_): Let’s play “Balloon Stomp Battle Royale”. Here’s how we’ll play this:

Materials Needed: balloons, string cut into @18-24 inch lengths.

Help Scouts blow up their balloons, tie the end of the balloon off, and then tie one end of their string to the balloon and the other to their ankle.

In a defined space (the “Balloon Stomp Arena”), arrange Scouts in a circle with their balloons tied to their ankles.

- On a signal, players try to stop and break the other balloons.
- When a balloon is broken, that player leaves the game.
- The game continues until just one player is left.



For maximum fun, **repeat in a game with just the parents/adults! Scouts will find it hilarious!**

**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- Remind all that to complete the Bobcat Adventure they need to do the Requirement 7: “**At home, with your parent or legal guardian do the activities in the booklet ‘How to Protect Your Children from Child Abuse: A Parent’s Guide.’**” Confirm that when this is complete, Scouts will receive their Bobcat Adventure Pin.
- **[OPTIONAL (if it’s your plan):** Maybe highlight that in a future gathering we can also make a patrol flag to reflect who we are as a Den and to carry with us as we do our Scout activities.]
- Maybe end with a “Living Circle” ceremony and recital of the Scout Oath, Law or Cub Scout Motto.

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that’s what you like. and:

- Thank the Parents again, one on one. Meet Parents who are picking up their Scouts.
- Follow up with parents/guardians by email/text that they need to do that final Requirement at home, and how to report completion of that Requirement. For your email or text to parents, remind that a copy of the Parent’s Guide can also be found at [www.scouting.org/filestore/pdf/100-014\\_WEB.pdf](http://www.scouting.org/filestore/pdf/100-014_WEB.pdf)
- Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack’s tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.



## Code of Conduct Discussion Tips.

A code of conduct is a list of behavioral expectations and consequences if the code is broken.

Scouts, with the den leader's guidance, usually create it themselves.

- Three or four points will be sufficient, and they should be positive; the words no or don't have no place in a code of conduct. Include a final rule such as "Have fun!"
- Also consider including the 3 R's: Respect for others, Responsibility for yourself and your things, and Reasonable behavior.
- You might have Scouts sign the code of conduct and it should be displayed at every den meeting.
- Using the 12 points of the Scout Law can serve as a strong foundation for a code of conduct, and also reinforce the values of Scouting.

### IDEAS you might use for a Den "Code of Conduct" (How we'll treat each other in our Den)

*Don't hand these Ideas out or tell them "this is our Code" – but **use them as a discussion guide** to help the scouts come up with their rules. Rules work better if the **Scouts** agree and believe **they** had the idea!*

Respect others in the Den – fellow Scouts, Leaders, Parents and Guests.

- Help others, be helpful, friendly, courteous and kind!

Stay in Control of Yourself:

- Use good, appropriate, and positive manners.
- Listen when someone else is speaking. Do not interrupt.
- Raise your hand when you want to say something. Wait to be recognized before you speak.
- Respect the space of others. That includes no touching or bothering!

The Cub Scout sign means: *Everyone be quiet now.*

- When you see the sign go up, just be quiet and put the Cub Scout sign up.

Stay in the meeting space unless you have permission from the Den leader to go elsewhere.

- Walk –don't run – in the building (unless we are doing an activity letting you run).

Keep the Meeting Space Clean!

- Keep the room clean during the meeting and after the meeting.
- Everyone helps leave the meeting room better than we found it.

Let's all follow the 12 points of the Scout Law!

Everyone Has Fun! Parents and Family Too!

*The Code of Conduct may be written on a poster to display where you meet.*

*But: **do not post your consequences**, because posting the penalties puts a focus on unruly behavior*

*(you might **announce** consequences as First Time: Verbal Warning; Second Time: 5 Minutes "Time Out" from Meeting Activity; Third Time: Parents Notified and may need to leave the meeting too).*

**ADVENTURE RESOURCES:** Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/bobcat-aol/>. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirement in easier ways.

**1. Demonstrate the patrol method by choosing a patrol name and electing a patrol leader. Discuss the benefits of using the patrol method.**

- [Patrol Elections](#)

**2. Get to know members of your patrol.**

- [Beach Ball Questions](#)
- [Compliment Circle](#)
- [Patrol Flag Arrow of Light](#)

**3. Recite the Scout Oath and Scout Law with your patrol.**

- [Recite the Oath and Law Arrow of Light](#)

**4. With your patrol create a Code of Conduct.**

- [Patrol Code of Conduct](#)

**5. Demonstrate the Scout sign, Scout salute and Scout handshake used by Scouts BSA. Show how each are used.**

- [Scouts BSA Sign, Salute, and Handshake](#)

**6. Learn the Scouts BSA slogan and motto.**

- [Scouts BSA Slogan & Motto](#)

**7. With your patrol, or with your parent/legal guardian, visit a Scouts BSA troop.**

- [Scouts BSA Troop Daytime Activity](#)
- [Scouts BSA Troop Meeting Scavenger Hunt](#)
- [Scouts BSA Troop Overnight](#)

**8. At home, with your parent or legal guardian do the activities in the booklet "[How to Protect Your Children from Child Abuse: A Parent's Guide.](#)"**

- [Child Abuse Protection Review Arrow of Light](#)



# Cub Scout Pack Skill Survey

*"What Can **You** Share?"*

In our Pack, **"Every Parent Helps!"**



**Welcome to our Cub Scout Pack!** Cub Scouting is all about "Fun, Family + Friends" – that means for adult family members as well as youth. Every Adult can help their Den (a small group in a single grade level, ideally 6 to 8 Scouts) and Pack (all of the Scouts in all of the Dens from K through 5<sup>th</sup> Grade) – everyone has a skill or interest or Super Power to share!

Please share your talents and interests so that we can work together to provide the strongest program for our children. **Your child and their friends will appreciate whatever you can do!**

1. A topic I would help lead or teach youth is (*check all that apply* – and we can share plans + ideas):

- |   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Outdoors / Walks     | <input type="checkbox"/> Cycling            | <input type="checkbox"/> Arts + Crafts     | <input type="checkbox"/> Archery              |
| <input type="checkbox"/> Personal Fitness     | <input type="checkbox"/> Fishing            | <input type="checkbox"/> Math              | <input type="checkbox"/> Slingshots           |
| <input type="checkbox"/> Citizenship          | <input type="checkbox"/> Swimming / Boating | <input type="checkbox"/> Music / Theatre   | <input type="checkbox"/> BB Guns              |
| <input type="checkbox"/> Character/Leadership | <input type="checkbox"/> Camping            | <input type="checkbox"/> Maps and Compass  | <input type="checkbox"/> Knife Safety and Use |
| <input type="checkbox"/> Personal Safety      | <input type="checkbox"/> Conservation       | <input type="checkbox"/> Nature            | <input type="checkbox"/> Carpentry            |
| <input type="checkbox"/> Family/Reverence     | <input type="checkbox"/> Pinewood Derby     | <input type="checkbox"/> Gardening         | <input type="checkbox"/> Yoyos                |
| <input type="checkbox"/> First Aid            | <input type="checkbox"/> Science            | <input type="checkbox"/> Cooking/Nutrition | <input type="checkbox"/> Video Games          |
| <input type="checkbox"/> Games                | <input type="checkbox"/> Tech / Computers   | <input type="checkbox"/> Flying Things     | <input type="checkbox"/> Geocaching           |
| <input type="checkbox"/> Sports: _____        | <input type="checkbox"/> Engineering        | <input type="checkbox"/> Marbles Games     | <input type="checkbox"/> Skateboards/Scooters |
| <input type="checkbox"/> Service Projects     | <input type="checkbox"/> Math               | <input type="checkbox"/> Pets              | <input type="checkbox"/> Summer Fun           |
| <input type="checkbox"/> Disability Awareness | <input type="checkbox"/> Movie Making       | <input type="checkbox"/> Magic             | <input type="checkbox"/> Field Trips: _____   |

2. My job, business, or profession might be of interest to Cub Scouts: \_\_\_\_\_

3. I am willing to help my child and their Den and Pack in these ways (*check all that apply*):

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Helping to Welcome<br>Other Families | <input type="checkbox"/> Den Leader or Co-<br>Leader or Assistant | <input type="checkbox"/> Assistant Cubmaster             | <input type="checkbox"/> Assistant Treasurer           |
| <input type="checkbox"/> Pack + Den<br>Communications         | <input type="checkbox"/> Planning Activities                      | <input type="checkbox"/> Campout Planning and<br>Cooking | <input type="checkbox"/> Blue + Gold Awards<br>Banquet |
| <input type="checkbox"/> Pack Social Media                    | <input type="checkbox"/> Pinewood Derby                           | <input type="checkbox"/> Planning Activities             | <input type="checkbox"/> Party Planning                |
|   | <input type="checkbox"/> Field Trip Leader                        | <input type="checkbox"/> School Relations                | <input type="checkbox"/> Award Presentations           |

4. My Scouting experience (note: experience is not necessary to help on the leader team):

- |                                     |                                    |                                    |                                       |
|-------------------------------------|------------------------------------|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Girl Scout | <input type="checkbox"/> Cub Scout | <input type="checkbox"/> Boy Scout | <input type="checkbox"/> Adult Leader |
| Highest Rank: _____                 | Highest Rank: _____                | Highest Rank: _____                | Role(s): _____                        |

5. Three Places we'd like to go: \_\_\_\_\_

Adult Name: \_\_\_\_\_ Youth Name : \_\_\_\_\_

E-Mail Address: \_\_\_\_\_@\_\_\_\_\_ Best Phone No.: \_\_\_\_\_



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**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Outdoor Adventurer

An “Outdoors” Adventure

**REQUIRED (An Adventure “Required” to earn Arrow of Light)**



## Snapshot of Adventure

There’s nothing like the great outdoors. In this Adventure, you will plan and participate in a campout with your Arrow of Light patrol or a Scouts BSA troop.

You’ll learn how to pack, help plan using the Scouting SAFE Checklist, set up camp, and discover how Scouts camp.



The QR Code above takes you to [scouting.org/cub-scout-adventures/outdoor-adventurer/](https://scouting.org/cub-scout-adventures/outdoor-adventurer/) ↑

See [Adventure Resources](#) at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. ➔



## Requirements from the Arrow of Light Handbook

1. **Learn about the Scout Basic Essentials.**
2. **Determine what you will bring on an overnight campout – including a tent and sleeping bag/gear – and how you will carry your gear.**
3. **Review the four points of the Scouting SAFE Checklist and how you will apply them. on the campout.**
4. **Locate the campsite where you will be camping on a map.**
5. **With your patrol or a Scouts BSA troop, participate in a campout.**
6. **Upon arrival at the campout determine where to set up your campsite: kitchen, eating area, tents, and firepit. Help the patrol set up the patrol gear before setting up your own tent.**

7. Explain how to keep food safe and the kitchen area sanitary at the campsite. Demonstrate your knowledge during the campout.
8. After your campout, discuss with your patrol what went well and what you would do differently next time. Include how you followed the Outdoor Code and Leave No Trace Principles for Kids.

## Meeting Plan

**Does this take one Meeting to complete – or more?** Most will have an advance preparation meeting (Requirements/Activities 1 through 4) then a campout, unless you have a Den of experienced campers who could land at the campsite with needed gear and skills ready to roll.

**PREPARATION (and materials needed):** Read the Outdoor Adventurer Adventure in the Handbook.

- Determine how and where and when the campout will take place. As a Den, on a Pack Campout, or with a Scouts BSA Troop. Share plans for the campout with families – location, gear list, food arrangements, etc.
- You'll need have a map to find your campsite. Paper or (powered) smart device – either is fine.
- Bring the Scout Essentials to any instruction meeting and to the campout: Pocketknife, Rain Gear, Trail Food, Flashlight, Extra clothing, First aid kit, Sun protection, Map and compass, Matches and fire starters, Water bottle, and a Backpack to store these and other items.
- An adult on the campout needs to have completed Basic Adult Leader Outdoor Orientation ("BALOO") to coordinate the campout and ensure that group gear appropriate for the campout arrives.

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe have the Scouts recite the Outdoor Code: *"As an American, I will do my best to: / Be clean in my outdoor manners, / Be careful with fire, / Be considerate in the outdoors, / Be conservation minded."*

**ACTIVITIES** (See also other Activities linked at [Adventure Resources](#) below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: Scout Basic Essentials (Requirement 1: "Learn about the Scout Basic Essentials.")** (Parent leader: \_\_\_\_\_)

Cub Scouts have Six Essentials, but in a Scouts BSA Troop you need more to be safe and comfortable. Show the **Scout Basic Essentials** and help the Scouts become familiar with them (ask "Why is this item important?" "How is the item used?"):

- **Pocketknife.** A pocketknife or multitool could be the most useful tool you can own. Keep yours clean, sharp, and secure, and don't pick one so heavy that it pulls your pants down. *In order to carry a pocketknife as an Arrow of Light Scout, you must first earn the Knife Safety Adventure, even if you earned the Whittling Adventure as a Bear Cub Scout and/or the Chef's Knife Adventure as a Webelos Scout.*
- **Rain Gear.** A poncho or a rain parka can protect from light showers and heavy storms and keep you warm.
- **Trail Food.** A small bag of granola, some raisins and nuts, or a couple of energy bars can give you a boost when you get hungry. High energy foods are very important if you are out longer than you had expected.
- **Flashlight.** An LED flashlight will cast a strong beam with just one or two AA batteries. LED headlamps are a good option, too, because they leave your hands free. Carry spare batteries – you might need them!
- **Whistle + Cell Phone?** Not in the Handbook, but both may save lives in an emergency. *Whistle is a "Cub Scout Six Essential" – not clear why this wouldn't be needed when older Scouts go further afield.*

- **Map and Compass.** A map and a compass can show you the way in unfamiliar areas. Learn the basics, and then practice using a compass and a map in the field.
- **Extra Clothing.** Layers of clothing allow you to adjust what you wear to match the weather. During an afternoon hike, a jacket might provide all the extra warmth you need. On camping trips, bring along additional clothing to deal with temperature changes.
- **First Aid Kit.** Your patrol leader or a Scouts BSA troop leader will bring a group first aid kit on most Scout trips, but you should also carry a few personal supplies to treat blisters, small cuts, and other minor injuries.
- **Sun Protection.** Guard your skin by applying a good sunscreen (SPF 30 or greater) and wear a broad-brimmed hat, sunglasses, and lip balm that contains sunscreen ingredients. Apply sunscreen 20 minutes before you hit the trail and every two hours after that – more often if you sweat a lot.
- **Water Bottle.** Always take along at least a 1-quart bottle filled with water. On long hikes / hot days, in arid regions, and at high elevations, carry 2 bottles or more.
- **Matches and Fire Starters.** With strike-anywhere matches, a butane lighter, or a ferro rod and striker, you can light a stove or kindle a fire in any weather. Protect matches and other fire starters from moisture by storing them in a self-sealing plastic bag or canister. Before you can use matches or fire starters you must first earn the Firem'n Chit.



◆ **Activity 2: Packing for Camping (Requirement 2: “Determine what you will bring on an overnight campout – including a tent and sleeping bag/gear – and how you will carry your gear.”)** (Parent leader: \_\_\_\_\_)

- **What to Bring?** Scout Basic Essentials including a backpack, sleeping gear, eating kit, cleanup kit, optional personal items.
- **How to Pack and Carry?** Ideally a backpack, but with car camping a Scout might get away with other containers – though converting that bookbag daypack into a Scout Basic Essential carrier is a good step.

◆ **Activity 3: SAFE Checklist and Camping (Requirement 3: “Review the four points of the Scouting SAFE Checklist and how you will apply them. on the campout.”)** (Parent leader: \_\_\_\_\_)

Review Scouting’s “SAFE Checklist” – here’s the summary:

- **S is for SUPERVISION:** Youth are supervised by qualified and trustworthy adults who set the example for safety.  
*Who are the Leaders? Who is “BALOO” trained?*
- **A is for ASSESSMENT:** Activities are assessed for risks during planning. Leaders have reviewed applicable program guidance or standards and have verified the activity is not prohibited.  
Risk avoidance or mitigation is incorporated into the activity. *Do we have special activities on this campout?*
- **F is for FITNESS AND SKILL:** Participants’ Annual Health and Medical Records are reviewed, and leaders have confirmed that prerequisite fitness and skill levels exist for participants to take part safely.  
*Does everyone have completed a Scouting Annual Health and Medical Record handed in?*
- **E is for EQUIPMENT AND ENVIRONMENT:** Safe and appropriately sized equipment, courses, camps, campsites, trails, or playing fields are used properly. Leaders periodically check gear use and the environment for changing conditions that could affect safety. *Do we have the right gear? Weather?*



◆ **Activity 4: Campsite Location (Requirement 4: "Locate the campsite where you will be camping on a map.")** (Parent leader: \_\_\_\_\_)

- Share paper or online maps of where the campout will be held. Let the Scouts locate the campsite.
  - Ask Scouts to locate a bathroom and other important buildings on the map.

◆ **Activity 5: Campout! (Requirement 5: "With your patrol or a Scouts BSA troop, participate in a campout.")** (Parent leader: \_\_\_\_\_)

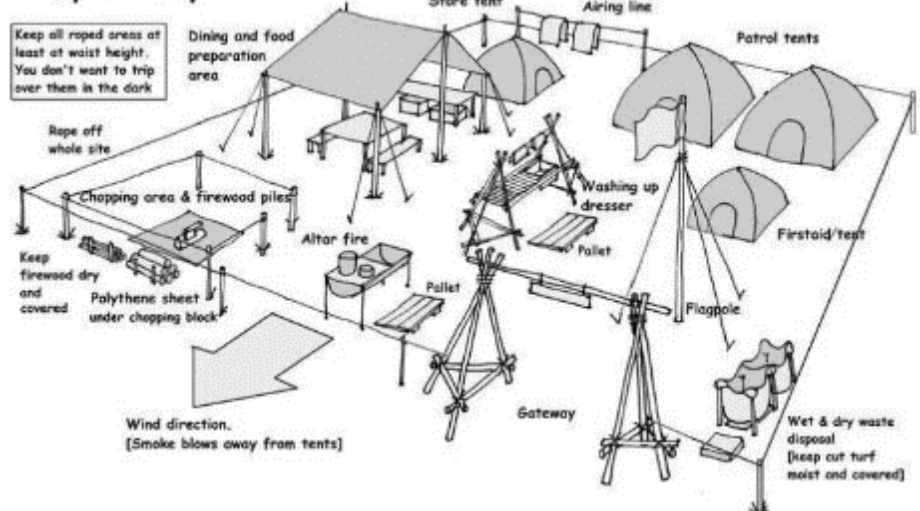
- Let's Camp! Follow your plan – do an arrival shakedown to be sure all have needed gear.

◆ **Activity 6: Campsite Setup (Requirement 6: "Upon arrival at the campout determine where to set up your campsite: kitchen, eating area, tents, and firepit. Help the patrol set up the patrol gear before setting up your own tent.")** (Parent leader: \_\_\_\_\_)

Become familiar with how to properly set up a campsite. A good campsite is more than a convenient place to sleep and eat. Its setting offers you safety and comfort and takes advantage of features like great views and natural windbreaks. Keep the following information in mind as you decide where to spend the night.

- **ENVIRONMENTAL IMPACT** – Outdoor ethics principles will help guide you as you select a campsite. Use established campsites whenever you can, or camp on durable surfaces – surfaces that won't be harmed by tents and footsteps. Good campsites are found, not made. If you must move a log, a few rocks, or anything else as you pitch your tents, return everything to its original location before you leave.
- **SAFETY** – Pitch tents away from dead trees or trees with limbs that might fall in a storm.

### Campsite Layout



Stay out of ditches or depressions in the ground that could fill during a flash flood and other areas that could fill with water. (If you see debris caught in underbrush or if all the grass is bent over in the same direction, choose another site.) Avoid lone trees, the tops of hills and mountains, high ridges, and other targets of lightning. Camp away from hiking and game trails, especially in bear country. (Look for animal tracks and worn pathways that are too low or narrow for humans.)

- **SIZE** – A campsite must be large enough for your patrol to set up tents and cook meals in separate areas. Make sure there is enough space to move around without tripping over tent stakes and tent guylines.
- **COMFORT** – In the summer, look for a shady site where breezes can help cool your tent and chase away mosquitoes. In the winter, find a site where trees and hillsides provide a natural windbreak. Regardless of the time of year, place your tent on the flattest spot possible. (If the ground slants a bit, sleep with your head uphill and the opening downhill.) Consider the sun as well; the morning sun will help dry out your tent, while evening sun can be uncomfortably hot in the summer.
- **WATER** – Each Scout in your patrol will need several gallons of water every day for drinking, cooking, and cleanup. Treat water you take from streams, rivers, lakes, and springs. In dry regions, you might need to carry all your water to camp. That information will be important when you put together the trip plan.
- **STOVES AND CAMPFIRES** – Where fires are not allowed, where wood is scarce, or when you want to prepare your meals quickly, plan on using a camp stove to heat water and cook food. As part of Scouting's commitment to preserving the outdoors, stoves are the preferred method for cooking. Where fires are permitted, appropriate,



and desired, look for a campsite with an existing fire ring. Only use wood that is dead, on the ground, and no larger around than your wrist. Never cut live trees.

- **PRIVACY** – A Scout is courteous. Show respect by selecting campsites away from other campers. Trees, bushes, and the shape of the land can screen your camp from trails and neighboring campsites. Keep noise down so you won't disturb nearby campers, and respect quiet hours.
- **PERMISSION** – Well ahead of the date of a camping trip, contact rangers or other managers of public parks and forests to let them know you're coming. They can issue the permits you need and suggest how you can fully enjoy your campout. Get permission from owners or managers of private property, too, before camping on their land.

At the campsite, walk around to assess the campsite. Ask the Scouts to point out possible locations for:

- Tents – a place that is flat, rock and sticks free, away from low hanging branches and fire pit.
- Kitchen and Eating Area – a place that is covered, has access to a table, flat, close to a water source.
- Fire Pit – most campsites will have a predetermined fire pit. Locate this – don't make a new fire pit.
- Ask Scouts to decide where they want to place their tent, kitchen and eating area – if you have other patrols camping, be sure you're coordinated with those patrols.
  - Scouts then set up the kitchen and eating area before setting up their own tents.

◆ **Activity 7: Food Safety (Requirement 7:** *"Explain how to keep food safe and the kitchen area sanitary at the campsite. Demonstrate your knowledge during the campout."*) (Parent leader: \_\_\_\_\_)

- Ask Scouts what items need to stay cold and put in the ice chest.
  - Meat, Cheese and Dairy, Eggs, Fruits and vegetables if the outside temperature is above 60 degrees
- Review with Scouts that the ice chest needs to remain closed, only opened to get an item or put one back.
  - Leaving the ice chest open dramatically changes the temperature. Inform them that the ice will melt and that items in the ice chest should be in waterproof containers like a zip lock bag.
- Show the Arrow of Light Scouts the cutting board.
  - Inform them that when you cut raw meat on a cutting board you are not to use it again until it is cleaned and sterilized. This prevents what is called cross-contamination where bacteria from raw meat gets onto food that is going to be eaten.
  - This also goes for knives. A knife that is used to cut raw meat is not to be used again until it has been cleaned and sterilized. When in doubt, clean it!
- After the meal, prepare the three-pot cleaning method:
  - The first bin contains hot, soapy water.
  - The second is filled with clean, hot rinse water.
  - The third bin contains cold water with a sanitizer such as bleach to kill bacteria.
- Follow these steps to wash a pot (each bucket needs to have tongs):
  - Scrape excess food into a garbage bag so the pot is as clean as possible.
  - Dampen a scrub pad with water from the wash pot and scrub the pot to loosen the remaining food.
  - Dunk the pot in the wash pot to remove loosened food. If food is still stuck to the pot, scrub more!
  - Use hot-pot tongs to dip the pot in the hot-rinse pot. Be sure no soap bubbles remain on the pan.
  - Dunk the pot in the cold-rinse pot. If the pot is too big, dip some water from the cold-rinse pot into the pot and slosh it around.
- Ask other members to clean their mess kits using the three-pot method.
- Scouts will dispose of the dirty wash water either in a designated area such as a drain or by dispersing 200 feet away from camp and water sources. Have Scouts put away clean dishes, utensils and cooking gear.





◆ **Activity 8: Campout Review: Start, Stop, Continue (Requirement 8:** *"After your campout, discuss with your patrol what went well and what you would do differently next time. Include how you followed the Outdoor Code and Leave No Trace Principles for Kids."*) (Parent leader: \_\_\_\_\_)

- Have Scouts gather around a table or in a circle. Ask one Scout to be the scribe to take notes.
- Explain the purpose of Start, Stop, Continue is to identify the things you should start doing, things you should stop doing, and things you should continue to do, including:
  - How well did we follow the Outdoor Code?
    - *"As an American, I will do my best to: / Be clean in my outdoor manners, / Be careful with fire, / Be considerate in the outdoors, / Be conservation minded."*
  - How well did we follow the Leave No Trace Principles for Kids?
    - *Know Before You Go. / Choose the Right Path. / Trash Your Trash. / Leave What You Find. / Be Careful With Fire. / Respect Wildlife. / Be Kind to Other Visitors.*
- Have each Scout name one item to start, one to stop, and one to continue. Possible topics include:
  - Activities
  - Food
  - Preparations
  - Location
  - Behavior
  - Outdoor Code
  - Leave No Trace Principles
- Ask the scribe to read aloud the things to start, things to stop, and things to continue. Make sure that everyone feels the list is complete. Use the list for the next outing or campout.

**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a ["Living Circle"](#).

**AFTER THE MEETING:** Clean up as needed.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/outdoor-adventurer/>. Those resources include the Snapshot of Adventure (included above), a “Safety Moment” of tips and links about doing this safely, and, for each Requirement, one or more “Activity Cards” you can click on for an activity to complete the Requirement.

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being “most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirement in easier ways.

**1. Learn about the Scout Basic Essentials.**

- [Scout Basic Essentials](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Scout Basic Essentials Backpack](#) (Indoor; 5 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Scouts BSA Visitor](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 3 of 5 Prep Time)

**2. Determine what you will bring on an overnight campout – including a tent and sleeping bag/gear – and how you will carry your gear.**

- [IOLS Shakedown](#) (Indoor; 4 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- [Troop Shakedown](#) (Travel; 4 of 5 Energy; 4 of 5 Supplies; 5 of 5 Prep Time)

**3. Review the four points of the Scouting SAFE Checklist and how you will apply them. on the campout.**

- [BSA SAFE Checklist](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

**4. Locate the campsite where you will be camping on a map.**

- [Digital Map](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)
- [Paper Map](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)

**5. With your patrol or a Scouts BSA troop, participate in a campout.**

- [Den Campout](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Troop Campout](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**6. Upon arrival at the campout determine where to set up your campsite: kitchen, eating area, tents, and firepit. Help the patrol set up the patrol gear before setting up your own tent.**

- [Campsite Setup](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**7. Explain how to keep food safe and the kitchen area sanitary at the campsite. Demonstrate your knowledge during the campout.**

- [Safe Food Handling and Clean Up](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**8. After your campout, discuss with your patrol what went well and what you would do differently next time. Include how you followed the Outdoor Code and Leave No Trace Principles for Kids.**

- [Start, Stop, Continue](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Personal Fitness

A “Personal Fitness” Adventure

**REQUIRED (An Adventure “Required” to earn Arrow of Light)**



## Snapshot of Adventure

In the Scout Oath we promise to keep ourselves physically strong. Proper nutrition, staying active with group activities, and personal exercises are key to being physically strong.

Arrow of Light Scouts are now old enough to also know about their personal Scouting Annual Health and Medical Record.



The QR Code above takes you to [scouting.org/cub-scout-adventures/personal-fitness/](https://scouting.org/cub-scout-adventures/personal-fitness/) ↑

See [Adventure Resources](#) at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. **Plan a balanced meal that you would eat when camping. Prepare that meal using the gear you would use on a campout.**
2. **Examine what it is to be physically fit and how you incorporate this in your life. Track the number of times you are active for 30 minutes or longer over a 14-day period. Share with your patrol or family what you enjoyed and if you feel you are living up to the Scout Oath of being physically strong.**
3. **Be active for 30 minutes with your patrol, a younger den, or at least one other person in a way that includes both stretching and moving.**
4. **Review your Scouting Annual Health and Medical Record with your parent or legal guardian. Discuss your ability to participate in Arrow of Light patrol and pack activities.**

# Meeting Plan

**Does this take one Meeting to complete – or more?** Because there's a "14 day exercise log" to keep, this can't start and finish in one meeting, so you might do the fitness parts first and have the meal when the 14 days are up. Or have multiple meals!

**PREPARATION (and materials needed):** Read the Personal Fitness Adventure in the Handbook.

- Key Advance Decisions are: how to do the plan and prepare a meal and what kinds of group activities.
  - For Activity 4 (Requirement 1), decide how you'll do the meal. You can assign the Scouts to help plan and prepare a balanced meal at home. But getting the den to work together to plan and cook with each other can be more fun and help bond the den.
    - There are many choices here – cookout, cook at your regular meeting place (if it has a kitchen), cook at camp, or cook in someone's home. And many menu choices.
    - Note that this requirement does not have to be completed on a campout – nor to cook. The requirement is to prepare a meal that would work well on a campout.
  - For Activity 1/Requirement 2, pick what activity you'll do "*for 30 minutes ... that includes both stretching and moving.*" Could be soccer, kickball, basketball, baseball, bike ride, jump rope ... or what you like.
- Scouts should have their Handbook or print copies of the [Personal Fitness Activity Log](#).
- The Personal Exercise (Requirement 3) could be done with no additional materials or equipment, but may be more fun if you bring balls or discs for games.
- Send families the Scouting [Annual Health and Medical Record](#) (the "All Scouting Events" version), and ask them to complete the Health Record for their Scout and send it to you.
  - Tell families that they should review this with their Scout.

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at [Adventure Resources](#) below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: Physically Strong (Requirement 2:** "*Examine what it is to be physically fit and how you incorporate this in your life. Track the number of times you are active for 30 minutes or longer over a 14-day period. Share with your patrol or family what you enjoyed and if you feel you are living up to the Scout Oath of being physically strong.*") (Parent leader: \_\_\_\_\_)

- Remind Scouts that being physically fit is one of the Scout Laws.
  - Explain that they will be using a log to write down activities that keep them fit and the duration of the activity for the next 14 days.
  - Let them know that they must do the activity or exercise for at least 30 minutes each day.
- Discuss with Scouts the types of activities or exercises that they might choose. Some ideas to help them:
  - Running, Basketball, Swimming, Dancing, Skateboarding, Cycling, Soccer, Ultimate

- Tell Scouts to use the activity log in their Handbook (or that you share). Explain that this is where they should write their activity each day along with the time.
  - Tell them the date of the next den meeting and that they should complete their activity log by that date.
- Before the second meeting, send a reminder for Cub Scouts to bring their activity log to the meeting. During the second meeting (held 14 days or more after the first meeting), ask the following questions:
  - What kind of activities did you do during the 14 days?
  - Was it easy to track your progress?
  - Why is it important to remain physically active?
  - What is your favorite way to stay active?

◆ **Activity 2: Get Active! (Requirement 3:** *“Be active for 30 minutes with your patrol, a younger den, or at least one other person in a way that includes both stretching and moving.”*) (Parent leader: \_\_\_\_\_)

- Your activity could be from the [Adventure Resources](#) which has tips for [Cycling](#) and [Kickball](#), but the den might want to do something different, like a soccer, basketball, ultimate frisbee, baseball, jump rope, obstacle course, badminton, pickleball, or others.

◆ **Activity 3: Health Record (Requirement 4:** *“Review your Scouting Annual Health and Medical Record with your parent or legal guardian. Discuss your ability to participate in Arrow of Light patrol and pack activities.”*) (Parent leader: \_\_\_\_\_)

- Bring copies of the Scouting [Annual Health and Medical Record](#) (the “All Scouting Events” version) to share with families attending, and ask them to complete the Health Record for their Scout (if not already done).
- Explain that it is important to have a Health Record in case something happens to you and you can’t explain your own health issues to a doctor, nurse or other caregiver like a Cub Scout Leader. For example:
  - Are you allergic to anything? What medicines are you on?

◆ **Activity 4: Meal Time (Requirement 1:** *“Plan a balanced meal that you would eat when camping. Prepare that meal using the gear you would use on a campout.”*) (Parent leader: \_\_\_\_\_)

- Your activity could be from the [Adventure Resources](#) which has activity cards for [Campout Pizza](#), or [Picnic Cold Burritos](#), but you can prepare other (and maybe more balanced) meals.
- Doing this as a den is not required, but can be a bonding experience.



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that’s what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack’s tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.



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- 1. Plan a balanced meal that you would eat when camping. Prepare that meal using the gear you would use on a campout.**
  - [Prepare A Meal on Campout](#) (Travel; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
  - [Prepare Meal for a Picnic](#) (Outdoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- 2. Examine what it is to be physically fit and how you incorporate this in your life. Track the number of times you are active for 30 minutes or longer over a 14-day period. Share with your patrol or family what you enjoyed and if you feel you are living up to the Scout Oath of being physically strong.**
  - [Tracking Your Fitness](#) (Indoor; 5 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- 3. Be active for 30 minutes with your patrol, a younger den, or at least one other person in a way that includes both stretching and moving.**
  - [Cycling Fun](#) (Outdoor; 5 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)
  - [Exploring Sports](#) (Indoor; 5 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
  - [Kickball Madness](#) (Outdoor; 5 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- 4. Review your Scouting Annual Health and Medical Record with your parent or legal guardian. Discuss your ability to participate in Arrow of Light patrol and pack activities.**
  - [BSA Annual Health and Medical Record AOL](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

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- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Citizenship

A “Citizenship” Adventure

**REQUIRED (An Adventure “Required” to earn Arrow of Light)**



## Snapshot of Adventure

Volunteering to make your community and country better is part of being both a Scout and a good citizen. This Adventure may only have two requirements, but the goal is for you to take an active part in identifying and planning a service project, not just participating in one. This will help you in the future as you learn how to plan and conduct service projects in Scouts BSA.



The QR Code above takes you to [scouting.org/cub-scout-adventures/citizenship/](https://scouting.org/cub-scout-adventures/citizenship/)↑

See [Adventure Resources](#) at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. ➔



## Requirements from the Arrow of Light Handbook

1. **Identify a community service project that your patrol or pack could accomplish. Use the Scouting SAFE Checklist and develop a plan to conduct the service project safely.**
2. **Participate in a service project for a minimum of two hours or multiple service projects for a total of two hours.**

## Meeting Plan

**Does this take one Meeting to complete – or more?** More than one, because you need at least two hours of service at the service project(s), plus planning time. You might have a planning session and fill up that session with fun, sports and games, followed by the service project(s) as planned at the first session.

**PREPARATION (and materials needed):** Read the Citizenship adventure in the Arrow of Light Handbook.

- Determine options for your Service Project for the Scouts to identify (you want them to have ownership over the selection, but be sure adult leaders and parents can deliver the project).
  - Your den families, Chartered Organization, and local schools and places of worship may have great options – more in the [Adventure Resources](#).
  - This District page has many Service Project ideas: [southfultonscouting.com/node/4509](https://southfultonscouting.com/node/4509)
  - True note: The service project the Scouts plan for Requirement 1 does **not** have to be a service project that the Scouts will actually be conducting. Though it's better if it is!
- Copies of the Scouting [SAFE Service Project Planning Checklist](#) – a tiny version is in the Handbook, but a larger one is at the end of this Plan.
- When identified by the Scouts, determine how and where and when the service project(s) will take place.
  - Share plans with families – location, what they need to bring, other details as needed.

**GATHERING:** A “gathering” activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and “share the leader load”: everyone can help with something! A good approach is for different parents (or teams) to share the “lead” of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says “we’ve begun” and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at [Adventure Resources](#) below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some “talk time” where you (1) discuss today’s Adventure activities (what you’ll do, how you’ll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share “what’s new” with them and get to know each other better.

◆ **Activity 1: Service Project Selection and SAFE Planning (Requirement 1:** “Identify a community service project that your patrol or pack could accomplish. Use the Scouting SAFE Checklist and develop a plan to conduct the service project safely.”) (Parent leader: \_\_\_\_\_)

- Ask Scouts to think of a service project they could do for the community.
  - Four options are linked in the Activities linked at [Adventure Resources](#) – use those if you like them.
  - This District page has many Service Project ideas: [southfultonscouting.com/node/4509](https://southfultonscouting.com/node/4509)
- Have Scouts brainstorm the steps that would need to be taken to complete the selected service project(s).
- Explain to Scouts that they’re going to make a plan for conducting a selected service project in a safe manner. First, review Scouting’s “[SAFE Checklist](#)”:
- **S** is for **SUPERVISION**: Youth are supervised by qualified and trustworthy adults who set the example for safety.
- **A** is for **ASSESSMENT**: Activities are assessed for risks during planning. Leaders have reviewed applicable program guidance or standards and have verified the activity is not prohibited. Risk avoidance or mitigation is incorporated into the activity.
- **F** is for **FITNESS AND SKILL**: Participants’ Annual Health and Medical Records are reviewed, and leaders have confirmed that prerequisite fitness and skill levels exist for participants to take part safely.
- **E** is for **EQUIPMENT AND ENVIRONMENT**: Safe and appropriately sized equipment, courses, camps, campsites, trails, or playing fields are used properly. Leaders periodically check gear use and the environment for changing conditions that could affect safety.



Use the Scouting [SAFE Service Project Planning Checklist](#) to plan your participation in the selected project(s).

- For each point, ask Scouts to think what needs to happen to ensure each point of the checklist is met?

- If there is a point that Cub Scouts can't check off, ask them if there's a way to do the project more safely.
- Explain that if they can't think of a way to do it more safely, they will have to choose another project.

◆ **Activity 2: Service Project Participation (Requirement 2:** *"Participate in a service project for a minimum of two hours or multiple service projects for a total of two hours."*) **(Parent leader: \_\_\_\_\_)**

- Participate in your service project. Be sure all families know when and where to meet, what to bring, and what you'll do. Check to be sure you have all needed materials, which will depend on your project.
- Take pictures and video of your Scouts and families serving, and share with your Chartered Organization, Schools, places of worship, and elsewhere in your community.



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a ["Living Circle"](#).

**AFTER THE MEETING:** Clean up as needed. Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/citizenship/>. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirement in easier ways.

**1. Identify a community service project that your patrol or pack could accomplish. Use the Scouting SAFE Checklist and develop a plan to conduct the service project safely.**

- [Service Project Planning](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**2. Participate in a service project for a minimum of two hours or multiple service projects for a total of two hours.**

- [AOL Scouting for Food](#) (Travel; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Helping Neighbors](#) (Travel; 5 of 5 Energy; 2 of 5 Supplies; 4 of 5 Prep Time)
- [Little Free Library](#) (Outdoor; 4 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Scouts BSA Troop Service Project](#) (Travel; 5 of 5 Energy; 2 of 5 Supplies; 4 of 5 Prep Time)





## Service Project Planning Checklist

The safety of our Scouts, volunteers, employees, and communities is our top priority. This checklist can be used for all Scouting service projects (Order of the Arrow, Distinguished Conservation Service Award, Eagle Scout, and individual or unit service). The checklist is not an added requirement for an Eagle Scout service project.

*If it is not practical to meet these protocols, do not conduct the activity or service project.*

Service Project Description: \_\_\_\_\_

Project Plan/Steps to Complete: \_\_\_\_\_

**Supervision**—Youth are supervised by qualified and trustworthy adults who set the example for safety.

- ☐ On-site supervision
- ☐ Required training, certifications, experience, and skills
- ☐ Monitor all work and tool use

**Assessment**—Activities are assessed for risk during planning.

- ☐ Site hazards (power lines, trees/bushes, heights)
- ☐ Personal protective equipment (PPE)
- ☐ Site access, material delivery, parking, permissions/permits
- ☐ Weather/environment contingencies and communications
- ☐ Work hours, including breaks
- ☐ Food/water/hygiene needs

**Fitness and Skills**—Participants' Annual Health and Medical Records are reviewed, and leaders have confirmed that prerequisite fitness and skill levels exist for participants to take part safely.

- ☐ [Annual Health and Medical Record](#)
- ☐ Training needed
- ☐ [SAFE Project Tool Use](#)

**Equipment and Environment**—Safe and appropriately sized equipment, courses, camps, campsites, trails, or playing fields are used properly. Leaders periodically check gear use and the environment for changing conditions that could affect safety.

- ☐ Personal protective equipment (PPE)
- ☐ Tools and equipment available
- ☐ First aid supplies
- ☐ Weather forecast and conditions
- ☐ Communications
- ☐ Project area reviewed for safety concerns

**If there are any incidents:**

1. Take care of the injured/find a safe place.
2. Preserve and document the evidence. Take photos if appropriate.
3. Immediately complete an incident report and notify your local council.  
For more information, go to [www.scouting.org/health-and-safety/incident-report/](http://www.scouting.org/health-and-safety/incident-report/).

### Resources

Guide to Safe Scouting: <https://www.scouting.org/health-and-safety/gss/>  
SAFE: <https://www.scouting.org/health-and-safety/safe/>

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2021 Revision



# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# First Aid

A “Personal Safety” Adventure

**REQUIRED (An Adventure “Required” to earn Arrow of Light)**



## Snapshot of Adventure

In this Adventure, you will learn how to protect yourself and how to help others when they have been hurt. The skills you learn in this Adventure could help someone in trouble or even save a life. Your patrol may have a trained professional like an emergency medical technician (EMT), medical doctor, or registered nurse provide instruction for this Adventure.



The QR Code above takes you to [scouting.org/cub-scout-adventures/first-aid/](https://scouting.org/cub-scout-adventures/first-aid/)↑

See [Adventure Resources](#) at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. With permission from your parent or legal guardian, watch [the Protect Yourself Rules video for the Arrow of Light rank](#).
2. Explain what you should do if you encounter someone in need of first aid.
3. Demonstrate what to do for hurry cases of first aid: serious bleeding, heart attack or sudden cardiac arrest, stopped breathing, stroke, poisoning.
4. Demonstrate how to help a choking victim.
5. Demonstrate how to treat shock.
6. Demonstrate how to treat the following: cuts and scratches, burns and scalds, bites and stings of insects and animals, and nosebleed.

## 7. Make a personal first aid kit. Demonstrate the proper use of each item in your first aid kit.

# Meeting Plan

**Does this take one Meeting to complete – or more?** This is worth covering in more than one session, even if you do the video at home, because first aid is a skill we want Scouts to master.

**PREPARATION (and materials needed):** Read the First Aid adventure in the Arrow of Light Handbook.

- Determine how you will do the Video requirement (Requirements 1). Options are:
  - Video at home with parents, and Den Meeting built around the first aid instruction.
  - All at the Den Meeting: be sure you have computer, internet connection, projector and screen.
  - Either way, be sure to let the parents know whether you're watching this at a Den Meeting (some may want to opt out and do it at home) or telling the parents they need to watch this at home.
    - If you need a form of message to the parents, a form will appear in [this Activity Card](#).
- Determine how you will do the first aid instruction and demonstrations.
  - This is a great Adventure to use expert assistance from parents or otherwise, like an outing to a paramedic / EMT, fire department, or other health care professional – or it can include a visit from one or more of those emergency or health care professionals to your location.
  - Share the requirements of the adventure – like sharing this plan and the Arrow of Light Handbook.
- Strongly encourage Scouts to bring the Arrow of Light Handbook, because there is a lot of information in the First Aid adventure there. And any personal First Aid kit they've used for walks or campouts.
- Bring a fully stocked group first aid kit (your Pack or meeting place may have one), including these items used in the Activities, with extras for Scouts: disposable latex-free gloves, eye protection (goggles), tweezers, triangular bandage, CPR breathing barrier, adhesive bandages, gauze pads, adhesive tape and scissors, moleskin, first aid ointment, antiseptic wipes. Quart size bags for Scouts with no kit yet.

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at [Adventure Resources](#) below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: Protect Yourself!**  
(Requirement 1: "With permission from your parent or legal guardian, watch the Protect Yourself Rules video for the Arrow of Light rank.") (Parent leader: \_\_\_\_\_)

The video is found at  
[vimeo.com/325064315](https://vimeo.com/325064315)



◆ **Activity 2: First Aid – What To Do? (Requirement 2:** *“Explain what you should do if you encounter someone in need of first aid.”*) (Parent leader: \_\_\_\_\_)

Explain to Scouts what they should do when encountering an emergency that requires first aid:

- **Check.** Make sure the scene is safe before approaching. You can't help anyone if you become a victim!
- **Calm down and think.** Take a few seconds to assess the situation and decide what needs to be done. Staying calm may be hard to do, but it's important. The victim will feel better knowing you are in control, and you will be able to make better decisions than if you were panicked.
- **Call.** If the victim seems badly hurt, send someone to call for medical help. If no one is there to do that, call for help and offer to assist the victim.
- **Care.** Explain that you know first aid and get permission to treat the victim before doing anything else. When sending someone to get help, point at a specific person and say something like, “*Juan, go call 911 and ask for an ambulance.*” Don't assume everybody knows what to do.
  - Do not move a badly hurt person unless they are in further danger.
  - It may be necessary to move a person if there is a nearby fire or if the person is lying in the road.
  - But never move an injured person unless it is absolutely necessary.
  - Check the victim for “hurry case” issues (serious bleeding, heart attack or sudden cardiac arrest, stopped breathing, stroke, poisoning).
  - Treat the victim for shock.
- The [First Aid First Response](#) Activity Card has some additional activities, like completing an Emergency Contact list (also found in the Handbook) and doing some acting of “victim” and “Scout first responder”.

◆ **Activity 3: “Hurry” Cases (Requirement 3:** *“Demonstrate what to do for hurry cases of first aid: serious bleeding, heart attack or sudden cardiac arrest, stopped breathing, stroke, poisoning.”*) (Parent leader: \_\_\_\_\_)

- First, follow the three “C”s described in the Handbook (plus the 4<sup>th</sup>: *Calm down and think*):
  - **Check** – Make sure the scene is safe for you. And then check the victim.
  - **Call** – Call 911. Call out for help and send two people for help.
  - **Care** – Care for the victim to the best of your ability while you wait for help to arrive.

**Practice first aid for the five “hurry cases”** – in each of these, ask Scouts to buddy up with one being the “victim” first and one being the first aid “responder” (in each set victim and responder will switch roles) and assign an adult to each set of buddies (the adult would be the person for the “Call” in the 3 C’s):



- **Serious Bleeding.** Provide each set of buddies a set of supplies: disposable, latex-free gloves, eye protection, and neckerchief:
  - Assign each buddy group a wound area: leg, arm, head.
  - The victim should pretend to have a bleeding wound on the assigned area.
  - The responder will initiate the 3 C's (*Check, Call, Care*) and attend to the wound.
  - When the serious bleeding wounds have been treated, review the results of each buddy group.
  - Ask the following questions:
    - What should you do if you think the bone is broken? (try not to move it, but maintain pressure)
    - What can we apply pressure within an emergency situation? (hand, fabric or gauze)

- **Heart Attack or Sudden Cardiac Arrest – and Stopped Breathing.** Explain that the response to these two situations is the same. Provide each set of buddies a CPR breathing barrier. Adult Leader demonstrates how to do CPR on another adult:
  - Place the person on their back on a firm, flat surface. Stand or kneel beside the person. Give 30 chest compressions:
    - Hand position: Two hands centered on the chest.
    - Body position: Shoulders directly over hands; elbows locked.
    - Depth: At least 2 inches.
    - Rate: 100 to 120 per minute.
    - Allow chest to return to normal position after each compression.
  - Give 2 pretend breaths:
    - Open the airway to a past-neutral position using the head-tilt/chin-lift technique.
    - Pinch the nose shut, take a normal breath. Tell Scouts in an emergency they will make a complete seal over the person's mouth with their mouth. But for this demonstration the adult leader can just blow out and not into the "victim's" mouth, like blowing out a candle. (or use a stuffed animal)
    - Ensure each breath lasts about 1 second and makes the chest rise; allow air to exit before giving the next breath.
  - Tell Scouts they will need to call 911, explain the situation, then continue to do this pattern until help arrives.
    - Discuss the different signs for a heart attack, cardiac arrest, and stopped breathing: the 3 C's may be different for each situation.
    - Assign each buddy group either a heart attack/cardiac arrest or stopped breathing.
    - Tell Scouts that they will practice CPR with their buddy. The responder will initiate the 3 C's.
- **Stroke.** The victim should pretend to have a stroke. Review the FAST acronym: **F**ace (drooping), **A**rm (weakness), **S**peech (difficulty), **T**ime! (to call for help).
  - The responder will initiate the 3 C's looking for face drooping, arm weakness, speech difficulty and time to call for help.
- **Poisoning.** Assign each buddy group a different poison: eating a poisonous mushroom, swallowing a household cleaning product, taking too much medicine, breathing toxic fumes.
  - Each buddy group demonstrates the 3 C's based on the type of poisoning.
  - Ask the following questions for each demonstration:
    - What do we need to do if someone has swallowed or breathed something toxic?
    - How do we keep ourselves and others safe from being poisoned?

◆ **Activity 4: Help a Choking Victim (Requirement 4: "Demonstrate how to help a choking victim.")** (Parent leader: \_\_\_\_\_)

- Explain to Scouts they will be demonstrating the Heimlich maneuver.

Demonstrate the Heimlich maneuver on another adult.

- Give 5 back blows between the shoulder blades with the heel of your hand.
- If the object is not removed, give abdominal thrusts:
  - Position yourself behind the victim – reach your arms around their waist.
  - Make a fist with one hand just above the person's belly button. Cover the fist with your other hand.
  - Make a series of five quick thrusts inward and upward to force air from the lungs. (Pretend like you're trying to pick the person up.)





- Alternate between abdominal thrusts and back blows until the object is dislodged, the person becomes unconscious, or medical help arrives.
- Then ask Scouts to buddy up and practice on one another.
  - Remind them to not give full abdominal thrusts or back blows.

◆ **Activity 5: Shock! (Requirement 5: “Demonstrate how to treat shock.”)** (Parent leader: \_\_\_\_\_)

- Explain “shock” – which comes when a person is injured or under great stress. When “in shock”, a person does not get enough blood flow, will feel weak with cold and clammy skin, and they may shiver or vomit.
- Demonstrate how to treat shock on another person.
  - Pretend to call 911 for emergency help immediately.
  - Have a Scout lie down on their back.
  - Say and demonstrate: *“raise their feet slightly and state unless you think there are injuries to the head, neck, back, hips, or legs. If you do not know, have the person lie flat.”*
  - Say and demonstrate: *“If the person is not awake, turn them on their side. But first, be sure the person has no injuries to the head, neck, or back.”*
  - Say *“If the weather is cool, cover the person with a sheet. If it is hot, do not.”*
  - Say *“Do not give the person anything to eat or drink.”*
  - Say *“Stay with the person until help arrives.”*
- Ask Cub Scouts to buddy up and practice on one another.

◆ **Activity 6: Personal First Aid Kit (Requirement 7: “Make a personal first aid kit. Demonstrate the proper use of each item in your first aid kit.”)** (Parent leader: \_\_\_\_\_)

- Allow Scouts who brought their first aid kits to pull out items (like adhesive bandages, moleskin, first-aid ointment, latex-free gloves) and answer the following questions:
  - When would you use this item?
  - What is the proper way to use this item?
  - What happens if this item isn’t in your kit, what could you possibly use instead?
- Give quart size plastic bags to Scouts who did not bring first aid kits and share from your group first aid kit items like adhesive bandages, moleskin, first-aid ointment, latex-free gloves.
  - Note to all that a personal first aid kit might also include gauze pads, adhesive tape, soap, scissors, mouth barrier, antiseptic wipes – if you have extras, please share for the personal first aid kits.
  - You might copy, cut and clip instructions for first aid for common cases.



◆ **Activity 7: Common Cases (Requirement 6: “Demonstrate how to treat the following: cuts and scratches, burns and scalds, bites and stings of insects and animals, and nosebleed.”)** (Parent leader: \_\_\_\_\_) This can be set up as stations as described in the [Common First Aid Practices](#) Activity Card.

Explain to Scouts that they will be learning about common first aid practices – and can use their first aid kit.

- **Cuts and Scratches:**
  - Start by washing hands thoroughly with soap and water.
  - For small wounds, wash the wound with soap and water. Then apply first-aid ointment to help prevent infection *if you have the victim’s permission and know that they do not have an allergy to the medicine.*



Keep the wound clean and protect it with an adhesive bandage. Change the bandage as often as needed but at least once daily.

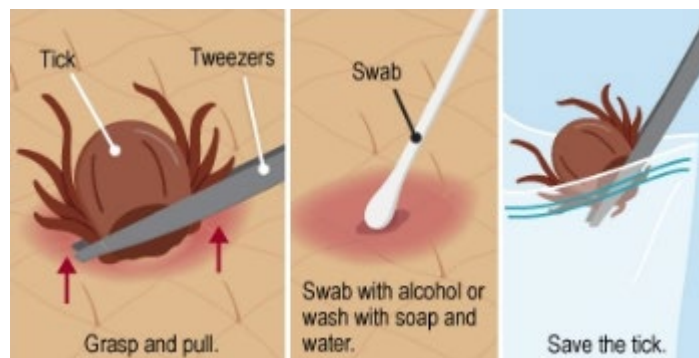
- For larger cuts, first, stop the bleeding by applying direct pressure. Keep the wound as clean as possible to limit infection. Cover an open wound with a sterile gauze pad or a clean cloth folded into a pad. Hold the pad in place with tape or a bandage made out of a neckerchief. Any bandage should be loose enough that you can slide two fingers between it and the person's body. An adult leader should evaluate any large wound. Once the bleeding has stopped, clean the wound as described above.

- **Burns and Scalds:**

- Treat a minor burn by putting the burn in chilly water and then cover with clean, dry, loose dressing.
- Treat sunburn with aloe vera.

- **Bites and Stings of Animals:**

- Practice removing a tick using tweezers.
  - Grasp the tick by its head with tweezers close to the skin and gently pull until it comes loose.
  - Wash the wound with soap and water and apply first aid ointment or rubbing alcohol.
- Practice removing a stinger by scraping away the stinger with the edge of a card.



- **Nosebleed:**

- Have the victim sit up and lean forward to prevent blood from draining into the throat.
- Pinch the nostrils together for 10 minutes to maintain pressure on the flow and stop the bleeding.
- Apply a cool, wet cloth to the victim's nose and face above where you are pinching.
- Watch for symptoms of shock and treat if needed. Call for help if the bleeding doesn't stop after 15 minutes.



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/first-aid/>. Those resources include the Snapshot of Adventure (included above), a “Safety Moment” of tips and links about doing this safely, and, for each Requirement, one or more “Activity Cards” you can click on for an activity to complete the Requirement.

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being “most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirement in easier ways.

**1. With permission from your parent or legal guardian, watch the [Protect Yourself Rules video for the Arrow of Light rank](#).**

- [Protect Yourself Rules Arrow of Light](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**2. Explain what you should do if you encounter someone in need of first aid.**

- [First Aid First Response](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**3. Demonstrate what to do for hurry cases of first aid: serious bleeding, heart attack or sudden cardiac arrest, stopped breathing, stroke, poisoning.**

- [“Hurry” Cases](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Visit a Paramedic](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)

**4. Demonstrate how to help a choking victim.**

- [Heimlich Maneuver](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**5. Demonstrate how to treat shock.**

- [Shock First Aid](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

**6. Demonstrate how to treat the following: cuts and scratches, burns and scalds, bites and stings of insects and animals, and nosebleed.**

- [Common First Aid Practices](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 5 of 5 Prep Time)

**7. Make a personal first aid kit. Demonstrate the proper use of each item in your first aid kit.**

- [DIY First Aid Kit](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Duty To God

A “Family & Reverence” Adventure

**REQUIRED (An Adventure “Required” to earn Arrow of Light)**



## Snapshot of Adventure

Duty to God ... your family and religious leaders teach you about God and the ways you can serve. You can do your duty to God by following the wisdom of those teachings and by defending the rights of others to practice their own beliefs. Scouting America is absolutely nonsectarian (not affiliated with or restricted to any particular faith or religious group).

Reverent means that a Scout is faithful in their religious duties and respects the beliefs of others. No matter what the religious faith or beliefs of a Scout or their family may be, this fundamental of good citizenship should be kept before them.

***This Adventure is commonly done at home with the Cub Scout's family. If it is being done as a den ensure that every parent and guardian is aware of the content and the activities that the den will do and allow for parents to opt out of doing it as a den activity and choose to complete the requirement at home.***



The QR Code above takes you to [scouting.org/cub-scout-adventures/duty-to-god/](https://scouting.org/cub-scout-adventures/duty-to-god/) ↑

See [Adventure Resources](#) at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

This Adventure may be earned by completing the requirements below OR by completing a **Religious Emblem** of the Cub Scout's family's choosing.

1. Discuss with your parent or legal guardian your family's faith traditions or one of your choosing. Choose a view or value of that faith tradition that is related to the Scout Law. Discuss with your family how each family member demonstrates this value.
2. Meet with a representative of a faith-based organization in your local community who provides a service that assists people in crisis regardless of their faith. Identify who they help and how.
3. Discuss with your parent, legal guardian, or an adult leader what "Duty to God" means to you. Tell how you practice your Duty to God in your daily life.

## Meeting Plan

**Does this take one Meeting to complete – or more?** If you Requirements 2 and 3 as a Den Meeting, you can surely complete this in one session. Requirement 1 is to be done with family.

**PREPARATION (and materials needed):** Read the Duty To God adventure in the Arrow of Light Handbook.

- Communicate how you will do this Adventure – (a) everyone doing it all at home, or (b) some parts from home and some at a Den Meeting, or (c) planning a Den Meeting option for all of the Requirements.
- Determine who to meet with who is part of "a faith-based organization". Obviously, religious leaders qualify, but many charitable organizations or nonprofits may not be affiliated with a religious group but qualify because they are inspired by religious beliefs (for example, Habitat for Humanity, many homeless shelters and similar programs providing services to those affected by homelessness, poverty or hunger). You may have a parent who volunteers at such an organization – that qualifies as a representative.

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at [Adventure Resources](#) below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: Family Beliefs (Requirement 1:** *"Discuss with your parent or legal guardian your family's faith traditions or one of your choosing. Choose a view or value of that faith tradition that is related to the Scout Law. Discuss with your family how each family member demonstrates this value."*) (Parent leader: \_\_\_\_\_)

- [Reminder to Leaders and other adults: "your family's faith traditions" are based on what the family believes – as defined by the family. Belonging to an organization, though encouraged, is not required.]
  - A "family's faith tradition holiday or celebration" often includes religious holidays/celebrations, but family faith may also revere and celebrate at times like Thanksgiving, Veteran's Day, or Earth Day.]
- Scouts and their parents or legal guardians discuss their family's faith traditions.
  - Are there any views or values of your faith tradition that are related to the Scout Law?
  - How does each member of your family demonstrate these values?

◆ **Activity 2: Faith Based Organization Service (Requirement 2:** *"Meet with a representative of a faith-based organization in your local community who provides a service that assists people in crisis regardless of their faith. Identify who they help and how."*) (Parent leader: \_\_\_\_\_)

- Let your representative discuss what the organization does to help people in crisis.
- Let Scouts ask questions about the services provided. Consider the following questions:

- What are some of the greatest needs for our community members in crisis?
- What service programs do you provide for those in our community?
- Are you looking for volunteers for your programs?

◆ **Activity 3: What “Duty to God” Means – to You (Requirement 3:** *“Discuss with your parent, legal guardian, or an adult leader what “Duty to God” means to you. Tell how you practice your Duty to God in your daily life.”*) (Parent leader: \_\_\_\_\_)

- Lead a discussion with Scouts asking the following questions (remember that some religions do not include a “God” and some families will have belief or value systems without a “God”, but with values):
  - Based on your religion and/or family faith traditions, explain what you feel your duty to God is.
  - What responsibilities do you have to your religion and/or family faith traditions?
  - What are things you currently do to meet these responsibilities?
  - What are some things you could start doing to meet these responsibilities?
- The full expression of the 12<sup>th</sup> point of the Scout Law is: “A Scout is Reverent. Be reverent toward God. Be faithful in your religious duties. Respect the beliefs of others.” The BSA respects your beliefs.

**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that’s what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack’s tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/duty-to-god/>. Those resources include the Snapshot of Adventure (included above), a “Safety Moment” of tips and links about doing this safely, and, for each Requirement, one or more “Activity Cards” you can click on for an activity to complete the Requirement.

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being “most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirement in easier ways.

- 1. Discuss with your parent or legal guardian your family’s faith traditions or one of your choosing. Choose a view or value of that faith tradition that is related to the Scout Law. Discuss with your family how each family member demonstrates this value.**
  - [Family Traditions & Scout Values Discussion](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- 2. Meet with a representative of a faith-based organization in your local community who provides a service that assists people in crisis regardless of their faith. Identify who they help and how.**
  - [Faith-based Guest Speaker](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 4 of 5 Prep Time)
- 3. Discuss with your parent, legal guardian, or an adult leader what “Duty to God” means to you. Tell how you practice your Duty to God in your daily life.**
  - [Reverence Discussion](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)



# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

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**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Fishing

A “Fishing” Adventure

**ELECTIVE (2 “electives” are needed to earn Arrow of Light)**



## Snapshot of Adventure

You may have gone fishing before and know some basics – hopefully you like fishing!

In this Adventure, you will learn how to plan a fishing experience using the Scouting SAFE Checklist. This will help you be prepared for future adventures in a Scouts BSA Troop.



The QR Code above takes you to [scouting.org/cub-scout-adventures/fishing/](https://scouting.org/cub-scout-adventures/fishing/) ↑

See [Adventure Resources](#) at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. **Make a plan to go fishing.** Determine where you will go and what type of fish you plan to catch. All of the following requirements are to be completed based on your choice.
2. **Use the Scouting SAFE Checklist** to plan what you need for your fishing experience.
3. **Describe the environment** where the fish might be found.
4. **Make a list of the equipment and materials** you will need to fish.
5. **Determine the best type of knot** to tie your hook to your line and tie it.
6. **On your own, choose the appropriate type of fishing rod and tackle** you will be using. Have an adult review your gear.

**7. Using what you have learned about fish and fishing equipment, spend at least one hour fishing following local guidelines and regulations.**

## Meeting Plan

**Does this take one Meeting to complete – or more?** It's up to the Parents / Leaders! As written, you can do this in a single fishing trip, but maybe you do the instruction at one session (maybe with just plain fun games added) and do the fishing at a separate session. Or go fishing twice. Or more!

**PREPARATION (and materials needed):** Read the Fishing adventure in the Arrow of Light Handbook.

- Key is to decide where to go fishing (best: provide some choices for the Scouts to pick) ... and be sure that you're in compliance with fishing rules. If needed, get permission to fish where you plan to fish.
  - Communicate with the families about when and where you will go, and what they need to bring.
  - Obtain and bring any required fishing licenses. Youth may not need a fishing license but adults who are fishing are likely to need one.
  - Note that all six ranks/grades of Cub Scouting have fishing Adventures, so you might collaborate with other Dens or maybe make it an outing for the entire Pack.
- Determine who your fishing expert is(are):
  - Solicit parent (and grandparent) fisher people, maybe your fishing destination has staff who would love to share their knowledge and passion for fishing.
  - Get their input on three types of fish that might be found where you're fishing, or in the area.
- Key materials:
  - Fishing poles/tackle for all (ideally, each family provides, but bring extra for those with no fishing gear).
  - Pictures (paper or phone/computer) of the types of native/local fish you might catch; find these if you:
    - Go to your state's fish and wildlife website, like [georgiawildlife.com/fishing/identification](http://georgiawildlife.com/fishing/identification).
    - Do an internet search like *local fish I might catch near me* where you'll find lots of information.
  - Bait or lures for the type of fish you're trying to catch.
  - Every Scout and adult attending should have the Cub Scout Six Essentials (first-aid kit, filled water bottle, flashlight, trail food, sun protection, and whistle)
  - One or more "tackle boxes" with fishing gear, including fishing line, barbless hooks, bobbers, sinkers, swivels, artificial bait, needle nose pliers, scissors and de-hooker.
  - First aid kit. You know: fishhooks!

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone. Maybe recite the Outdoor Code:

*"As an American, I will do my best to: / Be clean in my outdoor manners, / Be careful with fire,  
/ Be considerate in the outdoors, / Be conservation minded."*

**ACTIVITIES** (See also other Activities linked at [Adventure Resources](#) below – use those if you like them):

- ◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: Where to Fish and What Fish are There? (Requirement 1: “Make a plan to go fishing.**

*Determine where you will go and what type of fish you plan to catch. All of the following requirements are to be completed based on your choice.”* (Parent leader: \_\_\_\_\_)

- Share with the Scouts that when planning a fishing trip, creating a written plan will help ensure everyone has all the necessary information and can be prepared for the event.
  - First, the den needs to decide on a fishing location. While you should solicit any and all ideas from the Scouts, you might share options that work for the adults, and let the Scouts choose from among them.
- Maybe have buddy groups choose a location or an upcoming fishing event to research. Give them 10 minutes to gather information and then report their findings back to the entire den. Their summary should include the following information:
  - Where will you be fishing? Pond, lake, stream, river, ocean, etc.
  - How far away is it from your current den meeting location?
  - Is there an entrance fee? A parking fee? Is a fishing license required?
  - What facilities are there? Bathroom, cleaning station, drinking water, shelter, picnic tables, grills, etc.
  - How much space is there to fish? Are there other activities available at the location?
  - What types of fish are they likely to catch?

When picking a place to fish, you'll certainly want to know what kinds of fish you'll find there – some of which you might want to catch.

Common examples from around Georgia are:

- Ponds: bluegill, catfish, sunfish, perch, bass
- Lakes: bass, catfish, crappie, eel, gar, pickerel, sunfish, bluegill, perch
- Streams: trout, bass, catfish, sunfish, bullhead
- Ocean: red snapper, mackerel, grouper, sharks, wahoo, triggerfish, mahi mahi, amberjack, tuna

Most importantly, ask your fishing destination or those fishing at your destination. They Know!

- Especially stocked commercial fishing ponds and operations.



◆ **Activity 2: SAFE Checklist Planning (Requirement 2: “Use the Scouting SAFE Checklist to plan what you need for your fishing experience.”** (Parent leader: \_\_\_\_\_)

Review Scouting’s “SAFE Checklist” – here’s the summary:

- **S** is for **SUPERVISION**: Youth are supervised by qualified and trustworthy adults who set the example for safety.
- **A** is for **ASSESSMENT**: Activities are assessed for risks during planning. Leaders have reviewed applicable program guidance or standards and have verified the activity is not prohibited. Risk avoidance or mitigation is incorporated into the activity.
- **F** is for **FITNESS AND SKILL**: Participants’ Annual Health and Medical Records are reviewed, and leaders have confirmed that prerequisite fitness and skill levels exist for participants to take part safely.
- **E** is for **EQUIPMENT AND ENVIRONMENT**: Safe and appropriately sized equipment, courses, camps, campsites, trails, or playing fields are used properly. Leaders periodically check gear use and the environment for changing conditions that could affect safety.



Lead a discussion with Scouts and go over the points of the Scouting Safe Checklist and each point pertains to the fishing trip:

- **Supervision:** Who is the adult supervising the fishing trip? Who is/are the adults on the trip knowledgeable about fishing? Who should bait the hooks and remove fish from hooks? (Adults) When not fishing, how do you hold the pole? (The pole should always be held upright to prevent poking another person.)
- **Assessment:** Is the fishing locate safe? Any such as steep banks, rocks, etc.? What type of safety gear is needed? (Like if fishing from a dock or wall, non-swimmers should wear a life jacket.)
- **Fitness and Skill:** Does everyone have completed an Annual Health and Medical Record handed in?
- **Equipment and Environment:** Does the fishing plan include reviewing fishing gear?

◆ **Activity 3: Fish Environments (Requirement 3:** *"Describe the environment where the fish might be found."*)  
(Parent leader: \_\_\_\_\_)

- The [Adventure Resources](#) has a "Reel" Estate flyer creation exercise, a [Habitat Chat](#) from a guest and building a [Model Habitat](#).
- You can do "Reel" Estate without the flyer, as a discussion ... especially if you're scoping out where to fish at your fishing location:
  - Choose one of our local fish species and describe the aquatic ecosystem you think would be their perfect match.
  - Make sure you include highlights like water type, water temperature, water depth, any special features like kelp, rocks, piers, and places to hide from predators.
  - Also, include local food sources – what do they eat here? Where is that food?
  - Where do they rest and sleep?

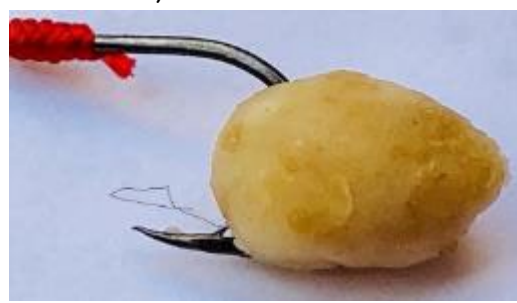
◆ **Activity 4: Fishing Gear (Requirement 4:** *"Make a list of the equipment and materials you will need to fish"* and **Requirement 6:** *"On your own, choose the appropriate type of fishing rod and tackle you will be using. Have an adult review your gear."*) (Parent leader: \_\_\_\_\_)

- Share with Scouts that a tackle box is what fisher people use to store all the items needed for a fishing trip.
- Show a tackle box. Hold up item and ask a Scout to name the item and explain what it is used for.
  - Fishing line – attached to pole and hook.
  - Fishing license – if we are stopped by a game warden, we need to have proof we are allowed to fish.
  - Barbless hooks – these hooks don't hurt the fish as much and are easier to remove.
  - Bobbers – this allows us to see when a fish has taken a bite: it "bobs" on the water as the fish tries to swim off.
  - Sinkers – to put the hook lower into the water.
  - Swivels – to help change out bait and hooks easier.
  - Bait – food for the fish.
  - Needle nose pliers – to help remove hooks, bend hooks and clamp sinkers.
  - Scissors – to cut fishing line,
  - First aid kit – in case you get hurt,
  - De-hooker – to help remove a hook if a fish has swallowed it,
  - Trash bag – to collect any trash or fishing line you find or need to throw away.
- Have each Scout show or select what type of fishing rod and tackle they will be using. It is OK to share.
  - Discuss if the rod and tackle are suitable for the water and the fish that you seek – a simple pole and line and bread on a hook may be fine for bluegill in a pond, but not for trout fishing in fast stream.
- **Bait!** No matter your type of fishing rod, explain to Scouts that they're going to need fishing bait, like:
  - Artificial lures such as plastic worms, spinnerbaits, roundhead jigs, dropshots.





- Live bait such as worms, crickets, and minnows.
- Household items that can be used as bait: corn, hot dogs, sandwich meat, bread.

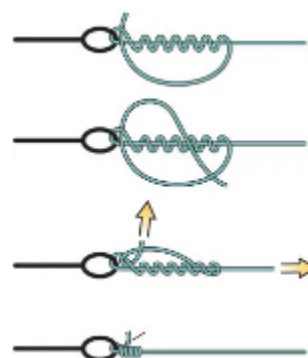


◆ **Activity 5: Fishing Knots (Requirement 5:** *“Determine the best type of knot to tie your hook to your line and tie it.”*) (Parent leader: \_\_\_\_\_)

- Practice tying an improved clinch knot and a Palomar knot so you can show Cub Scouts. One knot is enough, but there are two with instructions and graphics in the Handbook – more views below.

- **Improved clinch knot:**

- Run the end of the line through the eye of the hook.
- Double the line back, and make six twists around the standing part (the long part of the line).
- Run the end of the line through the small loop where the line joins the eye and then back through the large loop you just formed.
- Partially close the knot and moisten it with water before securing it tightly against the hook eye. Cut off the short end (tag end) of the line.



- **Palomar knot:**

- Double the line to make a 4- to 6-inch loop at the end.
- Then pass the end of the loop through the eye.
  - (You may need to crimp the end of the loop so it will go through the eye.)
- Tie a loose overhand knot in the doubled line.
- Pass the hook *through* the loop.
- Pull on the doubled line to tighten the knot, guiding the loop over the top of the eye.
- Cut off the short end (tag end) of the line.



◆ **Activity 6: Fish On! (Requirement 6:** *“Using what you have learned about fish and fishing equipment, spend at least one hour fishing following local guidelines and regulations.”*) (Parent leader: \_\_\_\_\_)

- You know what you’re trying to catch, you’ve got bait they will like, you know how to cast and you know the rules, so ... Go Fishing!
  - Have adults help Scouts with attaching bait or lures and give positive coaching and encouragement.
  - Ensure that Scouts are spaced a safe distance apart from each other.
- Practice catch and release. Assist Scouts who catch a fish to release it.



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).



**AFTER THE MEETING:** Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/fishing/>. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirement in easier ways.

- 1. Make a plan to go fishing. Determine where you will go and what type of fish you plan to catch. All of the following requirements are to be completed based on your choice.**
  - [My Fishing Trip](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 2. Use the Scouting SAFE Checklist to plan what you need for your fishing experience.**
  - [Hooked on Safety](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 3. Describe the environment where the fish might be found.**
  - ["Reel" Estate](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
  - [Fin-tastic Habitat Chat](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
  - [Model Habitat](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- 4. Make a list of the equipment and materials you will need to fish.**
  - [Tackle Box Tune-Up](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- 5. Determine the best type of knot to tie your hook to your line and tie it.**
  - [Four Fishing Knots](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- 6. On your own, choose the appropriate type of fishing rod and tackle you will be using. Have an adult review your gear.**
  - [Hook, Line and Sinker](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 3 of 5 Prep Time)
- 7. Using what you have learned about fish and fishing equipment, spend at least one hour fishing following local guidelines and regulations.**
  - [My Fishing Trip AOL](#) (Travel; 4 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

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**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Cycling

A “Bike Riding” Adventure

**ELECTIVE** (2 “electives” are needed to earn Arrow of Light)



## Snapshot of Adventure

Are you ready for a 10-mile bike ride?

Gather your Scout Basic Essentials, check your bike and safety gear, and get ready to hit the open road or trail.

Cycling is a wonderful way to travel and a great hobby to stay physically strong.



The QR Code above takes you to [scouting.org/cub-scout-adventures/cycling/](https://scouting.org/cub-scout-adventures/cycling/)↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. **Decide on gear and supplies you should bring might bring for a long bike ride. Determine how to safely carry the gear.**
2. **Discover how multi-gear bicycles work and their benefit.**
3. **Show how to lubricate a chain.**
4. **Review different bicycle locks. Demonstrate the operation of locks and, how to secure your bicycle with a lock.**
5. **Repair a flat tire.**
6. **With your patrol, pack, or family, use a map and plan a bicycle ride that is at least 10 miles.**

7. With your patrol, pack, or family and using the buddy system, go on a bicycle ride that is a minimum of 10 miles.

## Meeting Plan

**Does this take one Meeting to complete – or more?** It's up to the Parents / Leaders! As written, you can do this in a single long session, but you might do an instructional meeting first and a bike ride second. Better, have more than one bike ride and split up the parts between the bike rides. More bike rides should be fun!

**PREPARATION (and materials needed):** Read the Cycling adventure in the Arrow of Light Handbook.

- Determine when and where you will do this Adventure, and share information with your Den families.
  - Determine if you want to have a bike expert come to you to help instruct (share this plan with them). A bike expert could be someone at a cycling shop, a cycling club, or a parent who is into cycling.
  - If a bike shop employee, you might visit the shop for all or part of this meeting, or see if the bike shop employee can ride over to your meeting and bike ride location.
  - A bike pathway away from cars is the best option for a ten mile ride.
- Share what families should bring: bike, bike helmet, bike lock, any other desired bike safety gear.
  - If some families don't have bikes, ask others if they can share their bikes and let Scouts take turns.
- Other items needed includes: air pump, tire pressure gauge, chain degreaser and lubrication, flathead and Philips head screwdrivers, Allen wrenches, bike tube repair kit/supplies (and some tubes with holes to patch), old toothbrushes and rubber gloves plus soap and rags for bike chain activity and cleanup.

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: Gear Up to Bike (Requirement 1: "Decide on gear and supplies you should bring might bring for a long bike ride. Determine how to safely carry the gear.")** (Parent leader: \_\_\_\_\_)

Show the **Scout Basic Essentials** and ask about each "Why might this item be important on a bike ride?":

- **First Aid Kit.** Adhesive bandages, moleskin, gauze, antibiotic ointment, etc.
- **Flashlight.** If you're out late.
- **Trail Food.** High energy food keep you from "bonking" (cycling talk for when your muscles run out of fuel, and you feel fatigue, heavy limbs, dizziness, hunger)
- **Matches and Fire Starters.** Maybe ... if in the wilderness.

**Contingency & First Aid Kit 1**

"Contingencies" (someone forgot a flashlight, wet weather makes fire building difficult, etc.) are more common than emergencies. A first-aid kit supplemented with a spare flashlight, spare whistle, trail food, matches, and fire starters is your 'air bag' – essential but you hope, (like the air bag in your car), you'll never need it.

**Flashlight 2**

A sturdy headlamp is better than a hand-held flashlight. LED lights (one with a brightness of 35 lumens is more than adequate) use less power and batteries last longer.



**Trail Food 3**

Carry a few granola bars, protein bars, trail mix, or other compact, high-energy, high nutrition food (avoid sugar-based snacks). Carry a couple of additional nutrition bars in the Contingency & First Aid Kit.

**Matches & Fire Starters 4**

There are any number of fire starter alternatives; many can be made at home. If you need to get a fire going in difficult circumstances, you want a proved fire starter and matches in a waterproof container.





- **Sun Protection.** Sunscreen of SPF 30 or greater and a hat – sunglasses if you like.
- **Whistle:** For emergency use only if lost.
- **Rain Gear.** A rain jacket would be best. A poncho might get caught in gears.
- **Water Bottle.** Filled and large enough to last until it can be filled again. Ideally on a bike water bottle holder.
- **Map and Compass.** Map of the route + compass in case.
- **Pocketknife.** Even better, a multitool for bike repairs.
- **Extra Clothing.** Layers for temperature changes.



- On a long bike ride, you need more ... why might you need the following items:
  - Bike? *(Of course, it's a bike ride!)* Helmet? *(Yes! Always when riding.)* Shoes? *(Comfort, safety.)*
  - Gloves? *(Maybe, for comfort.)* Buddy? *(Always for fun and safety)* Cell Phone? *(Yes! For emergencies!)*
  - Bike Tools? Tire Patches? *(Fix flats and make repairs on the ride.)* Bike Lock? *(Keep it safe!)*
  - Air Pump? *(Pump It Up! Fix a flat!)* Adult Leader? *(Adult supervision for safety.)*
  - Light Backpack/Daypack? *(To stow the gear listed above – other than the Adult Leader!)*

◆ **Activity 2: Get It In Gear! (Requirement 2: "Discover how multi-gear bicycles work and their benefit.")**  
 (Parent leader: \_\_\_\_\_)

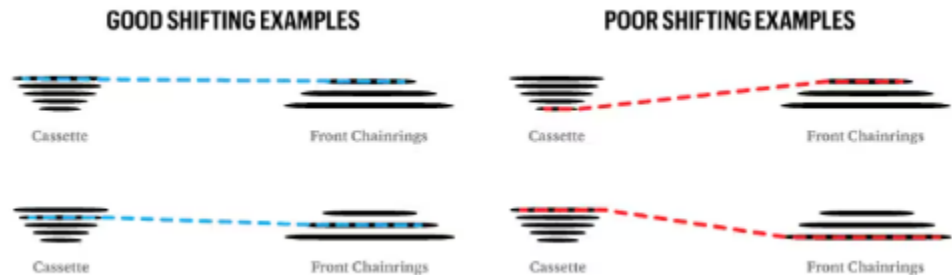
- With a multi-gear bike, explain to Scouts that gears on a bike allow the rider to keep pedaling at a steady rate whether going uphill or downhill.
  - On a bike with no gears, every rotation you make with your pedal makes one rotation on the back wheel.
  - Bikes with gears can change the number of rotations you make with your pedals to equal one full rotation of your back tire.
- Point out the rear cassette.
  - The rear cassette is a group of sprockets at the rear hub of a bicycle that attaches to the freehub.
  - The "freehub" system engages with the wheel when you're pedaling to move you forward – and disengages when you stop pedaling so you can coast.
  - The rear cassette is held in place by a cassette lockring.
- Point out the gear shift mechanism(s) on your bike and other bikes today.
  - Some only have rear derailleur. Bikes with front and rear derailleur have both front and rear shifting.



- Most common is the left side lever or device operates the front derailleur and the right the rear.
- This is also how brakes are normally set up: left side front, right side rear. (Left is lead, right is rear).
- Bikes vary in the type of gear shift device – some examples below.



- Lower shift numbers (or lower gears) help when the incline is steep and you will be going slower.
  - Higher numbers (or higher gears) help when going downhill when you want to go fast.



- But you don't want to have front and rear at harsh angles – it's not efficient, and can break a chain.

- Flip the bike over with the wheels up. Show them how the gears can change when the pedals move.

◆ **Activity 3: Chain Care (Requirement 3: "Show how to lubricate a chain.")** (Parent leader: \_\_\_\_\_)

- Divide Scouts into buddies, hand out rubber gloves, toothbrush, and rag to each group with a bike.
- Tell Scouts that they will be lubricating the chain on their bikes. Explain that it takes two people to do the maintenance safely and that both buddies will have a chance to lubricate the chain on their bikes.
- One buddy is to hold the bike steady, while the bike owner works to clean and lubricate their bike chain.

- Degrease the chain.

- Add a small amount of degreaser to the toothbrush, hold it to the top of the chain, and backpedal.
- Repeat this step with the bottom of your chain, always brushing the section of chain below your drivetrain.

- Rub down your chain with soapy water and rinse to clean off excess degreaser.



- Choose your lubrication.
  - Use wet lubrication if you ride in wet, muddy conditions, and dry lubrication if you ride in dry conditions.
- Lubricate your chain.
  - Carefully place a small drop of lube on top of each roller in your chain. Make sure to aim the lube right into your rollers. Getting lube on the outside of the chain will just pick up more dirt.
- Wipe off any excess lube, and you're ready to ride.



◆ **Activity 4: Bike Lock (Requirement 4: "Review different bicycle locks. Demonstrate the operation of locks and, how to secure your bicycle with a lock.")** (Parent leader: \_\_\_\_\_)

There are several different types of bike locks you might use – here are some.

**Chain Lock**



**Cable Lock**



**D-Lock**



- Share different lock types and show how they work. Let Scout buddy groups try to open the locks and rotate to different lock types.
- Ask: Why is it important we lock our bikes? Where have you seen a bike rack to attach your bike to? Which lock do you have for your bike and why did you choose it?

◆ **Activity 5: Fix A Flat! (Requirement 5: "Repair a flat tire.")** (Parent leader: \_\_\_\_\_)

Gather Scouts and demonstrate changing a bike tire.

- Remove the wheel.
  - If the wheel has a quick release, open the lever and unscrew the skewer.
  - If your bike has bolt-on or theftproof skewers, make sure you have the appropriate tools to remove them.
  - Set the skewer aside and pull your wheel free.
- Remove one side of the tire. Let out the rest of the air from your tube to make tire removal easier.
  - For a Presta valve, simply unscrew the tip and then press down.
  - For Schrader valves, use your thumbnail or a tool with a strong, fine tip to depress the inner needle.
- Using the tire lever, hook it under the bead (edge) of the tire, just inside the rim.
  - Pry the tire over the rim by bending the lever downward.
  - Once you've opened the bead over the rim, slide the tire lever along the rim. Tip: leave one lever holding the tire over the rim, and use a second to slide along the rim.
  - The rest of the bead of the tire will come free as you slide.
- Find the puncture. The hole will be difficult to see, so you should listen or feel for air.
  - Pump air into the tube to help find the leak.
  - The more air you pump into the tube, the easier it will be to hear or feel the leak.
- Patch the tube. Apply the patch according to the instructions.

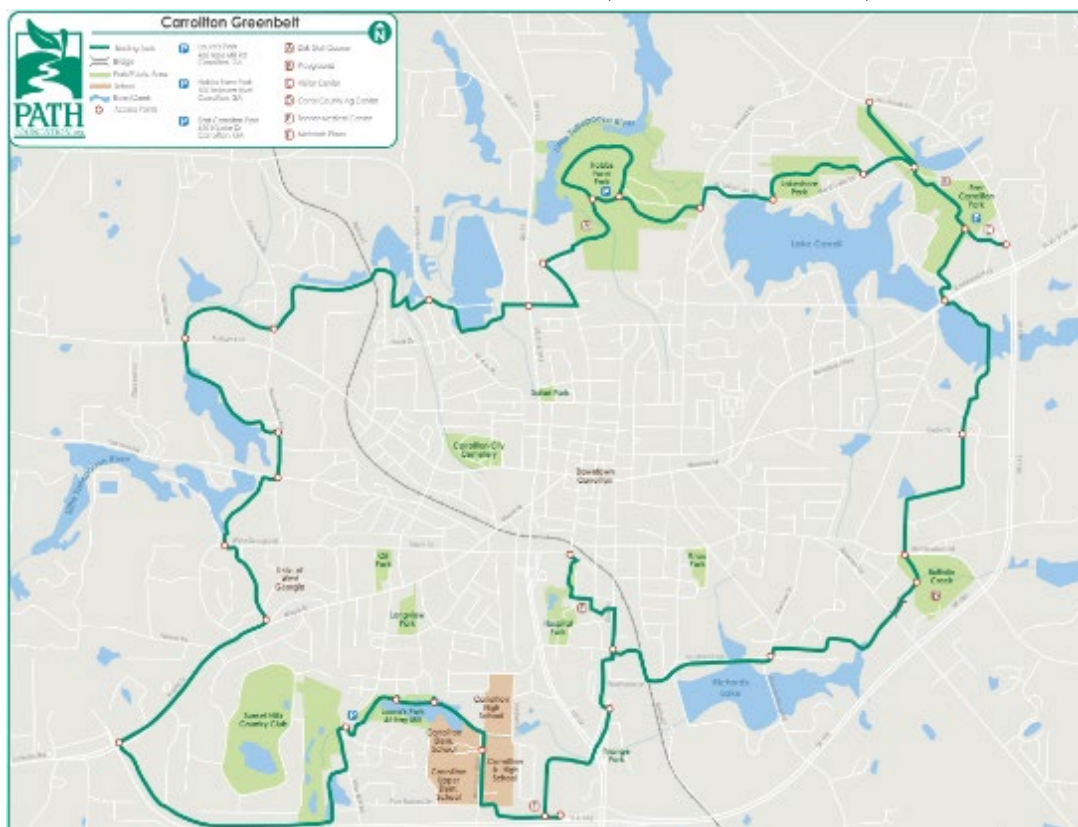


- Spread glue on the area (if it requires glue) and place the patch.
- Pump the tire up to the correct PSI.
- Now it is the Scouts turn. Allow each Scout to demonstrate the steps to fix a flat.

◆ **Activity 6: Plan Your Bike Ride (Requirement 6: “With your patrol, pack, or family, use a map and plan a bicycle ride that is at least 10 miles.”)** (Parent leader: \_\_\_\_\_)

Like the **5 Ws** of planning a walk, you can apply the **5 Ws** of planning a bike ride.

- **Where are you going?** Have at least a couple bike route maps for Scouts to select a route.
  - Explain to Scouts that this is (these are) maps of the area where we can ride. Show them the scale of the map. (A scale tells you distances are in real life compared to how they are seen on the map.)
  - When choosing the route they should consider: Is the trail paved or rugged? Can everyone who will be on the bike ride handle the conditions? Is the trail flat, or will there be inclines and declines? Are there sites or things you want to stop and see? Are there areas where you can rest?
  - Here is an example of a map of a bike trail ... YMMV (Your Map May Vary):



- Let the Scouts identify a ten mile route on the map. Or a 5 mile route so ten miles is “out and back”. Discuss how to find the starting point.
- **When will you return?** If you are not back reasonably close to the time on your trip plan, Scout leaders and family members can take steps to locate you and, if necessary, provide assistance.
  - Discuss the date and time of the ride and have Scouts help set the time of when you will start and end.
- **Who is riding with you?** List the names of your partners.
- **Why are you going?** To explore a new area? To get practice cycling? To burn calories? To ride fast?
  - Show the map again and ask if there is anything that may be of interest along the way.
- **What are you taking?** See Activity 1/Requirement 1.

◆ **Activity 7: Ride On! Ride On! Ride On! (Requirement 7: “With your patrol, pack, or family and using the buddy system, go on a bicycle ride that is a minimum of 10 miles.”)** (Parent leader: \_\_\_\_\_)

- All bike rides are local, so follow up on any plans from Requirement 6 and fill in any gaps in planning.
  - Explain the bike route and make sure everyone follows the buddy system and any other rules you need to impose on the group – like a “lead” rider that nobody passes.

**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a “Living Circle”.

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that’s what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack’s tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/cycling/>. Those resources include the Snapshot of Adventure (included above), a “Safety Moment” of tips and links about doing this safely, and, for each Requirement, one or more “Activity Cards” you can click on for an activity to complete the Requirement.

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being “most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirement in easier ways.

**1. Decide on gear and supplies you should bring might bring for a long bike ride. Determine how to safely carry the gear.**

- [AOL Bike Gear Check](#) (Outdoor; 1 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)

**5. Discover how multi-gear bicycles work and their benefit.**

- [AOL Gear Guidance](#) (Outdoor; 2 of 5 Energy; 5 of 5 Supplies; 1 of 5 Prep Time)

**3. Show how to lubricate a chain.**

- [AOL Chain Maintenance](#) (Outdoor; 2 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**4. Review different bicycle locks. Demonstrate the operation of locks and, how to secure your bicycle with a lock.**

- [AOL Lock It Up](#) (Outdoor; 3 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**5. Repair a flat tire.**

- [AOL Fix Your Flat](#) (Outdoor; 3 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**6. With your patrol, pack, or family, use a map and plan a bicycle ride that is at least 10 miles.**

- None as of 6/13/5054

**7. With your patrol, pack, or family and using the buddy system, go on a bicycle ride that is a minimum of 10 miles.**

- [AOL Bike Ride](#) (Outdoor; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)



# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade Swimming



**ELECTIVE (2 “electives” are needed to earn Arrow of Light)**

### Snapshot of Adventure

As you get ready to join Scouts BSA, there are new aquatic activities that you will get the chance to do. Small-boat sailing, SCUBA, and overnight canoe treks are just some of the great adventures. To earn many of the aquatic-based merit badges in Scouts BSA, you will need to pass the Scouting swimmer test.

In this Adventure you do not have to pass the BSA swimmer test; you just need to attempt it. If you do not pass the swimmer test for this Adventure, you can practice before you go to Scouts BSA summer camp or sign up for a session on how to swim at the camp you attend. As a swimmer you will have more merit badges you can earn at summer camp.



The QR Code above takes you to [scouting.org/cub-scout-adventures/swimming/](https://scouting.org/cub-scout-adventures/swimming/) ↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

This elective Adventure may be earned by completing the requirements below OR passing the Scouting swimmer test OR taking swimming lessons.

1. Review Safe Swim Defense.
2. Explain the meaning of “order of rescue” and demonstrate the reach and throw rescue techniques from land.
3. Attempt the BSA swimmer test.

4. Have 30 minutes or more of free swim time during which you practice the buddy system and stay within your ability group. The qualified adult supervision should conduct at least three buddy checks per half hour of swimming.

## Meeting Plan

**Does this take one Meeting to complete – or more?** It's up to the Parents / Leaders! As written, you can do this in a single session, but you can go to the pool more than once, right?

**PREPARATION (and materials needed):** Read the Swimming adventure in the Arrow of Light Handbook.

- Determine when and where you will do this Adventure, and share information with your Den families.
  - Ideally at a lifeguarded swimming pool. If not, you need supervision by one or more adults who have completed the Scouting America Safe Swim Defense training (26 minutes) at [my.scouting.org](https://my.scouting.org).
  - Determine if you want to have a lifeguard or swimming instructor or swim team coach help instruct (share this plan with them). It is strongly recommended that all units have at least one adult or older youth member currently trained in Scouting America Aquatics Supervision: Swimming and Water Rescue or Scouting America Lifeguard to assist in planning and conducting all swimming activities.
- Other items you will need:
  - Whistles for lifeguards and lookouts
  - Buddy tags and a buddy board system

**GATHERING:** A “gathering” activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and “share the leader load”: everyone can help with something! A good approach is for different parents (or teams) to share the “lead” of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says “we’ve begun” and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some “talk time” where you (1) discuss today’s Adventure activities (what you’ll do, how you’ll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share “what’s new” with them and get to know each other better.

◆ **Activity 1: Safe Swimming (Requirement 1: “Review Safe Swim Defense.”)** (Parent leader: \_\_\_\_\_)

Share that before going swimming they will be learning how to be safe in and around the swimming area.

- 1) **Qualified Supervision** – All swimming activity must be supervised by a mature and conscientious adult aged 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in their care, and is trained in and committed to compliance with the 8 points of Safe Swim Defense.
- 2) **Personal Health Review** – Completing the Scouting [Annual Health and Medical Record](#) is required.
- 3) **Safe Area** – All swimming areas must be carefully inspected and prepared for safety prior to each activity.
- 4) **Response Personnel (Lifeguards)**– Every swimming activity must be closely and continuously monitored by a trained rescue team on the alert for and ready to respond during emergencies.
- 5) **Lookout** – Lookouts continuously monitor the conduct of the swim, identifies any departures from Safe Swim Defense guidelines, alerts rescue personnel as needed, and monitors the weather and environment participate safely.





- 6) **Ability Groups** — All youth and adult participants are designated as swimmers, beginners, or nonswimmers based on swimming ability confirmed by standardized BSA swim classification tests.
- 7) **Buddy System** — Every participant is paired with another. Buddies stay together, monitor each other, and alert the safety team if either needs assistance or is missing.
- 8) **Discipline** — Rules are effective only when followed. All participants should know, understand, and respect the rules and procedures for safe swimming provided by Safe Swim Defense guidelines.

Have discussion about each of the 8 points of Safe Swim Defense.

◆ **Activity 2: Rescue Me (Reach Rescue and Throw Rescue) (Requirement 2: “Explain the meaning of “order of rescue” and demonstrate the reach and throw rescue techniques from land.”)** (Parent leader: \_\_\_\_\_)

Explain to Scouts that wherever they go swimming, a lifeguard should be on duty to help. They will help any swimmers who get into trouble. But what if someone needs help and no lifeguard is around?

As a Cub Scout, you’re not expected to do the rescue work of a trained adult – but there are some things you can do. **First, send a friend to call for help.**

If no adult is there, try to help from shore or the pool’s edge.

- **Reach:** The first option: if the person is close to the edge of the shore or the pool, lie down and reach with your hand.
  - Be careful not to let the person pull you into the water.
  - If possible, anchor yourself to another person (have them hold you) or to a solid object like the edge of a dock.
  - If you can’t reach by hand, reach with whatever is available, like a towel, a tree branch, a fishing pole, or a paddle craft paddle, a pool noodle, your long pants or shirt.
  - Pools should have poles, or even pool cleaning poles and nets you can reach for.
- **Throw:** The second procedure in the sequence, used when the person is too far out to reach, is to throw the person an aid.
  - Find something buoyant that you can throw so that they can use it to help float.
    - A float (like a ring buoy) with a line attached is best, but any light floating item or a rope by itself may be used.
  - Ring buoys are often found at hotel and apartment pools and are good devices for Cub Scout practice.
    - An accurate first toss is required if a line is not attached, but throwing a line takes practice.
    - If you have life jackets at hand, try throwing those.
  - Leaders may also fashion throwing devices from light floating line and a plastic jug with just a bit of water in it for weight.
  - A throwing rescue is best suited to poor swimmers in trouble.

1. REACH



2. THROW



**Rescue Demonstration.** Take Scouts to the shallow end of the swimming area. Tell them that they will be practicing both a reach and a throw rescue.

- You’ll need rope (at least 20 feet in length), reaching devices (brooms, paddles, noodles), and a rescue flotation device (ring buoy, plastic jug, kickboard or even a drink cooler) to demonstrate this.
- Since you’ll be at a pool for Activity 2, these will all be on site – if not, you may be at the wrong pool!
- Ask the lifeguard or staff if you can practice with these – maybe they would be willing to help instruct.

**Reach:** Tell Scouts they will be doing a reach rescue with their swim buddy:

- Have one Scout in the water.

- Have the second Scout lay on the swim deck so you are more stable and are closer to the victim's level.
- The second Scout should be sure to anchor themselves so they don't get pulled into the water.
- Reach out and pull your buddy to the edge of the pool.
- Have Scouts switch between victim and rescuer.
- (Feel free to repeat using a device like a towel or a pole or a paddle.)

**Throw:** Tell Scouts they will be doing a throw rescue with their swim buddy:

- Have one Scout in the water.
- Have the second Scout lay on the swim deck so you are more stable and are closer to the victim's level.
- The second Scout should be sure to anchor themselves so they don't get pulled into the water.
- Use your throw item, whether ring buoy or life jacket or water jug or cooler or other device.
- If you have a line on your device, pull in the victim. If not, talk the victim to get them to use the floatation device. Have Scouts switch between victim and rescuer.

### ◆ **Activity 3: Swim Test Time (Requirement 3: "Attempt the BSA swimmer test.")** (Parent leader: \_\_\_\_\_)

All youth and adult participants are designated as swimmers, beginners, or nonswimmers based on swimming ability confirmed by standardized Scouting swim classification tests:

- **Swimmer Test:** Jump feet first into water over the head in depth.
  - Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl.
  - Then swim 25 yards using an easy resting backstroke.
  - The 100 yards must be completed in one swim without stops and must include at least one sharp turn.
  - After completing the swim, rest by floating.
- **Beginner Test:** Jump feet first into water over the head in depth.
  - Level off, and swim 25 feet on the surface.
  - Stop, turn sharply, resume swimming, and return to the starting place.

### ◆ **Activity 4: Free Swim! Buddy Check! (Requirement 4: "Have 30 minutes or more of free swim time during which you practice the buddy system and stay within your ability group. The qualified adult supervision should conduct at least three buddy checks per half hour of swimming.")** (Parent leader: \_\_\_\_\_)

- Scouts buddy with another Scout or an adult when they get into the water.
  - Identify swim ability group for each Scout and adult. See the Swim Test Time activity above.
- Buddies stay together, monitor each other, and alert the safety team if either needs assistance or is missing.
- During any swimming time when a lifeguard or adult calls for a buddy check (every 10 minutes or as needed) you must exit the water with your buddy and hold your buddy's hand up.
  - Buddies are expected to exit the water and raise each other's hand before completion of an audible count to 10.
  - Buddies who take longer should be reminded of their responsibility for the other's safety.
  - A count will be done to make sure everyone is safe before anyone gets back into the water. After the count is confirmed, a signal is given to resume swimming.



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a ["Living Circle"](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/swimming/>. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirement in easier ways.

**1. Review Safe Swim Defense.**

- [Swimming Do's and Don'ts](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

**2. Explain the meaning of "order of rescue" and demonstrate the reach and throw rescue techniques from land.**

- [Order of Rescue AOL](#) (Travel; 4 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

**3. Attempt the BSA swimmer test.**

- [BSA Swimmer Test AOL](#) (Travel; 5 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

**4. Have 30 minutes or more of free swim time during which you practice the buddy system and stay within your ability group. The qualified adult supervision should conduct at least three buddy checks per half hour of swimming.**

- [Go Swimming AOL](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Knife Safety



**ELECTIVE (2 “electives” are needed to earn Arrow of Light)**

## Snapshot of Adventure

A knife is a tool. A pocketknife or multipurpose tool is one of the Scout Basic Essentials. On campouts, you will be preparing your own food. It's more than likely you'll use a kitchen knife. In this Adventure, you will learn the safety rules about using a knife and some basic instructions on how to use a pocketknife and kitchen knife.



This Adventure allows you as an Arrow of Light Scout to use a knife, with adult permission, during Cub Scout activities. Your pocket certificate for this Adventure may serve as proof you have heard this Adventure.

If you earned the Whittling Adventure and/or the Chef's Knife Adventure, you must earn this Adventure as an Arrow of Light Scout to earn the privilege of using a knife during a Cub Scout activity.

The QR Code above takes you to [scouting.org/cub-scout-adventures/knife-safety/](https://scouting.org/cub-scout-adventures/knife-safety/) ↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. Know the safety rules for handling and using a knife.
2. Demonstrate the knife safety circle.
3. Demonstrate that you know how to care for and use a knife safely.
4. Demonstrate the proper use of a pocketknife to make a useful object on a campout.
5. Choose the correct cooking knife and demonstrate how to properly slice, chop, and mince.



# Meeting Plan

**Does this take one Meeting to complete – or more?** It's up to the Parents / Leaders! As written, you can do this in a single session, but practice makes perfect and Scouts like knives.

**PREPARATION (and materials needed):** Read the Knife Safety adventure in the Arrow of Light Handbook.

- This is an activity where you will want as many adult helpers as possible to keep Scouts safe.
  - Determine if you want to make this an outing at a local museum that has a knife exhibit or another venue that will have pocketknife enthusiasts.
  - Or invite a local wood-carver to attend to assist. This is great for parents and extended family.
  - Or invite a chef – could be one or more parents – who know how to chop, mince and dice.
- Other items you'll want to have on hand are:
  - One or more pocketknives for sharpening. And a First-aid kit with bandages and ointment!
  - Several sharp kitchen knives and some chopping blocks. And food to slice, dice and mince.
  - Sharpening stones, and old rags for wiping down knife blades.
  - Wood for carving. Could be soft wood blocks, walking staves, dowel rods, dead branches.

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: Cub Scout Knife Safety Rules (Requirement 1: "Know the safety rules for handling and using a knife.")** (Parent leader: \_\_\_\_\_)

Review the Cub Scout Knife Safety Key Points of **Stop, Away, Sharp and Store (SASS)**

- **Stop** – *make sure no one else is within arm's reach.*
  - Ask Scouts to explain what the rule means and why it's important.
  - Ask them each to stand up and demonstrate how far apart they should be when holding their knife.
- **Away** – *always cut away from your finger or other body parts.*
  - Have them discuss this rule and why it is important. Discuss what to do if they do cut themselves.
  - When you are using the cutting blade, do not try to make big shavings or chips. Cut slowly and steadily.
- **Sharp** – *a sharp, clean knife is a safe knife.*
  - A knife is a tool – it is not a toy. Never use a knife on something that will dull or break it.
  - A sharp knife is safer because it is less likely to slip and cut you. Keep the blade clean and dry.
  - How do they determine if a knife is sharp or dull? We need to know how to sharpen a knife.
- **Store** – *knives closed, in a sheath or knife block.*
  - Never carry an open pocketknife. When you are not using your knife, close it and put it away.
  - Close the blade with the palm of your hand.



◆ **Activity 2: Knife Safety Circle (Requirement 2: “Demonstrate the knife safety circle.”)** (Parent leader: \_\_\_\_\_)

Explain to Scouts that they are going to practice making a safety circle, one at a time.

- Tell them that before they pick up their knife to use it, they should stretch their arm out and turn in a circle.
  - They should also raise their hand above their head and move it in a circle to make sure there is nothing above them.
  - If they cannot touch anyone or anything else, it’s safe to use their knife.
  - While using their knife, be sure to watch in case someone walks toward them and gets too close. If that happens, put your knife away until it is safe to continue.
- Have each of the Scouts create an area as their own “safety circle” as the knife safety circle and practice.
  - As part of the demonstration, have Scouts pretend they are using their knives.
  - Walk toward them to see if they stop. If they don’t, remind them that if someone gets too close to their knife safety circle, they should stop using their knife.



◆ **Activity 3: Knife Use and Care (Requirement 3: “Demonstrate that you know how to care for and use a knife safely.”)** (Parent leader: \_\_\_\_\_)

Learn the basics of handling a Pocketknife:

**To Pass a Pocketknife**

- Always close the blade – never pass an open knife.
- The receiver should get a good grip on the knife and then say “thank you” to indicate that they have a grip on the knife when taking it.
- The giver should never let go of the knife until the receiver says “thank you” ...
- .... even if the receiver tries to pull it away.



**To Pass a Kitchen Knife**

- Since you can’t close the blade – never hand a kitchen knife (or fixed blade knife) directly to another person.



←= Instead, just lay the knife down on a safe flat surface, like in the middle of a cutting board.

Invite the next user to pick it up from the flat surface. →

This reduces the risk of either user cutting the other.



**To Open a Pocketknife**

- Hold the knife in your left hand, and put your right thumbnail into the nail slot on the blade.
- Pull the blade out while pushing against the hinge with the little finger of your left hand.
- Continue to hold on to the handle and blade until the blade snaps into the open position.



### To Close a Pocketknife

- Hold the handle in your left hand with your fingers safely on the sides.
- Push against the back of the blade with the heel of the right hand and swing the handle up to meet the blade. Let the knife snap shut.
- It's sometimes easier for the Scouts to use their fingers instead of the heel of the hand.



### To Sharpen a Pocketknife

- Best to have a large sharpening stone, like in the images below – some are smaller and hand held.
- Hold the knife blade at about a 35 degree angle to the stone.
- Keeping your fingers out of the way of the blade, run the blade across the stone away from you, 10 times (more if the blade is very dull).
- Then flip the blade to sharpen the other side of the blade in the same way.



### KEEPING YOUR KNIFE SHARP

A good way to sharpen your knife is to use a sharpening stone. Lay the blade on the stone at a slight angle. Push the blade forward as if you were going to shave a thin sliver from the stone. Do not push down hard. Next, turn the blade over and shave the stone toward you. This is the only time you should move your knife toward yourself. Keep your fingers below the surface of the stone to protect them. Continue this back-and-forth action until the edge is sharp along its entire length.



### To Use a Pocketknife

- Start in your knife safety circle. Always “cut away” from you.
- The “Rough Cut” below is the typical first “whittle away” cut (holding the knife by the handle, making big cuts).
- The “Push Cut” below is for smaller cuts (using the thumb for control).
- The “Stop Cut” is useful to be sure your Push Cut doesn’t go too far.



**Rough Cut**



**Push Cut**



**Stop Cut**





To **Use a Kitchen Knife – Two Knife Grips and “the Claw” to hold what you’re cutting** (To make a claw, shape your free hand by tucking four fingers behind your middle finger. Tightly grip the food with your claw hand, using all five fingers to hold it steady, with the thumb and pinky finger stabilizing the sides):

**Handshake Grip**



**Basic Grip**

**Pinch Grip**



**Better Closer Control Grip**

**“The Claw”**

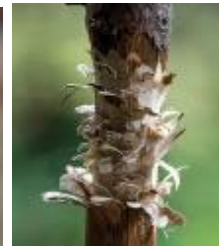
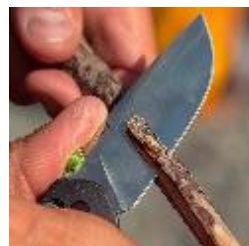


**Protect Your Fingers!**

◆ **Activity 4: Campout Carving (Requirement 4:** *“Demonstrate the proper use of a pocketknife to make a useful object on a campout.”*) (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards for [Make It My Own](#) (walking stick) and [Marshmallow Stick](#).

- What they carve is up to you and the Scouts.
- Stick for s’mores or hot dog? Sure!
- How about a Fuzz Stick Fire Starter?



◆ **Activity 5: Cuts for Cooking (Requirement 5:** *“Choose the correct cooking knife and demonstrate how to properly slice, chop, and mince.”*) (Parent leader: \_\_\_\_\_)

#### To **Slice**

- Hold the food using the “claw” grip.
- Use the knife in a rocking “tip to heel” motion.
  - “Slice”, don’t “saw”.
- Use the knife to flip + move the slices away as you slice.



#### To **Dice**

- Used to make uniform cubes.
- Start by slicing the food lengthwise into thick sticks.
- Hold the sticks with your claw hand, and slice down the length into cubes.



#### To **Mince**

- Used to make fine bits closely chopped.
- Set your knife next to the food, and use your free hand flat on the top of the knife.
- Hold the tip down. Roll the knife tip to heel to chop the food until it is finely minced.



The Adventure Resources offer Activity Cards for [Cutting Our Own Dinner](#), [Easy Chicken Salad](#) and [Fixing My Own Fruit](#), but you can make and slice and dice and mince whatever you like.

**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that’s what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack’s tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/knife-safety/>. Those resources include the Snapshot of Adventure (included above), a “Safety Moment” of tips and links about doing this safely, and, for each Requirement, one or more “Activity Cards” you can click on for an activity to complete the Requirement.

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being “most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirement in easier ways.

**1. Know the safety rules for handling and using a knife.**

- [Knife Safety Rules Word Search](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**2. Demonstrate the knife safety circle.**

- [AOL Knife Safety Circle](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

**3. Demonstrate that you know how to care for and use a knife safely.**

- [AOL Kitchen Knife Care and Use](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)
- [AOL Pocketknife Sharpening Practice](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

**4. Demonstrate the proper use of a pocketknife to make a useful object on a campout.**

- [Make It My Own](#) (Outdoor; 3 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- [Walk Softly and Carry a Marshmallow Stick](#) (Outdoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**5. Choose the correct cooking knife and demonstrate how to properly slice, chop, and mince.**

- [Cutting Our Own Dinner](#) (Outdoor; 3 of 5 Energy; 3 of 5 Supplies; 1 of 5 Prep Time)
- [Easy Chicken Salad](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)
- [Fixing My Own Fruit](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Paddle Craft

A “Boating” Adventure

**ELECTIVE (2 “electives” are needed to earn Arrow of Light)**



## Snapshot of Adventure

Getting out on the water and paddling around is a great way to enjoy the outdoors and go places that you can only get to with a paddle craft. The boundary waters of Minnesota, the shoals of the Florida Keys, and countless rivers and lakes across the United States are available to only those who choose to paddle there. In this Adventure, you can choose a canoe, kayak, or stand-up paddleboard to complete the requirements.



The QR Code above takes you to [scouting.org/cub-scout-adventures/paddle-craft/](https://scouting.org/cub-scout-adventures/paddle-craft/) ↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link. This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to a District page with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. Before attempting requirements 5, 6, 7, 8 and 9 for this Adventure, you must pass the BSA swimmer test.
2. Pick a paddle craft for which to complete all requirements: canoe, kayak, or stand-up paddleboard.
3. Review Safety Afloat.
4. Demonstrate how to choose and properly wear a life jacket that is the correct size.
5. Jump feet first into water over your head while wearing a life jacket then swim 25 feet wearing the life jacket.
6. Demonstrate how to enter and exit a canoe, kayak, or stand-up paddleboard safely.
7. Discuss what to do if your canoe or kayak tips over or you fall off your stand-up paddleboard.
8. Learn how to pick a paddle that is the right size for you. Explore how the paddle craft responds to moving the paddle.



## 9. Have 30 minutes, or more, of canoe, kayak, or stand-up paddleboard paddle time.

# Meeting Plan

**Does this take one Meeting to complete – or more?** It's up to the Parents / Leaders! As written, you can do this in a single session, but you can get out on the lake more than once, right?

**PREPARATION (and materials needed):** Read the Paddle Craft adventure in the Arrow of Light Handbook.

- Determine when and where you will do this Adventure, and share information with your Den families.
  - You may have an opportunity to do this at a Scout Camp, but other outfitters can provide canoe, kayak, and paddleboard rentals. Good outfitters can assist in instruction (reach out in advance).
  - Prepare by having one or more adults complete the Scouting America Safety Afloat training (30 minutes) at [my.scouting.org](https://my.scouting.org).
  - Determine if you want to have a paddle sports instructor help instruct (share this plan with them).
- Other items you will need beyond paddlecraft and paddles:
  - Life jackets. Whistles for lifeguards and lookouts. Buddy tags and a buddy board system.
  - Scouting [Annual Health and Medical Record](#) (the "All Scouting Events" version) for all participants.

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: Swimmer Test (Requirement 1:** "Before attempting requirements 5, 6, 7, 8 and 9 for this Adventure, you must pass the Scouting swimmer test.") (Parent leader: \_\_\_\_\_)

- **Swimmer Test:** Jump feet first into water over the head in depth.
  - Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl.
  - Then swim 25 yards using an easy resting backstroke.
  - The 100 yards must be completed in one swim without stops and must include at least one sharp turn.
  - After completing the swim, rest by floating.

◆ **Activity 2: Pick Your Paddle Craft (Requirement 2:** "Pick a paddle craft for which to complete all requirements: canoe, kayak, or stand-up paddleboard.") (Parent leader: \_\_\_\_\_)

Choose one that you can paddle for this Adventure from what is available at your waterfront.



◆ **Activity 3: Safety Afloat Rules (Requirement 3: “Review Safety Afloat.”)** (Parent leader: \_\_\_\_\_)

Review with Scouts the safety rules when using a paddle craft:

- 1) **Qualified Supervision** — All swimming activity must be supervised by a mature and conscientious adult aged 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in their care, and who is trained in and committed to compliance with the eight points of Scouting Safe Swim Defense.
- 2) **Personal Health Review** — Completing the Scouting [Annual Health and Medical Record](#) (the “All Scouting Events” version) will be needed. *Are there any restrictions on the part of the participant?*
- 3) **Swimming Ability** — Complete an annual swim test. *Check the status of all participants.*
- 4) **Life Jackets** — Properly fitted U.S. Coast Guard–approved life jackets are worn by everyone engaged in boating activities. *Try on life jackets in the next activity.*
- 5) **Buddy System** — Make sure each member is accounted for, especially when in the water. *Outline the system to be used today, whether buddy board or lists kept by Adult Supervision.*
- 6) **Skill Proficiency** — Everyone in an activity afloat must have sufficient knowledge and skill to participate safely. *Thanks for coming to our clinic!*
- 7) **Planning** — Check for weather and contingencies as needed prior to your activity. *Check now.*
- 8) **Equipment** — All craft must be suitable for the activity, be seaworthy, and be capable of floating if capsized. *Before we get on the water, we’ll inspect.*
- 9) **Discipline** — Remember that rules are only effective when they are followed. *A Scout is Obedient.*

◆ **Activity 4: Life Jacket Size and Safety (Requirement 4: “Demonstrate how to choose and properly wear a life jacket that is the correct size.”)** (Parent leader: \_\_\_\_\_)

Tell Scouts that they must wear a properly fitted life jacket for all boating activities.

- **Check the Label!** Explain that the only life jackets Scouts should use are the ones that have been approved by the United States Coast Guard. Show Scouts that a life jacket that has been approved by the Coast Guard has the approval information printed on the inside of the jacket.
- **Buoyancy Level.** Share with Scouts the performance list of Coast Guard-approved life jackets. It is required that everyone, Scouts and adults, wear a **level 70 life jacket or above** during paddlecraft activities.
  - Level 50 Buoyancy Aid: Not recommended for weak or nonswimmers. No self-turning ability.
  - Level 70 Buoyancy Aid: Equivalent to the Type III life jackets. They are the most common life jackets worn by recreational boaters. No self-turning ability.
  - Level 100 Life Jacket: High flotation life jacket. Some self-turning ability.
  - Level 150 Life Jacket: High flotation life jacket. Offshore waters, self-turning ability.
- **How to Wear Your Life Jacket.** Demonstrate with Scouts how to wear a life jacket.
  - Check the label to see if it’s designed for your size and weight.
  - Put the jacket on, buckle it, and tighten the straps.
  - Hold your arms over your head. Have a friend pull up on the tops of the arm openings. If the jacket rides up over your chin or face, it’s too loose.
- **Try One On.** Ask Scouts to find a buddy. Have Scouts try on the life jackets. Tell them to take turns pulling up on the tops of the arm openings to see if their jacket fits properly.



◆ **Activity 5: Swimming With Life Jacket (Requirement 5:** *"Jump feet first into water over your head while wearing a life jacket Then swim 25 feet wearing the life jacket."*) (Parent leader: \_\_\_\_\_)

Explain to Scouts they practice wearing a life jacket in the water.

- Have Scouts jump feet first into water over their head while wearing a life jacket.
- Tell Scouts to swim 25 feet wearing their life jacket. Swimming can be done on their back or front.
- Practice until everyone is able to jump into the water and swim 25 feet.



◆ **Activity 6: In And Out Of Your Paddle Craft (Requirement 6:** *"Demonstrate how to enter and exit a canoe, kayak, or stand-up paddleboard safely."*) (Parent leader: \_\_\_\_\_)

**To enter a canoe:**

- When entering, exiting or moving a canoe, always keep three points of contact by keeping both hands on the gunwales (sides of the canoe) and moving one foot at a time.
- Put the canoe in the water with the stern (back of the boat) first.
  - Put the canoe fully in the water to avoid "bridging" where part of the boat is still on land and the other part in the water.
- Stay low by hunching your back and bending your knees; this will make it easier to keep your balance.
  - Standing outside the canoe in the water, the bow (front) paddler steadies the bow with their knees while holding on to the bow deck plate.
  - Next, the stern (back) paddler steps into the boat on the center line, facing the bow (front), then backs up to the stern and sits or kneels into their position, keeping three points of contact.
- Once in position, the stern paddler places their paddle in the water with the blade parallel to the canoe, up to the throat and holds the paddle shaft against the side of the canoe, locking their thumb of the shaft hand over the gunwale.
  - This will reduce the side-to-side motion of the canoe as the bow (front) paddler gets in.
- The bow paddler places their paddle in the canoe and enters the canoe in the same way the stern (back) paddler did going to the center of the canoe.
  - The stern (back) paddler is in their position, and the bow (front) paddler is in the center of the boat.
  - The bow of the boat will float free of the shoreline.
- The stern (back) paddler back paddles away from the shoreline, and the bow (front) paddler moves forward to their paddling position.



**To enter a kayak:**

- Start with the kayak on a shallow shoreline. To keep your kayak stable, bring it parallel to the shore.
- Use your paddle for balance by placing one end on the shore bank and the other end just behind the cockpit rim of the kayak.
  - Try to keep three points of contact with the boat, such as both hands and a foot, or both feet and your seat.
- Slide your legs in and out of the cockpit. Move slowly and keep your body low.





### To enter a stand-up paddle board:

- Start with the stand-up paddle board on a shallow shoreline.
- Grab each side of the paddle board with your hands. Staying low, get on the board using your knees.
- Place the paddle in front of you parallel to your knees. Stay centered on the stand-up paddle board.
- Holding on to the paddle shaft with both hands, slowly stand up while keeping hands on the paddle.
- Stay centered on the paddle board with your feet square to your shoulders and start to paddle.



### ◆ Activity 7: Scout Overboard! (Requirement 7: "Discuss what to do if your canoe or kayak tips over or you fall off your stand-up paddleboard.") (Parent leader: \_\_\_\_\_)

Explain to Scouts that they need to be prepared for if and when they fall off or out of their paddle craft.

- The No. 1 rule is to **stay with your paddle craft**.
  - Even if capsized, it floats – and you want to be able to hang on to something that floats.
  - Even if capsized, it can still move through the water, just slowly. But that can take you to shallow water where it will be easier to right your craft.
  - Remind Scouts your boat buddy is there to help. And Adult Supervision will be there to direct help too.

How you get right with your paddle craft after it tips depends on your craft:

#### • Canoe Post-Tip Tips:

- Position yourself facing each other underneath the canoe.
  - If possible, try and keep ahold of your paddle and stash it inside the canoe.
- Lift one side of the canoe above the water line to break the suction against the water.
- Push the canoe above your heads and simultaneously flip the canoe upright so that it is floating in the water. There may still be water left in the canoe, so slightly rock the canoe from side to side to slosh the water out of the boat.
- Once most of the water is out of the canoe, you are both ready to climb back in.
- Have one person hold the side of the canoe level while the other person climbs back in on the opposite side of the canoe.
- Use your body weight to keep the canoe level while the second person climbs back into the canoe.



#### • Kayak Post-Tip Tips:

- The easiest way to right the kayak is to swim it back to shore or shallower water.
- This lets you flip it back over and drain any water out.
- Swimming it back to shore also gives you an easy way to reenter your kayak.



#### • Paddle Board Post-Tip Tips:

- While treading water alongside your board, grab the carry handle with one hand and pull yourself up until you can reach the opposite rail.



- Then kick hard and pull yourself on.

◆ **Activity 8: Paddle Power (Requirement 8:** *"Learn how to pick a paddle that is the right size for you. Explore how the paddle craft responds to moving the paddle."*) (Parent leader: \_\_\_\_\_)

The Handbook has information about the right size for paddles for canoes, kayaks and paddle boards.

Explain to Scouts that they will be learning and practicing how to paddle. Assemble Scouts onshore and distribute paddles.

**Practice the following strokes on land:**

- **Forward paddle stroke:**

- Catch Lower the paddle blade edgewise into the water in front of you, not too deep.
- Power Pull backward.
- Recover Position the paddle forward, ready to begin another stroke.

- **Backstroke:** Push on the paddle instead of pulling.

- **Sweep Strokes**

- Use sweeps to turn.
- Reach out with the paddle and move it in a quarter circle, either forward or backward.
- Or use **draw and pry strokes**, pulling or pushing the paddle straight toward or away from the canoe.

**Sweep**



**Forward Stroke**



**Back Stroke**



**Draw**



**Pry**



- Practice again before getting into the paddle craft by standing in knee-high water.
  - Once on the water, demonstrate each stroke.

◆ **Activity 9: Paddle On! (Requirement 9:** *"Have 30 minutes, or more, of canoe, kayak, or stand-up paddleboard paddle time."*) (Parent leader: \_\_\_\_\_)

- Be Prepared, Be Safe, Have Fun!

**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a ["Living Circle"](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/paddle-craft/>. Those resources include the Snapshot of Adventure (included above), a “Safety Moment” of tips and links about doing this safely, and, for each Requirement, one or more “Activity Cards” you can click on for an activity to complete the Requirement.

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being “most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirement in easier ways.

**1. Before attempting requirements 5, 6, 7, 8 and 9 for this Adventure, you must pass the BSA swimmer test.**

- [AOL Swimmers Test](#) (Travel; 5 of 5 Energy; 4 of 5 Supplies; 5 of 5 Prep Time)

**2. Pick a paddle craft for which to complete all requirements: canoe, kayak, or stand-up paddleboard.**

- [AOL Pick a Paddle](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

**3. Review Safety Afloat.**

- [AOL Swimming Safely](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

**4. Demonstrate how to choose and properly wear a life jacket that is the correct size.**

- [AOL Life Jacket Safety](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

**5. Jump feet first into water over your head while wearing a life jacket then swim 25 feet wearing the life jacket.**

- [AOL Float with Confidence](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**6. Demonstrate how to enter and exit a canoe, kayak, or stand-up paddleboard safely.**

- [AOL Launch and Depart Canoe](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [AOL Launch and Depart Kayak](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [AOL Launch and Depart Stand-up Paddle Board](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**7. Discuss what to do if your canoe or kayak tips over or you fall off your stand-up paddleboard.**

- [AOL Canoe Resilience](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [AOL Kayak Resilience](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [AOL Stand-up Paddle Board Resilience](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**8. Learn how to pick a paddle that is the right size for you. Explore how the paddle craft responds to moving the paddle.**

- [AOL Canoe Paddle Perfect](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [AOL Kayak Paddle Perfect](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [AOL Stand-up Paddle Board Paddle Perfect](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

**9. Have 30 minutes, or more, of canoe, kayak, or stand-up paddleboard paddle time.**

- [AOL Paddle](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Champions For Nature AOL

A “Food and Conservation” Adventure

**ELECTIVE** (2 “electives” are needed to earn Arrow of Light)



## Snapshot of Adventure

About half of the land on Earth is being used for some type of agriculture. Agriculture is often in the form of a farm. How we farm, either growing crops or raising animals for food, has an impact on our planet. The country of India has the most land mass used for agriculture. The United States is second. Combined, these two countries account for 22% of the land on the planet being used for agriculture. How the United States grows, distributes, and uses food has an impact on the world. In this Adventure, you will explore food and ways to conserve it, and the resources used to produce food.



The QR Code above takes you to [scouting.org/cub-scout-adventures/champions-for-nature-aol/](https://scouting.org/cub-scout-adventures/champions-for-nature-aol/) ↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. Identify foods grown or processed in your state.
2. Determine the benefits of purchasing food that is locally grown or processed.
3. Explore the concept of a food desert.
4. Explore the concept of a food oasis.
5. Learn how individuals can reduce food waste.
6. Participate in a conservation service project.

# Meeting Plan

**Does this take one Meeting to complete – or more?** It's up to the Parents + Leaders + Scouts! You might squeeze this into a single session but to really engage in the local food ideas, many might do the instruction part in one or two meetings (add some fun games) and the conservation project separately (perhaps with the entire Pack – every rank has a "Champions For Nature" Adventure with a service project).

**PREPARATION (and materials needed):** Read the Champions For Nature AOL Adventure in the Handbook.

- Determine your plan to find out about foods near me for Activity 1 (Requirement 1).
- Determine and share your Service Project for Activity 5 (Requirement 6).
  - Your den families, Chartered Organization, and local schools and places of worship may have great options – other ideas in the Adventure Resources.
  - This District page has many Service Project ideas: [southfultonscouting.com/node/4509](https://southfultonscouting.com/node/4509)

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: What Foods Grow Near Me? (Requirement 1: "Identify foods grown or processed in your state.")** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer a [Farmer's Market Trip](#), a [Grocery Store Trip](#), and a [Local Grower Speaker](#) which would each be fun – remember that your local grower may be a neighbor with just a small garden.

Questions to ask on a visit to a farmer's market, or to research, might include:

- Where is your farm located? How far did you travel to the market?
- What is your growing season?
- What other methods do you use to sell your product?

Questions to ask on a visit to a grocery, or to research, might include:

- Are fruits and vegetables available all year?
- Which vendor is located the closest? The furthest?
- How many different countries does the store receive produce from?
- What happens to produce that is not purchased and starts to go bad?

Other questions to ask or to research:

- What foods are grown in our state? What is the growing season?
- What foods are processed in our state? What foods are exported to other parts of the country?





◆ **Activity 2: Why Eat Local Foods? (Requirement 2: “Determine the benefits of purchasing food that is locally grown or processed.”)** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer measuring activities of [Food for Miles and Miles](#) and [Food Miles Fruit Salad](#) which you and your Scouts might like – and might be delicious if you are eating the food. However you do this, you’ll want to cover the concepts in the Arrow of Light Handbook, like:

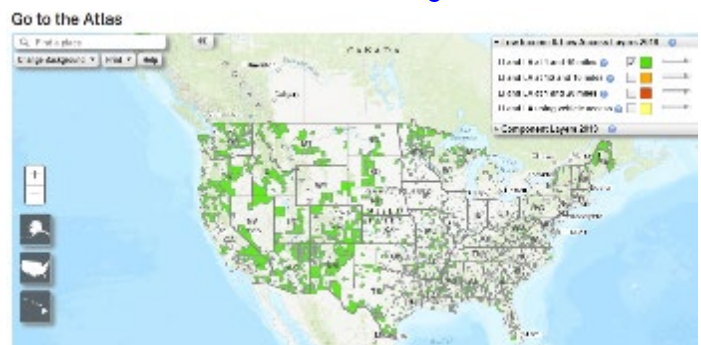
- Gather Scouts and explain the term “food miles,” the distance food is transported from the time of its making until it reaches the consumer.
  - Ask each Scout to think of one food item that they enjoy eating for dinner.
  - Once everyone has shared their favorite dinner item, ask Scouts to buddy up.
- Using a smart device, let Scouts find the closest location of where each food item is grown.
  - Next, have them determine the number of miles between the growing location and the store where the food was sold.
  - Last, have them determine the number of miles between the store and their dinner table.
- Once everyone has checked the distances, lead a discussion on the distances traveled.
  - What is the benefit of shorter distances?
  - Why do we buy products that require longer distances?

◆ **Activity 3: Food Deserts and Food Oases (Requirement 3: “Explore the concept of a food desert” and 4: “Explore the concept of a food oasis.”)** (Parent leader: \_\_\_\_\_)

- Share with Scouts that areas with limited access to affordable and nutritious food are called food deserts.
  - Many families in rural and urban areas may have limited access to nutritional food.
- When Scouts have finished, lead a discussion. Example questions:
  - Would you characterize your community as a food desert? Why or why not? Is it a food oasis?
  - Where are the closest grocery stores? Are they easy to get to by car or bus?
  - Where do you purchase most of your food?
  - Where is it cheapest to purchase food? Is there a wide variety of nutritious food available?

Tell Scouts today they will be finding out where food is available in their community and determine if their community is a food desert.

- Using their computers and smart devices, Scouts are to report on whether they are in a food desert.
- You can use <https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/>
- In the box in the upper left corner under “Go to the Atlas,” have Scouts type their community name and state.
  - Set the Low Income and Low Access Layers to show green.
- Explain that this shows: Low-income census tracts where a significant number or share of residents is more than 1 mile (urban) or 10 miles (rural) from the nearest supermarket.
- Next, have Scouts check the yellow button for vehicle access.
  - This shows where more than 100 housing units do not have a vehicle and are more than ½ mile from the nearest supermarket, or a significant number or share of residents are more than 20 miles from the nearest supermarket.
  - Allow Scouts to change the color icons and learn more about types food deserts in their community.
  - Have them try another community and compare the results,



◆ **Activity 4: Portion Control? Clean Your Plate? Reduce Food Waste!** (Requirement 5: “Learn how individuals can reduce food waste.”) (Parent leader: \_\_\_\_\_)

The Adventure Resources offer activities of [Food Preservation](#), [Meal Planning](#) and [Top Leftover Chef](#) which you and your Scouts might like – and might be delicious if you are eating the food. However you do this, you'll want to cover the concepts in the Arrow of Light Handbook, like:

- Ask Scouts if they or their families have done meal planning.
  - Meal planning is important when trying to minimize the amount of food that is thrown away after a meal. Sometimes leftovers can be used as an ingredient in another meal or as a snack.
  - Ask them to give an example of a leftover in their home that was used in another meal.
- Encourage the Scouts to think of ways to use ingredients in common between meals. Things to consider:
  - How many people will be eating?
  - How much does each person eat?
  - How will leftover food be used?
  - How can I limit leftover food?
- Share with the Scouts that by planning ahead we can minimize food waste.
  - When we don't have a plan, we are more likely to over purchase at the grocery store and waste food.

◆ **Activity 5: Conservation Service Project** (Requirement 6: “Participate in a conservation service project.”) (Parent leader: \_\_\_\_\_)

- Pick a service project that will be helpful in your Community and meaningful to your Scouts.
  - Three options are linked in the Activities linked at Adventure Resources – use those if you like them.
  - This District page has many Service Project ideas: [southfultonscouting.com/node/4509](https://southfultonscouting.com/node/4509)



- Participate in your service project. Be sure all families know when and where to meet, what to bring, and what you'll do. Check to be sure you have all needed materials, which will depend on your project.
- Take pictures and video of your Scouts and families serving, and share with your Chartered Organization, Schools, places of worship, and elsewhere in your community.

◆ **Activity 6: [OPTION: Fun Game We Like]** (Parent leader: \_\_\_\_\_):

If this meeting is too dry or the games in the Activity Cards in Adventure Resources don't resonate with you as something your Scouts will like, you can turn up the “Fun Meter” and play a game or some other Fun Activity you like. Some [Ideas Here](#).



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/champions-for-nature-aol/>. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirement in easier ways.

**1. Identify foods grown or processed in your state.**

- [Farmer's Market Trip](#) (Travel; 4 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Grocery Store Trip](#) (Travel; 3 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Local Grower Speaker](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 4 of 5 Prep Time)

**2. Determine the benefits of purchasing food that is locally grown or processed.**

- [Food for Miles and Miles](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Food Miles Fruit Salad](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)

**3. Explore the concept of a food desert.**

- [Am I in a Food Desert?](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 1 of 5 Prep Time)
- [Digital Food Desert](#) (Indoor; 1 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)

**4. Explore the concept of a food oasis.**

- [Am I in a Food Oasis?](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 1 of 5 Prep Time)
- [Digital Food Oasis](#) (Indoor; 1 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)

**5. Learn how individuals can reduce food waste.**

- [Food Preservation](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Meal Planning](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Top Leftover Chef](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**6. Participate in a conservation service project.**

- [Community Garden Service Project](#) (Outdoor; 4 of 5 Energy; 4 of 5 Supplies; 5 of 5 Prep Time)
- [Pumpkin Drive](#) (Outdoor; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Trash Pickup Service Project](#) (Outdoor; 4 of 5 Energy; 4 of 5 Supplies; 5 of 5 Prep Time)
- [WOSM Earth Tribe](#) (Indoor; 4 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

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**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

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- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
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- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade Into The Woods

A “Science” Adventure (Forestry)

**ELECTIVE** (2 “electives” are needed to earn Arrow of Light)



### Snapshot of Adventure

Trees and plants play important roles in nature. In this Adventure, you will get to learn about the plants and trees in your community by exploring your area on a walk or visit to a local nature center, tree farm, or park.

If you have ever stood beneath a towering redwood, enjoyed the colors of fall leaves, or watched pine trees swaying in the wind, you know that trees and plants are beautiful. But they are also important to life on Earth. As you go into the woods, you will learn what trees and plants do for us and for animals, and why taking care of them is important to our planet’s well-being.



The QR Code above takes you to [scouting.org/cub-scout-adventures/into-the-woods/](https://scouting.org/cub-scout-adventures/into-the-woods/)↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. Visit an area with trees and plants and conduct a tree inventory. Select one tree and complete the remaining requirements based on that tree.
2. Determine if your tree is deciduous or evergreen.
3. Determine if your tree is native or was introduced to your area.
4. Find out how your tree deals with wildfire.
5. Learn how wildlife uses your tree.



# Meeting Plan

**Does this take one Meeting to complete – or more?** It's up to the Parents / Leaders! As written, you can do this in a single session if you are efficient about covering the material.

**PREPARATION (and materials needed):** Read the Into The Woods Adventure in the Handbook.

- As always, decide whether you like any of the "Activity Card" options for the Requirements or the suggested activities below or some other way to deliver this Adventure.
  - When you decide, check the materials and supplies you need.
- While a visit to a nature center, park, nursery, or tree farm is ideal (and you may recruit someone at your who really knows about trees who can help you), a walk around your neighborhood to find some local common trees will work to launch this Adventure.
  - When you select a location, if it is away from your normal meeting location, alert Scouts and families.

**GATHERING:** A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆ **Activity 1: See the Trees (Requirement 1:** "Visit an area with trees and plants and conduct a tree inventory. Select one tree and complete the remaining requirements based on that tree.") (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Tree Inventory](#), adapted below Use that if you like – or something else that counts trees.

Determine a small area with a variety of trees for Scouts to complete a Tree Inventory.

- Ask Scouts to observe the trees in the defined inventory area.

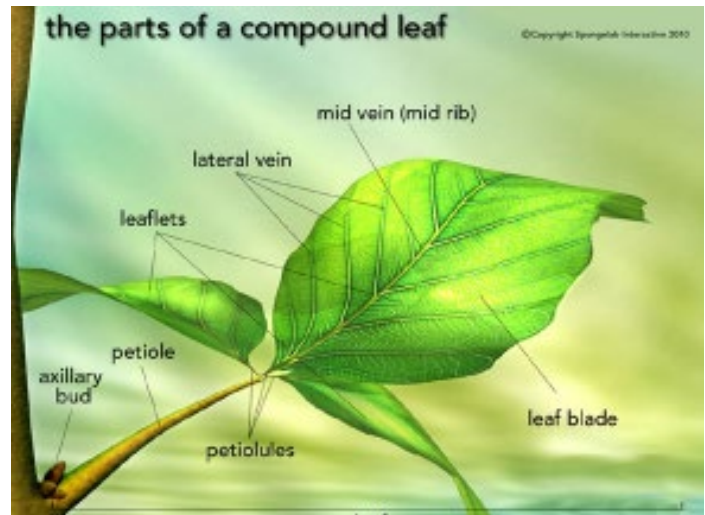
Ways to observe a tree and help you identify it:

- Type of bark. Is it smooth or rough? Sticky or dry? Light or dark? Peeling?
- Type of leaf. Feel it. Is it smooth or rough? Notice the shape. Some trees have more than one leaf shape. The sassafras tree has three leaf shapes.
- Leaf edges. Smooth or toothed? Single leaf or group of leaves (compound)?
- Leaf Color. Is it green? Has it started to change color (in the fall)?
- Needles? With evergreen trees, notice the length, shape, and grouping of the needles.
- Unusual features like thorns, flowers, or berries?
- Seeds. The size and type of cone or fruit will also provide clues to the identity of the tree.
  - Acorns on most oaks have small, fairly smooth caps, but Bur oak acorns have big fringed caps.



## A Closer Look at Leaves:

- Can Scouts find the midrib and petiole?
  - The midrib runs along the center of the leaf and contains the central vein.
  - It provides support to the leaf and ends in the petiole, the stiff stalk connecting the leaf to the plant stem.
- Can you see the stomata on the underside of the leaf?
  - Stomata are very tiny pores. They open during the day to take in carbon dioxide.
  - They close at night to avoid losing too much water.
- Are there any unusual features on the blade?
  - The blade is the flat part of the leaf made of green tissue which absorbs sunlight, making the sugar needed for the plant to grow.
  - Are there holes from insects?
  - Discoloration? Other damage?
- You may have a guide to local trees from your library or from the links at <https://www.southfultonscouting.com/node/4289> or elsewhere on the internet.
  - But if you find a tree and can't identify it – don't sweat that detail.
  - Have Scouts give each tree a name for today, like "Pointy Leaf Tall Tree" or "Sticky Needle Evergreen" or "Smooth Bark Shorty" or "Shaggy McShag Bark".
- In your small defined area, have Scouts list the different kinds of trees and count how many they find.
  - [Tree Inventory](#) has a worksheet (cool), but you can just keep the list and count on anything.



## Pick A Tree!

- Ask Scouts to select one tree they would like to learn more about. Give them time to:
  - Observe the higher branches of the tree for broken limbs, nests, and holes.
  - Observe the lower branches of the tree for nibbled-on bark, twigs, and leaves.
  - Observe the leaves. What is their shape? Are they large? Small? Needles?
  - Observe if the tree has any seeds, fruit, or flowers. What colors? What do they smell like?
  - Observe the texture of the bark. Is it smooth? Rough? Light? Dark?
  - Observe the bark for scratches or marks from antlers or claws.
  - Observe the bark for holes created by woodpeckers or insects.
  - Observe the surrounding ground for fruit, nuts, seeds, leaves, needles, twigs, or bark that may have fallen.
  - Observe the surrounding ground for animal scat or tracks.
  - Observe any sounds of wildlife around the tree. Squirrels scurrying? Birdsong? Woodpeckers drumming? Buzzing insects?



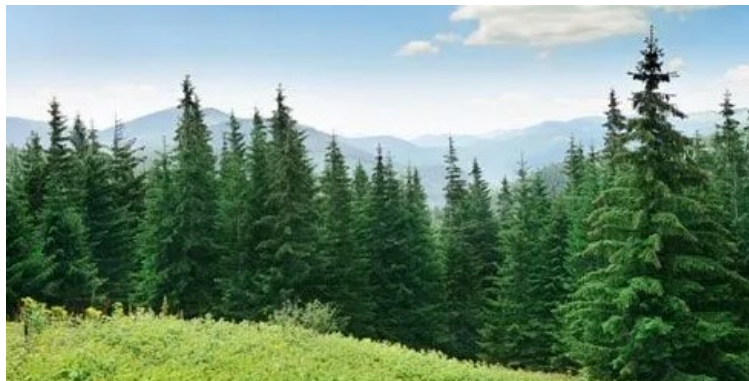


◆ **Activity 2: Deciduous or Evergreen? (Requirement 2: “Determine if your tree is deciduous or evergreen.”)**  
(Parent leader: \_\_\_\_\_)

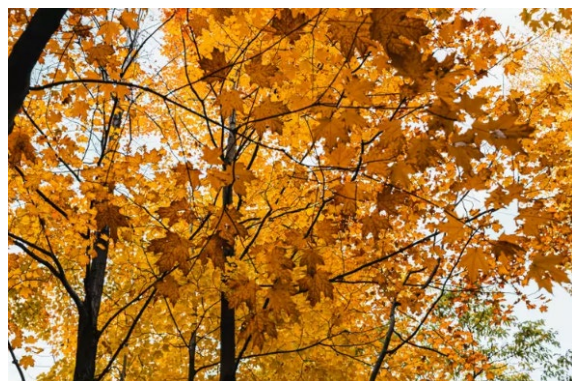
The Adventure Resources offer Activity Cards of [Leaf Rubbing](#) (Paper and Ink), [Leaf Snapshot](#) (Photo), and [Under the Microscope](#) (Microscope). Use what you like – or something else. The plan below adapts the substance of the Requirement – the observation elements of those Activity Cards are in Activity 1 above.

- Review with your Scouts from the *Handbook* that scientists divide most trees into two main groups: evergreen trees and deciduous trees.

- Evergreen. Evergreen trees, also known as “conifers” include pines, cedars, firs, and spruces.
  - The seeds in these trees grow in cones, which is where the word “conifer” comes from. When a cone’s scales open up, the seeds fall out and new trees can take root.
  - Most of these trees are “evergreen” (meaning they have leaves all year long).



- But a few lose their leaves in autumn.
  - Conifer leaves are narrow and sharply pointed.
  - Evergreen and “evergreens” do lose their needles.
    - They just don’t lose them all at the same time.
- Deciduous or Broad-Leaved Trees. Deciduous (duh-si-joo-uhs) trees have wide, flat leaves that are good at capturing sunlight.
  - Deciduous trees include oaks, maples, poplars, beeches, sycamores, ashes, and many other species.
  - They are called deciduous because most of them lose their leaves each year.
  - Deciduous trees don’t produce cones. Their seeds are contained in nutshells or fruit.
  - The leaves on all broad-leaved trees are arranged in one of two ways: opposite or alternate.
  - A few deciduous trees are evergreens, like live oak and magnolia.



- What About Palms?
  - Palms are technically not considered true trees because they have no wood in their trunks.
  - These “trees” have divided leaves that grow from a single stem with no branches.
  - The trees do not increase in girth with age.
  - According to the botanical definition, palms are not trees but large, woody herbs.
  - Their close relatives are grasses, bamboos, bananas, and sedges.

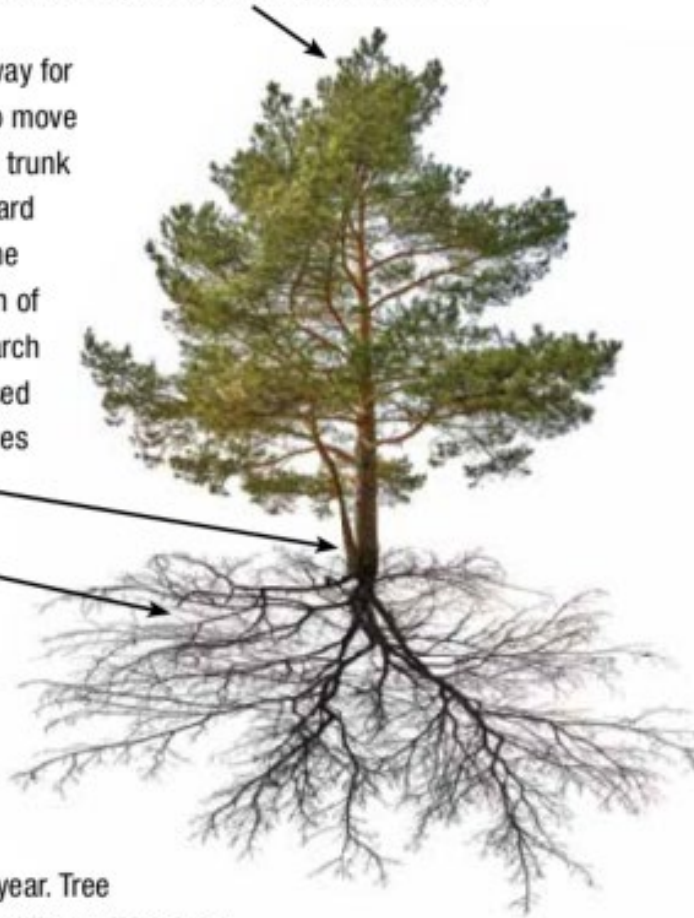


- Parts of a Tree: Have your Scouts identify these parts of a tree:

**Crown:** The crown is the upper part of the tree, including the branches and leaves. The leaves take in sunlight and use it to make food for the tree in a process called photosynthesis.

**Trunk:** The trunk is a pathway for water and minerals (food) to move from the soil up through the trunk to the leaves. It grows outward and upward each year. As the trunk grows taller, the crown of the tree grows higher in search of more sunlight. In trees used for lumber, the trunk produces most of the useful wood.

**Roots:** Roots anchor the tree in the earth. They soak up the water, minerals, and nitrogen from the soil that the leaves need to make food for the tree. A layer of growth cells at the root tips makes new roots each year. Tree roots help slow erosion by holding soil in place. Even when a tree is cut down, the roots may sprout new growth to revive and, perhaps, bring the tree back to life.



◆ **Activity 3: How Did That Tree Get Here?** (Requirement 3: "Determine if your tree is native or was introduced to your area.") (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Native, Introduced, Or Invasive](#), adapted below.

- Discuss the meaning of the terms native or introduced.
  - Native trees occur naturally. Native trees are perfect for providing food and shelter for wildlife, manufacturing oxygen for both animals and humans.
  - Introduced trees are species that are not native to the specific locations where they are found. These non-native plants have usually become established at new locations due to deliberate or accidental human activities.
  - Sometimes trees are considered invasive. Invasive species adversely affect habitats and bioregions, causing ecological, environmental, and/or economic damage.
- Ask Scouts to think about native and introduced trees:
  - What are some examples of native trees in your area?
  - What are the benefits these trees provide to your community?



- What are some examples of introduced trees in your area? Why were these trees introduced? For decorative landscaping? For lumber harvest? For agriculture?
- What are some examples of invasive trees in your area? How or why were these trees introduced? What impact are they having on the native trees? What impact are they having on wildlife?
- Have Scouts determine if the tree they selected is native or introduced. If introduced, is the tree invasive?
  - Assist Scouts as needed to look up information about the tree they selected.

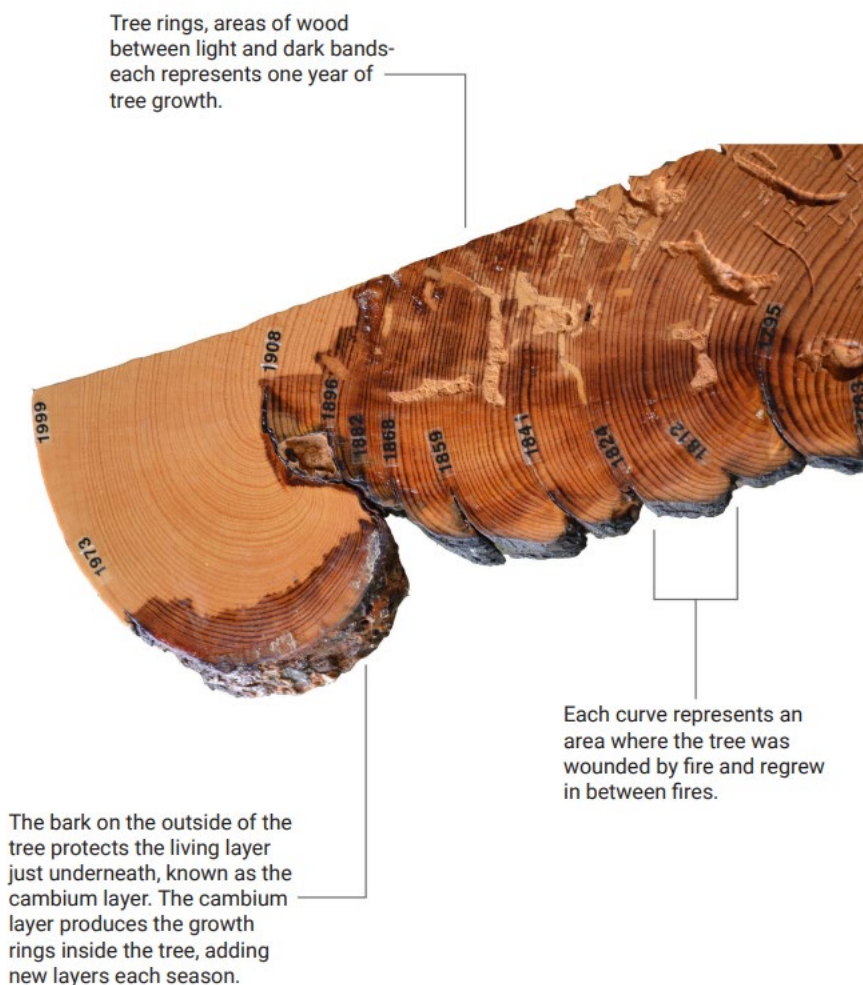
♦ **Activity 4: Wildfire and Trees (Requirement 4: "Find out how your tree deals with wildfire.")** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Burning Questions](#) (Burning Different Tree Samples to See How They Combust!) and [Forestry Visit](#) (Visit from a Forestry Person). Use what you like – or something else.

- The plan below adapts the substance of [Forestry Visit](#) so you can talk about the Requirement, but if you like fire, then [Burning Questions](#) may be your answer.

**Discuss the following:**

- Trees in fire-prone areas develop thicker bark for protection.
- How might these factor in a fire?
  - Topography? (South facing slopes get hotter. Steep slopes allow fire to rise up. Rocky bare slopes might be fire breaks.)
  - Weather? (Rain and Humidity versus dry drought conditions; effect of wind.)
- What is a burn ban? (No outdoor fires allowed at all.)
- What is a prescribed burn? (The controlled application of fire by a team of fire experts under specified weather conditions.)
- What is a mosaic fire? (Prescribed burns at varying times in a broader landscape to create patches – a mosaic – of burnt and unburnt areas.)
- How a low-intensity fire can be helpful to a forest. (Burn away fuel that might otherwise be a wildfire.)
- The impact a high-severity fire can have on an ecosystem. (Devastating. See <https://earth.org/worst-wildfires-in-us-history/>)
- How would the tree they are learning about deal with fire?
  - Does it have thick or thin bark? High moisture content? Large root structures? Does it have lower branches or just higher branches? (Lower branches may catch fire from surface fires – while trees with only high branches may escape fire damage.)
  - But did you know? Some trees (like longleaf pines) need wildfires to drop their seeds and germinate.



◆ **Activity 5: Wildlife and Trees (Requirement 5: “Learn how wildlife uses your tree.”)** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Trees As Habitats](#), adapted below.

Discuss with Scouts some ways in which animals depend on and utilize trees.

- How is the tree used for shelter?
  - Is there a nest in its branches?
  - Is there a hole or a hollow in which an owl, raccoon, or other animal could live?
  - Can tree frogs, beetles, or bats live under the tree’s bark?
- How is the tree used for food?
  - Does the tree grow fruit, seeds, or flowers that can be eaten by wildlife?
  - Can woodpeckers and other wildlife eat the insects that live in the trees?
- How is the tree used for protection?
  - Can squirrels and deer mice store food in cavities?
  - Have any animals evolved to mimic the color of the bark or leaves?
- How is the tree used as a playground?
  - Are any animals climbing on or in the tree?
  - Do you see birds flying to and from it?
- Have Scouts brainstorm ways in which animals might use the tree they selected.
  - They should review their recorded observations from their tree inventory.
  - Ask Scouts to share what clues they observed that indicate how wildlife uses their tree.
- Ask Cub Scouts how humans use their tree. Are the uses similar? Different? Uses might include:
  - Adding oxygen to the air, without which none of us could survive.
  - Food for us!
  - Shelter (in the form of lumber for homes) and Furnishings (beds, chairs, tables, etc.)
  - Keeping us cool in the summer by giving shade and warm in the winter by guarding us from the wind.
  - Helping to filter the air and remove pollutants and dust.
  - Providing fuel for our campfires and fireplaces.
  - Providing beauty in the natural landscape.
  - Protecting the soil from erosion.



◆ **Activity 6: [OPTION: Fun Game We Like]** (Parent leader: \_\_\_\_\_):

If this meeting is too dry or the games in the Activity Cards in Adventure Resources don’t resonate with you as something your Scouts will like, you can turn up the “Fun Meter” and play a game or some other Fun Activity you like. Some [Ideas Here](#).



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/into-the-woods/>. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because Requirements are required, not Activity Card activities. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirements in easier ways.

**1. Visit an area with trees and plants and conduct a tree inventory. Select one tree and complete the remaining requirements based on that tree.**

- [Tree Inventory](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)

**2. Determine if your tree is deciduous or evergreen.**

- [Leaf Rubbing](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Leaf Snapshot](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Under the Microscope](#) (Indoor; 1 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

**3. Determine if your tree is native or was introduced to your area.**

- [Native, Introduced, Or Invasive](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**4. Find out how your tree deals with wildfire.**

- [Burning Questions](#) (Outdoor; 3 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Forestry Visit](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)

**5. Learn how wildlife uses your tree.**

- [Trees As Habitats](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Into The Wild

A “Nature and Ecology” Adventure

**ELECTIVE** (2 “electives” are needed to earn Arrow of Light)



## Snapshot of Adventure

When you go “into the wild,” you will begin to learn about some of the mammals, birds, reptiles, amphibians, and insects that live with us day and night and how they contribute to the world in which we live.



The QR Code above takes you to [scouting.org/cub-scout-adventures/into-the-wild/](https://scouting.org/cub-scout-adventures/into-the-wild/) ↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. Visit a place with a variety of wild animals. Select one of the animals and observe its behavior. Use your selected animal to complete the remaining requirements.
2. Create a model of your animal’s ecosystem.
3. Investigate how your animal coexists with other animals in the wild.
4. Describe how humans interact with your chosen animal’s ecosystem.
5. Discover how wildlife management benefits your animal.

## Meeting Plan

**Does this take one Meeting to complete – or more?** It’s up to the Parents / Leaders! Pretty hard to do this well in a single session since your visit to a place with “a variety of wild animals” is the most fun part (so don’t skimp on that). The rest is arts/crafts and/or research, so mix that in and add fun games of any type!



**PREPARATION (and materials needed):** Read the Into The Wild Adventure in the Handbook.

- As always, decide whether you like any of the “Activity Card” options for the Requirements or the suggested activities below or some other way to deliver this Adventure.
  - When you decide, check the materials and supplies you need.
- The first activity/requirement and likely highlight of this Adventure is visiting a place to see wild animals.
  - Note: the requirement is to “Visit a place with a variety of wild animals”. That doesn’t mean you have to see animals in the wild ... a “place” with a variety of wild animals works. Like a Zoo, aquarium, nature preserve, wildlife recovery center, or park or right outside your meeting place. (Birds! Birds are Real!)
  - Benefits of a nature preserve, zoo, aquarium, wildlife recovery center, or park with nature staff include: (1) more wild animals to observe, and (2) if you ask early and nice you might get staff or volunteers to show you around and help your Scouts investigate/discover the topics of Requirements 3, 4 and 5.
- You’ll need to have your Scouts “Create a model ...” for this – that’s baked into Requirement 2 about animal ecosystems. See below to Activity/Requirement 2.
  - You’ll need to determine if you’ll do clay or diorama or something else, and what materials to bring.

**GATHERING:** A “gathering” activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and “share the leader load”: everyone can help with something! A good approach is for different parents (or teams) to share the “lead” of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says “we’ve begun” and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some “talk time” where you (1) discuss today’s Adventure activities (what you’ll do, how you’ll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share “what’s new” with them and get to know each other better.

◆ **Activity 1: See Wild Animals! (Requirement 1:** “Visit a place with a variety of wild animals. Select one of the animals and observe its behavior. Use your selected animal to complete the remaining requirements.”)  
(Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [On the Trail](#), [Wilderness Preserve](#), and [Zoo Visit](#) where the content is the same: complete Animal Observation “worksheets” either on a Trail, at a Nature Preserve, or at a Zoo. You can go other places too, like an aquarium, wildlife recovery center, park or right outside your meeting place (birds!). The plan below adapts the substance of those and the Requirement without the paperwork.

- Explain to Scouts that they will be observing animals and choosing one to focus on to complete the rest of the Adventure. When choosing their animal, they should observe the surrounding environment.
- Allow time for Scouts to find an animal and to observe.
- Remind them that in the outdoors, animals move about quickly.
- They may get just a few seconds to observe the animal.
- Ask them to think about:
  - The animal’s ecosystem
  - How the animal co-exists with other animals.
  - How humans interact with the animal’s ecosystem.
  - How wildlife management benefits the animal.



◆ **Activity 2: Your Animal's Neighborhood (or Ecosystem) (Requirement 2: "Create a model of your animal's ecosystem.")** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Claymation](#) (Clay Models) and [Life in a Shoebox](#) (Box Diorama). Use what you like – or something else. The plan below adapts the substance of those Activity Cards and the Requirement, but you'll need to determine the materials to be provided.

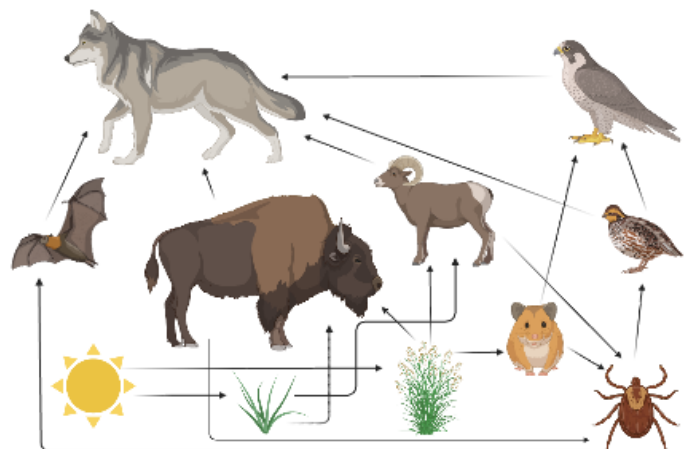
- Ask Scouts to think about the animal they chose in Requirement 1.
  - Using the information they gathered during their observation, they will create a model of their animal's ecosystem.
  - Show and share the materials you've
- Things to keep in mind when building:
  - The sun – Without the sun, there would be no life on Earth.
  - Producers – All green plants – trees, shrubs, grasses, flowers, etc. – use the energy of the sun to grow.
  - Consumers – Animals are consumers. They use the stored energy, nutrients, and minerals in their food to grow and to maintain their health.
  - Decomposers – These are the fungi, lichens, bacteria, and insects that break down dead plants and animals.
  - Primary consumers – Plant-eating animals (called herbivores) are called primary consumers because they are the first to benefit by eating the producers.
  - Secondary consumers – Meat-eating animals, also called carnivores, are secondary consumers because they benefit from the energy and nutrients stored in their prey, the herbivores.
- When everyone is finished creating their model, Scouts share their animals ecosystems with the patrol.



◆ **Activity 3: Animal Coexistence (Requirement 3: "Investigate how your animal coexists with other animals in the wild.")** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Web of Life](#) – a yarn or twine game. Use that if you like – or something else. The plan below adapts the substance of the Requirement and the relevant elements of the Activity Card but without yarn or twine. If you've lined up a visit with a nature person, ask if they can cover this!

- With Scouts, discuss how are all are connected to each other.
  - What is a predator?
  - What is prey?
  - Are predators bad? Why or why not?
  - What does "It's not easy being a predator?" mean?
  - What happens to an ecosystem if we take away predators?
  - What do your friends or members of your family feel about predators?
    - Why do they feel that way?
    - Are their feelings based on their own experience?
      - Something they saw on television or something they read. What influences people's attitudes?
  - Are humans predators? Explain.



◆ **Activity 4: Animal + Human Interaction: How's That Working Out? (Requirement 4: "Describe how humans interact with your chosen animal's ecosystem.")** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Human Interaction](#) – adding to the Activity/Requirement 2 models. Use that if you like – or something else. While Requirement 2 requires a craft ("Create a model ... ") this Requirement doesn't need a craft. The plan below adapts the substance of the Requirement.

- If you've lined up a visit with a nature person, ask if they can cover this! Share this plan!
- Share with Scouts that Humans are here – we are a natural part of the ecosystem.
  - We use the ecosystem to meet our basic needs, like food and shelter and clothing and fuel.
  - Human interaction can directly alter habitat size, the quality of available resources in a habitat, and the structure of habitat components.
- Such interactions with animal ecosystems can be both positive and negative.
- Some examples of positive impact are:
  - Reforestation, water treatment, using clean and renewable energy, recycling, composting.
  - Protecting natural preserves and forests to maintain natural biodiversity.
  - Protection of habitats and protecting endangered species has allowed for some ecosystems to survive or prolong survival.
  - U.S. President Theodore Roosevelt was known as the conservation president and established several areas of the United States as national parks.
- Humans also have many negative impacts.
  - Roadways may cut off natural migration and hunting patterns for native animals.
  - Building a wildlife crossing may help by providing wildlife a safe place to cross.
  - Air pollution from burning fossil fuels.
  - Water pollution by releasing chemicals into the water and ground.
  - Deforestation and agriculture.
  - Changes like these have triggered climate change, soil erosion, poor air quality, and undrinkable water.
- Looking at the ecosystem models built in Requirement 2, ask Scouts to describe what human interactions might affect the model ecosystem.
  - Consider a road cutting across the model, loss of habitat if trees are cut, water pollution from runoff after trees are cut, an animal crossing bridge, or a pond gone dry due to pumping water for farmland.



◆ **Activity 5: Benefits of Wildlife Management (Requirement 5: "Discover how wildlife management benefits your animal.")** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Wildlife Recovery](#) (Visit a "wildlife recovery center") and [Wildlife Speaker](#) (ooh! Guest Speaker). Use what you like – or something else.

- If you've lined up a visit with a nature person, ask if they can cover this! Share the Requirement!
  - If you haven't, the plan below adapts the substance of the Activity Cards and the Requirement.
- Wildlife management is the process of keeping wild species at desirable levels that will keep the ecosystem in balance.
  - Wildlife management can include game keeping, wildlife conservation and pest control.

- Encourage Scouts to discuss, with a focus on their specific animal and the management of that animal in the wild. Questions to consider may include:
  - Why is it important to have a balance between wildlife and humans?
  - Can you have too many animals?
  - What should I do if I find an injured wild animal?
  - How does fire impact wildlife?
  - Should I use supplemental feed for wildlife?
  - What do you do to help maintain a balance?



◆ **Activity 6:** **[OPTION: Fun Game We Like** (Parent leader: \_\_\_\_\_):

If this meeting is too dry or the games in the Activity Cards in Adventure Resources don't resonate with you as something your Scouts will like, you can turn up the "Fun Meter" and play a game or some other Fun Activity you like. Some [Ideas Here](#).



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**1. Visit a place with a variety of wild animals. Select one of the animals and observe its behavior. Use your selected animal to complete the remaining requirements.**

- [On the Trail](#) (Outdoor; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Wilderness Preserve](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Zoo Visit](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)

**2. Create a model of your animal’s ecosystem.**

- [Claymation](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Life in a Shoebox](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

**3. Investigate how your animal coexists with other animals in the wild.**

- [Web of Life](#) (Indoor; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**4. Describe how humans interact with your chosen animal’s ecosystem.**

- [Human Interaction](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

**5. Discover how wildlife management benefits your animal.**

- [Wildlife Recovery](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Wildlife Speaker](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# High Tech Outdoors

A “Technology” Adventure

**ELECTIVE** (2 “electives” are needed to earn Arrow of Light)



## Snapshot of Adventure

With an adult, use a weather app or website to see the forecast for an outdoor activity and discuss any preparation needed to accommodate the weather.



The QR Code above takes you to [scouting.org/cub-scout-adventures/high-tech-outdoors/](https://scouting.org/cub-scout-adventures/high-tech-outdoors/) ↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. With an adult, use a weather app or website to see the forecast for an outdoor activity and discuss any preparation needed to accommodate the weather.
2. With an adult, find a knot-tying app. Select one knot to learn, and tie it using the app.
3. Discuss how technology has improved camping gear.
4. Think of a way technology can improve camping gear used on one of your outdoor activities.

## Meeting Plan

**Does this take one Meeting to complete – or more?** It's up to the Parents / Leaders! As written, you can do this in a single session, but if Scouts really get into elements of this, let them run with it in more sessions.

**PREPARATION (and materials needed):** Read the High Tech Outdoors Adventure in the Handbook.

- As always, decide whether you like any of the “Activity Card” options for the Requirements or the suggested activities below or some other way to deliver this Adventure.
  - When you decide, check the materials and supplies you need.
- For the weather app Activity/Requirement 1, getting parents/guardians to attend so you have multiple smartphones/devices with weather apps is key to letting the Scouts use that technology.
  - Granted, they may show you how to use them, but ...
- For the “knot-tying app” Activity/Requirement 2, don’t forget rope or paracord to tie knots IRL.
- For the “how technology has improved camping gear” Activity/Requirement 3, this is an opportunity to bring out any very antique camping gear you or older leaders might have saved from back when packs were made of canvas and boots were made of leather and rope was made of sisal.

**GATHERING:** A “gathering” activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and “share the leader load”: everyone can help with something! A good approach is for different parents (or teams) to share the “lead” of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says “we’ve begun” and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some “talk time” where you (1) discuss today’s Adventure activities (what you’ll do, how you’ll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share “what’s new” with them and get to know each other better.

◆ **Activity 1: Weather App (Requirement 1:** “With an adult, use a weather app or website to see the forecast for an outdoor activity and discuss any preparation needed to accommodate the weather.”) (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Whether the Weather Will Be Good](#) with links to some weather apps (but you have them on your phone already, right?). The plan below adapts the substance of that.

- Gather Scouts and inform them that today they are going to discuss weather for a hypothetical campout this weekend in several different locations. For more fun: keep it real and do this before a real outing!
- Demonstrate how to use weather app to Scouts.
- Have Scouts buddy up and assign each buddy group two locations.
- Ask them to use the selected weather app and determine the weather for the assigned locations.
  - Most likely the app will show will be what the current weather is at your location.
  - Be sure they know how to update to the locations of your hypothetical campout.
  - Have Scouts explore the app and find a forecast of what the weather will be like tomorrow, next week, and two weeks from now (if the app goes that far).
- Have Scouts determine what they may need to prepare for the weather. They should consider:
  - Clothing
  - Modifications to the Scout Essentials
  - Camping supplies
- Have the buddy group share their findings with their patrol.
- Tip: Modify the activity by assigning the same two locations to each buddy group but they use a different weather app. Discuss how weather apps may differ in their forecast.



◆ **Activity 2: Knot Tying App (Requirement 2: “With an adult, find a knot-tying app. Select one knot to learn, and tie it using the app.”)** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Knot Another App](#) with links to some knot tying apps. The plan below adapts the substance of that Activity Card and the Requirement.

- Gather Scouts and inform them that today you are going to use knot apps to learn to tie a new knot.
- Ask Scouts to sit with their parent or legal guardian. Using your smart device, share the selected knot app. Ask everyone to find it on their smart device.
- Ask Scouts to find a new knot they’ve never tried before on the app.
- Ask Scouts to use the app to learn how to tie the knot.
- When everyone has learned their knot, have them demonstrate how to tie the knot to their patrol.
  - How easy was it to learn the knot using the app?
  - Did they use the video instructions or the written instructions?
- Tip: Ask Scouts to all tie the same knot but each use a different knot app.



◆ **Activity 3: Better Camping Through Tech (Requirement 3: “Discuss how technology has improved camping gear.”)** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Ask the Expert](#) (Guest Brings Gear and Insight) and [Newer, Lighter, Better Gear](#) (Visit to Camping Supply Store for Info/Insight). Use what you like – or something else. The plan below adapts the substance of those activities and the Requirement.

- Either at your meeting place or at a store, explain to Scouts that they will be learning how technology has improved camping gear. This includes weather proofing, weight, and durability.

If you or a guest have a personal story or demonstration about how camping gear has changed, share that story. Show it too!

Changes over the years:

- Sleeping – then: wool blankets. Now: starting in the 1950’s sleeping bags with down feathers or synthetic fibers like nylon and polyester.
- Tents – then: heavy slow drying canvas. Now: light quick drying synthetics.
- Tent Poles – then: wood. Now: aluminum, titanium or poly.
- Rope – then: natural fibers (hemp, sisal). Now: synthetic.
- Boots – then: heavy leather. Now: lightweight fabric/synthetic materials.
- Cooking – then: over a campfire with iron. Now: lightweight gas stoves and cookware.
- Lighting – then: fire (candles, torches). Now: batteries with lightweight flashlights / headlamps, plus solar powered chargers.
- Clothing – then: wool and natural fibers. Now: OK, wool is still excellent (cotton bad), plus poly synthetics to allow wicking and quick drying. Also fleece!
- Rain Gear – then: made of non-breathable neoprene or polyurethane coated nylon (kept the rain out but kept the sweat inside). Now: more breathable raingear. Gore-Tex was a game changer.





- Utensils – then: spoon and fork. Now: spork!

Make sure the Scouts get hands-on time with the equipment, climb in tents, try on backpacks, etc.

- In anticipation of the next requirement about improving gear, encourage Scouts to discuss and ask any leader or visiting camping gear expert:
  - Is there a piece of technology used in other areas of your life that could be used for camping gear?
  - Is there camping gear that we find uncomfortable or hard to use?
  - If we could improve a piece of camping gear with technology that may not exist, what would that be?

◆ **Activity 4: Even Better Camping Through Tech (Requirement 4: “Think of a way technology can improve camping gear used on one of your outdoor activities.”)** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Camping Gear 2.0](#) ( ), [Design and Draw](#) ( ), and [Filming the Fix](#) ( ). Use what you like – or something else. The plan below adapts the substance of \_\_\_\_ and the Requirement.

- Set out examples of camping gear.
  - Being able to see and touch the gear will help Scouts visualize the product for which they are thinking about making improvements.
- Explain to Scouts that they are going to design their own improvement to a piece of camping gear. They should pick a specific piece of gear. Ideas include:
  - Tent
  - Backpack
  - Water bottle
- Give Scouts time to think up ideas of how to improve their item and have Scouts share their ideas.

◆ **Activity 5: [OPTION: Fun Game We Like** (Parent leader: \_\_\_\_\_):

If this meeting is too dry or the games in the Activity Cards in Adventure Resources don’t resonate with you as something your Scouts will like, you can turn up the “Fun Meter” and play a game or some other Fun Activity you like. Some [Ideas Here](#).



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that’s what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack’s tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/high-tech-outdoors/>. Those resources include the Snapshot of Adventure (included above), a “Safety Moment” of tips and links about doing this safely, and, for each Requirement, one or more “Activity Cards” you can click on for an activity to complete the Requirement.

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being “most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because Requirements are required, not Activity Card activities. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirements in easier ways.

**1. With an adult, use a weather app or website to see the forecast for an outdoor activity and discuss any preparation needed to accommodate the weather.**

- [Whether the Weather Will Be Good](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

**2. With an adult, find a knot-tying app. Select one knot to learn, and tie it using the app.**

- [Knot Another App](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

**3. Discuss how technology has improved camping gear.**

- [Ask the Expert](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 3 of 5 Prep Time)
- [Newer, Lighter, Better Gear](#) (Travel; 2 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

**4. Think of a way technology can improve camping gear used on one of your outdoor activities.**

- [Camping Gear 2.0](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- [Design and Draw](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- [Filming the Fix](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

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## Arrow of Light – 5<sup>th</sup> Grade

# Engineer

A “Engineering” Adventure

**ELECTIVE (2 “electives” are needed to earn Arrow of Light)**



## Snapshot of Adventure

Lots of people have great ideas: flying to the moon, tunneling under rivers, building robots that walk and talk, or making triple-loop rollercoasters.

Engineers turn those ideas into reality. They use science, math, and creative thinking to improve people’s lives.

In this Adventure, you will learn what engineers do. Even better, you can do some engineering projects of your own. So put on your thinking cap and get ready to think like an engineer!



The QR Code above takes you to [scouting.org/cub-scout-adventures/engineer/](https://scouting.org/cub-scout-adventures/engineer/)↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. Learn the focus, related sciences, and products of civil, electrical, and mechanical engineers.
2. Pick one of the engineering fields from requirement 1 to complete the following requirements.
3. Examine a set of blueprints or specifications used by your choice of engineer.
4. Identify a project that you would like to build.
5. Using the engineering process, build your project.

# Meeting Plan

**Does this take one Meeting to complete – or more?** Three elements here: learning about engineers, planning a project, and building a project. While with super simple plans and projects and highly engineered efficiency you could rush through in one session, this probably needs two to allow for enough time to plan and build. Fill in the time with fun games because this is a lot of work and they don't need to do that for years!

**PREPARATION (and materials needed):** Read the Engineer Adventure in the Handbook.

- As always, decide whether you like any of the “Activity Card” options for the Requirements or the suggested activities below or some other way to deliver this Adventure.
  - When you decide, check the materials and supplies you need.
- Determine what projects you'll let the Scouts pick from to build, and where and how you'll build them.
  - This is an Adventure where you'll want to invite someone familiar with engineering (making and/or reading plans) and building to assist with the den meeting if you don't have those skills.
  - If you're meeting somewhere away from your normal meeting place because of the building, be sure all families know when and where to meet, what to bring, and what you'll do.
- These Requirements all lead to designing and building a project, which means you'll need to determine the range of projects parent leaders can support and provide materials to allow the building.
  - Requirement 2 says “Pick [one of civil, electrical, and mechanical] engineering fields to complete the following requirements”, so you will want to guide Scouts to an engineering field you can support!

**GATHERING:** A “gathering” activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and “share the leader load”: everyone can help with something! A good approach is for different parents (or teams) to share the “lead” of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says “we've begun” and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some “talk time” where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share “what's new” with them and get to know each other better.

◆ **Activity 1: Civil, Electrical, and Mechanical Engineers (Requirement 1: “Learn the focus, related sciences, and products of civil, electrical, and mechanical engineers.”)** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Meet the Engineer](#), which assumes you'll get an engineer guest speaker. Cool – that will be great. But if not, the plan below adapts the substance of the Requirement.

- Lots of people have great ideas: flying to the moon, tunneling under rivers, building robots that walk and talk, making triple-loop rollercoasters.
- **Engineers** turn those ideas into reality.
- Pick a type of engineer and research what they do – the *Arrow of Light Handbook* focuses on Civil, Electrical, and Mechanical engineers.
  - Others include Structural, Aerospace, Computer, Geotechnical, Software, Biomedical, Chemical, Architectural, Automotive, Robotics, Environmental, Agricultural, Sustainability, Nuclear, Marine.





- **Civil Engineers** plan, design, construct, maintain, or operate infrastructure — like roads, bridges, and water plants — while protecting the public and environmental health.
- **Electrical Engineers** design, develop, test, and supervise the manufacture of electrical equipment, such as electric motors, radar and navigation systems, communications systems, or power generation equipment.
- **Mechanical Engineers** plan, design, construct, maintain and/ or operate machines that use power, generate power, or involve force or movement.
- See <https://www.southfultonscouting.com/node/5277> for videos about different types of engineers.

◆ **Activity 2: Pick an Engineering Field (Requirement 2:** *“Pick one of the engineering fields from requirement 1 to complete the following requirements.”*) (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Time to Choose](#) with a voting process. Use that if you like.

- **Note:** this choice impacts what they will design and build, so unless you can support each field (Civil, Electrical, and Mechanical), you will want to promote which field to pick.
  - Let the Scouts pick. If you can support them working on more than one engineering field, they don’t all have to do the same one.

◆ **Activity 3: View the Plans (Requirement 3:** *“Examine a set of blueprints or specifications used by your choice of engineer.”*) (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Community Blueprint](#) (Civil Plans – maybe online), [Engineer Blueprint](#) (Plans Shared by an Engineer), and [Historical Blueprint](#) (View Plans at a Museum or Historical Society). Use what you like – or something else. The plan below adapts the substance of Activity Cards (each is the same except the source of the plans) and the Requirement.

- Source a blueprint or set of specifications.
  - You might get these from your local city or county building permit site, maybe from an engineer, maybe you can see them in a museum or historical society.
  - Maybe use a search tool and search something like *civil building plans examples* and you will find examples (but you will want a larger computer screen than your phone to view the plans).
- Gather Scouts and lay out or show the blueprint.
  - A blueprint is written and/or picture design of a project.
  - Their home and school began as a blueprint.
- Blueprints are sometimes called “plans and specs” where:
  - “Plans” are the drawings or pictures of what is to be built.
  - “Specs” are “specifications”, or the written detail of what the drawing shows, like materials and methods to build.
- Ask Scouts to examine the blueprint. Items to look for:
  - Title block – The title block is often found at in the bottom right corner. Typically contains the company logo and contact information, project name, site address, date drawn, and approvals.
  - Grid system – Blueprints include a grid system along the horizontal and vertical edges to aid in referencing a particular spot on the drawing.
  - Legend – A legend helps with reading the blueprint.
    - Symbols, abbreviations, notes, and other practical information relevant to each drawing appear on the blueprint.
    - A legend is the key to understanding their meanings.
  - Drawing or plan – The drawing or plan is the largest part of a blueprint. This is an illustration of a particular view, feature, or system of the project.
  - Revision block – The revision block lists any changes made to the blueprint. Will include a date, description of the change and the name of the person making the change.



#### ◆ Activity 4: Pick a Project (Requirement 4: "Identify a project that you would like to build.") (Parent leader: [REDACTED])

The Adventure Resources offer an Activity Card of [Select an Engineering Project](#) with a voting process to choose from the Requirement 5 Activity Card Projects of [Paper Roller Coaster](#), [Table](#), and [Yogurt Cup Speaker](#). Use that if you like – or something else, because you could do other projects too and you want the selection to be a project you can support with materials and guidance.

One might note that the project was to line up with Civil, Electrical or Mechanical engineering, and while [Paper Roller Coaster](#) may have some civil work at the base and [Yogurt Cup Speaker](#) installs speakers, [Table](#) is just a table – so build what you want, even if it's architecture or furniture or something else like a workbench or birdhouse or dog house or the like.

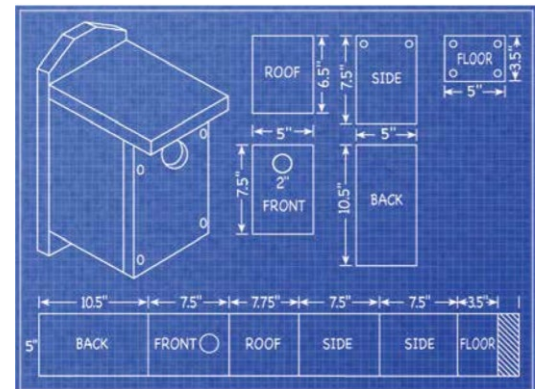
- Let the Scouts pick.
- If you can support them working on more than one project, they don't all have to do the same one.

#### ◆ Activity 5: Build It! (Requirement 5: "Using the engineering process, build your project.") (Parent leader: [REDACTED])

The Adventure Resources offer Activity Cards of [Paper Roller Coaster Project](#), [Table Project](#), and [Yogurt Cup Speaker Project](#) each with blueprint attachments in those links – Roller Coaster and Table are also in the Handbook. Use what you like – or something else. The plan below adapts the substance of the Requirement.

**Make or Adapt a Plan.** While the Activity Cards have your Scout Engineers dive right into the building of a project from provided "blueprints", you might let them "*using the engineering process*" to adapt those plans before they build.

- The Activity Cards appear to apply "*the engineering process*" only by the step of "ask them to gather their supplies. They should ask themselves: What materials do I need? How much of each item do I need? What materials can be shared?"
- Of course, a leader has probably assembled the supplies in advance, and the Activity Cards and/or blueprints spell out supplies needed. You might keep the supplies/materials/tools out of view and ask the Scouts to review the "blueprints" and list what supplies are needed.
  - [Paper Roller Coaster](#) will be easy for them because the "blueprint" shows materials list.
  - [Table](#) will be a challenge because while it refers to and shows materials the "blueprint" doesn't have a separate list.
  - [Yogurt Cup Speaker](#) will be more of a challenge because while it refers to materials the "blueprint" has no drawings and no separate list of materials.
- There may be a value in having the Scouts take those blueprints or instructions, and do a bit of their own plan drawings. What plan you make will depend on what you decide to build as your project.
- Even if you're following an existing plan in large part, draw your own plan for what you're building.
  - And based on what materials are available.
- You can use graph paper or large regular paper, and a pencil.
- You'll need a ruler, and an eraser! (As you get it right.)
- By drawing your blueprint on graph paper, you can easily keep the drawing to scale.
  - For example, one grid on the paper could equal 1 inch on the finished product.
- Be sure to make notes on your drawing about all dimensions and materials.
- Then ... build the projects! How you build will depend on which projects you pick.



◆ **Activity 6: [OPTION: Fun Game We Like (Parent leader: \_\_\_\_\_):**

If this meeting is too dry or the games in the Activity Cards in Adventure Resources don't resonate with you as something your Scouts will like, you can turn up the "Fun Meter" and play a game or some other Fun Activity you like. Some [Ideas Here](#).



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a ["Living Circle"](#).

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/engineer/>. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because Requirements are required, not Activity Card activities. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirements in easier ways.

**1. Learn the focus, related sciences, and products of civil, electrical, and mechanical engineers.**

- [Meet the Engineer](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 4 of 5 Prep Time)

**2. Pick one of the engineering fields from requirement 1 to complete the following requirements.**

- [Time to Choose](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

**3. Examine a set of blueprints or specifications used by your choice of engineer.**

- [Community Blueprint](#) (Indoor; 1 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Engineer Blueprint](#) (Indoor; 1 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)
- [Historical Blueprint](#) (Travel; 1 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)

**4. Identify a project that you would like to build.**

- [Select an Engineering Project](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

**5. Using the engineering process, build your project.**

- [Paper Roller Coaster Project](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Table Project](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Yogurt Cup Speaker Project](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

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**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Estimations

A “Math” Adventure

**ELECTIVE** (2 “electives” are needed to earn Arrow of Light)



## Snapshot of Adventure

There are times when we need to be exact, like when building a model or baking from a recipe. When we do not need to be exact, or we only need a general idea of something or its cost, we can estimate. There are some simple ways to estimate things like the time of day or even the height of an object.



The QR Code above takes you to [scouting.org/cub-scout-adventures/estimations/](https://scouting.org/cub-scout-adventures/estimations/)↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. →



## Requirements from the Arrow of Light Handbook

1. Estimate food measurements.
2. Estimate the time of day.
3. Estimate the height of a distant object.
4. Estimate the distance between two points.

## Meeting Plan

**Does this take one Meeting to complete – or more?** It is estimated that this can easily be completed in one session with plenty of time for fun games added.

**PREPARATION (and materials needed):** Read the Estimations Adventure in the Handbook.



- As always, decide whether you like any of the “Activity Card” options for the Requirements or the suggested activities below or some other way to deliver this Adventure.
  - When you decide, check the materials and supplies you need.

**GATHERING:** A “gathering” activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and “share the leader load”: everyone can help with something! A good approach is for different parents (or teams) to share the “lead” of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says “we’ve begun” and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some “talk time” where you (1) discuss today’s Adventure activities (what you’ll do, how you’ll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share “what’s new” with them and get to know each other better.

◆ **Activity 1: Estimate Food (Requirement 1: “Estimate food measurements.”)** (Parent leader: \_\_\_\_\_)

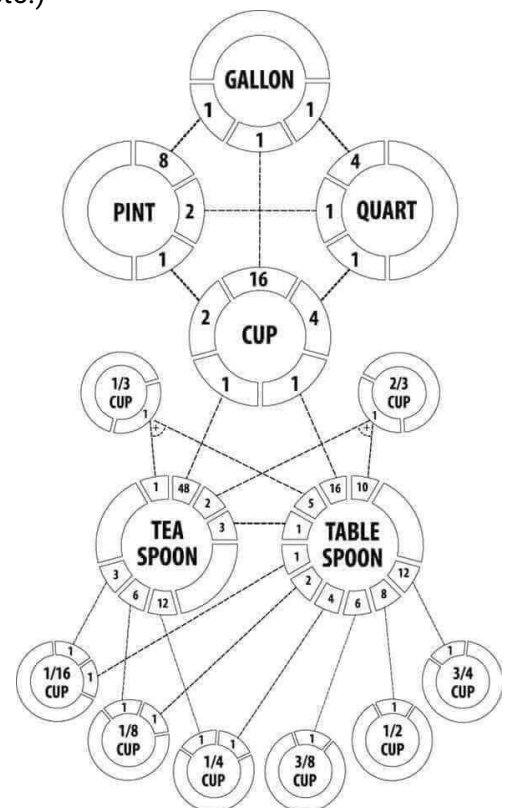
The Adventure Resources offer Activity Cards of [Hungry, Hungry Campers](#) (Working Off a Campout Meal Plan) and [Size it Up!](#) (Use Actual Food Items To Estimate). Use what you like – or something else. The plan below adapts the substance of [Size it Up!](#) and the Requirement.

### Supply List

- 2 or 3 food items (dried beans, uncooked rice, lettuce, carrots, milk, etc.)
- Containers for each food item
- 2 paper plates and 2 paper cups for each Scout
- Serving spoons or utensils to self-serve for each item
- Measuring cups, sizes correspond to serving sizes for each food item.
- Notecard for each food with serving size labeled on it.
- Napkins and Paper towels.

### Directions

- Take note of any food allergies in the den so you bring food that everyone can eat or touch.
- Review serving sizes using [USDA MyPlate](#) and understanding of a balanced diet consisting of the food groups.
  - Set up the food in large containers.
  - Label the food with a notecard and the serving size.
  - Set out food on a table where Scouts can reach.
- Explain the concept of serving size. Sometimes the problem is that we eat the correct foods, but sometimes we overestimate or underestimate the serving size.
- Hand a paper plate to each Scout.
- Show the food on the table. Point out the note card by each food with the serving size.
- Without using the measuring cups, have the Scouts put what they think is one serving of the items on their plates.
- After all the Scouts have made their estimations, pull out the measuring cups and hand them a new plate.



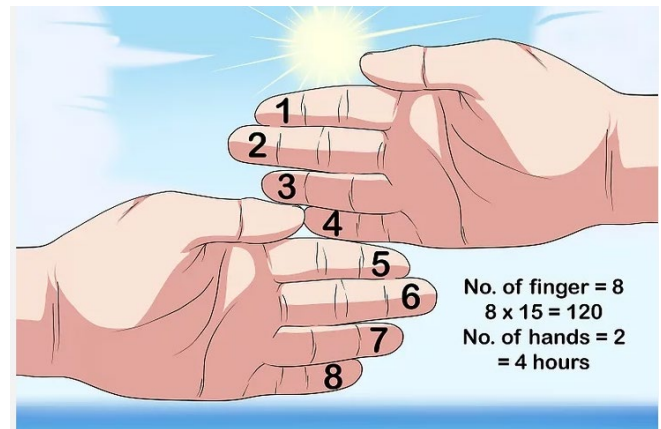
- Have the Scouts measure what they have put on their plates.
  - Allow the visual comparisons between the “guess” and the “actual” measure.
- Discuss the difference between the “guess” plate and the “actual” measurement.
- Connect to life by discussing how they might overestimate in their eating practices.
  - When might it be easy to overestimate?
  - When might it be easy to underestimate?
  - List the foods in life where we might overestimate.
  - List foods in life that we might underestimate.
  - What effect would that have on our health?

◆ **Activity 2: Estimate Time (Requirement 2: “Estimate the time of day.”)** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Hands of Time](#) (Using Hands/Fingers to Estimate Time Based on Height of Sun Over Horizon) and [Sunny Sundials](#) (Make a Sundial). Use what you like – or something else. The plan below adapts the substance of [Hands of Time](#).

- Discuss with Scouts what an estimation means. Estimation is a rough calculation of the value, number, quantity, or extent of something. It is an educated guess based on a person’s background knowledge.
- Discuss ways they currently guess the time of something. (Like, math class is right before lunchtime.)
- Estimating the time of day can be as easy as using your knowledge of the sun’s movement across the sky and parts of your body.
  - Discuss with Scouts what they already know about the position of the sun in the sky during the day.
  - When you wake up the sun is low in the eastern sky. This can tell you it is morning and where East is located. At midday, the sun is directly overhead.
  - The sun sets in the west, so when it is moving in that direction we know that it must be afternoon.
- Safety Minute: Remind Scouts not to look directly at the sun. Eyes can be damaged by direct sun gazing. Explain that a person can get a more accurate time estimation by using their hands.

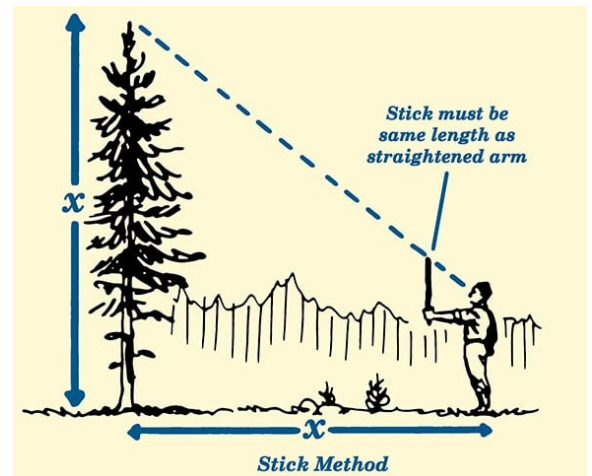
- Start by planting your feet towards the sun.
- Extend one arm fully in front of you, and rotate your wrist so your palm faces you horizontally.
- Close your fingers together and align your pinky with the horizon.
- Count how many finger widths it takes to reach the sun.
- Depending on the season and time of day, you may need to continue stacking one hand over the other to keep count.
- Four finger widths represent one hour of sunlight, a count of eight finger widths would equal two hours of sunlight.
- If trying this in the morning while counting on an eastern sky, it is helpful to know when the sun rises that day and calculate your time from sunrise.
- When calculating a western sky, a person is looking for how much daylight is remaining before sunset.
- If you want to know the time, it would be helpful to know the time the sun will set to calculate the time.
- Note: This system is for an adult’s finger size. To figure out the finger size of a child, use a watch to figure out if you have, 10, 15, or 20-minute figures. Adjust your calculations as needed.
- Practice with a watch to get accurate timing that correlates with your hand size.



◆ **Activity 3: Estimate Height (Requirement 3: "Estimate the height of a distant object.")** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Stick Method](#) and [What is a Theodolite?](#) Use what you like – or something else. The plan below adapts the substance of [Stick Method](#) with a stick, steps and a tape measure because we understood what a stick is (engineering school is when to learn what a Theodolite is).

- You'll need a measuring tape to share and straight sticks the same length as the Scout's arm. If you do not have an area with sticks, plan to bring them on your own.
- You might let the Scouts familiar with measuring a height from a distance by watching the YouTube video [How to Measure a Tree's Height Using a Stick](#) (3 minutes 26 seconds)
- Find an area with relatively flat ground and tall items to measure such as trees, flagpoles, or buildings.
- Set up a measuring area to take measurements using a measuring tape.
  - The "Use your Steps" method here requires a 100-foot pacing course.
  - In this case, mark 100 feet on the ground. Mark a starting point and an ending point.
- Explain how to use the stick method for measuring larger items that you cannot measure with a tape measure such as flag poles, trees, or towers.
  - When using the stick method, you turn the stick into a unit of measure and use it to estimate height.
- Scouts determine the length of the Scout's steps by walking at a normal speed from one end of the 100-foot course to the other, counting steps as they go.
  - Have Scouts write down that number.
  - Divide the number of steps into 100, and you will figure out the length of one step.
  - Example: If it took you 50 steps to go 100 feet, 100 divided by 50 is 2, so your step length is 2 feet.
  - Have Scouts write down that number and circle it. They will use it later.
- Using a stick that is the length of your arm, hold your arm out straight with the stick pointing straight up (90-degree angle to your outstretched arm).
  - Your arm is parallel to the ground and the stick is perpendicular to the ground.
- Walk backward from the object you are measuring, until you see the tip of the stick line up with the top of the object (aka tree).
- Your feet are now at approximately the same distance from the object as it is high.
- Set down your stick and count your steps as you walk towards the object.
  - If you lost count, no worries, go back to your stick and try again.
- Write down the number of steps it took from the stick to the object.
- Multiply the number of steps you took by the length of your steps (which was calculated and circled during the 100-foot count).
- This number will tell you the approximate height of the item measured.
- Guide Scouts as they try the method on their own.



◆ **Activity 4: Estimate Distance (Requirement 4: "Estimate the distance between two points.")** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer an Activity Card of [Going the Distance](#). Use that if you like – or something else. The plan below adapts the substance of the Activity Card and the Requirement.

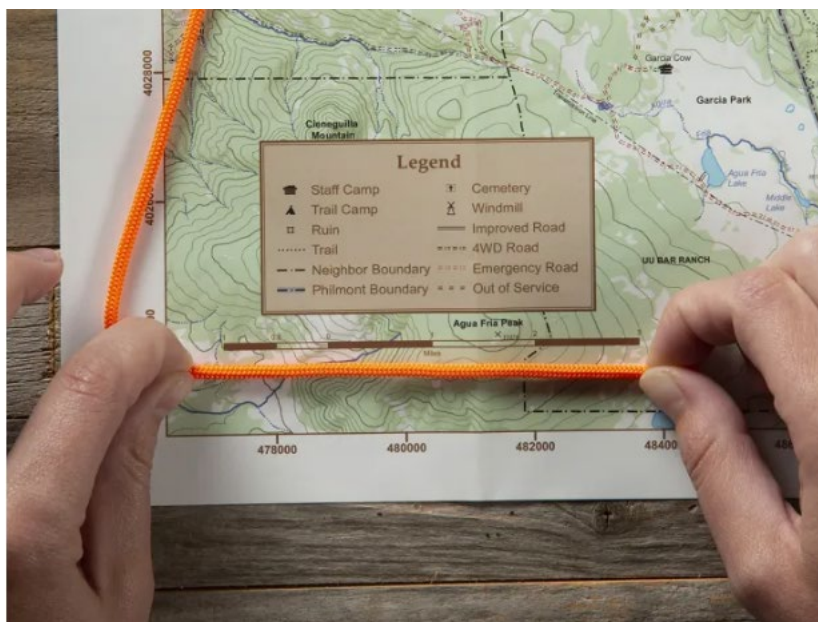


- To prepare, print maps with scale of your area or an area known to the Scouts. [Google Maps](#) allows you to [print the screen](#) and provides a scale at the bottom.
  - If you are going on a walk or campout or hike soon, use a map of the upcoming adventure.
  - If you like, learn about map scales by watching this YouTube video, [Map Scale](#) (3 minutes 25 seconds)
- Discuss what “scale” means when it relates to a map.
  - The map scale is printed in the map legend. It is given as a ratio of inches on the map corresponding to inches, feet, or miles on the ground.
  - In Scout terms, a line measures the distance between two places.
- Typically, adults today use a GPS app (Google Maps, Apple Maps, WAZE, etc.) to tell them the distance, the time it will take, and the directions on how to get to their location.
  - Explain to the Scouts that sometimes Scouts go to places where there isn’t cell service, and the apps will not work.
- Explain that you can calculate a straight distance on a map by using a ruled edge, a ruled compass edge, or any straight edge such as an index card.
  - You can calculate a winding distance like a trail by using a string – like in this [this ScoutLife post!](#)



- Demonstrate using a map you printed.
- Pick two points to measure between. Landmarks known by the Scouts are the best.

- To measure the straight-line distance between two points (A) and (B), place the straight edge to make a line between “A” and “B”.
- Place “A” at one end, and “B” at the other.
- Note the measurement on the ruler by writing it down.
- Then use the scale on the map legend to estimate the distance on the map.
- Use an example map to show one of the methods above.



- To figure a crooked-line distance (because there is a bend in a trail or a turn in the land like corners on streets), if you don’t want to use the string method, you can use a piece of paper and tick marks.
  - Start at point “A” and then tick marks turns or stops along your route until you reach point “B” (turning your paper as you move around the trail.)
  - Then use the rule or scale on the map to measure your distance.
- Guide Scouts as they work on finding different locations and distances on their maps.
  - They can check their guesses using the GPS apps to see how close their estimates are to their calculations.



◆ **Activity 5: [OPTION: Fun Game We Like (Parent leader: \_\_\_\_\_):**

If this meeting is too dry or the games in the Activity Cards in Adventure Resources don't resonate with you as something your Scouts will like, you can turn up the "Fun Meter" and play a game or some other Fun Activity you like. Some [Ideas Here](#).



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a "Living Circle".

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/estimations/>. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because Requirements are required, not Activity Card activities. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirements in easier ways.

**1. Estimate food measurements.**

- [Hungry, Hungry Campers](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Size it Up!](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

**2. Estimate the time of day.**

- [Hands of Time](#) (Outdoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Sunny Sundials](#) (Outdoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)

**3. Estimate the height of a distant object.**

- [Stick Method](#) (Outdoor; 4 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- [What is a Theodolite?](#) (Outdoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

**4. Estimate the distance between two points.**

- [Going the Distance](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

# Assembled Den Meeting Plan – ARROW OF LIGHT (5<sup>th</sup> Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Arrow of Light Adventures Den Meeting Resources](#) found at [Scouting.Org](#) and/or ideas from the requirements themselves into (2) the [parts of a quality Den Meeting](#)



**Assemble** (past tense/past participle: Assembled)

1. gather together in one place for a common purpose. *Synonyms: unite, convene.*
2. fit together the separate component parts of. *Synonyms: combine, bring together.*

The **Parts of a Den Meeting** are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, then alternate energetic and learning activities + add fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) ...

**Why assemble Den Meeting Resources into the parts of a Den Meeting to create a Den Meeting Plan?**

- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun\*simple\*easy**: while we flag all activity options, we focus on **fun\*simple\*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign parts of the Plan to attending parents.

## Arrow of Light – 5<sup>th</sup> Grade

# Race Time AOL

A “Racing” Adventure (Pinewood Derby or Raingutter Regatta)  
ELECTIVE (2 “electives” are needed to earn Arrow of Light)



## Snapshot of Adventure

In this Adventure you will design and build your own Pinewood Derby car or Raingutter Regatta boat.

As an Arrow of Light Scout, you will mentor younger Cub Scouts on design, building, and good sportsmanship.

You'll share with them different ways to make and propel vehicles.



The QR Code above takes you to [scouting.org/cub-scout-adventures/race-time-aol/](https://scouting.org/cub-scout-adventures/race-time-aol/)↑

See Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

This Den Meeting Plan adapts Activity content from that Scouting.org link with other fun, simple, easy ideas.

The QR Code to the right takes you to [a District page](#) with other ideas and links that may be helpful in leading a Den Meeting and this Adventure. ➔



## Requirements from the Arrow of Light Handbook

1. With adult supervision, build either a Pinewood Derby® car or a Raingutter Regatta™ boat.
2. Learn the rules of the race for the vehicle chosen in requirement 1.
3. Mentor a younger den to prepare for the race.
4. Before the race, discuss with your patrol den how you will demonstrate good sportsmanship during the race.
5. Participate in a Pinewood Derby or a Raingutter Regatta.

# Meeting Plan

**Does this take one Meeting to complete – or more?** For 99.9% of Scouts, this involves an “assemble and decorate” session followed by a separate Pinewood Derby or Raingutter Regatta.

**PREPARATION (and materials needed):** Read the Race Time AOL Adventure in the Handbook.

- Key decision – Pinewood Derby or Raingutter Regatta.
  - And when and where it will be held. That’s usually a Pack event.
  - But if you have a track and want to have multiple Pack derbies, or Den and Pack derbies, or races like Adult Derby, Family and Friends Derby, “Outlaw” Derby (e.g., heavier cars), Fun Racing as a Recruiting activity at schools, go for it!
- Follow up decisions – where to conduct the “assemble and decorate” sessions.
  - Recruit adult helpers with some skills and tools, like power tools, sanders, paint, brushes, weights.
  - Note: your Cubmaster and Den Leader may not be the most skilled Derby Car or Regatta Boat builder. Many Packs recruit the parents of high performers to help “next year” in Derby Car builds.

**GATHERING:** A “gathering” activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources.*

- Use gathering time to connect with adults and “share the leader load”: everyone can help with something! A good approach is for different parents (or teams) to share the “lead” of parts of the Adventure below.

**OPENING:** (Parent leader: \_\_\_\_\_) An Opening ceremony says “we’ve begun” and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

**ACTIVITIES** (See also other Activities linked at Adventure Resources below – use those if you like them):

◆ **Activity Intro:** (Parent leader: \_\_\_\_\_) As you move into Activities, have some “talk time” where you (1) discuss today’s Adventure activities (what you’ll do, how you’ll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share “what’s new” with them and get to know each other better.

◆ **Activity 1: Build It! (Requirement 1:** “With an adult, build either a Pinewood Derby® car or a Raingutter Regatta™ boat.”) (Parent leader: \_\_\_\_\_)

**Pinewood Derby** Assembly and Decoration ideas (see [Pinewood Derby® Car Build Day](#) for supplies and materials and other ideas about how to do Pinewood Derby Car assembly):

- **Draw a design for your car.** You can use the Handbook for some design ideas. (Tip: *you will find many design ideas out there on the internet*).
- **Cut out your car from the block of wood.** Cub Scouts may use a handsaw, or an adult may use a power tool to cut out the car. (Tip: *go with the adults on the power saw*.)
- **Sand the car.** Sanding removes any sharp corners and allows paint and other decorations stick better.
- **Paint and decorate your car.** Pinewood Derby cars are made of soft wood. When painted, it may take a couple of layers or coats of paint. Paint the car once.
  - When the paint is dry, you can use sandpaper to lightly sand it.
  - Clean off any dust from sanding and paint it again. Repeat until the desired look is achieved.
- **Assemble your car.** Using the nails that came with the kit, attach the wheels that came in the kit to the car in the pre-cut areas on the bottom of the car.



- **Check the weight.** *Do this step last* as everything else will either add or subtract weight from the car. The car should weigh exactly 5 ounces. If it weighs less, additional weight may be added. (Tip: *while you are not allowed to be over-weight, you do **not** want to be under-weight. Weight=speed.*)

**Tip:** Make sure the axles are square, at a 90-degree angle. This will keep the car straight when going down the track. If the axles are not square, the car may want to turn and rub up against the track causing it to slow down. Test the car by simply pushing it across the floor to see if it goes straight.

**Raingutter Regatta Assembly and Decoration** (see [Raingutter Regatta™ Boat Build Day](#) for supplies and materials and other ideas about how to do Raingutter Regatta assembly):

- **Sand the wooden hulls.** It is easier to sand the wooden hulls before the boat is assembled.
- **Attach the plastic cabin** to the two wooden hulls using the screws provided.
- **Paint and decorate your boat.** If painting, use a primer first; this will help the paint stick to the plastic parts of the boat. The sail may be decorated also.
- **Assemble the sail and mast.** Use a small bit of glue in the hole where the mast will go, then place the mast into the hole. Allow the glue to dry before attaching the sail.

**Tip:** Add wax to the bottom of the boat, the hull, to make it extra smooth. The smoother the hull, the faster the boat can go.

**Idea For A Different Way to Race:** Maybe do a “recycled” Raingutter Regatta with boats made from recycled materials.

- See <https://scoutingmagazine.org/2017/04/make-your-raingutter-regatta-a-recycle-regatta/>.

◆ **Activity 2: Know The Rules! (Requirement 2:** *“Learn the rules of the race for the vehicle chosen in requirement 1.”*) (Parent leader: \_\_\_\_\_)

You can play a Connect Four game found in the Adventure resources, or just review the rules.

- Most of the rules below relate to how the car is put together.
- That means that Scouts and adult partners will be talking about these as they work together to make the car.
  - Right? Scout and adult. Not “only adult”.
- If a parent is “taking over” and not doing the car build together with their Scout ... *you are doing Cub Scouting wrong!*
- So please share the rules with your Scouts, and discuss what you’re doing to follow the rules.



**Common Pinewood Derby Rules** from <https://scoutlife.org/hobbies-projects/pinewood-derby/157283/official-rules/> (read all the way through for some *optional* rules and examples from local Packs, Districts and Councils) – but note that ***your local Derby rules may be different.***

- **CAR SPECIFICATIONS:**
  - 1) Width – shall not exceed 2-3/4 inches.
  - 2) Length – shall not exceed 7 inches.
  - 3) Weight – shall not exceed 5 ounces.
  - 4) Width between wheels – 1 3/4"
  - 5) Bottom clearance between car and track – 3/8"



- OTHER RULES:

- 1) Wheel bearings, washers and bushings are prohibited.
- 2) The car shall not ride on springs.
- 3) Only official Cub Scout Grand Prix Pinewood Derby wheels and axles are permitted.
- 4) Only dry lubricant is permitted.
- 5) Details, such as steering wheel and driver are permissible as long as these details do not exceed the maximum length, width and weight specifications.
- 6) The car must be freewheeling, with no starting devices.
- 7) Each car must pass inspection, the owner will be informed of the reason for failure, and will be given time within the official weigh-in time period to make adjustment.
- 8) After final approval, cars will not be reinspected unless the car is damaged in handling or in a race.

**Common Raingutter Regatta Rules** from <https://www.scoutshop.org/blog/5-simple-tips-to-help-cub-scouts-get-ready-for-the-raingutter-regatta-.html> – but note that ***your local Regatta rules may be different.***

- 1) You must use all the pieces in the Trimaran Boat Kit.
- 2) You cannot add weights to your sailboat.
- 3) No sails may be used other than the one supplied in the official kit.
- 4) The sail must be mounted on the mast using holes provided in the sail. The sail may be glued to the mast at the two points of contact with holes in the sail.
- 5) You cannot glue your sail to any other point of the hull.
- 6) The maximum length is 6 3/4" long, and the minimum length should be no less than the length of the hull provided in the kit.
- 7) The mast may not be shortened.

◆ **Activity 3: Help Younger Scouts (Requirement 3: “Mentor a younger den to prepare for the race.”)** (Parent leader: \_\_\_\_\_)

The Adventure Resources offer Activity Cards of [Build Day Leader](#) (Helping Younger Scouts at the Build Day), [Race Check-In Support](#) (Being Put To Work For Check In), [Leading Sportsmanship at the Derby](#) and [Leading Sportsmanship at the Regatta](#) (Leading Younger Scouts in Songs and Yells) and. Use if you like – this plan applies [Build Day Leader](#) and includes some building tips concepts for Pinewood Derby that your Scouts will need for their own cars and can use to help younger Scouts.

- Gather the Scouts and explain that part of the scouting journey involves taking on leadership roles.
  - Ask Scouts to think about a good leader. Ask them to describe what makes a person a good leader.
  - Some ideas might include, but are not limited to:
    - Communication: Talk kindly to each other. Explain when things are unknown.
    - Role modeling: Showing others how it works through actions.
    - Demonstrate – Show how to do something, not just using words.
    - Know when to step away and let the person to continue on their own.
- Allow Cub Scouts to choose an area they would like to support during the pack build day.
  - Remind them that their job is to support a younger scout, not do it for them.



- One way to help those Scouts is to help them help younger Scouts build a faster pinewood derby car or raingutter regatta boat. Some tips below.

### 5 Tips to Building the Fastest Pinewood Derby Car:

- 1) Choose the right car shape.
- 2) Bake the wood block.
- 3) Use axle guards.
- 4) Smooth the axles.
- 5) Lubricate the wheels with graphite.



See <https://www.scoutshop.org/blog/5-tips-to-building-the-fastest-pinewood-derby-car.html>

### 5 Simple Raingutter Regatta Tips:

- 1) Use the Official Raingutter Regatta Racing Kit
- 2) Practice Blowing the Sails
- 3) Make Sure Your Boat Doesn't Break the Rules
- 4) Don't Use Water-Based Paints
- 5) Make Sure You Have Fun



See those five tips at <https://www.scoutshop.org/blog/5-simple-tips-to-help-cub-scouts-get-ready-for-the-raingutter-regatta-.html>.

◆ **Activity 4: Be A Good Sport! (Requirement 4: "Before the race, discuss with your den how you will demonstrate good sportsmanship during the race.")** (Parent leader: \_\_\_\_\_)

- Gather Scouts and Adult Partners and explain that during the race we want to show good sportsmanship.
  - Ask Scouts what do they think good sportsmanship means? Maybe:
    - Follow the rules.
    - Always do your best.
    - Encourage others.
    - Respect the judges.
    - End with a handshake.
- Ask Scouts what parts of the Scout Law should we follow to demonstrate good sportsmanship? Maybe:
  - Trustworthy (we follow the rules of fair play, and don't try to get an unfair advantage)
  - Loyal (we're always supporting our fellow Scouts, even if they come in first and we don't)
  - Helpful (by helping with the setup and game play)
  - Friendly (we'll all friends as fellow Scouts, even in a race competition)
  - Courteous (for good sportsmanship and listening to instructions)
  - Kind (be caring and supportive of our fellow Scout racers)
  - Obedient (we follow the rules and instructions)
  - Cheerful (we're having fun even if we don't come in first)



◆ **Activity 5: Race On! (Requirement 5: "Participate in a Pinewood Derby or a Raingutter Regatta.")**

Pretty simple – if you've got your car or boat, enter your Derby or Regatta and have fun!

## ◆ Activity 6: **OPTION: Fun Games We Like** (Parent leader: \_\_\_\_\_):

If the assemble sessions find your Scouts disinterested or they get bored when racing is under delay (as it often is while tracks and timing are tweaked), you can turn up the “Fun Meter” and play a game or some other Fun Activity you like. Some [Ideas Here](#).



**CLOSING:** A Closing ceremony ends the meeting and highlights the achievements – for a Derby or Regatta you may have a big ceremony with various trophies, ribbons or other awards. Den and/or Pack leaders can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements.

**AFTER THE MEETING:** Clean up as needed. Share refreshments if that’s what you like.

Upon completion of this Adventure, your Scouts will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack’s tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

**ADVENTURE RESOURCES:** Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/race-time-aol/>. Those resources include the Snapshot of Adventure (included above), a “Safety Moment” of tips and links about doing this safely, and, for each Requirement, one or more “Activity Cards” you can click on for an activity to complete the Requirement.

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being “most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because Requirements are required, not Activity Card activities. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirements in easier ways.

### 1. With adult supervision, build either a Pinewood Derby® car or a Raingutter Regatta™ boat.

- [Pinewood Derby® Car Build Day](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)
- [Raingutter Regatta™ Boat Build Day](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 4 of 5 Prep Time)

### 2. Learn the rules of the race for the vehicle chosen in requirement 1.

- [Pinewood Derby Connect Four](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Raingutter Regatta Connect Four](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

### 3. Mentor a younger den to prepare for the race.

- [Build Day Leader](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Leading Sportsmanship at the Derby](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Leading Sportsmanship at the Regatta](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Race Check-In Support](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

### 4. Before the race, discuss with your patrol den how you will demonstrate good sportsmanship during the race.

- [AOL A Scouts is Kind](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

### 5. Participate in a Pinewood Derby or a Raingutter Regatta.

- [Pinewood Derby Race AOL](#) (Indoor; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Raingutter Regatta AOL](#) (Indoor; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

