

# Boy Scout Activities

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## SURVIVAL GAME

- I PURPOSE: To introduce a food chain by having the participant role play.
- II AGE & NUMBERS OF PARTICIPANTS: The participant can be any age. This game is set for 30 people.
- III HOW TO PREPARE:  
Needed:
- a) Food cards: 60
  - b) Water cards: 60
  - c) Life cards: Wolf : 2 units of 2 life cards  
Fox : 3 units of 3 life cards  
Raccoon : 4 units of 5 life cards  
Deer : 4 units of 5 life cards  
Rabbit : 8 units of 5 life cards  
Mouse : 7 units of 5 life cards  
Man the Good : 1 unit of 1 life card  
Man the Bad : 1 unit of 1 life card  
Disease : Nil needed
  - d) Costume for each animal (identification of some kind)
  - e) A medium sized play area (easily controlled) with field, trees, hollows, etc.
  - f) Select each participant to suit a specific animal role.
- IV DETAILS:
- a) General overview of game is done by coordinator.
  - b) Each participant will receive a role (one of herbivore, carnivore, man or disease).
  - c) An "animal" coordinator will brief his/her group about the role the participant will play (see enclosed sheets).
  - d) Each "animal" will receive appropriate number of life cards.
  - e) Each "animal" will be issued proper identification.
  - f) All "animals" are walked around the boundaries of the play area "The "Mack truck concept" is introduced; that is, if any participant walks outside the boundaries, the staff will role play trucks and take away a life card).
  - g) The food and water cards are placed in buckets inside the play area.
  - h) The game commences
  - i) During the game:  
The herbivore must obtain food and water cards. The carnivore must obtain food and water cards. (NOTE: The food card obtained by the carnivore is actually a life card of another animal).

*Except racoon*

#### IV Details (continued):

Disease enters the game for the last five minutes. He/she may tag any animal (including man) and receive a life card. Man the bad enters for the last three minutes. He/she has only to see the "animal" to receive a life card.

Man the Good plays for the first half of the game issuing life cards to those animals who have lost all their cards. (NOTE: If man the good stays in the entire game, the final results are not accurate.)

NOTE: Every animal or man must finish the game with one of their own life cards as well as, their other necessities (see specific sheets).

Try these variations: -

Man the bad enters for five to ten minutes in the middle of the game for a deer hunt (ie. can kill deer only).

Man the good can conquer disease (takes all disease cards, disease many then start again).

Man the bad enters the game for five minutes at random (ie. hunting out of season, in which case he loses his right to hunt for the duration of the game). NOTE: Different identification is needed for hunting out of season.

#### V THE GAME CONCLUSIONS:

##### Guideline Questions

- a) How did it feel to be a rabbit (or whatever)?
- b) What could you do to survive?
- c) How many of you survived?
- d) How did your identification help or hinder you?
- e) Relate your experience to the actual natural food chain ...

SURVIVAL GAME

GENERAL INSTRUCTIONS:

1. The game duration is up to the discretion of the game co-ordinator (suggested time total of two hours).
2. Animal markings (identification) is ideally sought.
3. It is suggested that the group is made aware of the fact that no one really wins. It is not a competition.
4. Every animal is provided with an instructional sheet and a group co-ordinator to explain instructions.
5. The game boundaries must be outlined and the group then is walked around the boundaries. At the same time the participants are introduced to the "MACK TRUCK" concept; that is, if they cross the boundaries, staff supervisors will take away a life card.
6. Food and water card pails must be located in the play area in fairly obvious locations.
7. A critic of the game conclusions is essential.

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SURVIVAL GAME

MAN (The Good)

- Man enters the game about 5 minutes before the games completion.
  - This man may issue life cards to any "dieing animal".
  - This man is portrayed as the conservationist - the "life saver".
- 

MAN (the Bad)

- Man enters game about 3 minutes before games completion.
  - Man may obtain any animals life card (one at a time) by just shouting out the card holders name:  
I.E., "I see you John".
  - Man should be portrayed as the all powerful interfering member of the food chain.
- 

DISEASE

- Disease enters the game for about the last six or seven minutes.
- Disease may take away life cards (one at a time) but must tag as any other participant (except man).
- Disease should be portrayed as a very grotesque participant.

FOX

- Issued three life cards.
  
- Must obtain ten food cards from herbivores (including racoon).
  
- Must obtain (from play area) two water cards.

TO SURVIVE:

- Must be holding:
  - a) one life card
  - b) 10 food cards
  - c) two water cards

THE FOX'S PROBLEMS (PREDATORS):

- a) Man
  - b) Disease
  - c) Wolf
- 

WOLF

- Issued two life cards.
  
- Must obtain fifteen food cards from herbivores and/or Fox and Racoon.
  
- Must obtain (from play area) two water cards.

TO SURVIVE:

- Must be holding:
  - a) one life card
  - b) 15 food cards
  - c) two water cards

THE WOLF'S PROBLEMS (PREDATORS):

- a) Man
- b) Disease

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SURVIVAL GAME

RABBIT:

- Issued five life cards.
- Must obtain (from the play area) one food card.
- Must obtain (from the play area) two water cards.

TO SURVIVE:

- Must be holding:
- a) one life card
  - b) two water cards
  - c) one food card

THE RABBIT'S PROBLEMS (PREDATORS):

- a) Man
  - b) Disease
  - c) Wolf
  - d) Fox
- 

MOUSE:

- Issued five life cards.
- Must obtain (from the play area) one food card.
- Must obtain (from the play area) two water cards.

TO SURVIVE:

- Must be holding:
- a) one life card
  - b) one food card
  - c) two water cards.

THE MOUSE'S PROBLEMS (PREDATORS):

- a) Man
- b) Disease
- c) Wolf
- d) Fox
- e) Raccoon

SURVIVAL GAME

RACCOON:

- Issued five life cards.
- Must obtain five food cards and/or 5 mice (or combination).
- Must obtain (from the play area) two water cards.
- The racoon may attack a mouse (obtain one mouse life card at a time).

TO SURVIVE:

- Must be holding:
- a) one life card
  - b) five food cards
  - c) two water cards.

THE RACCOON'S PROBLEMS (PREDATORS):

- a) Man
- b) Disease
- c) Wolf
- d) Fox

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DEER:

- Issued five life cards.
- Must obtain (from the play area) one food card.
- Must obtain (from the play area) two water cards.

TO SURVIVE:

- Must be holding:
- a) one life card
  - b) one food card
  - c) two water cards

THE DEER'S PROBLEMS (PREDATORS):

- a) Man
- b) Disease
- c) Wolf



## THE SITUATION AND PROBLEM

The situation described in this problem is based on actual cases in which men and women lived or died depending upon the survival decisions they made. Your "life" or "death" will depend upon how well your group can share its present knowledge of a relatively unfamiliar problem, so that the group can make decisions which will lead to your survival.

### The Situation

It is approximately 2:30 p.m., October 5th and you have just crash-landed in a float plane on the east shore of Laura Lake in the subarctic region of the northern Quebec-Newfoundland border. The pilot was killed in the crash, but the rest of you are uninjured. Each of you are wet up to the waist and have perspired heavily. Shortly after the crash, the plane drifted into deep water and sank with the pilot's body pinned inside.

The pilot was unable to contact anyone before the crash. However, ground sightings indicated that you are 30 miles south of your intended course and approximately 22 air miles east of Schefferville, your original destination, and the nearest known habitation. (The mining camp on Hollinger Lake was abandoned years ago when a fire destroyed the buildings.) Schefferville (pop. 5,000) is an iron ore mining town approximately 300 air miles north of the St. Lawrence, 450 miles east of the James Bay/Hudson Bay area, 800 miles south of the Arctic Circle, and 300 miles west of the Atlantic Coast. It is reachable only by air or rail; all roads ending a few miles from town. Your party was expected to return from northwestern Labrador to Schefferville no later than October 19th and filed a Flight Notification Form with the Department of Transportation via Schefferville radio to that effect.

The immediate area is covered with small evergreen trees (1 1/2 to 4 inches in diameter). Scattered in the area are a number of hills having rocky and barren tops. Tundra (arctic swamps) make up the valleys between the hills and consist only of small scrubs. Approximately 25% of the area in the region is covered by long, narrow lakes which run northwest to southeast. Innumerable streams and rivers flow into and connect the lakes (see map).

Temperatures during October vary between 25° F and 36° F, although it will occasionally go as high as 50° F and as low as 0° F. Heavy clouds cover the sky three quarters of the time, with only one day in ten being fairly clear. Five to seven inches of snow are on

the ground; however, the actual depth varies enormously because the wind sweeps the exposed areas clear and builds drifts 3' to 5' deep in other areas. The wind speed averages 13 - 15 miles per hour and is mostly out of the west-northwest.

1. TEMPERATURE CHART FOR CRASH AREA

	Mean Daily Temp.	Mean Daily Max. Temp.	Mean Daily Low Temp.	Minimum Temp. Expected
Oct.	30.3	35.8	24.8	0
Nov.	15.6	22.4	9.3	-33.0
Dec.	-0.3	7.5	-8.1	-42.0
Jan.	-9.8	-1.5	-18.0	-53.0

2. MEAN SNOWFALL

Oct. (Avg. 11 days of snowfall)	7.5 inches
Nov. (Avg. 16 days of snowfall)	14.5 inches

3. WINDCHILL FACTOR

Wind Velocity MPH	Temperature °F
43	20
26	15
18	10
14	5
13	0
9	-5
7	-10
6	-15
5	-20
4	-25
3	-30
2	-40

Sunrise 6:15 a.m.

Sunset 5:45 p.m.

You are all dressed in insulated underwear, socks, heavy wool shirts, pants, knit gloves, sheepskin jackets, knitted wool caps and heavy leather hunting boots. Collectively, your personal possessions include: \$153 in bills and 2 half dollars, 4 quarters, 2 dimes, 1 nickel and 3 new pennies; 1 pocket knife (2 blades and an awl which resembles an ice pick); one stub lead pencil; and an air map (p.4).

The Problem

Before the plane drifted away and sank, you were able to salvage the 15 items listed on page 5. Your task is to rank these items according to their importance to your survival, starting with "1" the most important, to "15" the least important.

You may assume:

1. the number of survivors is the same as the number on your team;
2. you are the actual people in the situation;
3. the team has agreed to stick together;
4. all items are dry and in good condition.

Step 1:

Individually, without discussing the Situation of the items with anyone else, rank each item according to how important it is to your survival.

Step 2:

After everyone has finished the individual ranking, rank order the 15 items as a team.

LIST OF ITEMS

ITEMS	STEP I Your Individual Ranking	STEP II The Team Ranking	STEP III Survival Experts' Ranking	STEP IV Difference Between Steps 1 & 3	STEP V Difference Between Steps 2 & 3
A magnetic compass					
A gallon can of maple syrup					
A sleeping bag per person (arctic type down filled with liner)					
A bottle of water purification tablets					
A 20' x 20' piece of heavy duty canvas					
13 wood matches in a metal screwtop waterproof container					
250 ft. of 1/4 inch braided nylon rope, 50 lb. test					
An operating 4 battery flashlight					
3 pairs of snowshoes					
A fifth Beacardi rum (151 proof)					
Safety razor shaving kit with mirror					
A wind-up alarm clock					
A hand axe					
One aircraft inner tube for a 1 1/4 inch wheel (punctured)					
A book entitled, Northern Star Navigation					

Totals  
(the lower  
the score  
the better

Individual Score  
Step 4

TEAM  
Score  
Step 4

## ITEM AND RANK

## RATIONALE

1. 13 Wood Matches in a metal screwtop, waterproof container

Considered by the experts to be the single, most critical item. Protection from the cold and a source of fire is a key problem to be solved. While other means to start a fire exist, they are unreliable in the hands of non-experts. The fire at night could serve as a signal. Since the terrain in this area is high, aircraft in and out of Schefferville might spot it.

2. A hand axe

A continuous supply of wood is necessary to maintain the fire. It may be the most frequently used item in camp. Useful in clearing a sheltered camp site, cutting boughs for ground insulation, constructing a frame for the shelter, and butchering in the event a caribou, bear, or moose is located.

3. A 20' x 20' piece of heavy-duty canvas

Prevailing winds of 13-15 knots will make some protection necessary. The canvas can adequately serve as protection from the elements - rain, snow, and sleet. Spread on a frame and secured by rope, it could make a good tent as well as ground cover. Rigged as a wind screen, it could hold heat. Its area, contrasting with terrain, might also be more easily spotted in an air search.

4. A sleeping bag per person (arctic type, down-filled with liner)

A possible fourteen nights in the sub-arctic would render this type of sleeping bag (good to 20° below zero) a key factor in survival. Caution should be exercised to keep bag dry at all times.

5. A gallon can of maple syrup

This item has two possible survival factors. The maple syrup is a source of quick energy and some nourishment. The can itself, used for cooking and water collecting, might be quite critical. Since food will be a problem and will restrict travel, any source of food is to be valued. Since most plants in the arctic regions are edible (avoid water hemlock and mushrooms), especially after boiling, the can is important.

ITEM & RANK

RATIONALE

Lichens and rock tripe may be boiled and eaten, as may various greens, such as arctic willow, dandelion and evergreen inner bark. Since dehydration is a problem in the arctic, snow should not be eaten. It will cause dehydration rather than relieve thirst. Melt ice if possible. It takes fifty percent more fuel to obtain a given amount of water from snow rather than from ice.

6. 250 ft. of 1/4 inch braided nylon rope, 50 lb. test

The nylon rope can be used to tie poles of wood together as supports for the shelter or to support the canvas between the trees. Threads of the rope could be used for a fishing line. Various traps could be constructed. Various snares and deadfalls could also be constructed using the rope. It could be used to string a bow or to hang any fresh meat away from predators (bears or arctic wolves). It could also be used to construct a willow net for fishing.

7. 3 pair of snowshoes

The ability to travel in the arctic is related to over-the-snow traveling equipment since unfrozen rivers and lakes constitute a serious barrier. They would be useful initially in traveling around camp for hunting. There are not enough for the entire group, but makeshift snowshoes could be constructed later out of rawhide or rope with branches, for travel after the freeze up (about December 1). Rivers are the highways of the north, both in summer and winter, but not in spring or fall. Snow should have a crust for any travel. Soft snow is exhausting for travel.

8. One aircraft inner tube for a 14 inch wheel (punctured)

Anyone in the group could construct a slingshot from the inner tube. Birds are plentiful during the long winter, even owls, ravens and ptarmigans are available. Rock ptarmigans can be easily approached and killed with rocks or a slingshot. Black smoke could easily be produced from strips of rubber on the fire, for immediate and more effective signalling. Various bindings and spring mechanisms for traps could be made.

ITEM & RANK

RATIONALE

9. Safety razor shaving kit with mirror
- The mirror is the most powerful tool you have for communicating your presence if the sun is out. In the sunlight, a simple mirror can generate 5 to 7 million candle-power of light. However, heavy clouds cover the sky three-quarters of the time, with only one day in ten being fairly clear. Razor blades could be used along with the jackknife as a cutting edge.
10. An operating 4 battery flashlight
- Because of the length of time that might have to be spent before help arrives, the flashlight will be needed as an emergency source of light in addition to the camp fire. Otherwise, it can be held in reserve as a nighttime signalling device. The battery efficiency will drop with the temperature however.
11. A fifth of Bacardi rum (151 proof)
- The rum could be used for medicinal purposes, as an anesthetic or disinfectant. The alcohol content could also be used in helping to start a fire. The bottle might be helpful as a water container. Probably its greatest value would be a morale boost - a shot each evening as the group reviews the day and plans for tomorrow.
12. A wind-up alarm clock
- Several uses for the alarm clock are possible, each counterindicating to other uses. If maintained as a time piece, then navigation is possible using the clock to find North. (At 2:50 p.m. line up small hand with sun and stick. North is centered between 7 and 8 position in North Temperate Zone.) Intact glass surface can be used as a signal. Use to set routine in camp, for signalling, and fire watch. If dismantled, internal workings can be used for fishing hooks and lures.



BANK

RATIONALE

13. A magnetic compass

The compass in this area is unreliable. Proximity to the magnetic pole produces serious error. The iron ore deposits will produce wide variations in reading. One expert (very familiar with the territory) has indicated that it is impossible to walk 100 yards and return accurately with compass in this area.

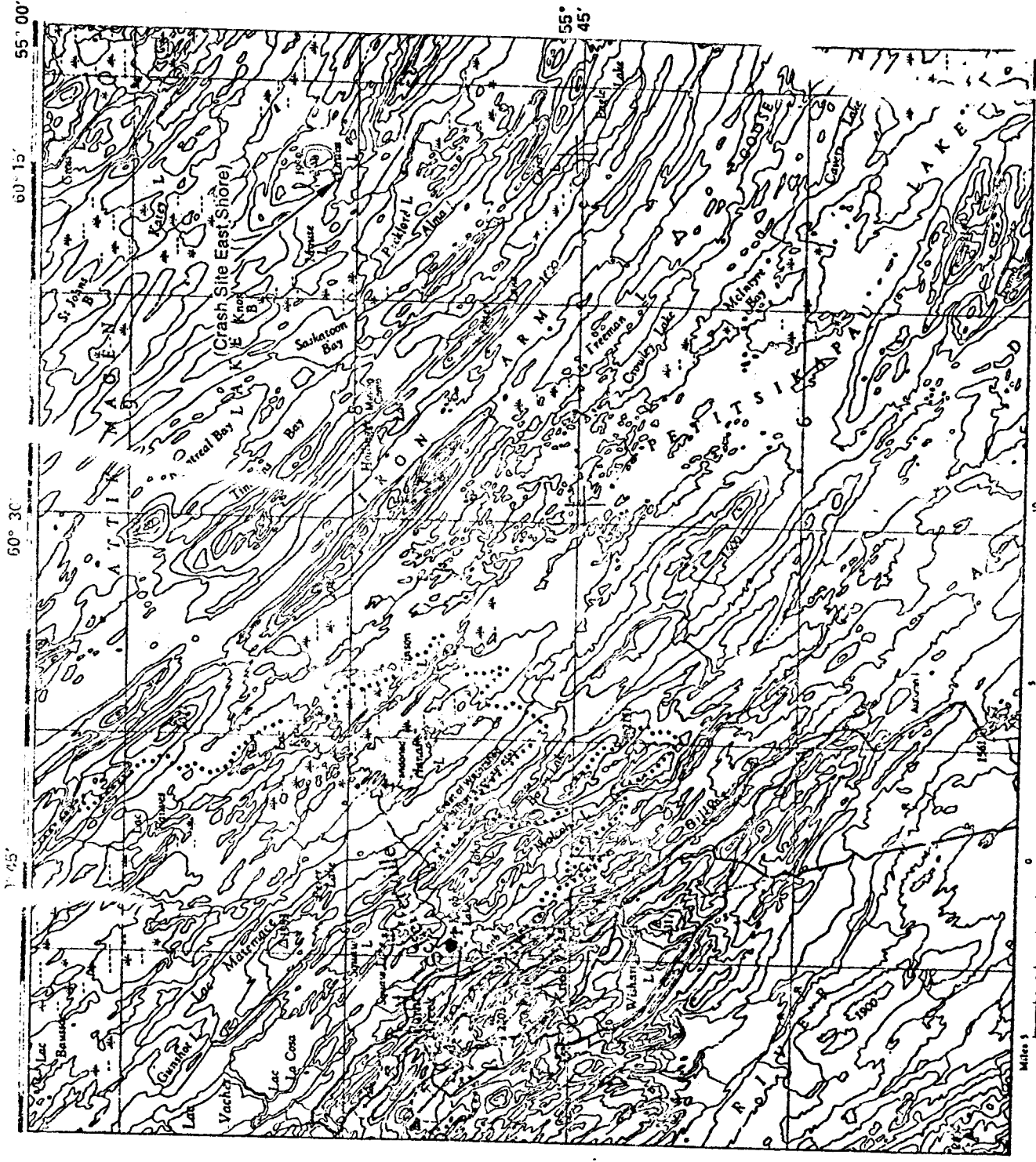
14. A book entitled, Northern Star Navigation

Might be helpful for starting the fire or as entertainment or toilet paper. But since the book's directions could only be used at night, it would be dangerous as a navigation aid. North star navigation in the arctic cannot be relied upon. The star is so high in the sky, direction is difficult to determine.

15. A large bottle of water purification tablets

The water in this area is as fresh and pure as any in the world. The bottle, however, could be used for something. Generally speaking, pond water is likely to be slightly safer than river water.





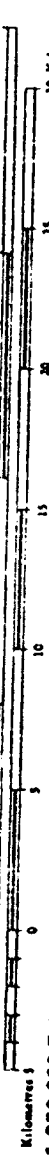
# SHEFFERVILLE

## NEWFOUNDLAND - QUEBEC

The boundary between Quebec and Newfoundland in this area is the crest of the watershed of the rivers flowing into the Atlantic Ocean; to date of publication it has not been surveyed nor monumented.

Magnetic declination 1968 varies from 1° 50'

Scale 1:250,000 Echelle  
 Transverse Mercator Projection  
 North American Datum 1927  
 Contour interval 100 feet  
 Elevations in feet above Mean Sea Level



Team Performance Data

	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
<b>Step 1:</b> Please complete the following steps and insert the scores under your team's number	100					
<b>Step 2:</b> Step 6 Average Individual Score Add up all the individual scores (Step 4) on the team and divide by the number on the team.	47	49				
<b>Step 3:</b> Step 7 Team Score (Step 5)	24	38				
<b>Step 4:</b> Step 8 Gain Score The difference between the Team Score and the Average Individual Score. If the Team Score is lower than Average Individual Score, then Gain is "+". If Team Score is higher than Average Individual Score, then Gain is "-".	+23	+11				
<b>Step 5:</b> Step 9 Lowest (Best) Score on the team.	34	30				
<b>Step 6:</b> Step 10: Number of Individual Scores lower than the Team Score.	0	1				

**Team Performance Data**  
 figures based on 848 participants (188 teams)

Average Individual Score (Step 6) 48.25  
 Average Ind. Score on Winning Teams 47.69  
 Average Ind. Score on Losing Teams 50.81

Average Team Score (Step 7) 20.61  
 Average Winning Team Score 24.75  
 Average Losing Team Score 16.47

Average Gain Score (Step 8) 17.77  
 Average Gain Score on Winning Teams 26.04  
 Average Gain Score on Losing Teams 9.44

Average Best Score on Team (Step 9) 33.08  
 Average Best Score on Winning Teams 32.03  
 Average Best Score on Losing Teams 35.13

Percent of Individual Scores Having Scores Better Than Their Team 13.9%

Percent of Teams Having Scores Better Than Their Best Individual Score 4.3%  
 Percent of Teams Having Scores Better Than Their Best Individual Score 42.4%

Statistically, there is a highly significant difference, <math>0.01</math>, between these scores. This is no statistical difference between these scores.

Team Performance Data

	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
<b>Step 6: Average Individual Score</b> Add up all the individual scores (Step 4) on the team and divide by the number on the team.	47	49				
<b>Step 7: Team Score (Step 5)</b>	24	38				
<b>Step 8: Gain Score</b> The difference between the Team Score and the Average Individual Score. If the Team Score is lower than Average Individual Score, then Gain is "+". If Team Score is higher than Average Individual Score, then Gain is "-".	+23	+11				
<b>Step 9: Lowest (Best) Score</b> on the team.	34	30				
<b>Step 10:</b> Number of Individual Scores lower than the Team Score.	0	1				

Team Performance Data	On Winning Teams	On Losing Teams
Average Gain Score (Step 8)	17.7%	4.3%
Average Gain Score on Winning Teams	26.0%	42.4%
Average Gain Score on Losing Teams	9.4%	
Average Best Score on Team (Step 9)	33.0%	Percent of Teams Having Scores Better Than Their Best Individual Score 54.3%
Average Best Score on Winning Teams	32.0%	Statistically there is a highly significant difference, 0.01, between these scores.
Average Best Score on Losing Teams	35.1%	Since there is no statistical difference between these scores.
Percent of Individual Scores Having Scores Better Than Their Team Score	13.1%	

List of Items

34  
56  
48  
46  
40  
60

47

204

Items	Step 1 Your Individual Ranking	Step 2 The Team Ranking	Step 3 Survival Experts' Ranking	Step 4 Difference Between Steps 1 & 3	Step 5 Difference Between Steps 2 & 3
15 A magnetic compass	15	C 15	13	2	2
A gallon can of maple syrup	6	A 3	5	1	2
A sleeping bag per person (arctic type down filled with liner)	1	A 2	4	3	2
A bottle of water purification tablets	11	C 14	15	4	1
A 20' x 20' piece of heavy duty canvas	5	A 5	3	2	2
13 wood matches in a metal screwtop, waterproof container	13	A 1	1	2	0
250 ft. of 1/4 inch braided nylon rope, 50 lb. test	8	B 6	6	2	0
An operating 4 battery flashlight	10	C 12	10	0	2
3 pairs of snowshoes	9	B 8	7	2	1
A fifth Bacardi rum (151 proof)	7	B 7	11	4	4
Safety razor shaving kit with mirror	2	B 11	9	7	2
A wind-up alarm clock	14	B 10	12	2	2
A hand axe	4	A 4	2	2	2
One aircraft inner tube for a 14 inch wheel (punctured)	13	B 9	8	5	1
A book entitled, Northern Star Navigation	13	C 13	14	2	1

Totals (the lower the score the better)	Individual Score Step 4	Team Score Step 5
40	24	

P H U N N Y P H R A S E S

The object is to discern a familiar word, phrase, saying or name from each arrangement of letters and/or symbols. For example, SILOOKDE depicts LOOK INSIDE, because the word LOOK is in the word SIDE. GOOD LUCK!

<p>BAD BAD <i>Two bad</i></p>	<p>TUSTAYNE <i>Stay in dust</i></p>	<p>LANE LANE LANE HIGHWAY LANE <i>4 lane highway</i></p>	<p>T E G <i>get up</i></p>
<p>EVERYTHING PIZZA <i>pizza with everything on it</i></p>	<p>S G E G <i>Scrambled eggs</i></p>	<p>PERBOLE <i>Hyper High perbole</i></p>	<p>KNEE LIGHTS <i>near lying</i></p>
<p>NOONGOOD <i>good after noon</i></p>	<p>E Y E D <i>wide eyed</i></p>	<p>PERSO NALITY <i>spite personality</i></p>	<p>WEATHER LITTLE <i>weather under weather</i></p>
<p>CALLS IN CALLS <i>incoming ally</i></p>	<p>FRIEND STANDING MISS FRIEND <i>a miss under the bed between friends</i></p>	<p>G A L F <i>flag raising</i></p>	<p>TROUBLE TROUBLE <i>look trouble</i></p>
<p>E C N A L G <i>backwards glance</i></p>	<p>S T A N D I <i>I water stand</i></p>	<p>S T O R M T H <i>Thunder storm</i></p>	<p>C O U N T E R <i>chestnut counter</i></p>
<p>H A R M O N Y <i>3 part harmony</i></p>	<p>W R I E R ' S <i>writers cramp</i></p>	<p>L Y I N G J O B <i>Lying down on the job</i></p>	<p>R E T U R N S <i>Denialist Returns</i></p>

More Phunny phrases

He's Himself  
He's beside himself

Sand  
sand box

/ Reading /  
reading between the lines

Level  
split level

<sup>r</sup>  
ROAD  
<sup>a</sup>  
<sup>d</sup>  
cross roads

S U N  
sun rise

mouth  
down in the mouth

Stand  
I  
I under stand

Ground  
feet  
feet  
feet  
feet  
feet  
feet  
6 feet under ground

y y u r  
too wise you are  
y y u b  
too wise you be  
I c u r  
I see you are  
y y y me  
too wise for me

BENDALE GILWELL

Y O U S T M E  
J  
U  
S  
T

1.

TEST

2.

BAG

S T A N D  
I

4.

3.

LIFE

O  
M. D.  
P. H. D.  
B. S.

6.

5.

K N E E  
L I G H T S

THUMB

8.

7.

ME

COCO

10.

9.

CAME

|||  
|||  
O O

12.

11.

E C N A L G

BLUE

14.

13.

Chief

PINE

16.

15.

# X COUNTRY SKIING

## TYPES OF SKIING

- 1) RACING - ultra light skis  
- equipment is expensive
- 2) LIGHT TOURING  
- light  
- good for advanced skiers on groomed trails
- 3) TOURING  
- equipment very versatile and suitable for all skiing.
- 4) WILDERNESS TOURING  
- back-country off-track skiing  
- rugged strong, durable skis
- 5) MOUNTAIN TOURING  
- much like downhill skis  
- for deep snow  
- good for climbing and downhill running

## BOOT / BINDING SYSTEMS

- 2 types of Bindings
- 1) NORDIC NORM SYSTEM
- 2) EXTENDED SOLE "

### NORDIC SYSTEM

- 3 SIZES - 71mm, 75mm, 79mm (width)
- Boots and bindings must match
- this system is cheaper

### EXTENDED-SOLE

- racing style boot - 50mm wide
- provides better downhill control, easier control, lighter - less drag in tracks.

## BOOTS

- the upper part of a boot should be durable, waterproof, breathable, and warm.
- it should protect feet from outside moisture but allow internal perspiration to evaporate



## • MOUNTING THE BINDINGS

to balance and mount your skis:

1) balance: each ski separately on a straight edge, held by a vise, and mark the point of balance.

2) the front of the boot-toe upper should be lined up with the point of balance, put in screws.

## SKIS

2 KINDS 1) WOOD 2) MAN-MADE MATERIALS - Fiberglass  
WOOD - expensive to buy, hold wax better

MAN-MADE MATERIALS - MORE precise, stronger, more durable, require less maintenance, faster  
↳ fiberglass main kind.

Fiberglass - wax skis

- waxless skis (mica, mohair, patterned sections)

Waxless skis perform well when the temp. is about freezing

the drawbacks are: marginal grip on level and uphill

- marginal grip on level and downhill
- unpleasant noise

When choosing skis:

- buy skis according to type of skiing you want to do.

- find a pair with proper camber for your weight - "pant test"

- length - ski tip should come to the skier's wrist (skier standing with arm in air)

# POLES

Types - Tokin cane poles

- cheap - not very durable

Fiber-glass

- durable, more expensive, better grips

Length - skier extends arm horizontally, pole should fit under armpit

# WAXING

- through modern waxing you can save energy on the snow, improve technique, and get more out of skiing  
- the object in waxing is to make the skis grip the snow for traction on the level and uphill, and yet slide smoothly on the level and downhill

Trip and Glide can be achieved by:

1) Waxless skis

2) Two-wax systems

one wax for dry snow one for wet snow

- easy to use and avoid complicated

Multiple wax system.

3) Multiple Wax System

- 6-10 different waxes - different snow conditions require different waxes for grip and glide.

STEP BY STEP WAXING -

A) Choose one brand of wax to use

B) Accessories - waxing cork to spread wax  
waxing iron to hot wax and warm in grip waxes.  
plastic wax scraper to clean skis

C) Base wax skis at beginning of season to protect the base of skis for the season

fiberglass - use orange base wax

wood - use tar

- heat base wax into skis

D) Grip and Glide Zones



## E) GLIDE ZONE

- glide wax can be put on tips and tails to provide a better glide.
- heat a thin layer of wax on the glide section - spread wax evenly - allow skis to cool and then scrape
- this does not need to be done each time you ski.

## F) SELECT THE DAY'S WAX

- wax for the day indoors where it is warm
- to select the correct wax consider the outside air temp, type of snow, wet or dry snow
- check wax chart for proper wax

2 types of grip waxes:

1) hard waxes

2) Klister

spread wax and cork on

# BINGO

USES MOUTHWASH REGULARLY	CAN WHISTLE "DIXIE"	LIES ABOUT OWN AGE	HAS HOLE IN SOCK NOW	PLAYS CHESS REGULARLY	WATCHES "SESAME STREET"
LIKES TO GO "SKINNY-DIPPING"	USED AN OUTHOUSE	LIKES WEIRD AL YANKOVIC	REFUSES TO WALK UNDER LADDERS	LIKES CABBAGE	BELIEVES IN "WOMENS' LIB"
CAN TOUCH PALMS ON FLOOR	DETECTIVE STORY FAN	LISTENS TO OR WATCHES SOAP OPERAS	WAS EXPELL-ED FROM SCHOOL	LEAVES BATHTUB RINGS	WEARS "FRUIT OF THE LOOM"
WEARS FULL SCOUT UNIFORM.	WRITES POETRY	WEIGHS UNDER 100 POUNDS	SLEEPS BEFORE SUPPER	READS "PEANUTS"	CAN TIE 6 DIFFERENT KNOTS
NEVER CHANGED A DIAPER	OWNS A MOTOR CYCLE	STOLE A WATERMELON	LOVES MICHAEL JACKSON	HAS SCAR 3" LONG	KISSED THEIR MOTHER TODAY
CAN TOUCH TONGUE TO NOSE	LIVED IN A LOG CABIN	CAN WIGGLE EARS	EATS "NATURAL FOODS"	KNOWS THE SCOUT LAW	PICKS NOSE IN PRIVATE

QUESTION ONE PERSON ON A POINT. IF HE ANSWERS "YES", PUT HIS FIRST NAME IN THE SQUARE. IF HE SAYS "NO" - TOO BAD.

LET HIM QUESTION YOU. BE HONEST NOW! THEN ASK SOMEONE ELSE A QUESTION. KEEP GOING UNTIL YOU HAVE SIX "YES" ANSWERS IN A ROW, HORIZONTALLY, VERTICALLY OR DIAGONALLY.

IF YOU HAVE SIX - YELL "BINGO"!

A farmer in Western Ontario put a tin roof on his barn. Then a small tornado blew the roof off , and when the farmer found it two counties away , it was twisted and mangled beyond repair.

A friend and a lawyer advised him that the General Motors Company would pay him a good price for the scrap tin and the farmer decided he would ship the roof up to the company to see how much he could get for it. He crated it up in a very big wooden box and sent it off to Oshawa , Ontario , marking it plainly with his return address so that General Motors would know where to send his cheque.

Twelve weeks passed and the farmer didn't hear from the Company. Finally he was just on the verge of writing them to find out what was the matter when he received an envelope from them. It said " We don't know what hit your car, mister, but we'll have it fixed for you by the fifteenth of next month."



SUPERVISORY TRAINING

3 MINUTE TIME TEST

CAN YOU FOLLOW DIRECTIONS ..... *yes, yes, yes*  
*Sam Reder*

1. READ EVERYTHING BEFORE DOING ANYTHING.
2. PUT YOUR NAME IN THE UPPER RIGHT HAND CORNER OF THIS PAPER.
3. CIRCLE THE WORD NAME IN SENTENCE TWO.
4. DRAW FIVE SMALL SQUARES IN THE UPPER LEFT CORNER OF THIS PAPER.
5. PUT AN "X" IN EACH SQUARE.
6. PUT A CIRCLE AROUND EACH SQUARE.
7. SIGN YOUR NAME UNDER THE TITLE OF THIS PAPER.
8. AFTER THE TITLE, WRITE ..... YES, YES, YES.
9. PUT A CIRCLE AROUND SENTENCE SEVEN.
10. PUT AN "X" IN THE LOWER LEFT HAND CORNER OF THIS PAPER.
11. DRAW A TRIANGLE AROUND THE "X" YOU JUST MADE.
12. ON THE BACK SIDE OF THIS PAPER, MULTIPLY 703 x 66.
13. DRAW A RECTANGLE AROUND THE WORD "PAPER" IN SENTENCE SEVEN.
14. LOUDLY CALL OUT YOUR FIRST NAME WHEN YOU GET TO THIS POINT.
15. IF YOU THINK YOU HAVE FOLLOWED DIRECTIONS CAREFULLY TO THIS POINT IN THE TEST, CALL OUT LOUDLY, "I HAVE".
16. ON THE REVERSE SIDE OF THIS PAPER, ADD 8950 and 9805.
17. PUT A CIRCLE AROUND YOUR ANSWER, THEN PUT A SQUARE AROUND THE CIRCLE.
18. COUNT IN A NORMAL SPEAKING VOICE FROM ONE TO TEN BACKWARDS.
19. PUNCH THREE SMALL HOLES IN THE TOP OF THIS PAPER WITH YOUR PENCIL.
20. IF YOU ARE THE FIRST PERSON TO GET THIS FAR, CALL OUT LOUDLY, "I AM THE FIRST PERSON TO REACH THIS POINT, AND I AM A LEADER IN FOLLOWING DIRECTIONS."
21. UNDERLINE ALL EVEN NUMBERS ON THIS SIDE OF THE PAGE.
22. SAY OUT LOUDLY, "I AM NEARLY FINISHED, AND I HAVE FOLLOWED DIRECTIONS."
23. NOW THAT YOU HAVE FINISHED READING CAREFULLY, DO ONLY SENTENCES ONE AND TWO.



SKILLS TO KNOW

- SMART SALUTE and PLs method of going in to and event.
- Clove Hitch , bowline, square and sheer lashing for tripods and extending length.
- compass - take and walk bearings.
- simple 1st aid. rescue breathing, cuts splints. SEND 1 For Help.
- 5. make a stretcher - poles pants.

- To build a quick fire - to boil water
  - A. just small amount water - Cover
- What to take on 'ALERT' - staff, light line tinder, whistle, matches, wire, pens etc.
- knife -

THE MINE FIELD

SET 8-10 Mouse Traps  
 Blind Fold patrol - P.L. Not  
 Blind - He Directs Patrol with  
 steps & Turns - To SAFETY

SKILLS FIELDAY

YOUR PATROL IS LOST IN THE ARTIC. ALL ARE NOW 'SNOW BLIND'. Fold and hoist flag so that it is ready to break if a rescue plane heard. Also apply 1st aid to a deep cut on the left hand of your P.L.

SKILLS FIELDAY

YOUR PATROL OF NATURALISTS - IN FRONT OF YOU IS A DEEP QUICKSAND PIT. (LINE ON FLOOR) BUT YOU MUST CATCH THE RARE FLOATING LILLY FLOWERS WITHOUT KILLING YOUR MEN. USE ITEMS IN FRONT OF YOU - START NOW -----.

3 or 4 spars, staffs, string, twine, wire hook, a nail,

4 Balloons - Mouse Traps

SKILLS FIELDAY

YOUR PATROL IS OUT ON A HIKE. IN FRONT YOU  
SEE A LAD ON THE GROUND. HE IS UNCONSCIOUS  
AND ON A LIVE WIRE. DO IST AIDE AND ALL  
STEPS TO SAVE HIM. NOTE HIS FACE CUT AND  
BROKEN LEG.

START NOW -

SKILLS FIELDAY

YOU ARE IN THE JUNGLE. IN EXACTLY 20 min.

THIS SPOT WILL BE FLOODED TO \_\_\_\_\_ FEET deep

Get your patrol and gear to a safe Height

and Have a HOT DRINK READY FOR THOSE THAT

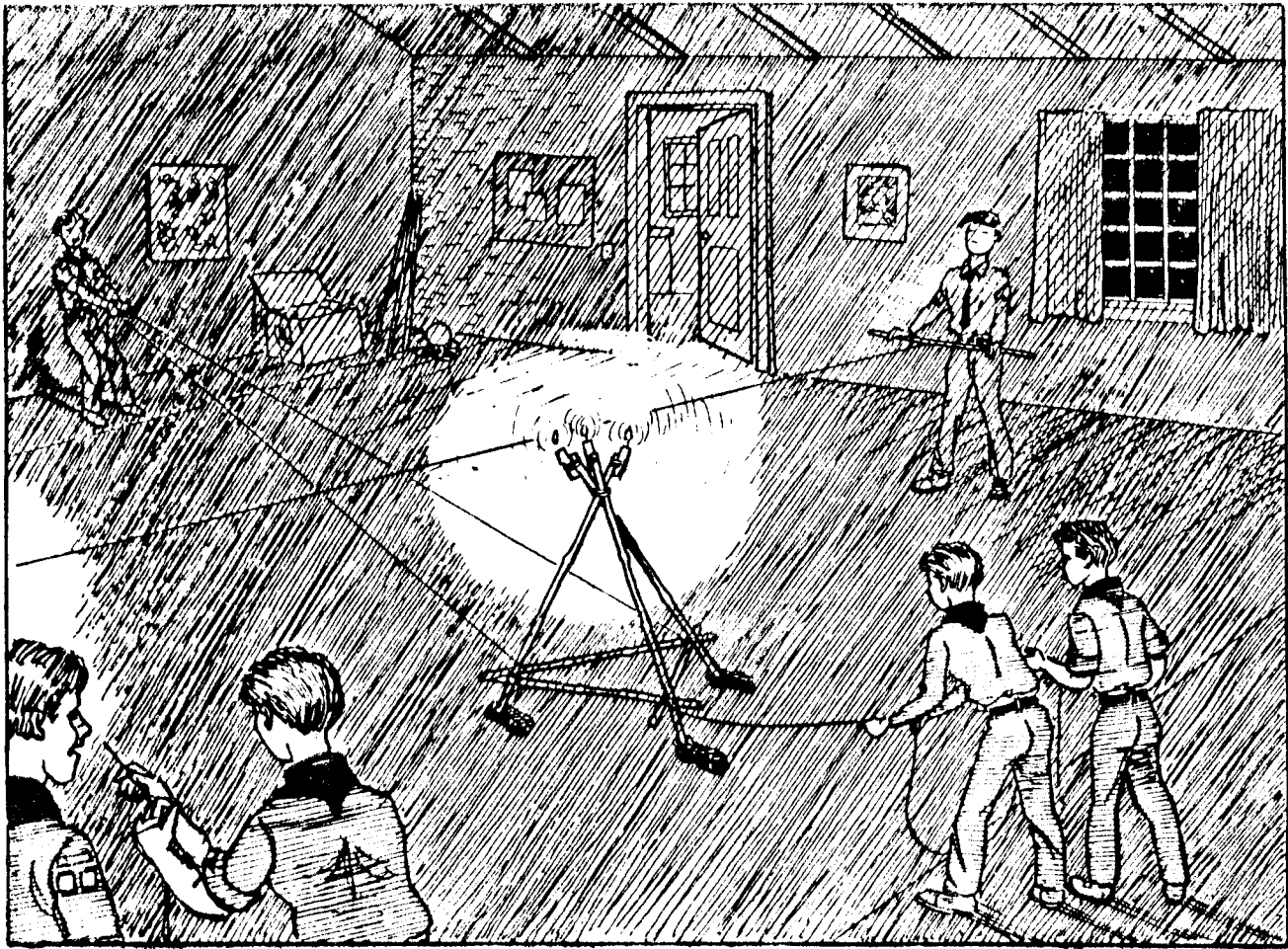
RESCUE YOU...

(USE ONLY ITEMS GIVEN) - START NOW \*\*\*



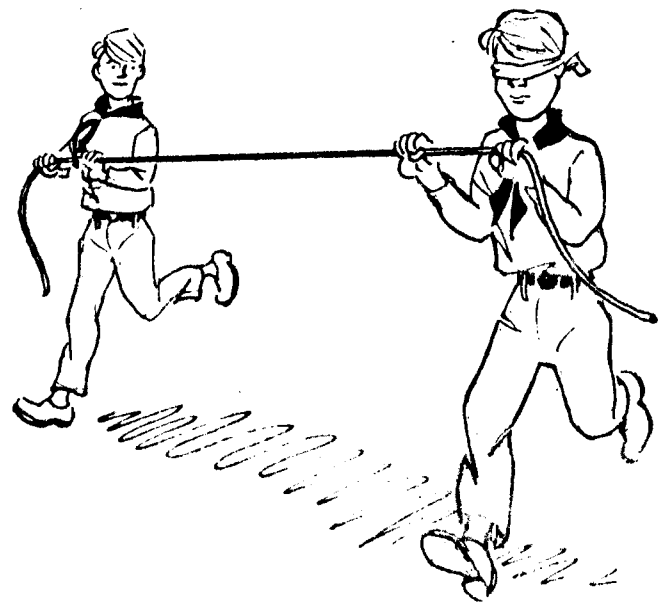
The following quiz is of a True or False type and is based primarily on the Exploring and Campcraft Badge requirements. Circle the "T" or the "F" after the question, depending on whether you believe the statement is True or False.

1. A compass always points North except when near a magnetic field. (T) (F)
2. ESE is closer to South than to East. (T) (F)
3. There are eight points on a compass. (T) (F)
4. An axe can be sharpened on a granite stone. (T) (F)
5. A sheath knife should be sharpened by drawing the knife towards you in circular motions. (T) (F)
6. A chopping block should be used only when a stone isn't handy. (T) (F)
7. A tree should be cut down with two "V" cuts, one on each side of the tree. The deepest should be slightly lower than the other as this is the direction the tree will fall. (T) (F)
8. The correct way to test the sharpness of a knife is to run your thumb along the length of the blade. (T) (F)
9. A teepee fire can only be built and lit on an Indian reservation. (T) (F)
10. A reef knot is used in making a "lifeline", for rescuing people from burning buildings. (T) (F)
11. A clove hitch is used for your starting knot when you are lashing two poles together. (T) (F)
12. The Otonabee Region Conservation Authority runs Emily Park. (T) (F)
13. When you go on a hike travel light ~~and~~<sup>you</sup> leave your survival kit behind. (T) (F)
14. When you have sore feet you should rest and soak them in soda water. (T) (F)
15. If you become lost you should immediately start screaming and yelling in all directions to draw attention to your whereabouts. (T) (F)
16. If you come to a new swimming spot you should immediately take off your gear and jump in to cool off. (T) (F)
17. A scout staff is a group of scouts sitting around a fire. (T) (F)
18. Birch is very good firewood because its oily bark keeps the wood dry. (T) (F)
19. A hunter's fire is always used for cooking out on a windy day. (T) (F)
20. A compass has sixteen points. (T) (F)
21. When camping, a kibo or latrine is the word used for the camp toilet. (T) (F)
22. When swimming at camp during blackfly season, always grease yourself with Vaseline. (T) (F)
23. You should always build a fire real close to your tent right under the trees. (T) (F)
24. If your nose becomes frost-bitten rub snow on it. (T) (F)
25. The Scouters' job is to do all the work and the scouts just have to listen. (T) (F)



**Blind Gallop**

The guide makes frequent changes of direction, keeping the rope taut without tugging or jerking. The changes should not be too acute. The blindfolded runner must try to keep abreast.



## ROPE CLIMBING BY THE STIRRUP-LOOP METHOD

"When in doubt," B.-P. is reported to have said, "hand the boy the end with the jam on first."

My belief is that we depart from this cardinal principle of Scouting every time we teach a boy a knot — and leave it there.

Indeed, there is more to ropework than the making of knots, bends and hitches, and when you are setting out to train a boy to build bridges, climb mountains, or perform feats of heroism in burning buildings, 'twere better far that you should forget the ritual of reef, sheetbend and bowline for the time being. Time enough for all that bread-and-butter stuff after he has been given a chance to find out what it's all in aid of. Start by explaining the principle of the parbuckle, and get him to roll his own patrol leader across the troop-room floor like a beer barrel; or warn him that the Spanish Windlas is supposed to be so highly dangerous that only Venturers and Rovers are supposed to use it, then allow him to have a go to break a two-strand length of sisal with a couple of Scout staves, while you demonstrate your confidence in him by standing in the danger zone to hold the upright. Better still, lead him to the nearest tree and let him have a crack at stirrup-loop climbing, as shown in the illustration. This would at least get the two of you out-of-doors together on some mildly adventurous ploy — and, believe me, there is nothing better for a young Scout than to share an outdoor mini-adventure with someone he so admires! (Ahem!)

More applied psychology. You can't say this column is **ALL** froth and bubble. Gear required: One 60-foot length of 2" circ. rope.

Three 3-foot Strops of 1" rope.

Put a man-harness knot in the middle of the 2" rope. Throw one end of the rope over a branch and pass it through the man-harness. Pull the free end so that the knot travels up the rope till it locks against the branch. Secure the other end to any convenient anchorage to keep it out of the way.

Bend your three strops onto the rope one above the other at intervals of about 12" with PRUSSIK KNOTS. (To do this, simply turn each strop twice around the rope, passing one bight through the other at each turn.) The lowermost strop should hang about 12" clear of the ground.

Grip the rope and put your foot into the loop of the **BOTTOM** strop so that you can raise yourself clear of the ground. Slip the loop of the **TOP** strop around your waist. Now push the Prussik Knot of the **MIDDLE** strop up the rope (you will find that it will slide freely) and put your other foot in the loop. Transfer your weight to this leg and push the Prussik of the **TOP** loop up the rope till it grips round your waist. You will find that you are now supported by your waist loop and have both hands free to raise the Prussik of the **BOTTOM** loop, which is now in slack rope. Follow this drill, raising each loop in turn, until you have reached the top of the climb, then go into reverse for the return journey.

Undo all knots and strain ropes to remove kinks before coiling down and returning cordage to the stores.



# PUT YOUR BOYS TO THE TEST

Reprinted from **BRIGADE LEADER**, summer 1976, a publication of the Christian Service Brigade.

**Give your group a course in leadership training with ropes and logs.**

Giving every boy a chance to learn leadership is a lofty goal that many leaders in youth organizations strive after and often reach. George Rieger, Christian Service Brigade's regional representative for Manitoba and Saskatchewan, together with local Battalion leaders from those two provinces use 12 initiative tests, which may be familiar, in variations, to Scouters. We pass them on in two parts with their compliments.

They use ropes, logs, picnic tables and other equipment in a series of "initiative tests" which test boys' physical strength, or-

ganizational skill, planning ability and cooperative spirit. This adds up to a test of leadership.

George and his men have used these tests in the Battalion non-com conference in both provinces with tremendous success. After the boys have completed the tests, the men guide them through a debriefing time where they summarize what they have learned about leadership. A sample of questions they use are given at the end of this article.

## HOW TO CONDUCT TESTS

Some tests require advance preparation by the adult leaders; others require almost none. In every case all the necessary equipment is provided to the boys. The goal of each test is clearly defined for the boys. Suggestions for reaching the goal are given only if the leaders consider it appropriate.

Normally, the group of boys is

divided into two smaller groups. There should be an equal distribution of boys according to age and size. The two groups may compete against each other in one of two ways: a) by shortest time to complete the test; the leaders must time each group with stopwatches; b) by a point system, e.g. 1-2-3 points for method, teamwork and success. The points must be awarded by the adult leaders.

Also, the two groups of boys must be placed far enough apart from each other so that they cannot see the other working on their problem. An alternative is for each group to alternate doing a test (but not observing the other do it).

Five initiative tests are given in this article to be followed by seven more next month. You will need to make changes to suit your location and equipment supplies. You can make tests harder or easier as you wish. You can even develop your own initiative tests. Have fun!

### NO. 1 CHASM

#### Equipment

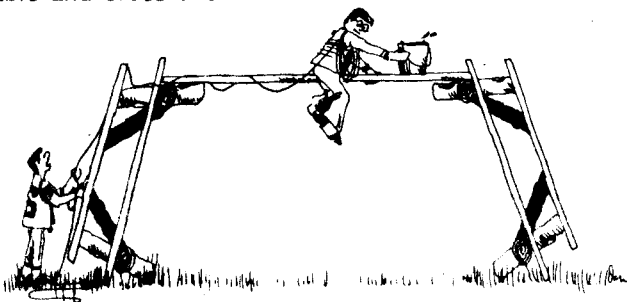
- two 8' picnic tables
- one 4" x 10" plank, 10' long
- one bucket  $\frac{3}{4}$  full of water
- 25' of  $\frac{3}{4}$ " rope

#### Goal

To get each member of the group, the bucket and all the water across a chasm of about 15 feet in diameter filled with vicious, bloodthirsty frogs.

#### Recommended Method

Boost one boy to the top of the picnic table and hand him the plank to place between the two benches. Throw the rope from one side to the other. Hand the bucket to the boy on top and have him slide it across the plank in front of him. Tie the rope to the bucket and let it down to the ground and then climb down using the rope as a handhold. The boy who has crossed then holds rope for others to climb up picnic table and cross over.



### NO. 2 STRETCHER CASE

#### Location

Any area that has something raised, along which to crawl, e.g. large rock, brick wall, horizontal monkey bars.

#### Equipment

- two long poles
- two short poles
- one 'dummy' — pillow cases stuffed with rags to resemble a human

#### Goal

To construct a stretcher using the poles and transport stretcher and patient over the wall.

#### Recommended Method

Use belts to make a stretcher.

### NO. 3 ELECTRIC SWAMP

#### Location

Same dangerous swamp as used in "Swamp Crossing" except this one is filled with electrifying eels.

#### Equipment

- one 15' log

#### Goal

To get the entire group across the swamp.

#### Recommended Method

Hold the log over the swamp. Boys should crawl down the log to the other side. When several boys have crossed over, they should reverse the angle of the log and let the remaining boys crawl up the log.

#### NO. 4 KENYA CARAVELLE

##### Equipment

- one large drum or garbage can full of water
- one large pail
- one no. 10 can
- two logs
- six lengths of rope at least 25' each
- two coat hangers
- one stick 18" long
- one large sheet of ground cloth

##### Location

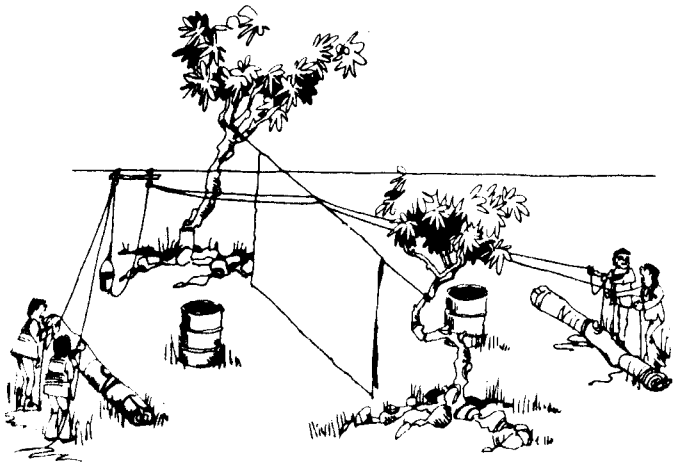
Wooded area with several trees in close proximity.

##### Goal

To transfer five buckets of "explosive nitroglycerin" (use your imagination!) from the barrel to the container on the other side of the barrier. No boy may touch the pail for dipping or transferring.

##### Recommended Method

Stretch a rope over the barrier and tie to trees at both ends (see diagram). Construct a moveable stick using the coat hangers for wire loops. Place ropes through the loops and attach to the can. Boys from both ends can pull the can across and also lower it down to the barrel or pail.



#### NO. 5 SWAMP CROSSING

##### Location

Any open area

##### Equipment

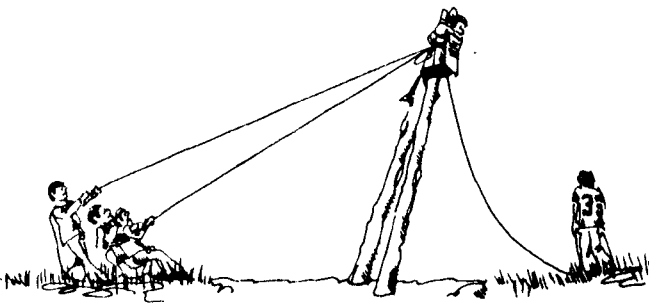
- two poles about 15' long with the wide ends chopped to a point
- one shorter log
- one piece of cord suitable for lashing
- 50' of 3/4" rope
- one 12' wide swamp filled with assorted man-eating alligators and carnivorous goldfish. Mark shore of swamp with clothesline.

##### Goal

To get the entire group over the swamp with no one touching it. The bottom of the poles may touch the swamp.

##### Recommended Method

Construct an A-frame type sheer leg and place the legs of the A-frame about 2' into the 'swamp'. Put a strong boy on the A-frame at the apex and push the A-frame up until vertical and then lower him to the far side by holding him up with the rope as the A-frame lowers. Once over, the boy shifts the A-frame so that its base is approximately in the centre of the swamp. Each boy then can be crossed over by pulling and holding from both sides of the swamp with the rope. The legs should be moved within two feet of the distant shore to pick up the last boy so that the A-frame can be supported by hand as he is lowered.



## DEBRIEFING GUIDE

Use the following questions to evaluate each test. Allow the boys plenty of opportunity to share their reactions. Note the significant comments they make and reinforce them with comments of your own.

### A. LEADERSHIP

- a. How was the leader chosen?
  1. by force of one individual
  2. by voting
  3. by general consensus
  4. None was chosen and none ever became apparent
  5. other (explain)
- b. Did the leader control to the end or was he replaced?
- c. What style of leadership was shown?
  1. delegation
  2. leader did all the work
  3. "loudmouth"
  4. threatening
  5. persuasive
  6. other

### B. PLANNING

- a. How was plan chosen?
  1. by discussion and vote
  2. by dictation
  3. by trying many suggestions
  4. none in particular was chosen
  5. in detail
  6. in outline only

### C. PERFORMANCE

- a. How was plan carried out?
  1. everyone doing his part
  2. followed through to end
  3. led by leader
- b. Was goal accomplished?
- c. Were the restrictions observed completely?
- d. Could the goal have been achieved more efficiently and effectively?

**NEXT MONTH:** Seven more ideas to 'put your boys to the test'.

# PUT YOUR BOYS TO THE TEST

## PART 2

### NO. 6 WALK THE TRIANGLE

**Location**

A sandy area at least 30 feet wide

**Equipment**

three 15' poles

lashing twine

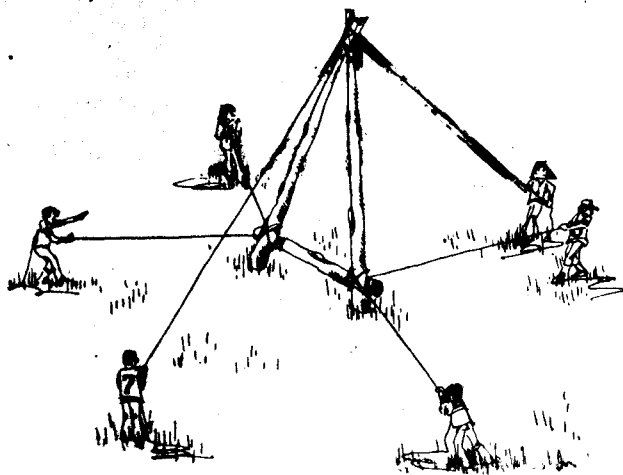
plenty of rope — at least 150 feet

**Goal**

To move three 15' poles across the area of sand without creating drag marks in the sand.

**Recommended Method**

Lash the three poles together in a triangular shape, with the bottom, horizontal pole at least a foot off the ground. Tie a double set of ropes to the apex and to the two lower corners. "Walk" the triangle across the area by proper manipulation of the ropes. A pail of water could be tied to the upper apex to make the task more difficult.



### NO. 7 ICE WALL

**Location**

The side of a cabin or house. The wall should be about 10' high. Windows cannot be used.

**Equipment**

one 25' rope

one awkward object such as a chair

**Goal**

To get the entire group plus the awkward object up the imaginary ice wall onto the roof.

**Recommended Method**

Build a pyramid against the wall. The top men should take the rope up as a safety line and to pull the awkward object up. The boys can then scramble up over each other.

### NO. 8 ELECTRIC TUNNEL

**Location**

Any open area

**Equipment**

One tunnel, about 15 feet long, 2 feet wide and 18" high, can be constructed of boxes, logs, picnic tables, etc.

Four blocks of 2" x 4" each about 12" long.

**Goal**

To get the whole group through the tunnel. No one may touch any of the walls, interior, or exterior, or even the ground.

**Recommended Method**

Send the boys, one at a time, through the tunnel using the blocks as insulating steps. Each boy upon reaching the other side, can simply toss the blocks back over the tunnel.

## NO. 9 RETRIEVING DISTANT OBJECTS

### Equipment

- two picnic tables
- one bucket half full of water
- one 4" x 4" post 4' long
- one 2" x 10" plank 10' long with a 1" hole near one end
- 25' of 3/4" rope
- one broomstick
- one coat hanger
- one pair of electrical pliers

### Goal

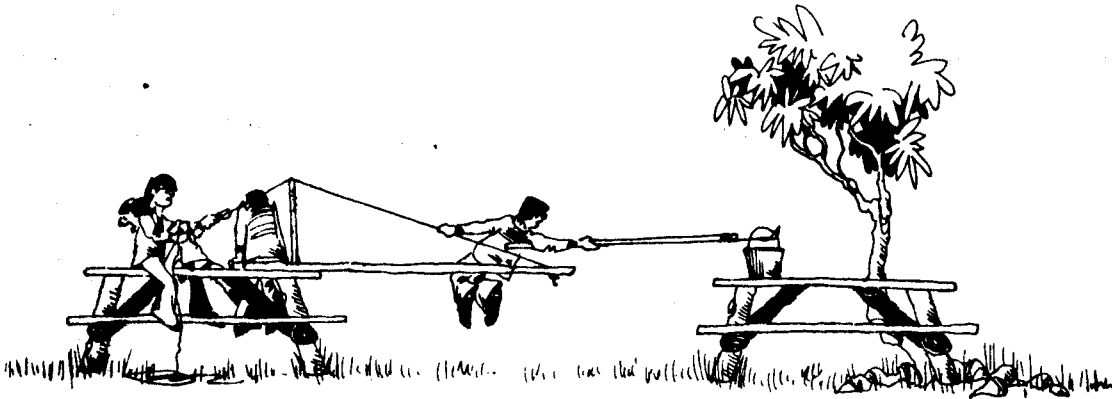
To retrieve the bucket from one picnic table which is placed about 12' from the other, without spilling any water.

### Recommended Method

Construct a cantilever beam by tying a knot on one end of the rope and passing it through the hole in the end of the long plank. Pass it over the end of the shorter beam which is held upright a short distance in from the other end and pull on the rope.

Make a hook out of the coat hanger and fasten it to the end of the broomstick. Have the lightest boy move over the plank with the broomstick and hook the bucket and pass it back to his team while the other members support the cantilever.

Of course, any other solution which works is acceptable except that the "river" between the two tables may not be used for support in any way.



## NO. 10 STILTS OVER A SWAMP

### Location

Same dangerous swamp as used in "Swamp Crossing"

### Equipment

- two stilts
- one length of rope long enough to span the swamp.
- one length of twine long enough to span the swamp

### Goal

To get the entire group across the swamp.

### Recommended Method

The first boy crosses the swamp on the stilts. When he reaches the far side he ties the rope up to form an arm rest. The stilts can be pulled back with the twine.

## NO. 12 BLIND MAZE

### Two Ways

Method A: Use an empty horse corral that has a fence all sides.

Method B: Use a wooded area that has numerous trees and little undergrowth.

### Equipment

- sufficient blindfolds for one group
- two 100' lengths of clothesline

### Layout

Wrap the rope around the trees to form a maze or criss-cross rope posts on fence (method A).

### Procedure

Blindfold one group, put them in the start end of the maze and turn each one around three times. No one may go under or over a rope. If individuals finish separately, they may not give instructions to the others.

### Recommended Method

The group locates each other and holding hands finds the way out together.

## NO. 11 TENT ERECTION

### Location

Any open area

### Equipment

- two similar tents
- blindfold for each member except one from each group.

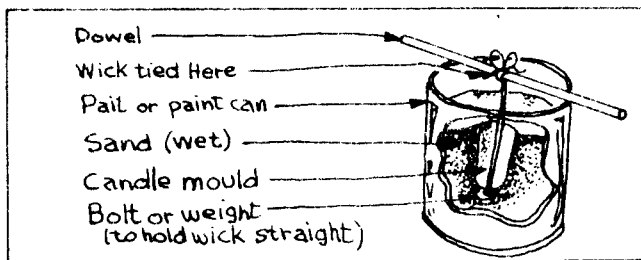
### Problem

To erect the tents with all but one member of each group blindfolded. The leader cannot touch any of his mates or any of the equipment, but must direct them verbally.

SEE THE APRIL ISSUE FOR THE DEBRIEFING GUIDE, PAGE 5.

# JAMBOREE ACTIVITIES FOR THE TROOP

During the Canadian Jamboree in 1977 there were many activities in the program area which were enjoyed by Scouts. Some of the activities went over extremely well and as a result, we have adapted them here for use during regular troop meetings. For all activities some preparation work will need to be done. In most cases the supplies are based on the needs for one patrol. You should multiply supplies by number of patrols participating.



## SAND CANDLES

At the Fun and Profit program, Scouts had the opportunity to make sand candles as souvenirs of their visit to Prince Edward Island. Sand candles are easily made during a troop meeting. You will need:

- a wash basin or a pail for each Scout
- for each candle a wick or string -- sand -- a ladle -- newspaper for tidiness
- some dowels
- a stove to melt paraffin
- a pot
- decorations for the candles if desired
- paraffin (sold in solid block or powder)

### The Activity:

Each Scout should have a pail or basin filled with wet sand. Basins will be good for wide, shallow, squat candles while pails will form thin, long candles.

Each Scout should make a candle mould in the sand, ensuring the edges are good and clean. If you are using string be sure to dip it into melted paraffin before using it as a wick. (The melted paraffin is poured into the mould). Weight one end of the wick down with a metal bolt and insert it into the mould.

Decorations can be added at this time.

Once the paraffin has hardened, remove the candle by either digging it out or inverting the pail or basin. Once free, some of the excess sand can be removed.

### Some ideas:

- Decide on a theme for the project. Perhaps make candles as gifts for Mother's Day.
- Try colouring the paraffin with dyes to make the candles more attractive.
- Sell the candles at a local bazaar to raise funds for camp.
- The paraffin will take some time to set, so have Scouts participate in the troop program during the evening as it hardens.

## NUCLEAR FISSION

When Scouts went on the Adventure Trail at CJ'77 they came across an activity called Nuclear Fission. This patrol task was to move a paint can (armed with a buzzer) over a course without setting off the alarm.

You will need:

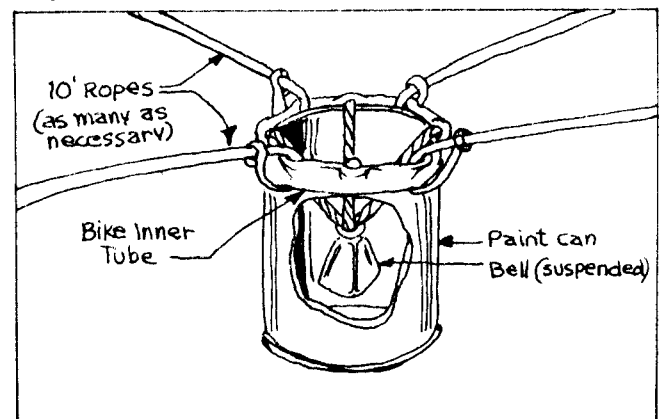
- 30' rope or strong string
- one old inner tube from a bike
- one old gallon paint can
- dirt,
- a ball

### The Activity

Have the patrol tie the inner tube into a circle which, when stretched, will fit over the paint can. Tie ropes about 10' in length to the inner tube, putting as many ropes as there are patrol members. Have the patrol install the bell inside the paint can as shown in diagram. Scouter should set up an obstacle course using tables and chairs, over which the patrol must take the can.

### Some ideas:

For one run, blindfold one, or more members or blindfold all the patrol except for one boy, who is allowed to give commands.



## THE CLAYMORE

As the bagpipes were playing, Scouts who visited the Highland games had the opportunity to take part in an event called "The Claymore". In this activity Scouts, with wooden claymores, broke balloons. This is a relay game which can be run during the troop meeting.

You will need:

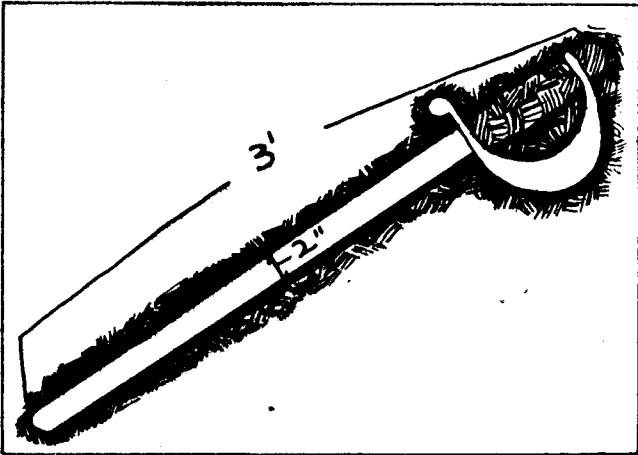
- a claymore for each patrol (see diagram)
- enough balloons so everybody can break one
- paper
- solid surface to break the balloons on (could be the floor)

### The Activity:

The claymore can be made by the Scouts or Scouters. The claymore is a heavy wooden sword which breaks the balloons by force rather than by a sharp edge or point.



- Scouters put the words of the Scout promise in each balloon, then blow the balloons up.
- Have the patrol line up in relay formation
- Each Scout in the patrol breaks a balloon and brings back the word the balloon contained
- The patrol which correctly forms the words into the Scout promise is declared the winner.



**Some ideas:**

- Don't tell them what the words form.
- Vary the messages in the balloons.

**Mine Field**

Another activity Scouts experienced on the Adventure Trail was the Mine Field. In this patrol activity all members of the patrol try to get through the course without setting off any mines.

**You will need:**

- blindfolds
- tables and chairs to support the mine field
- 30 tin cans for mines
- enough string to put up mine fields

**The Activity**

Scouters set up the mine field by hanging cans on lines which have been strung between tables and chairs. The mine field consists of cans hanging down to block the passage of the Scouts. Cans should be hung 15" off the ground.

**Diagram**

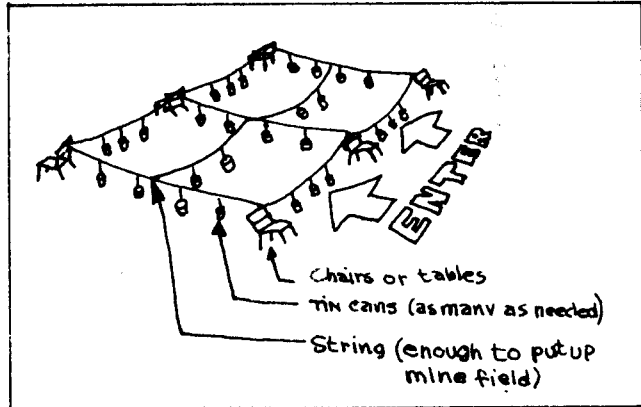
Have the patrols line up in front of the mine field. Put a Scout at the end of the mine field. Blindfold a Scout at the starting point. The Scout at the end then directs the crawling, blindfolded Scout through the mines. All patrols are doing this at the same time. Have the blindfolded Scout turned in circles at the beginning to disorient him.

Once the first Scout is through, he removes the blindfold and gives it to the Scout who was directing him. This Scout joins his patrol for his turn through the mines. The Scout who just completed the course now directs the next Scout. Every Scout who makes it through the mine field directs the next one until all the patrol is through.

Scouters serve as judges and when a Scout touches a mine, he adds one second to the patrol's time. The patrol with the best time is declared the winner.

**Some ideas:**

- Every time a new Scout starts, he enters the course at a different spot so that patrols cannot memorize the mine field.



**Summary**

Both the Nuclear Fission and the Mine Field activities are good for emphasizing team work in the patrol. It might be worthwhile for Scouters to talk with their boys after the activities, to discuss things like:

- what did we do that helped us work as a team?
- what did we do that hindered our work as a team?
- what did we learn about working together as a patrol? ^

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## ACTIVITY

2. Jousting

## DESCRIPTION

To experience the ancient skill of jousting on an individual and team basis.

## CENTRE

MEDIEVAL DAZE

## OBJECTIVE

To have patrol enter a jousting list and there engage another patrol in unhorseing one another in competitive jousting.

## RULES

Patrols will have one member at a time ride the "Charger" equipped with helmet, shield and lance. The "kinght" will kneel or sit on "Charger", the rest of the team will supply power by pulling "Bridle" of "Charger".

All team members to compete including the patrol Scouter. Activity Leader is in charge.

## LOGISTICS

Instruction to be available in both French and English. Jousting list will comprise of 60 ft. of double track. "Charger" will be a 2 ft. x 3 ft. wood box fitted with wood sled runners sized to fit inside a track. "Knight" will sit or kneel on the "Charger" equipped with helmet, shield and lance. On instruction of "List Master" (Activity Leader) opposing team will proceed to pull "Charger" at maximum speed to the other end of the list. The "knight" will attempt to unhorse his oppönent by knocking him off "Charger" with lance.

NOTE: Wooden sled rails will restrict speed at which "Charger" can be pulled. Helmet will be fitted with a wire mask. Shield shall be approx. 1 ft. x 2 ft. x ½" plywood. Lance shall be of flexible plastic with large padded end. Track to be set on sawdust or wood chip bed.

## SAFETY

List safety rules to be observed - helmets must be worn by "knights".

## TIMING

20 minutes

## SET UPS

2

## STAFF

3

## SPECIAL STAFF SKILLS

Carpentry an asset.

## MAJOR CONSTRUCTION

4 tracks  
4 sleds  
8 lances  
8 shields





## **ACTIVITY**

3. Battle Axing

## **CENTRE**

MEDIEVAL DAZE

### **DESCRIPTION**

Novice knight strikes at target with battle axe while attempting to control his "steed" and avoid being hit in return.

### **OBJECTIVE**

To learn co-ordination between man and mount.

### **RULES**

Scouter in charge. One knight per target. Mount consists of another Scout who shall be blindfolded.

Time allowed at judgement of Scouter or until "mount" collapses. Knight and mount then reverse roles.

### **LOGISTICS**

Battle axe consists of 3 ft. of 1½" dowling with large straw filled arm affixed to one end.

Target will consist of a 4 ft. pivoted arm with a 1 ft. circle of ¾" plywood at one end. At the other end of arm is 2 ft. of rope to which is attached a small sawdust filled bag. Arm to be at a suitable height (6 - 8 ft.).

### **SAFETY**

#### **TIMING**

20 minutes

#### **SET UPS**

6

#### **STAFF**

1

### **SPECIAL STAFF SKILLS**

None

### **MAJOR CONSTRUCTION**

4 targets plus 3 spares  
10 battle axes





**ACTIVITY**

4. Siege Catapult

**CENTRE**

MEDIEVAL DAZE

**DESCRIPTION**

Patrol has 30 minutes to assemble a siege catapult and launch three (3) shots at target.

**OBJECTIVE**

To provide team challenge and experience in lashings.

**RULES**

Scouter in charge.

All patrol members to participate.

Catapult to be dismantled and stowed before departure.

**LOGISTICS**

Arriving patrols are assigned a vacant set-up where they find instructions and necessary materials to complete the project.

Shots shall consist of tightly packed straw in canvas bag.

**SAFETY**

**TIMING**

30 min.

**SET UPS**

10

**STAFF**

1

**SPECIAL STAFF SKILLS**

None

**MAJOR CONSTRUCTION**

10 targets.





**ACTIVITY**

5. The Soggy Stocks

**CENTRE**

MEDIEVAL DAZE

**DESCRIPTION**

Individual Scout has the opportunity of being awarded a scroll and title of Squire after surviving a period in the stocks and being subjected to a bombardment of soggy sponges.

**OBJECTIVE**

To test the fortitude of patrol members and their desire for an honourable title.

**RULES**

Scouter in charge.

Only patrol members may subject the Scout to the soggy sponges.

**LOGISTICS**

Orange-sized sponges, soaked in water, are thrown from 20 paces until a total of thirty (30) are thrown.

**SAFETY**

**TIMING**

20 minutes

**SET UPS**

6

**STAFF**

1

**SPECIAL STAFF SKILLS**

None.

**MAJOR CONSTRUCTION**

None.





**ACTIVITY**

**CENTRE**

6. Pig's Bladder Fut Ball

MEDIEVAL DAZE

**DESCRIPTION**

Teams, maximum of 30 per side, play a typical village fut ball game where the only rule is to bet the ball throught the opponent's goal.

**OBJECTIVE**

To allow patrols to intermingle and play a vigorous ball game.

**RULES**

Activity Leader in charge with patrol Scouters assisting.  
Ball can be thrown, kicked or carried in any manner.  
Goal is scored when ball passes throught a 5 ft. x 5 ft. goal.  
Games shall last 10 minutes or longer depending on leaders' decision.  
Pitch size 100 ft. x 50 ft.

**LOGISTICS**

Arriving patrols shall be divided up into equal teams and game will start on staff decision.  
Other patrols can join or leave at any time.  
Ball to be made of straw/sponge stuffed old medicine balls or equivalent.

**SAFETY**

**TIMING**

20 minutes

**SET UPS**

1

**STAFF**

1

**SPECIAL STAFF SKILLS**

None.

**MAJOR CONSTRUCTION**

Two goals.





## **ACTIVITY**

7. Tug-O-Stream

## **CENTRE**

MEDIEVAL DAZE

## **DESCRIPTION**

Teams challenge each other to a tug-o-war with an extremely muddy ditch dividing them.

## **OBJECTIVE**

To have fun and possible get very dirty.

## **RULES**

Activity Leader in charge and who will divide teams into approx. even sides.

Team members, if pulled into ditch, may join on at back of rope if space permits.

## **LOGISTICS**

Rope should be 60 to 80 feet long of 2" hemp.

Ditch to be 5 feet wide, 1 foot deep and 10 feet long and filled with water.

## **SAFETY**

### **TIMING**

20 minutes

### **SET UPS**

2

### **STAFF**

1

## **SPECIAL STAFF SKILLS**

None.

## **MAJOR CONSTRUCTION**

2 ditches to be dug.







**ACTIVITY**

8. Heraldry

**CENTRE**

MEDIEVAL DAZE

**DESCRIPTION**

Patrol has opportunity as individuals or as a patrol to design their/its own heraldic shield.

**OBJECTIVE**

To design a heraldic shield based on regional, cultural and ethnic background.

**RULES**

Scouter in charge.

Single Scouts may undertake this project.

**LOGISTICS**

A ¼" thick, 6" plywood shield is available, along with necessary paints and brushes for working with.

**SAFETY**

**TIMING**

30 minutes

**SET UPS**

7

**STAFF**

2

**SPECIAL STAFF SKILLS**

Artistic background.

**MAJOR CONSTRUCTION**

None.





## ACTIVITY

9. Dress Up

## CENTRE

MEDIEVAL DAZE

## DESCRIPTION

Patrol members have an opportunity to create a medieval tabard (vest) for their own use.

## OBJECTIVE

Scout can use his imagination to design a sleeveless loose-fitting jacket emblazoned with his Coat of Arms.

## RULES

Scouter in charge.

Boy may attend as a single Scout.

## LOGISTICS

Material and suggestions on design available to complete the project.  
Thin white or coloured calico used with paints to create the article.

## SAFETY

### TIMING

30 minutes

### SET UPS

7

### STAFF

1

## SPECIAL STAFF SKILLS

None.

## MAJOR CONSTRUCTION

None.



# HERALDIC SYMBOLISM AND ITS ORIGINS

William Gates, history lecturer and heraldry expert, conveys his enthusiasm for a topic which has lots of potential in the classroom

Heraldry is a rich and colourful subject, still very much alive, even though it is often disregarded or misunderstood. Evidence of it is all around us, and it is a fascinating and worthwhile study in its own right, as well as providing pupils with an endless exercise in observation, and an original stimulus in art work.

The use of decorative symbols to identify a personality or a community is an ancient practice, and its development into European heraldry can be dated approximately to the thirteenth century. This was an age when the extensive use of body-armour and helmets, for protection in battle, made it almost impossible for onlookers to decide exactly who was inside. The practice of using some personal and identifiable colour, pattern or symbol on the armour was thus a vital necessity among the knights and nobility who formed the leadership in any battle.

As time went on, it also became necessary for the king's heralds to keep records, often written in Old French, of individual devices and patterns, to prevent duplication and, thereby, confusion. In this way, the process of using heraldry, or 'armour', as a method of personal identification developed, eventually becoming hereditary. Over the years, the scope of the subject and its terminology has become increasingly complex, but its original aims were simple: easy identification of the leaders on the field of battle.

To this end the knight's shield was decorated, and his chosen colours and symbols were also displayed on his surcoat (or 'coat of arms'), his lance-banner, helmet-crest and horse-trappings. From this developed the secondary usage of identifying personal property; heraldry is thus to be found in various art-forms on seals, tableware, gateways, buildings, furniture,

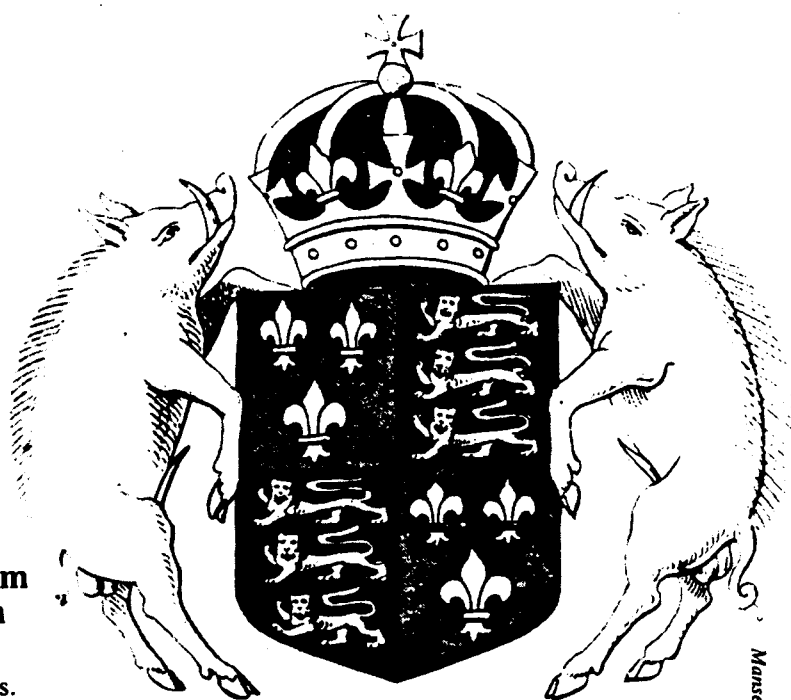
furnishings, carriages and cars, as well as book-plates, blazer-badges and notepaper. Furthermore, to ensure that heraldic designs for the battlefield were easily visible, early rules developed concerning the choice and application of colours (or tinctures, as they are known). In English heraldry there are three types of tinctures: (a) two metals: gold and silver (represented in paint by yellow and white); (b) five colours: red, blue, green, black and purple; (c) various forms of fur, of which ermine and vair are the most common.

In heraldic art, colour must *never* be placed on colour, metal on metal, or fur on fur, so that designs remain clear-cut and readily visible. For example, a blue lion on a black shield could be difficult to discern, whereas a gold lion would

show up dramatically. (This same policy has also been used for modern roadsigns, and in sport, especially racing and football.) With this limitation in mind, it is nevertheless possible to produce an incredible variety of interesting and brilliantly colourful designs.

The surface of the knight's shield, called the *field*, can also be divided by partition lines, and painted with different tinctures. The partition lines themselves take a number of ornamental forms (see Fig 1).

Further variations may be produced by using certain shapes, called *charges*, placed on the field.



Richard III

Mansell Collection

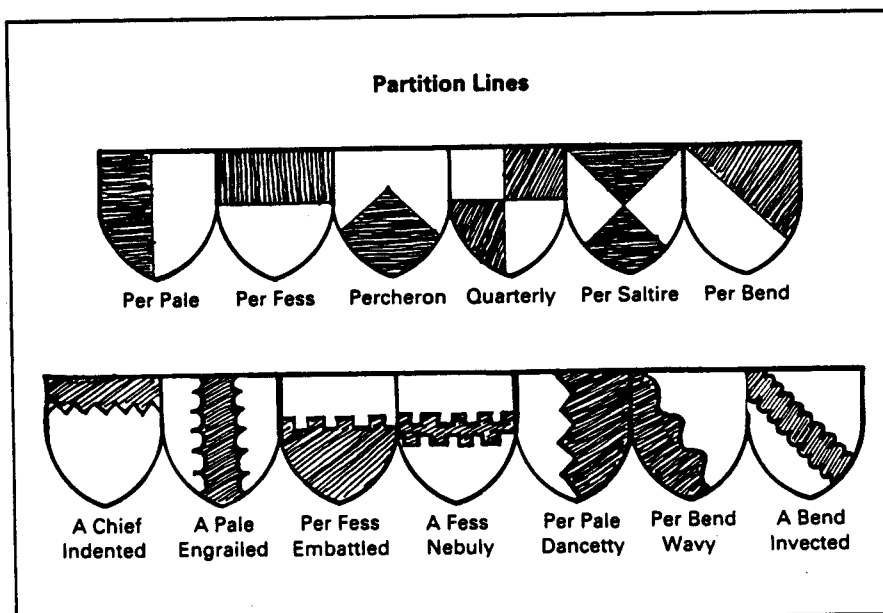


Fig 1

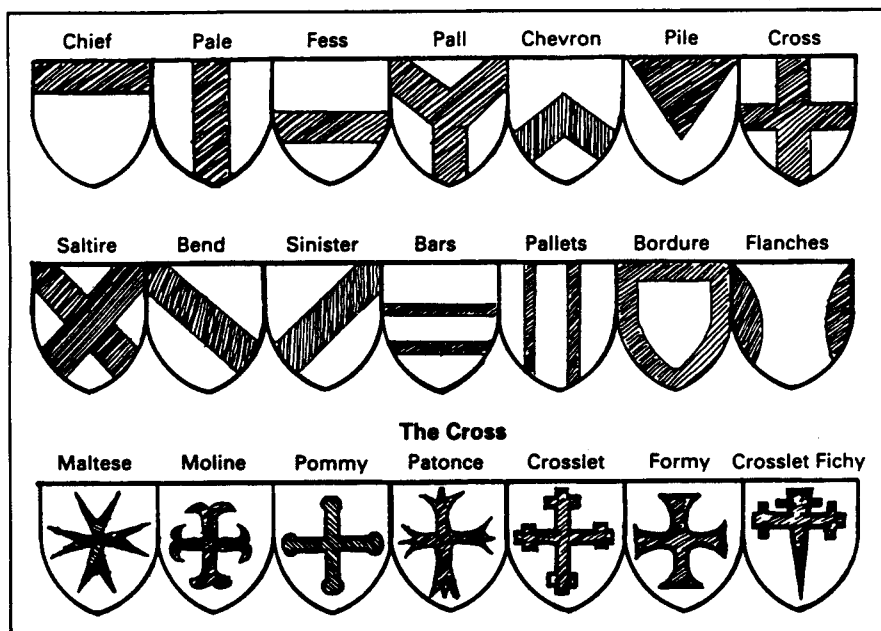


Fig 2

One main group are called *ordinaries*, based on stripes, including variations on the *cross* (see Fig 2).

Another very large group, known as *common charges*, includes practically anything capable of being portrayed on a shield, whether real or imaginary. Thus, amongst the birds and beasts, one not only finds lions and eagles, but also dragons and the phoenix, fish, insects, reptiles, plants, flowers and fruit, the sun, moon and stars, harps and swords, wheels and crowns, books, wheatsheaves, shells, hearts, bones, arrows, horseshoes, anchors, bells and keys – the possibilities are endless.

As heraldic design has always been a personal matter, it is not surprising that many names are commemorated in an appropriate way. For example, the Shelly family had shells incorporated in their design; other well-known arms include Bowes-Lyon (archery bows and lions), Webb (a spider's web), Bowles (a bee with owls), and Shakespear (a tilting-spear).

In the *mêlée* of battle, a decorative crest, fixed to the top of the helmet, was also found to be useful for identification. This often took the form of a bird or animal already depicted on the shield, painted in the correct tinctures, on either side of a fan-shaped cresting. Later these were carved in wood, or made from boiled leather. The Black Prince's funeral helm over his tomb at Canterbury represents a crowned lion, for example. Sometimes the crest also reflected a heraldic pun. Thus the Appleyard family had, as their crest, an animal holding a sprig of apple tree, with fruit, in its mouth; the Bacon crest is an ermine boar; and the Moons have a full moon rising out of a bank of clouds.

In recording and artistically displaying a knight's armorial bearings, it became customary to portray his shield, with its distinctive tinctures and devices, below his helmet and crest. Also shown would be the *wreath* and *mantling*. The latter was a piece of lined

Fig 3



# HERALDIC SYMBOLISM AND ITS ORIGINS

fabric fixed to the top of the helmet by a wreath, or headband of twisted silk, to keep the sun's rays off the back of the helmet, in similar fashion to the head-dress of a French legionnaire. The mantling is generally shown with jagged edges, representing action in battle, with a different tincture used for the lining.

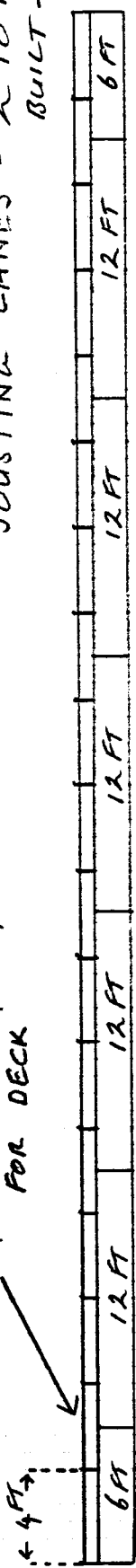
Many knights chose a *motto*, originally perhaps their favourite war-cry. This can be shown on a riband beneath the shield (see Fig 3).

Over the centuries, heraldry has continued to be popular, although no longer featured on the battlefield. Grants of arms were made not only to individuals, but also to town corporations and companies of merchants. In recent times this ancient practice has

MEDIEVAL OAZE

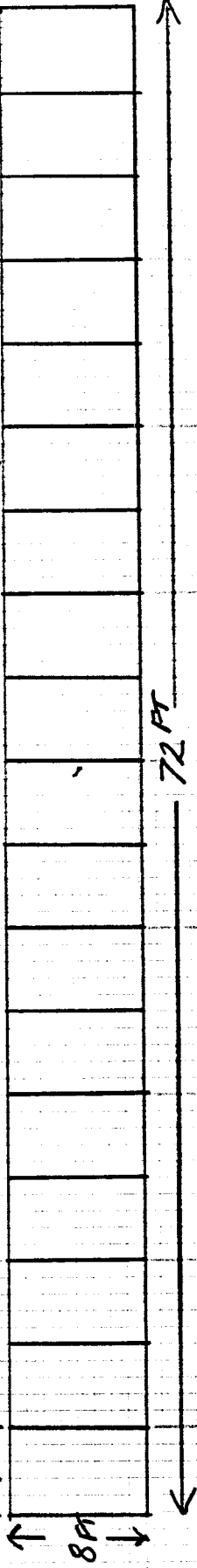
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