

CHARACTER

CHARACTER



FORMATION OF CHARACTER

Besides intelligence, human beings have will. These two complement each other to the extent that it would serve us little to be intelligent if we did not use our will. Intelligence helps us to see the truth, and our will propels us towards what we consider to be right.

A person with character is, therefore, someone capable of using their will. Character may thus be defined as the disposition to steer our strengths and impulses according to the principles we hold to be correct.

It is difficult to be a person with character unless we have learned to exercise our will from childhood.

As well as learning to appreciate what they are capable of, children try to do things more enthusiastically and efficiently in the different environments in which they function. While they are learning to recognize and accept their mistakes and shortcomings, they are setting themselves little challenges to help to overcome these.

For those involved in Scouting, understanding and living the Pack Law is an essential part of developing character. Willingness to listen to others, commitment to the truth, a cheerful outlook, affection for friends and appreciation of family, service to others and respect for nature all help children to learn to understand, assimilate and live those values which will help them to become young people with greater freedom.

THE BUMPER BOOK ON THE PACK LAW

Growth area
CHARACTER



SUMMARY OF THE ACTIVITY

After meeting in small groups to talk about the values reflected in the articles of the Pack Law and how they are expressed in each person's life, the children put together a book that presents these articles from the Cubs' 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 Pack Law.
2. To give our opinions and say what we think about the articles contained in the Pack Law.
3. To put together a book presenting the Pack Law.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I know the Pack Promise and Law and I understand what they mean.
2. I have promised to keep the Pack Promise and Law.
3. I have learned that I must keep the Pack Law when I do things with my friends.

Late childhood

1. I know what keeping the Promise and Law means in my daily life.
2. I try to keep the Pack Promise and Law at home and at school.
3. I understand that I must keep the Pack Law at home too.



Original idea: REME Coordination Headquarters, based on an idea 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 text of the Pack Law, sheets of white paper, magazines, glue, scissors, pencils and paper of different colours, rulers and other materials that can be used to make drawings and put together the book.

DESCRIPTION OF THE ACTIVITY

After reminding the children what the activity involves in general terms, the Leaders give them specific instructions about what they are going to do and answer any questions they may have. The Leaders then divide the Cubs up into small groups (the same number of groups as there are articles in the Pack Law) and assign an article to each one. They then provide each group with the materials the children will need to carry out the activity.

To begin with, each group discusses the article assigned to it. The children in each group talk about what the article means, why it is important to live by it, how they can tell when someone is living by it, how they feel when they do something that breaks that part of the Law, how it is reflected in their families and among their friends, what they can do to help make sure that other people live by what the article asks us to do, etc.

During this dialogue, the Leaders may help focus the discussion and will be there to answer any questions the children may have.

Once the groups have finished their discussions, the children in each group will put together their page of the “Bumper Book on the Pack Law”. Using the materials the

Leaders have provided, the children in each group will give their imaginations free rein and will prepare a graphic presentation of the conclusions reached during their discussion. Each group will decide what style and techniques are to be used to make its page. All that matters is that the page shows how the Cubs interpret the article of the Law that they have been working on.

Once they have finished, the children will put the different pages together to form the book. If the children want to, they can work on other parts of this new kind of book, such as the title page, a short piece “about the authors”, a dedication, the cover, etc.

After the book is complete, each child can have a turn to take the book home and show it to his or her family. This will help the parents to feel involved and to see what kind of work the Pack does.

The following week, part of the regular Pack meeting can be used to talk about the activity and evaluate its immediate results. Later on (especially if each boy and girl has taken the book home), the children can talk about what their families or other Cubs thought of it and how this has affected them.

The Pack Law

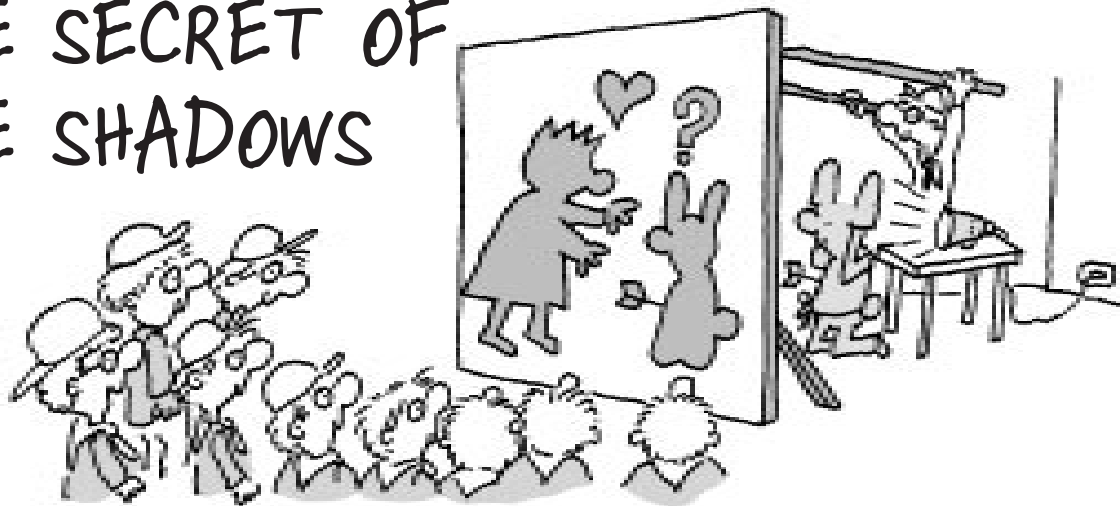


The Cub Scout

Tells the truth
Is cheerful and friendly
Shares with his or her family
Helps others
Looks after nature
Is keen to learn
Listens to and respects others

THE SECRET OF THE SHADOWS

Growth area
CHARACTER



SUMMARY OF THE ACTIVITY

After learning and practising the technique of Chinese shadows, the Pack splits up into groups. Each group chooses an article of the Pack Law that the children will keep secret until after they act it out. Once the members of each group have made their presentation, the other children will try to guess which article they chose and will figure out what allowed them to guess correctly or not. The activity ends with a message from the Leaders, which will also be delivered using Chinese shadows.

PLACE

The Den.

DURATION

Two Pack meetings, plus a meeting during the week for practice.

PARTICIPANTS

The Pack, divided into groups.

OBJECTIVES OF THE ACTIVITY

1. To experience a new way of expressing ourselves and of communicating.
2. To learn and use the basic techniques of Chinese shadows.
3. To use this method to act out an article of the Pack Law.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I take part in activities which help me to discover what I can do.
2. I know the Pack Promise and Law and I understand what they mean.
3. I have promised to keep the Pack Promise and Law.

Late childhood

1. I think the things I do well are important.
2. I know what keeping the Promise and Law means in my daily life.
3. I try to keep the Pack Promise and Law at home and at school.

MATERIALS

A large white sheet or canvas attached to a frame or upright poles. A spotlight or lamp with a powerful white light. Other equipment, as needed, depending on the requirements of each group's act. Pencil and paper for each group. A large sheet of heavy paper and a marker or felt-tip pen.



Original idea: Ingrid Rodríguez Pérez, REME Peru.
Drafting: Carolina Carrasco.
Editing: Loreto González.

DESCRIPTION OF THE ACTIVITY

The Leaders should familiarize themselves with the technique described below before the first meeting. They should also assemble the necessary materials and prepare their final presentation for the Pack. By practising beforehand, they will be able to make the most of the potential and possible applications offered by shadow theatre, and so will be in a better position to help the children during the activity.

CHINESE SHADOW THEATRE

The basic idea is to project shadows onto a screen or curtain behind which there is a powerful light. The actors place themselves between the source of light and the screen so that their black silhouettes are cast onto it, and the audience on the other side sees only their shape and their movements.

Here are some tips for making the most of Chinese shadows:

- 1.- There is no speech in shadow theatre, and the presentation is made using only form and movement.
- 2.- Neither facial movements nor colours can be seen from the other side of the screen. This is important when it comes to deciding what props to use and what kinds of movements to make.
- 3.- The screen can be made simply by using two poles or narrow planks that are fixed at the base, with a sheet stretched between them and attached to the frame with staples or using some other simple method. The screen should reach down to the floor and must be bigger than the actors and their props so that they will be completely covered.
- 4.- The spotlight or lamp should be set 2 or 3 metres behind the screen at about waist height to avoid deforming the silhouettes (do not put it at ground level).
- 5.- The closer people or objects get to the light, the bigger and more blurred their shadows become. The closer they come to the screen, the smaller and sharper their shadow.
- 6.- Fine thread can be used to make figures fly across the stage (from one side of the screen to the other) or to fly away (from the light source toward the screen).
- 7.- An object or person can be made to grow larger by placing the figure at floor level and sliding it from the screen toward the source of light.
- 8.- Any object can be simulated with cut-out cardboard shapes (swords, crowns, flowers, trees, etc.)
- 9.- The room to be used as the theatre should be dark.

First meeting

The Leader interests the children in the activity by explaining the technique of Chinese shadow theatre and the wide variety of possibilities it offers for expression and communication. Then the children in the Pack are asked to try it out for themselves, and the sheet is set up in the meeting place with a spotlight or lamp behind it.

Firstly, the Leaders demonstrate how shapes and movements are seen from the other side of the "stage" and then let the participants play at moving behind the screen in turn to discover just how much they can do

using shadows, making movements or imitating things that the others can recognize (animals, jobs, games, daily activities, etc.). The children can practise for some 20 or 30 minutes until everyone has tried out the best and most entertaining shapes and movements.

Then the Leader asks the Pack to split up into as many groups as there are articles in the Pack Law.

Each group meets separately with a Leader to choose an article of the Law. The Leader explains that they are to use the new method they have learned to present a sketch of up to 5 minutes in length to the rest of the Pack that illustrates the article they have chosen. They are to keep their choice of article totally secret, since afterwards the other groups will have to guess which article they were presenting.

The group then goes on to talk about how they are going to do a sketch that will express the idea of the article, what props or equipment they are going to use and how they are going to divide up the tasks involved. Since there will not be enough time at this meeting, they will need to agree on a day to meet during the week to rehearse and work out all the details (preparing the props, choosing the best movements, sharing out the work for the coming meeting, etc.)

Second meeting

At this meeting, each of the groups will present their sketch to the others. Before they begin, the Leader will emphasize how important it is to respect other people so that everybody can take part without feeling inhibited and can express themselves freely.

After each sketch, the other groups have three minutes to decide which article of the Law was being acted out. Their decision is written down and given to the Leader before the next group begins.

When the sketches have all been presented, the Leader copies each group's decision onto a sheet of paper big enough for the whole Pack to see. They check whether the answers given were correct, and talk about why they were able to guess the right article of the Law or not.

The activity ends with a sketch that the Leaders have prepared that relates to the Pack Law.

Once the activity is finished, an informal conversation can be held on the spot to evaluate it. This conversation may cover • the children's impressions • any difficulties they had • what things allowed them to figure out which articles were being acted out or prevented them from doing so • how else the articles of the Law could be expressed • what aspects of their own lives or of the community illustrate the Law most clearly.

This information, together with what has been learned during the activity itself (physical expression, originality, creative freedom, commitment to the task, understanding of the meaning of the articles, degree of interest and respect shown for the work of the other children), will allow the Leaders to assess how well the activity's objectives have been achieved and what kind of impact it may have had in terms of each child's personal development.

I'LL HELP YOU!

Growth area CHARACTER



SUMMARY OF THE ACTIVITY

Either for the duration of the camp outing or for a part of it, each of the Pack members will help one companion to overcome an individual difficulty related to camp life. The pairs are formed by holding an “auction”, at which each Pack member “buys” one of the other Pack member’s difficulties using a personal quality as “money”. For the duration of the activity, the task of each of the participants will then be to help a companion to overcome his or her personal shortcoming.

PLACE

In camp.

DURATION

Two or three days, depending on the length of the camp outing.

PARTICIPANTS

The Pack, working in pairs.

OBJECTIVES OF THE ACTIVITY

1. To identify personal abilities and limitations which contribute to or hinder camp life and relationships with other people.
2. To learn to accept other people’s help to overcome personal shortcomings.
3. To help others to overcome their shortcomings.
4. To come to see the Pack as a supportive community of peers.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid childhood

1. I know what I can do.
2. I recognize and accept my mistakes.
3. I take part in activities which help me to discover what I can do.
4. I take the advice my parents, teachers and Cub leaders give me to help me to improve.
5. I know that it is good to have goals that help me to get better each day.
6. I listen to other Cubs, to my parents and to my Cub Leaders.

Late childhood

1. I know what I can do and what I cannot do.
2. I accept my shortcomings and I know that there are things I cannot do yet.
3. I think the things I do well are important.
4. I set myself tasks that will help me to overcome my shortcomings.
5. When I agree to do a job, I do it well.
6. I get on well with all the Cubs in the Pack.

MATERIALS

One red and one green 10 x 20 cm index card for each child, markers or felt-tip pens, thick point pencils, adhesive tape and a panel or frame to use as a notice board.



Original Idea: Vania D’Angelo, REME Brazil and Patricia Castro, REME Costa Rica.
Drafting: Loreto González.
Editing: Gerardo González.

DESCRIPTION OF THE ACTIVITY

Before the activity

The Leaders set up a notice board where the children can post the cards on which they have written down their difficulties.

A simple notice board can be built using four poles or narrow planks to make a frame which can then be covered with a piece of burlap sacking or other rough cloth. The vertical poles or planks should be longer because they will serve as the legs of the notice board. The bottom portion of these uprights should be buried in the ground and braced with rope or stakes. An even simpler type of panel can be constructed using rectangular cardboard boxes covered with wrapping paper. The boxes can then be placed one on top of another to serve as a notice board.

First day of camp

Once the camp has been set up, the Leaders explain the activity in a quiet and relaxed atmosphere, encourage the Pack members to take part in it and ask each child to think about which situations and tasks he or she likes best in camp life and which seem the most unpleasant.

The Leader in charge then gives each child one red and one green card. On one side of the **red** card, each child writes down **one** task which, given that child's own personality, tastes or experiences, he or she **does not like** to do and needs their companions' help to learn how to perform more willingly. On one side of the **green** card, the children write down **one** task which, given their own personality, tastes or experiences, they **like** to do and with which they could help their companions.

Once they have written down these two kinds of tasks, the children put their names on the reverse sides of both cards and attach the **red** card to the panel so that the side with the task they don't like is showing. The children keep their green cards and sit down to wait quietly until everyone is finished.

The "auction" begins!

The Leader plays the role of "auctioneer" and invites the Pack to look at the "difficulties for sale" on the panel, so that each participant can select the ones he or she could "buy" with the green card. When everyone has seen what is available, the "auction" begins with the first difficulty, proceeding as follows:

- The auctioneer chooses one of the cards on the panel, reads the difficulty written on it out loud and opens the floor for bidding.
- One by one, the Pack members who want to "buy" this difficulty say why they want to do so. Their reason should coincide with what they have written on their green card.
- When all the offers have been heard, the leader "awards" the difficulty to the highest bidder. This will be the person who has given the best reasons to justify his or her selection as the most suitable candidate to give the help needed.
- After selling the difficulty, the Leader reveals whose name is written on the other side of the red card.
- If nobody's green card has a quality which would enable

them to "buy" the difficulty that is up for sale, then the bidders may mention other personal abilities which would enable them to help somebody overcome that difficulty.

- Finally, in order to seal the bargain, the bidder who bought the difficulty attaches his or her ability card (green) beside the auctioned card (red).

Each participant may buy one difficulty only. The Leader repeats the above procedure until all the cards on the board have been auctioned off.

The "auctioning" of each difficulty should not take too long so that the children do not begin to lose interest. Two or three offers per difficulty is enough. If nobody offers to buy a particular difficulty, the Leaders should encourage children to bid on it.

Another way of deciding which bidder gets the difficulty is by direct vote. Once the bidders have given their reasons, the Leaders can ask the children to choose, by a show of hands, which reason they think is best.

The following days

The participants must find the best way to give their chosen companions the promised help in a pleasant and friendly way, without putting too much pressure on them and without appearing to "police" their companions' behaviour.

At the end of each day, the Pack will meet beside the notice board and will briefly analyse the activity. The Leader may want to ask some questions to help guide this activity, such as: What has each of you done today to help your companion? How did you feel when you were doing it? Has the help you received been useful? How did you feel about receiving help?

At the end of the activity

Before finishing the activity, each participant prepares a small present for his or her companion.

The Pack meets beside the notice board and the Leader encourages the group to evaluate the activity and its results.

To conclude, the children can all help to dismantle the notice board, and each of the participants will have the opportunity to express thanks for the help they have received and to exchange the gifts that they have prepared.

At the first meeting of Pack Leaders to be held after the outing has ended (this will probably also be the meeting at which the outing as a whole will be evaluated), the Leaders may wish to comment on other aspects of the activity (the children's ability to assess their own behaviour, their willingness to give and receive help, how skilled they were at giving help in a friendly, respectful way and without seeming arrogant or authoritarian, how committed each child was to the goals he or she set, how much determination each child showed in working to make the proposed changes, etc.).

In making their evaluation, the Leaders can also draw upon the comments made by the children during the daily assessment sessions at the camp. All this information will help them form a good idea of what impact the activity has had on each of the children's development.

A MORNING AT THE MARKET

Growth area
CHARACTER



SUMMARY OF THE ACTIVITY

In the midst of the hubbub and fun of a market, the sixes set up the activities they are proposing for the next programme cycle and offer them for “sale”. The “products” that are most in demand will be the ones that the Leaders will use in planning the cycle.

PLACE

The Den or outside (to make it more like an outdoor market).

DURATION

The activity’s duration will depend on how much time has been set aside for the changeover to a new programme cycle, but it usually takes up part of two Pack meetings.

PARTICIPANTS

The Pack, working together and in sixes.

OBJECTIVES OF THE ACTIVITY

1. To select some of the activities to be included in the Pack’s next programme cycle.
2. To encourage the children to participate in making decisions within the Pack.
3. To foster creativity in drawing up the Pack’s programme of activities.
4. To promote respect for majority decisions.
5. To help the children to develop the ability to communicate their proposals clearly.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I know what I can do.
2. I take part in activities which help me to discover what I can do.
3. I know that it is good to have goals that help me get better each day.
4. I have learned that I must keep the Pack Law when I do things with my friends.
5. I take part cheerfully in Pack activities.
6. I listen to other Cubs, to my parents and to my Cub leaders.

Late childhood

1. I know what I can do and what I cannot do.
2. I think the things I do well are important.
3. I set myself tasks that help me to overcome my shortcomings.
4. When I agree to do a job, I do it well.
5. I feel happy when I manage to do what I set out to do, and also when things turn out well for my friends.
6. I get on well with all the Cubs in the Pack.

MATERIALS

Cards on which to write messages and suggested activities, props and decorations to use in creating a “market”, paper “money” made especially for the occasion, pencils, paper, different colours of heavy paper or paperboard, scissors and other materials that can be used to decorate the market.



Original idea: REME
Coordination Headquarters.
Drafting and editing:
Loreto González.

DESCRIPTION OF THE ACTIVITY

This activity sheet describes one way in which activities can be chosen for a programme cycle. Although it has been designed for the Junior Section, it can be modified for use in the Intermediate and Senior Sections too.

The same procedure suggested for this activity can also be used to make other types of decisions that are of interest to the children.

Organizing the market

At the meeting before the one at which the activity will be held, when the party that marks the end of a programme cycle is being held, the Leaders will explain that in order to choose the activities to be conducted during the next programme cycle, a “market“ will be held. At this market, possible activities will be converted into “products” and offered for sale. At this meeting the Leaders will also provide an entertaining presentation on the emphasis chosen for the next cycle, will tell the children about the activities they have thought up, and will invite the Pack to come up with other ideas for activities.

During the week, the sixes may meet to talk about the activities they would like to carry out and to share the mysterious, anonymous messages that have been delivered to them in the most incredible ways during the past week. And what a coincidence! Strangely enough, these messages all contain suggestions for all sorts of fun activities!

On the day that the activity is scheduled to take place, the sixes will put the finishing touches to their proposals, make signs describing the activities they are suggesting, get ready to display their “wares” and decorate their stands in order to create the right “atmosphere” for the market that is about to begin.

Once the sixes are at their stands and have all their wares on display, the children should be given time to walk around the market and get an idea of what is for sale.

The Leaders will set up a “Consumer Rights Committee” and will be responsible for certifying the quality of the products that are for sale. They may withdraw products from the market if they • do not reflect the cycle’s area of emphasis • would put the participants at risk • or cannot be implemented because, for example, they would be too expensive. The Leaders should not use these powers indiscriminately.

Before the market is officially declared open, all the children will receive two different colours of paper

money, which will have been made especially for the activity. All the children will receive the same amounts, but they will receive less of one colour than the other. They may use the more plentiful colour **only** to buy products sold by other sixes; they may use the less plentiful colour of money to buy products from other sixes and/or themselves. Purchases made without obeying this rule will not be valid. By preventing the sixes from using all their money to buy their own ideas, this rule will help ensure that the selection process runs smoothly.

Fresh activities, straight out of the oven!

Once everything is ready, the market is declared open. The members of the sixes take turns leaving their stand, so that it will not be left unattended, and can then walk around the market and make their purchases.

When they buy a “product”, the children write its name on the bill before giving it to the merchant. This way, when the market is over and the “merchants” count their money, they will know how much they received for each activity. The activities can then be ranked according to the preferences shown by the Pack members.

It will be the Leaders’ job to rank the activities according to the demand for each one, place them on the programme cycle calendar and present this calendar to the Pack for its approval at the Council Rock.

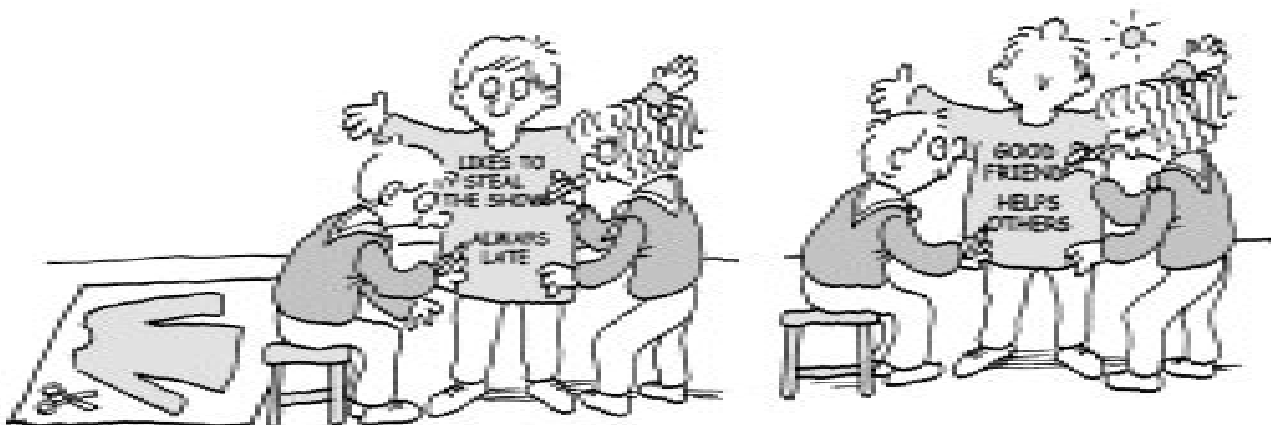
After the sales have all been made and the activities have been chosen, the Pack may meet to talk about the activity and assess their work. This conversation may give them ideas about how to improve the activity. They may also come up with suggestions about how this methodology could be adapted to other objectives, such as a poster contest focusing on children’s rights.

The children’s comments and the Leaders’ observations will provide information about such aspects as the following: • the amount of interest shown in each area • expectations about Pack life • how interested the children are in helping to select activities • how creatively they can present their proposals • their readiness to take part in a dialogue • their development of verbal expression and advocacy skills • respect for majority decisions • the children’s ability to take responsibility for decisions and commitments • the importance that the children place on democratic decision-making.

At a later time, the Leaders can meet to evaluate the fulfilment of the activity’s objectives and to discuss what they observed in terms of the children’s personal development.

SILHOUETTE PORTRAITS

Growth area
CHARACTER



SUMMARY OF THE ACTIVITY

By seeing the opinions that the other members of their six write down on their paper silhouettes, the children will learn to recognize their shortcomings and abilities and will engage in a practical self-improvement exercise.

PLACE

The Den.

DURATION

One hour.

PARTICIPANTS

The Pack, working in sixes.

OBJECTIVES OF THE ACTIVITY

1. To identify our abilities and shortcomings.
2. To help others to identify their abilities and shortcomings.
3. To learn to accept other people's opinions of us.
4. To learn to express opinions about other people in a respectful way.
5. To acknowledge the six as a supportive community of peers.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I know what I can do.
2. I recognize and accept my mistakes.
3. I take part in activities that help me to discover what I can do.
4. I know that it is good to have goals that help me get better each day.
5. I listen to other Cubs, to my parents and to my Cub Leaders.

Late childhood

1. I know what I can do and what I cannot do.
2. I accept my shortcomings and I know there are things I cannot do yet.
3. I think the things I do well are important.
4. I set myself tasks that help me to overcome my shortcomings.
5. I feel happy when I manage to do what I set out to do, and also when things turn out well for my friends.
6. I get on well with all the Cubs in the Pack.



Original idea:
REME team, Peru.
Drafting and editing:
Loreto González.

MATERIALS

Sheets of kraft paper or wrapping paper, markers or felt-tip pens, scissors, pins or tape.

DESCRIPTION OF THE ACTIVITY

Once the activity has been explained and any questions have been answered, the children divide up into sixes. Each child is given a large sheet of paper. The child lies down on top of the paper and asks a companion to trace his or her outline with the marker or felt-tip pen. The silhouette does not have to be of the whole body; an outline of the chest and arms is enough. Once the outline is drawn, each child cuts it out and attaches it to his or her clothes.

Once this has been done, the six gets together with the Leader. The group will talk about the fact that everybody has shortcomings. The point should be made that people are not always aware of them and that sometimes these shortcomings create difficulties in a person's relationships with others. The good thing is that we can overcome these shortcomings if we try.

Without talking, each child will write down a shortcoming on the silhouette of each of the other members of the six. This has to be a shortcoming that the children think their companions have and that they **can overcome**. This is a very important point, and it should be emphasized by the Leader.

Without analysing what his or her companions have written, each child will then detach the outline, turn it around so that the blank side is facing out, and attach it to his or her clothes again.

The six will now meet to talk about the fact that all human beings also have virtues that they sometimes have a hard time recognizing or putting to use. In order to focus on these positive aspects of people's personalities, the children will now do the same exercise as before except that this time they will write a virtue on each of their companions' outlines. This should be a virtue

which they think that person has and which they feel should be brought out or heightened.

After this has been done, the children will look at the shortcomings and virtues that their companions have written on their outlines. They will talk about them with the other members of the six and give their opinions. Then each child will choose one of the shortcomings that he or she will try to overcome.

Then, in order to symbolize the commitments made by the children, they may choose to underline the shortcoming they are going to try to overcome and hang up the outlines on the walls of the den. This should only be done if there is sufficient privacy in the Den and if the six decides they want to do so.

This is also a good time for everyone to share their impressions. The participants' comments may also suggest new ideas for similar activities.

Later, when the children think have overcome the shortcomings they selected, each participant can take down his or her outline, talk about it with the other members of the six and perform a symbolic act that illustrates what has been achieved. The Leaders must see to it that this follow-up exercise is actually done, since otherwise the children will soon lose sight of the initial motivation for this activity.

When one of the children says that he or she has overcome the selected shortcoming, this is also a good time for the child to have a talk with the Leader who has been working with him or her in this area so that together they can go over the progress made towards the objectives relating to the child's personal growth.

IDEAS OTHER IDEAS



AND WHAT DO YOU HAVE TO SAY?

Original idea:
REME team, Costa Rica and
Néstor Soteras, REME Paraguay.

Sometimes we have problems or are angry with our friends, with the other members of our six, in the Pack or at home, and we don't want or don't dare to talk it over. Talking about our differences, about the things that others do which bother us or sadden us and promising to change some of our attitudes so that we can all get along better is a healthy and rewarding thing to do. We need to practise doing these things so that they will start to become a natural part of how we act.

A good way to get started is to talk about little problems we have with our friends in the six. Each small group and a Leader can meet in a comfortable place and think about what types of situations or attitudes lead to conflicts among the members of the six or with other members of the Pack. After each child has done some thinking on his or her own, the children can share their thoughts with the rest of the six. After everyone has shared their ideas, they can all choose one of the situations that leads to conflicts and analyse the causes of that situation. They can also talk about what kinds of attitudes or actions could help avoid it or, if it does arise, resolve it. Then, so that this activity will be something more than just a theoretical exercise, each Cub in the six can make a personal commitment to change a type of behaviour or reaction that leads to conflict. If the participants wish to do so, they can share their conclusions with the other members of the Pack.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I know what telling the truth means.
2. I have learned that I must keep the Pack Law when I do things with my friends.
3. I take part in games and sketches which show that it is important to tell the truth.
4. I am cheerful nearly all of the time.
5. I take part cheerfully in Pack activities.
6. I have a sense of humour and I can make jokes without making fun of other people.
7. I listen to other Cubs, to my parents and to my Cub Leaders.

Late childhood

1. I tell the truth, even though sometimes I don't like the consequences.
2. I understand that I must keep the Pack Law at home too.
3. I help to make sure that the truth is always told in the Pack.
4. I face difficulties cheerfully.
5. I feel happy when I manage to do what I set out to do, and also when things turn out well for my friends.
6. I help to make sure that we can laugh in the Pack without offending other people.
7. I get on well with all the Cubs in the Pack.
8. I have friends, both boys and girls, that I often meet and play with.

THE MIME GAME

Original idea: REME team, Peru.

The Pack is split into two groups, each of which is made up of two sixes. At first, the groups will work separately, but both will follow the procedure outlined here. Six “A” will choose a delegate who they will send over to Six “B” to get instructions about what they are to act out. Maintaining absolute silence, the delegate will then act out what Six B has told him or her to express. The other members of the six will have to guess what it is. The six gets 5 points if they guess correctly during the first minute of the mime’s act, 3 points if they guess within the second minute, 2 points if it takes them three minutes, and zero points if they take more than three minutes to guess or if the mime talks during the sketch. Then it will be Six B’s turn, and so on. If the Pack wants to continue with the mime game, once the winning six in each group has been identified, then the winners of each group can compete to see who takes first and who takes second place, and the sixes who came in second in each group can compete for third and fourth places in this “silent” contest.

There are many things that can be acted out: famous people, movies, jobs and professions, television commercials, titles of children’s books, characters from *The Jungle Books*, chores or tasks (washing an elephant, changing a tyre, changing a baby’s diaper), sports, etc. The only restriction is that nothing should be acted out that makes fun of, embarrasses or angers somebody in the Pack. Once the contest is over and the results are in, the participants can hold an award ceremony during which the Leaders will present prizes they have prepared beforehand.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I am cheerful nearly all of the time.
2. I take part cheerfully in Pack activities.
3. I have a sense of humour and I can make jokes without making fun of other people.

Late childhood

1. I face difficulties cheerfully.
2. I feel happy which I manage to do what I set out to do, and also when things turn out well for my friends.
3. I help to make sure that we can laugh in the Pack without offending other people.

NEW FRIENDS

Original idea:
REME Coordination Headquarters.

At the start of a camp outing, the Leaders invite the children to take this opportunity to make friends with Cubs in the Pack with whom they haven’t had much contact or to make better friends with Cubs who they know a little bit. In order to help the children to do this, the Leaders will have prepared small pieces of paper bearing the names of all the members of the Pack. They will ask the children to come up one at a time and, in the company of a Leader, draw a paper from the box and whisper the name on it to the Leader so that the others cannot hear it. If the child draws his or her own name or the name of a close friend, they must put the paper back in the box and draw another until they get the name of someone in the Pack who they aren’t close friends with. The Leader will note down the name of each Cub in a notebook and, beside it, the name of his or her “new friend”.

During the camp, it will be each child’s job to get to know this randomly chosen “new friend” better. There will be many chances to do this. They can sit next to the friend at mealtimes, work together on some of the camp activities, walk next to them on a hike. The idea is not to “dog their heels” but just to take the opportunities available during the camp to get to know the person more and start a new friendship. The Leaders will, of course, have to organize the programme of camp activities in a way that will give the children opportunities to do this.

Before the camp ends, the Leaders will arrange a special evening to mark the completion of this activity. They will ask each child to make a small gift for their new friend ahead of time. During this special evening, the friends will introduce themselves (in case there is someone who has not yet figured out who their “new friend” is) and present their gifts. All the children can then talk about how they felt during this activity, what new things they found out about their companions and what they plan to do in order to keep up the friendship.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

I listen to other Cubs, to my parents and to my Cub Leaders.

Late childhood

1. I get on well with all the Cubs in the Pack.
2. I have friends, both boys and girls, that I often meet and play with.

THIS YES,
THAT NO!

Original idea: REME Coordination Headquarters, based on ideas sent by Juan José Arguello, REME Argentina and Alcira de De Gracia, REME Panama.

Using newspapers or magazines that the Leaders have provided or that they have brought themselves, the sixes get together and, in the light of the message represented by the Pack Law and Promise, choose four news stories or events that they think are positive and four that they feel are negative. The newspapers or magazines should be recent, and a Leader should be present in order to support and guide the discussion held within the six. Once all the members of the six have agreed on which articles to choose, they will make a collage with the news items. Then, when the whole Pack meets, each six will show their collage to all the Cubs and will explain why they chose the articles they did. To wind up the activity, the Leaders will encourage the Pack to share their impressions about the work they have done and to exchange opinions about the news stories and the reasons why they were selected.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I know the Pack Promise and Law and I understand what they mean.
2. I have promised to keep the Pack Promise and Law.
3. I know what telling the truth means.
4. I have learned that I must keep the Pack Law when I do things with my friends.
5. I take part in games and sketches which show that it is important to tell the truth.

Late childhood

1. I know what keeping the Promise and Law means in my daily life.
2. I try to keep the Pack Promise and Law at home and at school.
3. I tell the truth, even though sometimes I don't like the consequences.
4. I understand that I must keep the Pack Law at home too.
5. I help to make sure that the truth is always told in the Pack.

FUN STORIES

Original idea: REME Coordination Headquarters.

During the week, the Cubs ask their parents, grandparents and older relatives to tell them fun stories about things that have happened in their lives and then write down the best ones. At the next Pack meeting, each six meets with a Leader and each child will tell his companions the stories or jokes that he or she gathered. Then the six will choose one of them. After choosing the story that they all like the best, the members of the six will then prepare a sketch in which they will act out the story for the other sixes. All the members of the six must act in the sketch, so if the story does not include enough characters for all six, then they must add characters or choose more than one story to act out for the Pack. When all the sixes have their sketches ready, the Leaders will improvise a little stage and will invite the children to have fun. It might be a nice surprise if, after all the sketches have been presented, the Leaders act out a fun story of their own.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES


Mid-childhood

1. I am cheerful nearly all of the time.
2. I take part cheerfully in Pack activities.
3. I have a sense of humour and I can make jokes without making fun of other people.

Late childhood

1. I face difficulties cheerfully.
2. I help to make sure that we can laugh in the Pack without offending other people.

Here I write down other ideas for Pack activities



The illustration shows a boy and a dog lying on a grid background, both writing on sheets of paper. The boy is on the right, wearing a sweater and glasses, holding a pen. The dog is on the left, also holding a pen. A small flower is on the right side of the grid.

