

**SOCIAL DEVELOPMENT**  
SOCIAL DEVELOPMENT



# CONCERN FOR OTHER PEOPLE

The aim of any educational process is the freedom of the individual and every person aspires to use that freedom to attain happiness.

On this basis, Robert Baden-Powell, the founder of Scouting, used to say that happiness is the only real success. And he would always add that the best way to achieve happiness is by making other people happy.

Freedom leads to deep and lasting happiness if we use it to fulfil ourselves by reaching out to others. This makes freedom into a way of responding, an acceptance of others, a commitment to the community, help to those who suffer, mutual discovery and concerned dialogue between cultures and nations.

This is why we cannot talk about the integrated development of the personality if we do not concern ourselves with educating the social dimension of the individual. It is essential to encourage children to develop a caring and involved attitude and experience the value of solidarity through activities and little projects.

They also need to learn about the practice of democracy and come to respect authority and understand and accept the rules of coexistence. This is why it is important for them to take an ever greater role in the groups of which they are part and in decision making. They must become used to keeping agreements reached jointly and electing representatives and cooperating with them. Also, little by little, they need to develop the ability to criticize in a constructive manner and build common rules together.

Social integration also encompasses the values of the children's homeland and people. They must learn to recognize and appreciate their culture and acquire an awareness of how, as individuals, they can contribute to preserving and caring for the environment.

Lastly, as always through action, they learn to value peace as the result of justice among people and understanding among nations.

# GETTING TO KNOW THE AMERICAS

Growth area  
**SOCIAL  
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## SUMMARY OF THE ACTIVITY

Working in small groups, the children will put together a jigsaw puzzle depicting a political map of the Americas. In order to obtain the pieces, each group has to answer questions and pass little tests that will help the children to expand and share their knowledge about the Americas, their countries and cultures.

### PLACE

The Den.

### DURATION

Two to three hours.

### PARTICIPANTS

The Pack, working in small groups.

## OBJECTIVES OF THE ACTIVITY

1. To share knowledge about the Americas and the countries in them.
2. To learn more about the Americas, their countries and cultures.
3. To put together a political map of the Americas.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

1. I know the symbols of my country, such as the flag and the national anthem.
2. I know what the countries of the American Continent and the Caribbean are.

### Late childhood

1. I know something about the typical things in the place where I live.
2. I know the symbols of some other countries of the American Continent and the Caribbean.
3. I take part in activities in which I learn how important peace is.



**Original idea:** REME Coordination Headquarters, based on *El juego de los pósters*, taken from the book “Campamento Urbano, una propuesta para el tiempo libre en la ciudad”, by H. Otero and X. Iglesias, CCS publishers, Madrid.

**Drafting and editing:** Loreto González.

## MATERIALS

Cards for writing down questions and tests, political maps of the Americas that have been cut into jigsaw pieces, paper and glue.

## DESCRIPTION OF THE ACTIVITY

### Before the activity

Before the activity takes place, the Leaders should prepare the necessary materials:

- Obtain or make as many political maps of the Americas as the number of groups into which the children are to be divided.
- Glue each map to a sheet of thick paperboard or cardboard.
- Trace jigsaw-piece shapes on the maps.
- Number each map and each piece (e.g., Map A; pieces A1, A2, A3, etc.).
- Cut each map into the jigsaw pieces. Be careful not to mix up the parts of one map with those of another.
- Copy the jigsaw lines of each map on another sheet of paper and write the number of each piece on the corresponding spot on the sheet of paper.
- Write up cards with questions that the children must answer and tests they must pass in order to win each piece.
- Distribute all the jigsaw puzzle pieces among the Leaders (at this point the pieces of all the puzzles *should* be mixed together), along with the question and test cards.

### The day of the activity

Each group will try to get the pieces of one of the jigsaw puzzles and put them in the right places so that they form a political map of the Americas. In order to do this, they must pass a number of tests and answer a number of questions that the Leaders at each of the checkpoints will ask them.

Once the children have understood how the activity will work, the Pack is divided into small groups. Each group will be assigned a letter and given the necessary materials.

When the starting signal is given, each group will go to a checkpoint. Once there, they will draw a card at random and will do what it tells them to do. If they perform their task successfully, the Leader in charge will give them a piece of the puzzle marked with that group's

letter. The group will then move on to the next checkpoint and repeat the same procedure. The children will then continue to go from checkpoint to checkpoint until they have all the pieces of the map in place. If they fail to pass a test or answer a question, they can have a second try. After that, whether they are successful or not, they will have to move on to the next checkpoint.

The cards to be used in this game may contain questions and tests dealing with different subjects. For example: **Capitals:** What is the capital of ... ? The city of ... is the capital of what country? **Currencies:** What country are you in if you are using ... as money? What currency should you be using if you are in ...? **Language:** What country or countries are you in if you are speaking ... ? What language should you speak if you are visiting the country of ... ? **Borders:** With what countries does ... share a border? What countries will you have to travel through if you want to go from ... to ... ? **Flags:** Which of these flags is X's? Draw the flag of ... **Folk traditions:** What country are you in if the most typical dish is ...? Sing a song from .... Dance a typical dance of ... **Geography:** What is the largest island in the Caribbean Sea? What is the longest river in the Americas? In what country is the river ... located? What is the name of the highest lake in the Americas? **Culture:** Where did the Aztecs live? What is the name of the native peoples of ... ? etc.

As the groups gather their pieces, they will place them on the sheet of paper on which the shape of the pieces has been traced or on a flat surface. The activity comes to an end when all the groups have completed their puzzles.

When the activity has ended, or at the start of the next meeting, the Pack can talk about the activity. The opinions expressed by the children and the Leaders' observations during the activity's performance will enable them to evaluate the objectives they had set for it and will provide them with information that the Leaders and children can use later on to assess the children's growth process in the light of the Section's educational objectives.

# THE BUMPER BOOK ON THE RIGHTS OF THE CHILD

Growth area  
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## SUMMARY OF THE ACTIVITY

The children will split up into groups to talk about the articles contained in the Declaration of the Rights of the Child. The Pack will then put together a book in which the children will describe the Rights of the Child from their own perspective.

### PLACE

The Den.

### DURATION

One Pack meeting.

### PARTICIPANTS

The Pack, working in small groups.

## OBJECTIVES OF THE ACTIVITY

1. To analyse the articles of the Declaration of the Rights of the Child.
2. To have the children express their opinions and thoughts about the Rights of the Child.
3. To make a book on the Rights of the Child.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

I take part in games and activities on the Rights of the Child.

### Late childhood

I know the Rights of the Child and I relate them to situations that I know about or that I have heard about.



**Original idea:** REME Coordination Headquarters, based on *El juego de los pósters*, taken from the book “Campamento Urbano, una propuesta para el tiempo libre en la ciudad”, by H. Otero and X. Iglesias, CCS publishers, Madrid. **Drafting and editing:** Loreto González.

## MATERIALS

The Declaration of the Rights of the Child, sheets of white paper, magazines, glue, scissors, coloured pencils, paper of different colours, rulers and other materials that can be used to make drawings and put together a book.

## DESCRIPTION OF THE ACTIVITY

### Before the activity

Before holding the activity, the Leaders should obtain an age-appropriate version of the Declaration of the Rights of the Child.

This text can be found in the booklets for Cubs prepared by the Interamerican Scout Office. This can be supplemented with other texts made available by national or international organizations working in the field of human rights.

### The day of the activity

Once the children understand how the activity will work, the Pack splits up into as many small groups as there are articles in the Declaration of the Rights of the Child. Each group is assigned one article and is given the materials that the children will need to do their work.

Each group will talk about what its article says. The children will share their ideas about such questions as: What does this article mean? Why is it important for boys and girls all around the world? How does this affect our daily lives? Is this article respected in our country? What could be done to make sure that this article is really applied? etc.

While the groups talk, the Leaders will be on hand to help them focus their discussion and to answer any questions that may come up.

Once the groups have finished talking, each one will begin to make its page of the "Bumper Book of the Rights on the Child". Using

the materials they have been given, along with the design and techniques that the group has chosen, the children will give their imaginations free rein in preparing a graphic presentation. The presentations can be on the conclusions they reached during their discussion, on how they interpret the article, on the steps they think need to be taken to fulfil that article, etc.

When all the groups have completed their pages, they will put the sheets together to form a book. At this point, some tasks may be assigned in order to put the finishing touches on this special book: the title page, a short text "about the authors", a dedication, the front and back covers, a bibliography, etc. Another possibility, as an alternative to making a book, would be to put the sheets together so that they form a long banner or poster that can be hung up, for example, on the walls of the Den.

Once it is finished, the book can be shared with other Packs in the Section and the children can take turns bringing the book home so that they can show their families what they have been working on.

The following week, or a few weeks later so that all the families have had a chance to see what the children have produced, the Pack can set aside a portion of their meeting to talk about the activity. The children's comments, the opinions their families or other members of the Section may have voiced and the Leaders' observations will enable them to arrive at an assessment of how things went and to evaluate the activity and its impact on the personal development of the Cubs.

# A DIFFERENT KIND OF VISIT

Growth area  
**SOCIAL  
DEVELOPMENT**



## SUMMARY OF THE ACTIVITY

In groups of up to six, each accompanied by a Leader, the Pack visits the homes of some of its members. These homes will have been chosen previously and are prepared to receive the Cubs. The idea is to spend time with that family and learn how to perform some simple domestic tasks or activities.

## OBJECTIVES OF THE ACTIVITY

1. To identify different household tasks and activities.
2. To learn how to perform selected domestic tasks.
3. To spend some time with a family other than one's own.
4. To involve parents in Pack activities.

## PLACE

The Den and at least four nearby homes.

## DURATION

One meeting.

## PARTICIPANTS

The Pack.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

I help as soon as I am asked at home.

### Late childhood

I always help in the tasks that need to be done at home and at school.



**Original idea:** Jorge Gray, REME Chile.  
**Drafting:** Loreto González.  
**Editing:** Loreto González and Gerardo González.

## MATERIALS

To be decided by the Leaders and the parents at the homes to be visited, depending on the domestic activities or chores to be performed in each home.

## DESCRIPTION OF THE ACTIVITY

### Before the activity

The Leaders should select as many homes as the number of groups that the Pack is going to be divided into. Important elements for the success of this activity include how effectively the Leaders motivate the participants, the selection of suitable homes, the parents' or older relatives' willingness to take part, the attractiveness of the activities that the children can carry out in each home, and the spontaneity and friendliness with which each family welcomes its group of visitors.

Once the homes have been chosen, the Leader who is in charge needs to make arrangements with the parents or relatives regarding the following:

- a) The kind of activities to be carried out. Here are some of the options that might be chosen:
  - \* Gardening activities, such as planting, pruning, putting in compost, weeding, transplanting, raking up leaves, mowing the lawn, watering, looking after indoor plants, etc.
  - \* Regular housework: sweeping, cleaning windows, dusting, washing and drying dishes, etc.
  - \* Home maintenance: painting, varnishing, stain removing, polishing furniture, repairing fittings, etc.
  - \* Activities related to a hobby: use and maintenance of tools, minor carpentry, embroidery, knitting, care of a collection of something, care of household pets, etc.
  - \* Cooking: making jam or preserves, baking a cake, cookies or biscuits, etc.

Care should be taken to avoid any activity that could pose a risk or hazard for the children, that is too demanding for their level of development or that, if performed improperly, might damage the house or things in it.

- b) How much time the visit is to take and approximately when it will start and when it will end. The visit should not last more than two hours.
- c) How the visit will be organized, what materials the Cubs should bring and what materials will be provided by the family.
- d) Arrangements for a simple get-together at the end of the visit.

### The day of the activity

The Leaders should encourage the children to talk briefly about the kinds of household activities or chores they do in their own homes and how they participate in these tasks. Then they surprise the children with the news that they have been invited by different families to take part in various activities and that those families are waiting for them at that very moment. When the children have been divided into groups, they will then be taken to the selected homes.

As in any activity conducted away from the den, the children should arrive at the host home dressed in their Cub uniforms. Once they are there, they may use a smock or change into more appropriate clothing for the job they are going to do.

To add a touch of excitement to the invitation (and this may even be a surprise to the children whose own homes are to be visited), the children may be given an envelope with instructions in an easily decipherable code, which they can open shortly after leaving the Den.

When the children have arrived at the home which is to welcome them, the group will be organized as has previously been arranged. At all times the children will be under the guidance of an adult from the family or of the Leader who has accompanied them. It is better to limit the number of activities so that the children will learn more.

Once the tasks have been completed, the whole group will get together with the family in a friendly, spontaneous gathering. If possible, it would be nice to offer the children some juice, cookies or sweets.

After the visit is over, the groups will return to the Den. There, the children and Leaders can get together for a moment to talk about what they have done and about what the children's first impressions of the activity are.

The Leaders' observations, the comments of the host families and the views that parents may express about what this activity meant for their children will be additional inputs that the Leaders can use to form an opinion about how this activity has influenced the behaviour and attitudes of the Pack members and how it may have contributed to each child's personal development.

Throughout this activity, the Leaders should be ready to encourage and help the children and to do whatever is necessary to make sure the activity's objectives are reached.



# A PLANT ALBUM

Growth area  
**SOCIAL  
DEVELOPMENT**



## SUMMARY OF THE ACTIVITY

The children will gather different kinds of plant while at camp or during an outing. Then, using suitable techniques, they will dry and press them. After classifying the samples they have collected, they will make a plant album and prepare a small exhibit for a special occasion.

### PLACE

In camp and at the Den.

### DURATION

An afternoon in camp and four regular Pack meetings.

### PARTICIPANTS

The Pack, working in small groups.

## OBJECTIVES OF THE ACTIVITY

1. To develop an interest in learning about the plants in the region where the children live.
2. To develop research skills.
3. To learn and use a simple technique for making a plant album.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

1. I know the main trees, plants, animals, fish and birds in the area where I live.
2. I take care of the plants in my house.

### Late childhood

1. I know the main animals and plants of my country which could disappear if we don't do something to help them.
2. I look after trees and plants in the places where I live, work and play.

## MATERIALS

Portable flower press, field notebook, drying box, information sheet, thick paper, glue, felt-tip pens, sheets of white paper, etc. The technical appendix **How to make a plant album** provides supplementary instructions for this activity.



**Original idea:** Alfredo Alcántara de León, REME Mexico.

**Drafting and editing:** Loreto González.

## DESCRIPTION OF THE ACTIVITY

### About two meetings before leaving for camp

The Leader takes a moment to tell the children about the activity, to explain how it will work and to answer any questions they may have. The Leaders then ask the Pack to split up into small groups and give each one the necessary materials and instructions for building a portable press.

Each group then makes their press. The presses are left in the Den, where they can be packed up with the rest of the equipment for the camp. If it is not possible to conduct this activity during a Scout camp, a field trip can be arranged to a nearby outlying location or to a city park.

### At the camp

On the day the children are going to collect the leaves, the Leader gives each group their portable press and provides some guidelines for the activity.

Each group collects their leaves, putting them in the press as they go along. They should write down any interesting information about the habitat or characteristics of the tree or shrub from which they are taking each leaf in the field notebook. These notes will be very useful when they are preparing the information sheets for the leaves they are going to put in the plant album.

Once all the leaves have been collected, the portable presses are put away until the children return from camp, when the groups will work on drying the leaves. One person in each group should be in charge of changing the sheets of paper in the press (about every two days) in order to keep the leaves in good condition and speed up the final drying process.

### The first meeting after camp

When the Pack meets again, the Leader will give each group the necessary instructions and materials to build a drying box.

Working separately, each group will build their box, place the leaves they have collected during the camp in it and choose two members of

the group to monitor the process during the week and note down the changes they see in the field notebook.

Then the work of identifying the leaves begins. The Leader gives each group a copy of the information sheet so that they can use the model to make an identification card for each of the leaves in their plant album. Some of this information will come from the notes the children took in their field notebook; other information can be obtained during that week from a specialist or from relevant reading material.

### The second meeting after camp

Once the children have been given the necessary materials, each group will work on its own to make its plant album. After they are finished, the plant albums will be stored in the Den and the Pack will visit the other Units in the Scout Group to invite them all to come see the exhibition they will put on during their next meeting.

### The day of the exhibition

The Pack sets up the exhibition, welcomes the visiting Scouts and accompanies them as they look at the exhibits so that they can answer any questions and tell the guests interesting anecdotes concerning the activity.

Once all the guests have toured the exhibition, the Leaders and children can gather together to talk about the activity. This conversation will provide additional information to supplement what the Leaders have observed while the activity was taking place. All this information will enable them to arrive at conclusions regarding such aspects as the following:

- how much interest was shown by the Pack members;
- how valuable they see natural resources as being;
- their ability to carry out simple technical tasks;
- how able they are to follow simple instructions;
- how responsible they are in fulfilling tasks that they have accepted or that have been assigned to them;
- how orderly and clean they are in doing their job and presenting their materials.



# HOW TO MAKE A PLANT ALBUM

## TECHNICAL APPENDIX

A plant album is a collection of samples of different types of plants (leaves, flowers, fruits, seeds, roots) that have been dried and classified. The samples are arranged on a sheet or board which can then be used by people who are learning about botany. There is usually a label next to each sample that provides important information about the sample.

One of the advantages of having a plant album is that it is easier to recognize different plants if you can see an actual sample, rather than having to rely on photographs or drawings.

This technical appendix provides instructions on how to make a plant album, a list of the materials you will need and suggestions about how to gather and prepare the plant samples.

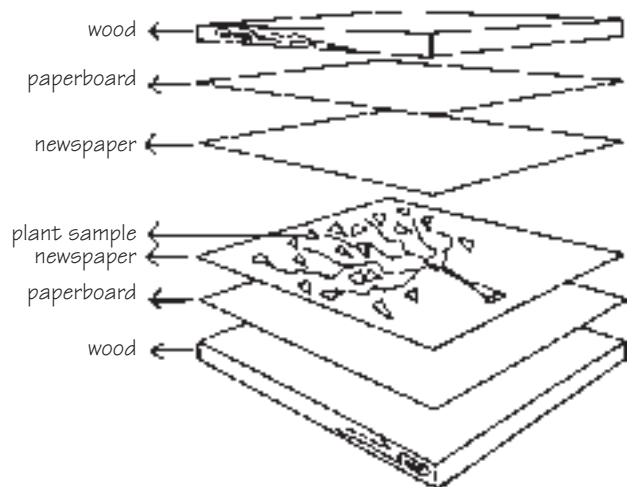
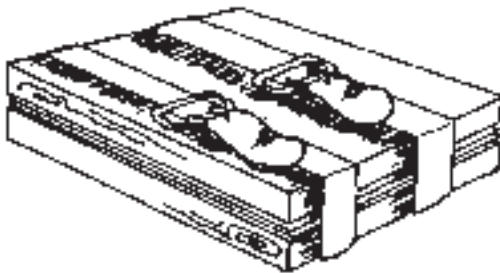
Once you have decided where you are going to collect the samples, the task of gathering them is very easy. If you get more than a few samples, though, you are going to need to have a portable plant press so that you can put the samples in the press as you collect them. This will help you keep the samples in good condition and will make it easier to dry them and arrange them in the album later on.

## PORTABLE PRESS

### Materials:

- Sheets of newspaper
- Straps made out of strong cloth, leather or thick twine (to tie the press shut)
- Paperboard (30 x 45 cm)
- Paper envelopes (to put seeds or fruits in)
- Thin sheets of wood (35 x 50 cm) for the top and bottom covers of the press
- Scissors
- Glue

Using these materials, you can make the press as shown here.



As you gather different plants, spread each sample out very carefully on a sheet of newsprint. Be careful not to fold the leaves, and make sure it fits on the paperboard, with no part of the sample hanging over the edge. Then cover it with another sheet of newsprint. Then slip the sample and the newsprint sheets that are protecting it carefully between the sheets of paperboard. Assign a classification number to each sample as you gather it and note that number down on the paperboard covering that sample.

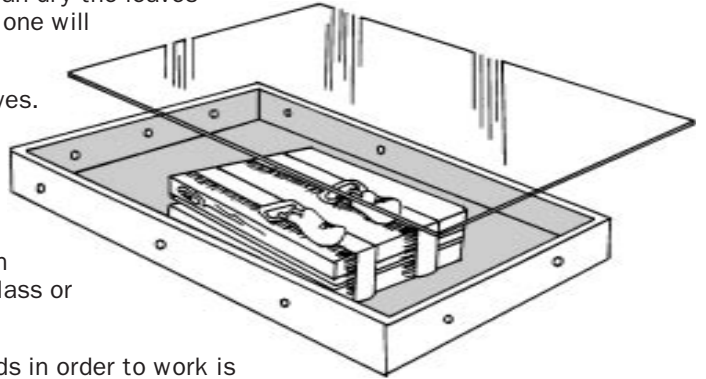
Write down information about the sample in your notebook. Don't forget to jot down the classification number so you'll know which sample it refers to.

When you have finished collecting samples, put the wood sheets above and below the sheets of paperboard and tie it all together firmly with the straps or twine that you have brought with you.

## DRYING THE LEAVES

There are several simple, inexpensive ways that you can dry the leaves you have collected. Here are two of those techniques. Either one will work very well.

- You can use the plant press you have made to dry the leaves. All you have to do is change the newspaper each day and make sure that the sheets are pressed down hard. Keep the press in a dry place for at least two weeks.
- You can also build a solar dryer out of a wooden box. Paint the box black and make holes around its base. Then put the press inside the box and cover it with a piece of glass or plastic, as shown in the drawing.



Apart from the materials listed, all that the dryer needs in order to work is several hours of sunshine in a place where there is not much humidity.

## IDENTIFICATION CARD

You should prepare an identification card for each sample you collect. The form shown below can be easily copied and allows you to note down the following information in an orderly way:

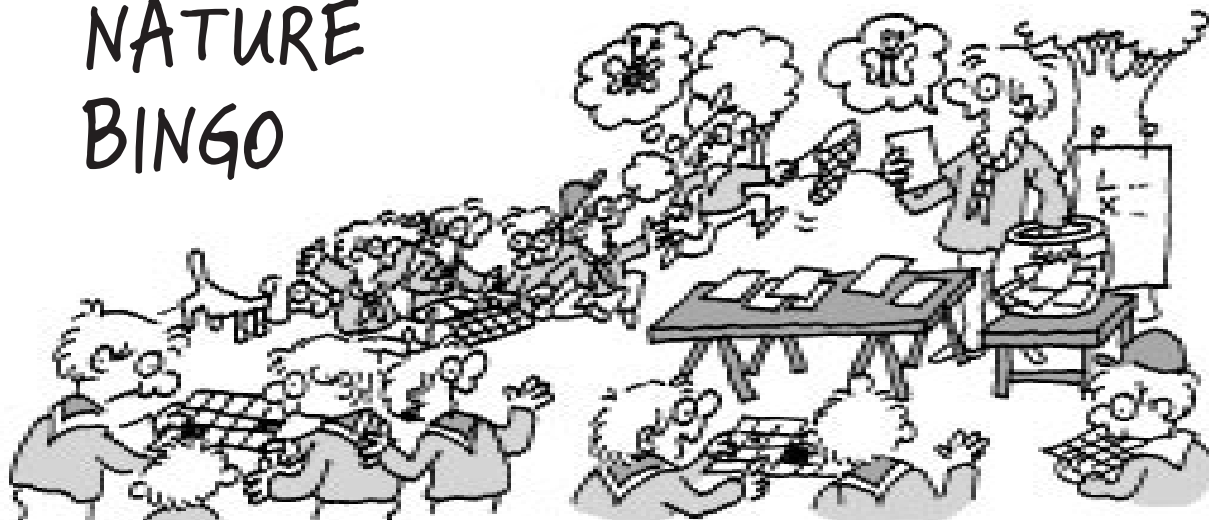
Collected by:	
<b>1. Identification</b>	Sample number:
	Common name:
	Scientific name:
	Plant family:
<b>2. Location</b>	Place collected:
	Places where species grows:
	Types of habitat:
<b>3. Biological form:</b> Grass, shrub, bush, tree, vine, etc.	
<b>4. Physical characteristics</b>	Texture:
	Smell:
	Colour of bark:
	Fruits:
<b>5. Uses</b>	Edible:
	Condiment:
	Aromatic:
	Colouring agent:
	Ornamental:
	Medicinal (which parts are used and how):
<b>6. Precautions</b>	Allergic reactions:
	Poisonous:
<b>7. Other information or observations:</b>	

**Drafting:** Loreto González, based on *Cómo Construir un Herbario*, Alfredo Alcántara, REME Mexico.

**Editing:** Carolina Carrasco and Gerardo González.

# NATURE BINGO

Growth area  
**SOCIAL  
DEVELOPMENT**



## SUMMARY OF THE ACTIVITY

As one camp activity, the children can play a very special kind of “bingo”. In order to be able to mark down each number that is called out and complete the different patterns on the bingo card, each six has to pass fun kinds of tests relating to the outdoors, plants and animals.

### PLACE

In camp.

### DURATION

Three hours.

### PARTICIPANTS

The Pack, working in small groups.

## OBJECTIVES OF THE ACTIVITY

1. To promote teamwork.
2. To help the children become observant and learn how to find things.
3. To develop effective problem-solving skills.
4. To develop the ability to follow written instructions.
5. To help the children to interact with nature and to respect and help preserve its balance.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

I know the main trees, plants, animals, fish and birds in the area where I live.

### Late childhood

1. I know the main animals and plants of my country which could disappear if we don't do something to help them.
2. I look after trees and plants in the places where I live, work and play.

## MATERIALS

Bingo cards, a tombola, pieces of paper with “tests” on them, a board on which to post the tests that have already been called out, a sign with possible bingo patterns, prizes or other incentives of some type, and other materials as needed for the activity, depending on what types of tests the children are to “pass”. Additional instructions for this activity are provided in the technical appendix “**Nature Bingo Cards**”.



**Original idea:** Carmen M. Rodríguez, R E M E Costa Rica.

**Drafting and editing:** Loreto González.

## DESCRIPTION OF THE ACTIVITY

### Before leaving for camp

As the scheduled departure date approaches for the camp outing during which this activity is going to be held, the Pack Leaders should prepare the necessary materials:

- Bingo cards. Guided by the examples provided in the technical appendix “Nature Bingo Cards”, the Leaders can make up similar cards, keeping in mind the following: • The cards used for each game should have different kinds of tests. If all the cards have the same tests, even if they are in a different order, all the groups will get bingo at the same time. • Some of the tests can be used more than once by changing the order in which they appear on the cards. This will prevent two groups from completing the same pattern at the same time. • When making new cards, an effort should be made to have the tests take about as long as the ones on the existing cards.
- Pieces of paper to serve as bingo “balls”. The papers should have all the tests needed for the game written on them.
- A “tombola”.
- A sheet of paper with examples of different patterns that can be used. Some of these patterns could be: **L**, **T**, **U**, a **diagonal line**, an **X**, etc. Giving the groups that complete the patterns some sort of prize will make the game more fun.
- A board where the Leaders can post the tests that have already been called out.
- Materials for the groups’ work.
- Prizes or awards.

### During camp

Before holding the activity, the Leaders prepare the site. The “tombola” should be set up on a flat surface and the “balls” should be put into it. To one side of the tombola, the Leaders should put the board for posting the tests that have already been used. In a place where it can be easily seen by all the participants, they should hang up the sheet showing the different bingo patterns that will be used. There should be enough room in front of this equipment for all the groups to sit comfortably.

When the Pack has gathered together, and once the activity has been explained to them and any questions have been answered, the children should be divided up into the same number of small groups as there are different bingo cards. They should then sit down in front of the tombola in the area that has been prepared for them. Each group should then be given

a bingo card and a pencil for crossing out the squares once they have passed the tests for each one. The materials they will need to use during the game can be placed in one location that is the same distance from each group.

To begin the game, the Leader in charge of the activity will spin the “balls” in the “tombola”, will pull one out at random and will read it out loud. Each group will look on their card to see if they have the number and, if so, what test they must perform. If they have the test number, they will divide up the tasks involved in carrying it out within the allotted time. Once they have passed the test, they can cross off the corresponding number and the Leader will call out another. Not all the members of each group have to perform the test. They can divide up the work so that the game does not have to be suspended while one group completes a test.

Once the number of the test has been called out, that number cannot be returned to the tombola. The test for that number will be posted on the board beside the tombola so that it can be checked in case the marks on a bingo card need to be verified.

When one of the groups completes a pattern, a member of that group should raise his or her hand and call out “pattern!” The game will be halted and a Leader will move over to that group in order to see whether all the tests have been completed. If they have, the Leader will give the group a prize of some sort. The pattern they completed will be marked up on the poster and cannot be called out again.

When a group has crossed out all the numbers on the entire card, one of its members should raise his or her hand and call out “bingo!” The card will be checked in the same way as it was when the group completed a pattern. If the bingo is right, the game is over and that group is the winner. If not, tests will continue to be read out until a group does make bingo and wins the game.

While presenting the prize to the winners and awards to all the participants, the Leaders can encourage the children to talk among themselves and, by listening to this informal conversation, the Leaders will be able to learn what the children thought about the activity. These comments can supplement what the Leaders observe during the bingo game itself. All of this information will be very useful to them when the time comes to work with the children in assessing how they are progressing in their personal development.



# NATURE BINGO CARDS

## TECHNICAL APPENDIX

Thirty fun tests or tasks, divided into four bingo-card categories, are listed below. You can use the tests outlined here, or you can make up others that will be suitable for your Pack and will fit in with the physical surroundings in which the bingo game will be held.

Remember that when you make new game cards, it is important to distribute the tasks appropriately so that the patterns cannot all be completed at the same time by more than one group of children.

You may also wish to review the recommendations regarding the preparation of the bingo cards that are given in the accompanying “**Nature Bingo**” activity sheet.

We hope that the following suggestions are helpful either in providing you with actual tests or in helping you think up new, creative challenges.

### Tests or tasks

1. Pick up four differently shaped leaves from the ground.
2. Sing a song that has the word “tree” in it.
3. What is the greenhouse effect? If you don’t know, ask the Leaders and write down what you have learned on a sheet of paper.
4. Draw an endangered animal.
5. Collect four rocks of different colours.
6. Sing a song that has the word “nature” in it.
7. Shout as loud as you can.
8. What is erosion? If you don’t know, ask the Leaders and draw a picture that shows what you have found out.
9. “Wheelbarrow” a companion for one lap around all the other members of your group.
10. Stand up, shake the hand of the person who is next to you and say, “You and I are of one blood.”
11. Draw a picture illustrating a case of water pollution.
12. Choose a nearby tree, walk up to it and say in a loud voice, “This [name of the tree] is our friend.”
13. Sing a song that has the word “forest” in it.
14. Draw a picture illustrating a case of air pollution.
15. Draw a picture showing something that you can do to help protect the environment.
16. Name a flower that is typical of our country.
17. Name a tree that is typical of our country.
18. Name an animal that is typical of our country.
19. Make up an animal, name it, draw it and describe it.

20. Make up a plant, name it, draw it and describe it.
21. Sing a song that has the word “river” in it.
22. Why do forests prevent erosion? If you don’t know, ask the Leaders and draw a picture that shows what you have found out.
23. Invent a water purifier, draw it and tell the others about how it works.
24. Invent an air purifier, draw it and tell the others about how it works.
25. Say two things that people can do in their homes to conserve water.
26. Say two things that people can do to save paper.
27. What is the ozone layer? If you don’t know, ask the Leaders and write down what you have learned on a sheet of paper.
28. Sing a song about animals.
29. Make a drawing that shows how to prevent erosion.
30. Make a drawing that shows how to help clean up the environment.

### Card 1

1	11	21
2	12	23
3	15	25
7	19	27
10	18	29

### Card 2

2	14	22
5	15	23
8	16	26
9	18	28
10	19	30

### Card 3

1	13	21
3	14	24
4	15	26
6	17	27
10	20	29

### Card 4

4	11	22
5	15	24
6	16	25
8	17	28
10	20	30



# OTHER IDEAS

IDEAS

IDEAS



OTHER IDEAS

## FRIENDS FROM OTHER LANDS

**Original idea:** Héctor Carrer, ISO, based on a proposal from Patricia Castro, REME Costa Rica.

We often play at being people from other places or cultures. We find out about their typical dishes, national colours and dances. Now we will go out to meet real people who were born in another country and who now live in our country with us.

To conduct this activity, the team of Leaders should first contact organizations that work with immigrants, embassies, sports clubs or other groups formed by people of other nationalities or families of people from other countries. They should then arrange to talk with the appropriate persons in these organizations so that they can plan a morning or day of activities in which children from those groups and the Cubs in the Pack can spend time together.

Once this has been done and before the activity is to be held, the Leaders can encourage the Cubs to take part in this activity by telling them something about the country or countries of origin of the children they are going to meet and getting them involved in the preparations. This is the time during which they may, for example, make the flags of the other children's countries. If possible, these flags can be put up next to our flag and the children can learn what the other flags' colours and symbols mean. They may also share some typical games, songs, dances, etc. from each country.

The children can meet in the Den or at a nearby park. The important thing is to choose a safe place that is suitable for the activities that are planned.

The main point of this activity is for the children to meet each other and play together. The most important aspect is therefore to create a setting that will encourage the Cubs to get to know the children from other countries.

### THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

#### Mid-childhood

1. I know the symbols of my country, such as the flag and the national anthem.
2. I respect the symbols of my country.
3. I know what the countries of the American Continent and the Caribbean are.

#### Late childhood

1. I know something about the typical things in the place where I live.
2. I like the culture of my country and the different ways it is expressed.
3. I take part in Pack activities that express the culture of my country.
4. I know the symbols of some other countries of the American Continent and the Caribbean.
5. I take part in activities in which I learn how important peace is.

# GETTING TO KNOW OUR NEIGHBOURHOOD

**Original idea:** REME Cordination Headquarters, based on ideas sent by Fernando Solari, REME Argentina; Mónica Maldonado, REME Bolivia; and REME team-Jalisco, Mexico.

By playing a really fun board game in which the sixes have to deal with various day-to-day situations, the Cubs take an imaginary tour of their neighbourhood and find out what services are available there and how they can access those services as quickly and safely as possible.

In order to conduct this activity, the Leaders should make or obtain the following materials:

- A giant die, which can be made by covering a square cardboard box and then painting the proper number of dots on each side.
- A gameboard, which will make the game more exciting. The board should be at least 3 metres by 3 metres. The design of the board itself will depend on what game is chosen. It can be patterned on the boards for such games as “Metropolis”, “World Traveler”, “Boardwalk”, etc. Another possibility is to prepare a board game in relief that can be a model of the neighbourhood in which the children live.
- Markers should be prepared for each six, bearing in mind the size of the game board. The most important thing is for these markers to be different colours and large enough that everybody can see them. They can be made in a variety of ways: empty tin cans that have been painted different colours, giant markers made out of large sheets of different colours of poster paper or paperboard, banners that are mounted on a base so they can be placed on the board, etc.
- A giant (the bigger and clearer the better) map of the neighbourhood. The map should be put on display where the activity will be held in a place from which all the participants can see it.
- Drawings, photos or symbols that represent the main services available in the community (hospitals or clinics, police stations, schools, churches, fire stations, shopping malls, pharmacies, parks or squares, Scout Groups, the mayor’s office, libraries, restaurants, cyber cafes, bus stops, public telephones, public gymnasiums, bicycle repair shops, supermarkets. etc.)
- Cards depicting problems that need to be solved. The squares on the gameboard can be numbered, with each number corresponding to four questions or situations, or as many as there are sixes or small groups participating in the activity, so that the activities will not have to be repeated.

The activity works as follows. When the Pack has gathered around the gameboard, one six throws the die. The six then begins from the “start” space and moves as many squares as indicated on the die. Once the six has moved to the corresponding square, its members have to answer the question or resolve the situation that appears on the card they have drawn. If they answer correctly, they mark their position on the board, throw the die again, and move up to the square indicated by the number on the die. If they miss the question, the six loses its turn and the next six begins. They continue to play in this way until one of the sixes reaches the “finish” square.

The situations described on the cards that the players have to resolve are designed to help the children learn such things as: Where is this service located? How do I get from various locations in the neighbourhood (school, Scout Group, home, etc.) to where this service is provided? How useful is that service? And, when circumstances warrant, Where is the emergency phone I should use if I’m in trouble? It is unlikely, of course, that the children will have this kind of information, so when this kind of service comes up in the course of the game, the Leaders should provide the information so that the children can write it down.

Examples of the types of questions or situations that could be used for this activity include the following:

- You are at home and you want to meet up with some friends at the public library. How can you get there?
- You need to get your bicycle repaired. Which is the bike shop closest to your house?
- A fire has started in a house in your neighbourhood. You are the first person to notice it and you need to call the fire department. What is the phone number?

The amount of time that this activity will take will depend on many different factors, such as:

- If a simple board is prepared that contains straightforward questions and situations, the activity may take about an hour.
- If a more complex board is prepared (a relief model that recreates the children’s neighbourhood) this activity may be conducted over two or three different Pack meetings; another possibility is for the children themselves to help build the model.
- If, in addition to the preparation of the gameboard and the playing of the game itself, the Pack also goes on a walk around the neighbourhood (either before the activity itself, as a way of motivating the children, or afterwards, as a means of reinforcing it), then the activity may take up to three or four Pack meetings.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

1. I know where the fire station, the police station, the hospital and some other public services are in the area where I live.
2. I help as soon as I am asked at home,
3. I help as much as I can in campaigns to help the needy.

### Late childhood

1. I know what the main public services are and where they are located in the place where I live.
2. I always help in the tasks that need to be done at home and at school.
3. I always take part in campaigns to help the needy.

## A PHOTO OF MY RIGHTS

**Original idea:** Denisse Canales, REME Peru and Héctor Carrer, ISO.

After being provided with interesting information about the Declaration of the Rights of the Child, the sixes tour their neighbourhood or a predetermined section of their town or city looking for and photographing situations or other things that relate to those rights.

At an initial meeting, the Pack works on the Declaration of the Rights of the Child. In addition to the text of that Declaration, which the Cubs will be familiar with because it is included in their booklets, the Leaders can provide additional information, such as the year that the Declaration was published, the organization that drafted it, the countries that have pledged to uphold it, etc. They can then explain to the children what they will be doing, choose or announce what places they are going to tour, introduce the adults who will accompany each six on its tour (ideally, there should be two adults for each six) and furnish practical information that will be useful for this outing. The Leaders must be sure to remember to notify parents about this activity and get the proper authorization from them.

During this same meeting, the Leaders can provide basic instructions about photographic techniques. Ideally, they could have a photographer come in to talk to the children. If this is not possible, the Leaders should explain the following points to the children:

- The “subject” is the person, group, thing or piece of something that they want to photograph.
- It is important to look closely at the subject first so that you can choose the best angle to take the picture from.
- There should be sufficient light to photograph the subjects they choose; the photographers should stand with their backs to the sun and should be sure that they are not casting their shadow onto the subject.
- Morning light is always best for taking photos.
- To “focus” is to make sure that the image of the subject looks sharp when seen through the camera’s viewfinder.
- To “centre” the picture is to make sure that the subject is in the middle of the frame when seen through the viewfinder.

On the day that the activity is scheduled, the sixes and the accompanying adults tour the selected area, taking pictures of situations which, in the children’s view, have to do with the Rights of the Child. This may be because those rights are being violated or because they are being upheld. It is not necessary for all the children to have a camera. All that is necessary is to have one camera for each six and to make sure that each child has a chance to take pictures.

After the photos have been developed (which should be done during the week following the activity), the children should write down a sentence or a title for each of them which communicates what they wanted to show when they took that picture. Once the pictures have their titles, the album can be put together. The children can then take turns bringing the album home or presenting it at school. Another possibility is to prepare an exhibit on the Rights of the Child and then to invite parents, other relatives, friends and other Units in the Scout Group or other Packs in the District to visit it.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

1. I take part in games and activities on the Rights of the Child.
2. I help the other children when they have to organize something at school or in the Pack.

### Late childhood

1. I know the Rights of the Child and I relate them to situations that I know about or that I have heard about.
2. I take part in activities in which I learn how important peace is.

# FOLK GAMES

**Original idea:** Patricio Gómez G.,  
REME Chile and REME team Brazil.

One of the ways that our cultural values are expressed is through our traditional games. Through these games, we show how we see the world and we acknowledge our history. Each game symbolizes the historical era when it was created...and when it was played. This activity gives the Cubs a chance to discover these traditional games as a way of appreciating and learning more about the culture of our country and region. With advance planning, this can be a very nice way to celebrate our national holiday.

The team of Leaders should obtain information beforehand on traditional games of the country and region and on those of other countries as well. They can contact other adults (parents, grandparents, older brothers and sisters, other Leaders, members of other Packs, etc.) who are willing to learn a traditional game, gather the necessary materials and help run the game at one of the stands to be set up on the day of the activity.

When everything is ready, the stands where the different games are to be played can be set up. Each child can choose what stands interest them the most. The adults in charge of each of the stands will welcome their visitors, give a brief explanation about the game's history, tell the children how it is played and then invite them to take part.

This activity can be held in the Pack's Den or in a nearby park or square. If held outside in a public place, the Leaders will need to obtain the necessary permits or permission beforehand. They may also wish to invite other children from the community to play the games along with the Cubs.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

1. I respect the symbols of my country.
2. I take part respectfully and enthusiastically in my country's national celebrations.
3. I know what the countries of the American Continent and the Caribbean are.

### Late childhood

1. I know something about the typical things in the place where I live.
2. I like the culture of my country and the different ways it is expressed.
3. I take part in Pack activities that express the culture of my country.
4. I know the symbols of some other countries of the American Continent and the Caribbean.
5. I take part in activities in which I learn how important peace is.

# PLANT HUNT

**Original idea:** José Manuel Sánchez,  
REME Panama and Duxtel Vinhas, REME Brazil.

Learning the names of the different plants that grow near where we live can be really fun. Each six can decide on a route that they can walk along in their neighbourhood and, with the help of an expert, learn the names and characteristics of the different types of plants that they find along the way. They might also, for example, walk along this same route at different times of the year so that they can see how different varieties change with the seasons. Each of these routes can also take in supplementary activities. They can, for example, make simple signs out of wood or plasticized cardboard with the names of each type of tree and place them along the route; they could also gather leaves and use them to make up a plant album, or they can take a "photographic safari" and then mount an exhibit in the Den. This activity can also help motivate the children to take part in longer-range activities, such as making a plant nursery, planting and taking care of a tree, organizing a reforestation project for a nearby park or town square, etc. During the Pack's next camp outing, a half-day hike could be organized so that the children can see the same plants in their native habitat and discover others that are part of their country's natural resource endowment.

## THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

### Mid-childhood

1. I know the main trees, plants, animals, fish and birds in the area where I live.
2. I take care of the plants in my house.
3. I have grown at least one plant from a seed and looked after it on my own.

### Late childhood

1. I know the main animals and plants in my country which could disappear if we don't do something to help them.
2. I look after trees and plants in the places where I live, work and play.
3. I keep a small garden.

**Here I write down ideas for other activities with the Pack**



