



SELF LEARNING MODULES



BASIC COURSE FOR CUB MASTERS

THE BHARAT SCOUTS AND GUIDES
NATIONAL HEADQUARTERS
16, MAHATMA GANDHI MARG, I.P. ESTATE,
NEW DELHI

INDEX

Srl.	Contents	Page No.
01	KNOW THE CUBCHARACTERSITIC,NEEDS AND INTERESTS OF THE BOYS OF CUB AGE	03-08
02	HOW CUBBING WAS BORN AND WHAT IS CUBBING	09-15
03	CHILD PSYCHOLOGY	16-19
04	KNOWLEDGE OF WOLF CUB'S HANDBOOK	20-22
05	CUB LAW, CUB PROMISE, MOTTO, SALUTE AND LEFT HAND SHAKE	23-26
06	SCOUT PROMISE, SCOUT LAW, SCOUT MOTTO, SCOUT SIGN AND SALUTE	27-30
07	GOOD TURN AND COMMUNITY SERVICE	31-35
08	PERSONAL HEALTH AND HYGIENE	36-40
09	NATIONAL FLAG AND BHARAT SCOUTS AND GUIDES FLAG	41-44
10	SIX SYSTEM	45-47
11	PACK, PACK DEN, PACK RECORDS, PACK AND PARENTS, PACK AND SCHOOLS	48-52
12	KNOWLEDGE OF APRO AND OTHER REFERENCE BOOKS	53-57
13	RESPONSIBILITIES OF A CUBMASTER	58-61
14	THE SUPPORT THE CUBMASTER CAN GET	62-67

KNOW THE CUB CHARACTERISTICS, NEEDS AND INTERESTS OF THE BOYS OF CUB AGE

Introduction – A Cub belongs to the boys of 5 to 10 years. Cub live in the land of make – believe. They engage themselves in play acting, storytelling, making things and eager to participate in competitions. They work hard to win the Charan tests and badges; like to wear them proudly on their smart uniform.

As Cub Master, you should have proper knowledge of the boys in general and your own boys in particular. You should study your boys individually and get to know all about every one of them.

It appeals strongly to the young boys. Cubs gives good friends to them. He is full of affection and adventure. He like to make friends, wish to be recognized, thrives to achieve and likes to be challenged.

Objectives:

At the end of the module, the Cub Masters will be able to:

- Know the behavioral aspects or characteristics of the boys of Cub age.
- Understand the needs and interests of the Boys.
- Understand the characteristics, needs, interests are influenced by the social structure and the educational system.

Thought for Reflection

."We must change boys from A "What can I get" to "What can I give " attitude.

- Baden-Powell

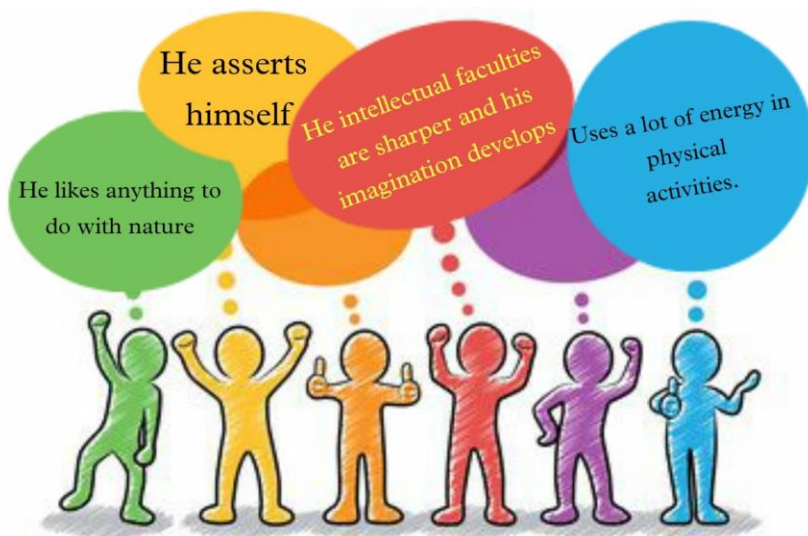
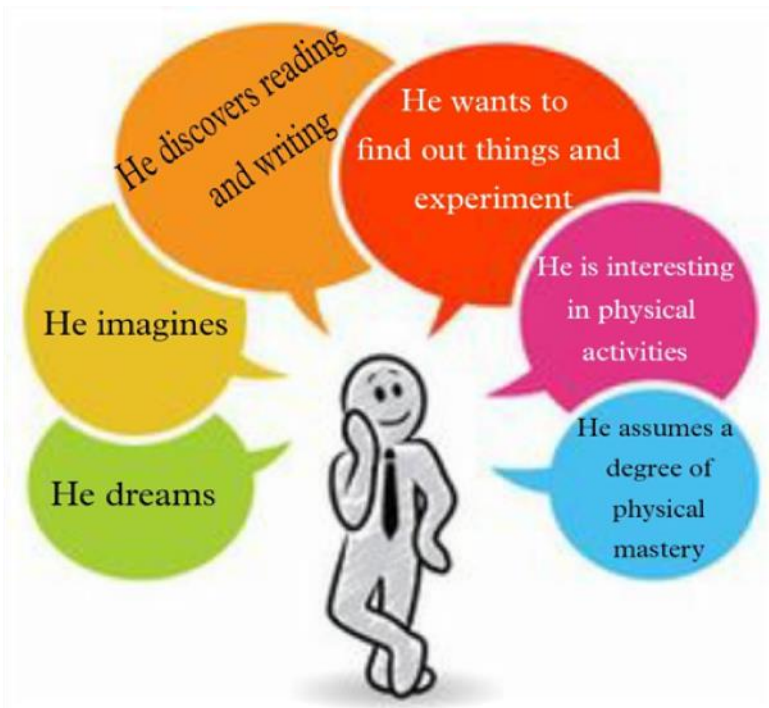
Characteristics:

- They try to do their best and showing off.
- They are very boisterous, full of energy, tendency to learn things.
- They boast and experiment.
- They are self centered, think only of themselves,
- They are active, attentive and restless.
- They like to be praised.
- They have good hand and eye coordination.
- They are very inquisitive – why? What? How are always before them.
- They want opportunity to try to do herself and to be independent.
- They have attention span short though keen
- They remembers things that interest him vividly.
- They are collector of hobby items

They are many other characteristics like imagine, dream, discover, imitate etc.

As Cub Master it will be interesting for you to study the boys with the above characteristics and find out suitable activities to satisfy her needs.

However, a list of characteristics with needs and activities of interest is given below:



Characteristics:-

- ✓ He dreams
- ✓ He imagines
- ✓ He discovers reading and writing He wants to find out things and experiment
- ✓ He is interesting in physical activities
- ✓ He assumes a degree of physical mastery
- ✓ He likes anything to do with nature
- ✓ He asserts himself
- ✓ His intellectual faculties are sharper and his imagination develops
- ✓ Uses a lot energy in physical activities.

Centres of interest :-

- ✓ Living in his own
- ✓ World
- ✓ reading writing
- Experimenting
- collecting
- ✓ Consulting,
- ✓ Co-ordination
- ✓ Rhythm
- ✓ Exercises
- ✓ Animals, earth, water
- ✓ Commanding being leader
- ✓ Making things understanding inventing
- ✓ Science
- ✓ Movement
- Rhythms



Characteristics

- 1. He dreams
- 2. He imagines

Centres of interest

- 1. Living in his own
- 2. World

Occupations

- 1. Dressing up, pretending games, pupp-ets, painting drawing sees with actions- -garages, ranches, forts, pretending to be soldiers, policemen fairies etc.

Characteristics

- 1. He discovers reading and writing
- 2. He wants to findout things and experiment

Centres of interest

- 1. reading writing
- 2. Experimenting collecting

Occupations

- 1. Adventure books-writing books.
- 2. Scientific games, puzzles, collections reading.

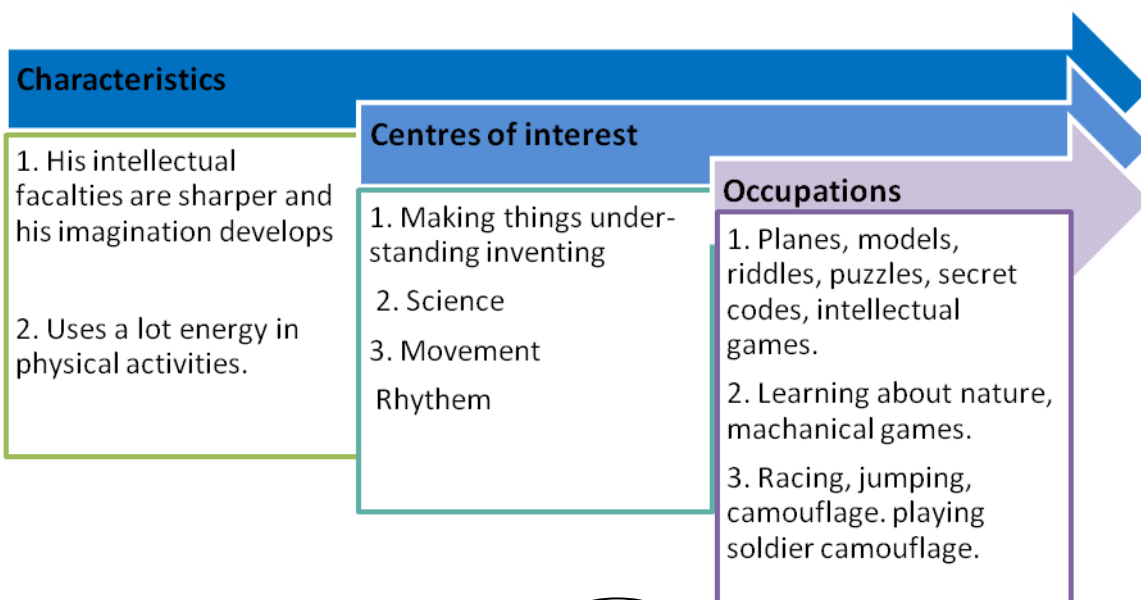
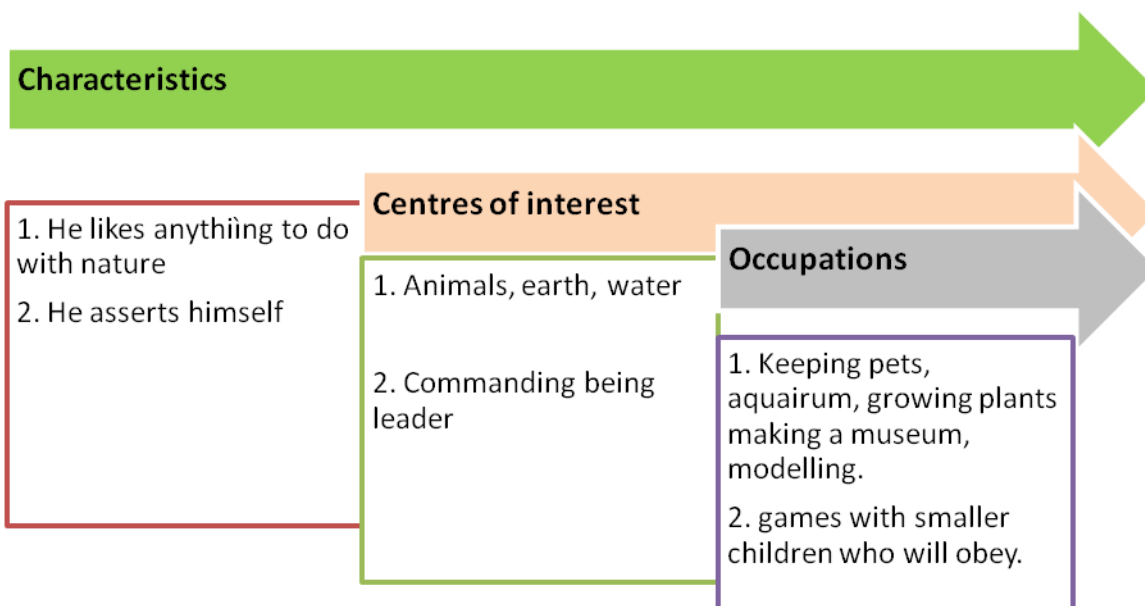
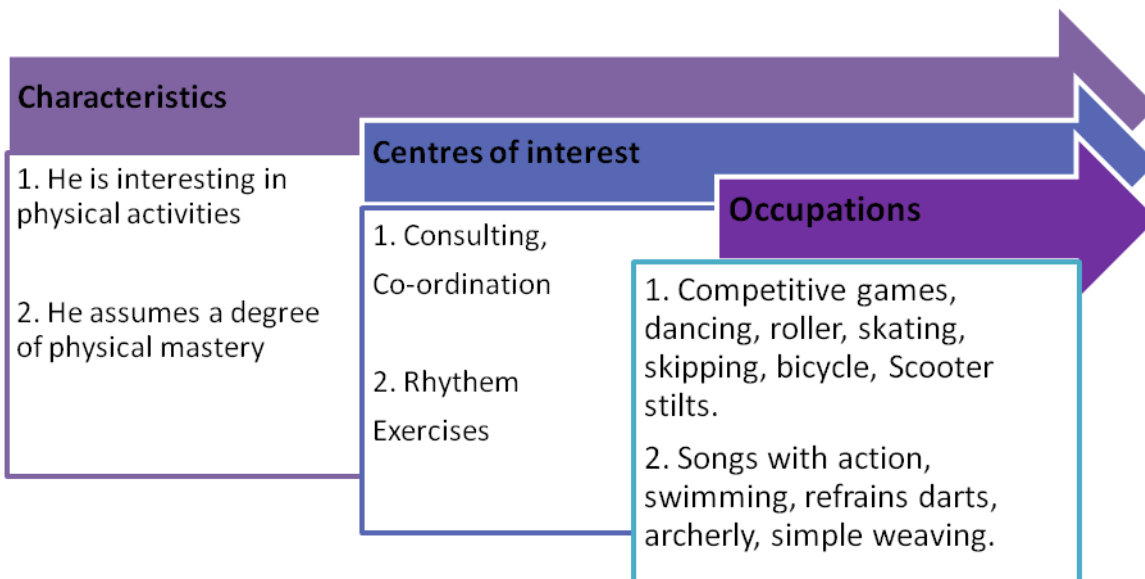


DIAGRAM OF BOY FAILINGS AND CUB REMEDIES

Failings common to young boys	Cause	Education needed in	Remedy groups	Cub activities and badges for	
Showing off	Inexperience	CHARACTER	Intelligence and perseverance	Collecting	
Bragging				Observation	
Shyness				Nature Gardening	
Lying				Book reading	
				Entertaining	
					Signalling
Mischief	Want of Interest or curiosity		Handicraft	Drawing	
Destructiveness				Handicraft	
Carelessness				Toymaking	
Impatience	Disregard of others		Doing things for others	First aid	
Disobedience		Home duties			
Selfishness		Guide duty			
Cruelty	want of knowledge and exercises	PHYSICAL HEALTH	Athletics and cleanliness	Cyeling	
Awkwardness				Swimming	
Poor physical development				Athletics	
Remediabale physical defects				Self-care	
				Sportsmanship	

AN ATTEMPT TO RECOLLECT

1. What is the Cub age?

Write true or false

2. Cub Like to be praised

3. Cub want opportunity to try to do himself and to be independent ?

4. Cubs never dreams

5. Playing games is one of the activities of interest of a boy cub

How Cubbing was Born and What is Cubbing

Cubbing is the first stage in that system of training in the principles and practice of citizenship in which Cubbing, Scouting and Rovering each in turn plays its part; all three sections of the Scout Movement sharing one common aim: the development of good citizenship among boys on the basis of the Promise and Law. Though Scouting was born in 1907, Cubbing came very much later, in 1916.

Objectives

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

1. Narrate the history of Cubbing.
2. Explain what is Cubbing.
3. Explain the methods involved in Cubbing.
4. List the activities used in Cubbing.

Thought for Reflection

Our training of the Cubs is done at the most important time of their lives, when they are most mouldable both in body and in mind to receive the right directions.

- Baden-Powell

Birth of Scouting

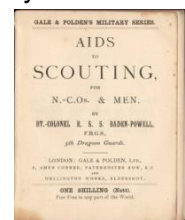


Scouting's history commences with a British Army Officer, Robert Stephenson Smyth Baden-Powell. It is not merely one act or initiative of Baden-Powell that led to formation of Scouting but a number of events, prevailing conditions in England at that point of time, and influences which attracted the attention of Baden-Powell to draw up a plan to be of service to society, particularly the young boys. We shall explore them one by one. These influences are not presented in a sequential order.

Influence 1: While stationed in Lucknow, India as an Army Officer in 1876, Baden-Powell (B.-P.) found that his men did not know basic first aid or outdoor survival skills. They were not able to follow a trail, tell directions, read danger signs, or find food and water. Hoping to teach his men resourcefulness, adaptability and the leadership qualities demanded by frontier conditions, in 1896, Baden-Powell began to write a small military handbook titled ***Aids to Scouting***.

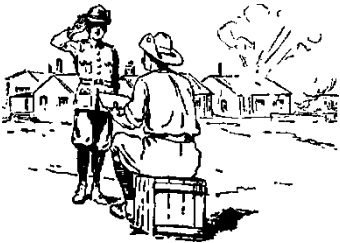
Influence 2: In 1896 a rebellion broke out in Matabeleland, or Rhodesia as we now call it. On 19 May 1896 B.-P. arrived at Cape Town on a new assignment which he afterwards called "the best adventure of my life". He was the Chief of Staff of Sir Frederick Carrington in the operations against the rebelling tribes of Rhodesia's Matabeleland. On April 11, 1900 the Boers bombarded Mafeking for four hours. On 16th May, an advance party of the relieving force rode into Mafeking. Amongst them was Major Baden-Powell.

Baden-Powell became world famous during this South African Boer War. He held the small town of Mafeking during a 217-day siege. The relief was hailed with delight throughout the Empire. As soon as the news of the Relief was brought to Queen Victoria, she had the following telegram sent to Baden-Powell:



'I and my whole Empire greatly rejoice at the relief of Mafeking after the splendid defence made by you through all these months. I heartily congratulate you and all under you, military and civil, British and native, for the heroism and devotion you have shown.'

Influence 3: The boys of Mafeking from nine years up were organized into the Mafeking Cadet Corps, which was eventually recognized as an official part of the Mafeking defences. They took over all manner of duties such as message-carrying, orderly work in the field kitchens, anything that could free a trained man for combat duties. B.-P. had noticed how useful these boys were and how they responded to responsibility being put on them. The courage and resourcefulness shown by the boys in the corps of messengers at Mafeking made a lasting impression on him.



Influence 4: When B.-P. returned to London as a national hero, he was promoted to Lieutenant General. In England, he found that his little handbook written for soldiers was being used to teach observation and woodcraft to members of Boys' Clubs and Boys' Brigade. It had captured the imagination of English boys and was widely read. B.-P. felt the need to rewrite the book especially for boys.

Influence 5: On 30th April 1904, Baden-Powell inspected the Annual Drill Inspection and Review of the Boys' Brigade on the occasion of the organization's coming-of-age. The Drill Inspection and Review



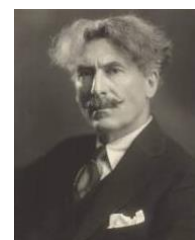
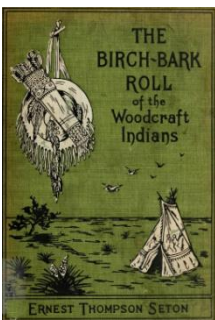
was an impressive affair, with seven thousand youngsters performing before thousand 'ticket-holder onlookers'. As boys marched off the field, Baden-Powell turned to congratulate the Boys' Brigade William Alexander Smith. He also added Brigade, to his way of thinking, should have many more members than it had-and have ten times the number with more variety and attraction in the training.



eleven the Powell founder that the have would

Without a moment's hesitation, Smith agreed and instantly challenged Baden-Powell to develop a programme that would provide that added 'variety and attraction'. He specifically suggested that it might be done through a boys' version of B.-P.'s small book, "Aids to Scouting".

Influence 6: At the end of July 1906, Baden-Powell received a small book by mail titled: 'The Birch-bark Roll of the Woodcraft Indians' written by Ernest Thompson Seton, a British citizen living in the United States. He was very much impressed with the content of the book. On 30 October, the 46-year-old naturalist-writer and the 49-year-old general lunched together. The day after their meeting, Baden-Powell sent Seton his book 'Aids to Scouting' and a copy of the material he had prepared earlier that year regarding his ideas on 'Scouting for Boys'. Seton secured B.-P.'s promise of assistance in revising the Campcraft section of The Birch-bark Roll for the sixth printing and Baden-Powell got Seton's permission to use some of the games of the Woodcraft Indians in his programme.



Influence 7: A report of conditions in the British capital, just published after exhaustive study, revealed the shocking fact that 30% of the population of London -a city that prided itself on being the richest in the world -were suffering from malnutrition. Another report showed that of more than two million school boys, only about a quarter of a million were under any kind of 'good' influence after school hours. Poverty, squalor, overcrowding, marginalization, exploitation, crime, etc., were prevalent in the poor areas of London. This bothered many especially Baden-Powell who returned to London in 1903 after spending several years abroad as part of his military career. He could not believe that nearly a third of London's population was under-nourished. He was shocked with the fact that alcoholism, vandalism and crime rate were becoming increasingly rampant.

B.-P. termed these as “failings”. He believed that such “failings” sap the very foundation of society, thus placing it in danger and compromising its future. Such harsh realities prompted B.-P. to offer something concrete to such dehumanizing situation and particularly to the young boys of the country.

B.-P. believed that it was necessary to “develop character” to tackle such problems. The educational institutions failed to do this – they merely transmitted knowledge. He basically believed that “education aims to draw out and develop from the inside ‘the good’, to the exclusion of the bad”. He therefore proposed a twin plan – a **purpose** – to improve society by improving the individuals of which it is composed, and a **method** intended to “draw out” rather than “impress upon”.



Baden-Powell was determined to give his Boy Scouts scheme a thorough test before he developed the final details. Since one of its main characteristics was to be adventuring outdoors the only way of doing this testing was by camping with a group of boys. This, in itself, was a revolutionary idea at the time. Hitherto, camping had been reserved almost exclusively for the military at home and abroad, and for explorers and sportsmen overseas. Now, for the first time, it would be made generally available to British boys on their home ground.

The result crystallised in the form of an experimental camp in Brownsea Island, in Poole Harbour, Dorset, England in August 1907 organised by Baden-Powell. He wanted to see how far his scheme would interest boys of different upbringing and education and therefore recruited his 20 campers from various walks of English life. Some were from large public schools, others from the slums, shops or farms.

To the boys, the Brownsea camp became a thrilling adventure. They were having fun and excitement. They were not aware of the significance of what was happening – that their working and playing together would eventually result in millions of other boys sharing in the same game. To them, everything was a new and something to be treasured: the experience of camping in itself, the friendships they made in their patrols and the scout-craft skills they learned. They were organized into patrols. They played games, took hikes, cooked without utensils, learned stalking and pioneering skills. In the evenings, around the magic of a campfire, they were spellbound by B.-P.’s stories of his army adventures. Scouting had begun in earnest and was destined to spread around the world.

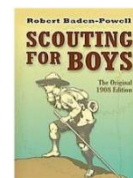
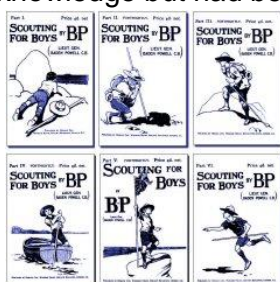


Each Patrol Leader was given full responsibility for the behaviour of his patrol at all times, in camp and in the field. The patrol was the unit for work or play. The boys were put on their honour to carry out orders. Responsibility, discipline, and competitive rivalry were thus at once established and a good standard of development was ensured throughout the troop.

B.-P. himself considered the camp a success. It had shown him the soundness of his Patrol System. It had demonstrated the appeal of camping and outdoor activities to boys of all classes. It had established that the most effective way of learning scoutcraft was through practices and games. It had proved that, when put ‘on their honour,’ boys would do their very best.

Within a few days of his return B.-P. began to receive letters from the boys and their parents. The boys expressed themselves enthusiastically about the marvelous time they had experienced. The reactions of the parents were of the greatest importance to Baden-Powell. They had trusted their boys to his care for an experiment. The parents felt that their boys had not only picked up useful knowledge but had become more resourceful and more independent.

After the Brownsea camp, B.-P. rewrote his earlier handbook and called it Scouting for Boys. He incorporated many ideas from two American programmes for boys: The Woodcraft Indians, and The Sons of Daniel Boone.



Scouting for Boys was first published as a six – part series of magazine articles. People liked the series so

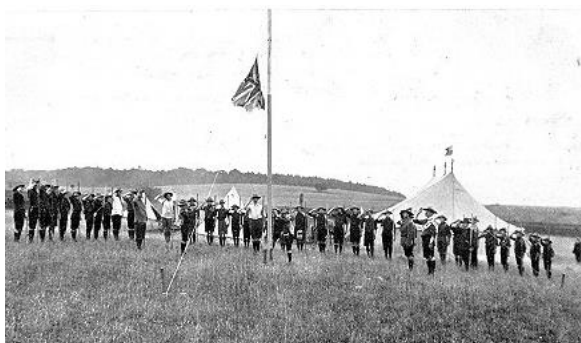
well that it was published as a book in 1908.

Spurred by Baden-Powell's enthusiasm and personal magnetism, Boy Scout patrols started to appear in each of communities in which the General had stopped on his countrywide tour to describe his Boy Scouts scheme. By the time the sixth and final part of the book made its appearance at the end of March, Boy Scouting had swept like a tidal wave across the length and breadth of the United Kingdom.

The general doubt that is likely to arise is as to when exactly Scouting was born. The conduct of the first experimental camp by Baden-Powell at Brownsea Island in 1907 is considered to be the birth of Scouting.

Growth of the Movement

Scouting spread throughout England and began spreading to other countries. The first recognized overseas unit was chartered in Gibraltar in 1908, followed quickly by a unit in Malta. Canada became the first overseas dominion with a sanctioned Boy Scout program, followed by Australia, New Zealand and South Africa. Chile was the first country outside the British dominions to have a recognized Scouting program. Scouting came to India in the year 1909. By 1910, Argentina, Denmark, Finland, France, Germany, Greece, Malaya, Mexico, the Netherlands, Norway, Russia, Sweden and the United States had Boy Scouts.



The success of "Scouting for Boys" produced a Movement that quickly – automatically it seemed – adopted the name of the Boy Scouts and necessitated the establishment of an office to administer it.

By 1909 the Movement had taken firm root. "Scouting for Boys" had been translated into five languages.

Birth of Guiding: 1909 is the memorable year in the history of Scouting to have the first gathering of Scouts at Crystal Place, London. Over 11,000 Scouts in uniform who attended the rally proved their willingness to play the game of Scouting.

Along with these 11,000 Scouts, there were a handful of girls who too wanted to join the game. It was a surprise for Baden Powell to see girls at the rally, wearing uniforms like Boy Scouts. When he asked them "Who are you?" they replied, **'We are Girl Scouts!'** They said they too wanted game like their brothers.

He tried to persuade the girls to give up enthusiasm in those young girls and their brothers. So he separated the girl



the idea, but he found determination to follow section of the

Movement into a new section and put his sister Agnes Baden Powel in charge to look after it, calling the branch as Girl Guides. Thus was born the Movement for girls.

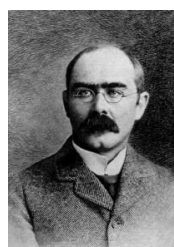
The coming of the war in 1914 could have brought about the collapse of the Movement, but the training provided through the patrol system proved its worth. Patrol leaders took over when adult leaders volunteered for active service. Scouts contributed to the war effort in many ways; most notable perhaps were the Sea Scouts who took the place of regular coast-guardsmen, thus freeing them for service afloat.



Birth of Cubbing

When Boy Scout Troops were formed for the age group 11 to 15 years, the boys were actively involved in the activities laid down in the `Scouting for Boys`. The activities appealed to them. They were found engaging themselves in these activities in public parks, open spaces and wherever they found a suitable place. This naturally attracted children below 11 years of age. They were seen gathering round these meeting places and as silent onlookers they enjoyed the activities. After going home a demand was made by these younger children, for whom this programme was not made open, to their mothers to get them admitted to the Scout Troops. The message reached the ears of B.-P. and also those in the leadership of the Movement. It posed a challenge to them.

The activities outlined in the Scout programme were not meant for the children of age group below 10 years. This would do them harm rather than good. Something suiting to this age group, which may be according to, their aptitudes had to be found for them. B.-P. believed in child psychology. He strongly felt that a programme to be educationally sound must be based on the psychology of the age group for which it was intended. The child of the younger age group lived in a land of make-believe. Imagination was his motherland. So, something with imaginative background and with basis on make-believe had to be thought out for this age group. Thinking started on these lines. Educationalists were consulted and a suitable background was searched.



The Founder's great friend Rudyard Kipling in his book titled 'The Jungle Book', provided the imaginative background in the story of Mowgli, which he had written based on the life of a Man-Cub with a Pack of wolves in the jungle. The story had its origin in the Seeonee Hills of Madhya Pradesh where a man-child was brought up by a wolf pack. Akela was the head of the Wolf pack. Baden-Powell adopted this story to provide the imaginative background for the life of the Pack and built a programme of activities suitable to the child of age group 8 to 11 years. He called it the Wolf Cub programme.

The imaginative background was liked by children and based on this story, the Pack - a family of Cubs where the boy lived his life in the jungle was established. It received universal approval, and the Cub scheme came into being. The Founder published his book 'Wolf Cub's Handbook' in 1916. This provided a programme for adults interested in children of age group 8 to 11 years to work with. Even though on experimental basis Cub activities had started in 1914, publication of this book gave it the proper beginning in 1916.

On 16 December 1916 First Grand Howl was organized by Ms Vera Charlesworth Barclay at London. We considered 16th December as the birthday of Cubbing. In 1920 She organized a Grand Howl by 500 Cubs at the 1st World scout Jamboree at London, Olympia.

The Wolf Cub programme, which is called the Cub Scout programme in, our country this came into being.

What is Cubbing

Cubbing was originally a programme of games and activities for children of age group 8 to 11 years. Experiments proved that it could be worked with children of five plus age and worked well till they had completed 10 years. So, in our country the Cub age is accepted as five plus to ten plus.

Cubbing is an experiment of activities, and is basically a programme on imagination. Therefore adults who have such imaginative back ground would be suitable as Cubmasters. Though Cubbing is a junior branch of Scouting you must remember that it is not Junior Scouting. Cubbing has its own appeal for the children of this age group. The family spirit is the spirit of Cubbing. The Cubmaster takes the place of the parent of the family and the Sixer takes the place of the elder brother. So you, as the Cubmaster playing the role of a parent and the Pack will have a full family atmosphere. The purpose is to make the



family happy. It also gives him experience of life he has to live, as he grows older.

The method of Cubbing is "Play way". It is supplemented by games, stories, play-acting, activities such as songs, Handicraft, service and also working through Charan and badge system which form the part of Cub training. The open-air activities are very suitable for Cubbing. The Mowgli story with Jungle background is easily understood and the boy realizes what is expected of him in the Pack. All what had to be learnt as a Cub, came to him from living in the Pack. Out-of-door activities form an important part of the Pack. Cubbing lays stress on the individual development of the boy such as character, health, skills and service through suitable programmes and activities. The Six System helps the Cubmaster to study the Cub individually. Through games, the Cubmaster will be able to see his physical development. Cubbing is learning by doing in small groups and so the maximum number of a Pack is limited to 24. In a full Pack of 24, you, as Cubmaster should have some helpers such as Assistant Cubmasters.

Cubbing is a preparation to lead the boy to Scouting and you, as Cubmaster should prepare him for efficient citizenship.

Thought for Reflection

The great principle for dealing with the Cub Pack, and one by which the youngsters can be attracted and their failings remedied, is by making the Cubs into a happy family – not a family but a happy family.

Boys want noise: let them have it. When they play, let them play heartily.
- Baden-Powell

An Attempt to Recollect

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

1. What is the full name of the Founder of the Scout Movement?
2. Where was the First Experimental Camp held for Scouts?
3. In which year was the Experimental Camp conducted?
4. Who wrote 'The Jungle Book'?
5. In which area of Madhya Pradesh, Mowgli's story has originated?
6. Name the book written by Baden Powell for the boys of 8 to 11 years?
7. Name the man-cub mentioned in the story?
8. Who was the head of the Wolf Pack in the story of Mowgli?

Fill in the blanks:

1. _____ is the spirit of Cubbing.
2. The method of Cubbing is _____ method.
3. Cubbing lays stress on the individual development of the boy such as character, _____, skills and _____.
4. The maximum number of a Pack is limited to _____.

How much have I got it right?



Here are the answers to your memory test:

1. What is the full name of the Founder of the Scout Movement?
Robert Stephenson Smyth Baden-Powell.
2. Where was the First Experimental Camp held for Scouts?
Brownsea Island, in Poole Harbour, Dorset, England.
3. In which year was the Experimental Camp conducted?
1907.
4. Who wrote 'The Jungle Book'?
Rudyard Kipling.
5. In which area of Madhya Pradesh, Mowgli's story has originated?
Seonee.
6. Name the book written by Baden Powell for the boys of 8 to 11 years?

The Wolf Cub's Handbook.

7. Name the man-cub mentioned in the story?

Mowgli.

8. Who was the head of the Wolf Pack in the story of Mowgli?

Akela.

9. When 1st Grand Howl took place ?
16th December ,1916

Fill in the blanks:

1. Family spirit is the spirit of Cubbing.
2. The method of Cubbing is "Play way" method.
3. Cubbing lays stress on the individual development of the boy such as character, health, skills and service.
4. The maximum number of a Pack is limited to 24.

For further Reading:

1. The Wolf Cub's Handbook*
2. Cubmaster's Handbook*
3. Wolf Cubs by 'Gilcraft'



* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

CHILD PSYCHOLOGY**Introduction:**

Welcome to you. You are now with the SLM-13. You know that the SLM is a part of your curriculum.

You are to gain knowledge on the subject of **CHILD PSYCHOLOGY**. You are working with small children and must be aware of their feelings, emotions, happiness and sorrow .

Instruction:

This module has been prepared and your are requested to further your reading by referring to "Developmental Psychology" by Elezabeth B. Hurlock and" Wolf Cubs Handbook" by Lord Baden-Powell.

Objectives : At the end of the study on this topic, you will be able to:-

1. Tell what is Child psychology
2. Identify the span of attention the boy 5 to 10yeras have.
3. Explain about the psychology of the boy age group 5years, 6years to 8years and 8to 10years.
4. Be able to tell why the Cub master must know Child Psychology.
5. Accept why Lord Baden Powell introduced Play way method and Mowghli Story



The term "Child Psychology" is the science of the mind of a child from the time of birth till he is twelve years. (Note after twelve years he becomes a Teen).

Just observe the picture of the boy in his teens. He looks very serious and not the same as the boy in the picture below who is jubilant, happy and gay. Got it! This little boy is in his growing stage full of life and innocence, living in a world of make believe.

As an aspiring Cub master you have to be quick, in recognizing his nature, his needs, and his wrongs. You have to try to correct him and guide him on the right path. Generally the boy of Cub age is 5+ to 10years of age. At this age he the boy is boisterous (rough), full of energy, **with plenty of imagination wanting** to use everything he knows in words and action whether it is right or wrong. He often wants to imitate the other adults, parents, teachers or any person he admires most. This quality in him leads him to hero worship and follows his heroes. At this age group, the boy is growing very fast mentally and physically and differs from elder boys who have already developed.



The Boys have the following propensities namely:

- i) To be selfish
- ii) To be cruel
- iii) To use lot of words and lengthy conversations(verbosity).

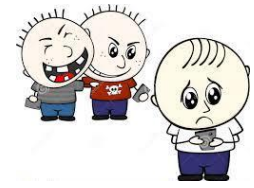


This comes to the boy by nature, by a particular attitude of the mind at that age. You as a Cub master must be aware of the nature of the boy and act accordingly treating the boy as your own and speaking with gentleness and care. The boy is full of questions and needs answers for every question or else he will pester with more questions because he does not understand. He is just coming out from the shelter of his mother, away from the age of playing with his toys into a world of fairy land, fantasy and romance. In his make believe he is very eager and therefore is to be moulded by you in a proper and clear way. It is at this age anything may influence him very easily. You are aware that the boy is open to TVs, films, Video games etc., which may influence him in the wrong way and lead to addiction



and spoil his development and growth.

Span of Attention: It has been noted that boy of age group 5+ can be attentive only for 5 to 10 minutes. But as they grow to become 8 years he is able to be attentive for 15 to 20 minutes. Further he becomes more attentive from 8 to 10 years. He is able to be attentive for 30 to 45 minutes. This time slot is sufficient for the boy to be influenced by good or bad ways. Therefore you as Cub masters must use this time and make them interested in creative and development ways to improve him physically, mentally, morally, socially and emotionally.



Boy of 5 years: He accepts what he sees and observes. He is not accurate and cannot understand any causes and their effects of his behavior. He slowly learns what is right and what is wrong. He thinks very slowly and learns to sort out what is real and what is pretence. He is very conscience when people talk about him. He wants the full attention of his parents and will always interrupt them when they converse with others. He shies when strangers talk to him or someone laughs. But he likes to be praised by everyone. He shares only with those whom he is familiar and likes.

Boys of 6 to 8 years: His attention span increases. He lets out feelings and tells adults about being sick, happy, sad, etc. He never bothers to dress up orderly or do things in an orderly manner. He likes being praised for whatever he does. Gradually leadership traits are seen. He is very active, self confident in the ability to know what and how they are done and expects others to like it and praise. He likes to protect those younger to him.



Boys of 8 to 10 years: his span of attention has increased much more than before. He likes challenges and competition. He likes to be in group. He realizes his failures and wants to improve himself. He analyses problems and tries to overcome them. He wants to experiment as he is curious. He is interested in physical activities. He likes nature and things in nature which attract him. His interest and imagination develops. He learns to sacrifice his self interest for others. It is at this time the adult must know of his friends. He will show a lot of emotional reactions. He will slowly learn social roles and limits. He is able to select his copying strategies from a variety of selections he finds himself. He now learns new ways of successful interacting with adults and benefits from them. The boy's ability to listen, to reason, to understand has increased and he depends less on routines to provide stable emotional state. He often gets into deep arguments to show his power and strength.



As a Cub Master you are to know of the psychology of the Child as you are dealing with the age group 5+ to 10 years. You as a Cub master must help him by questioning him of his friends, his likes and dislikes, his heroes, his appreciation of nature, his love for games, exercises and drills. The Boy will easily share his feelings and he can manage his emotions. You must check and correct him whenever he tries to go the wrong direction in his: speech, behavior, obedience, manners. Further you must treat him as your own child without any difference using polite and gentle words. You must also be very kind and patient dealing with him. Speak authoritatively when ever needed. Use kindness and gentleness to know more of his thoughts and feelings, his actions and reactions, his interests and disinterest his fantasy and imagination. The boy will adore you because he is sharing with you and knows you are caring for him.



Lord Baden Powell has introduced the Play- way method for Cubbing taking into consideration the Child psychology of the age group. As they are in an imaginative world of romance and fun Lord Baden Powell introduced the Mowgli story so that the child understands what is good and bad and decides for himself. Looking at Mowgli learns how to become a leader by developing his physical and mental abilities. The motto DO YOUR BEST was introduced in Cubbing so that the boy can show his talents in the best possible way and to the best of his ability.



Let us recollect what has been learnt by answering the following questions:-

Check Point 1.

i) What is Child psychology?

- ii) What is the Span time of attention of boys of 5years, 6to 8years and above 8years?
- iii) What is the behavior of a child of 5years?
- iv) What is the behavior of a child 6 to 8years ?
- v) What is the behavior of a child 8to 10 years?
- vi) Why must a Cub master know Child psychology?
- vii) How can you help the Cub and what must you know about him?
- viii) Why has Lord Baden Powell introduced the Mowgli story in Cubbing?

Challenge: 1.

1. Observe a boy of the age group of 5+ to 10 for 10 minutes and list his actions.
2. Converse with a boy of the age group of 5+ to 10 for 10 minutes and list out what different things he converses about.

Surely your challenge would have been interesting as you have had rapport with the boy of the concerned age group. You would have enjoyed his innocence and long conversation with lots of questions.

Check Point 2. Match the following : Each correct answer 20marks Total 100marks

SL. No.	Column A	Column B
1.	Lord Baden-Powell	Man Cub
2.	Mowgli	Full of imagination and make believe
3.	If Cub Master is kind and Gentle	Between 8to 10years
4.	Boys 5+ to 10 years	Play- way method
5.	Boy will show a lot of emotional reactions	Cubs will adore the Cub Master

So how do you feel you have fared in the Check points To find out refer to the Quick Check at the end of the Module.

Quick Check1.

- i) It is the science of the mind of a child from the time of birth till he is twelve years.
- ii) for 5 to 10 minutes, 15to 20 minutes and 30 to 45 minutes
- iii) He accepts what he sees and observes
- iv) He lets out feelings and tells adults about being sick, happy, sad, etc.
- v) He likes challenges and competition. He likes to be in group. He realizes his failures and wants to improve himself.
- vi) As you are dealing with the age group 5+ to 10 years.
- vii) The Boy will easily share his feelings and he can manage his emotions. You must check and correct him whenever he tries to go the wrong direction in his: speech, behavior, obedience, manners.
- viii) Lord Baden Powell introduced the Mowgli story so that the child understands what is good and bad and decides for himself.

Quick Check 2

1. Play- way method
2. Man Cub
3. Cubs will adore the Cub Master.
4. Full of imagination and make believe
5. Between 8to 10years

Sum it up:

How did you fare?

If you were able to answer all the questions correctly EXCELLENT!!! You did very well If Not do not be anxious. Just keep trying to study the part that is vague to you. You will feel you have done well. Have a happy reading and continue your next module. All the best.

Thought for Reflection

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

- Baden-Powell

Knowledge of Wolf Cub's Handbook

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

Objectives

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

1. Have an overall knowledge of the first Eight bites (Part –I) of the Wolf Cub's Handbook.
2. Narrate the story of Mowgli from his entry into the pack till he returns to the community of mankind.
3. Relate the jungle story to Cubbing.

Thought for Reflection

Baden-Powell on Wolf Cub's Handbook:

Every boy, like every young Wolf, has a hearty appetite. This book is a meal offered by an old Wolf to the young Cubs.

There is juicy meat in it to be eaten, and there are tough bones to be gnawed.

But if every Cub who devours it will tackle the bone as well as the meat, and will eat up the fat with the lean, I hope that he will get good strength, as well as some enjoyment, out of every bite.

Wolf Cub's Handbook

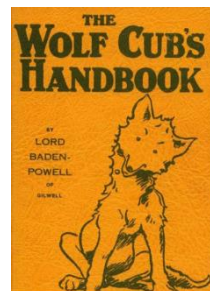
The Wolf Cub's Handbook written by Baden-Powell is divided into three parts. Part I comprises of 15 bites. Part II deals with proficiency badges and how to qualify for them. The objects and methods of Wolf Cub training are given in Part III.

Part I

Though Part I comprises of 15 bites.



First Bite: The story starts with how a small boy awakened by the howl of a tiger at night runs into the bushes to hide, and gets to meet a great grey Wolf. The boy remained with the wolves and grew up as one of the family. They named him Mowgli. The mother wolf took care of Mowgli and taught him all the tricks of the jungle. B.-P. provides a description of Wolf Cubs; the tough tests a Zulu boys had to undergo to become scouts and warriors; British Scouts; purpose and usage

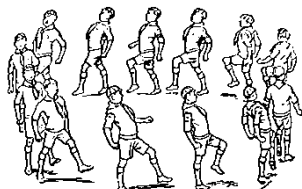


of Rock Circle and Parade Circle; The Grand Howl. The bite ends with Shere Khan and Mowgli game.

Second Bite: The chief animals of the Jungle Pack are introduced: Akela (meaning one who is alone), the wise Old Wolf, who heads the Pack; Shere Khan the bullying tiger; Tabaqui the jackal; Baloo the bear who was to teach Mowgli the laws of the jungle; Bagheera, the great black panther who was asked to teach hunting and jungle work. B.-P. introduces the secret sign by which Cubs salute their Cubmasters, other Cubs and Scouts. The bite concludes with guidelines on how to pronounce jungle names.



Third Bite: B.-P. refers to the book called 'White Fang', written by Jack London.



The book describes the life of a young wolf – how he tottered out of the cave where his mother lived and began to learn things. B.-P. relates this story to Cubs and Scouts, who when taught all the useful dodges for getting on, would go out and make a big success of it. This bite deals with the Law of the Cub; Baloo Dance, and Bagheera Dance.

Fourth Bite narrates Mowgli's adventure with the Bandarlogs (monkeys). Kaa, the great serpent then enters the scene and rescues Mowgli from the Bandarlogs. This bite provides a detailed explanation of the Cub Promise. The bite concludes with the hunger dance of Kaa.



Fifth Bite commences with the story of a 'Goodfellow' which teaches a Cub to be useful to anybody and that he should not take any reward for doing it. This bite provides a few ideas on how to make yourself useful at home. There is a description of the dance of Shere Khan's death.

Sixth Bite deals with the uniform for Cubs; Investiture procedure of a Cub; formation of Sixes (made up of six boys) in a Cub Pack, the leaders of a Six - and Second; Importance of every Pack owning a Totem Pole.

Seventh Bite details the requirements for a Cub to complete the first Star tests; description of the Union Jack (flag of England) and the right way to fly it; How to flags and emblems

Eighth Bite deals with training of your senses; bird's nesting; stalking; finding way blindfolded; Importance of noticing small signs, and then putting them together to read their meaning; and Track reading.



Sixer

draw

your

Note to the Cubmaster

Baden-Powell on Wolf Cub's Handbook:

"The Jungle Books" by Rudyard Kipling, are the basis of the Wolf story which is our theme in the first few "bites." If you an read the books to the Cubs after giving the outline they will enjoy and appreciate its meaning all the more.

- Baden-Powell

How much have I got it right?

Here are the answers to your memory test:

1. How many bites does The Wolf Cub's Handbook written by Baden-Powell comprise of?
15 bites.
2. What is the wise Old Wolf, who heads the Pack known as?
Akela.
3. Who taught Mowgli hunting and jungle work?
Bagheera, the great black panther.
4. Who rescued Mowgli from the Bandarlogs?
Kaa, the serpent.
5. Which story teaches a Cub to be useful to anybody?
'Goodfellow' story.
6. Who is the leader of a Six?
Sixer.



An Attempt to Recollect

Try testing your memory by answering the following questions:

1. How many bites does The Wolf Cub's Handbook written by Baden-Powell comprise of?
2. What is the wise Old Wolf, who heads the Pack known as?
3. Who taught Mowgli hunting and jungle work?
4. Who rescued Mowgli from the Bandarlogs?
5. Which story teaches a Cub to be useful to anybody?
6. Who is the leader of a Six?



Cub Law, Cub Promise, Motto, Salute and Left Hand Shake

The Law and Promise form the foundation of Scouting. They are so important that the Cubmaster (Akela) alone must teach them. They are the most important items in the whole scheme of Cubbing, and any amount of time must be given to teach them to each individual Cub with the utmost care.

Objectives

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

5. Accept the Cub Law, the Cub Promise and their meaning.
6. Explain Cub Law and the Cub Promise through short stories and by giving examples from daily life.
7. Demonstrate Salute and Left Hand Shake

Thought for Reflection

All promises are important things and should never be broken, but when you promise on your honour to do a thing you would rather die than break such a promise.

- Baden-Powell

CUB LAW

1. The Cub is obedient.
2. The Cub is clean and polite.

Are you able to notice first how the Cub Law appeals to the mind of the human boy? There are no imperatives, no burden-some commands or prohibitions, but just a confident assertion of fact – a “beautiful affirmative that leaves no room for argument, and by its inevitableness demands that one lives up to it.”

The wording is simple and easily remembered. Though the words are simple, the ideas underlying them are by no means so easy to grasp. The Cubmaster must be prepared to spend any amount of time explaining them, and should never invest a Cub until reasonably confident that the Law has been thoroughly understood.

In teaching the Cub Law common examples are of much help, such as those of a Captain of any sports team, or the General of an army, or the head of a family. Anecdotes are better, and there are many stories to illustrate the Cub Law. Play acting can play a significant role in teaching the Law. It would present the idea in a concrete form, which the Cub, thinking naturally in mind pictures, will readily assimilate.

The Cub is Obedient. To whom is the Cub Obedient? Obedient to elders. The elders are: Cub Master, Assistant Cub Master, Sixer, Second, his own teachers, private tutors, parents and all elders of the boys home and anyone who is elder to him by age. He learns to give respect and obey readily and cheerfully.

The Cub is Clean and Polite. The Cub should be clean in person as regards to his uniform and personal clothing and his behaviour. Physical development depends on personal cleanliness such as keeping his nails, teeth, face and hands clean.

Next to cleanliness is behavior. The Cub may be clean – all washed up....., clean dress, but if he

does not behave decently with others, he will not be liked by others. He needs to be polite with every one be it older or younger to him.

CUB PROMISE

I promise to do my best
To do my duty to God and my country.
To keep the Cub Law and to do a good turn every day.

The Promise ranks above the Law as being of first importance. It needs the same careful teaching, and most of what has been said about methods in connection with the Law applies also to the Promise. What matters more than anything else, however, is Cubmaster's own personal example.

The Promise is a personal assurance by the Cub to his Old Wolf – the Cubmaster that he will perform a certain duty faithfully. "Let him feel he is *promising you* he will 'do his best' about these things; that you accept his Promise, and trust him, and that it makes you happy that he has promised you this."

Two other general points which need emphasis are, that the Cub is making a Promise which lasts for always, and that he is promising to "do his best." The Promise applies to his whole life – at home and in school as well as at the Pack Meetings. Because it is such a fine Promise it is very hard to keep, and he will find sometimes that he fails to live up to it. He must remember then that it was to *do his best* that he has promised. As long as he really has done his best he has not broken his Promise, and can go on and have another try.

The following points are worth bearing in mind:

1. The duty to God is put first in the Promise because it is the most important part of it.
2. Expect great things in the way of keeping the law and you will not be disappointed.
3. Make the most of the good turn. It is so important because it is the outward result of the inward working of the spirit of Scouting.
4. The individual good turn should lead naturally to one of the Six or Pack. This should never be neglected.

Duty to God. To do your duty to God means never to forget God, but remember Him in everything that you do. If you never forget Him you will never do anything wrong. If, when you are doing something wrong, you remember God, you will stop doing it. Do not forget to say grace before dining. You need to thank God after anything you have enjoyed, be it your food, or good game, or a jolly day.

Duty to my Country. If everybody started to play the game in his own way, there would be no rules, and there could be no success. But if we "play the game" and follow the rules laid down by the country, our country will always be successful. Encourage the Cubs to respect the National flag, National Emblem and the National Anthem. They should be told as to what they can do for the country and for others. You need to impress them about matters such as obeying social laws, following traffic rules while walking on the road etc.

To Keep the Law. Every game has its rules. So if you play the game properly you obey the rules. These are the Rules or Laws of the Cub game.

MOTTO

The Cub Motto is 'Do your Best'.

A Cub should try to do his best everywhere such as:

- In the playground: try his best to enable his team win.



- In the school: to learn from his teachers.
- At home: to help his family and try his best to help the needy persons such as old, blind etc.

SALUTE

Whenever we meet any known person, we say Hallo.... Hi or Salute, which is a sign of greeting. But in Scouting, we greet a person in a different way i.e. with a Scout Salute.

The Cub Salute is given by raising the right arm smartly to the level of the shoulder, palm to the front, first two fingers stretched apart, first finger touching the forehead and the thumb pressing on the last two fingers. After the salute the arm is smartly brought down.



Why salute with two fingers? The two fingers in the salute are the two ears of the Wolf and it indicates the 2 part of Cub Law.

When a Cub greets you with a Cub Salute, you as a

Cubmaster, must greet him with the Scout Salute.

Whom do we salute? We salute our adult leaders, elder brothers, or a member of the Scout Brotherhood or Guiding.

When do we salute? We salute them when we meet each other for the first time in a day.



LEFT HAND SHAKE

Left hand shake is one of the traditions of our Movement.

The idea originated from an incident in B.-P's military career in South Africa. When Col. Baden-Powell entered the capital city of the Ashanti tribe in 1896, (1895?) he was received by one of the chief, Prem Phe who while greeting him formally extended his left hand. B.-P. held out his right hand in return. But the chief said "No, in my country, the bravest of the brave shakes with left hand."



Of course, in the middle ages, in England, people used to shake hands with the left as a sign of friendship and as a sign that they were brothers because the left hand is nearest to the heart.

An Attempt to Recollect

Try testing your memory by answering the following questions:

7. Write down the Cub Law.
8. The Promise is a personal assurance by the Cub to whom?
9. What is the Cub Motto?
10. What are Good Turns?
11. A Cub would greet a Cubmaster with a Cub Salute. How would a Cubmaster greet a Cub?
12. From which tribe did B.-P. learn about the left hand shake?



For further Reading:

4. The Wolf Cub's Handbook by Baden-Powell*
5. Wolf Cubs by 'Gilcraft'
6. Cubmaster's Handbook by T.V. Neelakantam
7. APRO Part – II*

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?

Here are the answers to your memory test:



7. Write down the Cub Law.
*The Cub is obedient.
The Cub is clean and polite.*
8. The Promise is a personal assurance by the Cub to whom?
His Old Wolf – the Cubmaster.
9. What is the Cub Motto?
Do your Best.
10. What are Good Turns?
Good Turns are small activities of service to the needy without expecting any rewards.
11. A Cub would greet a Cubmaster with a Cub Salute. How would a Cubmaster greet a Cub?
He should greet a Cub with a Scout Salute.
12. From which tribe did B.-P. learn about the left hand shake?
Ashanti tribe in South Africa.

Scout Promise, Scout Law, Scout Motto, Scout Sign and Salute

The Scout Promise and Law form the foundation of Scouting. These two present a high ideal for boys and yet it is practicable and within their reach. In this module, you will be able to understand the fundamental method (Promise and Law) through which Scouting contributes to the development of young people.

Objectives

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

8. State the Scout Promise and Law.
9. Explain the meaning of Scout Promise and Law

Thought for Reflection

I honestly believe that any Scout who carries out the whole Scout Law in his daily work and play, not only while he is a boy but afterwards also, when he is a man, is bound to make a success of his life.

- Baden-Powell

The principles and practice of the Scout Movement are based upon the Scout Promise and Scout Law. The words and concepts are simple and set out the commitment in a way that a young person might say it naturally. They are together a code of living placed before every member of the Movement.

Every person, is asked to make or renew the Scout Promise as an outward expression of his intention to try to live upto the principles and ideals of the Movement. It is important to realise that the implications of the Scout Promise and Law – although they are expressed in the terms a boy can understand, they are applicable to adult leaders no less than to those they lead.

THE SCOUT PROMISE

“On my honour, I promise that, I will do my best-
to do my duty to God* and my Country,
to help other people and
to obey the Scout Law.”

(*The word Dharma may be substituted if so desired.)

Reflection on the Scout Promise

- The Promise is a voluntary commitment.
- Through the Promise, we make a commitment to be the best we can be.
- We make a commitment to ourselves and our country.
- We promise to make the Scout Law an integral part of our life.
- Making the Promise is a very important moment in the life of a Scout.
- The young people decide if they are ready to make the commitment.



MAKING THE PROMISE IS A VERY IMPORTANT MOMENT IN THE LIFE OF A SCOUT

The Promise is not made at just any time. A special time, in a suitable place, with due preparation is required. It is called as Investiture Ceremony. You will experience it during

your Basic Course.

THE SCOUT LAW

1. A Scout is trustworthy.
2. A Scout is loyal.
3. A Scout is a friend to all and a brother to every other Scout.
4. A Scout is courteous.
5. A Scout is a friend to animals and loves nature.
6. A Scout is disciplined and helps protect public property.
7. A Scout is courageous.
8. A Scout is thrifty.
9. A Scout is pure in thought, word and deed.

Reflections on the Scout Law

The proposals contained in the Scout law may help you to:

- broaden your understanding on them

A Scout is active in doing good, not passive in being good.

- Baden-Powell

- think about their impact on your own life; and
- find the words and images to present them to the young people.

Trustworthy: A person is trustworthy when his words and deeds are consistent with what they carry inside. To be trustworthy we have to love the truth and be true to what is true. It is about living and thinking-as far as possible- in truth, even if that should causes pain and misfortune.

Loyal: Loyalty is durability of our faith in what is important. It depends on the values you are being faithful. Only through Loyalty it is possible to have a life plan, to project our present commitment as a way of life.

Friend to all and a brother to every other Scout: A Scout is a friend to all. He is a brother to other Scouts. He offers his friendship to people of all races and nations, and respects them even if their beliefs and customs are different from his own.

Courteous: It is being polite to everyone regardless of age or position. A Scout knows good manners and makes it easier for people to get along together.

Friend to animals and loves nature: This means to be aware of the relationship between humankind and other animal and plant species. It is to respect nature and make an active commitment to the integrity of the environment.

Disciplined and helps protect public property: To follow the rules of his family, school, and Troop. Obeying the laws of one's community and country and also help in protecting the public property.

Courageous: A Scout can face danger although he is afraid. He has the courage to stand for what he thinks is right even if others laugh at him or threaten him.

Thrifty: One who works to pay his way and to help others. He saves for unforeseen needs. He protects and conserves natural resources. He carefully uses time and property.

Pure in thought, word and deed: Something is pure when it is free of anything that could alter or adultrate its basic nature.

So purity, understood as cleanliness of heart is the opposite of interest, selfishness, and anything that could contaminate our thought, word or deed. Purity is loving the other truly, as a person, respecting them, defending them even against our own desire. For that reason, this last proposal of the Scout Law invites us to take a good look at ourselves, to constantly question the integrity of our souls, and of our thoughts, words and deeds.

The Scout Law is proposed, not imposed. The Scout Law proposes living by our values.

It is important to realise that the Founder has taken so much care to ensure that every part of the Scout Law is positively worded. There are no negatives. Boys like Do's very much and not Don't's. The Law is expressed in simple words easily understandable by boys.

SCOUT MOTTO

Be-Prepared: This means you are always in a state of readiness in mind and body to do your DUTY.

- **Be Prepared in Mind** by having disciplined yourself to be obedient to every order, and also by having thought out beforehand any accident or situation that might occur, so that you know the right thing to do at the right moment, and are willing to do it.
- **Be Prepared in Body** by making yourself strong and active and able to do the right thing at the right moment, and do it.

The Scout Motto "Be Prepared" denotes a way of life and an attitude of mind, which would enable you to get proficient in practical skills, help you face challenges in life and also to be in readiness to be of service to others. This can be achieved by being physically strong, mentally awake and morally straight. The Motto is also a reminder for you to be always in a state of readiness in mind and body to be able to do your duty and to help others even in times of unprecedented calamity.

SCOUT SIGN

The Scout sign identifies you as a Scout anywhere in the world. The sign is given at the time of Investiture and at the time of renewal of the Scout Promise.

The three upraised fingers stand for the three parts of the Scout Promise. The thumb and little finger together stand for the bond between all Scouts.



The Scout Sign is given by raising the right hand, in level with the shoulder, palm to front with three fingers stretched together and thumb closing on the little finger. Refer Camp fire yarn No.3 in Scouting for Boys.

SCOUT SALUTE

Scout Salute is an expression of mutual esteem and good-will. It is a mark of respect and good manners. It is the privilege and not a service act. It is an outward expression of the spirit of discipline and respect for the other. The manner of saluting indicates the standard of discipline and the state of training and the morale in the Unit. It is the privilege of the one who sees first to salute first.

Salute is given by raising the right arm smartly to the level of the shoulder, palm to the front with the three fingers stretched together, the first touching the forehead one inch above the right eyebrow and the thumb closing on the little finger and after that the arm, cutting to the front is quickly and smartly brought down curling the fingers. Normally all movements are done to the timing of four counts e.g., "one, two, three, four" counting mentally. "One" – Raise the arm and salute. "Two, three" - Pause. "Four" – Bring the arm down. The salute, as the sign, reminds members of the promise taken. The 3 fingers held upright represents the 3 fold Promise. Etiquette is to allow the other person to take the salute before bringing down the arm. Breaking off: On command a smart right turn, a side step and march off breaking the formation. (a continuous movement).



Ideas for Practise

- Using your mobile camera, take pictures that illustrate what the Promise means to you. You can show it to your LOC for his suggestions when you attend your Basic Training Course.
- Look for examples of the Scout Law being valued or being broken in the daily News paper.



For further Reading:

8. Scouting for Boys by Lord Baden-Powell of Gilwell*
9. APRO Part – II*
10. www.scout.org/promiseandlaw
11. www.thedump.scoutscan.com/yarnsscout.pdf
12. www.thedump.scoutscan.com/scoutingforboys.pdf
(for B.-P's original version of Scout Law and Promise)

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

Good Turn and Community Service

One of the continuing ideals running through the whole Scout Movement is that of Service to others. It is the duty of the Cubmaster to help the Cubs, both as individuals and as members of the Pack, realise that the Good Turn must be done willingly, regularly and efficiently.

*** (Wherever the term Cubmaster is used, it includes Lady Cubmaster also).*

Objectives

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

1. Differentiate between Good Turn and Community Service.
2. List types of Good Turns that could be undertaken by Cubs.
3. List types of Community Services that could be undertaken by Cubs.

Thought for Reflection

By "doing good" I mean making yourself useful and doing small kindnesses to other people – whether they be friends or strangers. It is not a difficult matter, and the best way to set about it is to make up your mind to do at least one 'good turn' to somebody everyday, and you will soon get into the habit of doing good turns always. It does not matter how small the "good turn" may be – even if it is only to help an old woman across the street, or say a good word for somebody who is being badly spoken of. The great thing is to do something.

- Baden-Powell

DAILY GOOD TURN

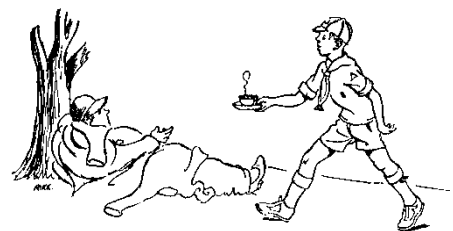
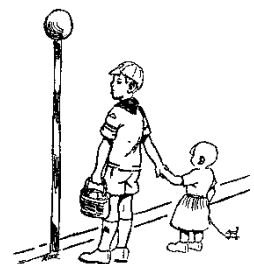
According to B.-P. Cubs make themselves happy by making other people happy. Every day they do a kindness to someone. It does not matter who the person is (so long as it is not themselves!) – friend or stranger, man, woman or child.

Good Turn is outlet for expression of a Cub's inner feelings, a safety valve which is at the same time sign of true Cub spirit.

Good Turn need not be a big thing. Cubs can generally get a chance of doing an act of politeness in their own home, such as helping to do some little job about the house; or they can, if away from home, take a little child safely across the street or something similar to it.

Good Turns are small activities of service to the needy without expecting any rewards. The Cub should know the meaning of the word Good Turn and what kind of action makes a good turn.

It is not the question of one good turn only each day, but of always being on the look out to see how other people can be helped.



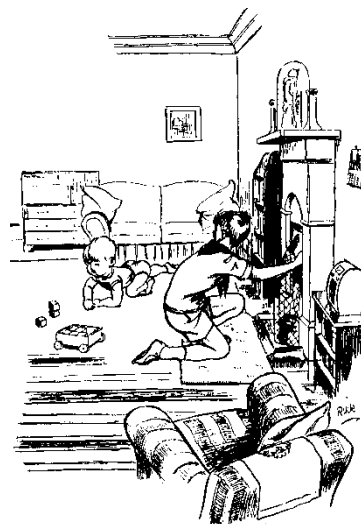
He should help the parents, sisters and brothers in the household matters according to his ability

You as the Cubmaster should be able to provide opportunities for Good Turns both corporate for the Pack and individual for each Cub. Encourage most of all general attitudes of friendliness and helpfulness, so that these become parts of each boy's nature.

Your new Cub will be inclined to boast about his good turns to others as if he has done the finest thing in the world. Gradually bring him to understand that the real good turn is one, which he does not tell other people about.

Good Turn at Home

- Cleaning and cutting vegetables.
- Washing utensils.
- Serving water and food.
- Preparing coffee, tea or juice.
- Sweeping swabbing the floor.
- Laying the mattress and maintaining one's bed.
- Washing, drying and folding clothes.
- Watering plants.
- Assisting siblings.
- Teaching and telling stories to younger siblings
- Purchasing materials from the market.
- Dusting and cleaning windows and doors.
- Assisting parents in cleaning two/four wheelers at home.
- Disposing household waste in public garbage bins.
- Feeding pets.
- Collecting milk and newspaper from vendors and postage from postman.
- Helping during functions and celebrations.



Good Turn at School

- Cleaning the blackboard.
- Helping the classmates weaker in studies.
- Watering plants
- Help in the librarian by arranging books in order, pasting stickers etc.
- Assist during annual days, sports meet etc., by carrying prizes, distributing bouquets, serving coffee, tea, soft drinks and snacks.

Good Turn Elsewhere

- Helping the elderly, handicapped and the younger ones cross the road.
- Reading the newspaper or letters to aged and sick persons.
- Helping the elderly and handicapped persons stop and getting into an auto rickshaw or taxi.
- Helping strangers find correct address.
- Rendering first aid.
- Carrying a parcel for somebody.
- Visiting Old age homes and Orphanages, spending time with the elderly and the orphan children.
- Reading your favorite books to children in the hospital or orphanage.

- Picking up banana peels from sidewalks, removing broken glass and nails, etc., from streets.
- Giving up a seat in a crowded bus or train.

Good Turn with the Pack

- Cleaning Pack Den.
- Decorating Pack Den.
- Performing with your Pack an entertainment evening (songs, skits) at a home for the aged or orphanage.
- Conducting games for children at an orphanage.
- Prepare bird feeders (if necessary take help from Rovers) and place them in gardens, parks, school campus and camping area.
- Collecting new or lightly used toys and stuffed animals for a children's hospital or orphanage.
- Preparing craft packs and donating them to a hospital or a day care centre.
- Collecting already read or unwanted books and magazines and donating them to old age homes, orphanages, and children libraries.



You must never take a reward for doing a good turn; if when you have carried a heavy parcel or called a taxi for an old lady, she offers you some money, you should salute and say, "Thank you, ma'am, I am a Wolf Cub, and it's my duty to do you a good turn. I cannot take any money for it. Thank you all the same."
If you take money for it, it is not a good turn, but just a piece of work that has been paid for.

- Baden-Powell

COMMUNITY SERVICE

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



Types of Community Service:

- Supplying drinking water to the general public during fairs and festivals in the locality and to the passengers at Railway platforms.
- Crowd control at festivals and melas along with Senior Scouts and Rovers.
- Traffic control along with Senior Scouts and Rovers.
- Participate along with Senior Scouts and Rovers in Awareness campaigns on health, conservation,



environmental care, child rights etc., through walks, display of placards and posters, skits, mimes etc.

- Cleaning places of worship, public parks, school campus, beaches, etc.
- Planting saplings on road side, parks etc., and maintain them.
- Raise a garden in the school and maintain it.
- Assist Rovers in distributing relief material following natural calamities.

An Attempt to Recollect



Try testing your memory by answering the following questions:

1. List the Good Turns relating to cleaning at home.
2. What are the Good Turns your Cub Pack can perform to an Orphanage?
3. Is a task undertaken in Community service short term or long term?
4. List a few environment oriented community service that could be undertaken by Cub Packs.

Fill in the blanks:

1. Good Turn must be done willingly, _____ and efficiently.
2. Good Turn is outlet for expression of Cub's inner _____.
3. As a Cubmaster you need to encourage most of all general attitudes of friendliness and _____, so that these become parts of each boy's _____.
4. If you take money for helping someone, it is not a good turn, but just a piece of work that has been _____ for.

How much have I got it right?

Here are the answers to your memory test:

1. List the Good Turns relating to cleaning at home.

Washing utensils; Sweeping swabbing the floor; Washing clothes; Dusting and cleaning windows and doors; assisting parents in cleaning two/four wheelers; and disposing household waste.

2. What are the Good Turns your Cub Pack can perform to an Orphanage?

An entertainment evening; conducting games; collecting and donating new or lightly used toys and stuffed animals for a children's; collecting and donating already read or unwanted books and magazines.

3. Is a task undertaken in Community service short term or long term?

Short term.

4. List a few environment oriented community service that could be undertaken by Cub Packs.

Awareness campaigns on conservation and environmental care; cleaning public parks and beaches; tree planting on roadside, parks etc; raising a garden in the school.

Fill in the blanks:

1. Good Turn must be done willingly, regularly and efficiently.
2. Good Turn is outlet for expression of Cub's inner feelings.
3. As a Cubmaster you need to encourage most of all general attitudes of friendliness and helpfulness, so that these become parts of each boy's nature.
4. If you take money for helping someone, it is not a good turn, but just a piece of work that has been paid for.

Thought for Reflection

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

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

- Baden-Powell

Personal Health and Hygiene

Your body lets you know what it needs; when it's hungry, tired, or overwhelmed, and you feel it. But it's your responsibility to listen to it and act accordingly. Personal health is all about listening to your needs and limits so you can prevent avoidable health difficulties.

As a responsible Cubmaster you will certainly agree that the exercise of proper personal hygiene is one of the essential parts of our daily life. Many people may not understand what good or bad personal hygiene is. The prevention of communicable diseases, like diarrhoea, trachoma and many others is highly possible through the application of proper personal hygiene.

*** (Wherever the term Cubmaster is used, it includes Lady Cubmaster also).*

Objectives

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

1. Tell what is personal health and hygiene necessary for the boys.
2. To explain the importance of cleanliness.
3. To explain what is a balanced diet.
4. To narrate the eight health habits.
5. To list out the six health rules.

Thought for Reflection

Our object should be to make the individual boy understand personal self-care and his responsibility for his own health and strength. It is a duty to himself, to the nation and to his Maker.

Physical fitness brings self-control and long life.

- Baden-Powell

Personal Health

Eating breakfast, getting enough sleep, and fitting in time for exercise are important for maintaining one's health. The key is paying attention to how one's body reacts to the way you treat it.

The boys of Cub age are always in a hurry and will not care about themselves except to have fun and laughter because they have excess energy. But as Cubmaster you must be aware of the importance of the boys' health because he is in the growing stage.

Lord Baden-Powell in the Tenth Bite of the Wolf Cub's Handbook explains how the boy can grow big and strong. He gives examples of Bantams who were very small men but while fighting they were very good as others. He refers to the Goorkas, the little warriors in the Indian Army who dressed very much like Boy Scouts. He talks of the Japanese who are very small but very brave and strong at heart. They like the Goorkas make splendid soldiers. If you give such examples to the Cub, he will begin to imagine being strong and bold like the soldier.

To be strong and bold the Cub has to grow for which he requires blood inside his body to be pure and good. Blood is food to the body just as water is to the plants. So to get good Blood the Cub must eat good food.

Balanced Diet

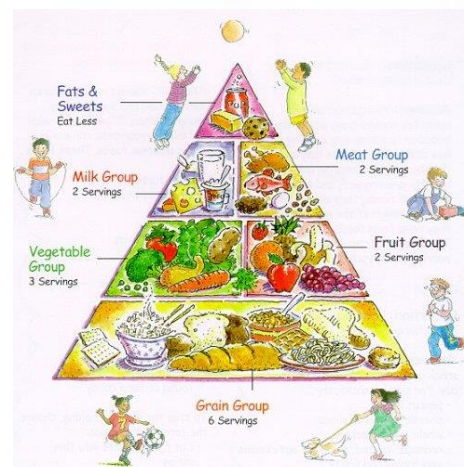
You as a Cubmaster know what good food is. It means healthy vegetables, meat, bread and fruits. Any food taken beyond the required quantity is not wanted by the body and will be thrown out as waste. You must tell the Cub not to take too much of the same food which may lead to sickness. Motivate the Cub to:

- Stay healthy
- Stay energized
- Stay safe

Diet such as greens, grains, cereals, lentils, fruits, vegetables, and milk are helpful to the growth of the body. Show the Cubs the Food Pyramid chart and explain using simple terms. It is important to advice them on how much food to take in parties outside their home:

- Fats and sweets - eat less.
- Milk products (milk, custard, milk sweets, ice cream) - take 2 servings
- Meat varieties - take 2 Servings
- Vegetable varieties - take 3 servings
- Fruit varieties - take 2 servings
- Grain varieties - take 6 servings

This will help to maintain the body and grow strong. You should remind the Cubs to chew their food for proper digestion. Having eaten good food whatever the body does not want will be thrown as waste, which has to be cleared out every morning as stools in the toilet. After going to the toilet he should wash his hands with soap.



Breathing properly

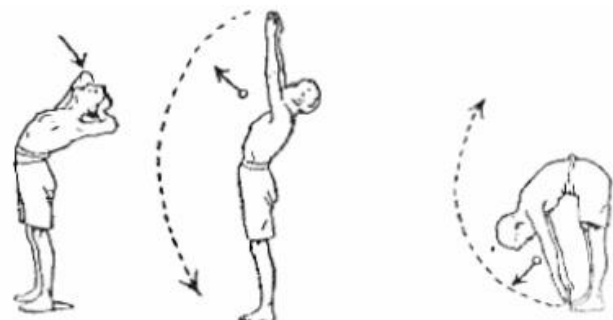
It is important to strengthen one's blood by putting fresh air into it. The blood needs air, and it keeps passing through the lungs, in the middle of the body, trying to get some of the air, which we breathe in through our nose. We need to help the blood as much as we can by taking in deep breaths of good fresh air.

We take in pure air through the nose and breathe out impure air through the mouth. This is rhythmic action and the body does this to keep us alive. When we breathe in pure air, the blood in the body takes in the oxygen from the air and gives out carbon dioxide, which is impure air. Thus the blood gets purified.

Breathing good air is good for the body and as a Cubmaster must remind him of breathing through the nose and breathing out through the mouth. Also the boy must know about the germs that will enter the body if he breathes through the mouth and must therefore avoid it to stay healthy. Use of a handkerchief should to be taught when crossing polluted areas, dustbins, when somebody is sweeping the roads so as to avoid air pollution and protect himself from such bad atmosphere.

Regular Exercise

Exercise is very important. Simply taking food without exercise will make one lazy and increase the fat content in the body. Baden-Powell has introduced the Six exercises for Scouts to be done in open air in the morning. You as a Cubmaster must learn, practice and adapt them in daily life to stay healthy and strong. This will enable you to teach the Cub



the required exercises in an orderly manner without strain and by your example they will follow it in their daily life. B.-P. introduced these exercises for thanking God in the morning, to keep the body fit and flexible from head to toe.

Personal hygiene

Personal hygiene is widely practiced at the individual level and at home. It involves maintaining the cleanliness of our body and clothes. Personal hygiene is personal, as its name implies. In this regard, personal hygiene is defined as a condition promoting sanitary practices to the self. Generally, the practice of personal hygiene is employed to prevent or minimise the incidence and spread of communicable diseases.

Good personal hygiene habits include:

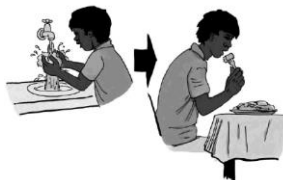
1. Washing the body often. If possible, everybody should have a shower or a bath every day. However, there may be times when this is not possible, for example, when people are out camping or there is a shortage of water. If this happens, a swim or a wash all over the body with a wet sponge or cloth will do. The armpits and the bottom should be washed daily.
2. Cleaning the teeth twice a day. Brushing the teeth after each meal is the best way of making sure that gum disease and tooth decay are avoided. It is very important to clean teeth after breakfast and immediately before going to bed.
3. Washing the hair with soap or shampoo at least once a week.



4. Earwax accumulates in the ear canal that leads from the outer ear to the eardrum. As the secretion comes out of the ear it collects dust particles from the air. Daily washing with soap and water is enough to keep the outer ear clean. A person should not reach farther than he can with his little finger into his ear. Putting in hairpins, safety pins or blunt-edged things for cleaning purposes might harm the ear. If one feels wax has accumulated and is plugging his ears and interfering with hearing, he should consult his doctor.



5. Washing hands with soap after going to the toilet.
6. Washing hands with soap before preparing and eating food.



During normal daily activities, such as working and playing, disease-causing germs may get onto the hands and under the nails. If the germs are not washed off before preparing food or eating, they may get onto the food.

7. Changing into clean clothes. Dirty clothes should be washed with laundry soap before wearing them again.
8. Hanging clothes in the sun to dry. The sun's rays will kill some disease-causing germs and parasites.
9. Long fingernails and toenails tend to accumulate or trap dirt on the underside. Keeping nails trimmed and in good shape weekly is important in maintaining good health. Clip nails short along their shape but do not cut them so close that it damages the skin.



10. Turning away from other people and covering the nose and mouth with



a tissue or the hand when coughing or sneezing. If this is not done, droplets of liquid containing germs from the nose and mouth will be spread in the air and other people can breathe them in, or the droplets can get onto food.

The Six Health Rules:

1. Breathing Fresh Air
2. Consuming Good Food
3. Drinking Plenty of water
4. Doing Regular exercise
5. Having Regular toilet habits
6. Wearing Clean Clothing

Remembering the six health rules the Cub can remain healthy and hygienic.

An Attempt to Recollect



Try testing your memory by answering the following questions:

1. What are the six food varieties contained in the Food Pyramid?
2. How to strengthen one's Blood?
3. How are the 6 exercises introduced by B.-P. useful to us?
4. What are the Six health rules?
5. When do you have to wash your hands with soap?

Fill in the blanks:

5. Eating breakfast, getting enough _____, and fitting in time for exercise are important for maintaining one's health.
6. Physical fitness brings _____ and long life.
7. To be strong and bold the Cub has to grow for which he requires _____ inside his body to be pure and good.
8. Diet such as greens, grains, _____, lentils, _____, vegetables, and milk are helpful to the growth of the body.
9. Personal hygiene is defined as a condition promoting _____ practices to the self.

How much have I got it right?



Here are the answers to your memory test:

1. What are the six food varieties contained in the Food Pyramid?
Fats and sweets; Milk products; Meat varieties; Vegetable varieties; Fruit varieties; and Grain varieties.
2. How to strengthen one's Blood?

By putting fresh air into it.

3. How are the 6 exercises introduced by B.-P. useful to us?

They keep the body fit and flexible from head to toe.

4. What are the Six health rules?

Breathing Fresh Air; Consuming Good Food; Drinking Plenty of water; Doing Regular exercise; Having Regular toilet habits; and Wearing Clean Clothing.

5. When do you have to wash your hands with soap?
After going to the toilet; before preparing food; and before eating food.

Fill in the blanks:

1. Eating breakfast, getting enough sleep, and fitting in time for exercise are important for maintaining one's health.
2. Physical fitness brings self-control and long life.
3. To be strong and bold the Cub has to grow for which he requires blood inside his body to be pure and good.
4. Diet such as greens, grains, cereals, lentils, fruits, vegetables, and milk are helpful to the growth of the body.
5. Personal hygiene is defined as a condition promoting sanitary practices to the self.

National Flag and Bharat Scouts and Guides Flag

People have used flags for over 4,000 years. Today every country has a flag. Likewise there are flags for Institutions, Clubs, Sports and Games, Religious groups, Political parties etc.

Objectives

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

1. Describe the Indian National Flag.
2. Explain the meaning and significance of our National Flag.
3. Explain the flag code.
4. Describe the Bharat Scouts and Guides Flag.

Thought for Reflection

"A flag is a necessity for all nations. Millions have died for it. It is no doubt a kind of idolatry, which would be a sin to destroy. For, a flag represents an Ideal."

"It will be necessary for us Indians Muslims, Christians Jews, Parsis, and all others to whom India is their home-to recognize a common flag to live and to die for."

- Mahatma Gandhi

National flags serve not only as a means of identity but also as a symbol for a country's history and ideals. Although flags originated from a simple concept, today they represent much more than mere signage.



Flags are a symbolic representation of the country and its ideals. Flags aim to unite the people and act as an icon of the nation. The flags of countries are treated with respect.

Countries usually design their flag with certain colours or shapes to stand for specific meaning.

The National Flag of India

The National Flag of India has got immense importance. It was designed by Pingali Venkayya, an agriculturist and Indian freedom fighter from Andhra Pradesh. The national flag of free India was first adopted by the Constituent Assembly on 22 July 1947. It epitomizes its civilization and culture, heritage and freedom.



Sacrifice

Purity & Truth

Progress

Prosperity & Peace

The Indian national flag is a tricolor rectangular panel, made up of three rectangular panels of equal width. The colour of the top panel is saffron and of the bottom panel is green; the middle panel is white. In the centre there is the design of Ashoka Chakra in navy blue colour. Saffron colour denotes courage and sacrifice, white denotes purity, the path of truth to guide our conduct and the green denotes prosperity and peace. The Ashoka chakra comprising of 24 spokes in the centre of the panel is the wheel of the law of Dharma; it denotes progress. The size of the flag is in the ratio of 3:2 (three parts long and two parts wide). The national flag shall be used only on such occasions and in such manner as in accordance with the rules framed by the Government.

Flag Code

On 26th January 2002, the Indian flag code was modified and after several years of independence, the citizens of India were finally allowed to hoist the Indian flag over their homes, offices and factories on any day and not just National days, as was the case earlier. Now Indians can proudly display the national flag anywhere and any time, as long as the provisions of the Flag Code are strictly followed to avoid any disrespect to the tricolor

The flag:

- shall not be used for commercial purposes;
- shall not be dipped in salute to any person;
- shall not be flown at half-mast except on occasions on which the Flag is flown at half-mast on public buildings in accordance with the instructions issued by the Government;
- shall not be used as a drapery in any form whatsoever, including private funerals;
- shall not be used as a portion of costume or uniform of any description nor shall it be embroidered or printed upon cushions, handkerchiefs, napkins or any dress material
- shall not be intentionally allowed to touch the ground or the floor or trail in water;
- in a damaged or soiled condition, it shall be destroyed as a whole in private, preferably by burning or by any other method consistent with the dignity of the Flag.
- should not be used as a festoon, rosette or bunting or in any other manner for decoration;

When displayed in a straight line with flags of other countries, the National Flag shall be on the extreme right; i.e. if an observer were to stand in the centre of the row of the flags facing the audience, the National Flag should be to his extreme right. The position is illustrated in the diagram.



The Bharat Scouts and Guides Flag

The Bharat Scouts & Guides flag is dark blue in colour. The Emblem in yellow colour is in the centre of the flag with Ashoka chakra in blue colour.

The size of the Association flag is 180 cms in length and 120 cms in width. The size of the emblem is 45 cms x 80 cms.

The size of the Unit/Group flag is 120 cms in length and 120 cms in width. The name of the Unit/Group shall be written in yellow colour in a straight line below the emblem.



The Fleur-de-lis is the International Emblem of Scouting. The Trefoil of Guides, superimposed on the Fleur-de-lis stands for the combined organisation of Bharat Scouts and Guides. Ashoka Chakra is meant to emphasize the Indian character of the Movement.

The Bharat Scouts and Guides flag shall be dipped to the President of the Indian Republic. It may be dipped to the President or the Chief National Commissioner of the Bharat Scouts and Guides.

Thought for Reflection

Patriotism consists not in waving the flag, but in striving that our country shall be righteous as well as strong.

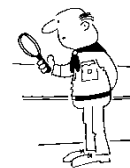
- James Bryce

An Attempt to Recollect

Try testing your memory by answering the following questions:



6. What does a national flag symbolise?
7. Who designed the national flag of India?
8. When was the national flag of free India first adopted by the Constituent Assembly?
9. When you hoist the National Flag, which colour should be on the top?
10. How many spokes does the Ashoka Chakra comprise of?
11. In terms of size, what is the ratio of the national flag?
12. What does the green colour in the national flag signify?
13. When was the Indian flag code modified?
14. What should be done when the national flag is damaged?
15. What is the colour of the Bharat Scouts and Guides flag?
16. What is the size of the Bharat Scouts and Guides Association flag?
17. What is the international emblem of Scouting?



Thought for Reflection

A country's flag may merely be a piece of colored fabric, but it is intended to represent so much more. For those who have fought battles to defend their country, the flag stands for all that they have suffered and sought to protect.

How much have I got it right?

Here are the answers to your memory test:

6. What does a national flag symbolise?

A country's history and ideals.

7. Who designed the national flag of India?

Pingali Venkayya, an agriculturist and Indian freedom fighter from Andhra Pradesh

8. When was the national flag of free India first adopted by the Constituent Assembly?

On 22 July 1947.

9. When you hoist the National Flag, which colour should be on the top?

Saffron.

10. How many spokes does the Ashoka Chakra comprise of?

24 spokes.

11. In terms of size, what is the ratio of the national flag?

The size of the flag is in the ratio 3:2 (3 parts long and 2 parts wide).

12. What does the green colour in the national flag signify?

Prosperity and peace.

13. When was the Indian flag code modified?

On 26th January 2002.

14. What should be done when the national flag is damaged?

It shall be destroyed as a whole in private, preferably by burning.

15. What is the colour of the Bharat Scouts and Guides flag?

Deep sky blue.

16. What is the size of the Bharat Scouts and Guides Association flag?

180 cms in length and 120 cms in width.

17. What is the international emblem of Scouting?

Fleur-de-lis.

Six System

Any large number of people becomes less cumbersome when divided into small teams. Small teams are a powerful force in developing an individual's social skill and determining his success and happiness in life. Cubs are assigned to small teams within the Pack. Baden-Powell named the team Six, which refers to the six members in each team.

*** (Wherever the term Cubmaster is used, it includes Lady Cubmaster also).*

Objectives

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

1. Explain the purpose of Six System.
2. List the duties of a Sixer.
3. Explain what is Sixers Council and its functions.

Thought for Reflection

Coming together is a beginning. Keeping together is progress.
Working together is success.

-Henry Ford

Six System

Six System is one of the methods of Cubbing to build up a healthy Pack. The Cubs work in small groups under the supervision of the Cubmaster.

A Cub Pack is divided into small groups called Sixes. Each Six consists of Four to Six Cubs. The Sixes are distinguished by colours – brown, yellow, red, etc.

The division into Sixes is a valuable help to discipline, and the inter-Six competitions are very useful in keeping alive keenness and efficiency.

Each Six has a leader who is called a **Sixer**. He is a boy chosen for his qualities as a leader. He is usually one of the older boys and must, of course, be liked by the majority of the Pack.

Each Sixer has a **Second** who takes his place when he is absent.

The Cubmaster appoints a Senior Sixer and he will assist the Cubmaster and the Assistant Cubmaster.

The appointment of Sixers is perfectly in harmony with the ideal of the Pack as a happy family: the elder children of a family are naturally expected to "help mother" by looking after the younger ones.

Through Six experience, Cubs may meet many psychological needs, develop behaviour skills which contribute to their mental health, learn social skills including those of democratic decision-making and learn the customs of society. As they try out various forms of behaviour in the Six, they are able to work out an accurate and realistic picture of themselves and develop the flexible behaviour that is required of well adjusted persons who are successful in their relationship with others.

Duties and responsibilities of a Sixer

- To be in charge of the Six.



- To assist the Cubmaster or the Assistant Cubmaster in leading Six games, activities and inter Six competition.
- To check the personal cleanliness of the Cubs in his Six such as clothing, nails hair, teeth etc.
- To collect subscription.
- To take charge of the Six Corner and equipment or gears required for his Six.
- To help the members of his Six learn skills by going through the Charan Tests, in learning Cub prayer by the Cubs in flag break or Cub Greeting or in any other duties given to him by his Cubmaster.

A limited amount of responsibility is not harmful to boys of Cub age. On the contrary, it is a right method of controlling their self-assertiveness and growing individuality by directing these instincts into useful channels. It is the excess of responsibility, which is harmful.

Sixers Council

The Sixers Council consists of the Cubmaster, Assistant Cubmaster and Sixers. Second may be invited. It is a body, which holds regular informal meetings to discuss the plan of activities for the Pack. It may be held in the Cub Den or in the house of Cubmaster or the house of a Sixer.

Sixers Council meets whenever required by the Cub Master to decide the forth coming events, Parent's meetings, Prayer meetings. Sixer's Council is used for filling Six records, making charts, try out games, choose ways of keeping order, paint the Six boxes, cleanliness of the den by turn. It is the Cubmaster who takes all decisions, because Cubs are not matured enough to take right decision. The Cubmaster tells the Sixers what is expected of them and how they are going to find them useful and so on, and he keeps it all quite informal and friendly.

Sixers Council is not connected to the technical training of the Sixers. Sixers are trained by the Cubmaster through instructional meetings. These meetings are held soon after the Sixers Council. In the instructional meeting the old work of the Sixers is revised and new work done. In other words Sixers learn in Advance for the activities, which are planned for the next meeting.



An Attempt to Recollect

Try testing your memory by answering the following questions:

5. What is the purpose of the Six system?
6. Who appoints the Senior Sixer?
7. Who are the members of the Sixers Council?
8. Where does the Cubmaster train his Sixers?
9. Whose duty is to take care of the equipment of the Six?
10. How are the Sixes distinguished from one another?



Thought for Reflection

Sixers and Seconds should only be given actual responsibility in leading and in teaching under the Cubmaster's direct supervision. A Sixer is not a "junior Patrol Leader" and should not be looked upon as capable of taking charge of or of training his Six.

- Baden-Powell

For further Reading:

13. The Wolf Cub's Handbook*
14. Cubmaster's Handbook*
15. Wolf Cubs by 'Gilcraft'.
16. Letters to a Wolf Cub by 'Gilcraft'.
17. How to Run a Pack by 'Gilcraft'.

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?

Here are the answers to your memory test:

5. What is the purpose of the Six system?

To build up a healthy Pack.

6. Who appoints the Senior Sixer?

The Cubmaster.

7. Who are the members of the Sixers Council?

The Cubmaster, Assistant Cubmaster and Sixers.

8. Where does the Cubmaster train his Sixers?

At the instructional meetings.

9. Whose duty is to take care of the equipment of the Six?

Sixer.

10. How are the Sixes distinguished from one another?

By colours.



Pack, Pack Den, Pack Records, Pack and Parents, Pack and Schools

The whole idea of Cubbing is to prepare the small boy for Scouting. For this we need to train him to be alive, alert, and interested in all around him, and develop in him a sense of obedience to the Cubmaster which is the beginning of the team spirit, so necessary to good Scouting. Happiness is the key word of successful Scouting and it should be your first aim to have happiness in your Pack.

*** (Wherever the term Cubmaster is used, it includes Lady Cubmaster also).*

Objectives

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

10. Explain the composition of a Cub Pack.
11. Provide guidance in maintaining the Pack Den.
12. List the records to be maintained in the Cub Pack.
13. Relate successfully with the parents of your Cubs.
14. Suggest means of maintaining good relationship with the School.

Thought for Reflection

Happiness is a virtue given in large shares to some than others, and is a very necessary quality whatever our walk of life, and therefore we must ourselves be happy if we wish to have a happy Pack. Boys like to laugh a lot – laugh with them, enter into the spirit of their games and try and feel some of the zest for life, which they have, in such abundance.

- 'Gilcraft'

CUB PACK

Lord Baden-Powell wanted the younger boys to be trained into good citizens using the play-way method and adopting the Jungle Story of Mowgli.

A Cub Pack consists of minimum 12 and a maximum of 24 Cubs. The Cub Pack is generally a unit of a Group (A Group comprises of a Cub Pack, a Scout Troop and a Rover Crew). Where there is no such Group, a Cub Pack is treated as a Group. The name of the Group will be the name of the Cub Pack. A Group is named after the locality, an institution or any great Personality (male) of India. The Cub Pack will have to be registered with the District/Local Association.

Normally we keep all the required items together in one place, may be a shelf or cupboard or store room. Similarly Lord Baden-Powell used the Cubs' cave called Pack Den to keep the equipment required for the Pack.

Here is a picture of some wolves in a Den from the Mowgli stories. This would give you an idea of how a den is. It is a living place for the wolves as seen in the picture. How happy they are so shall be your Cubs in the Pack.



PACK DEN

A Pack Den is the place specially allotted for the Pack. It may be a room a part of a room in the school, or a private building. The specially allotted place should be named as Pack Den. It is for the Cubmaster to arrange his Den according to the area given.

Every six should have its own separate corner in the Den. The Cubs should decorate their corner neatly and elegantly. How they will decorate it or what they put up will have to be decided by them. The Corner should have the Six Box and Six gears like games, requisites and so forth. A portable screen, rigged up at the corner will enable the Six to have certain amount of exclusiveness and privacy and such a screen should have appropriate decoration. Common Pack property other than Six gear should be kept apart elsewhere under the charge of the Assistant Cubmaster, who should check up from time to time and make sure that everything is in good condition and ready for use always.

All records of the Pack (registers, files and books) will be kept here. The Pack library, training equipment, games equipment and other articles should be kept in the Den arranged neatly and in an orderly manner. The walls of the room will display the Progress Chart of the members Six-wise. The Pack Notice Board will display Pack Notices. A wide variety of posters on Mowgli story, Proficiency badges, etc., can be displayed on the walls.

Portraits of the Founder Lord Baden-Powell, Lady Baden-Powell, other leaders of the Scout Movement as well as photographs of various Pack activities should find a prominent place on the walls of the room. A special Honour Board should provide the names of Cubs who have qualified for the Chaturtha Charan and Golden Arrow Badge. There should also be Roll of Honour boards giving the names of both past and present Pack Scouters, Senior Sixers and Sixers.

The trophies and shields won by the Cubs, handicrafts and models prepared by the Cubs should be prominently displayed in the Pack Den.

It is up to you to put your thinking caps on and see how you can best use the space that has been given to you. There are a lot of things you can do to make your Pack Den look a real Den.

Be proud of your Pack Den, and see that each member of the Pack does his bit to keep it neat and tidy, so that when a visitor comes to see you, he may see how good a Pack you by the tidiness of your Den.

PACK RECORDS

Proper records are a duty, which is too often neglected. The most important record is the register, containing a full record of each Cub's history in the Pack, his age, address etc. Next in importance comes the Log. A well-bound notebook is all that is needed. Decorate it suitably, put the log itself on the right-hand pages, and reserve the left for photographs, sketches and cuttings.

The best system is to write up a general account of the Pack's life every month or two months, including such items as new Cubs, Cubs gone up, badges won, and Cub names awarded. Camps and other important programmes get special treatment. The Cubs should not only be allowed to read it but should be encouraged to write and draw in it as well, and they will take a real pride in the Log and very soon it will become of the Pack's greatest treasures.



Other records to be maintained are Attendance Register, Progress Register, Correspondence File, Cash book and Ledger, Stock Register, Library Register, Minutes book, photo album, etc.

PACK AND PARENTS

Try recollecting the days you spent with your Parents as a youngster. How they loved and cared for you and brought you up with enthusiasm and motivation encouraging you at every step you have taken to be what you are today. Similarly the boys you are going to handle come from such loving parents whom you should approach and build cordial relations with.

As an adult you realize the importance the parents have played in your life and what they have done for you. Similarly you should be aware that the parents play an important role in Cubbing. You must keep in close touch with parents of the



boys from the beginning.

Approach parents living close to the area where you propose starting a Cub Pack. Find time to meet each one of them, both mother and father and explain to them about Cubbing, its aim and purpose and that you are looking out for boys in the Cub age to be enrolled in the Cub Pack you propose to start. Even if you propose to enroll more Cubs in an existing Unit, you still need to meet parents of boys in the Cub age and explain to them what Cubbing is all about, and request them to enroll their son in your Cub Pack. In case your Unit has prepared a pamphlet on "Why your boy should join Cubbing", or "Cubbing, a word to Parents," you can leave a copy of it with the parents you approach. When you receive a positive response from them, you should ensure that they receive the 'Unit Membership Form'.

Once the boys have been enrolled in your Pack, on your first visit to the parents you should explain about the Uniform and how much it would cost. You have to visit the parents as often as you can and should get to know them well. You should explain to them about the various activities related to Cubbing and seek their cooperation in running the Pack. Whenever you organise special events such as Camps, Annual Day, Thinking Day, Republic Day, Independence Day celebrations etc., in your Pack/Group, make sure you invite the Parents. It would be good if your Pack could organise a Parents Evening and parents of all the members are invited for it. Important occasions on which parents need to be invited are at the Investiture ceremony or during Badge presentation. This would serve as a fine opportunity for meeting the parents and getting them interested in the Pack. If they are there when the boy is making his Promise they will be so much better able to understand what we are trying to do; they will be able to help him and will become far more interested in the boy's activities as a Cub. Either tell the boys to ask their parents to come along, or else go and see them yourself and invite them.

Some parents would be too willing to offer their help to the Cub Pack. You should be able to successfully utilise their services either in the form of sponsoring some events, or organising certain facilities such as transport during camps and outings, decorating the Pack Den, procuring some equipment essential for the Pack, strengthening the Pack library etc. Once you get to know the parents and their potentials, you could even associate them in serving as Badge Instructors or Badge Examiners. They can teach your Cubs handicrafts and other skills. It is ultimately left to your effort to befriend them and utilise them for the good of the Cub Pack.

Pack and School

The Cubs are from Schools, which are under the care of Headmaster. Pack must therefore involve and take the guidance of the Headmaster. You as the aspiring Cubmaster must have cordial relationship with the Headmaster. You should also have cordial relations with the other staff of the School so that adult help can be easily obtained for camping, and other activities. You as the Cubmaster must get permission from the Headmaster to run the Pack. Further written permission must be obtained whenever required such as to take the Cubs outside for Camping, nature ramble, local rally, Pack Holidays, Cub Utsavs, etc. The Headmaster will feel proud when the Pack from his school receives awards and will appreciate the running of the Pack and felicitate them in the School meeting. The Headmaster will depute you for further training so that you give much more effective training to the Cubs. He will also grant funds for the Pack. The cordial relation brings good family atmosphere in the Group Council.

The Cubs of your Pack should offer their services to the school. This they can do in several ways. From time to time they can undertake cleanliness work in the school premises. This would help in maintaining the school clean and tidy. They can develop a garden in the school premises comprising of a wide variety of plants. The name of each plant species can be displayed for



which they can take assistance of Rovers and Scouters or experts in the field. This would be of much educational value to the students, teachers as well as the parents who visit the school. The Cubs could also render service during various functions and events in the school (Annual Day, Sports Day, etc.). The services rendered by the Cubs to the School on various occasions would

An Attempt to Recollect



Match the following by connecting statement in column 'A' with the statement in column 'B' by drawing a line:

go a long way in projecting the image of Cubbing.

A

1. Posters on Mowgli story
2. A Cub Pack consists
3. Most important record
4. Cubs rendering service during various functions and events
5. Six Box and Six gears
6. Developing a sense of obedience to the Cubmaster
7. "Why your boy should join Cubbing" pamphlet
8. Cordial relationship with the Headmaster and other staff of the School
9. Parents presence at an Investiture ceremony
10. The left side of the Log book

B

- Register containing full record of each Cub's history in the Pack stored in the Pack Den
- stored in Six corners
- minimum 12 and maximum 24 Cubs.
- enhances relationship in the School
- enhances interest in the boy's activities as a Cub
- is the beginning of the team spirit
- meant for parents
- meant for photographs, sketches stored in the Pack Den
- facilitates adult help for camping and other activities

For further Reading:

18. The Wolf Cub's Handbook*
19. Cubmaster's Handbook*
20. Wolf Cubs by 'Gilcraft'.
21. Letters to a Wolf Cub by 'Gilcraft'.
22. How to Run a Pack by 'Gilcraft'.

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?

Here are the answers to your memory test:



- | A | B |
|--|---|
| 11. Posters on Mowgli story | Register containing full record of each Cub's history in the Pack |
| 12. A Cub Pack consists | stored in the Pack Den |
| 13. Most important record | stored in Six corners |
| 14. Cubs rendering service during various functions and events | minimum 12 and maximum 24 Cubs. |
| 15. Six Box and Six gears | enhances relationship in the School |
| 16. Developing a sense of obedience to the Cubmaster | enhances interest in the boy's activities as a Cub |
| 17. "Why your boy should join Cubbing" pamphlet | is the beginning of the team spirit |
| 18. Cordial relationship with the Headmaster and other staff of the School | meant for parents |
| 19. Parents presence at an Investiture ceremony | meant for photographs, sketches stored in the Pack Den |
| 20. The left side of the Log book | facilitates adult help for camping and other activities |

Knowledge of APRO and Other Reference Books

As a Cubmaster it is essential that you familiarize yourself with the APRO Part – I, APRO Part – II, Rules Book and other books on Cubbing.

*** (Wherever the term Cubmaster is used, it includes Lady Cubmaster also).*

Objectives

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

4. List the main contents of APRO Part – I.
5. List the main contents of APRO Part – II.
6. Explain what Rules book deals with.
7. List others books on Cubbing.

Thought for Reflection

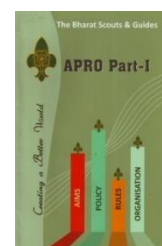
Books are the best friends a man can have. You choose those that you like; you can rely on them at all times; they can help you in your work, in your leisure, and in your sorrow. You have them always around you at your beck and call in your home.

- Baden-Powell

AIMS, POLICIES, RULES & ORGANISATION PART - I (APRO PART - I)

APRO Part - I deals with the general Rules pertaining to the Bharat Scouts and Guides. The book provides details about Registration procedures at all levels, Warrants of Appointments for different posts, Uniform for Executive and Non-Executive Ranks, and various Decorations and Awards.

It comprises of seven Chapters.



Chapter I deals with the Fundamentals of the Bharat Scouts and Guides.

Chapter II deals with the Emblem of the Bharat Scouts and Guides and other Emblems; The World Scout Badge and the World Guide Badge; The Flags (National, World Scout Flag, World Guide Flag, BSG Flag, Group Flag, and Patrol Flag); Religious and Moral Policy of the Scout and Guide Movement; Scouts' Own and Guides' Own; Financial Policy; The Scout Wing and the Guide Wing; External Relations and Registration of Indian Groups/Associations.

Chapter III provides details about the Registration of the National Association; Affiliation of State Association; and Registration of Divisional/District/Local Association, Group, and Lone Group; Cancellation of Registration.

Chapter IV deals with Warrants of Appointments at various level – National to Group.

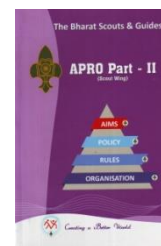
Chapter V specifies the Uniform for Executives and Non Executive Ranks at various levels – National to Divisional/District/Local Association.

Chapter VI is on Decorations and Awards.

Chapter VII deals with Miscellaneous matters – Bands; Autographs; Communications; Drill, March past and Posse of Welcome; Theatres; Certificates and Letters of Recommendations; Bathing, Swimming and Boating; Camp Warden; Inter District Visits and Participations; Inter State Visits and Participations; and International Visits and Participations.

AIMS, POLICIES, RULES & ORGANISATION PART - II (APRO PART - II)

APRO Part - II deals with Boy Programme prescribed by the Bharat Scouts and Guides for all the three sections namely Cub, Scout and Rover. Generally speaking the book provides details as to who can be a member in each section, the eligibility of their leaders, uniform and test requirements for various levels. It comprises of four chapters.



Chapter 1 pertains to the Cub Section. It commences with the 14 Programme Ideals of the Cub Section. This chapter deals with who can be a Cub; composition of the Cub Pack; Cubmaster and Assistant Cubmasters – their eligibility, functions, and their uniform; the Six System; Cub uniform; Scheme of Advancement of a Cub; Test requirements for each level – Pravesh, Pratham Charan, Dwitiya Charan, Tritiya Charan, Chaturtha Charan, and Golden Arrow Badge; Cub Proficiency Badges; and Guidelines for Cub Camps.

Chapter 2 pertains to the Scout Section. It commences with the 14 Programme Ideals of the Scout Section. This chapter deals with who can be a Scout; composition of the Scout Troop; Scoutmaster and Assistant Scoutmasters – their eligibility, functions, and their uniform; the Patrol System; Scout uniform, Sea Scout uniform, Air Scout uniform; Scheme of Advancement of a Scout, Sea Scout, and Air Scout; Test requirements for each level – Pravesh, Pratham Sopan, Dwitiya Sopan, Tritiya Sopan, Rajya Puraskar Scout Badge, and Rashtrapati Scout Award; Scout Proficiency Badges; and Guidelines for Hikes, Treks and Camps for Scouts.

Chapter 3 pertains to the Rover Section. It commences with the 14 Programme Ideals of the Rover Section. This chapter deals with who can be a Rover; composition of the Rover Crew; Rover Scout Leader and Assistant Rover Scout Leaders – their eligibility, functions, and their uniform; Rover Mates; Crew Council; Rover uniform, Sea Rover uniform, Air Rover uniform; Grameen Rover uniform; Scheme of Advancement of a Rover, Sea Rover, Air Rover and Grameen Rover; Test requirements for each level – Pravesh, Nipun, Rajya Puraskar Rover Badge, and Rashtrapati Rover Award; Rover Proficiency Badges; Rover-in-Service; and Guidelines for Hikes, Treks and Camps for Rovers.

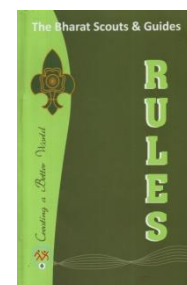
Chapter 4 pertains to Special Branches namely Extension Scouting, Sea Scouting Branch, Air Scouting Branch and Venture Club of BSG.

Details of the Bunny Scheme is provided in this book.

The requirements for the Proficiency Badges of all the three sections are given in the Appendix.

RULES BOOK

It is the well laid down rules that help in achieving the aims and objectives of an Organisation. Accordingly the Bharat Scouts and Guides, ever since its inception, has had well defined set of Rules based on democratic principles. From time to time depending on the changing circumstances amendments are being made to these rules. The Bharat Scouts and Guides has brought out a book titled “Rules” and as and when amendments are made, they are aptly incorporated and the revised book is published accordingly.



On going through the Rules book you can familiarize yourself with various matters at National, Regional, State, District/Local Association, and Group level pertaining to the Organisational set up; Office bearers, their mode of Election and Appointments, their powers and functions; The composition of Council and Executive, frequency and matters for discussion at the meetings; various Committees.

The Rules book comprises of seven chapters.

Chapter 1 pertains to the National Association. Besides definitions this chapter deals with matters pertaining to Membership, Chief Patron and Patron, The National Council (its members, its duration, its powers and functions, and its meetings), The Office Bearers and Officers of the National Association, The President and Vice Presidents, The Chief National Commissioner – the election process, powers and functions, the mode of appointment and functions of: The National Commissioner of Scouts and the National Commissioner of Guides, The International Commissioner of Scouts and the International Commissioner of Guides, The Deputy National Commissioner of Scouts and the Deputy National Commissioner of Guides, and The National Headquarters Commissioners. This chapter also deals with the process of electing the National Treasurer and the functions of the National Treasurer, the process of appointment and responsibilities of various professionals of the National Headquarters, The composition and functions of: the National Planning Committee, the National Finance Committee, The Rules Committee, The National Executive Committee, National Adult Resource Management Committee, The National Scout Committee, The National Guide Committee, and the National Youth Committee.

Chapter 2 pertains to the Regional Organisation. It deals with the process of appointing and the functions of the Assistant Director, the Regional Organising Commissioner of Scouts and the Regional Organising Commissioner of Guides.

Chapter 3 pertains to the State Association. Besides the procedure to be adopted/ followed forming the State Associations after the civil state is bifurcated, this chapter deals with matters pertaining to Membership, Patron and Vice-Patron, The State Council (its members, its duration, its powers and functions, and its meetings), The Office Bearers and Officers of the State Association, The President and Vice Presidents, The State Chief Commissioner – the election process, powers and functions, the mode of appointment and functions of: The State Commissioner of Scouts and the State Commissioner of Guides, The State Secretary, Joint State Secretary and the Assistant State Secretary, The Assistant State Commissioner of Scouts and the Assistant State Commissioner of Guides, The State Organising Commissioner of Scouts and State Organising Commissioner of Guides, The Joint or Assistant State Organising Commissioners of Scouts and Guides, The Headquarters Commissioners, The State Training Commissioner of Scouts and State Training Commissioner of Guides, The Assistant State Training Commissioners of Scouts and Guides. This chapter also deals with the process of electing the State Treasurer and the functions of the State Treasurer, The composition and functions of: the State Planning Committee, the Finance Committee, The State Executive Committee, The State Adult Resource Management Committee, The State Scout Committee, The State Guide Committee, the State Youth Committee and the State Badge Committee.

Chapter 4 pertains to the Divisional Organisation. This chapter deals with Divisional Organisation set up, the mode of appointment and the functions of the Divisional Organising Commissioner.

Chapter 5 pertains to District Associations. Besides the registration procedure this chapter deals with matters pertaining to Membership, The District Council (its members, its duration, its powers and functions, and its meetings), The Office Bearers and Officers of the District Association, The President and Vice- Presidents, the mode of appointment and functions of: The District Chief Commissioner, The District Commissioners of Scouts and Guides, The Assistant District Commissioners of Scouts and Guides, The Headquarters Commissioners, The District Secretary, Joint District Secretary and the Assistant District

Secretary, The District Organising Commissioner of Scouts and District Organising Commissioner of Guides, The District Training Commissioner of Scouts and District Training Commissioner of Guides, and The Training Counsellors of Scouts and Guides. This chapter also deals with the process of electing the District Treasurer and the functions of the District Treasurer, The composition and functions of: The District Executive Committee, the District Badge Committee, the District Planning Committee, the District Finance Committee, The District Adult Resource Management Committee, The District Scout Committee, The District Guide Committee, the District Youth Committee and the District Community Development Committee.

Chapter 6 pertains to Local Association. Besides the registration procedure this chapter deals with matters pertaining to Membership, The Local Council (its members, its duration, its powers and functions, and its meetings), The Office Bearers and Officials of the Local Association, The President, Vice- Presidents, and Chairman of the Executive Committee, the mode of appointment and functions of: The Assistant District Commissioners of Scouts and Guides, The Local Association Secretary and the Joint Local Association. This chapter also deals with the process of electing the Local Association Treasurer and the functions of the Local Association Treasurer, The composition and functions of: The Local Association Executive Committee, the Local Finance Committee and The Local Adult Resource Management Committee.

Chapter 7 pertains to Group Organisation. Besides the composition of a Group, this chapter deals with the functions of the Group Leader, Group registration, Group Council, Group Committee and Group Finance.

Others Books on Cubbing

It would be of much help for you as a Cubmaster if you could read the following books. They may be available in the District/State Library or with any Senior Cub Trainer.

1. Wolf Cubs by 'Gilcraft'
2. Letters to a Wolf Cub by 'Gilcraft'
3. How to Run a Pack by 'Gilcraft'
4. Cubmaster's Handbook by T.V. Neelakantam*
5. A Handbook of Cubbing* (Revised version of Wolf Cubs by 'Gilcraft')
6. Games for Cubs by 'Gilcraft'
7. The Jungle Book by Rudyard Kipling
8. Jungle Wisdom by V.C. Barclay
9. 100 Ideas for Pack Meeting (Scouter's Books)
10. 100 Ideas for Outdoor Pack Meeting (Scouter's Books)
11. Pack Holidays (Scouter's Books)
12. Special Pack Meetings (Scouter's Books)
13. Camping for Cubs (The Scouter's Books No. 15)
14. Handicraft with Cub Scouts (The Scouter's Books No. 23)

An Attempt to Recollect



Try testing your memory by answering the following questions:

2. Which book published by the Bharat Scouts and Guides, National Headquarters deals with Decorations and Awards?
3. Which book published by the Bharat Scouts and Guides, National Headquarters deals with details regarding uniform for the Cub and the Cubmaster?
4. How many Chapters does the Rules book published by the Bharat Scouts and Guides, National Headquarters contain? Which Chapter deals with details pertaining to the Scout Group?
5. If you need to know about the Religious and Moral Policy of the Scout and Guide Movement which book would you refer?
6. Which Chapter of APRO Part II provides the guidelines for Cub Camps?
7. What details pertaining to the Group are provided in the Rules Book?

How much have I got it right?

Here are the answers to your memory test:

1. Which book published by the Bharat Scouts and Guides, National Headquarters deals with Decorations and Awards?

APRO Part – I.

1. Which book published by the Bharat Scouts and Guides, National Headquarters deals with details regarding uniform for the Cub and the Cubmaster?

2. *APRO Part – II.*

3. How many Chapters does the Rules book published by the Bharat Scouts and Guides, National Headquarters contain? Which Chapter deals with details pertaining to the Scout Group?

Seven Chapters. Chapter 7 contains details on the Scout Group.

4. If you need to know about the Religious and Moral Policy of the Scout and Guide Movement which book would you refer?

APRO Part – I (Chapter II)

5. Which Chapter of APRO Part II provides the guidelines for Cub Camps?

Chapter 1.

6. What details pertaining to the Group are provided in the Rules Book?

Composition of a Group, functions of the Group Leader, Group registration, Group Council, Group Committee and Group Finance.

Responsibilities of a Cubmaster

The Cubmaster who is known as “Akela” is of very great importance in relation to the boys. They need to capture the spirit of Cubbing so that they will be able to create the right atmosphere in their contact with the boys.

*** (Wherever the term Cubmaster is used, it includes Lady Cubmaster also).*

To be an effective Cubmaster, you must visit other Packs in order to learn from them, Read books related to Cubbing especially and undergo training for Cubmasters. On completing the Basic Course, work towards the Advanced Course and finally make sure you undergo Wood Badge Course.

Objectives

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

1. Explain the qualities essential for a Cubmaster.
2. List the responsibilities of a Cubmaster.

Thought for Reflection

There are two fundamental points to be considered in dealing with the Cubs. The first is that the only man who can hope for real success as a trainer of Cubs is the one who can be their “elder brother.” The second is that the boy of eight to ten is in every way quite different from the boy of eleven to fifteen.

- Baden-Powell

Qualities of a Cubmaster

Motives play a great part in determining whether or not we are the right people for our work. There are a wide variety of what might be called adequate motives, such as love for the small boy, a desire to do some work for the community, and enthusiasm for the life and ideals of Scouting. Most of us probably come under one of these categories.

Motives determine our outlook, and our outlook is a great factor in our efficiency. By our outlook it means our vision of Scouting as a whole. To those who have been in the Movement for some years, Scouting is more than a system of work and play and character training; more, even, than a Brotherhood; it is an attitude towards life. It is something, which does really pervade our whole day and has a great deal to do with how we react to any given set of circumstances.

It is worthwhile to look into some of the other qualities, which make for efficiency in the Cubmaster. The first is affection for the boys. The only way to win your boy's affection is to love them. But something more than love is needed if the Pack is to be effectively run and that is Personality. There must be something in the Akela, which inspires respect and admiration as well as affection. Otherwise, how is discipline to be maintained? Cub discipline cannot rest on fear of punishment. This question of personality means a lot, not only to the Cubs, but to many young Cubmasters and Assistant Cubmasters. If they are absolutely sincere, both with themselves and with others, if they have a firm belief in all Scouting means to the present generation and to the world of the future, they need not be unduly worried. They will then be prepared to put any amount of hard thought and hard work into what will be for them a labour of love and it would have its own reward.

Yet again, Akela must have high ideals, and must constantly be trying to put them into practice. Unless this is so, it is but unfair and useless to ask the Cubs to live up to the high ideal of their Law and Promise. When the Akela lives up to the law and obeys the Promise as well, throughout the whole of life, only then can he inspire the boys with noble resolves and high ideals.

Akela must be able and willing to get down to the boy's level. He must forget the years behind him, and play as children with the children. However much we may feel like laughing at their make-believe we must control the desire; we must go farther, and be willing to be bears, or pirates as the situation demands. We must be interested in the things in which a small boy is interested – football, cricket, stamp collecting, marbles and tops.



Akela must be scrupulously fair. He must never have favourites. Nothing could be more disastrous than favouritism, and the boys are very quick to notice it. At times we cannot help liking some boys more than others, but we must never allow it to influence our actions or judgements. We must be as kind and devoted to the unattractive Cub as to any other, for he will be the one who needs it most. A good way of guarding against favoritism is to demand a high standard from those boys to whom we are most attracted.

A Cubmaster should not overprotect the Cubs and seek to remove every obstacle and danger from their path. He must teach them to recognise these obstacles and dangers and teach them how to overcome them and guard against them. They will meet obstacles and dangers in their lives, and if they have been wrapped in cotton wool all the time they will find it very difficult –almost impossible –to overcome them. You must prepare your Cubs to meet the very hard facts of life.

Another very necessary virtue is self-control, exercised in more directions than one. All Cubmasters should be able to control their tempers. Cubs can be extremely irritating at times, but it is no use losing one's temper with them. It only results in a lowering of their estimate of Akela without achieving any positive result. It does not mean that he should never be angry with his Cubs. It is not pleasant to have to be severe with them, but there are times when it is necessary. But being angry and losing one's temper are two vastly different things. Self-control in another direction means not losing "your head" in moments of anxiety or being intensely busy. It adds immensely to the happiness of the family if the Akela is a cool and composed person on whom the others can depend in all moments of stress and crisis.

All Cubmasters who are keen on their job will have to take every opportunity of equipping themselves with the knowledge, which they need.

The boys of Cub age have the tendency to lie, to be selfish, to be cruel etc. It is important to recognise that these attributes are the natural outcome of the peculiar attitude of mind at that age. The Cubmaster must be quick to recognise the evil points where they show themselves. The very usual process on the part of parents who have forgotten their childhood is at once to repress such attributes. But repression is the very worst possible line to take. It tends to make the boy to lie more cunningly. The great principle for dealing with the Cub Pack, and one by which the youngsters can be attracted and their failings remedied is by making the Cubs into a happy family.

Responsibilities of a Cubmaster

The responsibilities of a Cubmaster are:

1. Ensuring Registration of the Unit with the District/Local Association and renewal of Unit registration every year.
2. Providing a place for conducting Pack Meetings (Pack Den).
3. Equipping the Pack Den with necessary material.
4. Dividing the Pack into Sixes.
5. Appointing Sixers for each Six in his Cub Pack.
6. Appointing Seconds for each Six in consultation with the Sixer concerned.
7. Appointing a Senior Sixer from one among the Sixers.
8. Conducting Pack Meetings regularly.
9. Providing programmes and experiences geared to development of boys to meet their needs and interests.
10. Teaching Law and Promise to the Cubs.



11. Conducting the Investiture ceremony for the Cubs.
12. Teaching Jungle Dances to his Cubs.
13. Arranging for training and testing of Cubs for Pravesh and Pratham Charan.
14. Presenting the Advancement Badges and the Proficiency Badges when the Cubs qualify for them.
15. Obtaining written permission from the District Commissioner/Scout for conducting a Cub Camp.
16. Encouraging spiritual life through learning to live and play together.
17. Ensuring proper maintenance of Pack Records.
18. Keeping the parents informed about the performance of his Cubs in the Pack.

An Attempt to Recollect

Try testing your memory by answering the following questions:

1. What determines our outlook?
2. What is the first quality that leads to the efficiency of the Cubmaster?
3. What is meant by outlook in the context of Scouting?
4. How does the Cubmaster inspire the boys with noble resolves and high ideals?
5. What would happen if the Cubmaster loses his temper?
6. Who has to conduct the Investiture ceremony for the Cubs?
7. Who grants permission for to the Cub Pack for conducting its camp?
8. Once a Cub Pack has been registered, with whom its registration has to be renewed every year?
9. What are the three things to be done to be an effective Cubmaster?
10. Who is responsible for teaching the Cubs Law and Promise?



For further Reading:

1. The Wolf Cub's Handbook*
2. Cubmaster's Handbook*
3. Wolf Cubs by 'Gilcraft'.
4. Letters to a Wolf Cub by 'Gilcraft'.
5. How to Run a Pack by 'Gilcraft'.

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?



Here are the answers to your memory test:

1. What determines our outlook?
2. *Motives.*
3. What is the first quality that leads to the efficiency of the Cubmaster?
 - a. *Affection for the boys.*
4. What is meant by outlook in the context of Scouting?
 - a. *It means our vision of Scouting as a whole.*
5. How does the Cubmaster inspire the boys with noble resolves and high ideals?
 - a. *By living up to the Law and obeying the Promise, throughout his life.*
6. What would happen if the Cubmaster loses his temper?
 - a. *It would result in a lowering of the estimate of the Cubmaster in the minds of the Cubs, without achieving any positive result.*
7. Who has to conduct the Investiture ceremony for the Cubs?
 - a. *The Cubmaster.*
8. Who grants permission for to the Cub Pack for conducting its camp?
 - a. *The District Commissioner/Scout.*
9. Once a Cub Pack has been registered, with whom its registration has to be renewed every year?
 - a. *The District/Local Association.*
10. What are the three things to be done to be an effective Cubmaster?
 - a. *Visit other Packs, Read literature related to Cubbing; and undergo formal training meant for Cubmasters.*
11. Who is responsible for teaching the Cubs Law and Promise?
 - a. *Akela (Cubmaster).*

The Support The Cubmaster Can Get

When working alone, at times it is too easy to give up when matters get hard. But by obtaining the support of others, you could get motivated and be able to push yourself just a bit further than you would have done on your own. No one person ever has all of the answers, consulting others and obtaining their support in the form of knowledge, material, financial, physical presence, or motivational words will go a long way in continuing your journey towards progress. We can be inspired with the support we get from others.

*** (Wherever the term Cubmaster is used, it includes Lady Cubmaster also).*



Objectives

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

1. List the various sources of support you can obtain as a Cubmaster.
2. Explain how to utilise various forms of support to run the Cub Pack effectively.

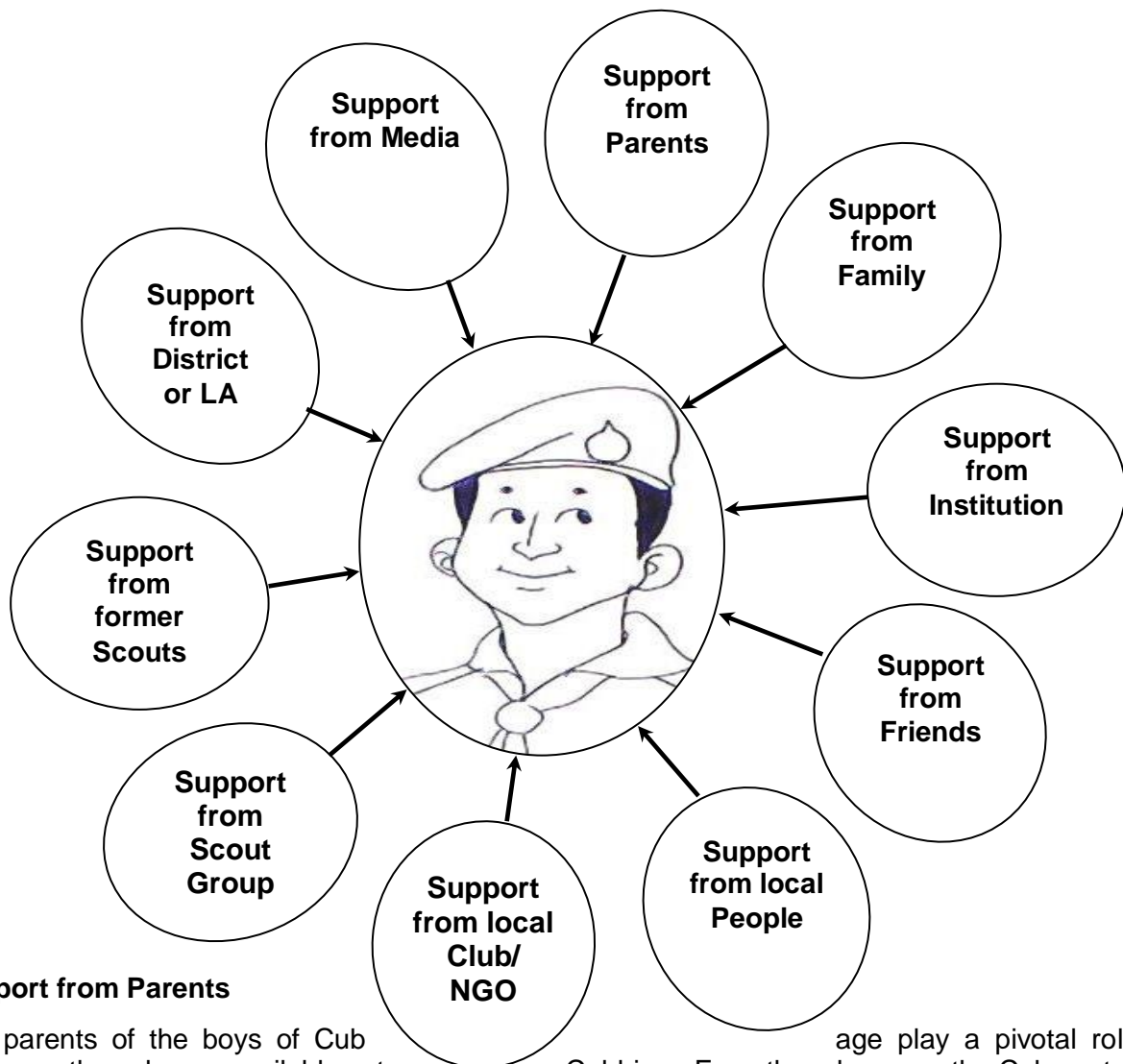
Thought for Reflection

My friends and family are my support system. They tell me what I need to hear, not what I want to hear and they are there for me in the good and bad times. Without them I have no idea where I would be and I know that their love for me is what's keeping my head above the water.

- Kelly Clarkson

Parental support is essential and makes the Cub work more rewarding and successful. Your efforts in running your Cub Pack on effective lines would very much depend upon the nature of support you get from various sources. Hence you should explore what are the various sources from which you can obtain support. It is a sign of maturity and wisdom to seek the advice of others. Generous help is usually at hand for the planners, the organisers and the leaders of programmes such as Cubbing. You need to explore and keep approaching them as frequently as possible.

Many a times we hesitate to approach people. Be positive and you can succeed. You need a wide variety of support to run the Pack effectively. It could be sharing of experience, knowledge, wide variety of ideas, material support, financial support, organising certain special events, providing transport, providing coverage through photographs and video, making available space for conducting activities, providing media publicity, enrolling new members, training, testing, moral support... the list goes on.



Support from Parents

The parents of the boys of Cub age play a pivotal role in making the boy available to Cubbing. Even though you as the Cubmaster go around the neighbourhood meeting the parents of the prospective Cubs, despite your convincing appeal to them, ultimately it is they who have to decide whether to enroll their son in your Cub Pack. Once the boy joins your Pack, for him to attend the Pack Meetings regularly and to actively participate in activities of the Pack and to progress in various stages of his advancement would a great extent depend with the nature of support and encouragement he obtains from his parents. As a Cubmaster you have a major task ahead in applying your skills to motivate the parents in order to get their complete encouragement and support.

You should try your best to contact the parents through home visits. You need to keep them informed about their son performs in the Cub Pack. You should also get to know from them how his behaviour is at home, whether is helpful at home, whether he respects everyone at home, how he performs in school etc. When the boy comes for the Pack Meetings, request the parents to accompany him, and encourage them to stay for the meeting. Invite the parents to witness ceremonies in which their son is involved.

In organising various activities successfully, be it camps and outings, competitions, annual days, any form of celebrations, service projects etc., you can rely on the parents for their support. The support could be in the form of their presence, finance, getting concession towards entry fee, providing transport, fixing VIPs and resource persons, providing training in certain skill areas (handicraft, drawing, cooking etc.), equipping and decorating the Pack Den, media coverage, and so on.

Support from Family

Though the parents offer their support in enrolling their son in the Cub Pack, in order to actively

participate and progress, the Cub needs to be supported by other members in the family. It could be his grand parents, brothers, sisters, aunts and uncles etc. Besides the parents, any other member of the family could be of support to the Cub Pack in various forms as listed under support from parents. Hence the Cubmaster should have an idea of the family composition of his Cubs and be able to approach them to garner support.

Besides obtaining the support of the family members of his Cubs, the Cubmaster in order to function effectively should be able to obtain support from his family members – his parents, his wife, his brothers and sisters.

Support from Institution

In case of a sponsored Unit, support from the School authorities is very much essential. The Headmaster as well as the Teachers need to be appreciative of the Movement. They should permit as well as encourage more and more students to be enrolled as Cubs. They can appeal to the parents during the Parent-Teacher meetings and this would fetch good results. The School should be able to provide a room to serve as a Pack Den. The Institution can also allocate funds towards procuring furniture, equipment, storage material and books necessary for the Pack.

Support from Friends

Whether it is to start a Cub Pack or it is to enhance membership in your Pack, you can approach your friends. Friends will be able to understand and appreciate your efforts and would certainly come forward and provide you a list of parents whom you could approach for enrolling their children. They may even approach the parents on your behalf and bring boys to your Pack. You can also involve your friends in various ways in the successful running of your Pack. They can be approached to sponsor or find sponsors for certain activities. They can serve as Badge Instructors; provide training in art, craft and hobbies. If you could only share your responsibilities and task as a Cubmaster with your friends, if not all, at least a few would come forward to help you in various ways.



Support from Local People

The people in your neighbourhood are in a better position to have an idea of what is happening to a group of boys who are members of your Cub Pack. Whenever the Cubs assemble in uniform, it attracts the attention of the local residents. Whenever you organise a major activity or function in your Cub Pack, you can appeal to the local residents to join as visitors. Some of them who are convinced with the performance of the Pack would even come forward to volunteer their help to the Pack. They can also help in enhancing the membership of your Pack.

Support from Local Club or NGO

In certain locations, Welfare Clubs and Sports Clubs are functioning quite successfully. When approached, the authorities may agree to offer their premises for you to conduct certain activities for the members of your Pack. At times, you can also approach them for material and financial support; or for sponsoring an event.



Members of the Lions Clubs and Rotary International could also be approached and their help sought in sponsoring certain activities of the Pack.

If there is a NGO functioning in the vicinity, you can meet the office bearers and explain to them the various activities you are providing for the Cubs. If you have an annual report or a write up of your Cub Pack, you can give it to them and discuss with them in what ways they could be of help to your Pack. You may get their support when you organise awareness campaigns and service projects.

Support from Scout Group

If your Cub Pack is part of a Scout Group, you will be enjoying the support of Scouters from other sections. It is important you keep interacting frequently with your Group Leader, Scoutmaster, Assistant Scoutmaster, Rover Scout Leader and Assistant Rover Scout Leader. Keep informing about the activities of your Pack and the progress made by your Cubs. Seek their cooperation in assisting you in organising camps, outings, and other activities. You can also request them to make available the service of the Scouts and Rovers in conducting games, teaching songs, art and craft etc., for your Cubs. Make sure you involve the Group Leader at the Investiture ceremony and other ceremonies; involve the Scoutmaster in the Going Up ceremony.



Support from former Scouts

There are a large number of persons who have been associated with the Scout Movement in their younger days and they are now unable to continue for a number of reasons such as heavy workload at the work spot, responsibilities at home, being involved in a number of social service activities, or distance between work spot and home, or even working abroad. Nevertheless, they will be too happy to be of some form of assistance to any Scouting activity. Identify such members and seek their support. You will be fortunate to involve them and be blessed with their support.

Support from District/Local Association

You can approach the office bearers of the District – DOC/S, DTC/S, Training Counsellors, District Secretary, Assistant Secretary, Treasurer, DC/Scout and DCC and invite them for your Pack Annual Day and other functions. You can ask them to process necessary papers/forms for approval be it for camps or recommendations for advancement badges. An important aspect you need to keep in mind is to send periodical report of your activities to the District.

Support from Media

Publicising the activities of your Pack plays a very important role in providing a boost to your Unit as well as projecting the image of our great Movement. When ever you organise any major activity such as awareness campaigns, service projects and celebration of important days, make it a point to prepare an impressive report accompanied by action photographs and approach the local newspapers and magazines and request them to have it published. You can also invite the press reporters for such activities and they will take care of the coverage of your event in their newspapers and magazines.

Technological Support

In a way the advancement in Information Technology is a major blessing to us. You can post action photographs with suitable titles and short write ups of your activities on WhatsApp, Facebook, YouTube etc. It could reach out to your friends or even relatives with whom you have no opportunity contact frequently. They will be delighted to watch such photographs and read such reports and perhaps even contact you with a willingness to support your activity. Even any person who is a stranger to you or who is a member of the Scout Movement but not known to you, who is appreciative of such activities and desires to help you, may possibly send a message to you.

Moral Support

Besides financial, material, physical and administrative support what is essential is moral support. It may not be possible for every one whom you approach to support you with their physical presence, or by providing you finance, or material, but they may be appreciative of all that you do for your Cubs in your Pack. They may talk about your good deeds with their friends, or relatives or officials. This moral support will certainly motivate to a lot better and keep you going.

Never Forget

Always remember even the slightest support offered to you from any source. Be thankful to those special people who have supported you, uplifted you, comforted you, paved way for success and who brought joy in your life.



An Attempt to Recollect

Try testing your memory by answering the following questions:

11. What are the sources of support you can gain from?
12. What type of support you can ask from the Local Club or an NGO?
13. In what way can the Scouts, Rovers and Scouters of your Scout Group help the Cub Pack?
14. What type of support can the school offer?
15. In what ways you can make use of technological support?



How much have I got it right?

Here are the answers to your memory test:

1. What are the sources of support you can gain from?

Parents, Family, Institution, Friends, Local People, Local Club or NGOs, Scout Group, District/Local Association, Media, and Technology.

2. What type of support you can ask from the Local Club or an NGO?

Providing their premises to conduct certain activities for the members of your Pack; material and financial support; or for sponsoring an event.

3. In what way can the Scouts, Rovers and Scouters of your Scout Group help the Cub Pack?

Assist in organising camps, outings, and other activities; conducting games; teaching songs, art and craft for the Cubs.

4. What type of support can the school offer?

Enrolment of its students as Cubs; providing a room to serve as Pack Den; equipping the Pack Den with essential furniture, equipment books and storage material.

5. In what ways you can make use of technological support?

By posting action photographs with suitable titles, short write ups of your Pack activities on WhatsApp, Facebook, YouTube etc.

