

Guidelines for the Silver Boomerang

A Cub Leader resource
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as a Wood Bead Project
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CUB SCOUT PACK SILVER BOOMERANG REQUIREMENTS

Part 1 – Health & First Aid

(Responsibility for Self)

a) Personal Health

? Explain how to keep your feet in good condition and why

Our feet work very hard for us from birth until death, enduring hours of pressure and constant movement. A little common sense and attention can give them the respect they deserve and will help to prevent any problems from occurring.

Good Hygiene Practices

Feet should be cleaned at least once a day to prevent bacterial build up, which can result in bad odours. If you are prone to athlete's foot, eczema, psoriasis or general foot odour it is advisable that highly coloured and scented lotions and products are avoided to reduce the likelihood of irritation to the feet. A basic anti-bacterial agent should suffice or using the product recommended by your GP. If you suffer from smelly feet, it may be advisable to wash feet more often.

Cotton socks should be worn instead of synthetic fibres as these allow the feet to breathe and remain cool, and footwear should be altered daily to prevent bacteria from building up. In the event of a corn or a callous developing, always treat using the approved preparations and implements, never try and dig out the root of the corn or callous using sharp objects.

? Discuss why sleep is important

Sleep Is a Basic Human Need

Sleep is a natural part of everybody's life, but many people know very little about how important it is, and some even try to get by with little sleep. Sleep is something our bodies need to do; it is not an option. Even though the exact reasons for sleep remain a mystery, we do know that during sleep many of the body's major organ and regulatory systems continue to work actively. Some parts of the brain actually increase their activity dramatically, and the body produces more of certain hormones. Sleep, like diet and exercise, is important for our minds and bodies to function normally. In fact, sleep appears to be required for survival. Rats deprived of sleep die within two to three weeks, a time frame similar to death due to starvation.

An internal biological clock regulates the timing for sleep. It programs each person to feel sleepy during the nighttime hours and to be active

during the daylight hours. Light is the cue that synchronizes the biological clock to the 24-hour cycle of day and night. For us, sleep is like the recharge that your portable video or MP3 player needs every time the batteries are used up.

? Discuss the importance of a balanced diet

A balanced diet is vitally important in order to keep our bodies functioning properly. Being balanced has nothing to do with keeping your plate level as you carry it to the table. We generally think of a balanced diet as needing fruit, vegetables, cereal, meat, dairy, fats and sugars. These items provide the body with carbohydrate, protein, fat, vitamins, mineral salts and fibre. Your daily diet also needs to contain these things in the correct proportions.

Carbohydrates: these provide a source of energy.

Proteins: these provide a source of materials for growth and repair.

Fats: these provide a source of energy and contain fat soluble vitamins.

Vitamins: these are required in very small quantities to keep you healthy.

Mineral Salts: these are required for healthy teeth, bones, muscles etc..

Fibre: this is required to help your intestines function correctly; it is not digested.

Too much of just one or a couple of these categories will result in a person becoming sick or overweight etc.

? Prepare a healthy lunch for an outing

This is one of those practical items that needs to be done on an outing – (the trick is to ensure that the CUB has prepared the lunch, not a parent).

When planning a day out, advise the cubs of this item and remind them at the final meeting before the outing, to give them the chance to achieve this.

b) Basic First Aid

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

Refer to the Bronze level pages for the basic requirements of a First Aid Kit. If one is not available, maybe you could have your cub(s) check your hall's first aid kit and see what needs replenishing or updating in it.

? Show how to treat a bleeding nose

Make the patient sit down, and use thumb and index finger to squeeze together the soft portion of the upper nose bridge for about ten minutes. Meanwhile make the head and body lean slightly forward so the blood will not go down to the throat. Avoid hot food or hot shower for the while to slow down blood circulation in the nose. The patient should not pick or blow nose for a week to prevent recurrence of nosebleeds.

? Show how to treat stings and insect bites common to your area.

Mosquito Bites (to stop the itch)

Cold water and ice can be useful, although ice should not be applied directly to the skin. A variety of commercial preparations can be obtained from the chemist including (eg. Stingose®) In severe cases, oral antihistamines may have to be administered and if symptoms persist, a physician should be consulted.

Spider Bites.

Of all the thousands of Australian spiders, arthropods and insects, only three have bites which alone are capable of causing death - the funnel-web spider (and related atrax species), the red back spider and the paralysis tick.

In most other spider or insect bites, rest and elevation, local application of ice packs and lotions, simple analgesics and antihistamines are all that is required.

Snakes bites

If your phone works, call 000 and ask for the ambulance service. They will be able to tell you what to do if you don't remember it all. They will also be able to start getting help to you.

Treat all possible snake bites the same way. You cannot know if it is truly a bite or if the snake is dangerous until later.

Do not wash the bite area. If there is some venom on the skin this can help doctors find out which snake caused the bite, so that they can give some anti-venom to help fight the effect of the snake poison.

Snake venom travels slowly through the body and first aid treatment is to try to slow this down even more until help arrives.

Wrap a bandage firmly around the place where the bite is. This should not be so tight that the blood supply is cut off. If the bandage hurts it is too tight.

If the bite was on an arm or leg, wrap another bandage over as much of the limb as possible starting from the fingers or toes.

Do not take this bandage off until you reach a doctor or hospital.

Stop the person from using the arm or leg by putting on a splint (this can be a long stick).

Keep the injured person still. Do not let the person walk to get to help, bring help to the person, or carry the person to help.

Try to keep the person calm. Poison spreads faster if the heart beats faster.

Remember even though there are lots of poisonous snakes in Australia it is very rare for a person to die from a snake bite.

c) Infections

- ? Show an understanding of how germs and head lice can pass to people by contact, and how to prevent this.

Five common ways germs are spread:

- ? Nose, mouth, or eyes to hands to others:
Germs can spread to the hands by sneezing, coughing, or rubbing the eyes and then can be transferred to other family members or friends. Simply washing your hands can help prevent such illnesses as the common cold or eye infections.
- ? Hands to food:
Usually germs are transmitted from unclean hands to food by an infected food preparer who didn't wash his or her hands after using the toilet. The germs are then passed to those who eat the food. This is easily prevented by always washing your hands after using the toilet and before preparing food items.
- ? Food to hands to food:
Germs are transmitted from raw foods, such as chicken, to hands while preparing a meal. The germs on the hands are then transferred to other uncooked foods, such as salad. Cooking the raw food kills the initial germs, but the salad remains contaminated.
- ? Infected child to hands to other children:
Germs are passed from a child with diarrhea to the hands of the parent during nappy changing. If the parent doesn't immediately wash his or her hands, the germs that cause diarrhea are then

passed to others.

? Animals to people:

Wash your hands after petting animals or touching any surfaces they come into contact with.

Lice are highly contagious and can spread quickly from person to person, especially in group settings (schools, child-care centers, slumber parties, sports activities, camps, and even playgrounds).

Though they can't fly or jump, these tiny parasites have specially adapted claws that allow them to crawl and cling firmly to hair. They spread mainly through head-to-head contact, but sharing clothing, bed linens, combs, brushes, and hats can also help pass them along. Children and teens are most prone to catching lice because they tend to have close physical contact with each other and often share personal items.

Having head lice is **not** a sign of uncleanliness or poor hygiene. The pesky little bugs can be a problem for kids of all ages and socioeconomic levels, no matter how often they do - or don't - clean their hair or bathe.

However, you *can* help to prevent getting lice - or from becoming reinfested with lice - by taking the following precautions:

- ? Try to avoid head-to-head contact at school (in gym, on the playground, or during sports) and while playing at home with other children.
- ? Don't share combs, brushes, hats, scarves, bandanas, ribbons, barrettes, hair ties or bands, towels, helmets, or other personal care items with anyone else, whether they may have lice or not.
- ? Do not lie on bedding, pillows, and carpets that have recently been used by someone with lice.

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.

Run a RELAY style Game. You could also play Chinese Whispers, so show how important it is to ensure the listener has got the right details from you as well.

- ? 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.

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Part 2 – Safety (Responsibility for Self)

a) **Buddy System**

- ? Define the Buddy System and explain its benefits.

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 accidents around the home and garden, including in sheds and around swimming pools.

The most common place for childhood injury is in and around the home. Each year, many thousands of these injuries occur in the backyard and garden. Common injuries are fractures, cuts, bruising and lacerations from swings, trampolines and toys.

Safety tips for the backyard

- Ensure a fence with a self-closing, self-locking gate securely encloses the garden.

A child resistant catch will help to prevent young children from escaping into the driveway or street.

- Cover garden ponds with wire mesh that is strong enough to hold the weight of a young child and high enough above the surface of the water to keep their faces out of the water.

- Safely store all flammable liquids, plants, chemicals and garden dusts out of reach of children or in a lockable garden shed.
- Remove any poisonous plants. The Poisons Information Centre can provide assistance if suspected poisoning has occurred.
- Garden tools should not be left plugged in or running. Gardening tools and equipment should be stored in a locked garden shed.
- Tree branches that overhang or might break should be removed.
- Ladders should not be left where a child can climb them. Store ladders out of reach, such as in a locked garden shed.

Pools

On average in Australia, one child drowns every week in pools in the back yard. It is now a legal requirement to have a secure fence around the pool.

If you own a pool, **here are some safety tips for adult to avoid accidents:**

- Always watch children carefully when they are around the pool. Children drown quickly and quietly
- Pavement surrounding pools can get slippery so be aware of and clean up any spillages
- Set your rules: No running, no bombing
- Remove the ladder if an above the ground pool is not being used
- Lock pool chemicals away out of reach of children
- Supervise children while they are swimming at all times. Supervise from within the pool area, not from in the house.
- Do not use floatation devices unsupervised
- Do not use a partially covered pool. Remove the cover completely.
- Keep toys away from pool area
- Remove chairs and tables from pool surroundings to prevent children using them to climb over the fence
- Learn CPR

c) Road

? Discuss the safety aspects of travelling in cars, buses and trains.

Seat Belt Basics

Whenever you ride in a car, wear your seat belt every time. No matter how short the trip is — even if it's only around the corner — you still need to buckle up.

Get in the Back

Here's another important safety rule: sit in the back seat. Kids 12 years old and under need to be sitting in the back. It's simply the safest place to be. If the car you're riding in gets into an accident, you have much less chance of hitting something hard like the windshield if you're in the back.

If you're in the back seat with friends or brothers and sisters, everyone needs to keep their seat belts on and not horse around. It can be hard for the driver to concentrate on driving and see what's going on outside the car if you're jumping around back there. Short story: It can be dangerous and everyone could get hurt.

Rules for Bus Safety

As with riding in a car, the best thing to do on the bus is buckle up (if the bus has seat belts). And play it cool when you're on the bus: No jumping, running around, or throwing things. This can make it hard for the driver to concentrate, and kids might get hurt.

You have to pay attention as you're getting off the bus, too. When you step down, hold onto the handrail and be careful that your backpack or book bag doesn't get caught on the rail or in the door.

After you exit the bus, never walk behind it. If you have to walk in front of the bus, walk on the sidewalk next to the bus for at least 10 feet (3 meters), make sure that the driver sees you, then cross. If you drop something as you cross the street, don't ever bend down to pick it up — the bus driver might not see you. Instead, tell the driver you dropped something.

Trains

Trains are very similar to buses, however an important extra detail is being sensible on the platform, and staying back from the edge at all times, but especially when a train is near.

Remember also that it is against the law to cross the railway track except at a proper crossing, and then only when it is OK to do so (as per signs/lights etc)

d) Water

? Demonstrate an understanding of the dangers of swimming in

? Swimming pools

Even though pools are generally a safe environment for swimming, many people drown each year in backyard pools. Many of these are (very) young children who are not able to swim, but who are drawn to the water to play with it and fall in.

Another risk around pools is slipping and falling. Water obviously makes the surrounding ground wet very easily, and people of all ages can slip, especially on tiled/shiny surfaces or where excessive dampness has caused moss etc to occur.

Diving into a pool can result in hitting your head on the side or bottom of the pool, which may make you unable to swim properly, or could even knock you unconscious. This can even occur when swimming properly, especially in smaller pools. Skylarking, or silly behaviour can cause someone to be injured or drowned. A particular form of this is holding someone underwater too long, even by accident.

? Rivers and lakes

In addition to any of the above risks, In rivers and lakes it is often hard to see far into the water depth, and many unseen snares can lurk there, Small and large tree branches as well as rocks are the most common underwater obstacles. For this reason it is very important not to dive into rivers or lakes without first checking slowly exactly how deep the water is and what items are in the way. Soft mud and underwater reeds are also a possible risk.

? Sea

Branches are less likely in the sea, but seaweed can still be a problem. However the two main risks are waves/rips, and sealife. It is a good idea to learn how to "read" the surf, so you know where rips are and where is safe, in case you are at a beach that does not have lifesavers who set up safe-swimming flags.

Sea-life such as shark, jelly-fish, bluebottle, blue-ring octopus etc can all cause injury or death.

? Dams

Small dams are very similar in risk to rivers/lakes, however dams also often have a water-pump (of varying size depending on the dam size). The in-flow pipe for the pump can suck people into them, and easily cause drowning, so it is important to know what is there and where it is.

? Identify safe areas for swimming

In each of the above situations, NEVER swim alone.

In the above information, the dangers are mentioned, so it is a matter of checking the water in question for the dangers you know may be present.

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.

? Demonstrate three ways of making distress signals.

If there is open area, the word HELP can be written in sand or the letters made out (LARGE) using rocks/sticks etc.

A good method, especially if it will be cold where you are is to light a fire for warmth, and keep some green, leafy branches nearby. If you see or hear possible searchers, place the green branches onto the fire, and the resulting smoke will make it easier for you to be seen.

Having a mirror with you can also be a good idea (especially a metallic, unbreakable one) as it can be used to reflect the sun's light at a plane or people you can see in the distance who may not have seen you. If you have a torch, SOS in morse code can be sent from a high place, or if people can be seen in the distance at night.

f) Fire

? Discuss the ways that fires can start in the home and in the bush

Fires around the home can start in a large variety of ways. Sometimes they can be seen starting and sometimes they are burning well before you get any warning.

- Worn or electrical wiring (in the house wires or to/in an appliance) can cause excessive heat or a spark that can start a fire.
- A heater left on unattended or knocked over.

- An item such as an Iron left unattended.
- Matches etc left around where they can be played with by young children.

In the bush the most likely causes of a fire are –

- matches
- campfires left unattended
- lightning strikes
- sunlight through a broken bottle (like a magnifying glass works)

? Show what to do if you are in a fire at home.

Have the cubs demonstrate the Get Low & Go, go, go technique. This can also be incorporated as a part of a game such as NSEW.

g) Personal

? Discuss what to do if you do not feel safe somewhere

The best thing to do in that situation 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. It is probably better to avoid being there in the first place!

CUB SCOUT PACK SILVER BOOMERANG REQUIREMENTS

Part 3 – Ropes (Outdoor Scouting)

Tying Knots

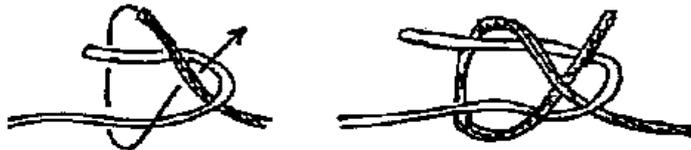
- ? Tie a reef knot.



- ? Tie a clove hitch



- ? Tie a sheetbend



a) Use of Knots

- ? Discuss how and where to use these knots.

The Reef or Square Knot 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. **NOTE** – It is much more effective to have the cubs tie two ropes of different colours, so they properly understand how to tie the knot.

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.

b) Care of Ropes

Name the parts of a rope

The parts of a rope are:

- **The Standing End** - the end that does NOT have the knot in it
- **The Working End** - The active end of a line used in making the knot.
May also be called the 'running end' or 'live end'
- **The Standing Line** (or Standing Part) -the long middle part of a rope not in the knot.
- **Working part** - Section of line between knot and the working end.

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Part 4 – Outdoor Scouting

(Outdoor Scouting)

a) Compass and Navigation

? Discuss how a compass works and show you know the 8 principal points

A magnetised needle, as found in a compass, is affected by the magnetic lines of force surrounding the earth, and thus when allowed to spin freely it will align itself with those lines and point at the magnetic north pole.

The principal points required are N,S,E,W,NE,SE,NW,SW

? Use a compass to follow a simple trail which includes 6 compass points

As the Gold level cubs have to set a trail for their badgework, the opportunity arises to use the trail from the gold test for the silvers to follow. (The bronze should tag along to get the basics as well).

b) Maps and Hiking

? Demonstrate five 'trail signs'

trail signs			
straight ahead	turn right	turn left	do not go this way
 rocks			
			
			
			
	number of paces in direction indicated		 I have gone home.

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

? Use a road map to work out the distances between two towns named by a leader

If you have camp or major event coming up, maybe the cubs could work out how far it is to get there, or how far it is to get to the next jamboree or Cuboree.

c) Fire Lighting

? Discuss ways that fires can start in the home and in the bush.

I believe this to be the wrong info - it is the same question as the Safety- Fire section of the Silver Boomerang.

d) Outdoor Cooking

? On a fire you prepare and light, cook a meal such as sausages or food in a foil pouch.

Either have a cooking evening, or make sure this can be done at a camp.

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Part 5 – Our Cub Scout Traditions

(Scouting aims and principles)

a) **The Jungle Books**

? Tell one of the stories in the jungle book that does not have Mowgli in it.

The complete book, having passed into the public domain, is on-line at Project Gutenberg's official website

(<http://www.gutenberg.org/etext/236>) and elsewhere.

This is a summary of the stories.

1. ***Mowgli's Brothers***: A boy is raised by wolves in the Indian Jungle with the help of Baloo the bear and Bagheera the panther, and then has to fight the tiger Shere Khan. This story has also been published as a short book in its own right. *Night-Song in the Jungle*
2. ***Hunting-Song of the Seeonee Pack***
3. ***Kaa's Hunting***: This story takes place before Mowgli fights Shere Khan. When Mowgli is abducted by monkeys, Baloo and Bagheera set out to rescue him with the aid of Chil the Kite and Kaa the python. *Maxims of Baloo*.
4. ***Road Song of the Bandar-Log***
5. ***Tiger! Tiger!***: Mowgli returns to the human village and is adopted by Messua and her husband who believe him to be their long-lost son Nathoo. But he has trouble adjusting to human life, and Shere Khan still wants to kill him. The story's title is taken from the poem "The Tyger" by William Blake.
6. ***Mowgli's Song***
7. ***The White Seal***: Kotick, a rare white-furred seal, searches for a new home for his people, where they will not be hunted by humans.
8. *Lukannon*
9. ***Rikki-Tikki-Tavi***: Rikki-Tikki the mongoose defends a human family living in India against a pair of cobras. This story has also been published as a short book.
10. ***Darzee's Chant***
11. ***Toomai of the Elephants***: Toomai, a ten-year old boy who helps to tend working elephants, is told that he will never be a full-fledged elephant-handler until he has seen the elephants dance. This story has also been published as a short book.
12. ***Shiv and the Grasshopper***

13. ***Her Majesty's Servants*** (originally titled "Servants of the Queen"): On the night before a military parade a British soldier eavesdrops on a conversation between the camp animals.

14. ***Parade-Song of the Camp Animals*** parodies several well-known songs and poems, including Bonnie Dundee.

Stories in The Second Jungle Book:

You can find the complete text at Project Gutenberg's official website.

1. ***How Fear Came***: During a drought, Mowgli and the animals gather at a shrunken river for a 'water truce', during which Hathi the elephant tells the story of how the first tiger got his stripes. This story can be seen as a forerunner of the Just So Stories.

2. ***The Miracle of Purun Bhagat***: An influential Indian politician abandons his worldly goods to become an ascetic holy man. Later he must save a village from a landslide with the help of the local animals.

3. ***Letting In the Jungle***: Mowgli has been driven out of the human village for witchcraft, and the superstitious villagers are preparing to kill his adopted parents Messua and her (unnamed) husband. Mowgli rescues them and then prepares to take revenge.

4. ***The Undertakers***: A crocodile, a jackal and an adjutant crane, three of the most unpleasant characters on the river, spend an afternoon bickering with each other until some Englishmen arrive to settle some unfinished business with the crocodile.

5. ***The King's Ankus***: Mowgli discovers a jewelled object which he later discards carelessly, not realising that men will kill each other to possess it. Note: the first edition of The Second Jungle Book inadvertently omits the final 500 words of this story, in which Mowgli returns the treasure to its hiding-place to prevent further killings. Although the error was corrected in later printings, it was picked up by some later editions.

6. ***Quiquern***: A young Inuit hunter and his sled dog set out across the arctic ice on a desperate hunt for food to save their tribe from starvation, guided by the mysterious animal-spirit Quiquern. But Quiquern may not be what it seems....

7. ***Red Dog***: Mowgli's wolfpack is threatened by a pack of rampaging dhole. Mowgli asks Kaa the python to help him formulate a plan to defeat them.

8. ***The Spring Running***: Mowgli, now almost seventeen years old, is growing restless for reasons he cannot understand. On an aimless run

through the jungle he stumbles across the village where his adopted mother Messua is now living with her two-year old son, and is torn between staying with her and returning to the jungle.

Stories in The Third Jungle Book

Fire in the Jungle

Where the Elephants Dance

The Porcupine and the Poison People

Gargadan, the Great Rhino

In the Cave of Badur

Bagheera and the Spring Hunt

The Mad Elephant of Mandla

Jacala, Tyrant of the Marsh

The Ghost Tiger

Master of the Jungle

? Explain the significance of Baloo and Bagheera in Mowgli's life

Baloo - teaches the cubs of the Seeonee wolf pack the Law of the Jungle. His most challenging pupil is the "man-cub" Mowgli; despite Bagheera's objections he sometimes finds it necessary to use corporal punishment against Mowgli, although when called upon to defend the man-cub against the Bandar-log he does not hesitate.

Bagheera - Originally born in captivity in the menagerie of the Rajah of Oodeypore, India, Bagheera begins to pine for his freedom after his mother dies. Once he is mature and strong enough he breaks the lock on his cage and escapes into the jungle, where his ferocity and cunning win him the respect of all its other inhabitants, except Shere Khan the tiger. Bagheera reveals all this to Mowgli later. None but Mowgli ever learn that Bagheera once wore a collar and chain, explaining the cat's special insight concerning Men.

When Father Wolf and Raksha of the Seeonee (Seoni) wolf pack adopt the human "cub" Mowgli and the pack demands that the new cub should be spoken for, Bagheera buys Mowgli's life with a freshly-killed bull and helps to raise him as one of the pack. Because his life has been bought by a bull, Mowgli is forbidden to eat cattle (coincidentally, just as the Hindu villagers of the region are also forbidden).

Bagheera and Baloo are Mowgli's mentors. They are two of the three who sing for Mowgli "The Outsong" of the jungle.

b) Scouting History

? Find out when Scouting started in your local Group.

1st Picnic Point started on Sept 20th 1957.

(of course this will vary for each Scout Group)

? Find out and explain the meaning of your scarf and District/Region badge.

1st Picnic Point has Green with a yellow edge.

The Green signifies the abundance of local bushland in the area and the yellow band signifies the shores of the Georges River as it passes in front of the Scout hall through the adjoining National Park area.

Of course, green & gold are the colours of Australia as well

Unfortunately many groups have lost this information over the years, but with luck you can trace this information for your group (or consult with your group council and make up something that "works" for your colours and use that for tradition in the future).

As of about July 2007 this question has apparently also been removed from the test, and replaced with a requirement for more general knowledge about the History of Scouting in Australia and in general.

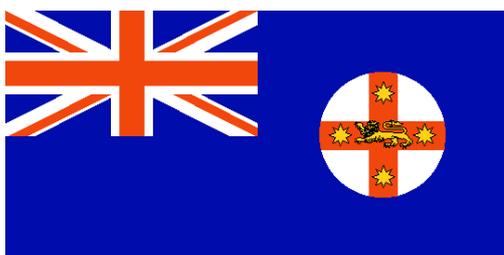
CUB SCOUT PACK

SILVER BOOMERANG REQUIREMENTS

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

a) Flags

- ? Describe the flag of your State/territory and show an understanding of the components of it.



Flag Adopted: 18 February 1876

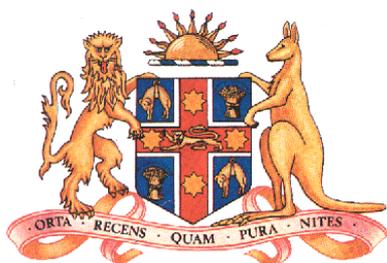
Flag Proportion: 1:2

Use: State Flag and Ensign

The flag of New South Wales is a British Blue Ensign defaced with the state badge. The badge depicts the cross of St George in red on a white disc. At the extremity of each arm of the cross is an eight pointed gold star, and in the centre of the cross is a golden lion passant guardant.

b) Emblems

- ? Describe the emblem of your State/territory and show an understanding of what it means.



The New South Wales Coat of Arms is based on the Southern Cross with the British Lion in the centre and symbols of agriculture in the corners. It is supported by the British Lion and the Australian Kangaroo and was formally adopted in 1906. NSW motto "Newly risen, how brightly you shine".

c) Flora and Fauna

- ? Name and describe the flora and fauna emblems in your State or Territory.



Floral Emblem - The Waratah is the floral emblem of New South Wales, a large (10-12cm across) and spectacular scarlet flower growing in the bush in clumps of tall stems. The Waratah is protected by law.



Bird Emblem - The Kookaburra is the bird emblem of NS.W. This great brown kingfisher is sometimes called a 'laughing jackass' because of its distinctive territorial laughing call. Meat eaters, they hunt snakes, lizards, fish and insects and live at forest edges, in clearings.



Animal Emblem - The Platypus, is the animal emblem of New South Wales. The platypus is a furry creature, about 30cm - 38cm long, it has webbed feet and a large duck-like bill which it uses to gather its food from the bottom of rivers.



Fish Emblem - The Blue Groper was proclaimed the State fish of New South Wales in 1998. A friendly but powerful coastal fish that often follows divers. It can be up to a metre long and weigh between 2 and 15kg, though some specimens may reach 40kg or more.

CUB SCOUT PACK SILVER 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

? Find out three things about your beliefs and explain them to your Leader.

This will be specific to the beliefs of each Cub and their family/religion etc.

b) Promise and Law

? Talk to a leader about how you have tried to put your Promise and Law into practice in everything you have done

Once again, this will be specific to the Cub in question.

c) Service

? Do a good turn for your Cub Pack or Scout Group and tell your leader about it.

Other than our reminding the Cubs what a good turn is on a regular basis, this is up to the individual to do.

CUB SCOUT PACK

SILVER BOOMERANG REQUIREMENTS

Part 8 – Fitness

(Pursuits and Interests and Responsibility for Self)

a) Ball Skills

- ? Throw a ball 10 metres to someone else and catch it on return 5 times
- ? Hit a ball with a bat or racquet 5 times

b) Athletic Skills

- ? Perform a standing broad jump as far as you can

c) Strength & Stamina

- ? Skip 20 times forward and 10 times backwards.

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 PACK

SILVER BOOMERANG REQUIREMENTS

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

a) Indigenous Australians

- ? Find out some of the customs, traditions and crafts of the traditional owners of your area.

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.

Reference websites:

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

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

www.crystalinks.com/aboriginals.html

Eora people, from the Port Jackson region (known as Cadigal) spoke a different language from the Dharawal, whose territory extends from Kurnell Peninsula to Nowra in the south and west to Camden. The Aborigines of Kurnell were the Gweagal people, Dharawal is like a state; Gweagal is like a shire within the state; Cunnel (Kurnell) is a family village within the shire. There was no written language and it was the dialect that distinguished the separate mobs.

The word Eora simply means "here" or "from this place". Local people used this word to describe where they came from to the British. "Eora" was then used by the British to refer to those Aboriginal people. The Eora / Dharawal / Darug (Coastal) people lived largely from the produce of the sea, and were expert in close-to-shore navigation, fishing, cooking, and eating in the bays and harbors in their bark canoes. When the First Fleet of 1300 convicts, guards, and administrators arrived in January 1788, the Eora numbered about 1500. A smallpox-like disease in conjunction with other germs and viruses along with the destruction of their natural food sources saw the Eora practically die out during the nineteenth century.

The Eora / Dharawal / Darug (Coastal) language has been reconstructed from the many notes made of it by the original colonists, although there has possibly not been a continual oral tradition for over one hundred years.

People living around the coast and estuaries spent much of their time fishing. Hunting wallabies and possums, and collecting shellfish, plants foods and smaller mammals and reptiles provided variety to their diet. Fish formed an important part of their diet.

Spears were personal possessions of individual Aboriginal males. Each tribe had its own particular style of spears. Basically, all spears were made from timber or from the stems of plants. They ranged in length from about 1.5 meters to 4 or 5 meters with various forms of points, tips or blades. Some spear tips were prongs which were used to catch fish; others were made from stone flakes while others were made from fish bones and shells. Spears were mainly used for hunting but they were also used in battles.

The Eora / Dharawal made canoes which carried up to three or four people.

Their totemic practices protected species because a person could not eat his own totem and others needed permission to catch another person's totem on his land. For example, a man whose totem was a waterfowl would not eat that bird (otherwise it would be a form of cannibalism). Other members of the tribe could not hunt the bird in the territory that belonged to another man. This provided a safe environment for different species.

Every tribe in Australia was divided into a number of small social groups, but for marriage purposes, into two main groups sometimes called marriage moieties.

People didn't marry outside of their group.

Marriage arrangements were made when children were very young and even before they were born.

Aboriginal people were social beings as they lived and gathered together in family groups. Their camps were comprised of a number of gunyas (bark huts), but the people also lived in caves or in the open air. Some camps were comprised of as few as 6 to 10 people while in others there were up to 400 people.

The people usually settled in their camp as night fell and were engaged in a number of activities - normal family life - sharing stories about the happenings of the day, repairing weapons, singing songs and playing games etc.

The Australian Aborigines used a limited variety of implements to make musical sounds. The didgeridoo is probably the best known, but others included rattles, clapping sticks and two boomerangs clapped together. Aboriginal boys and girls played a number of games such as running, wrestling, climbing, throwing and ball games. No doubt they were fun to

play but they all had a serious purpose. They were not simply for amusement.

Kicking balls made from grass or fur bound with vines taught people agility, but they also had the effect of forming individuals into teams which taught them cooperation and working with others.

Throwing sticks was a form of preparation for spear throwing. Drawing animal tracks in the earth trained children to observe their environment and provided them with the skills necessary to catch food.

Adult Aborigines were often used by Europeans to track runaway convicts and criminals.

Digging games trained people to collect food such as yams; climbing games enabled people to develop other survival skills - the main purpose behind all the games that Aboriginal children played.

b) International Cultures

- ? Learn to say 'Hello', 'Goodbye', "Please" and "Thank-you" in a language other than that of your own, preferably from a native speaker of that language.

If you are unable to locate a suitable person to learn the above, and are also unable to locate someone who has learned a suitable language at school, then the Babelfish website (<http://babelfish.altavista.com>) is probably the best place to research some words for this.

See the Gold section for a suggested international night that covers all three levels.

c) Scouting

- ? Take part in a Pack Council

The hardest part about this is ensuring your pack DOES hold regular Pack Councils. Also note that the grey Wolf award requires the Cub to have attended two Pack Councils in the previous year.

- ? Take part in an activity with another pack or one organised by District, Region or Branch.

It falls to the Pack's Leader to arrange for this type of activity to be available to the cubs - but district region and state events are held regularly, so this should not be hard to arrange. Seeonee is a good place to make contacts to arrange an inter-pack activity too.

CUB SCOUT PACK

SILVER BOOMERANG REQUIREMENTS

Part 10 – Scientific Discovery

(The World Around Us)

Complete any TWO of the following

a) Biology

- ? Observe how an animal, bird, reptile or insect develops and behaves
- ? Report on your findings.

This is something that needs to be done at home, and can cover anything from a family pet to silkworms or mice.

b) Chemistry

- ? Perform an experiment that shows the difference between gas, liquid and solid states

A simple 2-part experiment that could be used here is to have the cubs light a candle (which also covers the Bronze match-lighting test), and to observe the wax that is converted from a solid to a liquid by the heat. Next, pour a qty of vinegar into a cup, and mix in some baking soda. Hold a piece of cardboard that is folded (into a "V") at an angle so that the bottom edge of the "V" is just above the flame. Now pour the GAS (not the liquid) from the cup into the top of the card, the gas should flow down and extinguish the flame of the candle.

Not only do we see the effects of the gas, but the remaining liquid wax will have become a solid again by the end of the next game or two.

c) Geology

- ? Explain how volcanos erupt and earthquakes occur.

When people think of volcanoes, the first image that comes to mind is probably a tall, conical mountain with orange lava spewing out the top. A volcano is a hole where melted rock called magma or rock and ashes are thrown up from inside the earth. Volcanoes are commonly known around the world for bringing huge destruction as they erupt. When most people think of volcanoes they think of hot boiling lava. Many people do not realize that instead of only erupting lava, it also erupts ash and gas. A volcano works in the following sequence.

1. Melted rock called magma rises from deep within the earth to near the surface.
2. Some of it cools and becomes solid within the crust, but some erupts on the surface as lava.

3. When two plates with ocean crust move apart magma from the mantle bubbles up to the surface to fill it.

Because of this factor, the Atlantic Ocean is widening by about 2cms per year. The Pacific is widening much, much more as well. It is widening by 20cm per year.

There are certainly many volcanoes of the standard type. But the term **volcano** actually describes a much wider range of geological phenomena. Generally speaking, a volcano is **any place on a planet where some material from the inside of the planet makes its way through to the planet's surface**. One way is "material spewing from the top of a mountain", but there are other forms as well. Also there are many different types of volcanoes. Some volcanoes are dormant, some are active, and some are dead or extinct.

Earthquakes happen because the outer layer of the earth (the crust) is slowly being deformed by stresses that are placed on the crust. These stresses build up along locked portions of the crust where earthquake faults are. Eventually the stresses become too great for one of the faults to withstand, and the crust suddenly moves, like a spring that has been wound too tightly. This sudden movement of the ground is called an earthquake. Most of the stresses that cause earthquakes can be explained by the theory of plate tectonics. According to this theory, the crust of the earth is broken up into many tectonic plates--something like a cracked eggshell. Unlike an eggshell, however, the earth's plates are not fixed in one location, but raft above a partially molten layer of the earth which is about 60 miles deep. Where the edges of the plates meet, stresses build up, and earthquakes occur.

For a good detailed reference on the cause of earthquakes see www.seismo.unr.edu/ftp/pub/louie/class/100/plate-tectonics.html

? [Show an experiment that illustrates one of these.](#)

Build a real working volcano

In this experiment we build a real working volcano. After mixing just the right amount of ingredients together, we'll add the final item to make our volcano 'blow its top' spewing red lava down the sides.

1. First we need to create the 'salt dough'. Mix 6 cups flour, 2 cups salt, 4 tablespoons cooking oil, and 2 cups of water in a large bowl. Work the ingredients with your hands until smooth and firm. Add more water to the mixture if needed.

2. Stand the soda bottle in the baking pan. Mold the salt dough around the bottle making sure you don't cover up the bottle mouth or drop any dough into the bottle. Take your time on this step and build your volcano with as much detail as you like.

NOTE - you could use modelling clay, sand, wire & paper-mache etc instead of making the salt dough. THEN "bury" the bottle in that instead. There is less to clean up if you use this option, and the sand type options are quicker to set up.

3. Fill the bottle most of the way with warm water mixed with a little of the red food coloring.
4. Put 6 drops of liquid detergent into the bottle.
5. Add 2 tablespoons of baking soda.
6. Slowly pour vinegar into the bottle and jump back quick!

Notice the red 'lava' that flows out of your volcano. This happens because of the baking soda and vinegar mixture.

Mixing baking soda and vinegar produces a chemical reaction in which carbon dioxide gas is created - the same gas that bubbles in a real volcano. The gas bubbles build in the bottle, forcing the liquid 'lava' mixture of the bottle and down the sides of your volcano.

d) Physics

? Show that you understand the weather forecast

Here is a sample forecast taken from the BOM website (<http://www.bom.gov.au>)

SYDNEY FORECAST

Issued at 3:35 pm EST on Friday 2 May 20XX

Warning summary

Nil.

Forecast for Friday evening

Fine. Light to moderate west to southwest winds.

Precis: Fine.

Forecast for Saturday

Fine. Mostly sunny. Light to moderate south to southwest winds, freshening near the coast.

Precis: Fine. Mostly sunny.

City: Min: 12 Max: 20 Parramatta: Min: 9 Max: 19

Liverpool: Min: 8 Max: 20 Richmond: Min: 7 Max: 19

UV Index: 4 [Moderate] UV Alert from 10:20 to 13:20

Sunday Fine. Mostly sunny.

City: Min: 12 Max: 21

West: Min: 7 Max: 20

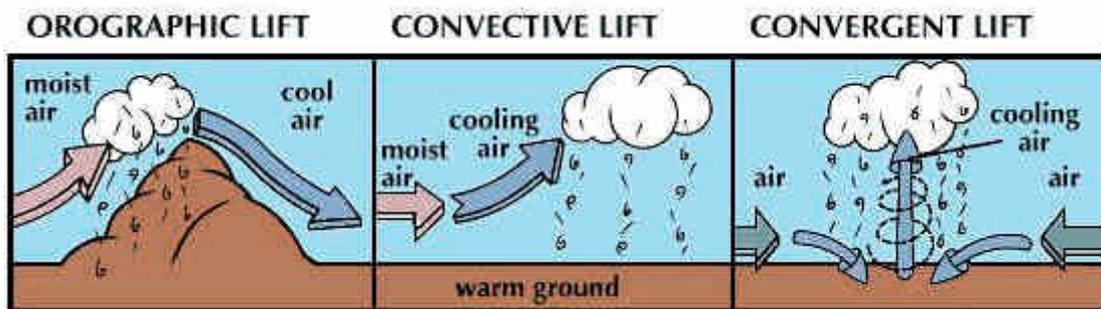
? [Show how rain is formed](#)

The oceans are the main source of rain, but lakes and rivers also contribute to it. The sun's heat evaporates the water. It remains in the air as an invisible vapour until it condenses, first into clouds and then into raindrops. Condensation happens when the air is cooled.

Air cools either through expansion or by coming into contact with a cool object such as a cold landmass or an ice-covered area. When air passes over a cold object, it loses heat and its moisture condenses as fog, dew, or frost. Air also cools as it rises and expands. The water vapour in the cooling air condenses to form clouds and, sometimes, rain.

Air rises for several reasons:-

- ? In *orographic lift*, the air is forced upward as it encounters a cooler, denser body of air or when it meets raised landforms such as mountains.
- ? In *convective lift*, air coming into contact with a warm surface, such as a desert, is heated and becomes more buoyant than the surrounding air.
- ? *Convergent lift* occurs in storms such as tornadoes. Air whirling toward the centre of a cyclone collides with itself and is forced upward.



For raindrops to form there must be particles in the air, such as dust or salt, at temperatures above freezing. When the particles are cooled to temperatures below freezing point, water condenses around them in layers. The particles become so heavy they fall through the clouds. In a thunderstorm, the rain particles may become very large and fall from the

cloud as hail. When the air temperature is at or below freezing all the way to the ground, the particles will fall as snow.

The formation of rain clouds may be very local. During a hot summer day, air rising over a moist region may cause cumulus, or woolpack, clouds to form in the cooler air above the surface. These clouds darken to rain clouds as more moisture condenses. Frequently, the rain cloud is the only cloud in the area, the rest of the sky remaining sunny. Such rainstorms occur almost constantly in the *doldrums* - the hot, calm areas near the equator.

Cumulus clouds can sometimes be forced to release rain by "seeding" them with particles of dry ice or silver iodide. Commercial rainmakers have claimed success using these methods.

e) Estimation

? Estimate the following:

- ? The distance from your scout hall door to the road
- ? The distance from one end of the hall to the other
- ? The height of a flagpole or tree.

You will need:

- a ruler
- your scout hall
- A cub scout

Instructions -

1. Place a mark on the ground/floor
2. Place one toe on the mark, and step forward ONE pace
3. Mark the position of the toes of your other foot.
4. Using the ruler, measure the length of your pace in Centimetres
5. Pace out the length of both the hall and the distance from the hall door to the road.
6. Using the known length of your pace, work out how long the two measurements are.
7. As for the height of the flagpole, this one is a matter of estimating how far the flagpole would fit along the wall of your hall. Eg, if it is probably half the length of the hall, you can estimate the height.

Using the shadow & stick method is even more accurate for estimating the height of the pole or tree.

1. Get a stick (say a metre long) and hold it upright in the SUN (this will not really work so well at night)
2. Measure the length of the shadow it throws

3. Measure the length of the shadow of the pole or tree, and divide the length of the stick's shadow into that number.
4. Multiply the stick length by the result

Thus using a 1M stick makes it easy, as the result number is simply the number of metres tall the pole is.

Explanation – Often it is not possible to accurately measure distances. For instance, the rulers we use are usually only 30cm long, but we want to measure something much larger, and that is why we estimate.

This task demonstrated one method of estimating. It uses an object of known length (pace or shadow) to estimate something much larger than that object.

A common use of this method is during a hike. The hiker counts how many paces they have taken to estimate how far they have travelled. Another is the odometer in a car, which in simple terms, works by counting how many times the car wheels have turned to estimate the distance the car has travelled.

CUB SCOUT PACK SILVER BOOMERANG REQUIREMENTS

Part 11 – The Natural Environment

(The World Around us)

a) Recycling

- ? Explain how you can recycle household waste.

What you can do to reduce household waste

Hints for reducing wastes

- ? Use a reusable string or canvas bag instead of disposable plastic bags for shopping.
- ? Better still, take a shopping trolley or buggy with you and do without bags altogether.
- ? Choose products with less wrapping and packaging.
- ? Buy in bulk – many items can be bought more cheaply in large amounts.
- ? Buy appliances with high energy efficiency ratings.
- ? Put a "No Advertising Material" sticker on your letterbox.
- ? Start a worm farm or other form of composting in your garden to recycle all your garden and other suitable food items

Hints for reusing products

- ? Storage containers, vases and pot plants can be made from tins, yoghurt containers and jars.
- ? Use both sides of paper before putting it in a recycle bin.
- ? Use plastic shopping bags as bin liners.

All local councils provide recycling services for households. Check with your local council for any particular recycling requirements.

Disposal of old chemicals

You can call your local council and ask about regular household chemical collection days.

You can dispose of a range of household waste items:

- ? kitchen – aerosol cans (empty), insect sprays, floor care products, furniture polish, metal polish with solvent, oven cleaners
- ? bathroom – pharmaceuticals, bathroom cleaners
- ? workshop – paint strippers, cutting oil, solvent-based glues, oil-based paint, paint thinner, acetone, turpentine, varnish and wood preservative

- ? garden – fertiliser, fungicide, herbicides and weed killers, insecticides and rat poison
- ? garage – transmission fluid, batteries and battery acid, brake fluid, car wax with solvent, petrol, diesel, kerosene and other fuels, motor oils and sump oil, other oils, metal polish with solvent
- ? miscellaneous – acids and alkalis, artists' paints, mediums, dry cleaning solvents, fibreglass resins (not mixed), mercury batteries, mothballs, old fire alarms and extinguishers, photographic chemicals, swimming pool chemicals, safety ammunition and gas cylinders.
- ? Make a system for recycling organic waste from your house (eg worm farm, compost heap).

Depending on the setup you have at your scout hall, you may find that you can get your cubs to work together to create a compost heap or a worm farm etc at the hall. Otherwise you may have to assist the cubs to plan how to do it at home – in other words, point them in the right direction, usually the internet or your local council.

b) Pollution

- ? [Help to clean up litter in your local area](#)

Participation in the local Clean-Up Australia Day is a good way of doing this! The whole scouting group can participate, and then the photos etc can go into the local paper, giving good publicity for your group too!

- ? [Discuss some effects of pollution on our rivers, lakes and seas](#)

Stormwater pollution can kill plants and animals that live in the water. For example:

- ? sediment in the water reduces light penetration and affects photosynthesis, the process that allows plants to use light as their source of energy
- ? when green waste decays in water it uses up oxygen, taking vital oxygen away from plants, fish and other aquatic animals
- ? soil makes waterways cloudy and can suffocate fish by clogging their gills
- ? litter clogs waterways and causes toxicity as it breaks down. It affects the health of birds, fish and other animals and plants that live in the waterways.

Soil erosion on building sites can be a major source of sediment pollution in our waterways. In fact, a single building block can lose four truckloads of soil in one storm. Washed from the sites into stormwater drains this sediment is eventually deposited in creeks, rivers and lakes in the area

Many rivers and waterholes have suffered blooms of large green algae (called simply 'weed') over the years. The weed accumulates in the shallows and along the shoreline, where it rots with an unpleasant odour. Spring growths of the toxic blue-green algae turn the water green. Fish catches decline during the bloom, and oxygen levels in the water drop, often causing mass death of bottom-living animals.

? Show how you and your family can help to reduce water pollution

Runoff from car washing, rubbish dropped on the streets, plastic bags etc all contribute to water pollution, so reducing these as much as you can is one way of helping to reduce water pollution.

c) Habitat Destruction

? On a bushwalk, find examples of five things that have damaged the environment, eg) litter and pollution, salinity, erosion and man-made damage.

ON A BUSHWALK!! – there you go, what more reason do you need to plan a hike? With the pollution etc around these days, on just about any bushwalk you will find the required damage.

CUB SCOUT PACK
SILVER BOOMERANG REQUIREMENTS
Part 12 – Self Expression
(Creativity)

Complete any TWO of the following

a) Performing Arts

? Organise and perform in a mime, skit or play with other members of your pack

b) Visual Arts

? Create a painting, drawing or 3-dimensional piece and have it ready to display.

c) Creative Writing

? Write a poem or short story, which may be fictional or a report of an event.

d) Music

? Sing 2 songs or play 2 pieces on a musical instrument for your pack

Since this section is SELF expression, other than assisting the cubs by encouraging them and creating the environment and program that will facilitate their creative effort, there is little else the leader can do. However, it is important to create an environment where the cubs feel happy to achieve this section of the award.

CUB SCOUT PACK
SILVER BOOMERANG REQUIREMENTS
Part 13 – Handcraft
(Creativity)

- ? Make something using a craft method which is new to you
- ? Show the tools you used and explain how to care for them.

There are so many craft resources available, that it is not worthwhile to list specific crafts here, however some useful sites are...

www.dltk-kids.com/

www.e-scoutcraft.com/

www.instructables.com/

www.makingfriends.com/yucky.htm

www.scouter.com/compass/Meeting_Activities/Craft_Ideas/

CUB SCOUT PACK

SILVER BOOMERANG REQUIREMENTS

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

a) Home

- ? Demonstrate that you know how to do cleaning around the home, such as vacuuming, sweeping, washing up and cleaning the bathroom.

One possible way to test this is to allocate cleaning tasks carefully during or at the end of a camp.

Alternatively, Mum or Dad can “give evidence” to show what the cub has done at home.

Some aspects can be used as a game, but I am unsure how a race to vacuum the hall will work, let alone a game of “who can clean the toilet the fastest”.

- ? Do some minor repairs to clothes and around the home

As well as asking for parents to tell us what the Cub has done, this is a chance to get the cubs to sew on a badge they have been presented with. One such as Job-Week, when most should get something (hopefully), could be presented at the start of the meeting, and then they could all sew their badges on at Cubs – which has the added bonus of being a pleasant surprise for mum, instead of being something else she has to do before next week.

The repair around the home could be also tested if there are items around the hall that need repairs that the cubs could do. This has the added bonus of giving them more ownership of the hall, which hopefully assists in getting them to look after it even better.

b) Local Community

- ? Find out how your town or suburb name originated.

- ? Where is the nearest -
 - ? Police Station
 - ? Ambulance Station
 - ? Hospital

Unless you are new to the area you live in area, or live a long distance from your meeting hall, then you should know this information – and it will vary from Pack to Pack of course.

c) Local Organisations

- ? Name three essential service organisations that provide for your community, and explain what they do.

The three that most likely will be most familiar to the cubs are the Police, Ambulance and Fire services. However, others such as the State Emergency Service the Rural Fire Service / Bush Fire Brigade or the Royal Flying Doctor Service are also highly suitable for this test.