

Guideline for the Gold Boomerang

A Cub Leader resource
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as a Wood Bead Project
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CUB SCOUT
GOLD BOOMERANG REQUIREMENTS
Part 1 – Health & First Aid
(Responsibility for Self)

a) Personal Health

- ? Discuss personal hygiene such as showering/bathing regularly, changing clothes and using deodorants.

ONE WARPED IDEA – bring in a pair of really sweaty socks and leave in the hall to get the cubs noticing the smell, and use this as a lead-in to discussing the topic. Other smelly items may suffice too.

- ? Show you understand the different types of foods that will build a healthy body by preparing a menu for one day at a camp.

SAMPLE MENU

Breakfast

cereal,
fruit juice, toasts & spreads.
Coffee and Tea provided.
Pancakes

Morning Tea

Fresh Fruit
Cordial/Water

Lunch

Salad on a Roll

Afternoon Tea

Cake, Fruit and Drink

Tea

BBQ Sausages
Hot Mixed Vege's
bread and butter
cordial

b) Basic First Aid

- ? Check and replenish or put together a simple first aid kit and take it on bushwalks and outings with you

This is a good chance to go through the group's first aid kit. It is not only a chance for the cubs to become aware of the contents, but a chance to check for old or depleted items. However, the kit in the hall may be a bit big & heavy to take on a hike, so have a personal kit as well, so you can also show the difference between the two. The personal can be taken on the hike.

? Tie a sling with a reef knot

A RELAY game where the cubs run to the end of the hall and tie a sling, then a leader unties in time for the next cub. To make it more interesting, have them put the sling onto a leader/cub and then tie the knot in place.

? Show how to treat burns and scalds

The first action for a burn or scald is to place the injury under cold running water for several minutes – until the heat is gone from the burn.

? Show how to treat bleeding

Pressure – Pad – Elevate

Apply pressure and a pad to stop the flow of blood, and raise the injury above the level of the heart so that the flow in the arteries is reduced as it also has to contend with gravity.

? Explain what to do in the case of fainting.

If someone feels that they are about to faint, it is important to lie down or to sit down and put your head between your legs. That's usually enough to restore adequate blood flow to the brain. If it is very hot, try to move to a cooler location.

Loss of consciousness that lasts for more than a minute or two can be serious, however. Often it is a sign of a serious medical problem, such as seizure, serious blow to the head, concussion, heart attack, diabetic coma, epilepsy, or another condition. It is important to treat someone who has fainted or lost consciousness with care to avoid injury. If someone remains unconscious for more than two minutes, get help as quickly as possible.

** The above three can be done as part of a relay type game as well, either as an action or answering a question about it..**

c) Infections

? Show an understanding of what can happen if you eat food that has not been stored correctly.

Food that has not been stored correctly, usually not cold enough, can provide just the right conditions for bacteria to grow in sufficient numbers to cause food poisoning.

It is possible to get a “mild” case. But generally food poisoning is an acute illness, which usually happens within 1 to 36 hours of eating contaminated or poisonous food. The symptoms can include vomiting, diarrhoea, abdominal pain, nausea and fever, which normally last from 1 to 7 days.

Causes of Food Poisoning

Each type of food poisoning has a characteristic incubation period (the time it takes from eating to symptoms) and main symptoms depending on the cause. The various causes of food poisoning are :-

Harmful bacteria (pathogens) are the most common causes of food poisoning; it usually takes a very high number of bacteria to make someone ill. Bacteria responsible for food poisoning can grow in food quickly, especially in warm and moist conditions. Just a single bacterium on an item of food left out of the fridge overnight could harbour many millions of bacteria by the morning, enough to make you ill if you eat it.

Viruses also cause cases of vomiting and diarrhoea. They do not multiply in food but a much smaller number is needed to make someone ill. Airborne infection is common and can spread easily from person to person.

Food poisoning is also possible from

- ? **Chemicals** (when someone accidentally eats or drinks poisonous chemicals that are stored in unlabelled bottles or when food is contaminated with chemicals or additives)
- ? **Metallic poisoning** (when food and drink has been in contact with certain metals) and
- ? **Poisonous plants/animals** (such as deadly nightshade, toadstools and Japanese puffer fish)

? [Discuss the ways to store food appropriately.](#)

Store food correctly

Unless it is preserved, such as by canning or drying, food needs to be kept at the correct temperature. This helps to prevent bacteria from growing or toxins from forming. Look at the label for guidance on how to keep food.

- ? Store fresh food shopping in the fridge within two hours of purchase - sooner if the weather is hot.

- ? Store meal leftovers in the fridge within two hours of preparation - sooner if the weather is hot. Don't keep leftovers for longer than two days.
- ? Always follow 'Use by' dates on food.
- ? Raw food such as meat should be stored in airtight containers and kept at the bottom of the fridge to prevent juices or blood from dripping onto other food. Don't allow it to make contact with cooked food or items such as salads as these will not be reheated as the bacteria that get onto the food will not be killed.

d) **Adult Help**

- ? Explain why you need adult help in case of accidents

The cubs(s) need to think about this and realise for themselves why they can't do it all on their own in such situations.

- ? Pass a message, including an address, from one adult to another.

Use a RELAY style Game to pass a suitable message in a form of chinese whispers – the cubs are allowed to repeat the message to the next cub if needed, and all the critical information is needed at the end.

- ? Explain how to use a mobile phone and a public phone and discuss the steps you would take to make an emergency call.

DISCUSS, then utilise free mobile to mobile call to another leader/friend. Ensure the person on the other end of the call has the list below to make the call as realistic as possible.

What happens when you call Triple Zero (000)?

- ? When you **dial 000**, your call is connected to the Telstra Emergency Call service centre
- ? You will be asked **"Police, Fire or Ambulance?"**
- ? Advise the operator of the service you require. If you are calling from a mobile or satellite phone the operator will ask for other location information
- ? Your call will immediately be transferred through to the emergency service you request, who will take details of the situation
- ? **Stay on the line**, speak clearly and answer the operator's questions
- ? You will be asked to provide details of where you are, including street number, name and nearest cross street, and locality. In

rural areas it is important to give the full address and distances from landmarks and roads, not just the name of the property. If travelling on the motorways or along rural roads include details of towns or nearest exits passed through.

- ? **Don't hang up** until the operator has all the information they need, if possible you will be asked to wait for a police officer at an arranged location.

CUB SCOUT
GOLD BOOMERANG REQUIREMENTS
Part 2 – Safety
(Responsibility for Self)

a) Buddy System

? Explain the Buddy System and teach it to younger Cub Scout.

Have the Gold Cub explain to a bronze, who then explains to a leader, thus covering both sections.

The **buddy system** is a procedure in which two people, "the buddies", operate together as a single unit so that they are able to monitor and help each other. In adventurous or dangerous activities, where the buddies are often equals, the main benefit of the system is improved safety: each may be able to prevent the other becoming a casualty or rescue the other in a crisis. When this system is used as part of training or the induction of newcomers to an organisation, the less experienced buddy learns more quickly from close and frequent contact with the experienced buddy than when operating alone. This concept is also applicable to minimise tool setup time.

The buddy system is used in:

- ? The US armed forces, referred to by various names in each branch ("Wingmen" in the Air Force, "Battle Buddies" in the Army, "Shipmates" in the Navy)
- ? Scuba-diving, where it is called buddy-diving
- ? Firefighting, where it is called the two-in, two-out principle.
- ? and of course, Scouting

b) Home

? Discuss the causes of poisons at home.

Many items, such as medicines, cleaning products & plants in your home can be poisons to children.

But the main cause of children's deaths from poisoning is vitamin pills with iron. A child can die after swallowing as few as five of these pills.

Some dangerous medicines are:

diet pills stimulants--pills to help you stay awake
decongestants--pills that help clear a stuffy nose

other medicines, like those that treat depression or high blood pressure

Some dangerous household products are:

art supplies

dishwasher detergent, bleach, and ammonia

petrol, kerosene, paint thinners, antifreeze,

beer, wine and liquor other products with alcohol, like mouthwash,

aftershave and colognes

houseplants

Poison Proof Your Home

To protect your child:

Close containers right after you use them.

Make sure child-resistant caps are on right.

Keep vitamins, medicines, cleaners, and other dangerous products in the containers they came in. Don't store these products in cups, soft-drink bottles, or milk cartons. Children may think they are OK to eat or drink.

Keep these containers where children can't reach or even see them.

Buy only art supplies labeled as safe (nontoxic) for children.

Learn the Symptoms of Poisoning

If you see an open or spilled bottle of pills or other dangerous product, your child may be poisoned.

An important sign of poisoning is when children who were well develop unusual symptoms:

They're sleepy even though it's not nap time.

They can't follow you with their eyes.

Their eyes go around in circles.

They have burns or stains around the mouth.

Their breath smells strange.

What Should You Do If You Suspect Poisoning?

If you think a child has swallowed, breathed in, or touched poison, call the poison control centre or your doctor right away. Post their numbers near your phone. The nearest poison control centre should be listed with other emergency numbers at the beginning of your phone book.

(Phone 13-1126 Australia-wide for the Poison Information Centre)

If you can, tell them:

the name of the poison

the way the poison was taken--swallowed, breathed in, or splashed on the skin or in the eyes

if your child has vomited

your child's age, height and weight

any health problems your child may have

If you are told to go to the hospital emergency room, take the poison with you.

? [Discuss what to do at home in the case of an electrical storm.](#)

How to stay safe during a storm

Storms are a common cause of power failure. Strong winds can cause branches from trees and other debris to fall across powerlines, interrupting the supply of electricity to homes and businesses.

It is important that people prepare for storms, particularly before the storm season.

Prepare for storms checklist

Keep a torch and a battery-operated radio handy to listen for power restoration updates.

Secure loose items in your yard that may become airborne in high winds.

Check that the powerline (if you have one) to your house is clear from trees in your front yard – call the local energy supply company if you are concerned.

Trim overhanging tree branches but do not attempt to cut trees near powerlines.

Report tree branches in or around powerlines to the local energy supply company.

Stock up on spare batteries for your torch and radio.

During the storm - Stay away from trees, poles and transformers.

After the storm - Inspect outside and around your home for damage, especially if any powerlines have been brought down. If lines are down

do not go near them, call the police on 000 immediately and ensure other people stay clear of the fallen powerlines.

c) Road

? Demonstrate the safety rules you need to consider when riding a bike, scooter, skateboard or roller-blading. Show you can use this equipment safely.

HAVE a "Bring your bike" day or pack-night and cover this aspect. Maybe the Cyclist Achievement Badge can be done on the same day activity.

d) Water

? Show three methods you could use to help someone who fell into deep water and could not swim.

A great time to do this is when at a pool for a carnival or pool-night.

In order to assist someone who is drowning, tell the person who is in trouble to remain calm and that you are there to help them. Quickly look for any type of float or flotation device to toss to the victim. If one is unavailable, try to extend a rope or pole for them to grab onto. DO NOT try to pull them to the shore while standing, as it is likely they could pull you in as well, so lay down - this usually gets you closer to them as well.

If a float, rope, or pole cannot be secured and used to help assist the victim to safety, then and only then enter the water to personally assist them. Personally entering the water to save a drowning victim is to be used as a last resort as it jeopardizes the lives of both the rescuer and the person needing assistance. If several people, (but no rope etc) are available, it is safer (although much wetter) to form a chain of people, all holding the WRISTS of the persons next to them, until the final person can reach the person in trouble.

People who are drowning are generally in a panicked state and possess unusual strength and power. Unfortunately, this has resulted in the victim unintentionally pulling under and drowning the rescuer. If you do enter the water, repeat firmly to the victim to remain calm and stop fighting the water. Encourage them to hold onto you and float on their backs. By floating on their backs, the water will help buoy them, which will make it easier for you to pull them to safety. If a person

continues to panic and their violent thrashing begins to pull you under, try to break free from their grasp so you can regain your strength and leverage in the water. Once you have recovered, again attempt to rescue them by repeating the need for them to remain calm and to float on their backs as you pull them to safety.

e) Bush

? Explain what you should do to make sure you don't get lost in the bush. and what to do if something goes wrong.

1. Always tell someone where you are going and when you will be back. Make sure that when you do get back you let them know so that they don't call out the cavalry.
2. Be prepared. Know where you are going, take a map, and give the details to a responsible adult who is not going with you. They can "raise the alarm" if you are not back in time. Even if you are only going for a day walk take a torch (to signal rescuers), some matches (to light a signal fire), enough food and water for at least two days, some warm clothing and a small mirror for signalling rescuers.

? Discuss the dangers in the bush that are appropriate to your area eg) weather, terrain, and poisonous creatures.

In the Sydney area, sudden cold, wind & rain is not uncommon, especially in the cooler months. There are also many steep areas of bush to be careful of, especially in the Royal National Park, where some coastal tracks run very close to the edge of sea-cliffs. The two types of creatures to worry about are Spiders (eg Funnelwebs) and Snakes (eg red belly blacks).

f) Fire

? Discuss ways to reduce the dangers that cause fires in the home and the bush

OUTDOORS (in the bush)

- ? Leaves and debris should be cleared from around a fireplace BEFORE lighting your fire.
- ? Overhanging branches should be avoided.
- ? Avoid stacking wood etc near the fire.
- ? Ensure your fire is out before sleeping or moving on.
- ? Never leave the fire unattended.

INDOORS

OPEN FIRES AND HEATERS

- ? All sources of fire and heat should be carefully watched to avoid the possibility of ignition.
- ? Overloading electric double adaptors and power boards - eg with high voltage appliances like heaters - can overheat wiring and start a fire.
- ? Do not run electrical cords under carpet or lino - they can be damaged and start a fire.

GAS HAZARDS

- ? Gas and air make an explosive mixture - make sure you are ready to light the gas stove or heater before you turn on the gas.
- ? Open doors and windows to get rid of the gas.

KITCHEN HAZARDS

- ? The kitchen is one of the most hazardous locations in your home. Stoves, ovens and electrical appliances are all potential fire hazards.
- ? Do not leave towels or washing over the stove to dry.
- ? Never leave the kitchen when using fat or cooking oil.
- ? If a frying pan fire occurs, use a damp teatowel, wooden chopping board or pot lid to smother the flame.

GARAGES/SHEDS

- ? Garages and sheds often contain fire safety hazards.
- ? Get rid of flammable rubbish, such as oily rags, and open containers of oil or solvents.
- ? Never store chemicals, such as chlorine, where they can come into contact with other chemicals.
- ? Petrol, kero and other flammable liquids must be kept in approved containers and clearly labeled.

FLAMMABLE FURNITURE

- ? Nearly all modern upholstered furniture is filled with polyurethane foam. It can very easily catch fire from by a cigarette or match. If it does, the fire spread is often very rapid, and the smoke and fumes allow little time for escape.

g) Personal

- ? Discuss what to do when you do not feel safe when with a particular person.

This can be when with an adult or with another child, and the “not feeling safe” can vary from visible physical danger to emotional/gut feeling that the person does not have your best interests at heart. Of course there is also the unease when the other person is trying to get you to do things that you know you should not or do not want to.

NOTE - This is not the same as your being unhappy about a person in charge trying to get you to complete a challenge that you are finding hard (eg, climbing a rock wall, tying a hard knot, wash up after a camp meal etc).

The best thing to do in the situation referred to in the question is to get away from that situation as quickly as you can, or get another person that you trust or a friend to be there with you. However, depending on the environment you are in, it is feasible to simply tell the person in question that you are not comfortable with what is happening. This option can work for both of the types of danger above.

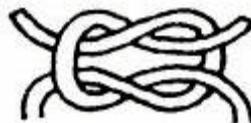
CUB SCOUT GOLD BOOMERANG REQUIREMENTS

Part 3 – Ropes

(Outdoor Scouting)

a) Tying Knots

? Tie a reef knot.



A RELAY style game makes this fun (especially if done as per the Silver level, tying a sling)

? Tie a sheetbend



? Tie a clove hitch



? Tie a bowline.



? Make a gadget using at least one type of appropriate lashing.

A CRAFT IDEA – a photo framed in a timber lashed frame – thus using knots and lashings. Laminate a photo for each cub, then Lash together a frame from sticks, and “zig-zig” lash the laminated picture into the frame. It can then have a hanging string or a stand added as well..

AN ACTIVITY IDEA – using either lengths of timber or carefully selected bush sticks, create ballistas (in teams/sixes). Once made, the opposing teams can have the chance to try to hit either a target, or the other team (depending on whether you fire balls or water balloons).

? Teach another Cub Scout (eg – Bronze or new chum) how to tie a reef knot.

THIS can be done either as part of a knots session, or as the lead-up to a knot-tying game – the gold cubs could even go with the bronze as guide them during the tying of their reef knot in the relay game.

b) Use of Knots

? Discuss how and where to use these knots.

The Reef Knot (or Square Knot) is a binding knot used to tie a rope around something to secure it. It can also be used to tie two **identical** ropes together, but the **MUST** be of the same size, material, age, and condition, or the knot **WILL** slip. For joining two ropes, a sheet bend is superior.

A **Clove Hitch** is used to tie a rope to a batten or post. It is usually finished with a half-hitch stopper back around the standing line to prevent slippage, as a safety. If you learn only two knots, the bowline is the first, and this is probably the second.

The **Sheet Bend** is used for joining two ropes. It will work with identical ropes or ropes of different sizes, materials, and stiffness. It is less likely to slip than a square knot.

The **Bowline** can be used to tie around your waist when climbing, or in an emergency situation as it can be tied one handed with very little practice, thus leaving your other hand free to still hold on rather than falling. It is also **THE** prime theatre knot. Tied properly it **WILL NOT** slip. If you remember only one knot, this is it. It is used to tie a fixed loop in the end of a rope. Riggers use it on a rigging line to send equipment into the air. Electricians use it to send instruments up to the beams on a rope. It can make a non-slip loop around an object, or if tied back around the rope like a lasso, will tighten down on the object. It can even be used to tie two ropes together by putting a bowline in the end of one line, the tying a bowline in the end of the other through the first bowline. This is the best method of adding rope to a spot-line on a "rope" system that is a little short, because it is even more secure than a sheet bend in stiff, heavy ropes.

c) Care of Ropes

? Show how to hank or chain a rope correctly.

Hank - A looped bundle of cordage. A means of packaging rope or cords by winding it into a series of loops and tying them about the centre.



Chain - A multiple-looped means of storing a rope (usually a thicker one), by creating a loop in the middle of a rope (using a double-overhand knot), and looping the next section of rope loosely through it, then the next through that etc. The result looks like a chain made of rope.



CUB SCOUT
GOLD BOOMERANG REQUIREMENTS
Part 4 – Outdoor Scouting
(Outdoor Scouting)

a) Compass and Navigation

? Use a compass to plan a bushwalk route on a map.

As long as you know how to place the compass on the map to align the north on both the compass and the map, this should be easy. However, if not, ask your Scout leader – or even one of the scouts.

? Use a compass to set a simple trail, including 6 compass points, for the rest of the Pack.

While one leader runs a game for the rest of the pack, the gold cubs can go outside and set a course in the yard/park etc. The rest of the pack can follow this course. Even better if numbers allow, have more than one course being set, so the gold cubs can participate in following one set by one of the other cubs.

? Discuss the 8 principal points and associated degrees.

N - 0 (or 360)	NE - 45,	E - 90,	SE - 135
S - 180,	SW - 225,	W - 270,	NW - 315

b) Maps and Hiking

? Explain at least 8 map symbols and be able to find them on the map

Fortunately, the symbols on a map are identified in the key – usually in the corner or on the back of the map, so this should be easy enough.

? Explain scale and contour lines

The scale is found on the map, and gives you a way to estimate or calculate the distance between two points. As each map is different, you will need to look at the map to know what the scale is. Eg. 1cm on the map may be the same as 1 Km in the real world.

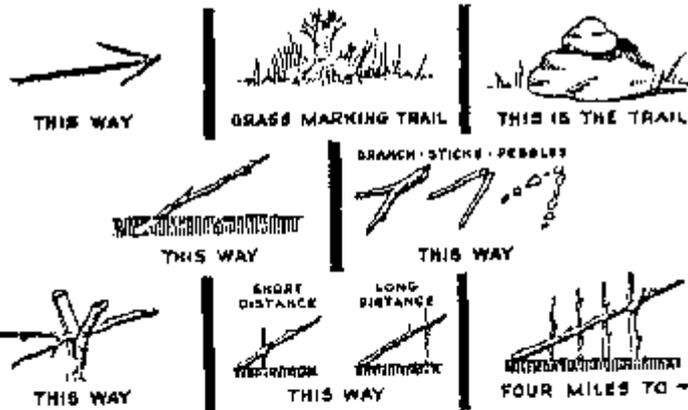
Contour lines join points of equal height, so as you look at a map you can tell how steep a hill is by how close together the contour lines are.

? Using at least five different 'trail signs' make a track for the rest of your pack to follow.

This test can be done much the same as the compass trail above.

Trail signs are made on the ground, close to the left-hand side of the trail. They should never be made where they will damage or disfigure property

THIS IS THE TRAIL



THIS TRAIL NOT TO BE FOLLOWED



HIDDEN MESSAGE



CHANGE DIRECTION



c) Fire Lighting

? Explain about different types of cooking fires and demonstrate at least one.

The Hunter's Fire - The hunter's fire is a cooking fire. The logs on top



are spaced close enough together such that a pot, pan, or dutch oven can be placed on them. Try to lay it as level as possible.



Reflector fire - This fire can be used for baking, though it is not as efficient as a reflector oven (which has a metallic reflecting surface and often surrounds the item). The fire itself can be of any other form, and is placed in front of the reflector. The item to be

baked is placed between the reflector and the fire. This fire is also good for getting oneself warm. The reflector can also be a large rock. If you sit (or sleep) between the reflector and the fire, the side of you facing the fire will be warmed directly, while the reflector throws heat to the opposite side. Very toasty.

If making the reflector from logs, the vertical members should be driven deeply into the ground to support the weight of the horizontal members. You can also use rocks to support them.



Star fire - The advantage of this fire is that the logs can be of any length, avoiding the need to cut them up. As the ends of the logs burn, they are pushed into the fire. The fire is lit at the centre of the star. If the logs are propped up on the fire ring, gravity will feed them in as they burn.

d) Outdoor Cooking

? Using your cooking fire, prepare a meal for yourself and an adult consisting of meat/fish, vegetables and a hot drink.

This is easiest if done on a pack camp, but can be part of a special activities night at the hall or park.

CUB SCOUT GOLD BOOMERANG REQUIREMENTS

Part 5 – Our Cub Scout Traditions

(Scouting aims and principles)

a) The Jungle Books

- ? Explain how the laws and teachings in The Jungle Books are a part of your life and your Pack's attitudes.

As a guide, this background information may be of use (or at least of interest). In the Jungle Books, Kipling instills the idea of "The Law of the Jungle" being Nature's laws, which those who live in the Jungle break at their peril. Kipling deliberately left most of the Law undefined. The longest section of the laws he presented are contained in the following poem (The Law of the Jungle), which is that part of the Law relating to wolves as the wolf-cubs and Mowgli were taught by Baloo the bear.

The Law of the Jungle

Now this is the Law of the Jungle—as old and as true as the sky;

And the Wolf that shall keep it may prosper, but the Wolf that shall break it must die.

As the creeper that girdles the tree-trunk, the Law runneth forward and back—

For the strength of the Pack is the Wolf, and the strength of the Wolf is the Pack.

Wash daily from nose-tip to tail-tip; drink deeply, but never too deep;
And remember the night is for hunting, and forget not the day is for sleep.

The Jackal may follow the Tiger, but, Cub, when thy whiskers are grown,
Remember the Wolf is a Hunter—go forth and get food of thine own.

Keep peace with the Lords of the Jungle—the Tiger, the Panther, and Bear.
And trouble not Hathi the Silent, and mock not the Boar in his lair.

When Pack meets with Pack in the Jungle, and neither will go from the trail,

Lie down till the leaders have spoken—it may be fair words shall prevail.

When ye fight with a Wolf of the Pack, ye must fight him alone and afar,
Lest others take part in the quarrel, and the Pack be diminished by war.

The Lair of the Wolf is his refuge, and where he has made him his home
Not even the Head Wolf may enter, not even the Council may come.

The Lair of the Wolf is his refuge, but where he has digged it too plain,
The Council shall send him a message, and so he shall change it again.
If ye kill before midnight be silent, and wake not the woods with your bay,
Lest ye frighten the deer from the crop, and your brothers go empty
away.

Ye may kill for yourselves and your mates, and your cubs as they need and
ye can;
But kill not for pleasure of killing, and seven times never kill Man!
If ye plunder his kill from a weaker, devour not all in thy pride;
Pack-Right is the right of the meanest; so leave him the head and the
hide.

The Kill of the Pack is the meat of the Pack. Ye must eat where it lies;
And no one may carry away of that meat to his lair, or he dies.
The Kill of the Wolf is the meat of the Wolf. He may do what he will;
But, till he has given permission, the Pack may not eat of that Kill.

Cub-Right is the right of the Yearling. From all of the Pack he may claim
Full-gorge when the killer has eaten; and none may refuse him the same.
Lair-Right is the right of the Mother. From all of her year she may claim
One haunch of each kill for her litter, and none may deny her the same.

Cave-Right is the right of the Father—to hunt by himself for his own:
He is freed of all calls to the Pack; he is judged by the Council alone.
Because of his age and his cunning, because of his gripe and his paw,
In all that the Law leaveth open, the word of your Head Wolf is Law.

Now these are the Laws of the Jungle, and many and mighty are they;
But the head and hoof of the Law and the haunch and the hump is—Obey!

— Rudyard Kipling

Note: A copy of The Jungle Book is available at TheGuttenburg Project-
www.gutenberg.org/etext/236

b) Scouting History

? Explain how Scouting began and talk to your leader about it.

Lord Baden-Powell ran a training camp in 1907 for boys that was so popular
that that the movement became widespread – into other ages and countries –
etc

It then started in 1908 in Aust, and in 1958 (25th Sept) 1st Picnic Point started.

? Draw the World Scout Badge and describe the meaning of this.

THE REEF KNOT which can't be undone no matter how hard it is pulled, is symbolic of the strength of world scouting's unity and family

WHITE (OR SILVER) background represents purity, and

ROYAL PURPLE denotes Leadership and Service.

THE ENCIRCLING ROPE symbolises the unity and family of the World Scout Movement

THE TWO FIVE POINT STARS stand for truth and knowledge. The ten points represent the ten points of the original Scout Law

THE ARROWHEAD:

Lord Baden Powell, Our Founder said: " Our Badge we took from the 'Northpoint' used on maps....."

Lady Olave said later: "It shows the true way to go"

The three Points are also said to signify

Duty to God

Duty to Others

Duty to Self



? Find out when and where the next Australian Jamboree will be held.

AND work out whether you can go – generally, Silver and Gold cubs will probably be at the right age and in scouts by the next one (Cataract in 2010, then 2013, etc)

CUB SCOUT

GOLD BOOMERANG REQUIREMENTS

Part 6 – Symbols of Australia (Growing awareness of local community)

a) Flags

- ? Teach another Cub Scout to hoist and break the Australian Flag in the correct manner.

To fold the flag, hold it horizontally, fold in half lengthways, then lengthways again, with the Union Jack on the inside. Then fold it from the “loose” end like a fan, for about half the length, then roll the rest of it. Wrap the rope from the Union Jack corner around the outside to hold it together and tuck the rope under itself to hold it there.

To hoist it, ensure the longer rope (the Union Jack corner) is attached to the upper lanyard, and the other to the lower one, once ready to break, it is only a matter of giving the lower rope a tug, and a correctly rolled flag will break correctly.

- ? Show an understanding of the different ways of flying the flag

Mourning (half mast),
Distress (upside down), etc

(NB. On ANZAC Day, Flags are required to be flown at half-mast till noon, then raised to the masthead until sunset).

b) Emblems

- ? Reproduce the Australian Coat of Arms and explain the meaning of each emblem



Symbols of Australia's six states appear together on the shield, which is the central feature of a coat of arms. The border of the shield symbolises federation.

The kangaroo and emu are the native animals that hold the shield with pride. Some say the kangaroo and emu were chosen to symbolise a nation moving

forward. This is based on the common belief that neither animal can move backwards easily.

A gold Commonwealth Star sits above the shield. Six of the star's points represent the Australian states. The seventh point represents the

territories. A wreath of gold and blue sits under the Commonwealth Star. Gold and blue are the Commonwealth Coat of Arms' livery or identifying colours.

Australia's floral emblem, the golden wattle, frames the shield and supporters. A scroll contains the word 'Australia'.

Description of the Shield

Symbols of Australia's six states appear on the shield:

- ? New South Wales – the Cross of St George with lion and stars
- ? Victoria – the Southern Cross
- ? Queensland – a blue Maltese Cross and Crown
- ? South Australia – the Australian piping shrike
- ? Western Australia – a black swan
- ? Tasmania – a red walking lion

c) Flora and Fauna

- ? Name and describe the floral emblem of Australia and explain why it was chosen

Australia's national floral emblem is the golden wattle (*Acacia pycnantha* Benth.). When in flower, the golden wattle displays the [national colours](#), green and gold.

As one species of a large genus of flora growing across Australia, the golden wattle is a symbol of unity. Wattle is purpose-built to withstand Australia's droughts, winds and bushfires. The resilience of wattle represents the spirit of the Australian people.

In recent times, the golden wattle has been used as a symbol of remembrance and reflection. On national days of mourning, for example, Australians are invited to wear a sprig of wattle.

Indigenous peoples of Australia soaked the gum of the golden wattle in water and honey to produce a sweet, toffee-like substance. The tannin from the bark was known for its antiseptic properties.

Colonial settlers cultivated the golden wattle using the bark in the tanning industry, the gum for glues and the blossom for its honey.

In 1901, the golden wattle was unofficially accepted as the national floral emblem to mark our Federation. Then in 1912, the Prime Minister, the Rt Hon Andrew Fisher MP, suggested that the wattle be included as a decoration surrounding the Commonwealth Coat of Arms.

It was not until 1988 that the then Governor-General, the Rt Hon Sir Ninian M Stephen AK GCMG GCVO KBE, proclaimed the golden wattle as the national floral emblem (on 19 August 1988).

CUB SCOUT

GOLD BOOMERANG REQUIREMENTS

Part 7 – Promise and Law

(Values of Scouting)

(NOTE: This part of the Boomerang should be done LAST, so that the Cub has had time to work on and understand the Promise and Law while achieving the other parts.)

a) Duty to God

? Help to plan and participate in a Scouts' Own.

Notes on preparing a Scouts Own

(Mainly extracted from

web.aanet.com.au/tajaxon/SCaT_Web/ResourceDTG_Scouts_Own.htm)

There are many sample Scouts Own ideas available on their site,

other useful resources are also on their site, such as stories/yarns etc -

web.aanet.com.au/tajaxon/SCaT_Web/SCATHomePage.htm)

A "Scouts Own" is an inspirational ceremony, usually built around a central theme, such as friendship, world peace, save the earth, or appreciation of the world around us. Just about any topic consistent with the principles and program goals of Scouting is appropriate. The important thing is that it be the work of the **cubs** themselves---from start to finish.

In execution, a "Scouts Own" can range from lively to somber. The intent is generally serious, however, and usually reflective.

Theme

While there is no distinct formula for creating a Scouts Own I have found that the component parts blend together if the service has a theme. Themes can come from the event at which the Scouts' Own is being presented: Pack Holiday, Patrol Camp, Training Course, Anniversary of a Section. They can also be chosen to emphasise a point, teach a particular lesson or to reinforce a principle.

Content

The content of a Scouts' Own can be as varied as it's location.

- ? Prayers - traditional, modern or spontaneous.
- ? Songs - (usually NOT hymns). Encourage the youth members to use their own music genre.
- ? Scripture Readings - either from the Old or New Testament.
- ? Stories or Yarns - to emphasise the theme, make a point or even raise a laugh.

? Activities; puzzles, tasks, actions, plays, etc., are often the difference that makes a Scouts' Own truly memorable.

Venue

Wherever and whenever your members like. In camp, on a hike, at the weekly meeting, at a family event, in the morning, afternoon, evening, midnight! You name it. A quiet place is the best. In a bush glade, by a river, on a mountain top, around the campfire.

Length

The length of a Scouts' Own, like all things in the Scout program should be long enough to suit the situation and the age of the participants and short enough to leave them wanting more! Depending on the content, location & venue Scouts' Owns can be anything from 10 minutes to up to 30 or 40 minutes. Generally Cubs one's should not be too long.

Involvement

You should endeavour to involve as many people as possible in the actual Scouts' Own. Either leading prayers or reading scripture extracts or other inspirational items. Plays within the service allow for a number of participants as do litany type prayers.

b) Promise and Law

? Discuss with a Leader how you try to put your Promise and Law into practice in everything you do

This is another section that will depend on the individual Cub.

? Explain the Promise and Law to a new Cub Scout when you are talking to them about being a Cub Scout.

This can be done while helping a new chum to cover their pre-investiture information.

c) Service

? Do a good turn by helping plan, and taking part in, an activity which will assist an organisation which helps other people and tell your Leader about it.

The variety of effort that a cub can make for this part, and the range of organisations that their involvement can be with, makes this a task that can only be detailed by the individual cub. I think it also helps for them to tell the other cubs in the Pack, as it will help the others to think about good turns and about what they can do for this test in particular.

CUB SCOUT GOLD BOOMERANG REQUIREMENTS

Part 8 – Fitness

(Pursuits and Interests and Responsibility for Self)

a) Ball Skills

- ? Kick a goal with either a place or drop kick
- ? OR shoot a goal with a basketball or netball.
- ? Throw a ball 20 metres to someone else and catch it on return 6 times over a distance of 15 metres

b) Athletic Skills

- ? Perform a hop, step and jump as far as you can.

c) Strength & Stamina

- ? Skip two minutes without stopping

This Basic evening's program covers all three boomerang levels.

Activity – Skipping (Section c- Strength and Stamina)

If it is possible to have enough ropes for each cub to have one, have a "contest" to see who can skip the longest, monitoring each cub's achievement according to the level they are attempting. Then – all to attempt skipping backwards – only the Silver's need to actually achieve this (and the Gold should already be able to from their silver attempt)

However, if that is not possible, then set up a relay style race, over say 40 Metres. – The additional requirements for Silver – skip backwards, and Gold – skip for 2 minutes – will then have to be done as a stand-alone activity/contest.

Activity – Running (Bronze – section b – Athletic Skills)

A simple 100M distance race for all

Activity – Olympic Jumps

1 – Standing broad jump (Silver – section b – Athletic Skills)

2 – Hop/Skip/Jump (Gold – section b – Athletic Skills)

Game – Throw/Catch relay (covers Bronze – ball skills)

In teams of at least 5, set up relay distance of 10M. First cub dribbles a (soccer?) ball to the far end. He/she then throws it back to the front person in the remaining line, who throws it back and sits quickly, The next person is thrown the ball – and so on, to the last person. The solo cub then dribble the ball back to the starting point, and the 2nd cub takes a turn doing the same (1st thrower goes to end of the line). First team to finish, lined up in a single line wins.

Game – Kick and Catch (covers Gold – Ball Skills)

1st cub starts at opposite end of relay field – 20M from the rest of the team- #1 throws the ball (soccer or football) to the first in the team line who kicks it back to the thrower (kick can be any style they like –

accuracy is more important than style). Once the ball is "caught", the 2nd cub runs to the far end to become the thrower, while the 1st runs to the end of the line. All take a turn, and game ends with 1st cub standing at front of the line and all others lined up behind him/her (last person should have caught/got the ball and be holding it while at the end of the line).

Game - French Cricket (covers Silver - ball skills (pt b))

Basic french cricket (or Rounders if preferred), except all get to stay in for at least 5 HITS, and ALL cubs must get to have a turn in bat.

Gold activity - throw/catch (covers last of Gold- Ball Skills)

Over 15M - have the gold level cubs throw and catch a ball 6 times each.

CUB SCOUT

GOLD BOOMERANG REQUIREMENTS

Part 9 – People and Cultures (Growing Awareness of the Wider World)

a) Indigenous Australians

- ? Visit a local site where you can learn more about the traditional owners of your area.

Finding a local site can be challenging, however there are useful Aboriginal-themed or guided Tours at various places around Sydney (bookings are usually required). Some details are included here.

The original inhabitants of the area now known as Bankstown were the Aboriginal people known as the Eora. Their land bordered the Dharawal and the Darung people. The Aboriginal people strongly resisted European settlement until a number of their leaders were killed or imprisoned in 1816. An epidemic at about the same time severely reduced the Aboriginal populations, from which time resistance ceased.

Some reference websites:

www.cityofsydney.nsw.gov.au/barani/themes/theme1.htm

www.atmitchell.com/journeys/social/indigenous/eora/

Aboriginal Sydney

Anyone who watches the sky at Sydney's La Perouse on Sundays is bound to see a boomerang thrown by Laddie Timbery. And if you stand around long enough, Laddie is sure to tell you his family has been throwing boomerangs on the grass mound known as the Loop for "174 years, six months and five days, brother. A long, long time".

The Timberys have indeed been around Botany Bay for a long, long time. Laddie's ancestor, Arrigo Timbery, is featured in sketches penned by a sailor aboard the ship of the Frenchman, La Perouse. The area known as 'La Pa' is named after the captain, but before the coming of white men Laddie's folks knew it as Gurriwal.

Laddie has plenty of stories about those times, especially about the old folks who paddled out to see "Jimmy Cook" when he landed in 1770. In fact, he likes nothing better than to "yarn up" to tourists at the Loop about Jimmy Cook, La Pa, and growing up on the mission where he was born in 1941.

People often talk of Sydney Aboriginal culture as if it lives quaintly in the past. But, as Laddie will tell you, it's alive and strong! There are more

than 5,000 registered Aboriginal sites in the Sydney area. They include rock engravings, burial sites, caves and rock overhangs, axe-grinding grooves, fish traps, waterholes and wells. Several groups of Aboriginal people offer guided tours of their areas.

You'll find more of Laddie's mob over at Yarra House, headquarters of the La Perouse Community. There you can see native bush foods and plants, and learn how they were used to guide hunting and fishing in the area according to flowering or seeding cycles.

Dallas Dodd and Margaret Mhuragun Campbell can reveal some fascinating history along Sydney's shores. They are co-owners of Sydney Aboriginal Discoveries, which works closely with elders of the local Aboriginal communities to provide guided tours of Sydney Harbour and its foreshores. You can learn how to find edible treats such as lilly pilly berries, the pineapple-like Gynea lily, waterlilies, native sarsaparilla and the myriad types of seafood that have sustained Sydney tribes for thousands of years.

You can learn more about bush food and medicine at Bradley's Head at Mosman, where guided tours show how local people treated ailments, insect bites and snakebites with bush remedies.

Most of the city's national parks offer guided Aboriginal culture walks. The Royal National Park alone has more than 200 Aboriginal sites.

Bundeena's Jibbon Beach has engravings of kangaroos, mystical figures with six fingers, stingrays, fish, huge whales and jellyfish.

For many thousands of years, the Aboriginal people of the Dharawal nation have lived in the area which now includes Royal National Park.

The park protects their rich and ongoing cultural heritage - including many Aboriginal sites and artefacts.

You can learn more about Dharawal culture by joining a Discovery tour in the park. An Aboriginal Discovery Ranger will show you how people used to live with this ancient land, getting food, medicine and other necessities from their local environment. You can also arrange a guided tour of the rock engravings at Jibbon Point, near Bundeena.

For bookings and more information, contact the discovery Coordinator by email or by phoning 02 9542 0649.

Botany Bay National Park offers dances, bush-tucker tours and Dreamtime stories. West Head in Ku-ring-gai Chase National Park is a spiritually significant area with a huge and diverse range of sites, from painted figures of lovers, to depictions of emus, kangaroos, platypuses, fishes and birds. The Manly Walk to the Spit Bridge has middens - mounds created by the remains of campfire meals over thousands of years -and some protected engravings. In North Manly, the Quarantine Station also offers guided tours to the carving and engraving sites.

Botany Bay National Park is located on the two headlands that mark the entrance to Botany Bay in southern Sydney. The southern headland, at Kurnell, embraces the place of first contact in 1770 between indigenous Australians and the crew of Lieutenant James Cook's Endeavour. The place where Cook first landed in Australia can be described as a 'meeting place' of cultures - referencing the past, the present and the future of this unique historic site.

b) International Cultures

- ? Find out about another country
- ? Show where it is on the map in relation to Australia, and discover how the people live, what they eat and the clothes they wear.

With the cultural diversity in our country, for many packs, it can be as simple as asking the cubs to bring in information about the country their family comes from. A fun way to achieve this is to have an International Night along the following guidelines (which covers all 3 levels)

- ? Come dressed in traditional costume/dress of either your family's "home" country or another country of your choice.
- ? Bring a plate of food from that country, so everyone can try them near the end of the night. (finger food is recommended, unless you are planning a full sit-down type meal).
- ? Be prepared show where the country is on a world map.
- ? Be able to tell everyone how/where the people live etc
- ? If you know in advance what countries will be represented, applicable games from those countries can be played (or ask the parents for information on "their" traditional games).

? To cover the silver section, cubs need to also be able to say hello, goodbye, please and thank-you in that language.

c) Scouting

? Find out about scouting in another country – the name of their Sections, whether boys and girls can be cub scouts, and something about their badges.

While this **can** be set as a “homework” type project, a fun way is to find a few books, or print off some pages from the internet with info from several countries, and either have the cubs choose one to talk about, or make a collage/picture using the information & pictures etc.

? Take part in an overnight activity organised at District, Region or Branch level.

Take Part! – Overnight! – What more can I say...

This is one reason why at least one leader in the pack needs to attend your District Seonee. That is how you will know what is arranged, or to ask for it to be arranged if it isn't.

CUB SCOUT GOLD BOOMERANG REQUIREMENTS

Part 10 – Scientific Discovery

(The World Around Us)

Complete any TWO of the following

a) **Biology**

? Explain what the major organs do in the human body, and how they work.

These should be enough to cover –

Skin – protects our body and holds everything together

Heart – pumps the blood around to enable oxygen to get all through our body

Lungs – provides a way for oxygen in the air to pass into our blood

Liver – produces bile - plays a major role in metabolism and has a number of functions in the body, including glycogen storage, decomposition of red blood cells, plasma protein synthesis, and detoxification

Stomach – 1st stage of converting food eaten into energy

Kidneys – filter and excrete wastes from the body as urine

Brain – runs the whole body

b) **Chemistry**

? Perform an experiment that has a chemical reaction.

BI CARB SODA and Vinegar in a film canister!

? Explain what has happened.

The acid in the vinegar reacts with the sodium in the Sodium Bicarbonate, producing a salt (in solution) and a gas – which expands in the container until there is too much pressure, causing the lid to “explode” off.

c) **Geology**

? Explain what minerals and fossil fuels are and how they are formed.

A mineral is a naturally occurring substance formed through geological processes that has a characteristic chemical composition, a highly ordered atomic structure and specific physical properties. A rock, by comparison, is an aggregate of minerals and need not have a specific chemical composition. Minerals range in composition from pure elements and simple salts to very complex silicates with thousands of known forms. The study of minerals is called mineralogy

Fossil fuels or mineral fuels are fossil source fuels, that is, hydrocarbons found within the top layer of the Earth's crust.

They range from volatile materials with low carbon:hydrogen ratios like methane, to liquid petroleum to nonvolatile materials composed of almost pure carbon, like anthracite coal.

Fossil fuels are non-renewable resources because they take millions of years to form, and reserves are being depleted much faster than new ones are being formed. Concern about fossil fuel supplies is one of the causes of regional and global conflicts. The production and use of fossil fuels raise environmental concerns. A global movement toward the generation of renewable energy is therefore under way to help meet increased energy needs.

? [Talk about the minerals found in your area.](#)

Kaolin, a clay mineral can be found in limited quantities, but Sydney is mostly Sandstone, with coal below it - neither of which are minerals

d) Physics

? [Demonstrate how sound moves through air, water or a solid object.](#)

MAKE a Tin-Can & string intercom, and discuss how/why it works.

You need 2 empty & washed cans (about 825gms size). Punch a small hole in the centre bottom of each, and thread a long (2-3M) piece of string thru the hole of each can and tie the string off in the middle of them. Have the cans stand apart so the string is stretched taut between them. They can then talk into them, and should be able to hear each other by listening to the sound from inside the can.

It works, because the sound waves are converted into vibrations in the can and then they vibrate along the string, then get converted back into sound waves in the can at the other end of the string. Even a quiet voice should be able to be heard if there is not too much other noise around at the time.

e) Estimation

? [Make a sundial and use it to tell the time.](#)

To make a sundial you can take home

1. Determine your latitude. Using a map for your area (or a GPS or Google earth etc), estimate your latitude (most road maps indicate latitude and longitude). Your latitude will be the number of south if you live in the southern hemisphere. (Sydney=33 degrees south, so fold at the 35 line)

2. Print the sundial construction template. (sundial template.pdf)

3. Construct the sundial. You will need scissors and some tape. The more carefully you make the folds, the more accurate your sundial will be.

4. Align the sundial. Take your sundial outside, place it on a level surface, and aim the style due North. You now have a working sundial! When you read the time, remember to take Daylight Savings Time into account (during Daylight Savings Time, the sundial will be an hour behind your clock).

Now that you have a sundial, here are some questions to ponder.

1. When doesn't a sundial work?
2. Does your sundial match your watch time? Why?
3. If the earth rotates every 24 hours (approximately), how many degrees does the sun appear to move in one hour? In four minutes? (Hint: one full rotation of the earth is 360 degrees).
4. The sun's diameter in the sky is about 0.5 degree. About how long does it take for the sun to appear to move its own diameter across the sky?
5. Why don't we use local solar time instead of time zones in our everyday lives? Would it be easy to know what time your favorite TV program starts?
6. Why do time zones generally run north-south instead of east-west?
7. Does a sundial work the same north and south of the equator?

8. What would be different about a sundial at the North Pole?
The South Pole?
9. Why didn't the ancient Egyptians use watches instead of sundials and obelisks?
10. Would your sundial read the same time as another sundial 100 miles directly north of you? Would the shadows be the same length?

? [Measure the height of an object using the stick and shadow method](#)

All you have to do is to stand a metre-long stick upright. Look at the shadow that it casts on the ground. Mark the length of the shadow then measure its length. Now measure the length of the shadow of the other item (eg a tree).

The lengths of shadows cast by the same light source are always proportional. For example, if the shadow of the metre stick is twice as long as its height, then the shadow of the tree will also be twice as long as the tree's height. (eg -if the stick's shadow is 2M, and the tree's shadow is 12M long, we divide the length of tree's shadow by the length of the shadow of the stick, we get the height of the tree: 6M! Try it at different times.

? [OR Find north using an analogue wrist watch](#)

1. Using an analog watch, point the watch's twelve o'clock mark (the number 12) toward the sun. If your watch is set to daylight savings time, point the one o'clock mark toward the sun.
2. Bisect (divide in half) the angle between the twelve o'clock mark (or one o'clock mark if using daylight saving time) and the hour hand to find the north-south line. If you're unsure which way is north, remember that the sun rises in the east and sets in the west no matter where you are. In the southern hemisphere the sun is due north at midday.

? [OR Find south using the Southern Cross](#)

Find the Southern Cross constellation. This constellation is formed by five stars, and the four brightest stars form a cross that is angled to one side. Identify the two stars that make up the long axis of the cross. These stars form a line which "points" to an imaginary point in the sky which is above the South Pole. Follow the imaginary line down from the two stars five times the distance between them. Draw an imaginary line

from this point to the ground, and try to identify a corresponding landmark to steer by.

Another method using the Southern Cross is to also find the Pointers. This is a pair of two stars that point toward the southern cross in a fairly straight line. As above, find the two stars that make up the long axis of the Southern Cross. As well, look at the Pointers and imagine a line between them. Find the point in the middle of this line, and draw an imaginary line from that point at a right angle to the line. Where the line from the Southern Cross and the Pointers meet is true south.

CUB SCOUT
GOLD BOOMERANG REQUIREMENTS
Part 11 – The Natural Environment
(The World Around Us)

a) Recycling

- ? Find out what new things are made from three different sorts of waste, which are recycled.

There are lots to choose from, with glass bottles, cardboard, & pet bottles being three of the most common, but see what else the cubs can come up with.

- ? Explain the concept of the 3R's:

- ? Reduce – use less and throw away less
- ? Reuse – reuse bags, jars, paper etc instead of throwing them away
- ? Recycle – send materials for collection and to be converted into new products

b) Pollution

- ? Help to clean up litter in your local area

Participation in the local efforts for Clean-Up Australia Day is a good way of doing this!

- ? Show an understanding of the “Greenhouse Effect”, including what causes it and what can you do to help reduce it.

The greenhouse effect describes the rise in temperature that the Earth experiences because certain gases in the atmosphere (water vapor, carbon dioxide, nitrous oxide, and methane, for example) trap energy from the sun. Without these gases, heat would escape back into space and Earth's average temperature would be about 60°F colder. Because of how they warm our world, these gases are referred to as greenhouse gases.

The greenhouse effect is important. Without the greenhouse effect, the Earth would not be warm enough for humans to live. But if the greenhouse effect becomes stronger, it could make the Earth warmer than usual. Even a little extra warming may cause problems for humans, plants, and animals, such as the melting of glaciers and polar ice, thus potentially flooding shorelines or even entire countries.

Climate change may be a big problem, but there are many little things we can do to make a difference. If we try, most of us can do our part to reduce the amount of greenhouse gases that we put into the atmosphere.

Many greenhouse gases come from things we do every day. As we have learned, these greenhouse gases trap energy in the atmosphere and make the Earth warmer.

Driving a car or using electricity is not wrong. We just have to be smart about it. Some people use less energy by carpooling. For example, four people can ride together in one car instead of driving four cars to work. **Here are some additional ways you can help make the planet a better place!**

Read

Learning about the environment is very important. There are many good books that will help you learn. To get started, ask a teacher or a librarian for some suggestions. You also can look at the Links page to find other good web sites with information about the environment and climate change.

Save Electricity

Whenever we use electricity, we help put greenhouse gases into the air. By turning off lights, the television, and the computer when you are through with them, you can help a lot.

Bike, Bus, and Walk

You can save energy by sometimes taking the bus, riding a bike, or walking.

Talk to Your Family and Friends

Talk with your family and friends about climate change. Let them know what you've learned.

Plant Trees

Planting trees is fun and a great way to reduce greenhouse gases. Trees absorb carbon dioxide, a greenhouse gas, from the air.

Recycle

Recycle cans, bottles, plastic bags, and newspapers. When you recycle, you send less trash to the landfill and you help save natural resources, like trees, oil, and elements such as aluminum.

- ? State three other forms of air pollution, how they affect people and what can be done to reduce them.

When people think about air pollution, they usually think about smog, acid rain, CFC's, and other forms of **outdoor** air pollution. However, air pollution also can exist *inside* homes and other buildings.

c) Habitat Destruction

- ? Discuss how we can conserve our local environment including water, land, air, forests, and mineral and fossil fuels.

With luck, this is a topic that will have been well covered at school, and it will be easy for the cub to talk with you about this. If not, there is plenty of information in the media on a regular basis on this topic, and lots available on the internet as well.

CUB SCOUT

GOLD BOOMERANG REQUIREMENTS

Part 12 – Self Expression (Creativity)

Complete any TWO of the following

a) Performing Arts

- ? Perform a magic trick, juggling, or a puppet show alone, or with the help of one or two other Cub Scouts.

b) Visual Arts

- ? Produce a series of preliminary sketches and a finished piece of work ready for display.

c) Creative Writing

- ? Write a piece, which you contribute, to a group or local newsletter.

Encourage the cubs to submit an item to your group newsletter, covering a recent activity etc, or maybe even submit it to your school or local paper.

d) Music

- ? Sing a song, which includes verses and chorus,
- ? OR play a musical instrument for your pack
At a higher standard than that demonstrated for your Bronze and Silver Boomerangs.

THE Performing Arts and Music sections can be addressed by running a talent-quest along the lines of shows like Australian Idol. Give the cubs a month's notice, and have heats over a few weeks. At the end of the term, run the finals and invite Parents etc (or the Joeys?) to watch. Provide certificates of participation if you are able to, as the cubs usually enjoy having a memento like that. Alternatively, have someone video all the performances and make a DVD of them all for each cub to have a copy (you will need to sort out any "filming rights" within your group if you decide to use this option, and any child protection concerns). Care will have to be taken to ensure the Gold level Cubs make a suitable effort if using this program.

CUB SCOUT
GOLD BOOMERANG REQUIREMENTS
Part 13 – Handcraft
(Creativity)

- ? Design a practical item and produce it using any craft method.
- ? Show the design work and finished item together.

This is something that would be hard to cover at a cub meeting as the requirement is for the cub to **design and make** an item.

CUB SCOUT PACK GOLD BOOMERANG REQUIREMENTS

Part 14 – Your Community (Growing Awareness of Local Community)

a) Home

- ? Show you know how to wash and iron your clothes

Other than having the parents tell us that this is done, it is hard to check the washing part, however, it could be feasible to have a gold level cub demonstrate to the rest of the cubs how to do some ironing.

Hot iron(s) and a competitive cub game just don't seem to be a good combination.

b) Local Community

- ? Take part in a visit to a local place of interest and find out how it serves the community.

The local emergency services (such as fire, police & ambulance) are usually happy to have a group of cubs for an evening or a day visit. Other possibilities are places such as a pre-school, or (as in the Sutherland Shire at Oyster Bay) a community Star Observatory or even a specialised sporting venue (eg – A local Velodrome). Even a park, waterside boardwalk, beach or school may even fit the bill. Even in a small town, the big factory that employs half the town would probably also be suitable - so the possibilities are limited only by your imagination.

OR

- ? Meet or visit someone who lives or works in your area and find out what he or she does to help the community

Arranging a visit to someone, or having them visit the cub pack one evening are two ways to cover this, and most people are more than willing to take the opportunity to let others, especially children, know about their work.

c) Local Organisations

- ? Find out about two charitable organisations in your community and what they do to help other people.

I would assume here that charities such as Vinnies, the Salvos, Lifeline etc would suit this requirement. There may also be more

localised ones for your own area. Once again, it may be possible to have someone visit, possibly from the local charity collection shop.