

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Bear 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.

Bear – 3rd Grade

Bobcat Bear

A “Character and Leadership” Adventure

REQUIRED (An Adventure “Required” to earn the Rank of Bear)



Snapshot of Adventure

Designed to be the first required Adventure on the trail to earn the Bear badge of rank, Bobcat focuses on Character & Leadership, and introduces the values of Scouting to the Den. The “Den” is a key method of Cub Scouts – ideally, a group of 6 to 8 Scouts in the same grade who do things together, including fun and important Handbook Adventures.

A positive and forward first Den meeting sets the stage for a year of Cub Scouting fun.



The QR Code above takes you to scouting.org/cub-scout-adventures/bobcat-bear/ ↑

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, (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 Bear Handbook

1. Get to know members of your den.
2. Recite the Scout Oath and Law with your den and den leader.
3. Learn about the Scout Oath. Identify the three points of the Scout Oath.
4. With your den create a den Code of Conduct.
5. Learn about the denner position and responsibilities.

6. Demonstrate the Cub Scout sign, Cub Scout salute, and Cub Scout handshake. Show how each is used.
7. Share with your den, or family, a time when you demonstrated the Cub Scout motto "Do Your Best." Explain why it is important to do your best.
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? It's up to the Parents / Leaders! As written, you can do this in a single 60-minute session. But doing a plan, design and creation of a Den Flag or Doodle would be a good second meeting activity to build more identity of "Belonging to *this* Den" and getting to know each other!

PREPARATION (and materials needed): Read the Bobcat Bear Adventure in the Bear Handbook.

- Copies of this Meeting Plan for Parents
- Your Pack's schedule of upcoming Fun Activities
- 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)
- If you have one, wear your adult uniform or Pack T Shirt (if you have one) to all meetings, consistent with Pack practice.
- Also bring these materials if you do ...
 - *the Balloon Stomp Battle Royale game (below)*: balloons, string
 - *the Den History Book (below)*: sheets of paper, pencils, crayons, and/or markers.
 - *a different activity from 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.

**More Tips in
this Bobcat
Resource Page**



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.
 - Hand out this meeting plan to each and assign each parent to a meeting role.
 - 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 2: "Recite the Scout Oath and Law with your den and den leader.")

(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**. (Parent leader: [redacted])
- Recite the **Scout Oath**. (Parent leader: [redacted])

For a Den with new Scouts, the Parent 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

(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.

(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: [redacted])

The Scout Law is "A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent." Let's also do this as a "repeat after me": I'll say a word or phrase, and you guys repeat it back:

(Leader goes first) (Scouts and Parents respond)

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 1: "Get to know the members of your den.")**

- Have each Scout (and attending parent) introduce themselves and tell something about themselves.
- Discuss what a den is and how it fits in with a pack.
- Discuss a den name: "we may have a Den Number, but ... is that enough for our Den?" Let the Cubs pick a (not offensive) name they all agree on, by their rules, with your oversight. [You might finish next time.]
 - Polar Bears? Grizzly? Unbearable? Barefoot? Barking? Biking? Bouncing? Brave? Brilliant? Breakdancing?

◆ **Activity 2: 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! Use the attached Code of Conduct as a reference)

- As a transition out of "talk time," talk about upcoming fun Pack activities scheduled, or that might be scheduled if we get parents to help out, 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: [redacted]) 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 attached Code of Conduct 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 3: Scout Law (Requirement 3:** *“Learn about the Scout Oath. Identify the three points of the Scout Oath.”*) **(Parent leader:**


- We just said the Scout Oath in our Opening Ceremony. Let's talk about the three main points in the Oath:
 - **Duty To God And Country:** Your family and religious leaders teach you to know and serve God as your family believes. By following these teachings, you do your duty to God. By being a good family member and citizen, by working for your country's good and obeying its laws, you do your duty to your country.
 - **Duty To Other People:** Many people need help. A cheerful smile and a helping hand make life easier for others. By helping when you're needed, you do your part as a Scout to make this a better world.
 - **Duty To Self:** Keeping physically strong means taking care of your body – eat right and build strength. Staying mentally awake means learning all you can and asking questions. Being morally straight means live your life with honesty, be clean in your speech and actions, and be a person of strong character.


◆ **Activity 4: The “Denner” (Requirement 5:** *“Learn about the denner position and responsibilities.”*)

- A denner is a Cub Scout who helps the den leader during a den meeting. The den leader decides how the denner will be chosen and for how long the Cub Scout will serve as the denner. Each Scout should have a chance to serve as the denner for at least one meeting.
- When a Cub Scout serves as a denner present them with the denner cord — a yellow cord that is worn over the left shoulder. The denner cord is passed on from one denner to the next.
- The den leader decides what the denner will help with. Common roles:
 - Arrive early to help set up the meeting and welcome everyone.
 - Lead the den in reciting the Scout Oath and the Scout Law.
 - Carry the United States flag during the opening.
 - Pick a game for the den to play.
 - Help hand out supplies for an activity or snacks if you have a snack break.
 - Stay after the meeting to help clean up.



◆ **Activity 5: Cub Scout Sign + Shake + Salute (Requirement 6:** *“Demonstrate the Cub Scout sign, Cub Scout salute and Cub Scout handshake. Show how each are used.”*) **(Den Leader Tip:** Recruit Parents to Lead – maybe set up “stations” for Scouts to rotate to for each element)

Demonstrate the Cub Scout sign. Show how it is used. (Parent leader:	Make the sign with your right hand – two fingers in a “V”. Hold your arm straight up. The sign means it is time to be quiet and listen. <i>The fingers look like the sharp ears of the wolf ready to listen!</i>	
Demonstrate the Cub Scout handshake. Show how it is used.	When you shake hands with another Cub Scout, do this: Hold out your right hand just as you always do to shake hands. But then put your first two fingers along the inside of the other scout's wrist.	

(Parent leader: _____)		
Demonstrate the Cub Scout salute. Show how it is used. (Parent leader: _____)	Salute with your right hand. Hold your first two fingers close together. Touch your fingertips to your cap. If you aren't wearing a cap, touch your right eyebrow.	

◆ **Activity 6: Cub Scout Motto: “Do Your Best!” (Requirement 7: “Share with your den, or family, a time when you demonstrated the Cub Scout motto “Do Your Best.” Explain why it is important to do your best.”)** (Parent leader: _____)

Gather the Den and any parents in a circle to discuss the Cub Scout motto: “Do Your Best.”

- Review: a motto is a guiding principle and a rule for living. Do Your Best means trying your hardest, not just a little bit. Do your best all the time... in school and at home... when you play a game and help your team. Do your best as you work on your adventures!
- Sharing: Let each Scout share a time when they did their best.
 - Also discuss “Explain why it is important to do your best.”

◆ **Activity 7: [OPTION: Den History Book]** [This is just a “getting to know you” optional activity that you might do *if you like it*.] (Parent leader: _____): Since we’re going to be together as a Den in Cub Scouts, let’s be sure to keep track of our history – let’s keep a Den History Book!

- To start the Den History Book, let’s start with who is in our Den ... each Scout gets to create their own “history page” to tell us who they are so we can get to know everyone.
- Distribute sheets of paper for the scrapbook pages, plus pencils, crayons and/or markers
 - Encourage Scouts to complete a history page with names of Family Members, Pets, Favorite Places, Things to Eat, maybe have the Scouts draw pictures of some or all of these.
 - Encourage drawing pictures too. This helps you get to know the Scouts and their families.
- Collect all and return to this if you go forward with a Den History.

◆ **Activity 8: [OPTION: Balloon Stomp Battle Royale!!]** [This is just for fun – because Cub Scouts should be 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, Bears will receive their Bobcat Adventure Loop.
- **[OPTIONAL (if it’s your plan):** Maybe highlight that in a future gathering we can also make a den flag or “den doodle” to reflect who we are as a Den and to carry with us as we do our Cub 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
- Upon completion of this Adventure, your Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, as soon as possible according to your pack’s tradition.

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-bear/>. 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. Get to know members of your den.

- [Bear Line Up](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Den Doodle Bear](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)
- [Den Flag Bear](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

2. Recite the Scout Oath and Law with your den and den leader.

- [Bobcat Beanbag Toss](#) (Indoor; 4 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Recite the Oath and Law Bear](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Scout Law Hop](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. Learn about the Scout Oath. Identify the three points of the Scout Oath.

- [Bear Charades](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Lights, Camera, Action](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Scout Oath Poster](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

4. With your den create a den Code of Conduct.

- [Code of Conduct Bear](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

5. Learn about the denner position and responsibilities.

- [A Bear Denner](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Denner Jobs](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

6. Demonstrate the Cub Scout sign, Cub Scout salute, and Cub Scout handshake. Show how each is used.

- [Bobcat Relay Bear](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Flag Opening](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

7. Share with your den, or family, a time when you demonstrated the Cub Scout motto "Do Your Best." Explain why it is important to do your best.

- [Do Your Best Showcase](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

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 Bear](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)



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 5th 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 Other Families | <input type="checkbox"/> Den Leader or Co-Leader or Assistant | <input type="checkbox"/> Assistant Cubmaster | <input type="checkbox"/> Assistant Treasurer |
| <input type="checkbox"/> Pack + Den Communications | <input type="checkbox"/> Planning Activities | <input type="checkbox"/> Campout Planning and Cooking | <input type="checkbox"/> Blue + Gold Awards 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)

- gather together in one place for a common purpose. *Synonyms: unite, convene.*
- 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?

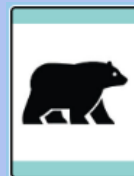
- To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- To keep it **fun*simple*easy**: while we flag all activity options, we focus on **fun*simple*easy** delivery.
- To **increase parent involvement** – this plan has prompts to assign parts of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

Bear – 3rd Grade

Bear Habitat

An “Outdoors” Adventure

REQUIRED (An Adventure “Required” to earn the Rank of Bear)



Snapshot of Adventure

A bear is at home in the outdoors, and so is a Bear Cub Scout. In this Adventure, you'll learn how to plan a one mile walk with your den. Your walk may be around where you live, on a historical trail that has been in use for many years, and/or on a nature trail. When we are outside we also have responsibilities to make sure that others can enjoy the outdoors, too. Knowing and following the Leave No Trace Principles for Kids helps us do just that.



The QR Code above takes you to scouting.org/cub-scout-adventures/bear-habitat/↑

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 Bear Handbook

- Prepare for a one mile walk by gathering the Cub Scout Six Essentials and weather appropriate clothing and shoes.**
- “Know Before You Go” Identify the location of your walk on a map and confirm your one-mile route.**
- “Choose the Right Path” Learn about the path and surrounding area you will be walking on.**
- “Trash your Trash” Make a plan for what you will do with your personal trash or trash you find along the trail.**

5. “Leave What You Find” Take pictures along your walk or bring a sketchbook to draw five things that you want to remember on your walk.
6. “Be Careful with Fire” Determine the fire danger rating along your path.
7. “Respect Wildlife” From a safe distance, identify as you look up, down, and around you, six signs of any mammals, birds, insects, reptiles.
8. “Be Kind to Other Visitors” Identify what you need to do as a den to be kind to others on the path.
9. Go on your one mile walk while practicing your Leave No Trace Principles for Kids.

Meeting Plan

Does this take one Meeting to complete? This can be “Done in One”, but if want to explore more, go for it!

PREPARATION (and materials needed): Read the Bear Habitat adventure in the Bear Handbook.

- Determine where the outdoor walk will take place. This can be in an urban, suburban, or rural setting. This can be where your den typically meets. A walk around the neighborhood is great.
 - Share plans for the walk with families — location, gear list, food arrangements, etc.
 - You'll need to share a map of where you'll walk. Paper or (powered) smart device – either is fine.
- Cub Scout Six Essentials (first-aid kit, filled water bottle, flashlight, trail food, sun protection, and whistle)
 - Suggest that Scouts and families may be able to minimize cost by gathering items from home rather than purchasing everything new.
- Suggest that families bring their own trail food items: could include raisins, chocolate-coated candies, nuts (check for allergies among Scouts), dried fruit, marshmallows, etc.
 - You might bring plastic sandwich bags to let the Scouts make their own trail mix.
- Bring a small trash bag, camera (probably in your phone) and/or paper and pencils for Requirement 5.

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](#) – 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.

- You’ll have plenty of opportunities to talk today because most of the Requirements call out for instruction and discussion with the Scouts, even if you do the related games in the Activity Cards.
- Feel free to change the order to fit what you find on your walk.

◆ **Activity 1: Gear Up (Requirement 1:** “*Prepare for a one-mile walk by gathering the Cub Scout Six Essentials and weather appropriate clothing and shoes.*”) (Parent leader: _____)

- Have the Scouts identify (and show) what type of clothing they should wear.

◆ **Activity 3: On the Right Path (Requirement 3:** *“Choose the Right Path” Learn about the path and surrounding area you will be walking on.)* (Parent leader: _____)

- The Bear Handbook and the [No Two Trails Alike](#) Adventure Card focus on details about the walking route, like where is the start/end point, are there bathrooms, is there a trail name, is it part of a park, is it wilderness, are there connecting trails, what is the landscape. All good topics to discuss.
- Also good to discuss is why we stay on the right path. Ask Scouts why we should stay on designated trails to help preserve the natural environment and how we can do that. Solicit answers like:
 - Many trails are cut to protect certain ecosystems for plants, trees, flowers, and wildlife.
 - Going off the path can cause problems that take a long time to heal.
 - Walk in pairs or single-file lines to reduce your impact.
 - If you need to go off-trail for any reason, step lightly and avoid trampling vegetation. Avoid walking around mud if it means going off the trail, even by a few inches.

◆ **Activity 4: Trash Your Trash (Requirement 4:** *“Trash your Trash” Make a plan for what you will do with your personal trash or trash you find along the trail.)* (Parent leader: _____)

- Ask the Scouts what our plan should be for our trash and trash we find.
 - If needed, maybe wave a small trash bag and see who picks up on that. Better, who will carry it.
- The Leave No Trace advice about trash is: Pack it in, pack it out.
 - Pack out all trash, leftover food, and litter. Inspect your route for trash or spilled food.
 - We should always leave our trails and campsites cleaner than we found them.

◆ **Activity 5: Leave What You Find (Requirement 5:** *“Leave What You Find” Take pictures along your walk or bring a sketchbook to draw five things that you want to remember on your walk.)* (Parent leader: _____)

- If you like it, leave it where it is! Take nothing but pictures!
- Discuss with Scouts that we need to leave everything we see where it is for the next people to enjoy when they come along.
 - Like that flower? Don't pick it! Picture it!
- This also means don't turn over logs and rocks ... you may be harming the habitat of our animal friends.



◆ **Activity 6: Fire Danger (Requirement 6:** *“Be Careful with Fire” Determine the fire danger rating along your path.)* (Parent leader: _____)

- As you walk or on a break, let the Scouts explain what they think the fire danger rating is for the area.
 - Reinforce as needed about the need to be careful with fire.

◆ **Activity 7: Be Kind to Animals (Requirement 7:** *“Respect Wildlife” From a safe distance, identify as you look up, down, and around you, six signs of any mammals, birds, insects, reptiles.)* (Parent leader: _____)

- As you walk or on a break, discuss the type of animals (mammals, birds, insects, or reptiles) that are common in the area that you will be walking. This includes domesticated and wild animals.
- Discuss the signs of the animals habitat, food sources, or travel paths.
 - Listen for sounds. Not just the sound the animal would make, but also the sound of the animal moving.
 - Look for where they live. A bird's nest, a burrow (hole in the ground), or a plant.
 - Look for what they eat. Many animals eat plants, so you might see a bite mark on a leaf.
 - Look for animal scat (poop!). Different animals leave different types of scat.

- Look for animal tracks. If it has rained recently and there is mud, you may see footprints.
- Ask how we can respect wildlife.

◆ **Activity 8: Be Kind to People (Requirement 8: “Be Kind to Other Visitors” Identify what you need to do as a den to be kind to others on the path.)** (Parent leader: [REDACTED])

- Ask Scouts how they can be kind and considerate to visitors on the path. From the Bear handbook:
 - Know your right of way. For example, you should walk on the right side of a path and not the left side. Check signs on the path and follow their directions.
 - If you're on a trail or path that is wide enough for only one person and your den or family must walk single file, step aside, and give space to anyone who is going uphill. If it's a flat area, be the first to step aside and give space for others to pass.
 - Bicyclists yield to walkers/hikers.
 - Be mindful of the plants or animals that are near the trail if you must step off the trail.
 - Make yourself known. When you encounter other people, offer a friendly “hello.” This helps create a friendly atmosphere on the path. If you approach another walker from behind, announce yourself in a friendly, calm tone and let them know you want to pass.
 - Stay on the path or trail. Going off a trail or path can damage or kill certain plant or animal species and can hurt the ecosystems that surround the trail.
 - Always practice Leave No Trace principles: Leave rocks, vegetation, and artifacts where you find them for others to enjoy.
 - Do not disturb wildlife. They need their space, and you need yours, too. Keep your distance from any wildlife you encounter.
 - Be mindful of the path or trail conditions. If a path or trail is too wet, muddy, or slippery, turn back and do the walk another day or find a different path.
 - Take time to listen. Be respectful of both nature and the other users and keep the noise from electronic devices off.
 - Be aware of your surroundings. It will help keep you and any members of your group safe. Know the rules for walking on your trail or path.

◆ **Activity 9: Walk On! (Requirement 9: “Go on your one mile walk while practicing your Leave No Trace Principles for Kids.”)** (Parent leader: [REDACTED])

- Enjoy the Walk!

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/bear-habitat/>. 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. Prepare for a one-mile walk by gathering the Cub Scout Six Essentials and weather appropriate clothing and shoes.**
 - [Backpack Packing Challenge](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- 2. “Know Before You Go” Identify the location of your walk on a map and confirm your one-mile route.**
 - [Digital Path Finding](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
 - [Paper Paths](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- 3. “Choose the Right Path” Learn about the path and surrounding area you will be walking on.**
 - [Ask the Path Expert](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
 - [No Two Trails Alike](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)
- 4. “Trash your Trash” Make a plan for what you will do with your personal trash or trash you find along the trail.**
 - [Trash Timeline Game](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 5. “Leave What You Find” Take pictures along your walk or bring a sketchbook to draw five things that you want to remember on your walk.**
 - [Take Only Memories](#) (Travel; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 6. “Be Careful with Fire” Determine the fire danger rating along your path.**
 - [Fire Danger Matching](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 7. “Respect Wildlife” From a safe distance, identify as you look up, down, and around you, six signs of any mammals, birds, insects, reptiles.**
 - [Wildlife Snapshot](#) (Travel; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 8. “Be Kind to Other Visitors” Identify what you need to do as a den to be kind to others on the path.**
 - [Consider Others](#) (Travel; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 9. Go on your one-mile walk while practicing your Leave No Trace Principles for Kids.**
 - [Leave No Trace Walk](#) (Travel; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Bear 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?

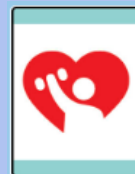
- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun*simple*easy**: while we flag all activity options, we focus on **fun*simple*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign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

Bear – 3rd Grade

Bear Strong

A “Personal Fitness” Adventure

REQUIRED (An Adventure “Required” to earn the Rank of Bear)



Snapshot of Adventure

In the Scout Oath, Scouts promise to keep themselves physically strong and mentally awake.

Personal fitness is about keeping your body strong by eating right and exercising, but it also means getting enough rest and exercising your mind by reading, solving problems, or even listening to music.



The QR Code above takes you to scouting.org/cub-scout-adventures/bear-strong/↑

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 Bear Handbook

1. Sample food from three of the following food groups: protein, vegetables, fruits, dairy, and grains.
2. Be active for 30 minutes with your den or at least one other person that includes both stretching and moving.
3. Be active for 15 minutes doing personal exercises that include cardio, muscular strength, and flexibility.
4. Do a relaxing activity for 10 minutes.

5. Review your Scouting [Annual Health and Medical Record](#) with your parent or guardian. Discuss your ability to participate in den and pack activities.

Meeting Plan

Does this take one Meeting to complete – or more? It's up to you! As written, you can do this in a single 60 minute session (easily), but there's lots of food choices and fun games to play if you want a sequel or two.

PREPARATION (and materials needed): Read the Bear Strong adventure in the Bear Handbook.

- Key Advance Decisions are: what kinds of food and what kinds of group activities.
 - For Activity/Requirement 1, select the foods you'll bring to sample. It's OK to bring more than 3 kinds.
 - Don't forget plates, napkins and serving tools (toothpicks work), and a knife for you to slice foods.
 - For Activity/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.
- The Personal Exercise and the Relaxing Activity (Requirements 3 + 4) could be done with no additional materials or equipment, but may be more fun if you bring balls or discs for games and a music player.
- 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](#) – 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: Snacking on the Food Groups (Requirement 1:**

"Sample food from three of the following food groups: protein, vegetables, fruits, dairy, and grains.") (Parent leader: _____)

- Lots of different ways to do this: the [Adventure Resources](#) offer [Apple Delights](#), [Fiesta Pizza](#), and [Fun and Food](#) activities.
- But what you bring from Fruits, Vegetables, Grains, Protein, and Dairy is up to you – as is how you'll prepare and share.



◆ **Activity 2: Group Exercise (Requirement 2:** *“Be active for 30 minutes with your den or at least one other person that includes both stretching and moving.”*) (Parent leader: [redacted])

Your activity could be from the [Adventure Resources](#) which has tips for [Basketball](#), [Tennis](#), and [Ultimate Frisbee](#) (our favorite!), but the den might want to do something different, like a bike ride, soccer, kickball, baseball, jump rope, obstacle course, badminton, pickleball, or others.



- Whatever you do, be sure you have the gear to do it plus necessary safety gear and if your Scouts need instruction, be ready to provide!
- Have your Scout perform warm-up stretches for several minutes before starting this workout.
 - That will help get your hearts ready for activity and loosen your muscles so you can avoid injury.
 - You can do it too with your Scout!
- A 10-minute warm-up will get your heart ready for activity.
 - It will also loosen your muscles and help keep you from being injured.

Here are some examples of warm-up and cool-down stretches you can do – more in the Bear Handbook.



◆ **Activity 3: Personal Exercise (Requirement 3:** *“Be active for 15 minutes doing personal exercises that include cardio, muscular strength, and flexibility.”*) (Parent leader: [redacted])

- Your activity could be from the [Adventure Resources](#) which has tips for [Fitness Expert](#) (cool if you have one – parents who work out a lot could qualify!), [Dance Grooves](#), and [Energizing Workout](#).
- Personal exercises can include jumping jacks, sit-ups, pull-ups, running, or running in place.

◆ **Activity 4: Relax (Requirement 4:** *“Do a relaxing activity for 10 minutes.”*) (Parent leader: [redacted])

- Your activity could be from the [Adventure Resources](#) which has activity cards for [Music](#), [Reading](#), and [Yoga](#). But it could be lie on your back in the grass and watch the clouds.

◆ **Activity 5: Health Record (Requirement 5:** *“Review your Scouting Annual Health and Medical record with your parent or guardian. Discuss your ability to participate in den and pack activities.”*) (Parent leader: [redacted])

- 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?

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/bear-strong/>. 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. Sample food from three of the following food groups: protein, vegetables, fruits, dairy, and grains.

- [Apple Delights](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Fiesta Pizza](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Fun and Food](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

2. Be active for 30 minutes with your den or at least one other person that includes both stretching and moving.

- [Basketball Challenge](#) (Travel; 5 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Tennis Titans](#) (Travel; 5 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Ultimate Frisbee](#) (Outdoor; 5 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time) – see next page for more on Ultimate, especially for Cub Scouts and new players

3. Be active for 15 minutes doing personal exercises that include cardio, muscular strength, and flexibility.

- [Dance Memory Grooves](#) (Indoor; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Energizing Workout](#) (Indoor; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Fitness Expert](#) (Indoor; 5 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

4. Do a relaxing activity for 10 minutes.

- [Listening to Music](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Reading Escape](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- [Yoga Salutation](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

5. Review your Scouting Annual Health and Medical record with your parent or guardian. Discuss your ability to participate in den and pack activities.

- [Scouting Health & Medical Record Review Bear](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

Ultimate. The game is like football with a frisbee (except that the “quarterback” can’t run), but with the “flow” of soccer or basketball (everyone “away from the disc” is in motion, waiting to catch or intercept the disc). For younger or new players, use a nylon (soft) disc – it still throws, but is easier to catch (especially in the teeth).

The field is set up like a football field:

- There is an “end zone” and “out of bounds” on each side.
- Mark the “end zone” to be deep enough for players to get free and catch.
- The [Ultimate Frisbee](#) activity card says the field is 70 yards long and 40 yards wide, with end zones 20 yards deep – but you can adjust the size to fit your space.

To start the game, teams line up on their own 20 or 30 yard line.

- One team “kicks off” to the other by throwing the frisbee as far down the field as they can.
- The receiving team now has control of the frisbee (whether they catch or not).

When a team has control of the frisbee, they pass it from teammate to teammate working it up the field to cross the goal line and score.

- Whoever has the disc is like the quarterback – but you can’t “run with it”.
- If you catch while running, you have to stop as soon as you can.
- Everyone else on the thrower’s side becomes a “receiver” trying to get “open” to catch the disc.
- Catching the disc in the end zone scores a point.
- The scoring team then kicks off to the other team, and it all starts again.

Turn-overs happen in three ways:

- If an opposing team member intercepts the frisbee.
- If the frisbee is caught “out of bounds” (Cub rules will be lenient on this!).
- Whenever the frisbee hits the ground.

This can cause confusion for players new to the game. If a player throws the frisbee and it is not caught, it is immediately controlled by the other team going the other direction. So *knocking the frisbee down is just as good as intercepting it.*

If a defender tries to intercept, but drops it, it is still a turn-over and that team now controls the frisbee.

- If the thrower takes too long to throw (say, a 10 or 15 second rule – be lenient for new players).

There is no contact allowed!

- Either “on the disc” or away from the disc (no grabbing).
- The “regular” rule is that when a player has the frisbee, all players must give an arm’s length of space so the frisbee holder can throw. But . . .
- . . . a good “Cub Scout Rule” or a rule for new players is that no one can “cover” the thrower – you have to cover only the receivers and give the thrower plenty of space (at least 5 feet). Otherwise, there’s just too many turnovers – it is hard enough to throw without the distraction.

As the Cubs get better and older, this rule could be relaxed.

- The price for the “no defender on the thrower” rule is the 10 or 15 second throw rule – the thrower can’t hold on too long.

Referee and Rules – Ultimate Sportsmanship:

- Ultimate is a “no referee” game.
- The Players “call the rules” on each other.
- The goal is for Players to “call it fair” and for team members to encourage each other to do the right thing.

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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?

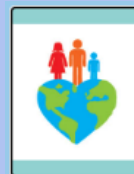
- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun*simple*easy**: while we flag all activity options, we focus on **fun*simple*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign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

Bear – 3rd Grade

Paws for Action

A “Citizenship” Adventure

REQUIRED (An Adventure “Required” to earn the Rank of Bear)



Snapshot of Adventure

This Adventure is about America and the powerful symbols that represent the best of our country and how communities come together to help solve problems they are facing.

Citizenship in America is about participation. One way to show citizenship is by making an impact locally through nonprofit organizations. Nonprofit organizations are a place for people to give their time, talents, and resources to make a difference in their community. You, too, can make an impact by participating in a service project that makes your community a better place.



The QR Code above takes you to scouting.org/cub-scout-adventures/paws-for-action/ ↑

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 Bear Handbook

1. **Familiarize yourself with the flag of the United States of America** including the history, demonstrating how to raise and lower the flag, how to properly fold and display, and the United States etiquette.
2. **Identify 3 symbols that represent the United States.** Pick your favorite and make a model, work of art, or other craft that depicts the symbol.

3. Learn about the mission of any non-profit. Find out how they fund their activities and how volunteers are used to help.
4. Participate in a service project.

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 one session with a simple project, but this could be two or three meetings if you want a deeper dive.

PREPARATION (and materials needed): Read the Paws for Action adventure in the Bear Handbook.

- U.S. flag – (ideally) several U.S. flags so all Scouts can practice folding the flag.
- Supplies for the Requirement 2 part of “*make a model, work of art, or other craft*” depicting a USA symbol. The simplest approach is paper and pencils, crayons, and/or markers, but you have other choices.
- Determine how to learn about a non-profit. If not doing a visit to one to find out what they do (which is a great activity), pick some examples and do some research you can reveal in the Activity 3 discussion.
- Determine your Service Project for Activity 4 (Requirement 4) Your den families, Chartered Organization, and local schools and places of worship may have great options. This District page has many Service Project ideas: 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.

- Because of Requirement 1’s element of “*demonstrat[e] how to raise and lower the flag*”, this meeting begs for an opening at an outdoor flagpole where all Scouts get to practice raising and lowering.

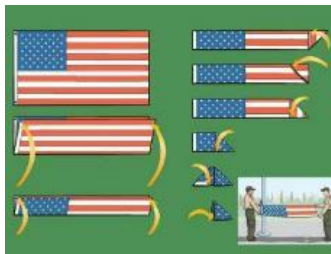
ACTIVITIES (See also other Activities linked at [Adventure Resources](#) – use those if you like them):

◆ **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: The Flag (Requirement 1:** “*Familiarize yourself with the flag of the United States of America including the history, demonstrating how to raise and lower the flag, how to properly fold and display, and the United States etiquette.*”) (Parent leader: _____)

- Gather the Scouts and inform them that in this den meeting, they will learn about the United States flag and how to properly display, fold, how to raise and lower it.
 - Tell the Scouts that we treat the flag with respect because the flag symbolizes freedom and justice.
 - People have made great sacrifices, and many have even given their lives to provide us with the freedoms we enjoy today. Treating the flag with respect shows you believe in freedom and justice.

- Practice folding a U.S. Flag.
 - Have the Cub Scouts buddy up. Taking turns, each pair of Cub Scouts hold the flag at waist level between themselves.
 - Ask the Cub Scouts to fold the flag in half lengthwise, then fold it in half lengthwise again, keeping the blue field on the outside.
 - While one Cub Scout holds the flag by the blue field, the other should make triangular folds from the opposite end until only the blue field is available.
 - Ask the Cub Scouts to continue folding in a triangular pattern.
 - Have the Cub Scouts tuck any excess fabric into the final fold to ensure a neat triangle.
 - The final folded flag should resemble a neatly folded triangle with only the blue field showing.
- The [Outdoor Flag Ceremony](#) activity card link promises a "Flag Trivia" game sheet, so you can follow that protocol (looks a bit like a quiz in school), or ask the den the trivia questions and discuss.
- You can also ask about the flag history/etiquette described in the Bear handbook.



◆ **Activity 2: USA Symbols (Requirement 2:** *"Identify 3 symbols that represent the United States. Pick your favorite and make a model, work of art, or other craft that depicts the symbol."*) (Parent leader: [redacted])

Many options here ... both subject and media.

- Which symbols to depict?
 - Eagle? Liberty Bell? Statue of Liberty? National Anthem? Uncle Sam? White House? Capitol? Declaration of Independence?
- Which media to use?
 - Model building? Drawing? Painting? Playdoh? Lego? Lincoln Logs? Collage? Chalk? Computer graphics?
- Simple and easy is drawing, but more elaborate may be more fun.



◆ **Activity 3: Non-Profit Contributions (Requirement 3:** *"Learn about the mission of any non-profit. Find out how they fund their activities and how volunteers are used to help."*) (Parent leader: [redacted])

If you are not visiting a non-profit organization to learn about what they do, this becomes a discussion.

- Tell Cub Scouts they're going to learn about a nonprofit organization by researching it online.
 - Ask Cub Scouts to name some local nonprofit organizations.
 - If Cub Scouts are having trouble, you can prompt them with these ideas: Local food pantry, Animal shelter, American Legion, or others that you want to investigate. ()
 - Find the organization's website on your computer, tablet, or mobile phone.
- Ask Cub Scouts what they would like to know about the organization. You can prompt them with these ideas if necessary:
 - What does the organization do? What group of people or cause does this organization serve?
 - How does it raise money? What do their volunteers do to help?

◆ **Activity 4: Service Project (Requirement 4:** *"Participate in a service project."*) (Parent leader: [redacted])

- Pick a service project that will be helpful in your Community and meaningful to your Scouts.
 - Three options – for [Eyeglasses Donation Drive](#), [Plant Trees](#), [Scouting for Food](#) - 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



- 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 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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/paws-for-action/>. 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. Familiarize yourself with the flag of the United States of America including the history, demonstrating how to raise and lower the flag, how to properly fold and display, and the United States etiquette.

- [Outdoor Flag Ceremony](#) (Outdoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- [Patriotic Guest Speaker](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)

2. Identify 3 symbols that represent the United States. Pick your favorite and make a model, work of art, or other craft that depicts the symbol.

- [Paint the Flag](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Statue of Liberty](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

- 4 -

- [U.S.A. Symbol Model](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [U.S.A. Symbols Drawing](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [White House Model](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. Learn about the mission of any non-profit. Find out how they fund their activities and how volunteers are used to help.

- [Groups That Help](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Nonprofit Visit](#) (Travel; 1 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

4. Participate in a service project.

- [Eyeglasses Donation Drive](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 5 of 5 Prep Time)
- [Plant Trees](#) (Travel; 4 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)
- [Scouting for Food Bear](#) (Travel; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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?

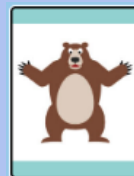
- 1) **To save you the trouble!** This gives context to a leader or a parent about how to do a great den meeting.
- 2) To keep it **fun*simple*easy**: while we flag all activity options, we focus on **fun*simple*easy** delivery.
- 3) To **increase parent involvement** – this plan has prompts to assign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

Bear – 3rd Grade

Standing Tall

A “Personal Safety” Adventure

REQUIRED (An Adventure “Required” to earn the Rank of Bear)



Snapshot of Adventure

In this Adventure, the Protect Yourself Rules will give you guidance on keeping yourself safe. You will also identify ways to use electronics responsibly and ways to protect your body when you're playing or working.

When bears feel they are in danger, they may stand on their back legs, standing tall, to let the danger know that they are brave and know how to keep themselves safe.



The QR Code above takes you to scouting.org/cub-scout-adventures/standing-tall/ ↑

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 Bear Handbook

1. With permission from your parent or legal guardian, watch the Protect Yourself Rules video for the Bear rank.
2. Complete the Personal Space Bubble worksheet that is part of the Protect Yourself Rules resources.
3. With your parent or legal guardian, set up a family policy for digital devices.

4. Identify common personal safety gear for your head, eyes, mouth, hands, and feet. List how each of these items protect you. Demonstrate the proper use of personal safety gear for an activity.

Meeting Plan

Does this take one Meeting to complete – or more? This is easily done in a single 60 minute session.

PREPARATION (and materials needed): Read the Standing Tall adventure in the Bear Handbook.

- Determine how you will do the Video and digital safety requirements. Options are:
 - Video and digital safety at home with parents (Requirements 1, 2 + 3), and Den Meeting built around the learning about personal safety gear. Probably plus a game or sport for fun with safety gear.
 - 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 at the bottom of [this page](#).
- Copies of the "Personal Bubble Worksheet" that will be posted in [this Activity Card](#).
 - Pencils and/or crayons for each Cub Scout
- Copies of the "Digital Safety Pledge" that will be posted in [this Activity Card](#).
- Bring some personal safety gear to demonstrate, like bike helmet, googles, sunglasses, mask, gloves, and/or sturdy walking shoes. If tying this into an activity, like a bike ride, be sure there is gear for all.

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](#) – 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 Bear rank.") (Parent leader: _____)

- The video is found at <https://vimeo.com/325064786>

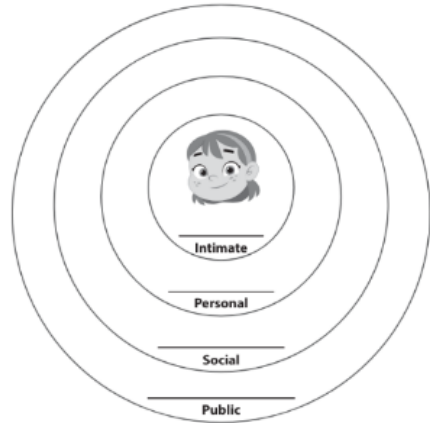




◆ **Activity 2: Personal Bubbles (Requirement 2:** *“Complete the Personal Space Bubble worksheet that is part of the Protect Yourself Rules resources.”*) **(Parent leader: _____)**

- Discuss our personal space bubbles and who we are most comfortable being close to.

- Explain that we feel more comfortable being close to people we know well and prefer to keep some space between us and strangers.
- The space directly around us is our intimate space. This space is just for us, although we may also allow family in this space.
- Next is our personal space, which goes all around us as far as the ends of our outstretched fingertips. We are usually comfortable with friends and family in this space.
- After that is social space. We're most comfortable hanging out with friends or talking in groups in this space.
- Last is public space, which is where we're most comfortable with strangers or people out in public.



- Provide a pencil and worksheet to each Cub Scout. Have Cub Scouts write the names of people who they would feel comfortable having in each space circle.
 - Personal space would have the names of friends or family members.
 - Public space can describe a stranger, like a mailman or a neighbor.
- Share with the Scouts: why do we feel more comfortable with certain people in certain spaces around us?
 - Give each Cub Scout a chance to respond.
- Share with the Cub Scouts that it is important for us to be aware of these spaces in order to be able to tell others when they are too close to us.
 - If someone comes into our personal space and we don't want them to, we can tell them politely to move away. We can also be forceful if they don't listen.
 - It is important for us to feel safe and comfortable, and we all have to respect each other's personal space bubbles.

◆ **Activity 3: Digital Safety Policy (Requirement 3:** *“With your parent or legal guardian, set up a family policy for digital devices.”*) (Parent leader: _____)

- Discuss with Scouts what risks exist with digital devices like smartphones, computers and tablets.
 - Using them in the evening may make it hard to get enough sleep.
 - Strangers may attempt to contact you through messaging or comments, and they may not be people you would permit in your personal or social bubbles.
- Share the “Digital Safety Pledge” that will be posted in [this Activity Card](#). Have Scouts take turns reading off each item and ask the following questions when finished:
 - Why do you think it is important to have rules about this?
 - Do you have digital policy rules already?
 - What should we do if someone tries to ask for personal information?
- Have Scouts and parents and legal guardians fill out the form and sign.

◆ **Activity 4: Personal Safety Gear (Requirement 4:** *“Identify common personal safety gear for your head, eyes, mouth, hands, and feet. List how each of these items protect you. Demonstrate the proper use of personal safety gear for an activity.”*) (Parent leader: _____)

- Show and tell about any personal safety gear you brought, like bike helmet, goggles, sunglasses, mask (you know you still have some), gloves, and/or sturdy walking shoes. Discuss why you’d use each item.
 - Let Scouts try out the gear and explain back why it would be used.

◆ **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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/standing-tall/>. 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 Bear rank.**
 - [Protect Yourself Rules Video Bear](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
2. **Complete the Personal Space Bubble worksheet that is part of the Protect Yourself Rules resources.**
 - [Personal Bubble](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
3. **With your parent or legal guardian, set up a family policy for digital devices.**
 - [Family Digital Device Policy](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
4. **Identify common personal safety gear for your head, eyes, mouth, hands, and feet. List how each of these items protect you. Demonstrate the proper use of personal safety gear for an activity.**
 - [Kitchen Safety Gear](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
 - [Science Safety Gear](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
 - [Sport Safety Gear](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Fellowship

A “Family and Reverence” Adventure

REQUIRED (An Adventure “Required” to earn the Rank of Bear)



Snapshot of Adventure

In this Adventure, you're encouraged to learn more about your family's faith traditions. You will complete most of these requirements at home with your family.

Faith means having complete trust or confidence in someone or something. Always be respectful when talking about your faith and when learning about other faiths.



The QR Code above takes you to scouting.org/cub-scout-adventures/fellowship/ ↑

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

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.

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 Bear Handbook

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

1. With your parent or legal guardian talk about your family's faith traditions. Identify three holidays or celebrations that are part of your family's faith traditions. Make a craft, work of art, or a food item that is part of your favorite family's faith tradition, holiday or celebration.
2. With your family, attend a religious service OR other gathering that shows how your family expresses reverence.
3. Carry out an act of kindness.
4. With your parent or legal guardian identify a religion or faith that is different from your own. Determine two things that it has in common with your family's beliefs.

Meeting Plan

Does this take one Meeting to complete – or more? If you do this as a Den Meeting, it's up to the Parents and Leaders about how many sessions. Combining the service or gathering with the craft with the story might be a lot – and might be better done from home on a family schedule. Or part at home and part with the Den.

PREPARATION (and materials needed): Read the Fellowship adventure in the Bear 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.
- If you do the activity for Activity 1 (Requirement 1), you'll need:
 - Materials: Colored paper, Scissors, Glue/glue stick, Pencil, Holiday symbol image for reference (simple symbols would do best for this project)
 - Ask Cub Scouts to find an image of their family's favorite holiday symbol to help draw their design and bring it to the meeting. You might bring some samples of those you know.
- If you do a Den Trip for "With your family, attend a religious service ..." for Activity 2 (Requirement 2), determine where and when you will go, and share information with your Den 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](#) – 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: Holidays / Celebrations (Requirement 1:** "With your parent or legal guardian talk about your family's faith traditions. Identify three holidays or celebrations that are part of your family's faith traditions. Make a craft, work of art, or a food item that is part of your favorite family's faith tradition, holiday or celebration.") (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.]

- The [Adventure Resources](#) offer options of making [Turkey Treats](#), [Clay](#) art, and [String Art](#), but if none of those resonate with you, pick some other art or craft medium.
 - Or some other food!
 - Have the Scouts share “three holidays or celebrations” and explain their art, craft, or food item.

◆ **Activity 2: Gathering (Requirement 2:** “With your family, attend a religious service OR other gathering that shows how your family expresses reverence.”) (Parent leader: _____)

- Note (just to be sure): Attending a religious service is excellent and common, but not required – a different “gathering that shows how **your family** expresses reverence” (emphasis added) satisfies the requirement.
 - The first two definitions of [Reverence in Merriam-Webster](#) are “1. honor or respect felt or shown: DEFERENCE (especially: profound adoring awe respect). 2. a gesture of respect (such as a bow).”
 - The full expression of the 12th 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.” Scouting America respects your beliefs.
- Some Dens do more than one visit in order to share more than one tradition. But you don’t have to.

◆ **Activity 3: Be Kind (Requirement 3:** “Carry out an act of kindness.”) (Parent leader: _____)

- Kindness ideas suggested in the [Adventure Resources](#) include a [Kindness Jar](#) exercise, how to [Make a Friend](#), and writing a [Thank You Note for a Teacher](#), but your Scouts can carry out any and many acts of kindness.
- More ideas in the Bear Handbook and [at this District page](#) with many small ways to help and be kind.
 - Service Projects don’t need to be large – they are always kind.

◆ **Activity 4: Common Beliefs (Requirement 4:** “With your parent or legal guardian identify a religion or faith that is different from your own. Determine two things that it has in common with your family’s beliefs.”) (Parent leader: _____)

- There will be a “Common Faith Elements” worksheet in the [activity card](#) for this Requirement, but the Bear Handbook offers some likely common elements, like “family is important” and “be kind to each other”.
- You might use the Scout Law as a jumping off point, like “which points of the Scout law are in common with the different beliefs of different families?”
 - Surely most if not all of “trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent” will be in common across faiths and across families.

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/fellowship/>. 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 your parent or legal guardian talk about your family’s faith traditions. Identify three holidays or celebrations that are part of your family’s faith traditions. Make a craft, work of art, or a food item that is part of your favorite family’s faith tradition, holiday or celebration.

- [Beary Happy Turkey Treats](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Clay Celebration](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [I Heart String Art](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

2. With your family, attend a religious service OR other gathering that shows how your family expresses reverence.

- [Attend a Religious Service](#) (Travel; 1 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Chartered Partner Celebration](#) (Travel; 2 of 5 Energy; 1 of 5 Supplies; 4 of 5 Prep Time)
- [Veterans Day Celebration](#) (Travel; 2 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

3. Carry out an act of kindness.

- [Kindness Jar](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Make a Friend](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)
- [Thank a Teacher](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. With your parent or legal guardian identify a religion or faith that is different from your own. Determine two things that it has in common with your family’s beliefs.

- [Common Faith Elements](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Bear 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.

Bear – 3rd Grade

A Bear Goes Fishing

A “Fishing” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Grizzly bears in the wild use their fishing skills to catch good, nutritious food. After you complete this Adventure, you'll be able to do the same thing. You won't have to use your paws and teeth, however. Instead, you'll use a cane pole or a rod and reel. You'll also learn about the fish that live nearby and the rules that must be followed when fishing. And who knows? You may discover a hobby that you can enjoy for years to come. So, grab your tackle, and let's go fishing!



The QR Code above takes you to scouting.org/cub-scout-adventures/a-bear-goes-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 Bear Handbook

1. Learn about three types of fish in your area.
2. Learn about your local fishing regulations with your den leader or an adult.
3. List three of the regulations you learned about, and one reason each regulation exists.
4. Become familiar with the safe use of the fishing equipment you will be using on your outing.
5. Learn the proper way to attach the hook, lure, or fly to the line.

6. Go on a fishing adventure, and for 30 minutes or more, put into practice the things you learned about fish and fishing equipment.

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 A Bear Goes Fishing adventure in the Bear Handbook.

- Key is to decide where to go fishing ... and be sure that when you do 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.
 - 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: [redacted]) 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 – use those if you like them):

◆ **Activity Intro:** (Parent leader: [redacted]) 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 Fish are Out There? (Requirement 1:** *“Learn about three types of fish in your area.”*) (Parent leader: [REDACTED])

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

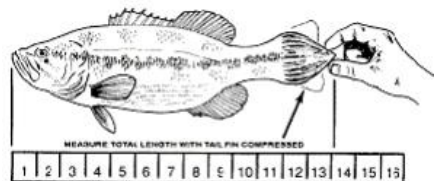
Most importantly, ask your fishing destination or those fishing at your destination. They Know!

- Especially stocked commercial fishing ponds and operations.



◆ **Activity 2: Fishing Rules (Requirement 2:** *“Learn about your local fishing regulations with your den leader or an adult.”*) (Parent leader: [REDACTED])

- Discuss rules to follow when fishing. These can include state and local laws (like license requirements and rules about how to fish) and local property owner requirements (about how to fish in their water).
 - Explain that these rules (which are sometimes called regulations) are important because they help protect the fish and also protect the environment in which the fish live.
 - And that it is important that we learn these rules, understand what they mean, and promise to obey them. After all, a Scout is obedient!
- Common Regulations include the following – discuss with your Scout and have your Scout list at least three and why we have them:
 - Rules about where and when you can fish.
 - So that areas that should not be over-fished are protected.
 - Fishing seasons help protect fish from being disturbed at critical times when they need protection.
 - And be safe for people too, like do not fish in or near a swimming area.
 - Requirements for licenses.
 - To limit the number of fishers so that the number of fish taken won't be too great.
 - And to help ensure fisher people know the rules!
 - How many fish you are allowed to catch and keep.
 - These help keep fish populations strong enough to survive.
 - And also allow fishers to catch that kind of fish in the future.
 - How big a fish must be to keep.
 - So that immature fish can grow up!
 - In some places you must put the fish you catch back in the water. This is called “catch and release”.
 - It is a good way to make sure fish can continue to live in the place you are fishing.
 - And: A Scout is Kind!
 - Always ask permission before fishing on another person's property. A Scout is courteous.
 - Do not intrude on a spot where others are already fishing. (A Scout is friendly.)



◆ **Activity 3: Rules? Why Rules? (Requirement 3: “List three of the regulations you learned about, and one reason each regulation exists.”)** (Parent leader: _____)

- OK, if you’ve just had discussion in Activity 2 about “local fishing regulations”, now it’s time to ask Scouts what they learned.
- While the Adventure Resources have some worksheet activities, you can just allow the Scouts to share back what they’ve learned about three rules. Either way is fine.

◆ **Activity 4: Fishing Safely (Requirement 4: “Become familiar with the safe use of the fishing equipment you will be using on your outing.”)** (Parent leader: _____)

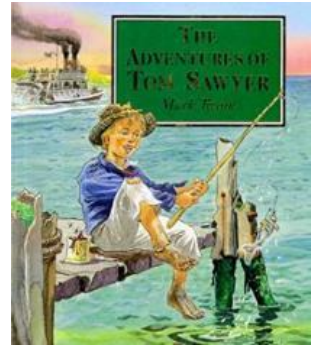
- Depending on where you’re fishing and what you’re fishing for, your fishing equipment could range from very simple to very complex.
- Fishing in a pond or off a dock could be done with a simple pole plus string plus hook plus bait. Just like Tom Sawyer.
- Most fishing uses a “rod and reel” set to allow the fisherperson to cast the hook from a distance to where the fish gather.

• **Parts of a fishing “rod”:**

- **Butt Cap:** Bottom of the handle, made of rubber or cork.
- **Handle or Grip:** Where you hold the rod; made of foam or cork.
- **Reel Seat:** This is where your reel gets attached to the rod.
- **Hook Keeper or Keeper Ring:** Place to hook your hook so you won’t impale yourself when you’re on the move.
- **Butt:** This is the thick part of your rod that closest to the handle.
- **Guides:** These are the rings going all the way down the rod – they “guide” the line down the length of rod to the tip. The number, spacing, and size of the guides depend on the kind of rod you are using. But, generally speaking, the more guides the better. A higher quality rod will have at least one guide for every foot of its length (i.e. 6-foot rod should have at least 6 guides).
- **Butt Guide:** The guide closest to the handle end of your rod. Its located on the thickest part of the rod (butt).
- **Wrapping:** Wrappings are how the guides get and stay attached to the rod. Wrappings are basically string that gets wound around the foot of the guide and is then painted over with a kind of glossy enamel to protect it.

• **Parts of a fishing “reel”:**

- **Reel Body:** Housing refers to the main component of a fishing reel surrounding the mechanical parts.
- **Reel Handle:** The handle is rotated by hand to retrieve line back to the rod after making a cast. The handle should be smooth and comfortable to hold. Most reel handles are either round or T-bar shaped and can be operated by either the right or left hand (depending on which socket is used to secure the handle to the reel body).
- **Reel Spool:** The spool is the part of a reel that holds the fishing line, but it also plays an important role in casting distance and smoothness.
- **Drag Adjustment:** The drag adjustment knob looks like a dial and is generally found on the top of the spool. Learn how to set the drag according to the breaking strength of the line.
- **Bail:** The bail on a spinning reel acts as a gate for the line on the reel spool. When the bail is engaged, fishing line is prevented from unwinding from the spool. When the bail is open, as it would be when



casting, it releases line from the spool. During line retrieval, the bail serves to guide fishing line back onto the spool of the reel.

◆ **Activity 5: Tie One On (Hook, Lure, or Fly) (Requirement 5:** *“Learn the proper way to attach the hook, lure, or fly to the line.”*) (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 Bear Handbook – more views below.

- Improved clinch knot:**

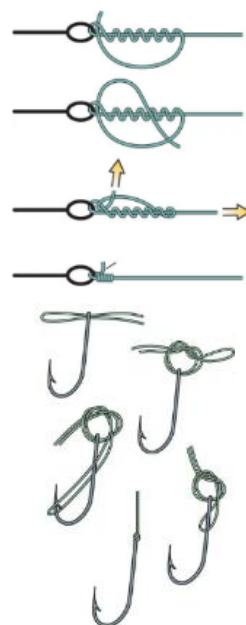
- Run the end of the line through the eye of the hook.
- Double the line back, and make six twists around the standing part (the long part of the line).
- Run the end of the line through the small loop where the line joins the eye and then back through the large loop you just formed.
- Partially close the knot and moisten it a little 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.

- 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 6: Fish On! (Requirement 6:** *“Go on a fishing adventure, and for 30 minutes or more, put into practice the things you learned about fish and fishing equipment.”*) (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!

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/a-bear-goes-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. Learn about three types of fish in your area.

- [Cast and Catch](#) (Indoor; 4 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Fish Field Trip](#) (Travel; 3 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Local Fish Expert](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 4 of 5 Prep Time)
- [Types of Fish](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Learn about your local fishing regulations with your den leader or an adult.

- [Local Fish Expert](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 4 of 5 Prep Time)
- [Post That Fish](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

3. List three of the regulations you learned about, and one reason each regulation exists.

- [Create Your Own Matching Game](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [What I Learned](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

4. Become familiar with the safe use of the fishing equipment you will be using on your outing.

- [Bamboo Pole](#) (Outdoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Rod and Reel](#) (Outdoor; 3 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

5. Learn the proper way to attach the hook, lure, or fly to the line.

- [Simple Fishing Knots](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

6. Go on a fishing adventure, and for 30 minutes or more, put into practice the things you learned about fish and fishing equipment.

- [Bear Goes Fishing](#) (Travel; 4 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Fishing Derby](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Bears On Bikes

A “Cycling” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Get together with your den, pack, or family to go on a bike ride. In this Adventure, you'll learn what to wear to ride your bike safely and some basic maintenance.

Then get ready for a bike ride. Grab your helmet, check your tires, and head out on another Cub Scout Adventure.



The QR Code above takes you to scouting.org/cub-scout-adventures/bears-on-bikes/ ↑

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 Bear Handbook

1. Show how to properly wear a bicycle helmet.
2. Decide what you should wear when riding a bike.
3. Demonstrate proper hand signals.
4. Demonstrate how to adjust saddle height.
5. Demonstrate how to operate brakes.

6. Learn how to use a pump to inflate your tires. Discuss why riding with low-pressure or flat tires is unsafe and can cause damage to your bike.

7. With your family, den, or pack, follow the buddy system and go on a 30-minute bike ride.

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 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.

PREPARATION (and materials needed): Read the Bears On Bikes adventure in the Bear 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.
 - Pick a place to ride bikes that will be free of automobile traffic. Many parks and playgrounds work if there is enough space. But a bike pathway away from cars is the best option for a 30 minute ride.
- Share what families should bring: bike, bike helmet, 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.
 - At a bike shop, you might be able to use some "loaner" bikes. Or take a bike on a "test ride"!
- Other equipment needed includes: bicycle air pump, tire pressure gauge, bike chain lubrication, flathead and Philips head screwdrivers, variety of Allen wrenches.

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 – 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: Helmets Help! (Requirement 1:** "Show how to properly wear a bicycle helmet.") (Parent leader: _____)

- When we ride bikes wearing a helmet is one of the most important safety gear we have. A bicycle crash can happen at any time. A properly fitted bicycle helmet reduces the risk of head injury.
 - More children aged 5 to 14 go to hospital emergency rooms for injuries associated with bicycles than with any other sport. Many of these injuries involve the head.
 - Just like any safety gear, in order for it to work properly you have to wear it properly.
- Demonstrate to know that your bike helmet is fitted properly and if it doesn't how to adjust it.
 - Your helmet should fit snugly but not so tightly that it's uncomfortable.
 - While it is sitting flat on top of your head, make sure the helmet doesn't rock side to side.

- Sizing pads come with new helmets; use the pads to securely fit to your head.
- Mix or match the sizing pads for the greatest comfort.
- If the helmet has a universal fit ring instead of sizing pads, adjust the ring size to fit the head.
- The helmet should sit level on your head and low on your forehead—one or two finger-widths above your eyebrow. If the helmet is tipped back, it won't protect your forehead.



- Center the left buckle under the chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This task is easier if you take the helmet off to make these adjustments.
- Adjust the slider on both straps to form a "V" shape under, and slightly in front of, the ears.
 - Lock the slider if possible.
- Buckle your chin strap.
 - Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap.
- Does your helmet fit right?
 - Open your mouth wide...big yawn! The helmet should pull down on the head. If it doesn't, tighten the chin strap.
 - Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle, shorten the front strap by moving the slider forward. Buckle, retighten the chin strap, and test again.
 - Does your helmet rock forward into your eyes? If so, unbuckle, tighten the back strap by moving the slider back toward the ear. Buckle, retighten the chin strap, and test again.

◆ Activity 2: Cycling Clothes (Requirement 2: “Decide what you should wear when riding a bike.”)

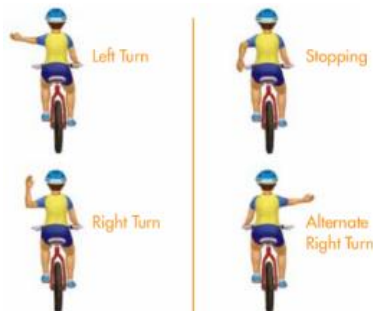
(Parent leader: _____)

- Clothing choices for riding a bike are mainly about comfort and safety, not fashion.
- Comfort issues:
 - Will you be too hot or too cold? Will riding like the wind make you too cold? Adjust as needed.
 - Might it rain? Do you need raingear?
 - Socks with your shoes.
- Safety issues:
 - A helmet, of course, but also closed shoes.
 - Clothing that stays close to your body (won't get caught in bike chains or gears).
 - Bright colors so that you are seen by drivers and others. Reflective tape on your bike, helmet and clothes help as well.
 - Kneepads and elbow pads may be helpful.



◆ Activity 3: Hand Signals (Requirement 3: “Demonstrate proper hand signals.”) (Parent leader: _____)

- Demonstrate the arm signals that your Scout and you should use when out on the road.
 - Have them look at the examples in their handbooks to reinforce each.
 - Have your Scout demonstrate those signals – maybe play “follow the leader” while walking at home (before you get on bikes).
 - Use the signals to show which way you're going.
 - Switch off the “leader” role, and let your Scout lead you.
 - Make sure you signal in plenty of time so that those behind you know what you're going to do.



◆ Activity 4: Saddle Up! (Requirement 4: “Demonstrate how to adjust saddle height.”) (Parent leader: _____)

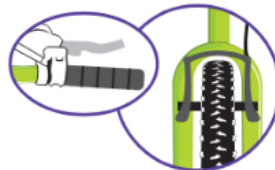
- Explain to the Scouts that you know your bike seat is at the right height if you can keep your hips stable on the bike instead of rocking them back and forth to reach the bottom of the pedal stroke.
 - When your foot is at the lowest point while pedaling, you want your knee to be slightly bent, not locked out completely straight or curved.
 - For a first pedal bike, being able to touch the ground easily will boost the rider's confidence as they take on pedaling. For best results, make sure the rider can put feet flat on the ground, with a slight bend in the knees. If the rider's heel is slightly lifted off the ground, lower the seat. If the rider's knees are noticeably bent, add height to the seat. As a rider gets more experience, the seat can go higher.
- Using the EDGE method do the following:
 - E: Explain how to adjust the seat: “Pull the lever under the seat away from the bar, and it should loosen.”
 - D: Demonstrate how to adjust the seat, while you are explaining how to do it.

- G: Guide each Scout by giving them the ability to try to do it on their own and assisting them if needed.
- E: Enable them to take a turn adjusting their own seat.



◆ **Activity 5: Brake! (Requirement 5:** *“Demonstrate how to operate brakes.”*) (Parent leader: [redacted])

- Coaster brakes: check the brakes by placing the bike upside down and using your hand to peddle the bike forward. Then spin the peddle backward to stop the wheel.
- Hand brakes make sure levers don't hit the handlebars when squeezed.
 - Lift one end of the bike at a time to spin the wheel and apply the brake to see if the tire stops.
 - Check to see that the brake pads are clean, and straight, and make contact with the tire rims properly.



◆ **Activity 6: Pump It Up! (Requirement 6:** *“Learn how to use a pump to inflate your tires. Discuss why riding with low-pressure or flat tires is unsafe and can cause damage to your bike.”*) (Parent leader: [redacted])

- Proper air pressure in your bicycle tire is really important because it'll make your ride smoother and faster, and it will prevent pinch flats.
 - How much air pressure you need depends on the kind of bike, the kind of tire and where you're riding.
 - Most every bike tire lists its recommended pressure right on the edge of the tire's sidewall.
 - It's usually a range, say from 35 to 80 psi (that stands for “pounds per square inch”).
 - For example, if it says 60 PSI that means that the pressure pushing out on the tire is equal to 60 pounds for every 1 inch by 1 inch square on the tire.
- Show Scouts that on a bike tire where it indicates how much air should be in the tire.
 - Explain that air in bike tires expands and contracts with weather conditions. Air expands when it is hot and contracts when it is cold.
 - You always should check your tire pressure before riding.
- Demonstrate how to check the tire pressure with the tire pressure gauge and compare it to what the pressure should be.
 - Demonstrate how to pump the tire up to the proper pressure.
 - Release the pressure in the tire and allow each Scout to check the pressure and pump air into the tire to reach the proper pressure.



◆ **Activity 7: Ride On! (Requirement 7:** *“With your family, den, or pack, follow the buddy system and go on a 30-minute bike ride.”*) (Parent leader: [redacted])

- All bike rides are local, so determine how and where you will ride.

- 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.
- The bike ride needs to be safe and fun – going slow is fine.
 - The Cub Scout Motto is “Do Your Best!”, so you and your Scout should do your best – and hopefully learn to love riding bikes for a lifetime. If Scouts cannot yet ride without training wheels, that’s okay!

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/bears-on-bikes/>. 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. Show how to properly wear a bicycle helmet.

- [Helmet Relay](#) (Outdoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Decide what you should wear when riding a bike.

- [Dress the Cub Scout](#) (Outdoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

3. Demonstrate proper hand signals.

- [Bear Says](#) (Outdoor; 3 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Left Turn, Right Turn](#) (Outdoor; 4 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

4. Demonstrate how to adjust saddle height.

- [Saddle Up](#) (Outdoor; 2 of 5 Energy; 2 of 5 Supplies; 4 of 5 Prep Time)

5. Demonstrate how to operate brakes.

- [Brake Test](#) (Outdoor; 5 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)

6. Learn how to use a pump to inflate your tires. Discuss why riding with low-pressure or flat tires is unsafe and can cause damage to your bike.

- [Pump It Up](#) (Outdoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

7. With your family, den, or pack, follow the buddy system and go on a 30-minute bike ride.

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

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Bear 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.

Bear – 3rd Grade

Salmon Run

A “Swimming” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Did you know that nearly three-fourths of the Earth is covered by water? It is! If you want to explore a lot of the world, you have to go by boat or know how to swim. Grizzly bears are animals that know how to swim even though they live in the forest. They swim in ice-cold rivers to catch the salmon they eat. As a Bear Scout, you will get to go swimming, too – not to catch fish, but to have fun. In this Adventure, you'll learn about swimming and boating and how to stay safe around the water.



The QR Code above takes you to scouting.org/cub-scout-adventures/salmon-run/ ↑

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 Bear Handbook

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

1. With your den or an adult, identify the attributes of qualified adult supervision at a swimming activity.
2. Learn the three swimming ability groups for Scouting America and water depths appropriate for each.

3. Go swimming with your den, pack, or family for 30 minutes using the buddy system.
4. Demonstrate the use the buddy system, buddy checks, and ability groups with your den or an adult.
5. Attempt the Scouting beginner swim test.
6. Demonstrate both a reach rescue and a throw rescue.

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 Salmon Run adventure in the Bear 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.
 - 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 (ideas below in Activity 3/Requirement 4)

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.

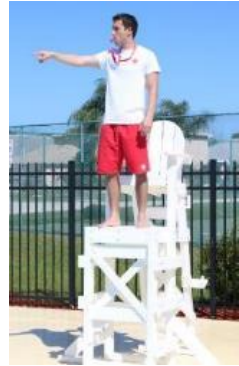
ACTIVITIES (See also other Activities linked at Adventure Resources – use those if you like them):

◆ **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.

- Use this time to confirm that you have relevant health history for all participants in the water. The Scouting America [Annual Health and Medical Record](#) can be used for this.

◆ **Activity 1: Swimming Safety Supervision (Requirement 1:** “With your den or an adult, identify the attributes of qualified adult supervision at a swimming activity.”) (Parent leader: _____)

- The first rule of Safe Swim Defense is to make sure there is an adult who is properly trained oversee the swimming activity. This is called **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.
- Related to that is **Response Personnel or 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.
- Also: have a **Lookout**. The lookout continuously monitors the conduct of the swim, identifies any departures from Safe Swim Defense guidelines, alerts rescue personnel as needed, and monitors the weather and environment.
- Ask Scouts questions to ensure they understand the meaning of “Qualified Supervision.” Examples:
 - What type of job or training would a person have to meet the guidelines? *Aquatics Instructor, Scouting America; Scouting America Lifeguard; Scouting America Swimming & Water Rescue; or other lifeguard, swimming instructor*
 - What are the responsibilities of the person performing qualified supervision? *Watching swimmers and boaters.*
 - How old must someone be to be eligible as the lead qualified supervisor? *21*
 - How many Cub Scouts are assigned for each qualified supervisor? *10*
 - Where would you find someone to supervise your swimming Adventure? *Scouting America trained adult, lifeguard at a local swimming pool or Scout camp.*



◆ **Activity 2: Swimming Ability Groups (Requirement 2:** “Learn the three swimming ability groups for Scouting America and water depths appropriate for each.”) (Parent leader: _____)

- For safe swimming, Scouting requires that everyone be placed into an **Ability Groups**.
- Swim Areas:
 - Nonswimmers may swim in water **no more than waist to chest deep**.
 - Beginners may swim in water **standing depth and may extend to depths just over the head**.
 - Swimmers may swim in water **up to 12 feet in depth in clear water**.
 - The swimming area for the different groups will be marked by ability groups and should be enclosed by physical boundaries such as the shore, a pier, or lines.
 - You cannot go beyond your ability groups swimming area.
 - Nonswimmers must stay in the nonswimmer area, beginners can go in the nonswimmer and beginner area. Swimmers can swim in any of the three areas.

◆ **Activity 3: Buddy System and Buddy Checks (Requirement 4:** “Demonstrate the use the buddy system, buddy checks, and ability groups with your den or an adult.”) (Parent leader: _____)

Buddy System. When we swim, every participant is paired with another.

- Before entering the swimming area gather Cub Scouts and adults. Have the adult serving as the qualified supervision introduce themselves and show the den where the buddy board is.
 - Pass out buddy tags to each Cub Scout and adults.
 - Have Cub Scouts and adults buddy up and place their buddy tags on the buddy board.

- Have the adult serving the adult serving the qualified supervision explain how the buddy board works and how to properly enter the swimming area.
 - 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.
 - Buddy tags and portable or homemade "buddy boards".
 - At a pool or a state park lake while you'll be sure to have Qualified Supervision and the other elements, you may not have a big wooden buddy board or "buddy tags".
 - But you have alternatives: A simple list of names on a piece of paper is adequate for tracking those in the water and their ability classification.
 - Have nonswimmer, beginner and swimmer sections of the sheet, write the names of buddies as they enter in their ability area, and scratch them off when they leave.
 - Other options include tongue depressors stuck in the sand, or wooden clothespins strung on a line. Use waterproof markers are used to print names and color the ends by ability groups.
 - Here's a tongue depressor system description:
 - Prior to the trip, each camper's full name and assessed swimming ability is written (with permanent marker) on a tongue depressor to be used in a similar way as a buddy tag.
 - At the site, an area on the ground near the beach is selected to serve as the "buddy board" and nonswimmer, beginner and swimmer areas are scratched or scraped into the soil or outlined with sticks on the ground.
 - Each camper's tongue depressor is stuck into the ground next to his/her buddy's and in the assigned swimming area.
 - When buddy pairs change swimming areas or exit the water, their tongue depressors are relocated to the new area or removed from the ground.
-
-

◆ **Activity 4: Swim Test Time (Requirement 5: “Attempt the Scouting beginner swim test.”)** (Parent leader:)

- **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.
- **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 5: Rescue Me (Reach Rescue and Throw Rescue) (Requirement 6:** *“Demonstrate both a reach rescue and a throw rescue.”*) **(Parent leader: [REDACTED])**

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 Bear 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.

1. REACH



- **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.

2. THROW



- **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.

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 6: In The Water With Your Buddy (Requirement 3:** *“Go swimming with your den, pack, or family for 30 minutes using the buddy system.”*) **(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 Activities above.
- Have fun 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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/salmon-run/>. 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 your den or an adult, identify the attributes of qualified adult supervision at a swimming activity.

- [Qualified Supervision Bear](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

2. Learn the three swimming ability groups for Scouting America and water depths appropriate for each.

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

3. Go swimming with your den, pack, or family for 30 minutes using the buddy system.

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

4. Demonstrate the use the buddy system, buddy checks, and ability groups with your den or an adult.

- **Buddies in Swimming** (Travel; 4 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

5. Attempt the Scouting beginner swim test.

- **Beginner Swim Test** (Travel; 5 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)

6. Demonstrate both a reach rescue and a throw rescue.

- **Reach and Throw Rescue** (Travel; 4 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

The eight points of the Safe Swim Defense (some covered above):

- 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 America Safe Swim Defense.
- 2) **Personal Health Review.** A complete health history is required of all participants as evidence of fitness for swimming activities. The Scouting America **Annual Health and Medical Record** can be used for this. You should never go swimming if you feel sick.
- 3) **Safe Area** means that all swimming areas must be carefully inspected and prepared for safety prior to each activity. Water depth, quality, temperature, movement, and clarity are important considerations. Hazards must be eliminated or isolated by conspicuous markings and discussed with participants. Another Safe Area issue is Controlled Access: There must be safe areas for all participating ability groups to enter and leave the water. Swimming areas of appropriate depth must be defined for each ability group. The entire area must be within easy reach of designated rescue personnel. The area must be clear of boat traffic, surfing, or other non-swimming activities.
- 4) **Response Personnel or 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.** The lookout continuously monitors the conduct of the swim, identifies any departures from Safe Swim Defense guidelines, alerts rescue personnel as needed, and monitors the weather and environment.
- 6) **Ability Groups.** All youth and adult participants are designated as swimmers, beginners, or nonswimmers based on swimming ability confirmed by standardized Scouting swim classification tests. The swimming area will be marked by ability groups and you cannot go beyond your ability groups swimming area. Nonswimmers must stay in the nonswimmer area, beginners can go in the nonswimmer and beginner area, and swimmers can swim in any of the three areas.
- 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. During our swimming time when a lifeguard or adult calls for a buddy check you must exit the water with your buddy and hold your buddy's hand up. A count will be done to make sure everyone is safe before anyone gets back into the water.
- 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.

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Let's Camp Bear

A “Camping” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Camping is a fun way to spend time with family and friends.

Prepare for your campout by gathering what you will bring with you and setting up a tent.

Your den leader and parents will help you get ready.

Find the best spot to pitch your tent and make it your home for the campout.



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

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 Bear Handbook

1. Review the buddy system and how it works in the outdoors.
2. Pack your Cub Scout Six Essentials for the campout.
3. In addition to your Cub Scout Six Essentials, show the personal items you need for your campout.
4. Help set up a tent. Determine a good spot for the tent. Explain why you picked the spot.
5. Attend a council or district Cub Scout overnight camp or attend a campout with your pack.

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 at a campout (or break it up during the campout – you'll be there for a while) so long as campers bring the gear they need (the Bear Handbook can help with that). You might also split into two sessions and do the first three requirements in advance of the campout.

PREPARATION (and materials needed): Read the Let's Camp Bear adventure in the Bear Handbook.

- Key is to decide where to go on your campout ... and to be sure your Pack has planned for a fun and safe campout. This plan is not a full campout plan ... just the Adventure plan. Also: an overnight campout is not a "single den" activity – it needs to be a Pack activity, but all dens can do their own "Let's Camp" Adventure.
 - Communicate with the families about when and where you will go, and what they need to bring.
 - **This checklist** might help families know what to bring, but you may see other items need in your locale. To complete the requirements, you need to have one or more tents for Scouts to set up, and Scouts need to "show" the gear that they are packing for the campout.
 - For this Adventure, work at home before the campout will include Requirement 3 about "*the personal items you need for your campout*") so that they can pack properly.
 - The Six Essentials are: first-aid kit, filled water bottle, flashlight, trail food, sun protection, and whistle.
- To develop a full fun and safe campout plan ... attend Basic Adult Leader Outdoor Orientation (BALOO).
 - This one-and-a-half day course is an introduction to the Cub Scout outdoor program for leaders interested in adding a camping component to their Pack activities.
 - **BALOO training** consists of an online pre-requisite component (found in my.scouting.org) in addition to an overnight hands on practical experience with other Cub Scout Leaders.
 - Completion of this course is mandatory for a minimum of one adult on a Pack overnighiter.

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 – 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: Campout Buddy System (Requirement 1:** "*Review the buddy system and how it works in the outdoors.*") (Parent leader: _____)

Learn about the buddy system and how it works on your campout.

- The buddy system is when two Cub Scouts work together, share, and keep each other safe. The den leader decides how buddies are paired.
 - You cannot change buddies unless the den leader approves and everyone knows their new buddy.
- Having a buddy is very important when you are doing an activity outdoors.



- When you have a buddy, you are not to let your buddy out of your sight.
- Each Scout picks a “buddy” for the duration of the event. (If you have an uneven number of Scouts, put three together in one group.)
 - As buddies you are friends, so remember the points of the Scout Law to be friendly, courteous, and kind to each other.
 - You keep each other safe by following any rules or instructions for the activity.
- Discuss with the Scouts: Why is it important to remember our buddy when we are outside? Why is it important to have a buddy when you have to leave the group?

◆ **Activity 2: Six Essentials (Requirement 2:** *“Pack your Cub Scout Six Essentials for the campout.”*)

(Parent leader: _____)

- Here’s the Cub Scout Six Essentials (for more, see: <https://vimeo.com/498051015>):
 - **First-aid kit:** adhesive bandages, moleskin, gauze, antibiotic ointment, etc.
 - **Water bottle:** filled and large enough to last until it can be filled again.
 - **Trail food:** can be made as a den activity prior to hike or campout.
 - **Sun protection:** sunscreen of SPF 30 or greater and a hat
 - **Flashlight:** small, for emergency use only
 - **Whistle:** also for emergency use only



◆ **Activity 3: Other Campout Personal Gear (Requirement 3:** *“In addition to your Cub Scout Six Essentials, show the personal items you need for your campout.”*) (Parent leader: _____)

- Discuss with Scouts what gear they should bring on a campout for their own personal care and comfort, based on where and when you are camping. If camping when you review this, review what they brought.
 - Maybe break it down to what they **“need”** to bring and what they might **“want”** to bring.
- **“Need”** items:
 - Cub Scout Six Essentials
 - Sleeping Bag or blankets
 - Waterproof ground cloth or plastic sheet
 - Tent
 - Eating utensils (may be with Pack gear)
 - Clothes (including at least one extra set, plus different sleeping clothes)
 - Durable closed toe shoes
 - Hat or cap (sun protection)
 - Toothbrush and toothpaste
- **“Want”** items:
 - Pillow, sleeping pad or air mattress
 - Camp Chair
 - Cub Scout uniform
 - Bear Handbook
 - Camera
 - Notebook and pencil
 - Fishing pole and gear
 - Binoculars
 - Nature books, other books (Potter? Poetry?)
 - Sunglasses

- Other personal items like soap in container, toilet paper, washcloth and towel (may be with Pack gear)
- Insect repellent
- Raincoat or poncho, and warm jacket
- Gloves (if it will be cold)



- As you discuss, steer them to items like tents, sleeping bags, ground cloths, pillows, sleeping pads or mattresses, warm clothes, raincoats, eating utensils, hats or caps, toothpaste/toothbrushes, etc.
 - Maybe ask which items they think are the most important, going around the group and letting each one choose something. Have each Scout say why he picked that item (i.e., a sleeping bag to stay warm at night, to sleep well, and to be ready for the next day).
 - Continue until all the items have been discussed. Talk about the importance of each item on the list, not just the first two or three that were picked. Don't forget the Cub Scout Six Essentials!
- Maybe have all of those items, and pull out each item one by one. Ask the Scouts if the item is a Six Essential, a needed item, or something they may want to bring but isn't needed.
 - Call out items that are part of the Cub Scout Six Essentials and why they are essential.
 - Describe why the "need" items may be important to take.
 - Describe why the "want" items are nice but not needed.

◆ **Activity 4: Set Up A Tent (Requirement 4: "Help set up a tent. Determine a good spot for the tent. Explain why you picked the spot.")** (Parent leader: [REDACTED])

The details of this Requirement will depend on what kind of tent you're setting up.

- Step One: Read the instruction booklet! (Some tents attach instructions).
 - Practice at home in advance!
- Tent Site Selection -- at the campsite:
 - Choose a level spot that drains well – don't be in the bottom where water will flow.
 - Look Up? Do you see dead limbs that might fall? Don't tent under those dead limbs!
 - Remove stones and sticks, but don't disturb the natural ground cover.
 - Always look for signs of creepy critters. Don't set up your tent on anthills or nests!
- Here are a few generic tips for when you're ready to pitch your tent (follow *your* tent's instructions):
 - Spread out your tent's footprint, or a ground cloth, to protect the tent floor from moisture, sharp objects and dirt.
 - Unfold the tent on top of the footprint or ground cloth.
 - Pull out the corners of the floor and stake them to the ground, then assemble the poles and put them in place.
 - If needed, use taut line hitches to tie the free ends of guylines around stakes you've pushed into the ground, and pull the lines tight.
 - Put a rain fly over the tent, and stake it down.
- Ask Scouts the following questions:
 - What was the hardest part about putting together your tent?
 - How could you work better as a team next time?
 - If we are on a campout, where should we put our tent?



- What do you think determines a good tent site?

◆ **Activity 5: Attend a Campout (Requirement 5:** *“Attend a council or district Cub Scout overnight camp or attend a campout with your pack.”*) (Parent leader:)

- Simple: attend your campout, follow the instructions of your campout leader, and have fun.
- The Requirement says “attend” but does not specify that you must camp overnight. We want you to, but if that’s beyond what the family is ready to do, the requirement is satisfied if you attend. “Do Your Best!”

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/lets-camp-bear/>. 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 the buddy system and how it works in the outdoors.

- **Bear Buddies Rule** (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- **Standing Bear Buddies** (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

2. Pack your Cub Scout Six Essentials for the campout.

- **Bear Backpack** (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- **Cub Scout Six Essentials Word Search** (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. In addition to your Cub Scout Six Essentials, show the personal items you need for your campout.

- **Check It Off The List** (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- **Den Approval** (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- **Musical Gear** (Indoor; 5 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

4. Help set up a tent. Determine a good spot for the tent. Explain why you picked the spot.

- **Pitch It Fast** (Indoor; 4 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- **Tent Set Up** (Outdoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

5. Attend a council or district Cub Scout overnight camp or attend a campout with your pack.

- **Let’s Camp Bear** (Outdoor; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Bear 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.

Bear – 3rd Grade

Whittling

A “Knife Safety” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

A pocketknife is a useful tool to have for Scouting activities. It can also be dangerous if you don't use it the right way. In this Adventure, you will learn how to use a pocketknife safely. You will also get to learn the basics of carving.

Completing the Whittling Adventure grants the Scout the privilege of carrying and using a pocketknife at Scouting events as approved by your Den and Pack leaders.



The QR Code above takes you to scouting.org/cub-scout-adventures/whittling/ ↑

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 Bear Handbook

1. Read, understand, and promise to abide by the “Cub Scout Knife Safety Rules.”
2. Demonstrate the knife safety circle.
3. Demonstrate that you know how to care for and use your pocketknife safely.
4. Make two carvings with a pocketknife.

(Note: as of 6/19/2024, scouting.org/cub-scout-adventures/whittling/ says Requirement 4 is “Read, understand, and promise to abide by the “Cub Scout Knife Pledge.” But the Bear Handbook says

Requirement 4 is “Make two carvings with a pocketknife.” Because we cannot find a new “Cub Scout Knife Pledge” we’re going with the Handbook.)

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 Whittling adventure in the Bear 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 woodcarver to attend to assist. This is great for parents and extended family.
- 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!
 - Sharpening stones, and old rags for wiping down knife blades.
 - Bar of Ivory soap and plastic knives with serrated edges for each Scout’s first carving.
 - Small blocks of soft wood for the second carving.

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 – 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.

- This is also a good time to reinforce the two Scout Law points of being trustworthy and obedient.

◆ **Activity 1: Cub Scout Knife Safety Rules (Requirement 1: “Read, understand, and promise to abide by the ‘Cub Scout Knife Safety Rules.’”)** (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: [redacted])

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: Pocketknife Use and Care (Requirement 3: “Demonstrate that you know how to care for and use your pocketknife safely.”)** (Parent leader: [redacted])

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

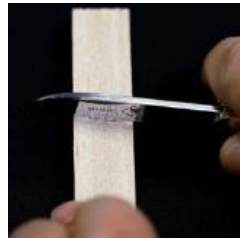
- Start in your knife safety circle. Always “cut away” from you.
- The “Rough Cut” below is the typical first “whittle away” cut (holding the knife by the handle, making big cuts).
- The “Push Cut” below is for smaller cuts (using the thumb for control).
- The “Stop Cut” is useful to be sure your Push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

Rough Cut

Push Cut

Stop Cut





◆ Activity 4: Whittle Away (Requirement 4: “Make two carvings with a pocketknife.”) (Parent leader: [redacted])

The Adventure Resources offer Activity Cards for a [Potato Printing Press](#) and [Soap Carving](#).

- What they carve is up to you.
 - Soap Fish? Sure. Or carve carrots, potatoes, more.
 - Stick for s'mores or hot dog? It's a carving!
- Your Scouts will want to try carving wood, so start with soft woods like pine or balsa wood.
- There are also whittling kits with patterns and instructions.



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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/whittling/>. 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. Read, understand, and promise to abide by the “Cub Scout Knife Safety Rules.”

- [Knife Safety Rules Bear](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Knife Safety Rules Charades](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Demonstrate the knife safety circle.

- [Knife Safety Circle Bear](#) (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 your pocketknife safely.

- [Pocketknife Sharpening Practice Bear](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

4. Make two carvings with a pocketknife.

- [Potato Printing Press](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Soap Carving](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Bears Afloat

A “Boating” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Grip, shaft, throat, shoulder, blade, and tip are all parts of a paddle. In this Adventure, you'll discover the world of paddle crafts. Canoes, kayaks, and stand-up paddleboards all rely on you as the source of power. There are places that you can get to only by paddle craft.

You will also learn how to be safe when using a paddle craft, from learning about your equipment to proper ways to paddle your craft.



The QR Code above takes you to scouting.org/cub-scout-adventures/bears-afloat/ ↑

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 Bear Handbook

1. Before attempting requirements 6 and 7 for this Adventure, you must pass the Scouting swimmer test.
2. Pick a paddle craft you'll use to complete all requirements: canoe, kayak, or stand-up paddleboard.
3. With your den or an adult, discuss the role of qualified adult supervision at a paddle craft activity.
4. Explain the safety rules to follow when safely using a paddle craft.
5. Discover how to tell if a life jacket is the correct size and approved for your paddle craft activity. Demonstrate how to wear it.

6. Explore how your paddle craft responds as you move your paddle through the water from different places.
7. 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 Bears Afloat adventure in the Bear 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](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 – 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 6 and 7 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 you'll use 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: Qualified Adult Supervision (Requirement 3:** *“With your den or an adult, discuss the role of qualified adult supervision at a paddle craft activity.”*) (Parent leader: _____)

- The first rule of Safe Swim Defense is to make sure there is an adult who is properly trained oversee the swimming activity. This is called **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.
- Related to that is **Response Personnel or 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.
- Also: have a **Lookout**. The lookout continuously monitors the conduct of the swim, identifies any departures from Safe Swim Defense guidelines, alerts rescue personnel as needed, and monitors the weather and environment.
- Ask Scouts questions to ensure they understand the meaning of “Qualified Supervision.” Examples:
 - What type of job or training would a person have to meet the guidelines? *Aquatics Instructor, Scouting America; Scouting America Lifeguard; Scouting America Swimming & Water Rescue; or other lifeguard, swimming instructor*
 - What are the responsibilities of the person performing qualified supervision? *Watching swimmers and boaters.*
 - How old must someone be to be eligible as the lead qualified supervisor? *21*
 - How many Cub Scouts are assigned for each qualified supervisor? *5 for paddlecraft*
 - Where would you find someone to supervise your swimming Adventure? *Scouting America trained adult, lifeguard at a local swimming pool or Scout camp.*



◆ **Activity 4: Paddle Craft Safety Rules (Requirement 4:** *“Explain the safety rules to follow when safely using a paddle craft.”*) (Parent leader: _____)

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

- 1) **Qualified Supervision** — See previous activity/Requirement 3.
- 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 5: Life Jacket Size and Safety (Requirement 5:** *"Discover how to tell if a life jacket is the correct size and approved for your paddle craft activity. Demonstrate how to wear it."*) (Parent leader: [redacted])

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 6: Paddle Power (Requirement 6:** *"Explore how your paddle craft responds as you move your paddle through the water from different places."*) (Parent leader: [redacted])

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.

Forward Stroke



Back Stroke



- **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



Draw



Pry



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

◆ **Activity 7: Paddle On! (Requirement 7: “Have 30 minutes, or more, of canoe, kayak, or stand-up paddleboard paddle time.”)** (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.
- 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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/bears-afloat/>. 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 6 and 7 for this Adventure, you must pass the Scouting swimmer test.

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

2. Pick a paddle craft you'll use to complete all requirements: canoe, kayak, or stand-up paddleboard.

- [Picking Paddle Craft](#) (Indoor; 1 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)

3. With your den or an adult, discuss the role of qualified adult supervision at a paddle craft activity.

- [Qualified Supervision](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

4. Explain the safety rules to follow when safely using a paddle craft.

- [Paddling Safely Rule Game](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

5. Discover how to tell if a life jacket is the correct size and approved for your paddle craft activity. Demonstrate how to wear it.

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

6. Explore how your paddle craft responds as you move your paddle through the water from different places.

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

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

- [Paddling Around for Fun](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Champions For Nature Bear

A “Nature and Conservation” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

We have three important resources for all living things on our planet: water, soil, and air. We use water to clean ourselves, our dishes, and our clothes. Soil is the resource that allows us to grow food. The air we breathe goes into our lungs, providing our bloodstream with oxygen.

In this Adventure, you'll discover more about the resources of water, soil, and air and perhaps put what you discover into use with a conservation project. Knowing more about the resources of the planet will help you make good decisions about conserving the resources of our world.



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

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 Bear Handbook

1. **Discover natural resources.**

2. Discover what happens to the wastewater in your community.
3. Investigate soil.
4. Investigate air pollution.
5. Participate in a conservation project.

Meeting Plan

Does this take one Meeting to complete – or more? It's up to the Parents / Leaders! You might squeeze this into a single session but to really engage in the science of the investigations, 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 Bear adventure in the Handbook.

- Cub Scout Six Essentials (first-aid kit, filled water bottle, flashlight, trail food, sun protection, and whistle).
 - Suggest that Scouts and families may be able to minimize cost by gathering items from home rather than purchasing everything new.
- Determine and share your Service Project for Activity 5 (Requirement 5).
 - 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
- If you do the [Aqua Pollution Adventure](#) activity for Activity 3 (Requirement 3), you'll need these items:
 - Clear glass loaf pans or baking pans, 9"x13", 1 per two Scouts.
 - Powdered drink mix, red or purple in color.
 - Sand.
 - Spray bottle filled with water.
 - Book or small block of wood
- If you do the [Air Pollution Investigation](#) activity for Activity 4 (Requirement 4), you'll need these items:
 - Ziploc bag for each Scout.
 - Four white index cards or white paper plates for each Scout (that will fit in the Ziploc bag).
 - String or yarn, four pieces approximately 24" long for each Scout.
 - One Q-Tip for each Scout.
 - One piece of paper for each Scout. Pen or pencil for each Scout.
 - Hole punch. Scissors. Petroleum jelly. Magnifying glass.

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: [redacted]) 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 – use those if you like them):

◆ **Activity Intro:** (Parent leader: [redacted]) 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: Natural Resources (Requirement 1: “Discover natural resources.”)** (Parent leader: _____)

The Adventure Resources has a [Scavenger Hunt](#) and a simpler [Natural Resources Walk](#).

- For the walk, tell Scouts that we're going on a walk to identify natural resources.
 - Ask them to name some natural resources.
 - Make sure they mention these: Light, Air, Water, Plants, Animals, Soil, Stone, Minerals.
- On a walk or outside, with or without a formal scavenger hunt, you can challenge them to
 - Find something made of or from wood, cotton, oil, rock, a plant, an animal.
 - Find something that uses water, electricity, oil, paper, soil, batteries.
 - Find something that you would eat.
 - Find something that an animal might use.

◆ **Activity 2: Dirty Water Down The Drain (Where Does It Go?) (Requirement 2: “Discover what happens to the wastewater in your community.”)** (Parent leader: _____)

The Adventure Resources have a [Water Management Facility Tour](#) which would be excellent.

Also on offer is [Charades](#) and a [Where Does Wastewater Go?](#) poster making, which cover these ideas:

- Investigate how wastewater is managed in your community:
 - physical water treatment
 - biological water treatment
 - chemical treatment
 - sludge treatment.
- Where does wastewater go to be cleaned?
- How is it returned to the water cycle?
- More in this ten minute YouTube:

<https://www.youtube.com/watch?v=DDbNeAfcIU>



◆ **Activity 3: Soiled Soil? (Requirement 3: “Investigate soil.”)** (Parent leader: _____)

The Bear Handbook shows different types of soil – each has different attributes.

- Clay – holds moisture well, but dries into hard blocks.
- Sandy – doesn't erode easily, but doesn't hold nutrients well.
- Silty – fertile (mix of clay and sandy)
- Peaty – spongy, excellent to start seeds, but too acidic (needs fertilizer).



- Chalky – light, but too alkaline. Drains well, but rapidly, so can dry out quickly.
- Loamy – combination of silt, clay, and sand

The Adventure Resources have [Soil Investigation](#), [DIY Composter](#) and [Aqua Pollution Adventure](#) activities – the [Aqua Pollution Adventure](#) is also described in the Handbook. See the materials above.

- Ask Scouts to make a small pile of powdered drink mix in one end of the clear glass pan.
 - Have them sprinkle sand over the rest of the pan.
 - Place the end of the pan with the powdered drink mix on top of a book or block so the pan is tilted.

- 3 -

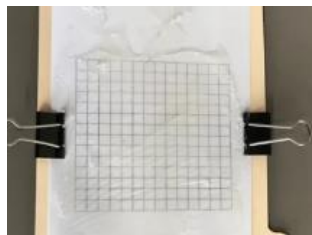
- Using the spray bottle of water have Scouts wet the sand.
 - Make sure it's really wet. Let it sit for a few minutes, and then wet it again.
- Carefully lift up the pan and look underneath it. What is happening?
- As you can see, the water is carrying the powdered drink mix through the pan.
 - Pollutants spread through our sources of water the same way.
 - They can travel a long distance and damage drinking water miles from where the pollution starts!

◆ **Activity 4: Air Pollution Investigation (Requirement 4: “Investigate air pollution.”)** (Parent leader: [redacted])

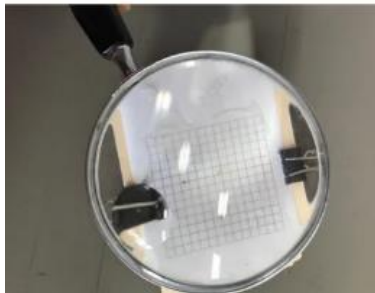
The Adventure Resources have [Acid Rain Investigation](#), [Air Pollution Investigation](#) and [Human Air Pollution Detectors](#) activities – the [Air Pollution Investigation](#) activity below is also described in the Handbook. See the materials above.

- Pass out the index cards or small paper plates, pen or pencil, and string to each Scout.
 - Ask Scouts to draw a 2" x 2" square on each index card or plate and number the cards or plates.
 - Tell Scouts to punch a hole in the top of each index card and tie the string to it.
 - Have Scouts use the Q-Tips to smear Vaseline inside the square.
- Tell Scouts to put their index cards into their Ziploc bag and take them home.
- Instruct Scouts to hang the Index cards in different locations outside their home.
 - Have them write down the number and location of each card.
- Ask Scouts to collect their index cards or plates after a few days and to examine the results.

(You can have Scouts bring the cards or plates back in the Ziploc bags to the next Den activity to review.)
- Tell Scouts to use a magnifying glass to count the number of particles stuck in each of the cards or plates.
 - Have them write down their observations on the paper or share with the Den.
- At the next meeting, ask Scouts to share where they hung the index cards and how many particles were stuck to each one.



Step 6: Retrieve Sample Card and Analyze



◆ **Activity 5: Conservation Service Project (Requirement 5: “Participate in a conservation project.”)**

(Parent leader: [redacted])

- Pick a service project that will be helpful in your Community and meaningful to your Scouts.
 - Two 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



- 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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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-bear/>. 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.

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1. Discover natural resources.

- [Natural Resources Scavenger Hunt](#) (Travel; 4 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Natural Resources Walk](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Discover what happens to the wastewater in your community.

- [Water Conservation Charades](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

- 5 -

- [Water Management Facility Tour](#) (Travel; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Where Does Wastewater Go?](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. Investigate soil.

- [Aqua Pollution Adventure](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [DIY Composter](#) (Indoor; 4 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Soil Investigation](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)

4. Investigate air pollution.

- [Acid Rain Investigation](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Air Pollution Investigation](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Human Air Pollution Detectors](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

5. Participate in a conservation project.

- [Bears Plant Trees](#) (Travel; 3 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)
- [Planting Native Plants](#) (Travel; 4 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade Forensics

A “Science” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Everywhere you go, you leave behind clues: fingerprints on your juice glass, DNA on your toothbrush, bits of fabric on your favorite chair, and footprints in your yard. Criminals leave behind clues, too. Forensic scientists study those clues to help law enforcement officers solve crimes. Forensics is all about using science to answer questions about crimes (and other things that have happened).

In this Adventure, you will practice some of the skills of a forensic scientist. You will analyze a fingerprint, a footprint, the contents of ink, and some mysterious white powder. Grab your magnifying glass and start detecting!



The QR Code above takes you to scouting.org/cub-scout-adventures/forensics/↑

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 Bear Handbook

1. Explore the term “forensics” and how it is used to help solve crimes.
2. Analyze your fingerprints.
3. Make a shoe imprint.

4. Do an analysis of four different substances: salt, sugar, baking soda and cornstarch.
5. Learn about chromatography and how it is used in solving crimes.
6. Find out how officers collect evidence.

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 you do a visit to (or visit from) a law enforcement agency, you might do some parts on the visit and some in a den meeting. Add games for fun!

PREPARATION (and materials needed): Read the Forensics adventure in the Bear 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.
- If you arrange a visit to a police station or sheriff's office or other law enforcement agency, share where and when you're meeting with all families.
 - Many law enforcement agencies have community officers who do group programs on topics like this.
 - Also consider contacting a school security guard – they have some law enforcement experience.

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 – 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 Is Forensics? (Requirement 1:** “Explore the term “forensics” and how it is used to help solve crimes.”) (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Solve the Mystery](#) (a “who ate the cookie” investigation – note that if you do this one, you can also complete requirement 2, 3 and 6) and [Visit an Expert](#) (visit with a law enforcement agency – note that you can potentially complete requirements 2, 3, 5 and 6 by that visit).

- Use what you like – or something else. The plan below adapts the substance of the requirement.
- Everywhere you go, you leave behind clues: fingerprints on your juice glass, DNA on your toothbrush, bits of fabric on your favorite chair, and footprints in your yard.
 - Criminals leave behind clues, too.
 - Forensic scientists study those clues to help law enforcement officers solve crimes.
- Forensics is all about using science to answer questions about crimes (and other things that have happened).



- The word “forensics” comes from a Latin word that means to make public.
 - Forensic scientists make information public that was hidden in plain sight.

◆ **Activity 2: Fingerprints (Requirement 2: “Analyze your fingerprints.”)** (Parent leader: _____)

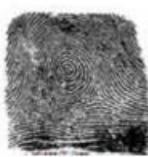
The Adventure Resources offer Activity Cards of [Are You There?](#) (magnetic dust fingerprinting) and [Fingerprint Fun](#) (ink pad fingerprinting). Use what you like – or something else.

The plan below adapts the substance of [Fingerprint Fun](#). See <https://cubscoutideas.com/8152/kids-fingerprint-activity/> for a way to do this with pencil graphite and clear tape instead of ink (which is messier).

- Supplies needed:
 - Fingerprint Card found in [Fingerprint Fun](#) or the simpler one in the Bear Handbook
 - Fingerprint Patterns found in [Fingerprint Fun](#) or the Bear Handbook
 - White cardstock or paper
 - 2 pads of dark ink, black, blue or red work best
 - Baby wipes
 - Magnifying glasses
- Let Scouts know that fingerprints are skin patterns on the ends of your fingers and thumbs.
 - Their fingerprints are different from those of everyone else on earth.
 - Even identical twins have different fingerprints!
 - When we touch things, we always leave fingerprints even if we cannot see them!
 - That’s because our skin produces sweat and oil.
- Explain that because everyone has unique fingerprints, law enforcement officers can use them to figure out who was at a crime scene.
 - Using the Fingerprint Pattern worksheet or the Bear Handbook, show Scouts the fingerprint patterns and point out differences.
- Tell Scouts that now they will get to investigate their own fingerprints.
 - Make sure Scouts’ hands are clean and dry so ink can stick to fingers.
- Demonstrate how to take a fingerprint.
 - Extend one finger at a time while tucking under the other four fingers.
 - Roll the finger on the ink pad so the entire fingerprint pattern area is evenly covered with ink.
 - The ink should cover from one edge of the nail to the other and from the crease of the first joint to the tip of the finger.
 - Try not to push too firmly on the pad, you don’t want the finger to have too much ink.
 - Roll each finger from nail to nail in the appropriate space on fingerprint card.
 - Make sure to lift each finger up straight up after rolling to avoid smearing and smudging.
- Have each Scout practice fingerprinting a finger or two on a piece of scratch paper until they feel they have the technique down.
 - Give each Scout a fingerprint card to take their “real” fingerprints.
- Once each finger is printed give Scout a baby wipe to clean the ink off.
- Give each Scout a magnifying glass and a fingerprints patterns sample.
- Have each Scout share with a buddy what patterns they see in their fingerprints.



Arch



Whorl



Loop

- Do the ridges form an arch, a whorl, or a loop? Is the pattern short or tall? Does it lean one way?
- How does it compare with the prints of others today?
- You can also use balloons, since when you blow up the balloon it magnifies the prints:
 - Give each Scout a balloon.
 - **Before** they blow it up, they should place a finger in the washable ink and then carefully press that finger on the surface of the balloon.
 - If your Scouts would like, they can put more than one fingerprint on their deflated balloon.
 - Allow the fingerprints to dry for a couple of minutes.
 - Have your Scout blow up their balloon, blowing only a small amount of air at a time.
 - Have your Scout stop periodically to take a look at the print as it gets larger.
 - Tie the balloons before the print is too large and becomes blurry.
 - Let your Scout describe what they see looking at their prints.

◆ **Activity 3: Tracking Footprints (Requirement 3: “Make a shoe imprint.”)** (Parent leader:)

The Adventure Resources offer Activity Cards of [Gumshoe](#) (using sidewalk chalk), [Heavy Shoes](#) (footprint casts with Plaster of Paris), and [Muddy Shoe](#) (shoe prints in mud). Use what you like – or something else. The plan below adapts the substance of [Muddy Shoe](#).

- Determine the best place near your meeting location to make a shoe impression in the dirt.
 - Avoid rocky or hard surfaces.
- Ask Scouts if they have ever walked outside in the snow or mud or sand and looked behind them?
 - What did they see?
- Explain to Scouts that just like our fingers have prints our shoes have prints.
 - Law enforcement officers will look for shoe prints and will then make an impression.
 - They can tell how much a person weighs by how deep the impression is in the mud or soft ground.
 - They can find the brand and size of the shoe.
 - They can tell how tall the person is by measuring the length of the shoe.
 - Today they will be looking more closely at their shoe impression.
- Bring Scouts to the pre-determined spot and demonstrate how to make a shoe impression by firmly pressing your foot into the ground and the lifting straight up to avoid distorting your impression.
 - Have Scouts make their shoe impressions.
- Have Scouts observe their impression.
 - Ask what they notice about this impression?
 - Is there a difference in how deep their impression is versus yours?
 - Do they notice patterns or cracks?
- Have the Scouts measure their shoe.
 - Compare the size of their shoe to the impression.



- Is the size the same?

◆ **Activity 4: What Is It? Scientific Analysis! (Requirement 4: “Do an analysis of four different substances: salt, sugar, baking soda and cornstarch.”)** (Parent leader:)

The Adventure Resources offers an Activity Card of [In the Kitchen](#). Use it if you like – or something else. The plan below adapts the substance of [In the Kitchen](#).

- Supply List
 - Substance Observations worksheet found in [In the Kitchen](#) or the Bear Handbook.
 - Pen or pencil, one for each Scout
 - ½ sheet black laminated paper split into 4 quadrants for each Scout. Lamination keeps the paper from soaking through and enables easier clean-up. If you can't laminate, use a sheet protector folded in half. Or use dark paper muffin cups or trays that have separate containers for each powder.
 - Magnifying glass, one for each Scout
 - Eye dropper/pipettes, one for each Scout (straws would work too to put a few drops in each powder)
 - Toothpicks, one for each Scout
 - 1/4 teaspoon of four powders (salt, sugar, baking soda, cornstarch) for each Scout (you could use others, like baking powder, flour, sugar, powdered sugar))
 - Cup of water and cup of vinegar, enough to share
- Explain to Scouts that forensic chemists do tests to identify unknown substances.
 - For example, they might add a chemical to the substance to see how it changes.
 - They will now get to going to analyze some white substances that look a lot alike to see how we can tell them apart like a forensic chemist.
- Give each Scout a black quadrant paper or other container(s) for powders, a Substance Observations worksheet (or their Bear Handbook), and a pencil.
- Tell Scouts that you will be putting a little bit of white powder on their black paper or in their containers. You'll repeat this for each powder. Have them begin looking at the substances with their naked eye.
 - Ask what difference do you see? What similarities do you see?
 - Have them share observations.
- Give each Scout a magnifying glass. Have them look at the substances again.
 - Ask what difference do you see? What similarities do you see?
 - Have them share observations.
- Have each Scout feel each substance between their fingers.
 - Ask what it feels like. What differences do you feel?
- Have each Scout smell each substance.
 - Not too close. Ask what does it smell like?
- Give each Scout a toothpick. Tell them to split each substance in half using the toothpick.
- Give each Scout an eyedropper/pipette or straw.
 - Let each Scout put a drop or two of water on each of their substances.
 - Ask what happened? Did the appearance change? Was there a chemical reaction?
- Let each Scout put a drop or two of vinegar on each of their substances.



Baking powder and vinegar



Baking soda and vinegar



Flour and vinegar



Icing sugar and vinegar

- Ask what happened? Did the appearance change? Was there a chemical reaction?

◆ **Activity 5: What Is Chromatography? (Requirement 5: “Learn about chromatography and how it is used in solving crimes.”)** (Parent leader: _____)

The Adventure Resources offers an Activity Card of [What Color Is It?](#). Use it if you like – or something else.

- Supply List and Preparation:
 - Coffee filters, cut into 1” strips.
 - Ruler and Scissors for cutting
 - Assortment of nonpermanent felt-tip markers of different brands such as Flair, Sharpie, and Color Scents. Test out each of the markers to ensure that they will work for the experiment. Not all markers will separate.
 - Pencils
 - Glass of water for each Scout
 - Paper plates, one for each Scout
- Explain that chromatography is the process forensics scientists use to separate different parts of a mixture.
 - By separating the parts, they can identify drugs, DNA, and poisons.
 - Most chromatography is done in laboratories with expensive equipment, but today we will get to do a simple chromatography investigation using felt tips marker, coffee filters, and water.
- Give each Scout a strip of pre-cut coffee filter and have each Scout choose a marker.
 - Ask Scouts to label one end of the coffee filter with the color and brand of marker.
 - Fold the labeled end so that it fits over the glass.
 - Have each Scout draw a horizontal line across the middle of their coffee filter strip.
- Put the strip in the glass of water, making sure the line the Scout drew is above the water.
- Now watch what happens.
 - The coffee filter will slowly absorb water, which will rise toward the top of the strip.
 - As the water rises, it will carry along components of the ink.
 - Lighter components will travel the longest distance; heavier components will not travel very far.
- When the water nearly reaches the top of the strip (or when you don't see any more changes happening), take the strip out of the water and set it on a paper plate to dry.
 - Repeat the experiment with several pens. Compare the results to see how similar or different the inks you used are.



◆ **Activity 6: Collecting Evidence (Requirement 6: “Find out how officers collect evidence.”)** (Parent leader: _____)

The Adventure Resources offers an Activity Card of [Collect the Evidence](#), which assumes you'll get a local law enforcement agency to explain how they use forensics to solve a crime. Nice. But if you don't line up a visit, or if your contact is called away to solve crimes at that moment and can't meet with you, maybe do the following:

- Discuss that a person leaves evidence of their presence everywhere they go.

- Forensic science is based on the principle that a person always brings something to a crime scene and also always leaves something behind – fingerprints, footprints, hair, blood, DNA, fibers, and more.
- Forensic science uses science to solve legal issues within the civic and criminal justice systems.
 - Forensic scientists collect physical and chemical evidence from crime scenes and then analyze the evidence in a laboratory.
 - Some laboratory tests can be done quickly, but others can take months.
 - They use principles and techniques from biology, chemistry, physics, and other scientific areas to provide evidence and sometimes even testify in court.
 - Forensics can involve all kinds of scientists (e.g., forensic anthropologists, forensic pathologists, forensic toxicologists, forensic entomologists) and can even be used by archaeologists to learn more about ancient peoples!
- In collecting evidence, there are some critical rules to follow:
 - Take pictures and video of everything.
 - Don't move anything unless it is absolutely necessary (like to administer first aid).
 - Don't contaminate the scene with your hair or blood or DNA or fibers!
 - Document everything relevant – investigators keep notes, then put them together into reports with photos and more.
 - Measure everything relevant.
 - Safeguard items for further inspection, in marked clean plastic bags.
 - Keep a clean “chain of custody” of items.



◆ **Activity 7:** [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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/forensics/>. 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. Explore the term “forensics” and how it is used to help solve crimes.

- [Solve the Mystery](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Visit an Expert](#) (Travel; 2 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

2. Analyze your fingerprints.

- [Are You There?](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Fingerprint Fun](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. Make a shoe imprint.

- [Gumshoe](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Heavy Shoes](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Muddy Shoe](#) (Outdoor; 3 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

4. Do an analysis of four different substances: salt, sugar, baking soda and cornstarch.

- [In the Kitchen](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

5. Learn about chromatography and how it is used in solving crimes.

- [What Color Is It?](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

6. Find out how officers collect evidence.

- [Collect the Evidence](#) (Travel; 2 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade Chef Tech

A “Technology” Adventure (and Cooking too)

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Cooking is a great way to see how technology has impacted our lives.

As a Cub Scout, you may cook a hot dog using a stick on an open fire, which is the same way humans have cooked with fire for thousands of years.

You could also cook a hot dog by boiling it in water in a pot on a stove.

The fastest way to cook a hot dog is in a microwave in a matter of seconds.

In this Adventure, we will explore technology in the kitchen.



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

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 Bear Handbook

1. **Pick a kitchen appliance that uses technology to complete the following requirements.**
2. **With an adult, review the safety guidelines in the owner’s manual and follow all safety guidelines.**

3. With adult supervision, download a cooking app or search online to find a recipe.
4. With adult supervision, follow the selected recipe and make the recipe.
5. Think of a way technology can improve the appliance used to make your recipe.

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 since you're making food you might want to do more than one session.

PREPARATION (and materials needed): Read the Chef Tech adventure in the Bear 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.
 - A key choice is what recipe to follow, or what to prepare or cook. The Adventure Resources assume picking a recipe at one meeting, and preparing it at the next, but you could look up recipes with what is on hand ready to be prepared that day.
- While you might do this at your regular meeting place **if** you have access to a kitchen, this could be done best in a home. You should have more than one family willing to let Scouts make food with their tools.

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 – 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: Pick an Appliance (Requirement 1:** "Pick a kitchen appliance that uses technology to complete the following requirements.") (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Now we are Cooking with Air](#) (ha ha. This is about air fryers), [Pick a Pot](#) (pressure cooker pot), and [The Science Oven](#) (microwave). Use what you like – or something else.

- The key is that you use the appliance to follow a recipe and make some food item.
- You have many options.
- You are not limited to Air Fryers, InstaPots and Microwaves.



- In fact, you will almost certainly use more than one if you refrigerate your food.

◆ **Activity 2: Safety First (Requirement 2:** *“With an adult, review the safety guidelines in the owner’s manual and follow all safety guidelines.”*) (Parent leader: _____)

- The Adventure Resources offer an Activity Card of [Read Me First](#). Use it if you like – or just review the safety guidelines.
- Because you may no longer have the manual, do an internet search for the owner’s manual.
- Review key highlights of safety guidelines.

◆ **Activity 3: Download or Search for a Recipe (Requirement 3:** *“With adult supervision, download a cooking app or search online to find a recipe.”*) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Time for an App-etizer](#). Use it if you like – it’s basically look up a recipe.

- That Card assumes you’ll pick a recipe at one meeting and prepare it at the next as Activity/Requirement 4, but you could look up recipes with what is on hand ready to be prepared today.
- How you look up will be up to you!

◆ **Activity 4: Make the Recipe (Requirement 4:** *“With adult supervision, follow the selected recipe and make the recipe.”*) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [It’s Time To Be A Tech Chef](#). Use it if you like – it’s basically prepare the recipe selected in Activity/Requirement 3.



- Share with Scouts that when you have a recipe you should always read the recipe all the way through.
 - The first time you read through the recipe you should look for things that you can have done ahead of time. A good first step is to measure out all of the ingredients.
 - We should also check if there is something that we need to do with the appliance we are going to use live pre-heating an oven.
- Read the recipe all the way through with Scouts.
- Based on the recipe, have Scouts help measure out the ingredients.



- Follow the recipe and follow all safety guidelines and instructions for proper use as outlined in the owner's manual for the appliance.
- When completed give everyone a chance to eat what was prepared.

◆ **Activity 5: How Can Technology Make This Better? (Requirement 5:** *"Think of a way technology can improve the appliance used to make your recipe."*) **(Parent leader: _____)**

The Adventure Resources offer Activity Cards of [Brainstorming Bear Chefs](#) (write out improvements) and [What If It Did This?](#) (cardboard box models). Use what you like – or something else.

- Gather the Scouts and share with them that we now want to think about improvements that could be made to the appliance(s) they have been using.
 - Give them time to think about and share improvements they would make.
 - Allow everyone to share their ideas with the den.
- If you like, use a computer or smart device to find out if:
 - Has one or more of the improvements already been made and is available in a different make or model?
 - Is there a way to make the recommendation to the manufacturer?



◆ **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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/chef-tech/>. 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. Pick a kitchen appliance that uses technology to complete the following requirements.

- [Now we are Cooking with Air](#) (Indoor; 1 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)
- [Pick a Pot](#) (Indoor; 1 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)
- [The Science Oven](#) (Indoor; 1 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

2. With an adult, review the safety guidelines in the owner’s manual and follow all safety guidelines.

- [Read Me First](#) (Indoor; 1 of 5 Energy; 5 of 5 Supplies; 1 of 5 Prep Time)

3. With adult supervision, download a cooking app or search online to find a recipe.

- [Time for an App-etizer](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

4. With adult supervision, follow the selected recipe and make the recipe.

- [It’s Time To Be A Tech Chef](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)

5. Think of a way technology can improve the appliance used to make your recipe.

- [Brainstorming Bear Chefs](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [What If It Did This?](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Baloo the Builder

An “Engineering” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Learning to build things that are useful or fun is an important skill. You might grow up to build houses as a career or models as a hobby. Or you might just learn some skills that will help you in everyday life.

Building materials may include wood, cement, plastic, steel, or a combination of all these things. For this Adventure, we will focus on wood. You will learn about hand tools and how to use them safely. You will learn how to choose the right type of wood for a project and follow project instructions. And you will use your new skills to make a project.



The QR Code above takes you to scouting.org/cub-scout-adventures/baloo-the-builder/↑

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 Bear Handbook

1. **Learn about some basic tools and the proper use of each tool. Learn about and understand the need for safety when you work with tools.**
2. **Practice using four of the tools you learned about in requirement 1.**
3. **Choose a project to build.**

4. Determine the tools and materials needed to build your project in requirement 3.

5. Build your project.

Meeting Plan

Does this take one Meeting to complete – or more? It's up to the Parents / Leaders! With good planning, you can do this in a single session, but it may deserve either a longer session or a couple of sessions.

PREPARATION (and materials needed): Read the Baloo the Builder adventure in the Bear 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 have the Scouts build, and where and how you'll build them.
 - This is an Adventure where you'll want to invite a local carpenter, woodworker, etc., to assist with the den meeting if you don't have carpentry skills among the parents. Ask around the pack too – many packs have a few woodworkers who love to help with this. Check with local hardware stores, home improvement stores, because woodworkers will be out there.
 - Invite parents and extended family to attend ... you'll want plenty of helpers to keep Scouts safe. It's helpful if each Scout has an adult or an older Scout helper (like a Den Chief) for a one-to-one ratio.
 - Possible locations for this Adventure could be a workshop or garage at a home hobby, a cabinet shop, a trade school that teaches woodworking, or local hardware stores or home improvement stores – also consider an "art room" at a local school, for working on the finish on the wood projects. They may also be OK with bringing in tools for the cutting and other work, so long as you clean up.
 - Be sure all families know when and where to meet, what to bring, and what you'll do. This is a good Adventure to not wear your nice uniform, but something that is OK getting sawdust or paint on it.
- If you don't do projects from the Bear Handbook, bring sample wood project plans for review during the planning process. The local library or the Internet are both good resources for locating project plans.
 - Bring paper and pencils for use in finalizing designs and plans, marking wood for cutting, etc.
 - If your designs need nails, screws, or the like, bring those and the tools needed.
- Samples of the hand tools and safety items referenced in the Bear Handbook.
 - Hammer, flathead screwdrivers, Phillips screwdrivers, hand and coping saws, vise/clamp, tape measure or ruler or square, brace/bit hand drill, sandpaper, safety glasses and first aid kit.
 - Make sure that all Scouts have appropriate safety equipment.
- Bring scrap pieces of wood for practice in learning about tools and tool safety.
 - Consider local hardware stores, home improvement stores, home building sites, recycling centers, and wood pallet companies as sources for wood.
- Materials for putting the finish on a wood project made:
 - Paint (several colors) or stain as desired to finish one or both of the projects. Water-based paints will make cleanup easier! Check with your local hardware or home improvement stores for cans of paint that have been returned as mistakes. These usually cost less. Or request small sample cans of paint, which are inexpensive.
 - Sealant (this can be from spray cans or brushed on)
 - Old rags to apply the paint or stain
 - Paint brushes to apply the paint, stain, or sealant
 - Disposable breathing masks and disposable gloves to keep hands from becoming stained. Note: First, find out if any of the den members have latex allergies; if so, they will need nonlatex gloves.
 - Newspapers or other disposable covering for tables where you'll be applying finish.

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: [REDACTED]) 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 – use those if you like them):

◆ **Activity Intro:** (Parent leader: [REDACTED]) 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: Tools (Requirement 1:** “Learn about some basic tools and the proper use of each tool. Learn about and understand the need for safety when you work with tools.”) (Parent leader: [REDACTED]) The Adventure Resources offer an Activity Card of [Tool Time](#). Follow that if you like – or something else. The plan below adapts the substance of [Tool Time](#).

- Start with the safety glasses. Explain that safety glasses aren’t really a tool but an important piece of equipment for building and that they must be worn at all times. Allow Scouts to try on the safety glasses.
- Hold up the hammer and allow it to be passed around.
 - Explain that a hammer is used to drive nails into wood.
- Hold up the two screwdrivers and allow them to be passed around.
 - Explain that a screwdriver puts a screw into a piece of wood.
 - Screws do a better job than nails of holding projects together when the pieces will be under strain.
 - There are two main kinds of screwdrivers: flathead and Phillips head.
 - Pick the one with a tip that matches the screw you want to drive. A flathead screwdriver is used for a screw with a single slot across its head. A Phillips screw has a “+” design.
- Hold up the brace and bit and allow it to be passed around.
 - Explain that a brace and bit is used to drill holes. This is a two-part tool.
 - The bit does the drilling, and the brace turns the bit.
 - There are many kinds and sizes of bits depending on the material and size of hole needed.
 - All bits for wood have a spiral edge that digs out small pieces of wood as you turn it.
- Hold up the hand saw, do not pass it around.
 - Explain that a hand saw lets you cut boards along straight lines.
- Hold up the coping saw, do not pass it around.



- Explain that a coping saw lets you cut curves and odd shapes in wood.
- Hold up the vice and/or clamp and allow it to be passed around.
 - Explain that a vise or clamp is like having that third hand, the tool holds the wood in place.
- Hold up the measuring device and allow it to be passed around.
 - Share the saying, "Measure twice and cut once."
- Pass around the sandpaper.
 - Explain that sandpaper is used to rub off any rough edges on a project.
 - Sandpaper comes in different grits. The higher the number of grit, the finer the feel of the sandpaper.
 - Finer grits mean a smoother wood surface. Rub the sandpaper on the wood to show how it is used.
- And finally, hold up the first aid kit. Show Scouts where it will be kept during project building.

◆ **Activity 2: Tool Practice (Requirement 2:** *"Practice using four of the tools you learned about in requirement 1.")* (Parent leader: _____)

- The Adventure Resources offer an Activity Card of [Tool Practice](#).
- Follow that if you like – or with adult supervision, allow the Scouts to practice safe use of four tools.
- Your choice on tools ... but saws and hammers are super fun.
 - Screwdrivers too – especially if you pre-drill some screw holes.
 - Vise and/or clamp, tape measure or ruler or square, and sandpaper may not be super fun but are super useful.
- Maybe demonstrate the wrong way to use a series of tools, and, with each tool, the Scouts can take turns showing the correct way.



◆ **Activity 3: Pick a Project (Requirement 3:** *"Choose a project to build.")* (Parent leader: _____)

The Adventure Resources offer Activity Cards of:

- [Find Our Own Project](#) (links to Little Free Library and Pinewood Derby Car Stand) and
- [Project from Handbook](#) (See the Handbook for general plans – and the links here for detailed plans – for a [Bat Box](#), [Candy Dispenser](#), [Tic-Tac-Toe Board](#), and [Tool or Art Caddy](#) – see an example of a caddy to the right).
- Use what you like – or something else that can be supported by parents leaders and other helpers.



◆ **Activity 4: What Tools and Materials Are Needed? (Requirement 4:** *"Determine the tools and materials needed to build your project in requirement 3.")* (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Tool and Material Selection](#) with a formatted tool and material list form. Follow that if you like – or something else.

- These lists will flow from the project picked above in Activity/Requirement 3.

◆ **Activity 5: Build It! (Requirement 5:** *"Build your project.")* (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Bat Box](#), [Candy Dispenser](#), [Tic-Tac-Toe Board](#), and [Tool or Art Caddy](#). Use what you like – or something else.

- How you do this will flow from the project picked above in Activity/Requirement 3.

◆ **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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/baloo-the-builder/>. 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 some basic tools and the proper use of each tool. Learn about and understand the need for safety when you work with tools.

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

2. Practice using four of the tools you learned about in requirement 1.

- [Tool Practice](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. Choose a project to build.

- [Find Our Own Project](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Project from Handbook](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

4. Determine the tools and materials needed to build your project in requirement 3.

- [Tool and Material Selection](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

5. Build your project.

- [Project Build – Bat Box](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- [Project Build – Candy Dispenser](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- [Project Build – Tic-Tac-Toe Board](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- [Project Build – Tool or Art Caddy](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Balancing Bears

A “Math” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

You are probably familiar with a basic math problem like $3 + 2 = 5$. Mathematicians don't call these problems; they call them equations. The equal sign means that the expressions on the left side and right side of the equal sign are the same, or you could think of them as being balanced.

Math doesn't always involve adding and subtracting numbers. Finding patterns in things is the first step in becoming a mathematician. After spotting a pattern, a mathematician uses the math tools to find a way to recreate that pattern. In this Adventure, you'll have fun making “trail mix math.” Then, you'll look to nature and discover a world of mathematics called symmetry in which things are balanced.



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

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 Bear Handbook

1. **Make trail mix using trail mix math.**
2. **Identify an animal that has a pattern to its physical appearance. Investigate how the animal uses its pattern.**

3. Find examples of bilateral symmetry in nature.

4. Find examples of radial symmetry in nature.

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.

PREPARATION (and materials needed): Read the Balancing Bears adventure in the Bear 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.
- Review food allergies for Scouts. Cut out any allergy items from the Activity/Requirement 1 trail mix.
- This Adventure should include a nature walk – determine where you'll do this, and let families know. A nature walk at a zoo or natural history museum would be excellent here as a field trip.

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 – 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: Trail Mix Math (Requirement 1: "Make trail mix using trail mix math.")** (Parent leader: _____)

The Adventure Resources offers an Activity Card of [Bear Trail Mix Math](#). Use that if you like – or something else. The plan below adapts the substance of [Bear Trail Mix Math](#) to be clearer and closer to the Handbook.

Supply List

- Trail Mix Math Worksheet found in [Bear Trail Mix Math](#)
- Pencils, one for each Scout
- Trail mix ingredients – at least 8 different ones:
 - Like 1 box or bag each of Chex cereal, Chocolate Cheerios, Craisins, pretzels, yogurt chips, M&Ms, Reece's Pieces, peanuts, mini marshmallows
 - 1 bowl of popcorn
 - 1 small bowl of almonds
- 1/4 cup measuring cup or scoop OR 1 tablespoon measuring spoon – one per Scout
- Large bowl OR 1 bowl for each Scout
- Snack bags, enough for Scouts and adults
- This activity may be done by the den making trail mix together or each individual making their own trail mix.



- If each individual Scout is making their trail mix consider using a smaller measurement such as a tablespoon instead of a 1/4 cup.

























Hand out Trail Mix Math Ingredients worksheets and pencils.













- Explain they will be creating trail mix from the ingredients provided.
- As a den or as individuals they pick out what they want in their trail mix.
- (They don't need to use each of the ingredients.)

Explain that the total number of ingredients/scoops chosen is how many parts that will make up the whole trail mix.

- Once they have decided which items they want to use, they can complete task number 1 at the top of the Trail Mix Math Worksheet, or "*What is the total number of ingredients to choose from to create trail mix.*"
- So, if they pick 6 different ingredients – or 6 different scoops – the answer is 6.

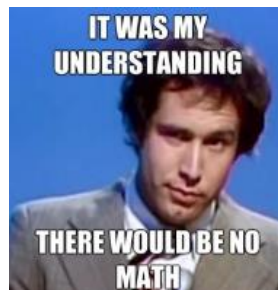
1. What is the total number of ingredients you used to create trail mix? _____
2. Write fractions for each of the ingredients. (HINT: This is the Fractional Unit of the whole recipe).

					
					
Chex Cereal	Chocolate Cheerios	Craisins	Twisted Pretzels	Yogurt Chips	M&M Candies
					
					
Popcorn	Reese's Pieces	Stick Pretzels	Marshmallows	Almonds	Peanuts

	+		=			+		=	
	+		=			+		=	

- This is the total number of scoops of items on the table that were selected to make the trail mix.
- ***This is the denominator in the fraction.*** (Also known as *the number on the bottom of a fraction.*)
- They can enter a "0" in the Trail Mix Math Worksheet for the items that are not selected.
- Next, complete number 2, have them enter the number of scoops they will place of that item into their trail mix. This will indicate how many parts of the whole this item is of the trail mix.
 - For now, have them enter a 1 for 1 scoop.
 - ***This number is called the numerator.*** (Also known as *the number on the top of a fraction.*)
 - Ask a Scout to share what fraction they have. It will be the number of scoops of that item (1) over the number of ingredients they chose.

- When they choose 1 scoop each of six items (say, pretzels, Chex, raisins, popcorn, M&Ms and peanuts), the fractions are $\frac{1}{6}$ pretzels, $\frac{1}{6}$ Chex, $\frac{1}{6}$ raisins, $\frac{1}{6}$ popcorn, $\frac{1}{6}$ M&Ms and $\frac{1}{6}$ peanuts. Easy, simple.
- Have them make their trail mix following their recipe.
 - Are you happy with the amount you have of each item?
 - If we add another scoop or two, we increase how much trail mix we will have. Ask: if we add another scoop or two, what number in our fraction will we need to change? (A: denominator / bottom number)
 - Ask: by how much will we need to increase the denominator by if we add one scoop? (One) What if we added two more scoops? (Two)
 - Give Scouts the choice of adding another scoop or two of a new ingredient OR adding a second scoop of one or more ingredients they already have in their mix.
 - Ask: let's say we're adding a scoop of cheerios to the six ingredients and scoops – how do our fractions change if we add a new ingredient and scoop?
 - Answer: 1 is added to the denominator or bottom number of each of the fractions because we decided to add another scoop – we've gone from 6 scoops to 7 scoops in the mix. And we add a new fraction for the new ingredient.
 - So, the new fractions when you add one more scoop of a new ingredient (cheerios) are $\frac{1}{7}$ pretzels, $\frac{1}{7}$ Chex, $\frac{1}{7}$ raisins, $\frac{1}{7}$ popcorn, $\frac{1}{7}$ M&Ms, $\frac{1}{7}$ peanuts, and $\frac{1}{7}$ cheerios.
 - They can mix it up more ... for example, if they want more raisins and M&Ms but not cheerios, they can choose two scoops of those, and one scoop each of the other four ingredients.
 - Or 8 scoops total. That changes the denominator in the fraction to 8.
 - The fractions become $\frac{1}{8}$ pretzels, $\frac{1}{8}$ Chex, $\frac{2}{8}$ raisins, $\frac{1}{8}$ popcorn, $\frac{2}{8}$ M&Ms and $\frac{1}{8}$ peanuts.
- Have them finish making their trail mix with the added ingredient. If making it as a den divide the trail mix into smaller bags for each Scout.



◆ **Activity 2: Animal Patterns (Requirement 2:** *“Identify an animal that has a pattern to its physical appearance. Investigate how the animal uses its pattern.”*) **(Parent leader: [REDACTED])**

The Adventure Resources offers an Activity Card of [Patterns in the Animal World](#), which is a worksheet research assignment. Use that if you like – or something else. This just cries out for a visit to a zoo or natural history museum.

- You might want to add focus on why animals develop patterns.
 - Is it to warn other animals (and people) away, like a rattlesnake rattle or a skunk raising a white tail?
 - Is it to be attractive to others of their species, like a peacock or the poison dart frog (the frog's colors serve two purposes – attracting a mate and warning off predators)
 - Is it for safety, like deer who blend into their normal background, or chameleons changing their patterns to blend into many different backgrounds.



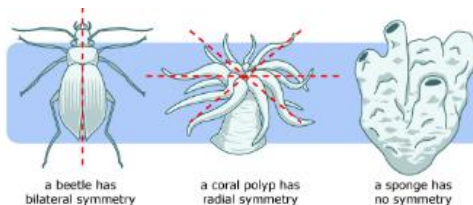


◆ **Activity 3: Symmetry in Nature** (Requirement 3: “Find examples of bilateral symmetry in nature.” and Requirement 4: “Find examples of radial symmetry in nature.”) (Parent leader: [redacted])

The Adventure Resources offer Activity Cards of [Bilateral Symmetry Hunt](#) and [Radial Symmetry Hunt](#) (local scavenger hunts with worksheets to fill out) and [Bilateral Symmetry Snapshot](#) and [Radial Symmetry Snapshot](#) (local hike with photos). Use what you like – or something else. This plan adapts the substance of the requirements without filling out a worksheet or taking photos – just allowing Scouts to find and share.

• **Introduce Bilateral Symmetry:**

- “Bilateral symmetry means that the object or image can be divided by a line into right and left halves that are mirror images of each other.
- If an image can be folded in half and sides match up, it is symmetrical.
- It is also called mirror symmetry.”
- Do people have bilateral symmetry?

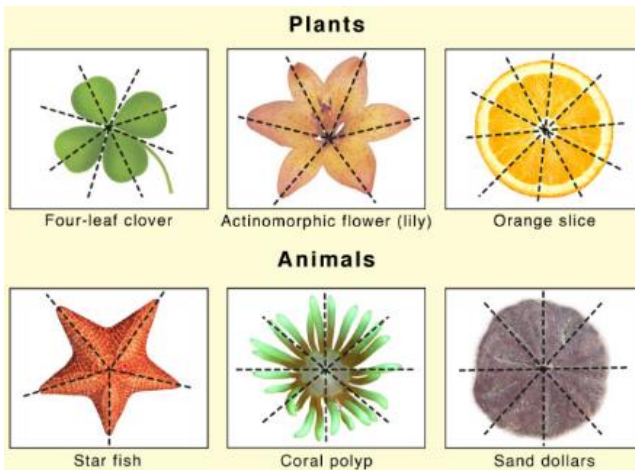


• **Introduce Radial Symmetry:**

- “Radial symmetry is when there are many lines of symmetry around a fixed point, known as the center.
- Examples of radial symmetry would be a starfish, spiderweb, and some flowers.”

• **Finding Symmetry.**

- Tell Scouts you will be taking a nature walk.
- They are to have fun, but search for examples of bilateral and radial symmetry in nature.
- Walk slowly. Remind Cub Scouts to look down, around, and up.
- They may want to examine plants, flowers and spider webs.
- They can take pictures or write down what they find.



- Take breaks when you find examples of bilateral and radial symmetry in nature and let Scouts share.

◆ **Activity 4:** **OPTION: Fun Game We Like** (Parent leader: [redacted]):

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/balancing-bears/>. 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 trail mix using trail mix math.

- [Bear Trail Mix Math](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

2. Identify an animal that has a pattern to its physical appearance. Investigate how the animal uses its pattern.

- [Patterns in the Animal World](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

3. Find examples of bilateral symmetry in nature.

- [Bilateral Symmetry Hunt](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Bilateral Symmetry Snapshot](#) (Outdoor; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)

4. Find examples of radial symmetry in nature.

- [Radial Symmetry Hunt](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Radial Symmetry Snapshot](#) (Outdoor; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade Critter Care

A “Pet Care” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Many Americans have a pet dog, cat, horse, bird, fish, hamster, or other animal. The most popular pet is a dog. Almost one out of three American households have a dog as a pet. One out of four have a cat as a pet.

Pets are fun, but they are also a big responsibility. Pets need food, water, shelter, and exercise to stay healthy. When you look after a pet, whether it belongs to you or a neighbor, you learn a lot about love, loyalty, and caring. Learning to look after pets — and having fun with them — is what this Adventure is all about.



The QR Code above takes you to scouting.org/cub-scout-adventures/critter-care/↑

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 Bear Handbook

1. **Identify an animal that would be good pet for your family.**
2. **Choose two animals that are allowed as pets in your community. Compare and contrast why these pets may be a good choice for you.**
3. **Based on your choice in requirement 1, investigate how to properly care for your chosen animal.**

4. Discover three ways a pet can help people.

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 Scouts and families might get more of this with a visit to an animal shelter or veterinarian or animal trainer. Or a series of "meet and greet my pet" sessions.

PREPARATION (and materials needed): Read the Critter Care adventure in the Bear 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.
- Some big decisions for this will be whether you arrange a visit to an animal facility or allow any "meet and greet my pet" session.
 - If visiting a facility, be sure to let Scouts and families know when and where.
 - If you allow any "meet and greet my pet" session, be sure to alert all families, secure extra adult supervision, and communicate any rules, like all pets must be contained or restrained, or "this session is 'dog day' and the next session will be 'cat day' for cats only".

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 – 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: Who's a Good Pet? (Requirement 1: "Identify an animal that would be good pet for your family.")** (Parent leader: _____)

The Adventure Resources offer Activity Cards of [My Pet](#) (Describing Your Own Pet), [Pet Savers](#) (Visit an Animal Shelter), and [Pets, So Many](#) (Complete a Worksheet). Use what you like – or something else. The plan below adapts the substance of [My Pet](#). [Pets, So Many](#) (but without a worksheet) is in the next Activity.

- Have the Scouts describe their pet or the pet they would like to have. Sharing pictures is great.
 - Talk about the pet's needs.
 - How big or small the pet is.
 - What are the pet's dietary needs? (What should it eat?)



- Does the pet need a small or large yard or some other type of enclosure?
- Does the pet need a specialty vet?
- Does the pet need exercise and what kind?

◆ **Activity 2: Permitted Pets (Requirement 2:** *“Choose two animals that are allowed as pets in your community. Compare and contrast why these pets may be a good choice for you.”*) (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Help Me Choose](#) (A Compare and Contrast Worksheet Project), [Poster Pet](#) (ugh, Make a Poster Compare and Contract), and [What Animal](#) (Charades). Use what you like – or something else.

The plan below adapts the substance of the Requirement but starts with [Pets, So Many](#) (but without a worksheet) from Requirement 1 above.

- Have the Scouts describe whether the following types of pets would generally be good pets or not so good:
 - The Activity Card for [Pets, So Many](#) lists Dog, Elephant, Snake, Raccoon, Cat, Wolf, Horse, Rabbit, Tiger, Fish.
 - How about Turtle, Frog, Llama, Bat, Coyote, Shark, Lizard, Goat, Rat, Hamster, Monkey?
 - The answers may be “could be good – under some circumstances”.
 - Let Scouts explain “why”.
- The [Help Me Choose](#) worksheet identifies these qualities of possible animals or pets to compare and contrast – let Scouts pick two possible pets to compare and contrast on these topics:
 - Grooming? – Speed? – Life expectancy? – Hunting ability? – Loneliness? – Space? – Affection? – Protection? – Good with children? – Energy? – Walks? – Physical characteristics? – House training? – Human language?

◆ **Activity 3: Care for a Pet (Requirement 3:** *“Based on your choice in requirement 1, investigate how to properly care for your chosen animal.”*) (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Pet Responsibilities](#) (Complete Some Worksheets), [Shelter Visits](#) (Visit a Shelter!), [Trainer Visits](#) (Visit a Trainer!), and [Veterinarian Visits](#) (Visit a Vet!). Use what you like – or something else. The plan below adapts the substance of each.

- Have a group discussion about pet responsibilities and care required for family pets or an animal that would make for a good family pet. Or, what do you need to do to take care of a pet?
 - Answers will vary from pet to pet, but might include:
 - Feed the pet, provide water, pick up poop, house train, groom (brush), clean litter box, clean fishbowl, walk the dog, play with the pet, keep the pet safe (indoor pet? fenced yard?), medicines, pet the pet!

- If you do a visit to a shelter, trainer or veterinarian, encourage Scouts to ask questions – like explain the importance of the following:
 - Regular exams
 - Spay and neuter
 - Preventing parasites
 - Maintain a healthy weight
 - Get regular vaccinations
 - Provide an enriched environment
 - Microchip and tattoo your pet
 - Dental care
 - Proper restraints



◆ **Activity 4: A Pet Is Helpful (Requirement 4: “Discover three ways a pet can help people.”)** (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Animal Helpers](#) (ooh, no Poster ... it's Make a PowerPoint), [Animal Partner](#) (Visitor Chat), and [Service Animals](#) (Visitor Chat – same substance as the Shelter/Trainer/Vet visits in Requirement 3). Use what you like – or something else. The plan below adapts the substance of [Animal Helpers](#) but without making a PowerPoint.

- Lead a group discussion about the different ways pets can help people like your family. The [Mayo Clinic](#) says they:
 - Keep us company, which makes us feel less alone.
 - Make us laugh and smile, which can lift mood and manage stress.
 - Comfort us during hard times.
 - Encourage us to exercise and get outdoors.
 - Give us routine and purpose.
- Things to think about:
 - Physical health benefits
 - Taking your dog for a walk means you are going on a walk too!
 - Scheduling regular veterinarian visits can be a reminder that you need regular health checkups too.
 - Mental health benefits, like decrease stress and anxiety.
- Service Animals are super helpful, including:
 - Guide dogs for the vision impaired
 - Allergy detection dogs
 - Autism service dogs
 - Diabetic alert dogs
 - Hearing dogs
 - K-9 Security dogs
 - Psychiatric service dogs
 - Seizure alert dogs



◆ **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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/critter-care/>. 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 an animal that would be good pet for your family.

- [My Pet](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Pet Savers](#) (Travel; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Pets, So Many](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Choose two animals that are allowed as pets in your community. Compare and contrast why these pets may be a good choice for you.

- [Help Me Choose](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)
- [Poster Pet](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [What Animal](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. Based on your choice in requirement 1, investigate how to properly care for your chosen animal.

- [Pet Responsibilities](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Shelter Visits](#) (Travel; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Trainer Visits](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Veterinarian Visits](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

4. Discover three ways a pet can help people.

- [Animal Helpers](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Animal Partner](#) (Travel; 3 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Service Animals](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from [Bear 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.

Bear – 3rd Grade

Marble Madness

A “Marbles” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)

Snapshot of Adventure

Long before board and video games, kids played with marbles. Those little balls of glass are just as fun to play with now as they were back then.

In this Adventure, you'll play several different marble games.

You'll also learn special words only marble players know and discover how to use marbles in mazes, obstacle courses, and more.

Are you ready? Then grab your taws, aggies, and cat's eyes, and let's play marbles.

The QR Code above takes you to scouting.org/cub-scout-adventures/marble-madness/↑

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 Bear Handbook

1. **Make a marble bag.**
2. **Learn five words that are used when talking about marbles.**
3. **Play three different marble games.**

4. Build a marble racetrack with at least two lanes.

5. Build a marble maze.

Meeting Plan

Does this take one Meeting to complete – or more? More. You do not want to cram all of this in a single session because you'll need at least 15 minutes per game and if your Scouts like the games and get into elaborate racing and obstacle courses, you may want to have even more sessions.

PREPARATION (and materials needed): Read the Marble Madness adventure in the Bear 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 sure you'll need lots of marbles, materials to make a marble obstacle course and maze, plus chalk to draw the playing ring on the ground or sidewalk.

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 – 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: Marble Vocabulary (Requirement 2:** "Learn five words that are used when talking about marbles.") (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Marble Jargon](#). Use that if you like – or something else. The plan below shares the key to [Marble Jargon](#). Some of these are in the Bear Handbook.

Right: vintage photo of *Mibsters* at a *Bull-Ring* – are they playing *Friendlyies* or *Keepsies*?

- **Aggie marble:** made of mineral agate
- **Alley marble:** made of alabaster or marble
- **Alley taw:** the offensive marble set aside for shooting
- **Back to taw:** when a player needs to return to where he shot last
- **Bombies:** dropping your marble onto another marble
- **Boss:** a large playing marble
- **Bull ring:** a large round ring for playing marbles
- **Burns:** a call by a player which allows him to roll his marble again after his shooter has hit some object that deflected it from the desired direction
- **Bat's eye:** marbles have a swirl of color inside



- **China alley:** a marble made from chinaware with rings painted in different colors
- **Chuck:** a shooter that remains in the ring after being rolled towards marbles in the ring
- **Clearies:** a call that gives permission to clear obstacles from the ground before the defensive marble
- **Clip:** the act of hitting a marble
- **Commie:** common marble, plainest looking marbles
- **Dob:** a large marble
- **Downsies:** a call demanding that the shooter keep his knuckles on the ground when shooting
- **Drop:** an expert marble player
- **Dubs:** when two or more marbles are knocked out of the ring with one shot
 - Also **Dubs:** a call that gives the player right to take all marbles, or no dubs to revoke the right
- **Earnest:** a game in which players keep the marbles they knock from the
- **Edger:** a marble or taw that is near the edge of the ring or shooting line
- **Fairsies:** rules of playing in which each player gets back his or her marbles at the end of the game
- **Friendlies:** you give back the marbles you've won at the end of a game
- **Fudging:** moving your hand forward while shooting
- **Fumble:** to allow the marble to slip from the hand when shooting
- **Hand span:** the width of your hand
- **Histing:** lift your knuckle as you shoot

Right: vintage photo of a *Drop* who is *Knuckling Down* and shooting at *several Boss* marbles that are *Mibs*

- **Jumpsies:** shooting your marble in such a way that it jumps into the air and hits the target marble on landing without hitting the ground first
- **Keepsies:** rules that any marbles that a player loses are not returned at the end of the game, but kept by whoever won them
- **Knuckle down:** put one knuckle of your shooting hand on the ground as you shoot
- **Lacky:** last in order of shooting
- **Lagging:** in marbles you don't flip a coin to see who goes first. You shoot or bowl a marble from the pitch line to another parallel line called the lag line
- **Lag line:** the line you throw toward when lagging
- **Mibs:** target marbles, the ones you shoot at
- **Mibster:** a marble player
- **Pitch line:** the line you stand behind to lag
- **Pot:** collection of marbles that every player adds to for playing a game
- **Poon:** to shoot at a marble from a long distance
- **Shooter:** the marble you shoot with. It may be slightly larger than a regular marble. Some players have favorite or lucky shooters
- **Shooting line:** the line behind which you stand and shoot in a game
- **Slip:** when a marble slips out of a player's hand accidentally
- **Snooger:** term used in ringer to describe a target marble that is near the rim of the ring
- **Shoot:** to roll pitch, or move a marble in the direction of a target
- **Shooter or taw:** the offensive marble
- **Smug:** to grab all the marbles and run when some action might break up the game
- **Target marble:** the marble you want to hit
- **Taw marble:** between one-half inch and three-fourths of an inch in diameter and used as targets

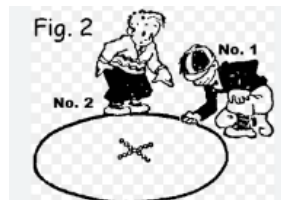


- **Taw line:** line behind which you shoot

◆ **Activity 2: Games! (Requirement 3: “Play three different marble games.”) (Parent leader:)**

The Adventure Resources offer an Activity Card of [Ringer, Plums, and Dropsies](#). The plan below adapts the substance of the Requirement.

- **“Ringer”** -- any number of players can play this game. Draw a ring on the ground about 10 feet across.
 - Put 13 marbles in the middle of the ring arranged in an X shape. They should be about 3 inches apart.
 - The first player kneels outside the ring and uses their “shooter” to try to shoot a marble out of the ring.
 - If you miss, your turn is over and you pick up your shooter.
 - If you have a hit and your shooter stays in the ring, you can shoot again from where the shooter stopped.
 - If your shot hits and your shooter goes out of the ring, your turn is over.
 - You keep any marbles that go out of the ring.
 - When the first player’s turn is over, the second player takes their turn, etc.
 - Keep playing until time is up or most of the marbles have been knocked out. The player with the most marbles is the winner.
- **“Plums”** – This game is for a small number of players. Draw two parallel lines about 6 feet apart.
 - Each player puts the same number of marbles (called “plums” in this game) on one line a few inches apart. The players stand behind the second line.
 - Players take turns shooting at the plums from behind the second line.
 - They keep any plums they knock off the line.
 - Keep playing until time is up, if a time limit has been set, or until all the plums have been picked.
 - The player with the most marbles is the winner.
- **“Dropsies”** – This game is good for two, three, or four players.
 - Draw or tape a square on the ground about 2 feet long by 2 feet wide.
 - Each player places five marbles inside the square.
 - The first player stands on one side of the square with their feet outside the line.
 - You drop a shooter from above waist height onto one of the other players’ marbles to try to knock it out of the square.
 - If you do that and your shooter stays in the square, you get another turn.
 - If the other marble rolled out, you also get to keep that marble.
 - If you do that but your shooter rolls out, you lose your turn.
 - But if the other marble rolled out too, you do get to keep that marble.
 - Keep playing until time is up or most of the marbles have been knocked out.
 - The player with the most marbles is the winner.



◆ **Activity 3: Marble Racing (Requirement 4: “Build a marble racetrack with at least two lanes.”) (Parent leader:)**

The Adventure Resources offer an Activity Card of [Marble Racetrack](#). Use that if you like – but it will need adaptation. Do an internet search of *marble racetrack designs* or *marble racetrack from recycled materials*.

- There are Lego and other fancy marble racing runs that you might use and assemble.
- Or create a marble racetrack out of recycled materials found at home.
 - Gather some objects from around your house like blocks, paper-towel or toilet paper tubes, yardsticks, boxes, books, pool noodles and pillows, painter's tape and other items.
 - Use them to form an obstacle course for you to shoot marbles through.
 - But make two parallel tracks.
 - Take advantage of stairs and slopes to make a longer run.

Short Dual Track Run



Cardboard And Straw Maze



♦ Activity 4: Marble Maze (Requirement 5: “Build a marble maze.”) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Zig, Zag, Zoom](#). Use that if you like – but it will need adaptation. Do an internet search of *marble maze designs* or *marble maze from recycled materials*.

- Explain to Scouts that a maze is a game with a defined starting point and end point. The goal is to get from the starting point to the end point by navigating the various twists and turns.
 - Mazes can be varying levels of complexity. The more corners, turns, and dead ends the mazer has, the more challenging it will be.
 - The marble is navigated through the maze by the player holding the maze and twisting and turning the maze to control the direction of the marble through the maze.

♦ Activity 5: Marble Bag (Requirement 1: “Make a marble bag.”) (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Make a Marble Bag](#) (Requires Sewing – Follows the Plan in the Bear Handbook) and [No Sew Marble Bag](#) (No Sewing, just Cutting Fleece).

- Use what you like – or something else.
- While this is “Requirement 1”, we’ve relegated this to the end because it may be the least fun part.
 - Of course, if your Den really gets into textile creating and sewing and such, have at it.
- Technically, “*Make a marble bag*” could be simple.
 - Like, take a neckerchief or bandana and tie a knot so that all the marbles stay inside.
 - That is a bag. So is a Ziploc named “marbles”.



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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/marble-madness/>. 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 marble bag.

- [Make a Marble Bag](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [No Sew Marble Bag](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

2. Learn five words that are used when talking about marbles.

- [Marble Jargon](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. Play three different marble games.

- [Ringer, Plums, and Dropsies](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Build a marble racetrack with at least two lanes.

- [Marble Racetrack](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 5 of 5 Prep Time)

5. Build a marble maze.

- [Zig, Zag, Zoom](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Roaring Laughter

A “Funny Things” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Laughing makes you feel good, and when you laugh others may start laughing, too.

With just a smile, you can meet a new friend, make someone else smile, and create a happy feeling in yourself and other people.

In this Adventure, you'll find lots of ways to smile and laugh.



The QR Code above takes you to scouting.org/cub-scout-adventures/roaring-laughter/ ↑

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 Bear Handbook

1. Think about what makes you laugh. Discuss these with your den or family.
2. Practice reading tongue twisters.
3. Play charades with your den or family.
4. Have a “funniest joke contest” with your den or family.
5. Practice “run-ons” with your den or family.

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 you want to extend any of the fun, have more sessions.

PREPARATION (and materials needed): Read the Roaring Laughter adventure in the Bear 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: [redacted]) 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 – use those if you like them):

◆ **Activity Intro:** (Parent leader: [redacted]) 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 Makes You Laugh? (Requirement 1:** "Think about what makes you laugh. Discuss these with your den or family.") (Parent leader: [redacted])

The Adventure Resources offer Activity Cards of [Blank Canvas Tales](#) (a variation on Mad Libs), [Comedy Corner](#) (Print Jokes and Pull From a Hat), and [Laughter Unleashed](#) (Writing Assignment). Use what you like – or something else. The plan below adapts the substance of the Requirement.

- Ask your Scouts what makes them laugh.
 - To help, you might share what makes you laugh.
- If you like, explain to Scouts the benefits of laughing. Did you know that laughing helps your body?
 - It relaxes your muscles and makes your body and mind feel peaceful and calm.
 - It helps your body fight off germs that could make you sick.
 - It even improves blood flow in your blood vessels, which helps keep your heart functioning well.
 - They say that "laughter is the best medicine!"



◆ **Activity 2: Tongue Twisters (Requirement 2:** "Practice reading tongue twisters.") (Parent leader: [redacted])

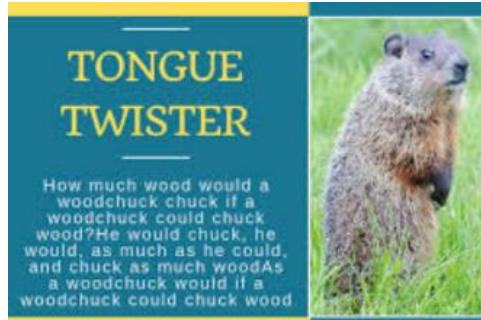
The Adventure Resources offer Activity Cards of [Tongue Twister Challenge](#) (Print Tongue Twisters and Pull From a Hat), [Tongue Twister Dice Game](#) (Similar, but the Paper has Dice Images), and [Tongue Twister Tales](#) (Reading from Dr. Seuss Books). Use what you like – or something else. The plan below adapts the substance of the Requirement and the [Challenge](#) and [Dice Game](#) Activity Cards.

Tongue Twister Samples from the Adventure Resources:

- A big black bug bit a big black bear. But where is the big black bear that the big black bug bit?
- How many yaks could a yak pack pack if a yak pack could pack yaks?

- Cows graze in groves on grass, which grows in grooves in groves.
- Friendly Frank flips fine flapjacks.
- Kris Kringle carefully crunched on candy canes.
- Silly Sally swiftly shoed seven silly sheep.
- Six sick Nicks nick six slick bricks with picks and sticks.
- Betty Botter bought some butter, "but," said she, "this butter is bitter!"
- If a dog chews shoes, whose shoes does he choose?

- What noise annoys a noisy oyster? A noisy noise annoys a noisy oyster.
- Which witch wished which wicked wish?
- How much wood would a woodchuck chuck if a woodchuck could chuck wood? A woodchuck would chuck, he would, as much as he could, and chuck as much wood as a woodchuck would if a woodchuck could chuck wood.
- Six sick Nicks nick six slick bricks with picks and sticks.
- Betty Botter bought some butter, "but," said she, "this butter is bitter!"



- Twelve twins twirled twelve twigs.
- Knox in box. Fox in socks.
- Nick kicked a slick brick at Rick, but the slick brick hit Nick.
- How can a clam cram in a clean cream can?
- I thought a thought, but the thought I thought wasn't the thought you thought I thought.
- She sells seashells by the seashore and the shells that she sells are seashells for sure.
- Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines shoes.
- Fox on clocks on bricks and blocks.
- Bricks and blocks on Knox on box.
- Five frantic frogs fled from fifty fierce fishes.
- Chester cheetah chews a chunk of cheap cheddar cheese.
- Fred fed Ted bread and Ted fed Fred bread.
- I saw a saw that could saw out any other saw I ever saw.
- Lesser leather never weathered wetter weather better.
- Give papa a cup of proper coffee in a proper copper coffee cup.
- Can you can a canned can into an uncanned can like a canner can can a canned can into an uncanned can?
- A big black bug bit a big black bear and made the big black bear bleed blood.
- Blake's black bike's back brake bracket block broke.
- Denise sees the fleece; Denise sees the fleas. At least Denise could sneeze and feed and freeze the fleas.

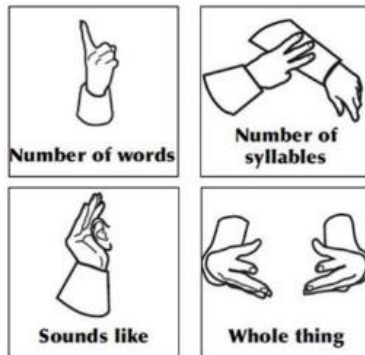
◆ **Activity 3: Charades (Requirement 3: "Play charades with your den or family.")** (Parent leader: [redacted])

The Adventure Resources offer an Activity Card of [Charade Champions](#) – basic charades.

- Originating in France in the 18th century, the game of charades evolved from a riddle-based game where participants described the individual syllables of a word along with a definition for others to solve. It was later adapted into the game we know today where titles and phrases are acted out without words.
- **Basic Rules of Charades.** Begin with a bowl of phrases and/or titles.
 - In turn, each player draws a slip from the bowl and acts out the phrase shown using hand signals and body motions but no spoken words.
 - Players then try to guess the title/phrase. The player giving the correct answer is allocated a point. You may wish to use a timer to keep rounds short and succinct.
 - When playing with a larger crowd, divide into teams before playing. If a team does not guess the acted phrase correctly within the time limit, the other team can try to guess the phrase and steal the point.
 - The player or team with the most points wins the game.

Hand Signals Used in Charades. When playing charades, common hand signals can help players understand not only the category but also how many words and syllables are in the phrase being acted out. Some of the most common signals include:

- **Number of Words or Syllables:** Hold up fingers to indicate the number of words, the position of the word being communicated, and to break down individual words into syllables as needed. For example, hold up 3 fingers for a 3-word phrase, followed by 1 finger for the first word.
- **Word Length:** Word length can be communicated by showing a “short” word length by spreading thumb and forefinger and a “long” word length by spreading your arms.
- **Sounds Like:** To indicate that a word is similar in sound to something you are acting out, cup your hand behind your ear.
- **Whole Thing:** In some cases it may make more sense to try to act out whole phrase at once or the “Whole Thing”: extend your arms or sweep your arms to indicate “whole thing.”
- **Plurals:** Link pinky fingers together to indicate a plural word.
- **Longer or Shorter:** To demonstrate that a phrase or word is a longer or shorter version, stretch your hands or make a karate-chop type action.
- **Correct Guesses:** Tap your nose and point to the person who made a correct guess to let them know they have it “right on the nose.”
- **Song Title:** Draw your hand away from your mouth while pretending to sing.
- **Book Title:** Pretend to open a book by opening your hands.
- **Play Title:** Indicate a stage curtain opening by drawing hands apart.
- **TV Title:** Draw a TV screen in front of you with your hands.
- **Quotes & Phrases:** Make air quotes with fingers.



◆ **Activity 4: Joke Contest (Requirement 4: “Have a “funniest joke contest” with your den or family.”)** **(Parent leader: _____)**

The Adventure Resources offer an Activity Card of [Funniest Joke Showdown](#). Pretty basic ... since you've been telling jokes, let Scouts use their favorites.

- Select judges for the contest.
 - Have a mix of leaders, parents, and legal guardians.
- Allow each Scout time to present their joke to the den and judges.
- Have the judges score each participant based on the established criteria.
 - Consider recognizing participants with categories like “Best Delivery,” “Most Original,” or “Funniest Joke.”



◆ **Activity 5: Doing “Run-Ons” (Requirement 5: “Practice “run-ons” with your den or family.”)** (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Run-On Rendezvous](#) (.). Use that you like – or something else. The plan below adapts the substance of the Requirement.

- Explain to Scouts that run-ons are very quick gags or jokes that are used during downtime at a campfire program or pack meeting.
 - They can involve one person or many.
 - When performing your run-on, remember to speak loudly and clearly so the audience can hear what you’re saying.
- Ask the Scouts to buddy up.
 - Divide up some run-ons between buddy groups.
- Have Scouts practice the run-ons and then present to the den.
- Ask Scouts to buddy up again and come up with their own run-ons.



Sample Run-Ons (search *cub scout run-ons* for more ideas):

- Clothes!
 - Scout 1: Runs out screaming, “They’re on me! They’re on me!”
 - Scout 2: “What’s on you?”
 - Scout 1: “My clothes.”
- Squirrels!
 - Scout 1: Runs out screaming, “They’re after me! They’re after me!”
 - Scout 2: “Who’s after you?”
 - Scout 1: “The squirrels. They think I’m nuts.”
- Rope!
 - Scout 1: Walks out dragging a rope across the ground behind.
 - Scout 2: “Why are you dragging that rope?”
 - Scout 1: “Have you ever tried *pushing* a rope?”
- Belt!
 - Scout 1: Runs out screaming, “It’s all around me! It’s all around me!”
 - Scout 2: “What’s all around you?”
 - Scout 1: “My belt.”
- Henway!
 - Scout 1: Walks out petting an imaginary animal and asks “want to pet my henway?”
 - Scout 2: “What’s a hen weigh?”
 - Scout 1: “Oh, about 3 or 4 pounds.”
- Dirty!

- Scout 1: "What do you call someone who is allergic to water?"
- Scout 2: Thinks for a second, and says "I give up. What?"
- Scout 1: "Dirty!"
- Jump!
 - Scout 1: "What animal can jump higher than a house?"
 - Scout 2: "Any animal can jump higher! A house can't jump!"

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/roaring-laughter/>. 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. Think about what makes you laugh. Discuss these with your den or family.

- [Blank Canvas Tales](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Comedy Corner](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Laughter Unleashed](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Practice reading tongue twisters.

- [Tongue Twister Challenge](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Tongue Twister Dice Game](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Tongue Twister Tales](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. Play charades with your den or family.

- [Charade Champions](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

4. Have a "funniest joke contest" with your den or family.

- [Funniest Joke Showdown](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

5. Practice "run-ons" with your den or family.

- [Run-On Rendezvous](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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.

Bear – 3rd Grade

Super Science

A “Science” Adventure

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

Have you ever wondered why the sky is blue or how gravity works or what makes a rainbow?

Scientists wonder about those things, too.

The QR Code above takes you to scouting.org/cub-scout-adventures/super-science/↑

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 Bear Handbook

1. Conduct static electricity investigation.
2. Conduct the sink-or-float investigation.
3. Conduct the color-morphing investigation.
4. Conduct the color-layering investigation.

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're really organized, but that may be running too fast for your Scouts,

especially if they get into the science mindset. Maybe better to split into another session, and add games or [Bill Nye videos](#) to enjoy.

PREPARATION (and materials needed): Read the Super Science adventure in the Bear 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 – 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: Static! (Requirement 1: “Conduct static electricity investigation.”)** (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Dancing Foil](#) (Aluminum Foil Bits in a Plastic Bottle plus Balloon) and [Race the Can](#) (Soda Can and Balloon). Use what you like – both are great. Here’s more ideas:

- **How Static Electricity Works.**
 - Everything is made of very small things called atoms.
 - And atoms are made up of even smaller things, including protons and electrons. Protons have a positive charge, and electrons have a negative charge.
 - Each atom usually has the same number of protons and electrons, but if two atoms bump into each other, electrons from one atom can get rubbed off onto the other atom.
 - If you walk across a carpeted floor (especially if you drag your feet), extra electrons build up on your body. If you do that (drag your feet across a carpet) and touch your dog or a metal doorknob, those electrons jump – causing a little spark of static electricity.
 - Static electricity also makes some things stick together, such as hiking socks and dryer sheets.
- **Materials Needed:** one or more balloons, polar fleece blanket or wool sweater, section of cloth, tissue paper, aluminum foil, two aluminum cans (one empty and one full), paper scraps, cardboard scraps, yarn or string, a coin.

- **Experiment:** Blow up a balloon and create static electricity by rubbing the balloon on the fleece blanket or wool sweater.
 - Ask your Scouts to predict which of these objects will stick to the “charged” balloon: human hair, tissue paper, aluminum foil, cardboard scrap, paper scrap, yarn/string, cloth, and a coin.
 - Some objects will be more affected by static electricity than others.
 - Have your Scouts discuss their findings with you.



- Here is another way we can prove that static electricity affects objects.
 - Charge the balloon again with static by rubbing it on the blanket or sweater.
 - Ask your Scouts to predict which of these objects will follow the balloon and which ones will move away from the balloon: full aluminum can, empty aluminum can, gentle stream of tap water.
 - Have your Scout discuss their findings with you.
- And another way:
 - Charge the balloon again and rub the balloon on someone's head with stringy hair.
 - Watch what happens to their hair as negative electrons build up on the balloon.
 - After doing this for a few seconds, place the balloon near a steady, gentle stream of tap water, about 1/8-inch thick.
 - Does the water move toward or away from the balloon?

◆ **Activity 2: Sink or Float? (Requirement 2: “Conduct the sink-or-float investigation.”)** (Parent leader: [redacted])

The Adventure Resources offer an Activity Card of [Sink or Swim](#). A classic experiment, adapted below.

- Ask your Scouts: can you guess – or use your Super Science to “hypothesize” – whether an egg will sink or float in water that is salty?
 - What if the water is filled with sugar? And what if the water has nothing added?
 - Let's science this!
- **Materials Needed:** three eggs, three drinking glasses (same size), salt (2 tablespoons, more or less, depending on size of glasses), sugar (same), water, tablespoon
- **Experiment:** Fill all three glasses with water.
 - Have your Scouts leave plain water in the first glass, stir salt into the second one, and stir the same amount of sugar into the third glass.
 - Can your Scouts predict what will happen when they add an egg to each glass?
 - Let them try it and see if the eggs sink or float.
- Then continue and explain:
 - In this adventure, we experimented with what scientists call “variables.”
 - A variable is something that changes.
 - By changing just one variable at a time, you proved how sugar and salt affect how eggs float.
 - The plain water is called the control because it doesn't change.

- Since the control is the same in each cup, we can use it to compare the results when the salt and the sugar are added.
- We left plain water in the first glass, but we stirred salt into the second glass and sugar into the third one.
 - Salt makes water denser so the egg floats at the top.
 - Using the same amount of sugar, the egg still floats, but not as well.
 - In plain water, the egg doesn't float at all.
- Did your findings support your hypothesis? Or should you have made a different prediction?



◆ **Activity 3: Color Morphing (Requirement 3: “Conduct the color-morphing investigation.”)** (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Oil and Water](#). Another classic, adapted below.

- Ask: Have you ever heard the saying “Oil and water don't mix”?
 - Let's use our Super Science to find out if that is true.
 - Then we'll experiment more by adding colors to the liquid.
 - What will happen if we add color to the oil, and then add the oil to the water?
 - What do you predict will happen?
- Materials Needed: One large jar or vase (must be clear), water, cooking oil, liquid food coloring (blue, red, and yellow), tablespoon, measuring cup.
- Experiment: Have your Scout fill the clear jar or vase halfway with water.
 - In the measuring cup, add 2 tablespoons of cooking oil.
 - Then add exactly 3 drops each of red, blue, and yellow food coloring to the oil (no more or it will turn black).
 - Stir the color and oil together – you will see it break up into little droplets.



- Slowly pour the mix into the water and watch the show begin!
- Now ask: What is happening? Did you guess right?
 - Oil and water do not mix.
 - When stirred together in the same container, they will actually push away from each other once the motion stops.
 - When you added the food coloring to the oil, you stirred it, mixing the two together.
 - Once this is added to the water and allowed to be still, the water and oil start to separate.
 - Liquid food coloring is water-based.
 - This causes the colors to push away from the oil.
 - As the colors move through the water, it causes a beautiful color morphing effect.
- If you have more time for this activity, try it with different color combinations.



◆ **Activity 4: Color Layering (Requirement 4: “Conduct the color-layering investigation.”)** (Parent leader:)

The Adventure Resources offer an Activity Card of [Create a Rainbow](#), adapted below.

Explanation: Explain to Scouts that they will be conducting an experiment on density.

- Density describes how much space an object or substance takes up (its volume) in relation to the amount of matter in that object or substance (its mass).
- Another way to put it is that density is the amount of mass per unit of volume.
- If an object is heavy and compact, it has a high density.

Materials Needed: Sugar (15 tablespoons), Water (15 tablespoons), Food coloring (blue, green, red, and yellow), Six clear plastic cups or glasses (same size), Tablespoon.

Introduction: Set out the materials for this investigation, and say:

- We found out how to create unique designs with colors in liquid.
- Now, can we put those colors together in layers to create a rainbow effect?
- Let’s use Super Science to see.

Experiment: Place five of the clear cups or glasses in a row.

- Keeping the cups in order, add 1 tablespoon of sugar to the first cup, 2 tablespoons to the second, 3 tablespoons to the third, 4 tablespoons to the fourth, and 5 tablespoons to the fifth cup.
 - Keep the sixth cup empty.
- Pour 3 tablespoons of lukewarm water on top of the sugar in the first five cups.
 - Stir until the mix dissolves.
- Now add a different food color to the first four cups and combine two of the colors in the fifth cup.
 - Stir the five cups again.



- Take the fifth cup (the one with the most sugar) and pour half of its contents into the sixth cup (the one that's empty), like this:
 - Hold the spoon, bowl side up, against the inside of the sixth cup.
 - Slowly and gently pour half the contents of the fifth cup into the sixth cup.
 - (Note: *Pouring onto the spoon keeps the two liquids from mixing in the cup* – in science talk, using a spoon diffuses the force of the liquid pouring into the cup. This will let the colors layer on top of one another instead of mixing in the cup.)
 - Be sure to pour gently, creating the first layer.
- Do the same thing with the third, second, and first cups.
 - Pour gently onto the spoon, creating the next three layers.
 - Enjoy the rainbow in your sixth cup!

Discuss:

- What is happening?
- What is causing the colored water to separate?

Explain:

- Adding sugar to the water causes it to become thicker as the sugar molecules take over the space.
- The more sugar you add, the denser the water becomes.
- This lets you stack the colored water if you pour it gently.



◆ 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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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/super-science/>. 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.

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1. Conduct static electricity investigation.

- [Dancing Foil](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- [Race the Can](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Conduct the sink-or-float investigation.

- [Sink or Swim](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. Conduct the color-morphing investigation.

- [Oil and Water](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

4. Conduct the color-layering investigation.

- [Create a Rainbow](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – BEAR (3rd Grade)

This is an **Assembled Den Meeting Plan** created by combining (1) activities from **Bear Adventures Den Meeting Resources** found at [Scouting.Org](https://www.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) ...

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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.

Bear – 3rd Grade

Race Time Bear

A “Racing” Adventure (Pinewood Derby or Raingutter Regatta)

ELECTIVE (2 “electives” are needed to earn the Rank of Bear)



Snapshot of Adventure

There are many ways to make things go — electricity, fuel, and batteries, to name a few. Did you know that you have the power to make a boat sail in the water or that a car can move using the force of gravity?

Propulsion is what gives an object (such as a plane, car, or boat) the power to move. You will learn different ways to make and propel vehicles. Think about how the shapes of cars, boats, and planes affect the distance they can go. In this Adventure, you'll explore how you can use the air in your lungs, the force of gravity, and the power of your imagination to make things go.



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

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 Bear Handbook

1. With an adult, 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. Identify how you could increase the speed of your chosen vehicle.

4. Before the race, discuss with your 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 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 Bear](#) 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 Bear 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 Build Day Bear](#) 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: [REDACTED])**

You can play a word scramble 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: Speed Rules! (Requirement 3:** *"Identify how you could increase the speed of your chosen vehicle.")* (Parent leader: [REDACTED])

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



Yes, the QR code in [Boat Fine Tune](https://www.scoutshop.org/blog/5-simple-tips-to-help-cub-scouts-get-ready-for-the-raingutter-regatta-.html) takes you to those five tips at <https://www.scoutshop.org/blog/5-simple-tips-to-help-cub-scouts-get-ready-for-the-raingutter-regatta-.html>, and although the Activity Snapshot for says “Cub Scouts identify three ways to make Raingutter boats go faster”, you just need one.

◆ **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.”)** (Parent leader: _____)

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 Loops 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 Bears will have earned the Adventure Loop for it. Make sure they are recognized for their completion by presenting the Adventure Loops, to be worn on their belts, 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-bear/>. 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 an adult, build either a Pinewood Derby® car or a Raingutter Regatta™ boat.

- [Pinewood Derby Car Build Day Bear](#) (Indoor; 5 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)
- [Raingutter Regatta Build Day Bear](#) (Indoor; 5 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 Rules Bear](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Raingutter Regatta Rules Bear](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. Identify how you could increase the speed of your chosen vehicle.

- [Boat Fine Tune](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Car Need for Speed](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Before the race, discuss with your den how you will demonstrate good sportsmanship during the race.

- [Team Player](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

5. Participate in a Pinewood Derby or a Raingutter Regatta.

- [Pinewood Derby Race Bear](#) (Indoor; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Raingutter Regatta Bear](#) (Outdoor; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

