

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Bobcat Webelos

A “Character and Leadership” Adventure

REQUIRED (An Adventure “Required” to earn Webelos Rank)



Snapshot of Adventure

Designed to be the first required Adventure on the trail to earn the Webelos 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-webelos/ ↑



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 Webelos Handbook

1. Get to know the members of your den.
2. Recite the Scout Oath and the Scout Law with your den and den leader. Describe the three points of the Scout Oath.
3. Learn about the Scout Law.
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.
6. Share with your den, or family, a time when you demonstrated the Cub Scout motto “Do Your Best.”

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.”

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 Webelos Adventure in the Webelos 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: (Part of Requirement 2: “Recite the Scout Oath and the Scout 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: _____)
- Recite the **Scout Oath.** (Parent leader: _____)

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

(Scouts and Parents respond)

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

- Recite the **Scout Law**. (Parent leader: _____)

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.]
 - Wild Webelos? Weird? Wandering? Welcoming? Whistling? Wise? Witty? Wonderful? Worldly?

◆ **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: _____**) interrupt and say “wait a second ... if we’re going to be a Den together ... **don’t we need to have some rules about how we act when we’re together?**”
 - Some Scouts will probably have immediate suggestions ... like “one person talks at a time”.
 - List your rules on a poster or paper or classroom chalkboard/whiteboard. **[Parent/Leaders: use the Code of Conduct Discussion Tips below for ideas, and to ask questions to lead them to other points.]**
- Then, after the Code of Conduct is done ... Den Leader or another parent can step back in:
 - Congratulations on an impressive set of Rules ... You guys did a great job!

◆ **Activity 3: Scout Oath and Law (Part of Requirement 2: “Describe the three points of the Scout Oath.” and Requirement 3: “Learn about the Scout Law.”)** (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.
- We just said the Scout Law in our Opening Ceremony. Let’s talk about some of those points.

◆ **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. (Parent leader: _____)	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.	
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: [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 7: [OPTION: Balloon Stomp Battle Royale!!] [This is just for fun!]

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

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

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

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

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



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

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

- Remind all that to complete the Bobcat Adventure they need to do the Requirement 7: **“At home, with your parent or legal guardian do the activities in the booklet ‘How to Protect Your Children from Child Abuse: A Parent’s Guide.’”** Confirm that when this is complete, Webelos will receive their Bobcat Adventure Pin.
- **[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 Webelos will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack’s tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

Code of Conduct Discussion Tips.

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

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

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

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

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

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

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

Stay in Control of Yourself:

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

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

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

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

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

Keep the Meeting Space Clean!

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

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

Everyone Has Fun! Parents and Family Too!

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/bobcat-webelos/>. 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 the members of your den.

- [Den Doodle Webelos](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Den Flag Webelos](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- [Hula Hoop Pass](#) (Indoor; 5 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- [Silent Line Up](#) (Indoor; 4 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

2. Recite the Scout Oath and the Scout Law with your den and den leader. Describe the three points of the Scout Oath.

- [Recite the Oath and Law Webelos](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

3. Learn about the Scout Law.

- [Scout Law Detective](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Scout Law Impersonation Game](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Scout Law Relay](#) (Indoor; 5 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

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

- [Code of Conduct Webelos](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

5. Learn about the denner position and responsibilities.

- [Lead Opening and Closing Ceremonies](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [What Does a Denner Do?](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Who's the Denner?](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

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

- [Roll a Cub Scout Fundamental](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Teach the Cub Scout Sign, Salute, and Handshake](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Using Cub Scout Fundamentals](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

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.](#)"

- [Child Abuse Protection Review Webelos](#) (Indoor; 1 of 5 Energy; 2 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.: _____

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Webelos Walkabout

An “Outdoors” Adventure

REQUIRED (An Adventure “Required” to earn Webelos Rank)



Snapshot of Adventure

Some places you can only get to if you walk. Walking is great exercise and a fun activity to do with your den or family. In the Webelos Walkabout Adventure, you'll learn how to prepare for a 2-mile walk, what you should bring along, and what you should do if there is an emergency. And when you are ready, take your walk!



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

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 Webelos Handbook

1. **Prepare for a 2-mile walk outside. Gather your Cub Scout Six Essentials and weather appropriate clothing and shoes.**
2. **Plan a 2-mile route for your walk.**
3. **Check the weather forecast for the time of your planned 2-mile walk.**
4. **Review the four points of Scouting's SAFE Checklist and how you will apply them on your 2-mile walk.**
5. **Demonstrate first aid for each of the following events that could occur on your 2-mile walk: blister, sprained ankle, sunburn, dehydration and heat related illness.**
6. **With your den, pack, or family, go on your 2-mile walk while practicing the Leave No Trace Principles for Kids and Outdoor Code.**

7. After your 2-mile walk, discuss with your den what went well and what you would do differently next 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 likely a longer session, so a weekend might be the best time to do it all at once. Or break it up into a prep meeting (with a short walk) and the 2 mile walk.

PREPARATION (and materials needed): Read the Webelos Walkabout adventure in the 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, a smartphone or other device for weather forecast and (maybe) mapping and tracking how far you've walked.
- To do the First Aid instruction for Requirement/Activity 5, bring or build a First Aid Kit with at least Moleskin, Band-Aids, Ace bandage, Aloe vera, and Sunscreen.

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.

- The 2 mile walk doesn't appear below until Activity 6, but Activities 4 and 5 (SAFE Checklist and First Aid) could easily be done on break during your walk.

◆ **Activity 1: Gear Up (Requirement 1:** "Prepare for a 2-mile walk outside. Gather your 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.
 - **Shoes.** Footwear must always be closed-toed for Scouting activities. The right shoes depend on where you will be walking.
 - For a paved path walking shoes or sneakers work fine.
 - For more rugged paths shoes that have a harder sole and provide greater ankle support are best.
 - Shoes should fit snug and if the shoe has laces, they should be tied appropriately.

- **Socks.** Socks are a must for walks. The best socks will keep your feet dry and pull moisture away from your feet. This helps to avoid blisters and to prevent fungus that may cause bad smells and itchy feet.
 - If your feet get wet during the walk just make sure that when you are finished, you take them off along with your socks and allow your feet to dry.
- **Hats.** Hats that cover their heads and ears protect from the sun.
- **Other Clothing.** Pick clothes appropriate for the weather. Be prepared for rain with a rain jacket.
 - If it's cold, be sure to have a warm jacket, hat, gloves, scarf.
 - Layers are good, because you can add or remove as needed as you heat up and cool down during the day and during your walk.
- Show and Tell (about 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 a walk or 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 2: Where 2 Walk (Requirement 2: "Plan a 2-mile route for your walk.") (Parent leader: _____)

Review the **5 Ws** of planning a walk.

- **Where are you going?**
 - Decide on a route to your destination and back.
 - Give the Scouts a copy of the map that includes the area for the walk. Or more than one if they get to choose.
 - Explain to Scouts that this is a map of the area where they will walk. Show them the scale of the map. (A scale tells you how far distances are in real life compared to how they are seen on the map.)
 - Let the Scouts identify a two mile route on the map.
 - Discuss how to find the starting point.
 - Ask the following: Where will they start and end their walk? What can they use during their walk to track how far they've gone? How much time should they allot for the 2-mile walk?
- **When will you return?** If you are not back reasonably close to the time on your trip plan, Scout leaders and family members can take steps to locate you and, if necessary, provide assistance.
 - Discuss the date and time of the walk and have Scouts help set the time of when you will start and end.
- **Who is hiking with you?** List the names of your partners.
- **Why are you going?** To fish in a lake? Climb a peak? Explore a new area?
 - Have the Scouts share a thought or two about the purpose of your journey.
 - Show the map again and ask if there is anything that may be of interest along the way.
 - Avoid Scouts saying they are doing it because it is a requirement.
- **What are you taking?** Always carry the Scout Basic Essentials. What else may you need to bring?



◆ **Activity 3: How's the Weather? (Requirement 3:** *"Check the weather forecast for the time of your planned 2-mile walk."*) (Parent leader: _____)

- Using a smart device have Scouts open a weather forecasting app.
- Have Scouts look at the forecast for the date of their walk and ask the following questions:
 - What kind of weather will be happening? What will the temperature be?
 - Do we need any special clothing or gear for the walk?
 - Why is it important to know the weather before venturing out onto a 2-mile walk?
- If you do the weather check in advance of the walk, repeat again as you set out. Any changes?

◆ **Activity 4: S.A.F.E. Walk (Requirement 4:** *"Review the four points of Scouting's SAFE Checklist and how you will apply them on your 2-mile walk."*) (Parent leader: _____)

Activities 4 and 5 (SAFE Checklist and First Aid) could easily be done on break during your walk.

Review Scouting's "SAFE Checklist" – here's the summary:

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



Ask Scouts the following:

- What does it mean to have proper supervision?
- Why do we need to assess for risks?
- Do you know what is on the Health and Medical Form? Why is it important for leaders to know that?
- Why is it important people have equipment that is properly sized for the activity?
- How can we apply these four points to our two-mile walk?
- What are some steps we can take to make sure we have a SAFE walk?

◆ **Activity 5: First Aid on the Walk (Requirement 5:** *"Demonstrate first aid for each of the following events that could occur on your 2-mile walk: blister, sprained ankle, sunburn, dehydration and heat related illness."*) (Parent leader: _____)

Using the Webelos Handbook and a First Aid Kit, give Scouts the opportunity to demonstrate first aid for Blister, Sprained ankle, Sunburn, and Dehydration and heat related illness.

◆ **Activity 6: Walk On! (Requirement 6:** *"With your den, pack, or family, go on your 2-mile walk while practicing the Leave No Trace Principles for Kids and Outdoor Code."*) (Parent leader: _____)

- Enjoy the Walk!

◆ **Activity 7: Plan For Next Time (Requirement 7:** *"After your 2-mile walk, discuss with your den what went well and what you would do differently next time."*) (Parent leader: _____)

- At your end point, gather the Scouts and ask what was fun and interesting, what was hard, what went well, what didn't go so well, and what they would do differently next time.

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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/webelos-walkabout/>. 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 2-mile walk outside. Gather your Cub Scout Six Essentials and weather appropriate clothing and shoes.

- [Cub Scout Essential Six Review](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

2. Plan a 2-mile route for your walk.

- [Digital Map](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Plan A Route](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. Check the weather forecast for the time of your planned 2-mile walk.

- [What’s The Forecast?](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Review the four points of Scouting’s SAFE Checklist and how you will apply them on your 2-mile walk.

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

5. Demonstrate first aid for each of the following events that could occur on your 2-mile walk: blister, sprained ankle, sunburn, dehydration and heat related illness.

- [First Aid Demonstration](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)
- [First Responder Visit](#) (Travel; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)
- [Trail First Aid](#) (Indoor; 4 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)

6. With your den, pack, or family, go on your 2-mile walk while practicing the Leave No Trace Principles for Kids and Outdoor Code.

- [The Two-Mile Walk](#) (Travel; 5 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

7. After your 2-mile walk, discuss with your den what went well and what you would do differently next time.

- [Stop-Start-Continue](#) (Travel; 5 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Stronger, Faster, Higher

A “Personal Fitness” Adventure

REQUIRED (An Adventure “Required” to earn Webelos Rank)



Snapshot of Adventure

The Stronger, Faster, Higher Adventure will help you understand how to eat well, how to exercise, and the importance of rest. Personal fitness is a balance of these three things. What you eat is what your body is able to turn into energy and can keep your body working to keep you healthy. Exercise not only keeps your body working, it also is good for your mind. Your body needs rest, and so does your mind



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

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 Webelos Handbook

1. **With your den or family, plan, cook, and eat a balanced meal.**
2. **Be active for 30 minutes with your den or at least one other person in a way that includes both stretching and moving.**
3. **Be active for 15 minutes doing personal exercises that boost your heart rate, use your muscles, and work on flexibility.**
4. **Do a relaxing activity for 10 minutes.**
5. **Review your Scouting Annual Health and Medical Record with your parent or legal 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 session (but it may run long depending on how elaborate your "cook a meal" activity is and how efficient you are in the cooking), 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 Stronger, Faster, Higher Adventure in the Webelos Handbook.

- Key Advance Decisions are: how to do the plan and cook a meal and what kinds of group activities.
 - For Activity 4 (Requirement 1), decide how you'll do the meal. You can assign the Scouts to help plan and cook a balanced meal at home. But getting the den to work together to plan and cook with each other can be more fun and help bond the den.
 - There are many choices here – cookout, cook at your regular meeting place (if it has a kitchen), cook at camp, or cook in someone's home. And many menu choices.
 - For Activity 1/Requirement 2, pick what activity you'll do "*for 30 minutes ... that includes both stretching and moving.*" Could be soccer, kickball, basketball, baseball, bike ride, jump rope ... or what you like.
- 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: Group Exercise (Requirement 2:** "*Be active for 30 minutes with your den or at least one other person in a way that includes both stretching and moving.*") (Parent leader: _____)

Your activity could be from the [Adventure Resources](#) which has tips for Ultimate [Frisbee](#) (our favorite!), [Soccer](#), and [Volleyball](#), but the den might want to do something different, like a bike ride, basketball, 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 Scouts perform warm-up stretches for several minutes before starting this workout.



◆ **Activity 2: Personal Exercise (Requirement 3:** *“Be active for 15 minutes doing personal exercises that boost your heart rate, use your muscles, and work on flexibility.”*) (Parent leader: _____)

- Your activity could be from the [Adventure Resources](#) which has tips for [Climbing](#), [Fitness](#) with a trainer (cool if you have one – parents who work out a lot could qualify!), and this [Scout Fit Challenge](#):
 - Have Cub Scouts brainstorm exercises that include cardio, muscular strength, and flexibility.
 - These could include walking between two points, jogging and then sprinting (or running in place), doing five push-ups on your knees then regular push-ups, jumping jacks, sit-ups, pull-ups, or more.
 - Have Cub Scouts complete the exercises and rate the different levels of intensity for each.

◆ **Activity 3: Relax (Requirement 4:** *“Do a relaxing activity for 10 minutes.”*) (Parent leader: _____)

- Your activity could be from the [Adventure Resources](#) which has activity cards for [Book Bliss](#), [Musical Tranquility](#), and a [Trailblazing Trek](#) (a relaxing activity with energy level of 4???)
- But it could be lie on your back in the grass and watch the clouds.

◆ **Activity 4: Meal Time (Requirement 1:** *“With your den or family, plan, cook, and eat a balanced meal.”*) (Parent leader: _____)

- Your activity could be from the [Adventure Resources](#) which has activity cards for [Cub Camp Cuisine](#) (chicken fajitas) and [Culinary Creations](#) (spaghetti), plus a [Family Feast](#) (to be done at home).
- Doing this as a den is not required, but can be a bonding experience.



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

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

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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/stronger-faster-higher/>. 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 family, plan, cook, and eat a balanced meal.

- [Cub Camp Cuisine](#) (Travel; 2 of 5 Energy; 3 of 5 Supplies; 5 of 5 Prep Time)
- [Culinary Creations](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 4 of 5 Prep Time)
- [Family Feast](#) (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 in a way that includes both stretching and moving.

- [Frisbee Frenzy](#) (Outdoor; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Soccer and Scouting](#) (Outdoor; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Volleyball Voyage](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. Be active for 15 minutes doing personal exercises that boost your heart rate, use your muscles, and work on flexibility.

- [Climb and Conquer](#) (Travel; 5 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Fit and Fun](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Scout Fit Challenge](#) (Indoor; 5 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Do a relaxing activity for 10 minutes.

- [Book Bliss](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- [Musical Tranquility](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Trailblazing Trek](#) (Outdoor; 4 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

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

- [Annual Health and Medical Record Webelos](#) (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 – WEBELOS (4th Grade)

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

Webelos – 4th Grade

My Community

A “Citizenship” Adventure

REQUIRED (An Adventure “Required” to earn Webelos Rank)



Snapshot of Adventure

This Adventure is all about being a good citizen.

You'll learn about the different types of voting and how our national government maintains the balance of power.

You'll meet with a local politician and discuss how they were elected and their role in government.



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

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 Webelos Handbook

1. **Learn about majority and plurality types of voting.**
2. **Speak with someone who is elected to their position. Discover the type of voting that was used for to elect them and why.**
3. **Choose a federal law and create a timeline of the history of the law. Include the involvement of the 3 branches of government.**
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 connected to your visit with an elected person, but this could be two or three meetings if you want a deeper dive into that visit and a more substantive service project.

PREPARATION (and materials needed): Read the My Community Adventure in the Webelos Handbook.

- Paper and pencils for ballots if you take a vote for Requirement/Activity 1.
- Determine who and how you'll meet with "someone who is elected to their position" for Requirement 2.
 - While you can and should seek out your local governmental elected officials to participate in some constituent service with your Den, you might have non-governmental people who were elected.
 - For example, a PTA/PTO leader, a neighborhood association head, or members of civic boards.
 - Make sure that the elected guest is willing and able to share about majority and plurality voting and which system was used for them to become elected and what would happen if there were a tie.
- Paper and pencils for the timeline about a law – and which law you'll learn about. This plan adapts the Activity Card on [History of the Americans with Disabilities Act](#) from the [Adventure Resources](#)
- 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.

- 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: Majority Rules? Plurality Rules? Get Out The Snack Vote! (Requirement 1: "Learn about majority and plurality types of voting.")** (Parent leader: _____)

- This is adapted from [Snack-lections](#) in [Adventure Resources](#).
- First, share with Scouts the voting concepts of majority and plurality.
 - **Majority** means that to win the candidate must receive more than 50% of the vote, this represents the majority. The benefit of a majority vote requirement is that the majority of people get what they voted for – people may be more satisfied with the result compared to winner with under half the vote.
 - The potential challenge with a majority vote is when there are multiple candidates or topics it may be difficult and/or take a lot of time to get a majority of people to agree.
 - Because conducting elections on a large scale is very costly often a "runoff" will then occur between only the top two vote-getters.
 - **Plurality** means that to win the candidate must receive the most votes – even if the total is 50% or less.
 - The benefit of a plurality vote is that in an election with three or more choices, the chances are greater that at least one person or topic will receive the most votes. For that reason, plurality votes usually only take one vote.

- The potential challenge is that people who are voting expecting a majority vote may feel like their vote didn't have an impact. Or, it is possible that a single choice that is unpopular with most voters may "win" because several different choices "split" the remaining vote.
- Explain that Scouts will decide on a snack for the next meeting. Let the Scouts know that the purpose of this is to explore the difference between majority and plurality voting.
 - Tell the Scouts that: "The first part of most elections begins with what is called a nomination. This is where people recommend someone for the position by nominating them – but in this case you are going to give a nomination for a snack."
 - Tell the Scouts that in addition there will be pre-qualification: the den leader must approve the snack to ensure a snack that is not practical is not voted on.
 - For example, sushi may not be in the den budget, but maybe pizza is.
- Allow Scouts to start nominating snacks. Continue to allow nominations until at least four snacks have been accepted. It is important to have four or more candidates to give a greater chance that not one snack will receive the majority of votes.
 - The lesson is more powerful when Scouts realize that there are times when majority voting doesn't give results right away or may cause a tie that cannot be broken.
 - Plurality voting is more likely to give a result right away and prevent situations that keep any one snack from being chosen.
- Want more fun? Don't just take nominations – **encourage nomination speeches!**
- Hand out a slip of paper and pencil to each Scout and have them write the name of the snack they are voting for on the paper and turn it into you.
 - Tell them that this is a secret ballot so no one will know who you voted for.
- Count the votes and announce the results. Explain to Scouts that we can decide what snack won the election in one of two ways. The two most common methods are majority and plurality.
 - Majority is when a snack must have more than half the votes to win – most of the votes.
 - Plurality is when the snack that received the most votes wins – even if the most votes is less than half.
- Discuss the results.
 - Is there a snack that received the most votes (plurality)?
 - Is there a snack that received the majority of votes (majority)?
 - Explain to Scouts – Imagine if this was an election where there were thousands or millions of voters. There is a lot of time, money, and energy it takes to conduct an election and it can be a drain of resources to keep conducting an election until there is a majority.
 - Based on this election what do you think should be the snack?



◆ **Activity 2: Talk With the Elected (Requirement 2: "Speak with someone who is elected to their position. Discover the type of voting that was used for to elect them and why.")** (Parent leader: _____)

- Whether your elected guest is visiting your Den Meeting or your Den is doing a field trip to visit with your elected guest, introduce the elected guest and invite them to discuss what they do in their elected role.
 - Have your elected guest explain, and answer questions about, how they were elected.
- If Cub Scouts are having a hard time asking questions, using the Government Types document, consider the following questions:
 - When did you first get elected?

- How often is the election held for your position?
- Is there a limit on how long you can be in the position?
- Were you elected by a majority or plurality? Was there a “runoff” election?
- How many votes did you receive?
- What percentage of people eligible to vote in your election actually voted?
- Thank your guest. Sending a follow up thank you note is Friendly, Courteous, Kind, etc.

◆ **Activity 3: History of a Law (Requirement 3: “Choose a federal law and create a timeline of the history of the law. Include the involvement of the 3 branches of government.”)** (Parent leader: _____)

- This is adapted from [History of the Americans with Disabilities Act](#) in [Adventure Resources](#).
- Start with a simple explanation of the ADA and its importance.
 - Ask Scouts what disabilities are and how laws can help protect and support people with disabilities.
- Briefly explain the roles of the legislative, executive, and judicial branches of government.
- Tell Scouts that you’re going to tell them about the history of the Americans with Disabilities Act.
- While you’re explaining it, they are to create their timeline including:
 - writing the date of the key point in time,
 - writing a short description of what happened, and
 - identifying which branch (or branches) of government was (or were) involved.
- Tip: The ADA National Network has a timeline of the [history of the American Disabilities Act](#).
 - 1988 – Americans with Disabilities Act was introduced in Congress.
 - 1989 – ADA passed in the Senate.
 - 1990 – ADA passed in the House and was signed into law by President George H.W. Bush.
 - 1999 – Supreme Court heard cases about the ADA. Their rulings narrowed the scope of the ADA.
 - 2008 – ADA Amendments Act was signed into law, counteracting the effects of the Supreme Court rulings.



◆ **Activity 4: Service Project (Requirement 4: “Participate in a service project.”)** (Parent leader: _____)

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



- 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 Pins to all who completed the requirements. Maybe end with a ["Living Circle"](#).

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

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

ADVENTURE RESOURCES: Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/my-community/>. 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 majority and plurality types of voting.

- [Denner Election](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Snack-lections](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Speak with someone who is elected to their position. Discover the type of voting that was used for to elect them and why.

- [Our Elected Official](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 4 of 5 Prep Time)

3. Choose a federal law and create a timeline of the history of the law. Include the involvement of the 3 branches of government.

- [History of the Americans with Disabilities Act](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)

4. Participate in a service project.

- [Diaper and Formula Drive](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 5 of 5 Prep Time)
- [Happy Birthday Bag Project](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Webelos Scouting for Food](#) (Travel; 3 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

My Safety

A “Personal Safety” Adventure

REQUIRED (An Adventure “Required” to earn Webelos Rank)



Snapshot of Adventure

In this Adventure, you will strengthen your ability to keep yourself safe with the “Protect Yourself Rules” and learn ways to keep your home and meeting space safe.



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

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

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

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



Requirements from the Webelos Handbook

1. With permission from your parent or legal guardian, watch the **Protect Yourself Rules video** for the Webelos rank.
2. Identify items in your house that are hazardous and make sure they are stored properly. Identify on the package where it describes what to do if someone is accidentally exposed to them.
3. Identify ways you and your family keep your home or your meeting space safe.
4. Complete the Be Prepared for Natural Events worksheet. Complete a worksheet for at least two natural events most likely to happen near where you live.

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 My Safety Adventure in the Webelos Handbook.

- Determine how you will do the Video and safety requirements. Options are:
 - Video and home safety at home with parents (Requirements 1, 2 + 3), and Den Meeting built around the learning about natural events and safety. Probably plus a game or sport for fun.
 - 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, goggles, 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 Webelos rank.") (Parent leader: _____)

The video is found at
vimeo.com/901242653



◆ **Activity 2: Home Hazards** (Requirement 2: "Identify items in your house that are hazardous and make sure they are stored properly. Identify on the package where it describes what to do if someone is accidentally exposed to them.") (Parent leader: _____)

- Discuss with the Scouts the various hazard symbols and what they mean.

- You can also do a meeting place inspection (with any needed approval from the staff of where you meet). Common hazardous materials include cleaning products, furniture polish, air fresheners, gardening products, oven cleaner, paint, pesticides.
 - At your meeting place, you might invite building staff to assist you as you locate hazardous items.
 - They can show how they safely store those in your space.
 - Locate any information on the products that describes the hazard or poison.
 - If needed, place an appropriate label on the item.

Flammable – contents that may easily catch fire or cause a fire.

Poison – the Poison Health Line 1-800-222-1222 that can assist if you suspect someone has been poisoned. Tell Scouts that they should have the container available when calling the hotline.

Corrosive – contents may cause metals and other materials to break down. It will cause skin to burn and damage the eyes.



- In Case of Emergency-call 911 for any other hazards or if unsure of what to do.

◆ **Activity 3: Safe at Home and in your Meeting Space (Requirement 3:** *“Identify ways you and your family keep your home or your meeting space safe.”*) (Parent leader: _____)

- Using either the Webelos Handbook or the Scouting Meeting Location Inspection Checklist, have buddy groups of Scouts walk through the meeting space and check off the safety items found.
 - The Checklist is at <https://filestore.scouting.org/filestore/pdf/mpinsp.pdf>.
- After completing the checklist, have everyone come together to discuss the safety components of the meeting space.
 - Identify items that may be a safety concern.

◆ **Activity 4: Emergency Preparedness (Requirement 4:** *“Complete the Be Prepared for Natural Events worksheet. Complete a worksheet for at least two natural events most likely to happen near where you live.”*) (Parent leader: _____)

- Using the Webelos Handbook or the “Be Prepared for Natural Events” resource found in the [Be Prepared for Natural Events](#) activity card, discuss the types of natural events that may occur like:
 - Hurricanes, Tornadoes, Earthquakes, Flooding, Mudslides, Tsunamis, Wildfires.
- Determine which of these natural events may occur in your local area.
 - Ask Scouts about how their families can be prepared for those events.
 - Ask Scouts to discuss and review their plans with their families.

◆ **Activity 5: [OPTION: Fun Game We Like** (Parent leader: _____):

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



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

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

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

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

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

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

- 1. With permission from your parent or legal guardian, watch the [Protect Yourself Rules video](#) for the Webelos rank.**
 - [Protect Yourself Video Webelos](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 2. Identify items in your house that are hazardous and make sure they are stored properly. Identify on the package where it describes what to do if someone is accidentally exposed to them.**
 - [Hazard Labels](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
 - [Safe Hazardous Material Storage](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 3. Identify ways you and your family keep your home or your meeting space safe.**
 - [Safe Den Meeting Checklist](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
 - [Safe Home Safety Checklist](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- 4. Complete the Be Prepared for Natural Events worksheet. Complete a worksheet for at least two natural events most likely to happen near where you live.**
 - [Be Prepared for Natural Events](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

My Family

A “Family and Reverence” Adventure

REQUIRED (An Adventure “Required” to earn Webelos Rank)



Snapshot of Adventure

Understanding your religious beliefs and the beliefs of others can help you make sense of the world around you. This Adventure lets you learn about your own faith and family and explore ways to continue your faith practices in the future.



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

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

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 Webelos Handbook

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

1. 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 family’s faith traditions.
2. Carry out an act of kindness.

3. With your parent or legal guardian identify a religion or faith that is different from your own. Identify two things that it has in common with your family's beliefs.
4. Discuss with our parent or legal guardian what it means to be reverent. Tell how you practice being reverent in your daily life.

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 My Family Adventure in the Webelos 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.

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 family's faith traditions."*) (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 [Multimedia Collage](#) or [Wood Crafting](#), but if none of those resonate with you, pick some other art or craft medium. Or food!
 - Have the Scouts share "three holidays or celebrations" and explain their art, craft, or food item.

◆ **Activity 2: Be Kind (Requirement 2:** *"Carry out an act of kindness."*) (Parent leader: _____)

- Kindness ideas suggested in the [Adventure Resources](#) include chores at home or for a neighbor, but your Scouts can carry out any and many acts of kindness.
- More ideas in the Webelos 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 3: Common Beliefs (Requirement 3:** *“With your parent or legal guardian identify a religion or faith that is different from your own. Identify 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 some likely common elements are “family is important” and “be kind to each other” and “be trustworthy”.
- 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.

◆ **Activity 4: Reverence (Requirement 4:** *“Discuss with our parent or legal guardian what it means to be reverent. Tell how you practice being reverent in your daily life.”*) (Parent leader: _____)

- Ask Scouts what it means to be reverent. Explain that reverence is showing great respect for a person or thing. Examples include:
 - Reverence toward elders
 - A painting that inspires deep reverence for nature
 - Reverence for human life
 - Raising a hand to speak
 - Walking quietly in a library
 - Showing respect for others
- Discuss with Scouts why reverence is an important value.
 - Reverence contributes to creating a peaceful and respectful community, fostering understanding, and appreciating the diversity of beliefs and cultures.
- 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 respects your beliefs.
- Ask Scouts how they can practice being reverent in their daily lives.

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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/my-family/>. 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 family’s faith traditions.

- [Multimedia Collage](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Wood Crafting](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

2. Carry out an act of kindness.

- [A Dish of Kindness](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Helping Hands](#) (Indoor; 3 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Neighborly Kindness](#) (Travel; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

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

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

4. Discuss with our parent or legal guardian what it means to be reverent. Tell how you practice being reverent in your daily life.

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

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Catch The Big One

A “Fishing” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Humans started fishing as a way to get food. Many cities and towns were established and grew because they were close to a source of fish.

Today, most people fish as a hobby, releasing what they catch. Fishing gives you a chance to be outdoors near the water and have fun.



The QR Code above takes you to scouting.org/cub-scout-adventures/catch-the-big-one/ ↑

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 Webelos Handbook

1. **Make a plan to go fishing.** Determine where you will go and what type of fish you plan to catch. All of the following requirements are to be completed based on your choice.
2. **Use the Scouting SAFE Checklist** to plan what you need for your fishing experience.
3. **Describe the environment** where the fish might be found.
4. **Make a list of the equipment and materials** you will need to fish.
5. **Determine the best type of knot** to tie your hook to your line and tie it.
6. **Choose the appropriate type of fishing rod and tackle** you will be using. Have an adult review your gear.
7. **Using what you have learned about fish and fishing equipment,** spend at least one hour fishing following local guidelines and regulations.

Meeting Plan

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

PREPARATION (and materials needed): Read the Catch The Big One Adventure in the Webelos Handbook.

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

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

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

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

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

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

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

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

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

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

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

Common examples from around Georgia are:

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

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

- Especially stocked commercial fishing ponds and operations.



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

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

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



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

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

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

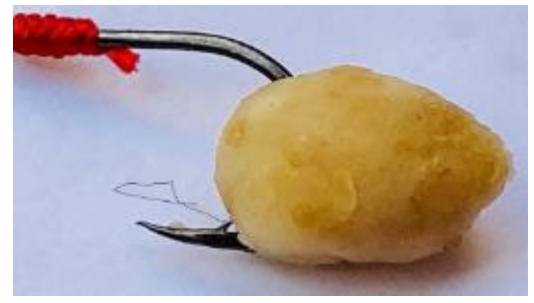
- The [Adventure Resources](#) has a [Diorama](#) project, a [Tag](#) card game, and a [Think Like A Fish](#) worksheet.
- You can do [Think Like A Fish](#) without the worksheet, as a discussion ... especially if you're scoping out where to fish at your fishing location:
 - You are a fish today! I want you to think about what might try to eat you or what you are afraid of.
 - As you pretend to be this fish, also think about where you might like to hide from bigger fish, birds or even large mammals, like bears! What are good hiding places?
 - You also don't like the sun because you have a hard time controlling your body temperature. Where might you find shade? A rock? A pier? A stump? Such hard questions being a fish.
 - Fish like things quiet and calm. What kinds of things might make noise? Where is the water calm.

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

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

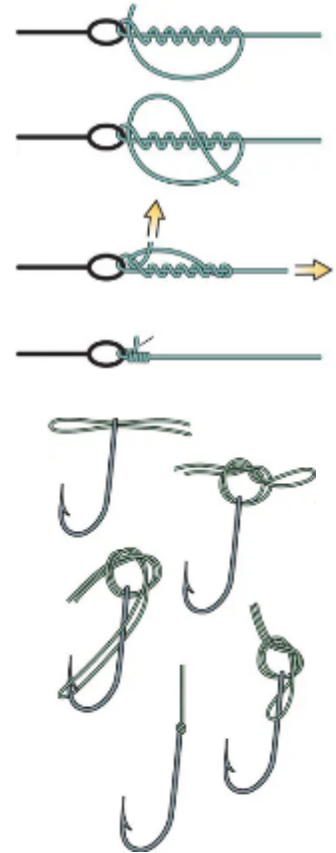


- Household items that can be used as bait: corn, hot dogs, sandwich meat, bread.



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

- Practice tying an improved clinch knot and a Palomar knot so you can show Cub Scouts. One knot is enough, but there are two with instructions and graphics in the Webelos Handbook – more views below.
- **Improved clinch knot:**
 - Run the end of the line through the eye of the hook.
 - Double the line back, and make six twists around the standing part (the long part of the line).
 - Run the end of the line through the small loop where the line joins the eye and then back through the large loop you just formed.
 - Partially close the knot and moisten it with water before securing it tightly against the hook eye. Cut off the short end of the line.
- **Palomar knot:**
 - Double the line to make a 4- to 6-inch loop at the end.
 - Then pass the end of the loop through the eye.
 - (You may need to crimp the end of the loop so it will go through the eye.)
 - Tie a loose overhand knot in the doubled line.
 - Pass the hook *through* the loop.
 - Pull on the doubled line to tighten the knot, guiding the loop over the top of the eye.
 - Cut off the short end (tag end) of the line.



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

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



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

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

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

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

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

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

1. Make a plan to go fishing. Determine where you will go and what type of fish you plan to catch. All of the following requirements are to be completed based on your choice.

- [Plan Your Fishing Adventure](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Use the Scouting SAFE Checklist to plan what you need for your fishing experience.

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

3. Describe the environment where the fish might be found.

- [Fish Diorama](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 3 of 5 Prep Time)
- [Tag, You're Caught!](#) (Indoor; 5 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Think Like A Fish](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Make a list of the equipment and materials you will need to fish.

- [Group Tackle Box](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

5. Determine the best type of knot to tie your hook to your line and tie it.

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

6. Choose the appropriate type of fishing rod and tackle you will be using. Have an adult review your gear.

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

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

- [Catch the Big One](#) (Travel; 4 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Pedal Away

A “Cycling” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Get your helmet and your Cub Scout Six Essentials—we are going on a bike ride!

Learn how the gears on a bike work and make it easier for you to pedal peddle. Practice safety and good maintenance of your bike, and it will last a long time.



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

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 Webelos Handbook

1. **Decide on gear and supplies you should bring for a long bike ride.**
2. **Discover how multi-gear bicycles work and how they benefit a rider.**
3. **Practice how to lubricate a chain.**
4. **Pick a bicycle lock that you will use. Demonstrate how it locks and unlocks, how it secures your bicycle, and how you carry it while you are riding your bicycle.**
5. **With your family, den, or pack, use a map and plan a bicycle ride that is at least 5 miles.**
6. **With your den, pack, or family and using the buddy system, go on a bicycle ride that is a minimum of 5 miles.**

Meeting Plan

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

PREPARATION (and materials needed): Read the Pedal Away Adventure in the Webelos Handbook.

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

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

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

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

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

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

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

◆ **Activity 1: Gear Up to Bike (Requirement 1:** "Decide on gear and supplies you should bring for a long bike ride.") (Parent leader: _____)

- Some of the items needed are the Cub Scout Six Essentials (for more, see: 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 a walk or hike or campout.
 - **Sun protection:** sunscreen of SPF 30 or greater and a hat – sunglasses if you like.
 - **Flashlight:** small, for emergency use only.
 - **Whistle:** also for emergency use only.
- On a long bike ride, you need more ... why might you need the following items:
 - Bike? (*Of course, it's a bike ride!*) Helmet? (*Yes! Always when riding.*) Buddy? (*Always for fun and safety*)
 - Map? (*Need to know where we're going!*) Gloves? (*Maybe, for comfort.*) Shoes? (*Comfort, safety.*)



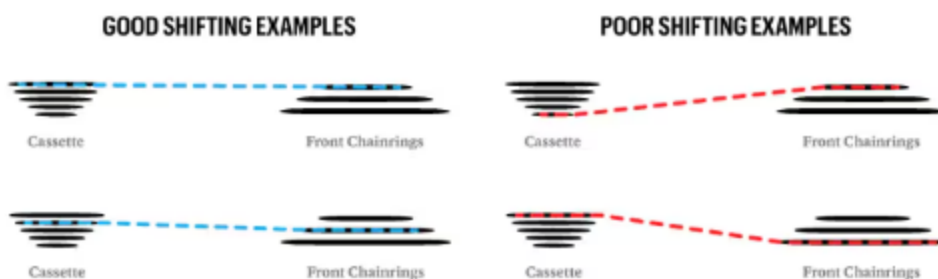
- Bike Tools? Tire Patches? (*Fix flats and make repairs on the ride.*) Cell Phone? (*Yes! For emergencies!*)
- Air Pump? (*Pump It Up! Fix a flat!*) Bike Lock? (*Keep it safe!*) Leader? (*Adult supervision for safety.*)
- Light Backpack/Daypack? (*To stow the gear listed above – other than the Adult Leader!*)

◆ **Activity 2: Get It In Gear! (Requirement 2: “Discover how multi-gear bicycles work and how they benefit a rider.”)** (Parent leader: _____)

- With a multi-gear bike, explain to Scouts that gears on a bike allow the rider to keep pedaling at a steady rate whether going uphill or downhill.
 - On a bike with no gears, every rotation you make with your pedal makes one rotation on the back wheel.
 - Bikes with gears can change the number of rotations you make with your pedals to equal one full rotation of your back tire.
- Point out the rear cassette.
 - The rear cassette is a group of sprockets at the rear hub of a bicycle that attaches to the freehub.
 - The “freehub” system engages with the wheel when you’re pedaling to move you forward – and disengages when you stop pedaling so you can coast.
 - The rear cassette is held in place by a cassette locking.
- Point out the gear shift mechanism(s) on your bike and other bikes today.
 - Some only have rear derailleur. Bikes with front and rear derailleur have both front and rear shifting.
 - Most common is the left side lever or device operates the front derailleur and the right the rear.
 - This is also how brakes are normally set up: left side front, right side rear. (Left is lead, right is rear).
 - Bikes vary in the type of gear shift device – some examples below.



- Lower shift numbers (or lower gears) help when the incline is steep and you will be going slower.
 - Higher numbers (or higher gears) help when going downhill when you want to go fast.
 - But you don’t want to have front and rear at harsh angles – it’s not efficient, and can break a chain.
- Flip the bike over with the wheels up. Show them how the gears can change when the pedals move.



◆ **Activity 3: Chain Care (Requirement 3: “Practice how to lubricate a chain.”)** (Parent leader: _____)

- Divide Scouts into buddies, hand out rubber gloves, toothbrush, and rag to each group with a bike.
- Tell Scouts that they will be lubricating the chain on their bikes. Explain that it takes two people to do the maintenance safely and that both buddies will have a chance to lubricate the chain on their bikes.
- One buddy is to hold the bike steady, while the bike owner works to clean and lubricate their bike chain.
- Degrease the chain. Add a small amount of degreaser to the toothbrush, hold it to the top of the chain, and backpedal. Repeat this step with the bottom of your chain, always brushing the section of chain below your drivetrain.
- Rub down your chain with soapy water and rinse to clean off excess degreaser.
- Choose your lubrication. Use wet lubrication if you ride in wet, muddy conditions, and dry lubrication if you ride in dry conditions.
- Lubricate your chain. Carefully place a small drop of lube on top of each roller in your chain. Make sure to aim the lube right into your rollers. Getting lube on the outside of the chain will just pick up more dirt.
- Wipe off any excess lube, and you’re ready to ride.



◆ **Activity 4: Bike Lock (Requirement 4: “Pick a bicycle lock that you will use. Demonstrate how it locks and unlocks, how it secures your bicycle, and how you carry it while you are riding your bicycle.”)** (Parent leader: _____)

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

Chain Lock



Cable Lock



D-Lock



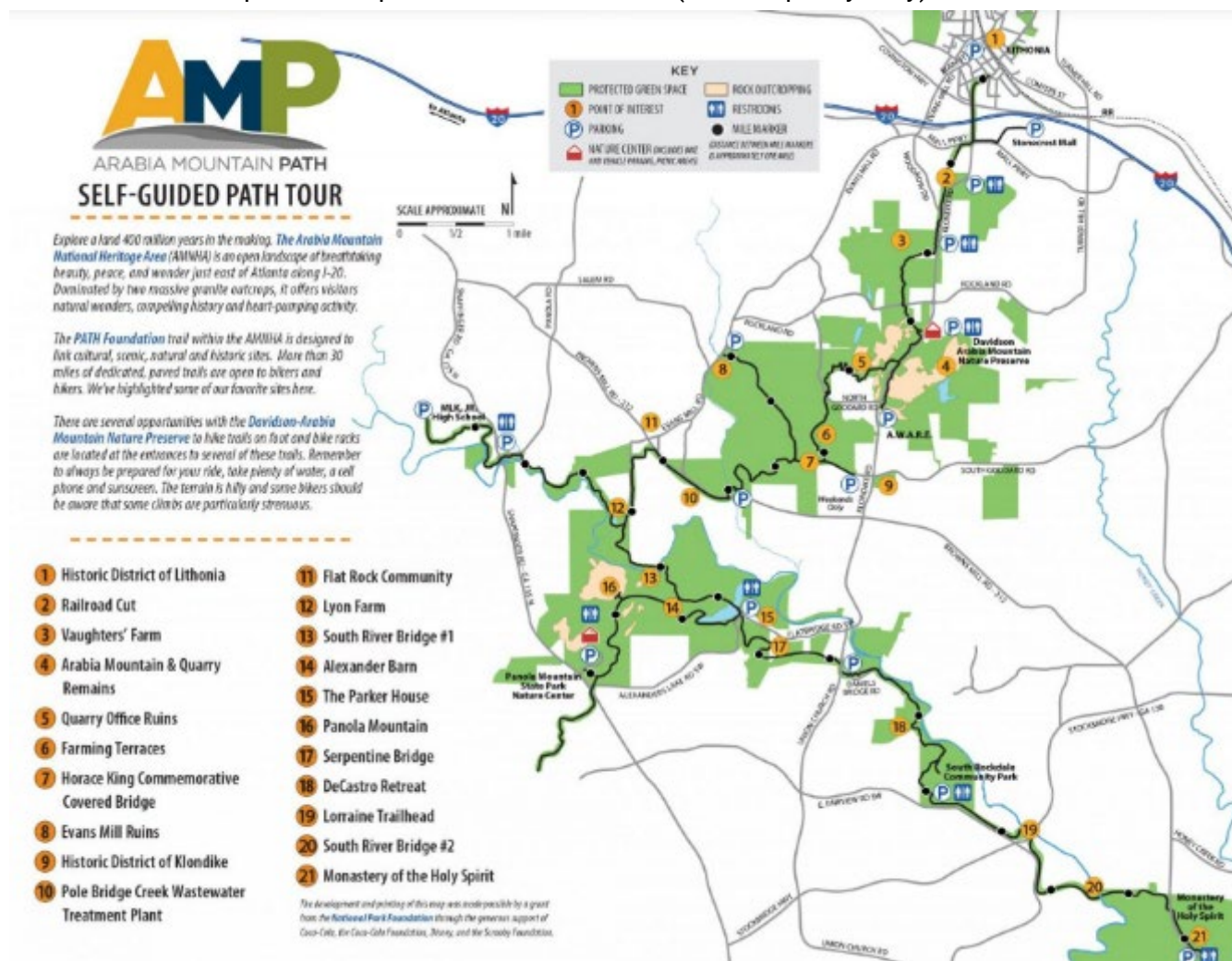
- Share different lock types and show how they work. Let Scout buddy groups try to open the locks and rotate to different lock types.
- Ask: Why is it important we lock our bikes? Where have you seen a bike rack to attach your bike to? Which lock do you have for your bike and why did you choose it?

◆ **Activity 5: Plan Your Bike Ride (Requirement 5: “With your family, den, or pack, use a map and plan a bicycle ride that is at least 5 miles.”)** (Parent leader: _____)

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

- **Where are you going?** Have at least a couple bike route maps for Scouts to select a route.
 - Explain to Scouts that this is (these are) maps of the area where we can ride. Show them the scale of the map. (A scale tells you distances are in real life compared to how they are seen on the map.)
 - When choosing the route they should consider:
 - Is the trail paved or rugged? Can everyone who will be on the bike ride handle the conditions?

- Is the trail flat, or will there be inclines and declines? Are there sites or things you want to stop and see? Are there areas where you can rest?
- Here is an example of a map of a bike trail ... YMMV (Your Map May Vary):



- Let the Scouts identify a five mile route on the map. Or a 2.5 mile route so five miles is "out and back". Discuss how to find the starting point.
- **When will you return?** If you are not back reasonably close to the time on your trip plan, Scout leaders and family members can take steps to locate you and, if necessary, provide assistance.
 - Discuss the date and time of the ride and have Scouts help set the time of when you will start and end.
- **Who is riding with you?** List the names of your partners.
- **Why are you going?** To explore a new area? To get practice cycling? To burn calories? To ride fast?
 - Have the Scouts share a thought or two about the purpose of your journey.
 - Show the map again and ask if there is anything that may be of interest along the way.
 - Avoid Scouts saying they are doing it because it is a requirement.
- **What are you taking?** See Activity 1/Requirement 1.

◆ **Activity 6: Ride On! Ride On! (Requirement 6: "With your den, pack, or family and using the buddy system, go on a bicycle ride that is a minimum of 5 miles.")** (Parent leader: _____)

- All bike rides are local, so follow up on any plans from Requirement 5 and fill in any gaps in planning.
 - Explain the bike route and make sure everyone follows the buddy system and any other rules you need to impose on the group – like a "lead" rider that nobody passes.

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

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

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

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

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

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

1. Decide on gear and supplies you should bring for a long bike ride.

- [All We Need](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [I Went on a Bike Ride and Took](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

2. Discover how multi-gear bicycles work and how they benefit a rider.

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

3. Practice how to lubricate a chain.

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

4. Pick a bicycle lock that you will use. Demonstrate how it locks and unlocks, how it secures your bicycle, and how you carry it while you are riding your bicycle.

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

5. With your family, den, or pack, use a map and plan a bicycle ride that is at least 5 miles.

- [Webelos Map The Ride](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)

6. With your den, pack, or family and using the buddy system, go on a bicycle ride that is a minimum of 5 miles.

- [Webelos Bike Ride](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Aquanaut

A “Swimming” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Swimming is great exercise and a whole lot of fun. It is also an important skill to learn when you consider that 70 percent of the Earth is covered in water. In this Adventure, you'll discover how to enjoy swimming and how to respond to water emergencies. Time to grab your swimsuit and your buddy tag and hit the water.



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

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 Webelos Handbook

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

1. State the safety precautions you need to take before doing any swimming activity.
2. Explain the meaning of “order of rescue” and demonstrate the reach and throw rescue techniques from land.
3. Learn how to prevent and treat hypothermia.
4. Attempt to tread water.
5. Attempt the Scouting America swimmer test.

6. Have 30 minutes, or more, of free swim time where you practice the Buddy System and stay within your ability group. The qualified adult supervision should conduct at least three buddy checks per half hour swimming.

Meeting Plan

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

PREPARATION (and materials needed): Read the Aquanaut Adventure in the Webelos 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](https://my.scouting.org).
 - Determine if you want to have a lifeguard or swimming instructor or swim team coach help instruct (share this plan with them). It is strongly recommended that all units have at least one adult or older youth member currently trained in Scouting America Aquatics Supervision: Swimming and Water Rescue or Scouting America Lifeguard to assist in planning and conducting all swimming activities.
- Other items you will need:
 - Whistles for lifeguards and lookouts
 - Buddy tags and a buddy board system

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

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

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

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

ACTIVITIES (See also other Activities linked at Adventure Resources – 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: Safe Swimming (Requirement 1:** “State the safety precautions you need to take before doing any swimming activity.”) (Parent leader: _____)

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

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



- 5) **Lookout** – Lookouts continuously monitor the conduct of the swim, identifies any departures from Safe Swim Defense guidelines, alerts rescue personnel as needed, and monitors the weather and environment participate safely.
- 6) **Ability Groups** – All youth and adult participants are designated as swimmers, beginners, or nonswimmers based on swimming ability confirmed by standardized BSA swim classification tests
- 7) **Buddy System** – Every participant is paired with another. Buddies stay together, monitor each other, and alert the safety team if either needs assistance or is missing.
- 8) **Discipline** – Rules are effective only when followed. All participants should know, understand, and respect the rules and procedures for safe swimming provided by Safe Swim Defense guidelines.

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

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

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

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

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

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

1. REACH



2. THROW



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

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

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

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

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

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

◆ **Activity 3: Hypothermia Care (Requirement 3: "Learn how to prevent and treat hypothermia.")** (Parent leader: _____)

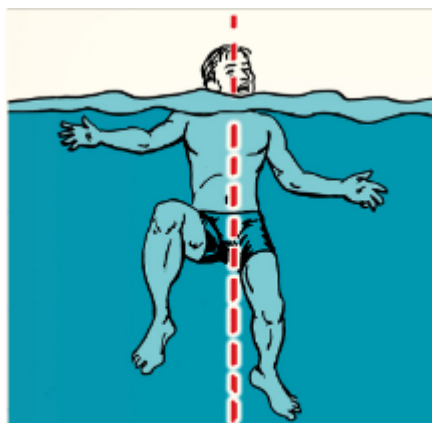
Hypothermia (hi-poe-THUR-me-uh) is a condition that occurs when core body temperature drops below 95 degrees Fahrenheit. It is a medical emergency. In hypothermia, the body loses heat faster than it can produce heat, causing a dangerously low body temperature. Regular body temperature is around 98.6 degrees.

- Tell Scouts they are going to learn about how to treat and prevent hypothermia.
 - Teach Scouts signs of hypothermia, such as shivering, cold and pale skin, confusion, and weakness.
 - Explain to Scouts that if someone shows signs of hypothermia, they should move them to a sheltered area away from wind and rain.
 - Explain that wet clothing can accelerate heat loss. To treat hypothermia, remove wet clothes and replace them with dry ones.
 - Offer warm drinks to help raise the internal body temperature. Avoid caffeine as it can contribute to heat loss.
 - Group huddling can share body heat. Scouts can huddle together under blankets or in a group embrace.
 - Explain to Scouts that in severe cases or if the person's condition does not improve, they need to seek immediate professional medical assistance.
 - Emphasize to Scouts the importance of dressing warmly in cold weather and staying dry to prevent hypothermia. Teach Scouts to layer clothing for insulation.
- Break Scouts into groups of three.
 - Ask each group to select one Scout who will be the hypothermia victim.
 - Ask victims to act out the signs of hypothermia.
 - Ask other group members to treat the hypothermic Scout.
 - After each group has had a chance to treat their victim, gather all Scouts together.
- Discuss with Scouts why knowing how to prevent and treat hypothermia is important.



◆ **Activity 4: Tread Water (Requirement 4: "Attempt to tread water.")** (Parent leader: _____)

- Treading Water: Move your legs in a scissor kick or eggbeater motion.
 - This involves moving your legs in a circular or scissor-like pattern to help you stay afloat.
- Keep your arms in a relaxed position and move them in a circular or sculling motion to help maintain balance. Have Cub Scouts attempt to tread water.



1: ORIENT your body vertically in the water.



2: TILT your head back slightly.



3: MOVE your hands in small, downward circles while keeping your palms down.



4: LIFT your legs as if sitting in a low chair.



5: KICK both legs down and out, then bring them back up under the center of your body.



6: EXPERIMENT with the timing of your hand circles and kicks until the water is consistently at your chin level.

◆ **Activity 5: Swim Test Time! (Requirement 5: "Attempt the Scouting America swimmer test.")** (Parent leader: _____)

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

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

◆ **Activity 6: Free Swim! Buddy Checks! (Requirement 6: "Have 30 minutes, or more, of free swim time where you practice the Buddy System and stay within your ability group. The qualified adult supervision should conduct at least three buddy checks per half hour swimming.")** (Parent leader: _____)

- Scouts buddy with another Scout or an adult when they get into the water.
 - Identify swim ability group for each Scout and adult. See the Swim Test Time activity above.
- Buddies stay together, monitor each other, and alert the safety team if either needs assistance or is missing.

- During any swimming time when a lifeguard or adult calls for a buddy check (every 10 minutes or as needed) you must exit the water with your buddy and hold your buddy's hand up.



- Buddies are expected to exit the water and raise each other's hand before completion of an audible count to 10.
- Buddies who take longer should be reminded of their responsibility for the other's safety.
- A count will be done to make sure everyone is safe before anyone gets back into the water. After the count is confirmed, a signal is given to resume swimming.

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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/aquanaut/>. 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. State the safety precautions you need to take before doing any swimming activity.

- [Learning the Swimming Safe Rules](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 2 of 5 Prep Time)

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

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

3. Learn how to prevent and treat hypothermia.

- [Surviving the Chill](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Attempt to tread water.

- [Treading Skills](#) (Travel; 5 of 5 Energy; 4 of 5 Supplies; 5 of 5 Prep Time)

5. Attempt the Scouting America swimmer test.

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

6. Have 30 minutes, or more, of free swim time where you practice the Buddy System and stay within your ability group. The qualified adult supervision should conduct at least three buddy checks per half hour swimming.

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

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Let's Camp Webelos

A "Camping" Adventure

ELECTIVE (2 "electives" are needed to earn Webelos Rank)



Snapshot of Adventure

There's nothing like the great outdoors! In this Adventure, you will get the chance to plan and participate in a campout or other outdoor activity.

You'll learn how to be prepared for extreme weather events, and you'll also demonstrate how to leave no trace when you're outdoors.



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

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 Webelos Handbook

1. **With your den, pack, or family, plan and participate in a campout.**
2. **Upon arrival at the campground, determine where to set up a tent.**
3. **Set up your tent without help from an adult.**
4. **Identify a potential weather hazard that could occur in your area. Determine the action you will take if you experience the weather hazard during the campout.**
5. **Show how to tie a bowline. Explain when this knot should be used and why.**
6. **Know the fire safety rules. Using those rules, locate a safe area to build a campfire.**

7. Using tinder, kindling, and fuel wood, properly build a teepee fire lay. If circumstances permit, and there is no local restriction on fires, show how to safely light the fire while under adult supervision. After allowing the fire to burn safely, extinguish the flames with minimal impact to the fire site.
8. Recite the Outdoor Code and Leave No Trace Principles for Kids from memory.
9. After your campout, share the things you did to follow the Outdoor Code and Leave No Trace Principles for Kids 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 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 Webelos Handbook can help with that). You might also split into two sessions and do the planning and preparation requirements in advance of the campout.

PREPARATION (and materials needed): Read the Let's Camp Webelos adventure in the 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 overnighter.
- Materials for the bowline knot tying and matches for the fire starting.
 - To make knot tying more visible, give each Scout two paracord pieces **of different colors**.
 - That makes it easier for Scouts to see where the two knots are going.
 - To be a superstar camping skills leader, use [glow in the dark paracord](#)!

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: Plan and Participate in a Campout (Requirement 1:** “With your den, pack, or family, plan and participate in a campout.”) (Parent leader: _____)

Planning a Campout involves what to bring and what to do, and what you do will impact what you bring!

- See the Webelos Handbook for ideas about “what to do”, like: Hike // Compass course or geocaching game // wide game like capture the flag // first-aid relay // sports tournament // cooking contest // stargazing // nature crafts // scavenger hunt // service project // campfire program // flag ceremony or flag retirement // interfaith worship service.
- The Webelos Handbook has ideas about “what to bring”, like the Cub Scout Six Essentials:
- 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
- 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
 - 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)
- “**Want**” items:
 - Pillow, sleeping pad or air mattress
 - Camp Chair
 - Cub Scout uniform
 - Webelos Handbook
 - Camera
 - Notebook and pencil
 - Fishing pole and gear
 - Binoculars
 - Nature books, other books (Potter? Poetry?)
 - Sunglasses
- The Requirement says “*participate in*” 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!”



◆ **Activity 2: Tent Site Selection (Requirement 2:** “Upon arrival at the campground, determine where to set up a tent.”) (Parent leader: _____)

Ask Scouts the following questions and lead them to the answers:

- Should we look for a slope or flat ground? *Make sure that when it rains the place where the tent is set up will drain. It doesn't take much of a slope for water to travel downhill.*
- Should we look for a place that is rocky or smooth? *For comfort you want smooth but sometimes a designated campsite is rocky or on a large rock or bolder. If you are camping on a rocky surface make sure you have a sleeping pad, not only for comfort but to keep you warm. Rocks will absorb heat from your body when it's cold, a sleeping pad adds insulation to keep you warm.*
- Should we look for an area that is grassy or bare dirt? *Never set up on wild grasslands. If the campsite has a grassy area designated for camping, then it is OK to set up.*
- Should we pick a natural drainage area? Why or why not? *The danger to look out for is if the area has the potential for a flash flood or if camping near a stream or river, if there is a danger of water levels rising. Check the weather and raise your awareness if rain is in the forecast, even if it doesn't rain where you are camping, rain in areas uphill from the campsite can cause flash flooding. Stay at least 200 feet away from any water source.*
- Should we pick a spot that's on a trail or path? Why or why not? *Most designated campsites will be off the trail to prevent those hiking the trail from walking through your campsite.*
- Should we put our tent under a tree? Why or why not? *It is always best to pitch your tent in an open area away from trees as much as possible. If in a heavily wooded campsite, make sure to look up at the trees and check for any potential limbs that are broken and might fall.*

◆ **Activity 3: Set Up Your Tent (Requirement 3: "Set up your tent without help from an adult.")** (Parent leader: _____)

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!
- 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 4: Weather Hazards (Requirement 4: "Identify a potential weather hazard that could occur in your area. Determine the action you will take if you experience the weather hazard during the campout.")** (Parent leader: _____)

- Using the Webelos Handbook or the resource found in the [Weather Emergency Preparedness Drill Game](#) activity card, discuss the types of natural events that may occur and what you should do if it occurs:

Severe Rain? Flooding? => Higher Ground!

Severe Thunderstorms? Lightning? => Shelter or Vehicle

Tornadoes? => Low Area
 Dust and Sandstorms? => Shelter or Higher Ground
 Fires? => Vehicle to Leave/Evacuate
 Earthquakes? => Field/Open Area Away From Buildings

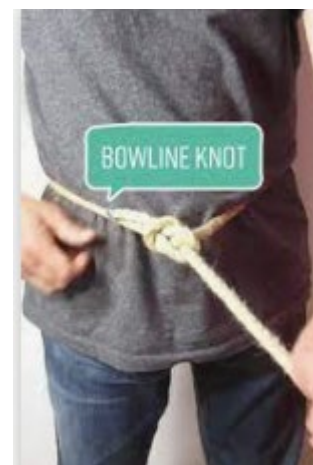
◆ **Activity 5: Tie a Bowline (and Why Tie?)** (Requirement 5: "Show how to tie a bowline. Explain when this knot should be used and why.") (Parent leader: _____)

Teach the Scouts to tie a bowline knot. See the image to the right.

Even better, click this link for an animation showing the steps: scoutlife.org/video-audio/147687/how-to-tie-the-bowline-knot/.



- 1) Make a small overhand loop in the standing part of a rope.
 - 2) Bring the other rope end up through the loop, around and behind the standing part, and back down into the loop.
 - The amount of rope remaining below the loop determines the size of the fixed loop in the finished bowline.
 - 3) Bring the working end back down through the overhand loop so it exits the knot toward the inside of the fixed loop.
 - 4) Tighten the knot by pulling the standing part of the rope away from the loop while holding the bight.
- A common use of the bowline is as a rescue knot – because when tied right, it doesn't slip. Others:
 - Attach a carabiner to the loop and hang a bag from a tree branch.
 - Tent guylines. Anchor around a tree.
 - To show a rescue use, get a 6 foot or more length of rope. One person holds one end, and tosses the other end to the person needing "rescue", for person to tie a bowline around their body. Here's how to describe it to the Scout tying the bowline:
 - Holding the long part of the rope in your left hand, pass the rope around your body.
 - In the long part of the rope in your left hand, make a loop:
 - where the "long end" of the rope (from the loop to the other person) is on the lower part of the loop
 - and where the "short end" on top of the loop (the free end wrapped around you) is on the upper part of the loop, above the long end.
 - With the right hand, take the short end of the rope (the part that is around your body), and bring it *up from below* through the loop, then:
 - Wrap that part *under and around the long end* and *up and back down into the loop*.
 - Then tighten up the knot.
 - A memorable way to remember this is that the rope from the loop to the other person is the "**tree**," the loop is the "**hole**," and the free end of the rope is the "**rabbit**":
 - The rabbit comes out of his hole, runs around the tree, and runs back down the hole.
 - Hold the free end against the rope and have the other person pull on their end; the result is a bowline.
 - Now, if the rope is pulled, it should hold the tying Scout's weight without the knot slipping.



◆ **Activity 6: Fire Safety Rules – Campfire Area (Requirement 6:** *“Know the fire safety rules. Using those rules, locate a safe area to build a campfire.”*) (Parent leader: _____)

Discuss with Scouts how to select a campfire area:

- At a campground, campfire should only be built in designated areas – many will have fire pit rings.
- A campfire should not be built if the weather conditions are very dry.
- If there is a designated fire ring or fire pit that is safe, use that – don’t create a new fire scar.
- Whether or not a designated fire area, keep at least 15 feet away from tent walls, trees, and other flammable objects. More if windy.
- Fires should not be built on a hillside or slope – only in a flat area.



Discuss with Scouts how to be careful with fire:

- Cub Scouts may only light a fire under direct adult supervision.
- Debris and other flammable items must be away at least 5 feet from the fire.
- No gameplaying or other shenanigans around a fire.
- It is never OK to start a fire and then leave it unattended.
- A fire should be completely out and cold to the touch before leaving the area.

Discuss with Scouts how to be Kind to nature when firebuilding:

- Your firewood should come from the campground area, not from home or elsewhere (insect pests will hitch a ride and may infect a new forest and damage it).
- It is never OK to cut down a tree at the campground for firewood. Green wood won’t burn. And dead trees may be home to animals.

◆ **Activity 7: Fire Building (Requirement 7:** *“Using tinder, kindling, and fuel wood, properly build a teepee fire lay. If circumstances permit, and there is no local restriction on fires, show how to safely light the fire while under adult supervision. After allowing the fire to burn safely, extinguish the flames with minimal impact to the fire site.”*) (Parent leader: _____)

Explain to Scouts that they will be learning how to start a fire by building the teepee method.

- There are three things that are needed to start and keep a fire going: something to burn, air, and something to ignite the fire.

What do you need to burn – or to build your teepee fire lay:

- **Tinder** is fine, dry material that will burst into flame at the touch of a match – or with your “no matches” methods.
 - Good tinder includes: dry pine needles, the inner bark of dead branches, weed fluff, dry grasses, and tiny slivers shaved with a knife from a dry stick are all good sources of tinder.
 - Gather a double handful. Or more.
 - You can keep tinder with you, like dryer lint in a plastic bag.
- **Kindling** is material that will burn with a little help from the tinder.
 - Twigs no thicker than a pencil work well. The drier, the better.
 - You can also whittle down larger sticks to create smaller pieces and “edges” that will catch a flame.
 - Gather an armload. Or two.



- **Fuel** is dead or downed wood no bigger than your wrist that will keep your fire burning.
 - Keep it dry and away from your fire until you need it.
 - When the kindling wood is catching fire, lay the fuel wood on carefully, thin pieces first.
 - As the small fuel pieces light and burn, larger pieces can be added that will continue to burn for longer periods.



Other needs:

- Air – Fire needs air, provide space between fuel to allow air to flow.
- Spark – To get started the fire needs a spark or extreme heat. We can achieve this with a match.

To put out a fire all you have to do is remove one of these three things. The fire will die out when there is no more fuel to burn. The fire will also die out if we take away air, we can do this by using water. The fire will not get started without the spark.

Building a fire:

- Ask Scouts to gather all the tinder, kindling and fuel wood. Keep the amount of fuel low as time permits, you want the fire to burn out completely.
- Have Scouts build a tepee out of kindling in the fire ring and put some tinder inside it. Remind them to have some fuel wood nearby to add when the kindling is burning.
- Tell Scouts to light the tinder using a match and blow or fan gently to supply oxygen to the fire.
- As the kindling burns and with the help of an adult, have Scouts add the fuel wood.

Allow the fire to burn completely out with all the fuel wood turned to ash.

- Spread the ash out around the fire pit with the shovel. Now the fire is ready to extinguish. Start with a bucket of water and scoop a handful of water onto the ash. There will be a lot of steam so keep a safe distance and do not pour the water directly above the fire.
- Keep splashing water onto the smoldering ash until it no longer creates steam.
- Slowly pour some water onto the ash and mix it around with the shovel. Continue to add water and mix the ash until the fire pit is completely cold.
- Remind Scouts that they should never build a fire without adult supervision and that they should keep fires small enough for what they need and to give time for the fire to burn out.

◆ **Activity 8: Outdoor Code and Leave No Trace (Requirement 8:** *“Recite the Outdoor Code and Leave No Trace Principles for Kids from memory.”*) (Parent leader: _____)

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.”*

The Leave No Trace Principles for Kids: *Know Before You Go. / Choose the Right Path. / Trash Your Trash. / Leave What You Find. / Be Careful With Fire. / Respect Wildlife. / Be Kind to Other Visitors.*

◆ **Activity 9: How Did We Do? (Requirement 9:** *“After your campout, share the things you did to follow the Outdoor Code and Leave No Trace Principles for Kids with your den or family.”*) (Parent leader: _____)

- See Outdoor Code and Leave No Trace Principles above – talk among your Scout and Leader selves!

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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/lets-camp-webelos/>. 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, pack, or family, plan and participate in a campout.

- [Let's Camp Webelos](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

2. Upon arrival at the campground, determine where to set up a tent.

- [Home Tent Home](#) (Travel; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. Set up your tent without help from an adult.

- [Indoor Tent Setup Practice](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [We Got This!](#) (Outdoor; 4 of 5 Energy; 3 of 5 Supplies; 1 of 5 Prep Time)

4. Identify a potential weather hazard that could occur in your area. Determine the action you will take if you experience the weather hazard during the campout.

- [Weather Emergency Preparedness Drill Game](#) (Indoor; 5 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

5. Show how to tie a bowline. Explain when this knot should be used and why.

- [Bowline Just In Time](#) (Indoor; 4 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Bowline Knot](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

6. Know the fire safety rules. Using those rules, locate a safe area to build a campfire.

- [Fire Safety Rule Review](#) (Outdoor; 2 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

7. Using tinder, kindling, and fuel wood, properly build a teepee fire lay. If circumstances permit, and there is no local restriction on fires, show how to safely light the fire while under adult supervision. After allowing the fire to burn safely, extinguish the flames with minimal impact to the fire site.

- [Build A Fire](#) (Outdoor; 4 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

8. Recite the Outdoor Code and Leave No Trace Principles for Kids from memory.

- [Cut and Paste](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)
- [Telephone](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

9. After your campout, share the things you did to follow the Outdoor Code and Leave No Trace Principles for Kids with your den or family.

- [Following the Outdoor Code and Leave No Trace](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Chef's Knife

A “Knife Use and Safety” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

The most common use of a knife is in the kitchen. In this Adventure, you will learn the safety rules about using a knife in the kitchen and some basic instructions on how to use a kitchen knife.

This Adventure is required in order for you to use any knife during a Cub Scout activity. Even if you earned the Whittling Adventure as a Bear, you must earn the Chef's Knife Adventure as a Webelos to earn the privilege of using a knife during a Cub Scout activity.



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

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 Webelos Handbook

1. Read, understand, and promise to follow the “Cub Scout Knife Safety Rules.”
2. Demonstrate the knife safety circle.
3. Demonstrate that you know how to care for and use a kitchen knife safely.
4. Choose the correct cooking knife and demonstrate how to properly slice, dice, and mince.

Meeting Plan

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

PREPARATION (and materials needed): Read the Chef's Knife Adventure in the Webelos Handbook.

- This is an activity where you will want as many adult helpers as possible to keep Scouts safe.
 - Or invite a chef – could be one or more parents – who know how to chop, mince and dice.
- Other items you'll want to have on hand are:
 - A First-aid kit with bandages and ointment!
 - Several sharp kitchen knives and some chopping blocks. And food to slice, dice and mince.
 - Sharpening stones, and old rags for wiping down knife blades.

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: Cub Scout Knife Safety Rules (Requirement 1: "Read, understand, and promise to follow 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: _____)

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

- Tell them that before they pick up their knife to use it, they should stretch their arm out and turn in a circle.
 - They should also raise their hand above their head and move it in a circle to make sure there is nothing above them.
 - If they cannot touch anyone or anything else, it's safe to use their knife.
 - While using their knife, be sure to watch in case someone walks toward them and gets too close. If that happens, put your knife away until it is safe to continue.



- Have each of the Scouts create an area as their own "safety circle" as the knife safety circle and practice.
 - As part of the demonstration, have Scouts pretend they are using their knives.
 - Walk toward them to see if they stop. If they don't, remind them that if someone gets too close to their knife safety circle, they should stop using their knife.

◆ **Activity 3: Knife Use and Care (Requirement 3:** *"Demonstrate that you know how to care for and use a kitchen knife safely."*) (Parent leader: _____)

Kitchen Knives you should want:

Chef's Knife. A solid, sharp chef's knife can do it all.

- It can hack hard fruits and veggies and mince tender herbs.



Paring Knife. Smaller, for smaller and detailed cuts.

- Peeling. Awkward cuts.



Serrated Knife. Ideal for slicing breads, cakes, bagels.

- Also slicing slippery foods, like tomatoes, citrus, pineapple, melons.



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.



Other Key Tools.

- Cutting Boards (wood or plastic are common)
- Storage blocks or drawers



To Sharpen a Knife (with a flat edge, not serrated)

- Best to have a large sharpening stone, like in the images below – some are smaller and hand held.
- Hold the knife blade at about 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.
- After sharpening a knife – wash it!



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.



← This Honing Rod is Cool!

Does this sharpen a kitchen knife?

- Nope! But it is an essential tool to a good working knife.
- Knife blades get dull, but even sharp edges get bent and crooked.
- A honing rod or honing steel pushes the edge of the knife back to the center and straightens it. The ridges on the rod or steel guide a blade back into alignment as you draw the knife over it.
- The rod corrects the edge without shaving off much, if any, of the blade's material (like sharpening does).
- The knife will seem sharper because the blade edge is now in the proper position – not bent.
- Many chefs hone before each use of their chef knife.

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

Handshake Grip



Basic Grip

Pinch Grip



Better Closer Control Grip

“The Claw”



Protect Your Fingers!

◆ **Activity 4: Cuts for Cooking (Requirement 4: “Choose the correct cooking knife and demonstrate how to properly slice, dice, and mince.”)** (Parent leader: _____)

Slice



Dice



Mince



To Slice

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



To Dice

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



To Mince

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



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

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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/chefs-knife/>. 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 follow the “Cub Scout Knife Safety Rules.”

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

2. Demonstrate the knife safety circle.

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

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

- [Webelos Kitchen Knife Care and Use](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)

4. Choose the correct cooking knife and demonstrate how to properly slice, dice, and mince.

- [Make Fruit Salad](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)
- [Make Salsa](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Paddle Onward

A “Boating” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

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



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

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 Webelos Handbook

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

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

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

Meeting Plan

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

PREPARATION (and materials needed): Read the Paddle Onward Adventure in the Webelos Handbook.

- Determine when and where you will do this Adventure, and share information with your Den families.
 - You may have an opportunity to do this at a Scout Camp, but other outfitters can provide canoe, kayak, and paddleboard rentals. Good outfitters can assist in instruction (reach out in advance).
 - Prepare by having one or more adults complete the Scouting America Safety Afloat training (30 minutes) at my.scouting.org.
 - 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 5, 6, 7, 8 and 9 for this Adventure, you must pass the Scouting swimmer test.") (Parent leader: _____)

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

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

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



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

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

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

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

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

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



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

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

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



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

To enter a canoe:

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



To enter a kayak:

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



To enter a stand-up paddle board:

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



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

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

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

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

• Canoe Post-Tip Tips:

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



• Kayak Post-Tip Tips:

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



• Paddle Board Post-Tip Tips:

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

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

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

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

Practice the following strokes on land:

- **Forward paddle stroke:**

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

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

- **Sweep Strokes**

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

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

Forward Stroke



Back Stroke



Sweep



Draw



Pry



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

- Be Prepared, Be Safe, Have Fun!

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

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

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

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

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

Those “Activity Card” pages are linked below – along with the “Key” scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How “Supply Intensive”; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being

“most”. Note that while that website page says “Choose one of the following” before the “Activity Cards”, what that means is “Choose one of the following – *or do some other activity that will meet the Requirement*”, because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what’s below or other ways to complete the requirement in easier ways.

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

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

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

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

3. Review Safety Afloat.

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

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

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

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

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

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

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

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

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

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

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

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

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

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Champions For Nature Webelos

A “Nature and Conservation” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

It is estimated that 80% of Earth’s species (including humans) live on land. We share the planet with a lot of different animal species on land. Humans can make a positive impact on wildlife. Using what we have learned about wildlife, humans have been able to limit negative impacts on wildlife. We have successfully protected and increased the populations of many animals including the American bald eagle, American alligator, green sea turtle, and the whooping crane. In this Adventure, you will learn more about the wildlife we share our planet with. You may put what you learn into action with a conservation project.



The QR Code above takes you to scouting.org/cub-scout-adventures/champions-for-nature-webelos/ ↑

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 Webelos Handbook

1. **Discover the four components that make up a habitat: food, water, shelter, space.**
2. **Pick an animal that is currently threatened or endangered to complete requirements 3, 4, and 5.**
3. **Identify the characteristics that classify an animal as a threatened or endangered species.**
4. **Explore what caused this animal to be threatened or endangered.**
5. **Research what is currently being done to protect the animal.**
6. **Participate in a conservation service project.**

Meeting Plan

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

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

- Determine and share your Service Project for Activity 6 (Requirement 6).
 - Your den families, Chartered Organization, and local schools and places of worship may have great options – other ideas in the Adventure Resources.
 - This District page has many Service Project ideas: southfultonscouting.com/node/4509
- If you do the [Local Microhabitat Study](#) in Activity 1 (Requirement 1), bring some magnifying glasses, plus spoons or sticks for examining the soil.

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.

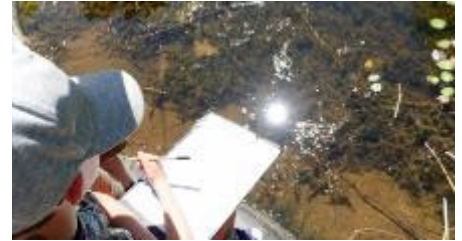
◆ **Activity 1: Habitat (Food, Water, Shelter, Space) (Requirement 1:** *"Discover the four components that make up a habitat: food, water, shelter, space."*) (Parent leader: _____)

Discuss with Scouts the four basic elements of a habitat found in the Webelos handbook. Offer an element, and ask Scouts why each of the elements is important.

- **Food** – All living things need food for survival. The availability of food is a crucial part of a habitat's arrangement.
 - Too little food may cause animals to die off or move away from their habitat.
 - Too much food can also be disruptive.
 - Freshwater algae blooms may absorb oxygen, destroying fish and plants.
- **Water** – Safe access to clean water is not just important for humans; it's important to all living things.
- **Shelter** – Wildlife may not build houses or apartments like humans, but they do have places where they live. Some build their shelters. Others use naturally occurring elements like trees, holes, or caves. They may use their shelter to give birth to and nurture their young and for protection from other wildlife and weather.
- **Space** – All animals need adequate space in a suitable environment for access to sufficient food and water, as well as enough territory for mating and nesting and cover or shelter from weather and predators.



- Tell Scouts that they are going to study a microhabitat outside.
 - Ask Scouts to walk around the outside of your meeting location and point out various areas that may be good microhabitats for exploring. Have each group select a microhabitat for exploring.
 - Remind them not to disturb organisms or destroy the homes of any organisms.
 - Encourage Scouts to sit quietly near the chosen microhabitat and use their senses to observe for a short period. Ask what clues they can find by looking, listening, smelling, and touching.
- Ask Scouts to share with the other (or write down) what they saw.
 - Have them describe the area in detail, including light (e.g., shady or sunny), moisture (e.g., wet, dry, or moist area), and soil (e.g., compact or loose; sandy or mostly clay).
- Ask Scouts to use a magnifying glass to explore their chosen microhabitat.
 - Remind them that their observations will require patience because they are not only looking for plants and animals but for evidence of life as well (e.g., nests or holes in the ground, chewed leaves, tracks, droppings, etc.)
 - Remind Scouts not to place their hands anywhere they can't see, such as under rocks.
- Ask Scouts to use the sticks or spoons to gently move soil, rocks, etc. to observe more closely in an area but to take care not to damage the habitat. After examining the soil, they should return it to its original place.



◆ **Activity 2: Pick Me! Pick Me! (Requirement 2: "Pick an animal that is currently threatened or endangered to complete requirements 3, 4, and 5.")** (Parent leader: _____)

Let each Scout, or pairs of Scouts, pick an animal to investigate.

- This page might help: <https://awionline.org/content/list-endangered-species>



Wolf?



Sea Turtle?



Polar Bear?



Bees?



Otters?



Whales?

◆ **Activity 3: Threatened? Endangered? Why? (Requirement 3: "Identify the characteristics that classify an animal as a threatened or endangered species.")** (Parent leader: _____)

Discuss with Scouts the difference between animals that are threatened and animals that are endangered.

- An endangered species is a species that is very likely to become extinct in the near future, either worldwide or in a particular political jurisdiction.
 - Endangered species may be at risk due to factors such as habitat loss, poaching, and invasive species.
- Threatened species are any species which are vulnerable to extinction in the near future.
 - Species that are threatened are sometimes characterized by the population dynamics measure of critical depensation, a mathematical measure of biomass related to population growth rate.

If you allow the Scouts to research their selected species online, be sure to monitor the computer use.

◆ **Activity 4: What Happened? Why Is My Animal Threatened or Endangered? (Requirement 4: "Explore what caused this animal to be threatened or endangered.")** (Parent leader: _____)

The Adventure Resource offered is a game of [Endangered Animal Charades](#) which could be fun, but whether you game or not, discuss with Scouts what they learned about why their animal is threatened or endangered.

◆ **Activity 5: How Can We Protect My Animal? (Requirement 5: “Research what is currently being done to protect the animal.”)** (Parent leader: _____)

The Adventure Resource offered is a project of [Animal Protection Comic Strip](#) which could be fun, but whether you game or not, discuss with Scouts what they learned about what is being done to protect their threatened or endangered animal.

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

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



- 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 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 Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/champions-for-nature-webelos/>. 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. Discover the four components that make up a habitat: food, water, shelter, space.

- [Local Habitat Hunt Game](#) (Outdoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Local Microhabitat Study](#) (Outdoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Pick an animal that is currently threatened or endangered to complete requirements 3, 4, and 5.

- [Pick an Animal](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. Identify the characteristics that classify an animal as a threatened or endangered species.

- [Think Like a Conservationist](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Explore what caused this animal to be threatened or endangered.

- [Endangered Animal Charades](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

5. Research what is currently being done to protect the animal.

- [Animal Protection Comic Strip](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

6. Participate in a conservation service project.

- [Air Bee n’ Bee](#) (Outdoor; 3 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Build a Bat House](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)
- [Endangered Species Service Project](#) (Travel; 3 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [WOSM Earth Tribe](#) (Indoor; 4 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade Earth Rocks

A “Science” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Rocks and minerals are more than just things that lie in the ground. Yes, they help form our planet, but people also use them to create things that make our lives easier. In this Adventure, you'll dig into the world of rocks and minerals and discover some surprises about the science of geology – like how the ground beneath your feet is constantly on the move.



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

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 Webelos Handbook

1. Examine the three types of rocks, sedimentary, igneous, and metamorphic.
2. Find a rock, safely break it apart and examine it.
3. Make a mineral test kit and test minerals according to the Mohs scale of mineral hardness. Using the rock cycle chart or one like it, discuss how hardness determines which materials can be used in homes, in landscapes, or for recreation.
4. Grow a crystal.

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 more, like a museum visit and one or more rockhound hunts.

PREPARATION (and materials needed): Read the Earth Rocks Adventure in the Webelos 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.
- This is an Adventure where getting expert help can make your session special. You may have a science teacher who would help if asked. The internet is your friend ... search *geology clubs near me* .
 - Other resources include natural history museums and rock + mineral shows.
 - Wherever you do this, be sure to inform Scouts and families when and where to meet.
- Equipment you’ll want access to includes magnifying glasses, small hammers and chisels, old socks or rags (to cover rocks while breaking them), safety glasses, and Mohs scale materials (see Activity 3).
 - Also, samples of igneous, sedimentary, and metamorphic if your rock hunting location is missing them.

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: Three Types of Rocks (Requirement 1:** “Examine the three types of rocks, sedimentary, igneous, and metamorphic.”) (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Crayon Rock Formation](#) (Crayon Shaving + Aluminum Foil Experiment – not real rocks), [Rock Classification](#) (Bring 3 Types of Rocks), [Rock Expert](#) (Rockhound Chat), and [Rock Hunt](#) (Outside Looking at Rocks). Use what you like – or something else. The plan below adapts the substance of [Rock Hunt](#) and the Requirement.

- You can do this rock hunt anywhere – your back yard, a park, the side of the road, a creek bed, an excavation, the sides of a riverbank, a beach, a highway cut, a landscaping business that sells rock – but be sure you have permission and follow all rules of the owner. Common rules are:
 - Many parks don’t allow you to take rocks to collect – but you can collect pictures.
 - Many locations won’t want you to dig for rocks – get permission if you can and put the site back together like you found it when you’re done.
- Ideally, find a location with each of igneous, sedimentary, and metamorphic, but if the location is missing any, bring examples of the type you’re missing.
 - **Igneous Rock** is any rock made by cooling magma (hot, molten material that flows under the Earth’s surface) or lava (molten rock that comes out of a volcano). Examples of igneous rock include:

Igneous Rocks



Basalt



Gabbro



Granite



Obsidian



Pumice

- **Sedimentary Rock** is made from sediment: gravel, sand, clay, or soil that settles and hardens out of water in riverbeds, ponds, lakes, and oceans. Sediment may contain shells and skeletons. Sedimentary rock is formed in layers, like a giant cake, after sediment has been under great pressure for millions of years. If the sediment was originally sand, it becomes sandstone. Clay turns into shale. Shells and skeletons make limestone. Small pebbles and sand form conglomerate.

Sedimentary Rocks



- **Metamorphic Rock** has been through a process much like baking or pressure. (Meta means changed, and morphic means form.) The change is caused by intense heat and great pressure deep in the earth. Under these conditions, sedimentary limestone becomes marble. Sedimentary sandstone turns into quartzite. Igneous granite changes into gneiss (pronounced “nice”).

Metamorphic Rocks



- On your rock hunt hikes, have Scouts look for different kinds of rocks and identify what types they find.
 - They might try to identify based on the information in the *Webelos Handbook*, which shows the three main rock groups and provides an explanation of minerals.
 - If you have a guide showing local types of rocks and minerals, that will be most excellent.
 - In any event, have your Scouts describe what they see and feel on the rock.

◆ **Activity 2: Breaking Rocks (Requirement 2: “Find a rock, safely break it apart and examine it.”)** (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Break a Geode](#) (Geodes! Cool – But Need to Find/Buy) and [Let’s Go Rock Hunting](#) (Any Old Rocks – Available Everywhere). Use what you like – or something else. The plan below adapts the substance of [Let’s Go Rock Hunting](#) and the requirement.

- While on a rock hunt, geologists look closer to examine and identify rocks and minerals.
- One way to look closer is to look inside the rock – break it open. But do it safely:
 - Have Scouts wear safety glasses and wrap their rocks in a cloth before breaking apart the rocks with a hammer and chisel.
- If you have one, use a magnifying glass to help in your observation.
- If you don’t have one, see if you can borrow one from a friend or school – or take a few rocks to where you can use a magnifying glass (hint: at a store that sells magnifying glasses).



- Geologists use different tests to identify minerals.
 - Color test:** Scratch the specimen on a plate of unglazed porcelain or the back of a piece of tile. The color that appears helps to identify it.
 - Luster test:** How does the specimen look when light is from it? Is it shiny, dull, or greasy?
 - Cleavage test:** How does it split or break up? Does it turn into powder or split in layers? If it breaks into crystals, how many sides does a crystal have?
 - Chemical test:** Does it contain limestone? If a drop of vinegar bubbles on it, the answer is yes.
 - Hardness test:** How hard is it? See the hardness scale in Activity/Requirement 3 below.



◆ **Activity 3: Mohs Mineral Testing (Requirement 3:** “Make a mineral test kit and test minerals according to the Mohs scale of mineral hardness. Using the rock cycle chart or one like it, discuss how hardness determines which materials can be used in homes, in landscapes, or for recreation.”) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Mineral Lab](#). Use that if you like – or something else. The plan below adapts the substance of ____.

- Mohs Scale?*
- What is Mohs?
- Friedrich Mohs was a geologist who figured out that you can test the hardness of rocks and minerals by seeing whether:
 - The rock or mineral can scratch other materials,
 - or
 - Whether other materials can scratch the rock or mineral.
- This is Mohs scale of mineral hardness.***
 - A scale that gives different rocks and minerals hardness values from 1 to 10.
 - Talc is soft. Diamonds are hard!
- You won’t have all of these elements, but you can make a mineral test kit that will work for most of what you come across.

Mohs Hardness Scale

Scale No.	Mineral Example	Scratch Test
1	Talc	Scratches easily with fingernail
2	Gypsum	Barely scratches with fingernail
3	Calcite	Barely scratches with copper penny
4	Fluorite	Scratches easily with file or knife blade
5	Apatite	Barely scratches with file or knife blade
6	Feldspar	Doesn't scratch with file or knife blade; scratches easily with glass
7	Quartz	Easily marks steel and hard glass
8	Topaz	Is harder than common minerals
9	Corundum	Scratches topaz
10	Diamond	Scratches corundum; hardest mineral

Materials Needed for a Mineral Test Kit:

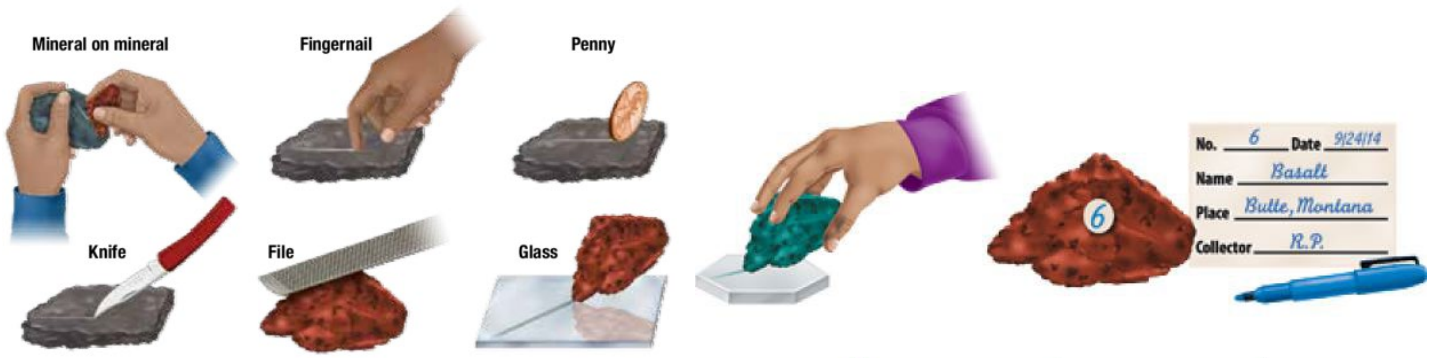
- Penny
- Small piece of glass
- Piece of unglazed tile
- File or pocketknife
- Eyedropper
- Small bottle of vinegar
- Selection of Rocks and Minerals



See below on how to do streak, scratch, and fizz (acid) tests on the minerals

- Tell Scouts that they will be testing for minerals.
 - The Earth contains many useful minerals.
 - Some, like silica (sand), are easy to see and collect.
 - Others, like iron and zinc, are found in rocks.
 - There are three categories of useful minerals: metals, nonmetallic minerals, and fuels.
- Ask them to open their Webelos handbook to page 217. They will be using the Mohs Hardness Scale to examine the minerals.
- Demonstrate how to test for a mineral:
 - Scratch the tile with your mineral to determine the “streak” of the mineral.
 - The streak is the color of the resulting powder.
 - It’s usually a more consistent color than the apparent color of the mineral.
 - You can refer to a mineral identification chart to find out what minerals have this streak.
 - Use the eyedropper to put a drop of vinegar on the mineral.
 - If the vinegar fizzes, that means the mineral contains calcium carbonate.
 - Test the hardness of the mineral by trying to scratch it, in order, with your fingernail, the penny, and the file or knife.
 - Then, try to scratch the file or knife and the glass with the mineral.
 - Refer to the chart to determine the mineral’s hardness.
 - For example, if you can scratch the mineral with your fingernail, it measures 1 or 2 on the scale.
 - If the mineral can scratch the file, it measures at least 7 on the scale.

Hardness tests



◆ Activity 4: Geology is Crystalizing (Requirement 4: “Grow a crystal.”) (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Crystal Shapes](#) (Borax Crystals), and [Sweet Crystal](#) (Sugar Crystals! Sweet!). Use what you like – or something else. This plan adapts the substance of [Sweet Crystal](#).

- Before the meeting, practice growing a crystal using the directions below.
 - This will allow you to share the finished crystal.
- Supply List:
 - 2 cups of water
 - 6 cups of granulated sugar
 - Medium size pan and a place to heat water
 - Paper towels, enough to share, and a table covering
 - Optional: 2 or 3 drops of food coloring, and ½ to a teaspoon of flavoring extract
 - For each Scout: Wooden skewer or string, clean glass jars, clothes pins

- Preparation: Clean the glass jars thoroughly with hot water, and prepare sugar water mixture:
 - Place the 2 cups of water in a medium-sized pan and bring it to a boil.
 - Begin adding the sugar, 1 cup at a time, stirring after each addition.
 - You'll notice that it takes longer for the sugar to dissolve after each cup you add.
 - Continue to stir and boil the syrup until all the sugar has been added and it's completely dissolved.
 - Remove the pan from the heat.
 - If you're using colors or flavorings, add 2 to 3 drops of food coloring and stir it in to ensure an even, smooth color.
 - When using an extract, add 1 teaspoon of the extract; for flavoring oils, only add ½ 14 teaspoon.
 - Make sure you don't stand right in front of the pan because the scent can be very strong as it rises in the steam.
 - Allow the sugar syrup to cool for 20 to 30 minutes.
- Share with Scouts that they will be making a crystal that they can eat.
 - Show them the finished product and then lead them through the experiment.
- Wet each wooden skewer or string with water and roll it in granulated sugar.
 - This base layer gives the sugar crystals something to grab when they start forming.
 - Set these aside to dry while you prepare the sugar syrup.
- Pour the syrup into the clean, prepared jars.
- Lower one sugared skewer or string into each jar until it hangs about 1 inch from the bottom.
 - Carefully place your jar in a cool place, away from harsh lights, where it can sit undisturbed.
 -
 - Cover the top loosely with plastic wrap or a paper towel.
- Let Scouts know that they should start to see sugar crystals forming within two to four hours.
 - If you see no change after 24 hours, try boiling the sugar syrup again and dissolve another cup of sugar into it.
 - Then pour it back into the jar and insert the skewer or string again. They may do this with adult supervision.
- Allow the rock candy to grow until it is the size you want.
 - Don't let it grow too large; otherwise, it might start growing onto the sides of your jar.
- Note that a top layer of crystal will form. This is OK.
 - Once the candy has reached the desired size, break that top layer of crystal up with a fork before removing the candy.
- Transfer the rock candy to an empty jar or glass (keep the clothespins to balance it) and allow it to dry for one to two hours.
- Enjoy your rock candy!



◆ Activity 5: [OPTION: Fun Game We Like (Parent leader: _____)]:

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



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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and "Activity Card" options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/earth-rocks/>. 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. Examine the three types of rocks, sedimentary, igneous, and metamorphic.

- [Crayon Rock Formation](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Rock Classification](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Rock Expert](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Rock Hunt](#) (Travel; 4 of 5 Energy; 3 of 5 Supplies; 5 of 5 Prep Time)

2. Find a rock, safely break it apart and examine it.

- [Break a Geode](#) (Outdoor; 3 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Let's Go Rock Hunting](#) (Travel; 5 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)

3. Make a mineral test kit and test minerals according to the Mohs scale of mineral hardness. Using the rock cycle chart or one like it, discuss how hardness determines which materials can be used in homes, in landscapes, or for recreation.

- [Mineral Lab](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)

4. Grow a crystal.

- [Crystal Shapes](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)
- [Sweet Crystal](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Tech on the Trail

A “Technology” Adventure (also Hiking)

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Getting outside is a fun part of being a Cub Scout.

Using technology outdoors can be an important part of helping you explore the world around you.



The QR Code above takes you to scouting.org/cub-scout-adventures/tech-on-the-trail/↑

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 Webelos Handbook

1. Discuss how technology can help keep you safe in the outdoors.
2. Explore Global Positioning Systems (GPS) devices and how to use them.
3. With an adult, choose an online mapping program tool and plan a 2-mile trek.
4. Take your 2-mile trek.

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 a planning meeting (add fun and games) followed by your trek. (“Trek” can be a hike or walk, or a bike ride, or a boating trip.)

PREPARATION (and materials needed): Read the Tech on the Trail Adventure in the Webelos 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 where the trek will take place. While it can be by bike or boat, this will focus on a walk. A walk 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 trek with families — location, gear list, food arrangements, etc.
 - You’ll need to share a map of where you’ll trek. Because this is a Tech Adventure, you’ll want to have several smartphones or other devices for Scouts to use/share. And a paper map to compare.
- 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.

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: Technology Outdoor Safety (Requirement 1:** “Discuss how technology can help keep you safe in the outdoors.”) (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Check the App](#) (Weather App Review) and [Weather App Scavenger Hunt](#) (Weather App Review plus Scavenger Hunt?). Use what you like – or something else. The plan below adapts the substance of the Requirement.

- Gather the Scouts and share with them that this Adventure is about technology in the outdoors.
 - We often think of technology indoors, but technology can be very helpful to us when planning our outdoor activities and to keep us safe when we are outdoors.
- Inform Scouts that one useful type of technology to keep us safe outdoors is a weather app.
 - A lot of accidents and injuries can be prevented by knowing what the weather is going to be like.
- Part of this Adventure is a requirement to plan a 2-mile hike. Checking the weather is a good first step. Most weather forecasts will only be for two weeks out and even then, it could change.
- Have Scouts turn on their devices and open a weather app.
- Have Scouts share what they see on the home screen of their weather app.
 - Most likely it will be what the current weather is at your location.



- Have Scouts explore the app and find a forecast of what the weather will be like tomorrow, next week, and two weeks from now.
 - When they find the forecast have them share with the den.
 - Are there any differences in the forecast based on the app that is being used?
- Have Scouts explore the weather app and discover what the weather is going to be like an hour from now, three hours from now, and what it is going to be like overnight. Have Scouts share what they find.
 - Share with the Scouts that when we are at an outdoor activity and we may see dark clouds, feel the wind pick up, or feel a quick drop in temperature, these are signs that the weather is changing.
 - It is always good to know what the weather is going to do when we are outside.
 - Lead a discussion on why it is important to know what the weather is going to be like overnight. (If you are camping it will let you know if you need to prepare for rain or wind, or if it's a good night to take the rainfly off of your tent.)

Other Technology. A weather app is just one item of technology that can help in the outdoors. Ask Scouts about other items of technology and apps that can help. Answers can include:

- Maps and geo-location devices (map your trek)
- Water Filtration Devices
- Text and Phone for emergencies, cameras
- Solar Powered Chargers
- Old School: Watch, Compass, headlamps, hiking poles, pocketknife, firestarters, whistle, foil blanket, ultralight towels, light raingear



◆ **Activity 2: Guided by GPS (Requirement 2: "Explore Global Positioning Systems (GPS) devices and how to use them.")** (Parent leader: _____)

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

- Explain the basics of Global Positioning Systems (GPS) devices.
- Share with the Scouts that their smart device is able to locate where they are by a system called GPS.
 - GPS stands for Global Positioning System and is a satellite-based radio navigation system owned and operated by the United States government.
- Before GPS if you want to find a location on a flat surface, all you need are two pieces of information: one to tell you the location based on vertical, and one giving the location based on horizontal.
- Bring out a paper map and show that the vertical is called longitude (lines that go north and south), and the horizontal is called latitude (lines that go east and west).
 - When you have the latitude and longitude, you can place a location on a map. (use your fingers to demonstrate this by dragging one finger across a longitude and one across a latitude until they meet.)
- Latitude and longitude are divided in degrees (°), minutes (′), and seconds (″).
 - There are 60 minutes in a degree and 60 seconds in a minute (similar to measuring time).



- Each degree of latitude is about 69 miles apart.
- The most accurate location would be using degrees, minutes, and seconds.
- This gets the distance between coordinates to **within 105.6 feet**.
- Explain that GPS can pinpoint a location to **within 16 feet**. Ask Scouts if they were trying to find something would they rather have to look around within 105 feet or 16 feet?
- To be accurate, GPS uses a method called trilateration.
 - Trilateration is determining a position by knowing your distance from at least three known points.
 - When your GPS device receives a signal from at least three satellites, this gives the distance to each satellite and a very accurate location.
- Now that Scouts understand the basics of how GPS works, let them use a GPS tool on a device, either by doing geocaching or just by walking in different directions and seeing how the GPS tool locates them.

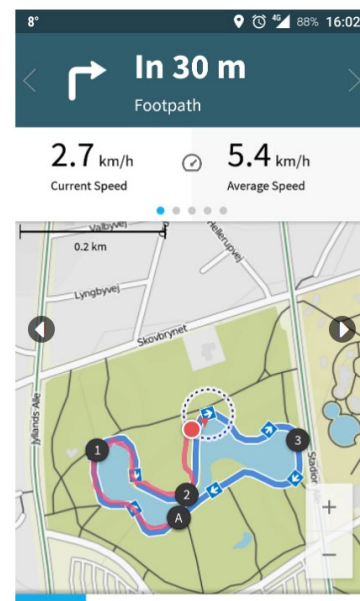
◆ **Activity 3: Plan a Tech Trek (Requirement 3:** *"With an adult, choose an online mapping program tool and plan a 2-mile trek."*) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Where and How Long?](#), with an open search process followed by a vote. Use that if you like – or pick a location with multiple two-mile trek options and narrow the process of planning.

Review the **5 Ws** of planning a trek.

Where are you going?

- Decide on a route to your destination and back.
- Have the Scouts pull up the location(s) on a map app. Once there:
 - Have them identify the distance key.
 - Tell them that if they zoom in and out the distance key will change.
- Have them use the satellite image view on the app and have them explore the location.
 - Have them look for established trails, points of interest, and facilities like bathrooms and water fountains.
 - After they have explored have them come up with a 2-mile trek the den could take at the location.
- Ask the following:
 - Where will they start and end their trek?
 - What can they use during their trek to track how far they've gone?
 - How much time should they allot for the 2-mile trek?



◆ **Activity 4: Two Mile Tech Trek (Requirement 4:** *"Take your 2-mile trek."*) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [2-Mile Tech Trek](#). Use that if you like – or something else. The plan below adapts the substance of [2-Mile Tech Trek](#).

- Gather the Scouts and check that everyone has their Cub Scout Six Essentials and a smart device.
- Have everyone open their weather app and have them check the current weather and what the weather will be like for the duration of the trek. Are there any adjustments that need to be made to the trek based on the weather?
- Have Scouts open their map app and any tracking or step counter app, and make sure their location services are on and each app is active.
- Go on your 2-mile trek. Track where you're going on your apps.
- After the 2-mile trek gather the Scouts and have them check their smart device to see how far they went.

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

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

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

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

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

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

1. Discuss how technology can help keep you safe in the outdoors.

- [Check the App](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)
- [Weather App Scavenger Hunt](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

2. Explore Global Positioning Systems (GPS) devices and how to use them.

- [Webelos Geocache](#) (Outdoor; 3 of 5 Energy; 5 of 5 Supplies; 3 of 5 Prep Time)

3. With an adult, choose an online mapping program tool and plan a 2-mile trek.

- [Where and How Long?](#) (Indoor; 2 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

4. Take your 2-mile trek.

- [2-Mile Tech Trek](#) (Outdoor; 4 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Modular Design

An “Engineering” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Some of your favorite building toys are probably modular.

Learning to build using modular design is a good way to conserve resources.

In this Adventure, you will gain an understanding of modular design, build using modular-based materials, and practice making directions for others to follow.



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

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 Webelos Handbook

1. Learn what modular design is and identify three things that use modular design in their construction.
2. Using modular-based building pieces, build a model without a set of instructions.
3. Using the model made in requirement 2, create a set of step-by-step instructions on how to make your model.
4. Have someone make your model using your instructions.
5. Using the same modular pieces used in requirement 2, build another model of something different.
6. With your parent or legal guardian’s permission, watch a video demonstrating how something was built using modular design.

Meeting Plan

Does this take one Meeting to complete – or more? It's up to the Parents / Leaders! It might be possible to do this in a single session if you're really organized, but that will probably rush too much and/or drain the fun out of the Scouts as they plan and work together. Better to split up the building into more than one session, especially if your Scouts do large models – don't forget to add games for fun!

PREPARATION (and materials needed): Read the Modular Design Adventure in the Webelos 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.
 - You'll want a supply of modular building system pieces such as LEGOs, Lincoln Logs, or K'NEX.
 - You'll need a device to view videos for Activity/Requirements 3 and 6.

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: Modular Design? (Requirement 1: "Learn what modular design is and identify three things that use modular design in their construction.")** (Parent leader: _____)

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

- Explain that modular design or construction means using pieces that interlock and are interchangeable with each other.
- Or, taking a bunch of smaller, standard, interchangeable parts (modules) and combining them together to make a larger product.
- Lego blocks are "modules"!
 - Combined together, Legos become a bigger product.
- The small parts can be arranged in many different ways creating a different end product each time.

What is modular design?



- Have the Scouts identify three benefits of using modular design. These may include:
 - Efficiency in Production Process // Cost-Effective // Flexibility and Customizability // Enhanced Product Quality // Scalability //
 - Encouraging Innovation

- Have the Scouts identify three things that use modular design in their construction. Examples include:
 - Cars // Computers // Solar panels // Wind turbines // Elevators // Furniture // Modular buildings



◆ **Activity 2: Free Range (Look Ma! No Plans!) Building from Modular (Requirement 2: “Using modular-based building pieces, build a model without a set of instructions.”)** (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Let’s Build It](#). The plan below adapts the substance of that.

- Gather enough modular building pieces (such as LEGOs, Lincoln Logs, or K’NEX) for each Scout to be able to build a model.
 - Maybe a house, spaceship, or castle. Or pyramid, bridge, airplane or rocket. Boat or Train?
 - Robot? Transformer? Or whatever the Scout wants to build.
- Tell Scouts that they will be building their model using the modular building pieces and without any plans or instructions.
- Allow time for Scouts to build their model.



◆ **Activity 3: Make a Plan (Requirement 3: “Using the model made in requirement 2, create a set of step-by-step instructions on how to make your model.”)** (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Draw It Out](#) (Describe Plans in Drawings), [Live Action](#) (Describe Plans in Video), and [Write It Down](#) (Describe Plans in Written Words). The plan below adapts the substance of each – one is drawing pictures, one is or recording video, one is write words).

- Tell Scouts that they are to draw picture plans (or video plans or written word plans) for step-by-step instructions for the structure they built in requirement 2.
- Watch a video on how to write instructions, like [This dad follows his kid’s PB&J sandwich instructions very literally.](#)
- Explain that they need to keep in mind the video they just watched and be very specific in their directions.
- They may want to take apart and rebuild their structure.



Exact Instructions Challenge PB&J Classroom Friendly | Josh Darnit

◆ **Activity 4: Supervise the Building! (Requirement 4:** *"Have someone make your model using your instructions."*) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Following Instructions](#). The plan below adapts the substance of that Activity and the Requirements.

- Using the materials from Activity/Requirement 2 and the plans from Activity/Requirement 3, it's time to build some more! But this time, everyone supervises someone else!
- Ask Scouts to trade the instructions they have put together with another Scout. (They could also do this with a family member at home.)
 - Have the Scouts build the model from the instructions.
 - This may take twice as long as from Activity/Requirement 2, because each Scout will want to watch the other building their plan.
- After the building of the model, ask a few questions:
 - Discuss with Scouts whether the build instructions were easy or difficult to follow.
 - Was there enough information contained in the written instructions to complete the build?



◆ **Activity 5: Build Something Else! (Requirement 5:** *"Using the same modular pieces used in requirement 2, build another model of something different."*) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [My Build](#). This is a repeat of Activity/Requirement 2, just building something different.

- Gather enough modular building pieces used for Activity/Requirement 2 for each Scout to be able to build a new model different from Activity/Requirement 2.
 - Maybe a house, spaceship, or castle.
 - Or pyramid, bridge, airplane or rocket.
 - Boat or Train?
 - Robot? Transformer?
 - Real or imaginary.
 - Or whatever the Scout wants to build.
- Tell Scouts that they will be building their model using the modular building pieces and without any plans or instructions.
- Allow time for Scouts to build their model.



- When completed, have Scouts describe their model.
- Ask Scouts what challenges they had with building their model.
 - Look for answers about connecting different types of pieces to each other.
 - If you had to take a piece of someone else's model and put it on their model, how would you take it off without damaging it?
 - How would you attach it to their model?
 - Could they take any piece of anyone's model and easily attach it to theirs?

◆ **Activity 6: Watch A Building Video (Requirement 6:** “With your parent or legal guardian’s permission, watch a video demonstrating how something was built using modular design.”) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [It’s Real](#) – with several videos you might watch.

- Gather Scouts and watch a video on concepts of modular design and construction – either one or more of the suggested videos below or choose your own:
 - [What is Modular Construction by National Fire Protection Agency](#) (3 minutes)
 - [Modular Construction at University of Michigan](#) (3 minutes 23 seconds)
 - [How To Build A Cruise Ship | How To Build Everything by The Discovery Channel](#) (6 minutes)
 - [Toulouse – Modular furniture design by BoConcept](#) (47 seconds)
- Ask Scouts to share what the video presented about modular design and identify three things that use modular design.
- Have the Scouts identify three benefits of using modular design based on the video selected.



◆ **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 Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/modular-design/>. 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 what modular design is and identify three things that use modular design in their construction.

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

2. Using modular-based building pieces, build a model without a set of instructions.

- [Let’s Build It](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

3. Using the model made in requirement 2, create a set of step-by-step instructions on how to make your model.

- [Draw It Out](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Live Action](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Write It Down](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Have someone make your model using your instructions.

- [Following Instructions](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

5. Using the same modular pieces used in requirement 2, build another model of something different.

- [My Build](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

6. With your parent or legal guardian’s permission, watch a video demonstrating how something was built using modular design.

- [It’s Real](#) (Indoor; 1 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Math on the Trail

A “Math” Adventure. Also a Walk

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

In this Adventure, you will learn how to estimate the time it takes you to take a walk.

If you know your pace, you can estimate how long it will take you and others to walk any given distance.



The QR Code above takes you to scouting.org/cub-scout-adventures/math-on-the-trail/↑

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 Webelos Handbook

1. **Determine your walking pace by walking ¼ mile. Make a projection on how long it would take you to walk 2 miles.**
2. **Walk 2 miles and record the time it took you to complete the two miles.**
3. **Make a projection on how long it would take you to hike a 20-mile trail over two days. List all the factors to consider for your projection.**

Meeting Plan

Does this take one Meeting to complete – or more? If your Scouts can walk 2 and ¼ miles in a single session, you can complete this in a single session. Do not worry – Requirement 3 is not “a 20-mile trail over two days” – it’s just projecting how long it would take to do those miles.

PREPARATION (and materials needed): Read the Math on the Trail Adventure in the Webelos 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 where the walk will take place. A walk can be in an urban, suburban, or rural setting. This can be where your den typically meets. A walk around the neighborhood is great. You just need to measure it.
 - 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. Because this is a Tech Adventure, you’ll want to have several smartphones or other devices for Scouts to use/share. And a paper map to compare.
- 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.

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: Quarter Mile Time (Requirement 1:** “Determine your walking pace by walking $\frac{1}{4}$ mile. Make a projection on how long it would take you to walk 2 miles.”) (Parent leader: _____)

The Adventure Resources offer Activity Cards of “Timing a Quarter Mile” [Indoor](#), [On the Trail](#), and on an [Outdoor Track](#). The plan below adapts the substance of [Outdoor Track](#). [Indoor](#) gives tips on measuring with a pedometer. [On the Trail](#) assumes you’ll use a map or trail app or fitness tracker. Do what’s easy for you.

- Share with Scouts that they will be learning how to calculate a long walk distance by using a short walking distance.
 - By walking just a quarter of a mile, they will be able to figure out about how long it will take to walk 2 miles.
- First, they must determine how many quarter miles are in 2 miles.
 - Ask Scouts, how many quarter miles are in one mile?
 - Then, how many quarter miles are in two miles?
- If needed, provide Scouts with paper, pencil, and time to think about the problem. Allow them to discuss with each other.
- If Scouts figure out 8 quarter miles in 2 miles, then move on to the walking.
 - If the Scouts are unsure or unclear about how to find how many quarter miles in 2 miles, you can follow the steps in any of the Activity Cards (using strips of paper folded in quarters).



- Determine the pace for walking a quarter mile using a timer.
 - Explain that pace is how long it takes a person to cover a distance.
 - Scouts sometimes count their steps over a given distance, or they use the time it takes the person to cover a determined (set) distance.
 - During this activity, Scouts will use time to calculate how long it takes each person to cover a set distance.
- Show Scouts your route of a quarter mile.
 - Show Scouts how to use the timer.
- Allow Scouts to walk the quarter mile and record their time.
- Create the projection for a two mile walk by asking Scouts how could you determine how long it will take them to walk the two miles?
 - Allow Scouts to problem solve by giving them time to think and, as needed, use paper and pencils to solve the problem.
 - Scouts might add their time 8 times. Some Scouts might multiply their time times eight.
 - Encourage their thinking and way of problem-solving. Allow cubs to come to their answers.
 - If cubs are having trouble, you can follow the steps in any of the Activity Cards (using strips of paper folded in quarters).
- Save this projected time to use in the following requirements.



◆ **Activity 2: Two Mile Time (Requirement 2:** *“Walk 2 miles and record the time it took you to complete the two miles.”*) (Parent leader: _____)

The Adventure Resources offer Activity Cards of “Timing Two Miles” [Indoor](#), [On the Trail](#), and on an [Outdoor Track](#). The plan below adapts the substance of [Outdoor Track](#). Do what’s easy for you, but to be consistent, use the same walking location (indoor, trail, or track).

- Determine your two-mile distance.
 - If a track, while they vary in size, most are 400 meters.
 - One mile is equal to 1,609 meters, so about one lap would be a quarter mile and 8 laps would be 2 miles.
- Review the Projected Times each Scout completed in Activity/Requirement 1.
- Explain that today Scouts are going to see how close our estimate was to the actual time.
- Explain your start and stop locations, and, if laps, how many laps of a course they will do to complete two miles.
- Assign an adult or a den chief person to be the timekeeper.
- Walk the 2 miles.
 - Remind Scouts, that this is not a race, they are walking to get a pace to see if our prediction from Activity/Requirement 1 is correct.
 - Adding any Scout Pizzazz is encouraged: walking music, theme, celebration during each lap, singing songs during walking (Songbook), etc.
- Record the time it took each Scout to walk 2 miles.
 - Save this information, the Scout will need it for Activity/Requirement 3.
 - How did the actual time compare to each Scout’s projected/estimated time?



◆ **Activity 3: Twenty Mile Time Projection (Requirement 3:** *"Make a projection on how long it would take you to hike a 20-mile trail over two days. List all the factors to consider for your projection."*) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [If I could walk 20 miles](#), adapted below.

- Pose the question: using the data (the times recorded in requirements 1 and 2), how long will it take to walk 20 miles?
- Allow Scouts time to problem solve.
 - Some Scouts will understand that 20 miles is 10 groups of 2 miles.
 - To find the time for 20 miles the Scout will multiply the 2-mile time by 10 and get the correct answer. Some Scouts might make a table to figure out their time.
 - Allow many different ways to solve the problem.
- Scouts should share their projections for walking 20 miles.
 - Remind them that the number they come up with is in minutes.
 - Scouts could convert their time to hours. Remind them that there are 60 minutes in one hour.
- Explain a long trek like 20 miles, typically hikers split that between two days.
 - Scouts should determine how many hours they should walk in the two days to make it 20 miles.
- Discuss the conditions of your walking path (indoor, track, or hiking trail).
 - Scouts should describe how easy it was to walk in those conditions.
 - Discuss different conditions or factors that might slow down the walking time (weather, rocky hiking conditions, flat ground, etc.)
 - List all the factors to consider.
- Other factors might slow down your pace, so hikers need to consider these when determining the time of a long hike. Ask Scouts how these factors might affect the projection. Possible examples:
 - Snow might slow down your pace.
 - The rocky path would need you to slow down to ensure your footing.
 - Crossing a stream would slow down your pace to find a safe crossing.
 - Hikers will be much more tired on a ten-mile hike than a two-mile hike – they will start to go slower.

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

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



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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/math-on-the-trail/>. 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. Determine your walking pace by walking ¼ mile. Make a projection on how long it would take you to walk 2 miles.

- [Timing a Quarter Mile Indoor](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Timing a Quarter Mile On the Trail](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Timing a Quarter Mile Outdoor Track](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 4 of 5 Prep Time)

2. Walk 2 miles and record the time it took you to complete the two miles.

- [Timing 2 Miles Indoor](#) (Indoor; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Timing 2 Miles On the Trail](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 5 of 5 Prep Time)
- [Timing 2 Miles Outdoor Track](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 4 of 5 Prep Time)

3. Make a projection on how long it would take you to hike a 20-mile trail over two days. List all the factors to consider for your projection.

- [If I could walk 20 miles](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Art Explosion

An “Art” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Art is a powerful way to capture a moment in time, an idea, or an emotion.

It's a lot of fun, too.

You get to work with all sorts of gooey and gloppy materials, and you never have to worry about getting the right answer, because everybody's art is different.

Whether you're into drawing, painting, sculpture, computer illustration, or photography, you'll find something to love in this Adventure.



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

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 Webelos Handbook

1. Create a piece of art by exploring drawing techniques using pencils.
2. Using a digital image, explore the effect of filters by changing an image using different editing or in-camera techniques.
3. Create a piece of art using paint as your medium.
4. Create a piece of art combining at least two media.

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 and your Scouts are hyper-efficient – but that's probably pushing it in an Adventure that requires creating or exploring art in five different ways. Better would be a couple of sessions (add fun games) with maybe one including a visit to (and maybe art creation at) an art museum, art gallery, artist studio, art teacher's classroom, or photography studio. Add games for fun!

PREPARATION (and materials needed): Read the Art Explosion Adventure in the Webelos Handbook.

- As always, decide whether you like any of the "Activity Card" options for the Requirements or the suggested activities below or some other way to deliver this Adventure.
 - When you decide, check the materials and supplies you need. The art supplies you need depend on your media – see the notes below and the links to Adventure Resources.
 - If you do activities away from your normal meeting place, make sure families know when and where.
- For Activity/Requirement 2, encourage parents/guardians to attend with their smartphone cameras.

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.

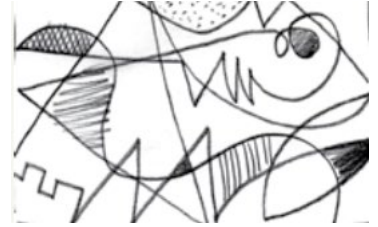
◆ **Activity 1: Pencil Drawing Art (Requirement 1:** "Create a piece of art by exploring drawing techniques using pencils.") (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Art in the Out of Doors](#) (Outdoor Drawing), [Drawing the Artist](#) (Pencil Selfie!), and [The Style of Art](#) (Copy an Artist's Style). Use what you like – or something else. The plan below adapts the substance of [Art in the Out of Doors](#) because it's outside!

- Locate a meeting place outside where Scouts can observe the outdoors and have a variety of items to draw. This can be a neighborhood park, in someone's backyard, or on a trail.
- Supply List
 - Multiple sheets of paper for each Scout (8 ½ x 11 or other)
 - Clipboard for each Scout if you're not at a table or other support
 - Pencils, one for each Scout
 - Items to share: colored pencils, large erasers, pencil sharpeners
- Gather the Scouts and show them the different techniques of using pencils for art – examples in the Webelos Handbook.
 - As you demonstrate a method have Scouts try it on their own.
- Share with Scouts that they will be drawing what they see outdoors.
- Tell them to look up, down, and all around to decide what to draw.
- They may choose to draw a landscape or choose a small item such as a leaf to draw.
- Ask Scouts to share their work. Ask them how drawing outside differs from drawing inside.



- Tips: If Scouts have problems identifying what to draw, encourage them to start small.
 - Drawing the bark on a tree or pebbles on the path can help get them started.
 - Helping them practice drawing techniques like hatching and crosshatching, stippling, scribbling, circling, shading, highlighting, and rendering may help – see the Webelos Handbook.
 - Feel free to let them draw anything – it need not be natural. The requirement is “Create a piece of art by exploring drawing techniques using pencils”, so if they create something super abstract, *that’s fine!*



◆ **Activity 2: Digital Photo Editing (Requirement 2: “Using a digital image, explore the effect of filters by changing an image using different editing or in-camera techniques.”)** (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Say Cheese](#) (Photo Still Life of Fruit). Use that if you like – or something else. The plan below adapts the substance of [Say Cheese](#) but opens it up beyond produce.

- In advance, encourage parents/guardians to attend with their smartphone cameras.
 - After all, their Scouts have probably already taught them how to edit pictures on their phones!
- Explain to Scouts that they will be taking a picture and then use the features on their camera to edit the photo.
 - Explain that most photographers take several pictures and then edit the photo to make the best picture.
- Have Scouts take a picture of each item they select – it could be fruit (because isn’t most art comprised of still life of fruit?) but it could be any object or any person (with permission).
 - Once with the flash off and again with the flash on.
 - Stop and examine the pictures. What differences do they see?
- Next, take pictures zooming in on the object, and then another picture zooming out.
 - Let them take a variety of pictures zooming in close and zooming way out.
- Examine the pictures. Which do they like best?
 - What can they see when zooming in that is not seen when zooming out?
- Using the pictures taken, have each Scout select one of their photos and make three copies of it.
 - In one copy of the photo, use the edit feature to make changes to the photo.
 - Maybe contrast or filters or redeye adjustment.
 - In a second copy of the photo, use the crop feature to edit out unneeded parts.
 - In the third copy, use the brightness feature to make an edit – brighter or less bright.
- Compare the 3 edited photos to the original.
 - How are they different? Any similarities?
 - Which photo makes the fruit look the best?



◆ **Activity 3: Painting Art (Requirement 3: “Create a piece of art using paint as your medium.”)** (Parent leader: _____)

The Adventure Resources offer Activity Cards of [No Brushes Needed](#) (Painting without Brushes) and [Watercolor](#). Use what you like – or something else. The plan below adapts the substance of [No Brushes](#).

- This is ideally done in an artist studio or art classroom because they'll have supplies. And artists!

Supply List:

- 16 oz bottles of acrylic paint, various colors, like black, white, blue, yellow, red
- 5" x 7" paint canvas or paper (from a giant roll – art) for each Scout
- Heavy-duty paper plates, one for each Scout
- Plastic tablecloth
- Paint shirt for each Scout
- Water and Wash basin
- Items that can be used to spread, dab, roll, print or stamp paint, like Cotton swabs, Toothbrush, Tree leaf, Sponge, Bubble wrap, Paper towel, Marbles, Straws, Cotton balls, Painter's tape, Plastic cellophane, Paper towel tubes, Jar or bottle lids, Plastic fork, spoon, knife, toy car



Painting Process: Tell Scouts that they will be painting a work of art.

- Ask scouts what they would typically use to paint. They will probably answer, "a paintbrush."
 - Let them know that today, they will not be using a paintbrush.
- Point out that they will be using different items to paint a picture – show them the items.
 - If you have one, share a sample painting and the items that were used.
 - Ask them how they think some of the items could be used.
 - Remember that a painting can include texture.
- This project lends itself greatly to abstract art but can be done with any subject.
 - Ask Scouts to think about what they may want to paint.
- Portion out paint onto the heavy-duty paper plates and let the Scouts have fun creating and using their imaginations.
 - Have Scouts sign and date their artwork.
 - Once Scouts are done painting, have them clean their hands.
 - After cleaning up, have time for Scouts to look at each other's artwork and share what they learned about not using a paintbrush when painting.



◆ **Activity 4: More Art – Two More Media! (Requirement 4: “Create a piece of art combining at least two media.”)** (Parent leader: _____)

The Adventure Resources offer Activity Cards of [3D Sculpture](#) (Wire and Bead Sculptures), and [Mixed Medium Madness game](#) (A “gamed up” mixed media exercise). Use what you like – or something else. The plan below adapts the substance of the Requirement.

- Decide on which media you want to use for this art creation.
 - Earlier in this Adventure the media explored have included pencil drawings and painting (maybe watercolor, oil, acrylic – brush or no brush), plus digital photos.
 - Other media not yet explored include:
 - sculpture // printed photos // chalk // crayons and markers // clay and playdough // googly eyes // yarn and textiles // charcoal // construction paper // aluminum foil // pebbles and marbles // tile // colored tissue paper // recycled materials // bottle caps // leaves and flowers // toys like Legos // more.
 - Common mixed media projects may combine photos and drawings into collages or mobiles.
- What media you select will determine what supplies you’ll need and what directions you’ll provide.
 - Give Scouts plenty of time to imagine and create their art.
 - After cleaning up, have time for each scout to share their artwork with the den, what they used to make it and say what they liked about this activity.



◆ **Activity 5: [OPTION: Fun Game We Like** (Parent leader: _____):

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



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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/art-explosion/>. 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. Create a piece of art by exploring drawing techniques using pencils.

- [Art in the Out of Doors](#) (Outdoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Drawing the Artist](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [The Style of Art](#) (Indoor; 2 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

2. Using a digital image, explore the effect of filters by changing an image using different editing or in-camera techniques.

- [Say Cheese](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. Create a piece of art using paint as your medium.

- [No Brushes Needed](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)
- [Watercolor](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)

4. Create a piece of art combining at least two media.

- [3D Sculpture](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)
- [Mixed Medium Madness game](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 2 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Aware and Care

An “Empathy and Disability Awareness” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Everyone has differences, and everyone faces challenges. That’s what makes us human. In this Adventure, you’ll learn about the challenges other people face by looking at the world through their eyes. The more you understand, the more helpful you can be – and the more you can show your friends how to be nice to everyone, including people who are different. After all, we are all different in one way or another.



The QR Code above takes you to scouting.org/cub-scout-adventures/aware-and-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 Webelos Handbook

1. Do an activity that shows the challenges of a being visually impaired.
2. Do an activity that shows the challenges of being hearing impaired.
3. Explore barriers to access.
4. Meet someone who has a disability or someone who works with people with disabilities about what obstacles they must overcome and how they do it.

Meeting Plan

Does this take one Meeting to complete – or more? You can do this in a single session, but if your visit with someone connects to disability is interesting, you may want to break this into two sessions.

PREPARATION (and materials needed): Read the Aware and Care Adventure in the Webelos Handbook.

- As always, decide whether you like any of the “Activity Card” options for the Requirements or the suggested activities below or some other way to deliver this Adventure.
 - When you decide, check the materials and supplies you need.
- The biggest planning element is who to meet with for Activity/Requirement 4 (“Meet someone who has a disability or someone who works with people with disabilities ...”). You or your families will know someone.

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: Experience Being Visually Impaired (Requirement 1:** “Do an activity that shows the challenges of a being visually impaired.”) (Parent leader: _____)

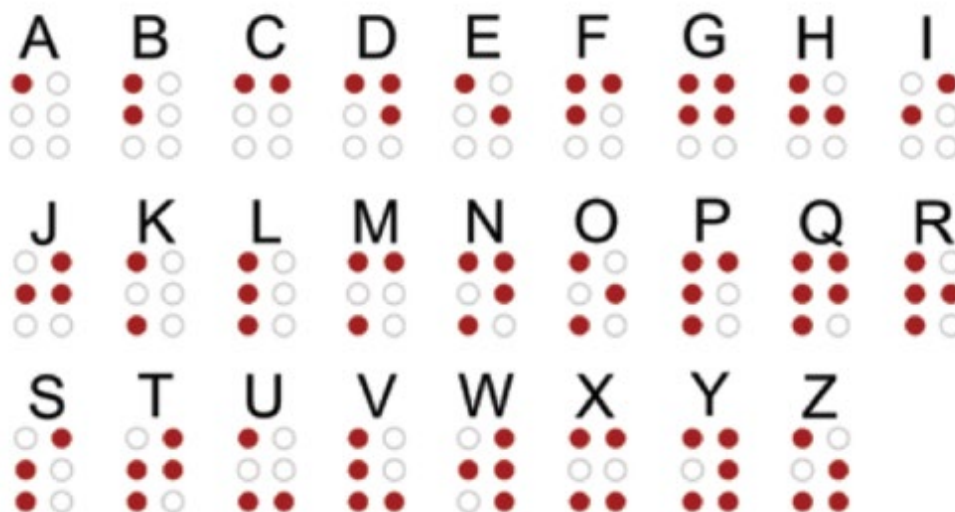
The Adventure Resources offer Activity Cards of [Can We Get There?](#) (Exercise with Vision Simulator Glasses), [Can You Draw It?](#) (Drawing While Eyes Covered), [I Can Do It](#) (Pouring Water While Eyes Covered), and [What Is This?](#) (Identify Objects While Eyes Covered). Use what you like – or something else, like this:

- Explain to the den that people see things differently.
 - Vision is the ability to see with your eyes. Blindness is a lack of vision.
 - Some people are totally blind, meaning they can’t see anything at all.
 - Others have partial blindness – known as “visually impaired”.
- Some people wear glasses or contact lenses to fix their vision and other people are blind and can only see shadows or nothing at all.
 - When our vision is impaired, we can rely on our other senses.
- Photos below are of [Eagle Scout Mason Myhand and his Eagle Court of Honor Speech](#)
 - Mason was born blind!
- Discuss:
 - How do blind or visually impaired people accomplish tasks?
 - What jobs do blind or visually impaired people do?
 - How might blind or visually impaired people use their other senses?
 - How might their other senses be stronger than ours?
 - How can we get a blind or visually impaired classmate into our activities?



- What skills and tools do blind or visually impaired people learn in order to do their schoolwork, get to the supermarket, cook a meal, do their jobs?
- Simulate what it's like to be blind with a covering over your eyes and walking around your meeting space.
 - Have someone serve as a spotter so that Scouts don't hurt themselves.
 - Another activity to simulate visual impairment is to smear a thin layer of petroleum jelly on an old pair of safety glasses, sunglasses, or regular eye glasses.
 - You will be able to see through the glasses, but not very well.
 - With the glasses on, try to put together a jigsaw puzzle or read the words on a page.
- **Braille.** People who cannot see may use Braille to read.
 - Braille code looks like raised dots on paper.
 - People read Braille by touching the raised dots to "feel" the letters.
- You can spell your name in Braille by gluing dried split peas or buttons to paper.
- Pencil the letters of your name in dots on a piece of paper before gluing on the peas or buttons.

Braille Alphabet:



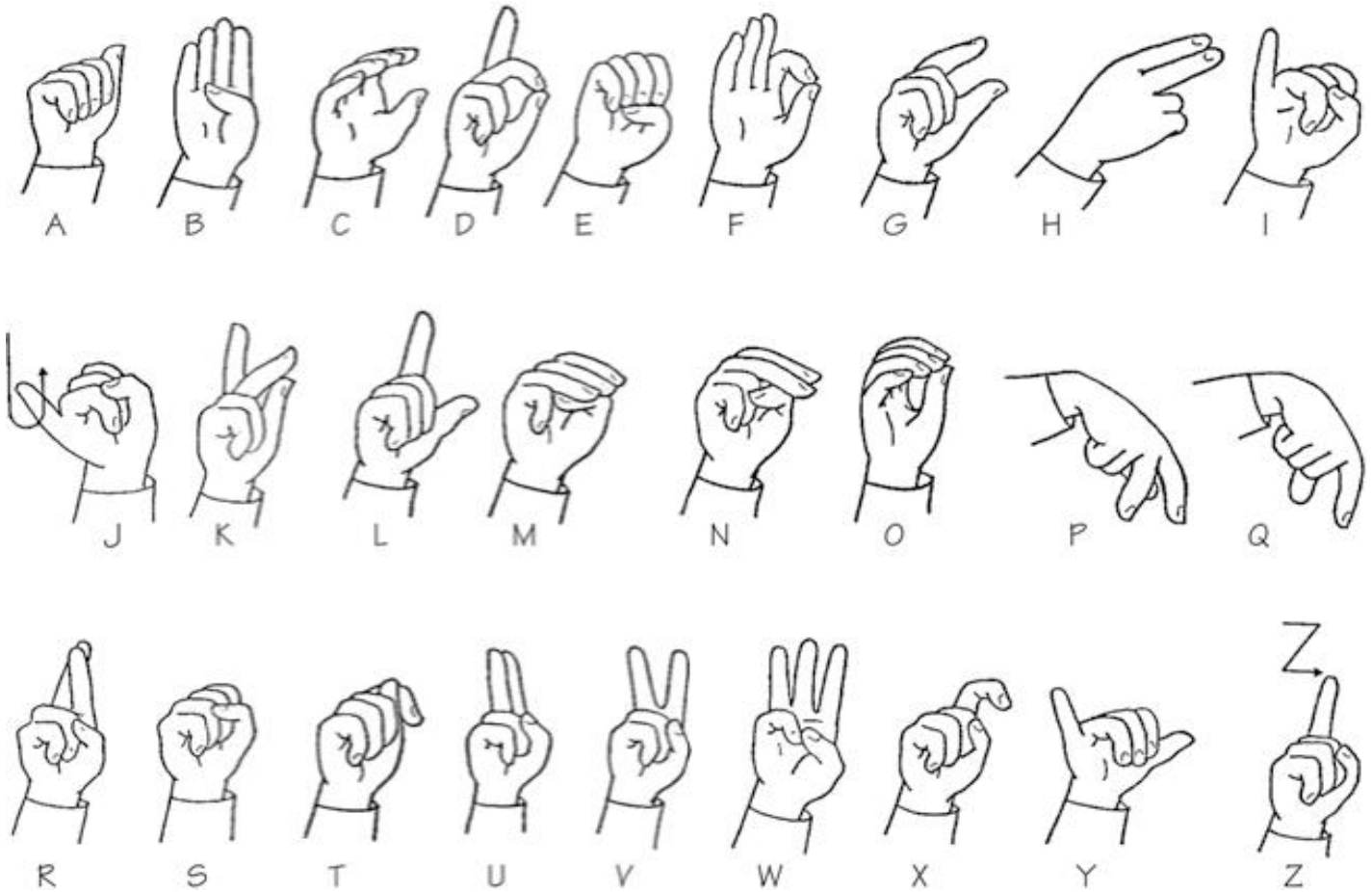
◆ Activity 2: Experience Being Hearing Impaired (Requirement 2: "Do an activity that shows the challenges of being hearing impaired.") (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Listen Carefully](#) (Simon Says – with Noise Cancelling Headphones), [Story Time](#) (Using American Sign Language), and [What Animal](#) (Basically Charades, But Write It Down Don't Shout It Out). Use what you like – or something else. Any of these are great.

- If you want to do [Listen Carefully](#) (Simon Says – with Noise Cancelling Headphones) ...
 - ... but you don't have enough noise cancelling headphones ...
 - ... just have Scouts press pillows against their ears and/or use earplugs.
- Ask Scouts about what it was like wearing earphones versus not wearing them
- If you want to do [What Animal](#) (Basically Charades, But Write It Down Don't Shout It Out) ...
 - ... and don't know the rules for charades.
- see the Bear [Adventure Resource Page and Den Meeting Plan for Roaring Laughter](#) which has instructions about charades.
 - and remember – write it down, don't shout it out!



- **American Sign Language** is a communications code that uses your hands to “talk.”
 - Some people who cannot hear use sign language to communicate.



◆ **Activity 3: Barriers to Access (Requirement 3: “Explore barriers to access.”)** (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Can You Reach It?](#) (Reaching For Items Beyond Your Grasp) and [Outdoors Barriers to Access](#) (Walkabout to Identify Barriers). Use what you like – or something else. The plan below adapts the substance of [Outdoors Barriers to Access](#) but simpler and with more discussion points.

- Explain to Scouts that some people have a physical disability.
 - Examples of physical disabilities are people in wheelchairs because their legs do not work.
 - Because of a physical disability, it is difficult to get around.
 - This is especially true if a building’s design isn’t accessible.
- Take Scouts on a walk around their meeting space to discuss disability accommodations.
 - Start in the parking lot.
 - There may be a curb or narrow door that impedes a wheelchair.
 - Or traffic walk signs without a beeping noise to indicate when to walk.



- If they are checking for access have them shuffle their feet along the surface.
 - If they can't get somewhere that way, this may be a problem for someone in a wheelchair or that has other mobility challenges.
- Have make suggestions for changes that would remove barriers to access. Maybe ask:
 - Are there specific handicap parking spots?
 - Can you find any doors that have automatic openers?
 - Do you think a wheelchair could get into the building? What would prevent this?
 - Are there stairs you need to walk up to get into the building? If so, are there ramps or elevators that would help?
 - Are the doorways wide enough to accommodate a wheelchair?
 - What do the thresholds look like? Are they raised? Can a wheelchair roll over them easily?
 - Are the bathroom doors wide enough to accommodate a wheelchair? Are there handicap accessible stalls that are big enough for a wheelchair?
 - Are there other things about your meeting space that would make it difficult for someone in a wheelchair to get around?

◆ **Activity 4: Disability Awareness Visit (Requirement 4:** *"Meet someone who has a disability or someone who works with people with disabilities about what obstacles they must overcome and how they do it."*) **(Parent leader: _____)**

The Adventure Resources offer Activity Cards of [How Do People Help?](#) (Visit a Rehabilitation Facility), [How Do You Do It?](#) (Invite a Guest to Speak About Their Disability), and [Jobs For Dogs](#) (Visit with a Service Dog Trainer or User). Use what you like – or something else. The plan below adapts the substance of [How Do You Do It?](#)

- Invite a person with a disability (wheelchair user, a person with limited mobility, vision impairment, or hearing impairment) to the meeting to share their experiences.
 - Introduce the guest to the den.
- Invite the individual to share the challenges they face and to explain to Scouts some of the tools they use to assist with their daily tasks.
- Encourage Scouts to ask questions. Questions depends on the disability but may include:
 - How long have you been disabled?
 - What changes to your home have you made to accommodate your disability?
 - If you cannot drive, how do you get from one place to another?
 - Where did you go to school? What accommodations were made for you?

◆ **Activity 5: [OPTION: Fun Game We Like (Parent leader: _____):**

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



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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/aware-and-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. Do an activity that shows the challenges of a being visually impaired.

- [Can We Get There?](#) (Indoor; 3 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)
- [Can You Draw It?](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 1 of 5 Prep Time)
- [I Can Do It](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [What Is This?](#) (Indoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Do an activity that shows the challenges of being hearing impaired.

- [Listen Carefully](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)
- [Story Time](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)
- [What Animal](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

3. Explore barriers to access.

- [Can You Reach It?](#) (Indoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)
- [Outdoors Barriers to Access](#) (Travel; 4 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Meet someone who has a disability or someone who works with people with disabilities about what obstacles they must overcome and how they do it.

- [How Do People Help?](#) (Travel; 2 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [How Do You Do It?](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)
- [Jobs For Dogs](#) (Indoor; 1 of 5 Energy; 1 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Build It

A “Carpentry” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

If you visit a lumber store, you'll see rows and rows of all sorts of wood: boards, dowel rods, sheets of plywood, cedar shingles, and more. With some tools and time, a skilled craftsman can turn that wood into toys, bookcases, or even an entire house.

You won't build a house in this Adventure, but you will build a smaller carpentry project.

You'll also learn about the tools you could use to build just about anything you can dream up. So, grab your tool belt, and let's get started.



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

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 Webelos 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. **Demonstrate how to check for plumb, level, and square when building.**
3. **With the guidance of your Webelos den leader, parent, or legal guardian, select a carpentry project that requires it to be either plumb, level, and/or square. Create a list of materials and tools you will need to complete the project.**
4. **Build your carpentry 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 a single session if you're super-efficient and have uncomplicated projects (sad!), but you'll probably want to allocate more time across more than one session (and add some games just for fun).

PREPARATION (and materials needed): Read the Build It Adventure in the Webelos 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" or "shop 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 Webelos 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 Webelos Handbook.
 - Hammer, flathead screwdrivers, Phillips screwdrivers, Allen wrenches, chisels, awls, pliers, hand and coping saws, vise/clamp, tape measure or ruler or square, level, brace/bit hand drill, sandpaper and sanding block, safety glasses, toolbox, 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.

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: Know Your 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: _____)

The Adventure Resources offer an Activity Card of [Tool Safety and Practice](#). Use that if you like – or something else, like the adaptation below.

Supply List: In this Adventure Scouts will learn how to safely use common tools. Feel free to adjust this recommended list based on your available resources – just be sure to include tools that will be used to complete whatever projects you’ll do for Activity/Requirement 4 below.

- Power drill (**For adult use only**)
- 1/16” drill bit to drill pilot holes for screws
- 3/4” drill bit for wrench activity
- 12-to-16-ounce claw hammers
- Philips head screwdrivers
- Flathead screwdrivers
- 20” hand saws
- 6” slip joint pliers
- Standard wrenches that fits the nut to the 2 1/2” long 3/4” carriage bolt
- Socket wrenches with a socket that fits the nut to the 2 1/2” long 3/4” carriage bolt
- 1/2”, 3/4”, OR 1” wood chisels
- 1 awl
- 2 sheets of 60 grit sandpaper
- 2 sheets of 120 grit sandpaper
- 2 sheets of 220 grit sandpaper
- Measuring tapes
- Carpenter’s squares
- Levels
- Vice or clamp
- 1 lb box of 1 1/2” penny or common nails
- 50 – 1/2” wood screws, Philips head
- 50 – 1/2” wood screws, flathead
- 6 – 2 1/2” long 3/4” carriage bolts with nuts
- 1 ft long 1” x 4” pine, two per Scout
- 1 ft long 2” x 4” pine, one per Scout
- 1 ft long 2” x 4” pine, for wrench station
- 1 ft long 4” x 4” pine, for chisel and wood file station
- Rag or cloth, one per Scout
- Safety glasses for each Scout
- Timer
- Youth sized working gloves, one pair for each Scout
- KN95 5-layer respirator masks, one for each Scout
- First aid kit

Preparation. After you’ve gathered your supplies:

- Pre-drill a few pilot holes for the screwdriver activity in the 1” x 4” boards.
- Take the 1 ft. long 2” x 4” and drill six 3/4” holes equally spaced along the board.
 - Insert the 2 1/2” carriage bolts and place the board so the threads of the bolts where the nuts go are facing up.
 - Place the nuts for each bolt next to each bolt.
- **Tool Stations.** Set up meeting the space with Tool Stations that allow Scouts to have room to safely use each tool. Each station should have the tools and wood that allows Scouts to practice using the tool and an adult to supervise.
 - *Safety Equipment Check Station:* safety glasses, gloves, ear protection, and mask
 - *Hammer Station:* 6” long piece of 2” x 4” for each Scout and 1” common penny nails 5 per Scout
 - *Screwdriver and Awl Station:* see above.
 - *Wrench and Pliers and Bolts Station:* see above.
 - *Chisel and Sanding Station:* see above.
 - *Saw Station:* see above.
 - *Measuring Tape, Carpenter’s Square, Level, Clamp, and Vise Station:* see above.

Station to Station Activities. Divide the Scouts into equal groups based on the number of stations and adult helpers. Have each group of Scouts start at a different station.

- **Safety Equipment Check Station – Review Tool Safety Rules.** Share with your Scouts the information in the *Webelos Handbook*. Have your Scouts explain why tool safety is important and what can happen if safety rules aren't followed. Be sure to cover the following items:



- Hand protection: Wear gloves when necessary (handling lumber, boxes of nails, etc.), and ALWAYS position your fingers and thumb carefully when cutting.
- Eye Protection: Safety glasses are a must, ALWAYS AND ON EVERY PROJECT. If you wear prescription glasses, side shields can be purchased that slip onto the earpieces of the frame. This prevents debris and dust from entering your eye from the side.
- Feet Protection: Wear good quality leather shoes with thick soles if possible. This type of shoe will protect your foot if something falls on it and prevent a puncture if you step on a nail. **NEVER WEAR sandals, flip-flops, or open-toed shoes, etc.**
- Nose and Lung Protection: Small dust particles can be inhaled quite easily through your nose and mouth. Cutting, sanding, drilling, etc. – all create these particles. *You know you still have masks!*
- Head Protection: Wearing a hard hat is a good idea when you are working in an area that may have falling items or debris.
- Ear Protection: Your hearing can be damaged very easily. Be certain you wear good quality ear protection when you are in an area that may have construction noise (like power tools).

- **Hammer station:** Share with Scouts that they will practice using their hammer. Demonstrate the proper use of a hammer to hammer a nail and how to use the claw to remove a nail.

- Hand out one piece of the 1" x 4" pieces of lumber.
- Have Scouts see how many hits it takes to drive a nail into a piece of wood. Their parent or legal guardian can count.
- Next, have Scouts see how many nails they can drive in five minutes.
- Set a timer and let them hammer for 5 minutes. Once stopped, have them count the number of nails and share with the den.







- **Screwdriver and Awl Station:**

<p><u>Awl</u></p> <ul style="list-style-type: none"> • An awl is a tool used for making small holes in wood and leather. • It has a wooden handle and a thin, sharp metal point. 		<p><u>Screwdrivers</u></p> <ul style="list-style-type: none"> • Screwdrivers drive screws into wood. • Screwdrivers come in many sizes. • Some are for slotted screws (straight slots on their heads), and "Phillips" screws (X-shaped slots). 	
--	---	---	---




- Demonstrate that you can use an awl to help start a hole for a screw – this is called a pilot hole.
- In this case share with the Scouts, you drilled a pilot hole smaller than the screw.
- A pilot hole will help prevent the wood from splitting when using a screw.
- Hand out the second piece of 1" x 4" board and have them use their screwdriver to screw in both a flathead and Phillips head screw.

- **Wrench and Pliers and Bolts Station:** Inform the Scouts that these are carriage bolts and nuts and pliers and wrenches to fasten the nuts and bolts.

	<p><u>Carriage Bolts</u></p> <ul style="list-style-type: none"> • Carriage bolts are versatile fasteners, most often used to fasten metal to metal or wood to metal. • Their unique design ensures a robust connection. 		<p><u>Pliers</u></p> <ul style="list-style-type: none"> • Pliers let you grip and twist things, bend and snip wire, and more. • Types include needle-nose pliers, locking pliers, standard/slip-joint pliers, and wire-cutters.
<p><u>Standard Wrenches</u></p> <ul style="list-style-type: none"> • Better than pliers for standard nuts and bolts because ... • ... with the right size for the nut/bolt, you have less risk of damaging the nut and bolt. 		<p><u>Socket Wrenches</u></p> <ul style="list-style-type: none"> • A wrench with a "ratcheting" mechanism. • Advantage: speed in getting bolts on/off. • But may not fit tight spaces. 	



- To fasten a nut to the bolt you have several options.
- You could use slip joint pliers, a standard wrench, or a socket wrench.
- Demonstrate each and then allow Scouts to tighten and loosen the nuts using the pliers first, then the standard wrench, and then the socket wrench.
- Lead a discussion on which one they found the easiest to use.

- **Chisel and Sanding Station:** Explain to Scouts that a chisel is used to carve away wood.

<p><u>Chisel</u></p> <ul style="list-style-type: none">• With a sharp tip, used for shaving away small amounts of wood.		<p><u>File and Rasp</u></p> <ul style="list-style-type: none">• File: used to make wood or metal smooth (e.g., sharpen metal blades).		<p><u>Sandpaper and block</u></p> <ul style="list-style-type: none">• Attach sandpaper to the block.	
<ul style="list-style-type: none">• Hold it against wood – hit the end of the handle with a mallet.		<ul style="list-style-type: none">• Rasp: with a rough surface, used to shape or remove excess material.		<ul style="list-style-type: none">• Comes in various “grit” sizes.	<ul style="list-style-type: none">• Smaller numbers are coarser sandpaper.




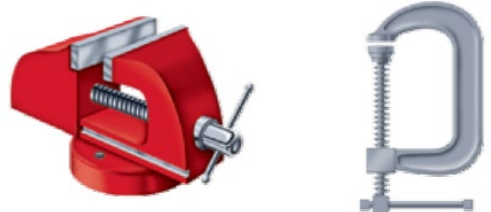
- Demonstrate the proper use of the chisel then let each Scout practice on the 4" x 4".
- Explain that sandpaper comes in different types that are measured in grits. The lower the grit number the rougher the sandpaper the higher the grit number the smoother the sandpaper.
 - Lower grit sandpaper like 60 grit is used to remove paint or finish off wood or to shape wood.
 - Medium grit sandpaper like 120 is also good for shaping wood.
 - Fine grit sandpaper, like 220 is good to use before applying paint or in between coats of paint.
- Have Scouts place their masks on and give each one a chance to sand a place on the 4" x 4" using each of the different grits of sandpaper and feel the differences it leaves on the wood.

• **Saw Station:**

	<p><u>Hand Saw</u></p> <ul style="list-style-type: none"> • A 14-inch rough-cut handsaw is for cutting smaller pieces of wood. 		<p><u>Coping saw</u></p> <ul style="list-style-type: none"> • Make detailed or curved cuts in wood, plastic, or foam.
---	---	--	--

- Put on your mask and have Scouts put on their masks as you demonstrate the proper way to saw.
- Hand out the 1" x 4" boards and let Scouts use the hand saw to cut through the wood.
- Have the Scouts check their cuts to ensure they are straight and not slanted.
- Let the Scouts make several cuts to get experience and confidence.

• **Measuring Tape, Carpenter's Square, Level, Clamp, and Vise Station:**

	<p><u>Carpenter's square</u></p> <ul style="list-style-type: none"> • Helps you make right-angle cuts. <p><u>Tape measure</u></p> <ul style="list-style-type: none"> • With this you can measure pieces of wood up to several feet long. 	 <p><u>Level</u></p> <ul style="list-style-type: none"> • When you need to hang something (like a picture), a level helps you make sure it doesn't tilt to one side.
	<p><u>Vise and Clamp</u></p> <ul style="list-style-type: none"> • A clamp holds pieces of wood together firmly for cutting or gluing. • A vise is a strong clamp attached to a workbench. • C clamps are common and come in many sizes. 	

- Measure a piece of wood with the measuring tape.
- Examine how a level works and use a clamp to hold two pieces of wood together.
- Scouts will use the Level and Carpenter's Square in the next Activity.

- **Wrap Up.** After the activities above are completed, be sure to have each Scout demonstrate the correct way to clean the last tool they used and how to store it.

◆ **Activity 2: Be On The Level (Requirement 2: "Demonstrate how to check for plumb, level, and square when building.")** (Parent leader: _____)

The Adventure Resources offer Activity Cards for "Plumb, Level, and Square" with a [Doorway](#) and a [Table](#). Use what you like – or something else. The plan below adapts the substance of [Table Plumb, Level, and Square](#).

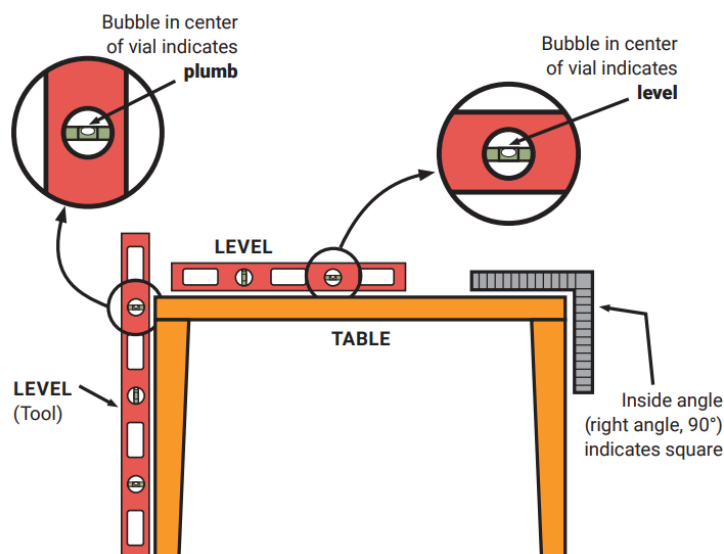
Supply List

- Levels, enough to share.
- Carpenter's squares, enough to share.
- One or more wooden tables.
- Plumb, Level, Square table diagram found in Additional Resources at [Table](#).

Directions

- Gather Scouts and check for proper safety equipment include eye and foot protection.
- Explain the concept of plumb to Scouts.
 - Plumb means that something is straight vertically (up and down).

- You expect the walls of a building to be plumb as it makes a right angle (90 degrees) with the ceiling and floor.
- If a wall isn't plumb, a standard window or door will not fit correctly into the wall.
- To demonstrate plumb, use the level on the table leg.
 - The bubble in the level should be in the center marking.
 - If not, the table leg is not plumb.
- Ask why it is important to have a plumb table.
- Explain the concept of level.
 - Level means something is flat horizontally (side to side).
 - You expect tables and shelves to be level so that when you place an object on them, it doesn't roll or slide off.
 - The level tool is again used to check for level. When laid on a flat surface, the bubble will be in the center of the tube.
 - If something is not level, the bubble will float to the side that is too high.
- To demonstrate level, use the level on the tabletop.
 - The bubble in the level should be in the center marking.
 - If not, the tabletop is not level. Ask why it is important to have a level table.
- Have Scouts buddy or triple up. Provide each buddy group a level.
 - Have Scouts go around the meeting space and check for plumb on vertical surfaces like doors, windows, or walls.
 - Have Scouts go around the meeting space and check for level on flat horizontal surfaces. This could be tabletops or countertops.
- Explain the concept of square.
 - When something is square in carpentry, it means that the corners are at 90-degree angles.
 - A square has four 90-degree angles and four equal sides.
 - A table is square if it is both plumb and level.
 - Demonstrate square by using the carpenter's square on the table.
 - Ask why it is important to have a square table.
- Have Scouts buddy or triple up. Provide each buddy group a carpenter's square.
 - Have them go around the meeting space and check for square.
 - This could be door jams, windows, countertops, and cabinets.



◆ **Activity 3: Plans and Specifications for Building (Requirement 3:** *"With the guidance of your Webelos den leader, parent, or legal guardian, select a carpentry project that requires it to be either plumb, level, and/or square. Create a list of materials and tools you will need to complete the project."*) (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Build Project Prep](#), which is detail about how to have a vote for a project to build and includes a blank sheet supplies and plan list.

- The selection is to be based on the Adventure Resources for Activity 4 with Activity Cards entitled "Project Build" for a [Step Stool](#), a [Paper Towel Holder](#), and a [Wall Shelf](#).
 - Those projects mirror those shown in the *Webelos Handbook*.
- Use what you like – or something else that can be supported by parents leaders and other helpers.

◆ **Activity 4: Build It (Requirement 4: “Build your carpentry project.”)** (Parent leader: _____)

The Adventure Resources offer Activity Cards entitled “Project Build” for a [Step Stool](#), a [Paper Towel Holder](#), and a [Wall Shelf](#). Use what you like – or something else.

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

◆ **Activity 5: [OPTION: Fun Game We Like** (Parent leader: _____):

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



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

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

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/build-it/>. 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 Safety and Practice](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 3 of 5 Prep Time)

3. Demonstrate how to check for plumb, level, and square when building.

- [Doorway Plumb, Level, and Square](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)
- [Table Plumb, Level, and Square](#) (Indoor; 3 of 5 Energy; 3 of 5 Supplies; 2 of 5 Prep Time)

3. With the guidance of your Webelos den leader, parent, or legal guardian, select a carpentry project that requires it to be either plumb, level, and/or square. Create a list of materials and tools you will need to complete the project.

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

4. Build your carpentry project.

- [Project Build – Step Stool](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)
- [Project Build – Paper Towel Holder](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)
- [Project Build – Wall Shelf](#) (Indoor; 3 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Yo-Yo

A “Yo-Yo” Adventure

ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

The sleeper, over the falls, walk the dog, and around the world are just some of the tricks to learn with a yo-yo. Did you know that there are world champions of yo-yo?

There are professional yo-yo champions who tour the world giving demonstrations and competing.



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

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 Webelos Handbook

1. **Learn the safety rules of using a yo-yo and always follow them.**
2. **Discover how to find the proper yo-yo string length for you.**
3. **Explain why it is important to have the correct string length and to be in the right location before throwing a yo-yo.**
4. **Demonstrate how to properly string a yo-yo and how to create a slip knot.**
5. **Conduct the pendulum experiment with a yo-yo. Explain what happens to the yo-yo when the string is longer.**
6. **Show that you can properly wind a yo-yo.**
7. **Attempt each of the following: gravity pull, sleeper, breakaway.**

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 your Scouts really get into this, you might have multiple sessions. Or if they struggle with it, abandon Yo-Yo and play games instead!

PREPARATION (and materials needed): Read the Yo-Yo Adventure in the Webelos 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.
 - You know you'll want each Scout to have their own Yo-Yo.
 - You'll also need yo-yo string, scissors, and a device to watch videos of Yo-Yo skills.
- This is an opportunity to ask parents and others "do any of you have mad Yo-Yo skills", and someone will hopefully answer "Why yes, I do – I thought I'd never be asked about it!"

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: Safe Yo-Yo (Requirement 1: "Learn the safety rules of using a yo-yo and always follow them.")** (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Yo... Yo... Be Safe](#). Use that if you like – or something else without the chalk and string, like discuss the safety rules. There are not many.

- Discuss with the Scouts these basic safety rules:
 - Only use a yo-yo in a safe area where there are no hazards or other people.
 - Before you throw, always make sure your yo-yo is attached to the string.
 - And make sure the string is securely attached to your finger.
 - Be careful not to hit anyone or anything with your yo-yo.

◆ **Activity 2: String Theory (Requirement 3: "Explain why it is important to have the correct string length and to be in the right location before throwing a yo-yo.")** (Parent leader: _____)

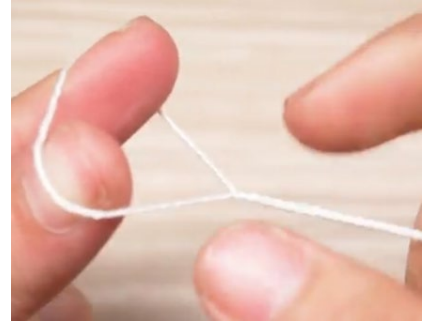
The Adventure Resources offer an Activity Card of [Right Length](#), adapted below with no worksheet.

- Explain to Scouts that it is important to have the correct string length for their yo-yo.
- Ask them why it is important? Or:
 - What are some things that can happen if your yo-yo string is too long?
 - What are some things that can happen if your yo-yo string is too short?
- Answers should include:
 - The proper length string will prevent the yo-yo from hitting the floor when performing tricks.
- The proper length string will provide enough distance to throw it and enough energy for it to come back.

◆ **Activity 3: String Theory, II (Requirement 2: “Discover how to find the proper yo-yo string length for you.”)**

(Parent leader: _____) The Adventure Resources offer an Activity Card of [Aye String](#), adapted below:

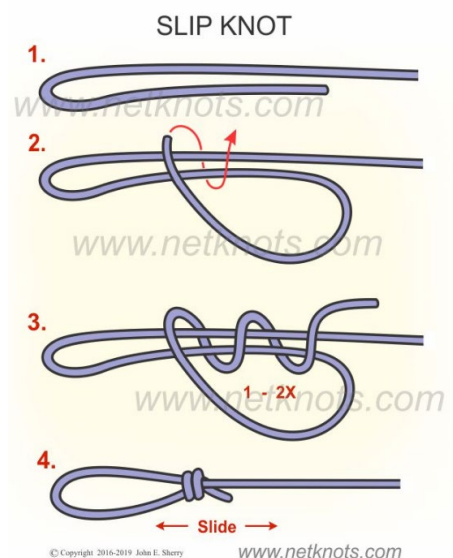
- Unless you have someone to demonstrate yo-yo skills, you might watch the tutorial video on the [Yo-Yo Preview Adventure](#) website and the video [How to be a Yo-Yo Ninja: Getting Started](#) (1:36 minutes)
 - Give each Scout a yo-yo and a yo-yo string. One end of the yo-yo string is twisted, and the other end has a loop (*right*).
 - Have each Scout untwist the twisted end so that the loop can slide over the yo-yo and attach to the axle.
- Have each Scout hold on to the string and let the yo-yo go all the way down to the floor.
 - With the yo-yo on the floor and the string in hand, the Scout should put the string where the belly button is.
 - This will be the proper length for the string.
 - Keeping one finger on the belly button, have the Scout loop the string around that finger.
- Then have the Scout tie a simple overhand knot on a bight to form a loop.
- Use scissors to cut off any extra string.
- If the Scouts will be keeping the yo-yos, each yo-yo should be marked with the Scout’s name or initials.



◆ **Activity 4: String and Slip Knot (Requirement 4: “Demonstrate how to properly string a yo-yo and how to create a slip knot.”)** (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Oh Knots](#), adapted below.

- More video will help here: <https://youtu.be/fBqNtYwQdmo>
- Show Scouts how to tie a slip knot (if Scouts have a hard time with just yo-yo string, you might practice first with paracord):
 1. Make a loop by doubling the yo-yo string back onto itself.
 - See Figure 1.
 2. Run the “tag end” (the short end) of the yo-yo string back toward the loop and lay it over the loop (the doubled lines) of the yo-yo string.
 - See Figure 2.
 3. Make one or two turns with the tag end of the yo-yo string around the doubled lines and through a new loop created.
 - See Figure 3.
 4. Tighten up the knot as shown in Figure 4.
- Have each Scout practice tying a slip knot.



◆ **Activity 5: Pendulum Experiment (Requirement 5: “Conduct the pendulum experiment with a yo-yo.**

Explain what happens to the yo-yo when the string is longer.”) (Parent leader: _____)

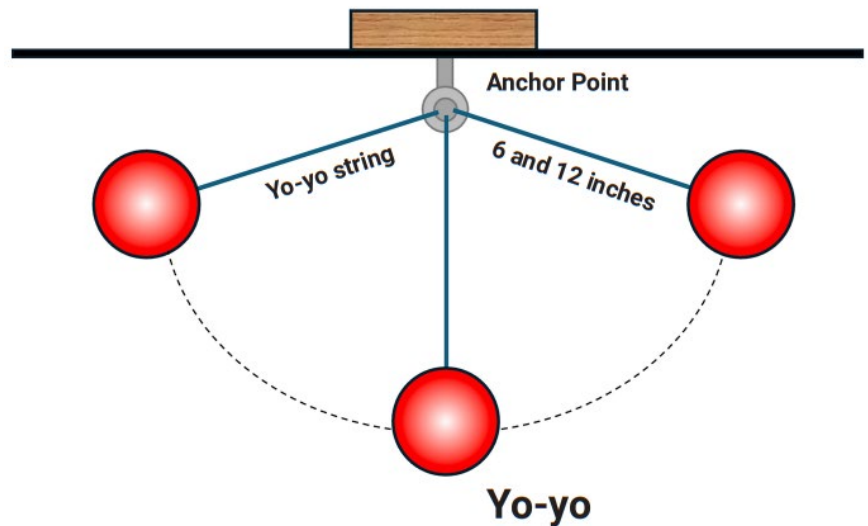
The Adventure Resources offer an Activity Card of [Swinging](#), adapted below but without filling out a worksheet.

- Explain: we will conduct an experiment to show how the wrong string length impacts yo-yo performance.

- Note: you can do either of these experiments because the Requirement doesn't require conducting two.

The First Experiment:

- Ask the Scouts to hold the string about 12-inches up from the yo-yo.
 - And gently swing the yo-yo from side to side.
- Explain that a pendulum can accurately measure time.
 - The amount of time the yo-yo takes to swing from left to right and back again is known as a period.
- Next, have the Scouts return to gently swinging the yo-yos from side to side.
 - But this time, have the Scouts hold the string farther from the yo-yo or closer to it.
- Ask the Scouts who held the string farther from the yo-yo what happened.
 - Or what happened to the yo-yo when you held the string farther away?
 - *(The answer should be that the swing was a longer period.)*
- Ask the Scouts who held the string closer to the yo-yo what happened.
 - Or what happened to the yo-yo when you held the string closer?
 - *(The answer should be that the swing was a shorter period.)*



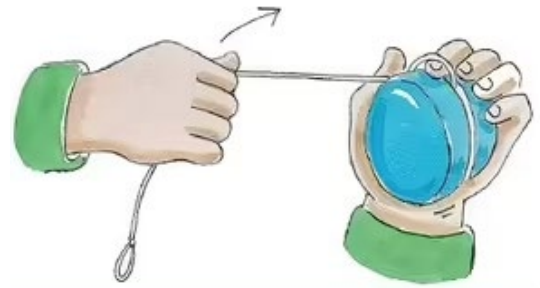
The Second Experiment:

- Suspend the yo-yo about 12-inches directly below the anchor point.
 - Lift the yo-yo up and to the side, to the same height as the anchor point.
 - Release the yo-yo.
- Use a stopwatch (smart device) to record the number of seconds it takes the yo-yo to swing from the release side and back to the release side, 10 times.
 - Divide the number of seconds by 10.
 - This is the pendulum's period in seconds.
- Now, suspend the yo-yo about 6-inches directly below the anchor point.
 - Lift the yo-yo up and to the side, to the same height as the anchor point.
 - Release the yo-yo.
- Use a stopwatch to record the number of seconds it takes the yo-yo to swing from the release side and back to the release side, 10 times.
 - Divide the number of seconds by 10.
 - This is the pendulum's period in seconds.
- Ask the Scouts what happened when the string is longer.
 - *(The answer should be that the swing was a longer period.)*
- Ask the Scouts what happened when the string is shorter.
 - *(The answer should be that the swing was a shorter period.)*

◆ **Activity 6: Wind Up (Requirement 6: “Show that you can properly wind a yo-yo.”)** (Parent leader: _____)

The Adventure Resources offer an Activity Card of [All Wound Up](#), adapted below.

- Have each Scout stand in the middle of a safe yo-yo circle (away from others and objects) with the yo-yo properly attached to their middle finger.
 - Keep the yo-yo in the opposite hand (the hand not attached to the string).
 - Extend the index finger to cover the gap in the yo-yo sides.
- With the string hand, wind the string over the index finger and around the yo-yo once.
- Withdraw the index finger from covering the gap and continue winding with a couple of wraps.
- Remove the index finger from the string and continue winding the remaining string around the yo-yo.
- Make sure that the string is coming from over the top of the yo-yo when it is completely wound and still in the hand.



For the first wind, the yo-yo string goes over your forefinger.

◆ **Activity 7: Yo-Yo Tricks! (Requirement 7: “Attempt each of the following: gravity pull, sleeper, breakaway.”)** (Parent leader: _____)

The Adventure Resources offer an Activity Card of [Yo-Yo Ninja](#). Use that if you like – or something else. The plan below adapts the substance of ____.

- Unless you have someone to demonstrate yo-yo skills, you might watch [How to be a Yo-Yo Ninja: Classic Tricks Pt 1](#) (1:58 minutes) and other videos at <https://www.southfultonscouting.com/node/5272>.
- Have each Scout stand in the middle of a safe yo-yo circle (away from others and objects) with the yo-yo properly attached to their middle finger.
 - Have the Scouts wind the yo-yo properly. Make sure that the string is coming from over the top of the yo-yo when it is completely wound and still in the hand.
- Demonstrate the gravity pull trick to the Scouts.
 - Have Scouts attempt the gravity pull trick while in their circle.
- Demonstrate the sleeper trick to the Scouts.
 - Have Scouts attempt the sleeper trick while in their circle.
- Demonstrate the breakaway trick to the Scouts.
 - Have Scouts attempt the breakaway trick while in their circle.
- Have the Scouts practice and demonstrate the three tricks.
- NOTE: The Requirement is to “Attempt” each trick, not “master” or even perform. 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 Pins to all who completed the requirements. Maybe end with a [“Living Circle”](#).

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/yo-yo/>. 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 the safety rules of using a yo-yo and always follow them.

- [Yo... Yo... Be Safe](#) (Outdoor; 1 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

2. Discover how to find the proper yo-yo string length for you.

- [Aye String](#) (Outdoor; 3 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

3. Explain why it is important to have the correct string length and to be in the right location before throwing a yo-yo.

- [Right Length](#) (Outdoor; 3 of 5 Energy; 2 of 5 Supplies; 2 of 5 Prep Time)

4. Demonstrate how to properly string a yo-yo and how to create a slip knot.

- [Oh Knots](#) (Outdoor; 3 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

5. Conduct the pendulum experiment with a yo-yo. Explain what happens to the yo-yo when the string is longer.

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

6. Show that you can properly wind a yo-yo.

- [All Wound Up](#) (Outdoor; 3 of 5 Energy; 5 of 5 Supplies; 2 of 5 Prep Time)

7. Attempt each of the following: gravity pull, sleeper, breakaway.

- [Yo-Yo Ninja](#) (Outdoor; 5 of 5 Energy; 5 of 5 Supplies; 5 of 5 Prep Time)

Assembled Den Meeting Plan – WEBELOS (4th Grade)

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

Webelos – 4th Grade

Race Time Webelos

A “Racing” Adventure (Pinewood Derby or Raingutter Regatta)
ELECTIVE (2 “electives” are needed to earn Webelos Rank)



Snapshot of Adventure

Propulsion is what gives an object (such as a plane, car, or boat) the power to move.
Friction is what causes an object to stop.

In this Adventure, you’ll learn different ways to make and propel vehicles. Think about how the shapes of cars, boats, and planes affect the distance they can go.

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-webelos/↑

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 Webelos 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. Explore the properties of friction and how it impacts 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 Webelos 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 Webelos](#) for supplies and materials and other ideas about how to do Pinewood Derby Car assembly):

- **Draw a design for your car.** You can use the Handbook for some design ideas. (Tip: *you will find many design ideas out there on the internet*).
- **Cut out your car from the block of wood.** Cub Scouts may use a handsaw, or an adult may use a power tool to cut out the car. (Tip: *go with the adults on the power saw.*)
- **Sand the car.** Sanding removes any sharp corners and allows paint and other decorations stick better.
- **Paint and decorate your car.** Pinewood Derby cars are made of soft wood. When painted, it may take a couple of layers or coats of paint. Paint the car once.
 - When the paint is dry, you can use sandpaper to lightly sand it.
 - Clean off any dust from sanding and paint it again. Repeat until the desired look is achieved.
- **Assemble your car.** Using the nails that came with the kit, attach the wheels that came in the kit to the car in the pre-cut areas on the bottom of the car.



- **Check the weight.** *Do this step last* as everything else will either add or subtract weight from the car. The car should weigh exactly 5 ounces. If it weighs less, additional weight may be added. (Tip: *while you are not allowed to be over-weight, you do **not** want to be under-weight. Weight=speed.*)

Tip: Make sure the axles are square, at a 90-degree angle. This will keep the car straight when going down the track. If the axles are not square, the car may want to turn and rub up against the track causing it to slow down. Test the car by simply pushing it across the floor to see if it goes straight.

Raingutter Regatta Assembly and Decoration (see [Raingutter Regatta Build Day Webelos](#) for supplies and materials and other ideas about how to do Raingutter Regatta assembly):

- **Sand the wooden hulls.** It is easier to sand the wooden hulls before the boat is assembled.
- **Attach the plastic cabin** to the two wooden hulls using the screws provided.
- **Paint and decorate your boat.** If painting, use a primer first; this will help the paint stick to the plastic parts of the boat. The sail may be decorated also.
- **Assemble the sail and mast.** Use a small bit of glue in the hole where the mast will go, then place the mast into the hole. Allow the glue to dry before attaching the sail.

Tip: Add wax to the bottom of the boat, the hull, to make it extra smooth. The smoother the hull, the faster the boat can go.

Idea For A Different Way to Race: Maybe do a “recycled” Raingutter Regatta with boats made from recycled materials.

- See <https://scoutingmagazine.org/2017/04/make-your-raingutter-regatta-a-recycle-regatta/>.

◆ **Activity 2: Know The Rules! (Requirement 2:** *“Learn the rules of the race for the vehicle chosen in requirement 1.”*) (Parent leader: _____)

You can play a Jeopardy 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:** *"Explore the properties of friction and how it impacts your chosen vehicle."*) (Parent leader: _____)

The Adventure Resources offer Activity Cards of [Boat Friction](#) and [Wheel Friction](#). Use if you like – the concepts are adapted below for Pinewood Derby.

- Explain that Scouts will be exploring how different surfaces affect a Pinewood Derby car.
 - Explain what force is: *"In physics, a force is what causes the motion of an object to change its speed.*
 - *If you take a ball and place it on the floor, it may roll around for a while, but eventually, it will stay in one place. If the wind blows, the ball will move. The wind is the force causing the ball to move.*
 - *If you kick the ball, your foot provides the force causing the ball to move."*
- Explain what friction is: *"Friction is a type of force. When a force is applied to something that is moving one way and the force is going another way, it is called friction.*
 - *Let's use the ball as our example. When you kicked the ball, the ball had to move through the air which caused friction, slowing down the ball. The surface that the ball is rolling on also causes friction.*
 - *The ball will roll longer on a smooth surface compared to rolling on a grassy field."*
- Have the Scouts buddy up with a car and place them at a station.
 - They will roll their car across the three different types of surfaces (ideally carpet, hard floor, and cotton fabric, but any three different types of surfaces will do) and record their results.
- After each Scout buddy group has had a turn pushing the car across the three different surfaces, gather them together and ask the following questions:
 - Which surface did the Pinewood Derby car go the fastest? The slowest?
 - Why do you think it went the slowest? What got in the way?

5 Tips to Building the Fastest Pinewood Derby Car:

- 1) Choose the right car shape.
- 2) Bake the wood block.
- 3) Use axle guards.
- 4) Smooth the axles.
- 5) Lubricate the wheels with graphite.



See <https://www.scoutshop.org/blog/5-tips-to-building-the-fastest-pinewood-derby-car.html>

5 Simple Raingutter Regatta Tips:

- 1) Use the Official Raingutter Regatta Racing Kit
- 2) Practice Blowing the Sails
- 3) Make Sure Your Boat Doesn't Break the Rules
- 4) Don't Use Water-Based Paints
- 5) Make Sure You Have Fun



See those five tips at <https://www.scoutshop.org/blog/5-simple-tips-to-help-cub-scouts-get-ready-for-the-raingutter-regatta-.html>.

◆ **Activity 4: Be A Good Sport! (Requirement 4:** *"Before the race, discuss with your den how you will demonstrate good sportsmanship during the race."*) (Parent leader: _____)

- Gather Scouts and Adult Partners and explain that during the race we want to show good sportsmanship.
 - Ask Scouts what do they think good sportsmanship means? Maybe:
 - Follow the rules.
 - Always do your best.
 - Encourage others.
 - Respect the judges.
 - End with a handshake.
- Ask Scouts what parts of the Scout Law should we follow to demonstrate good sportsmanship? Maybe:
 - Trustworthy (we follow the rules of fair play, and don't try to get an unfair advantage)
 - Loyal (we're always supporting our fellow Scouts, even if they come in first and we don't)
 - Helpful (by helping with the setup and game play)
 - Friendly (we'll all friends as fellow Scouts, even in a race competition)
 - Courteous (for good sportsmanship and listening to instructions)
 - Kind (be caring and supportive of our fellow Scout racers)
 - Obedient (we follow the rules and instructions)
 - Cheerful (we're having fun even if we don't come in first)



◆ **Activity 5: Race On! (Requirement 5:** *"Participate in a Pinewood Derby or a Raingutter Regatta."*) (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 Pins to all who completed the requirements.

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

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

ADVENTURE RESOURCES: Den Meeting Resources and “Activity Card” options for this Adventure are found at <https://www.scouting.org/cub-scout-adventures/race-time-webelos/>. 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 Webelos](#) (Indoor; 5 of 5 Energy; 5 of 5 Supplies; 4 of 5 Prep Time)
- [Raingutter Regatta Build Day Webelos](#) (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 Jeopardy](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)
- [Raingutter Regatta Rules Jeopardy](#) (Indoor; 2 of 5 Energy; 2 of 5 Supplies; 3 of 5 Prep Time)

3. Explore the properties of friction and how it impacts your chosen vehicle.

- [Boat Friction](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)
- [Wheel Friction](#) (Indoor; 2 of 5 Energy; 4 of 5 Supplies; 4 of 5 Prep Time)

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

- [A Scout is Kind Webelos](#) (Indoor; 2 of 5 Energy; 1 of 5 Supplies; 1 of 5 Prep Time)

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

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

