



Cub Meeting Schedule: Week 1

Theme: Eco-Systems

Date: _____

<i>Time</i>	<i>Activity</i>	<i>Program Details</i>	<i>Leader Responsible</i>
10 mins.	Gathering Activity	Animal Charades <i>(See detail planning sheet)</i>	_____
5 mins.	Opening Ceremony	<i>(Details can be found in the Cub Leader's Handbook)</i>	
10 mins.	Game	Habitat Relay <i>(See detail planning sheet)</i>	
20 mins.	Theme Activity	Too Close for Comfort <i>(See detail planning sheet)</i>	
10 mins.	Game	Fox and Mouse <i>(See detail planning sheet)</i>	
20 mins.	Theme Activity	Ethi-Thinking <i>(See detail planning sheet)</i>	
10 mins.	Song/Story <i>(See detail planning sheet)</i>	Songs: Little Green Frog / Hole in the bottom of the Sea	_____
10 mins.	Six Meeting	Assign homework on "Litter We Know"	_____
5 mins.	Spiritual Fellowship	- Recite Law/Promise - Prayer	_____ _____
5 mins.	Closing Ceremony	<i>(Details can be found in the Cub Leader Handbook)</i>	
15 mins.	Leader Discussion time	Review meeting and discuss next week's plans	_____

Badge Links: World Conservation Badge #5

Meeting
Notes:



ECO-SYSTEMS: GATHERING ACTIVITY

Animal Charades

Cubs use “charades” to distinguish between wild and tame animals.

Equipment:

- Small pieces of paper, container

How to Play:

1. Before the meeting, write names of various types of wild and domestic animals on each piece of paper and put into a container.
2. As the Cubs arrive, they select a piece of paper with an animal on it which they must act out.
3. One Cub goes to the “stage”. A timekeeper, either a leader or another Cub, says “Begin” and the Cub on stage dramatizes the animal they have chosen. The charade should be guessed by the audience - who may call out their guesses - within a ten second time limit. They must guess what the animal is, and whether it is wild or domestic.
4. Follow the charades with a short discussion on the Cub’s definition about what is wild and what is domestic. Classify the animals into appropriate and inappropriate pets, with their reasons for their clarifications.



GAME: Habitat Relay

READ THIS FIRST

Topics: Habitats; plants and animals; species diversity

Objectives:

1. To get youth to associate various species of animals with their individual habitat requirements.
2. To demonstrate the incredible diversity of species which depend (directly or indirectly) on wet-land habitats for their survival.

Background:

People and other animals share some basic needs. Every animal needs a home. But that home is not just a house like people live in. Home for many animals, is a much bigger place and it’s outdoors. The environment in which an animal lives is called habitat. An animal habitat includes food, water, shelter and adequate space in an arrangement appropriate to the animal’s needs.

All things are interrelated. When we look at a biological community, we find interrelationships and interdependencies between plants and plants, plants and animals, as well as animals and animals. These relationships are important.

Equipment:

- Buckets; cards with animal names; cards with habitat types; two pylons



How to Play:

1. Divide the Cubs into two or three teams (depending on the size of the group) and get each team to sit down behind a starting line. Ask the youth what a habitat is and get them to provide you with a few examples. Then ask them what kinds of animals they would expect to find in each of those habitat types. Name some species that could exist in more than one type of habitat. Name some species that depend on one specific habitat.
2. At about 30 metres from the starting line, set up the buckets or boxes which will represent the various habitat types. On each bucket, tape the name of the habitat it is to represent. Include a variety of habitats such as grassland, wetland, your backyard, forest, a local lake and river.
3. About half way between the starting line and the habitats, spread out the cards which have the animal names on them. Instruct the youth that each team must stand up and when the start signal is given one member of each team races to the cards, chooses one and then must place that animal in its appropriate habitat (bucket) before racing back to their team to release the next person. The first team to have all of its members finished (sitting down) wins. Or have a complete set of animal cards for each team and the first team to have placed all their animals in habitats correctly wins.
4. After the race is over, get each team to retrieve some of the habitat buckets and review which animals were placed in the various habitats and why. Ask them to set aside any animals which they feel do not belong in a particular habitat. Discuss where they think the animals should have been placed and why. Which habitats seem to support the greatest diversity of animals?
5. Extension: include some common plant species as well.

THEME ACTIVITY: Too Close for Comfort

READ THIS FIRST

Objectives:

Cubs will be able to:

1. Describe possible negative consequences for people and wildlife under conditions of crowding; and
2. Identify ways people can behave in order to reduce negative consequences of crowding for wildlife.

Method:

Cubs experiment with physical distance and levels of comfort in humans, estimate appropriate distances between humans and wildlife under various conditions, hypothesize about indicators of animal discomfort, and summarize reasons to avoid animal discomfort through crowding.

Background:

Sometimes wildlife seems to want to say, "Don't get too close!" From a tree branch a bird watches a person approaching; when he or she gets too close, the bird takes flight.

Animals are often threatened when crowded by humans, even though the humans may mean no harm and merely want to observe the animal. Animals may display their discomfort by fleeing, grinding teeth, coiling, hissing, stomping feet, snarling, coughing or woofing. Flight is the usual way of showing stress. Noises may come when an animal is ready or threatening to attack.

Wildlife photographers have learned that when the wildlife they are photographing begins to act strangely, they have probably got too close. Animals may run away if you are outside a certain distance. At a closer distance, they may charge or in other ways respond to the threat of human presence by aggressive behaviour.



One way of understanding the way wildlife acts is to recognize that many animals have certain distances that they keep from their own kind. Wolves may demand large areas of range, which no other wolf outside of their own pack (family) may enter. Studies show that certain kinds of finches will always leave a certain distance between themselves when they perch on a telephone wire or fence line.

When crowding occurs, many animals react with bizarre, aggressive, disordered behaviour and may develop skin diseases like mange. They may adjust to the crowded conditions, over time, by ceasing reproduction. Great blue heron rookeries have been disturbed by the mere presence of people. Rookeries are the birds' breeding grounds. Herons live most of the year as lone individuals; when they come together to breed - to go through courtship and nesting - they experience stress if disturbed by humans. Under circumstances of stress they may not breed, may lay few eggs, or may abandon the rookery, leaving eggs or young birds to perish.

At one heron rookery, wildlife managers have established a 300-metre limit; no human disturbance is allowed close to the rookery. They are not sure this limit will save the rookery from development pressures, but they know any closer range would certainly disrupt the rookery.

The major purpose of this activity is for Cubs to recognize the possible negative consequences for people and wildlife as a result of conditions of crowding.

Equipment:

- None needed

How to Play:

1. Introduce the concept of discomfort from crowding by asking one Cub to stand in front of the pack. Approach the Cub slowly, asking the child to tell you when your closeness makes him or her begin to feel uncomfortable. Ask the Pack whether they allow strangers to approach them as close as they do their friends or family. How do they feel in the middle of strangers on a crowded bus or elevator? Discuss what physical reactions they have in some kinds of crowded conditions, like avoidance of eye contact, nervousness, sweaty palms, etc.
2. Introduce the idea that animals in the wild might also be uncomfortable when approached by strangers. Talk about why they might be uncomfortable; eg. fear of predation, need to protect young. Discuss what other conditions might increase or decrease wariness - such as ability to fly away, climb quickly, run fast, swim fast; animal size; whether the animal is alone or in a group, is on a nest, or has young.
3. Have the youth make a list of animals they are likely to encounter in the environment, and have them estimate what distance should be maintained from each animal species - both for reasons of personal safety and for the comfort and safety of the animals. Emphasize that these are just estimates. As a rule, it is better to stay farther away than you think might be necessary than to get too close.
4. Have the youth discuss such animal behaviours that might indicate discomfort, such as foot stomping, teeth grinding, raising up on hind feet, nervous looking around and eventually flight. The Cubs can mime or role play such situations and have their friends guess what animals they are, in what situation.
5. Discuss ways in which wildlife harassment might occur unintentionally, such as flying too close in small aeroplanes, getting too close to photograph, calling or heckling for animals to react (especially at zoos), hiking near a nesting site, and using loud vehicles near baby animals or in places where





animals are unaccustomed to seeing them. Explain the possibility that there are certain times of the year when some animals are more sensitive to intrusion, such as at mating season and during severe climatic conditions, such as heavy winters or drought. What ways can communities minimize disturbances? What can individual people do? Summarize reasons it is important to minimize such disturbance from people for wildlife.

Extensions

1. Draw life size outlines of some of the animals and mount them on an outside wall of the meeting place. Break into sixes; have each six establish a distance from each species which the group feels would be far enough for the animal not to be threatened by the pressure of a person. Using measuring tapes, each six should measure the established “comfort zone” for each species, under different conditions – and then present their suggested distances for the animal comfort zones. Verify the accuracy of these distances under these general conditions by contacting a wildlife resource person. Discuss whether a general rule is apparent about the relationship of the size of the comfort zone to conditions such as size of the animal, presence of young, ability to flee, single or group animal species, etc.
2. What are reasons it is important to minimize such disturbances for domesticated animals, like pets, dairy cows, etc?
3. What are reasons it is important to minimize such disturbances for people? What actions can we take to do so? With what consequences?

Aquatic Extension

Since water is one of the essential components of habitat, areas where water is available in the natural environment are frequently visited by many species of wildlife. Some live in or near the water. Others come to the water as needed. As a result, ponds, lakeshores, riverbanks, ocean beaches, streams, reservoirs, canals, irrigation ditches, and even city fountains can sometimes be places where people get “too close for comfort” when it comes to wildlife.

Think of three examples of situations where people can get “too close for comfort” in aquatic habitats, with possible negative consequences for wildlife. Think of three examples of people and wildlife being able to successfully coexist near and in water.

Evaluation

1. What behaviours might indicate a person speaking in front of a group is nervous?
2. How might a mother dog let you know that you are getting too close to her and her pups?
3. Rank order the following, from animals you could get closest to without harming;
 - a heron rookery during breeding season
 - young racoons seen in a forest
 - a large garter snake in the grass of your yard
 - honey bees around their hive
 - frogs in a freshwater pond in summer.
4. Describe negative results of crowding for humans. Describe negative results of crowding for animals.



GAME: Fox and Mouse

READ THIS FIRST

Topics: Animal characteristics; senses; predators; prey

Objectives:

1. To introduce Cubs to common wetland predators and prey species.
2. To highlight adaptations that help prey species to avoid becoming someone else's supper, and adaptations that help predators to catch their prey.

Background:

Every living creature has special or unique abilities (adaptations) that help it to survive. Predators must adapt successfully to catch food or they will starve. For example, bears must be able to judge the location of fish as they scoop the fish out of the water. Birds have keen eyesight to help them spot small insects and worms. Snakes use their sense of smell to locate their prey. Prey animals must also have special adaptations to help them avoid being eaten. Keen senses, especially hearing and sight, help prey get early warnings of approaching predators. Some prey species have also adapted special means of escaping capture once they detect a predator.

This activity focuses on the importance of hearing for the survival of both predators and prey.

Equipment:

- Blindfolds

How to Play:

1. Two Cubs stand in the centre of a circle formed by the Cubs. One of the two is a fox and the other is a mouse and both are blindfolded. Using their sense of hearing only, the fox tries to tag the mouse and the mouse tries to stay away from the fox. How important is the sense of hearing for the survival of some animals? What other senses are important? What kinds of strategies can prey use to stay alive? What kinds of strategies can predators use to catch food?

THEME ACTIVITY: Ethi-Thinking

READ THIS FIRST

Objectives:

Cubs will be able to:

1. Generate a list of activities done outside that are harmful to wildlife and the environment.
2. Discuss reasons these activities are inappropriate; and
3. Recommend alternative activities that are not harmful.

Method:

Cubs list activities that might be harmful to wild plants and animals and use photos or drawings to visualize, discuss, interpret, and evaluate these activities.

Background

The major purpose of this activity is for Cubs to discriminate between outdoor activities that are harmful to wildlife and the environment and those that are not.



Equipment:

- Art materials (crayons, construction paper, magazines for photos) to make discussion cards

How to Play:

1. Ask the Cubs to help you make a list of activities that people do that seems harmful to wild plants and animals. Ask them to think about things they've seen or know about that might be harmful. Some of these things could be:
 - picking up baby wild animals in the environment (birds, fawns, etc.)
 - carving initials into trees
 - driving vehicles (cars, motorcycles) over fragile environments
 - removing plants from environment, like digging up orchids or wild leeks
 - destroying bird nests
 - illegally killing, collecting, harassing, or possessing wildlife
2. Have students use cut-out photos or drawings to make these activities into cards showing pictures and describing what is happening. (Or, leaders can prepare cards in advance, laminate, and use again.) Older Cubs can dramatize the situation in skits, "commercials", songs, poems, etc.
3. Collect the cards. Count Cubs off to make groups of four each. Hand out one card to each group and ask them to discuss (or present the skits, poems, etc.)
 - What is happening?
 - Does it harm wildlife? How?
 - Does it seem to be appropriate or inappropriate behaviour? Why?
 - Is the person doing it having fun?
 - What else could he or she do that would satisfy his or her needs and interests without harming wildlife or the environment?
4. Ask each group to report to everyone else about:
 - a. their feelings concerning what is happening in the outdoor activity shown in the picture;
and
 - b. their recommendation for an alternative activity the people could do that would not be harmful.

Aquatic Extension

Generate a list of activities that are sometimes or always harmful to aquatic species of wildlife and aquatic habitats. Discuss the ways these activities are harmful. Discuss ways these harmful activities can be prevented.

Identify at least five examples of things people can do in aquatic environments that are not damaging to populations of aquatic animals or the long-term health of aquatic habitats.

Evaluation

1. Make a list of five things which people do that harm wildlife habitat.
2. Make a list of five things which people do that harm wildlife.
3. For each them listed, describe what you can do about it.
4. Make a list of ten things which people do that help wildlife.



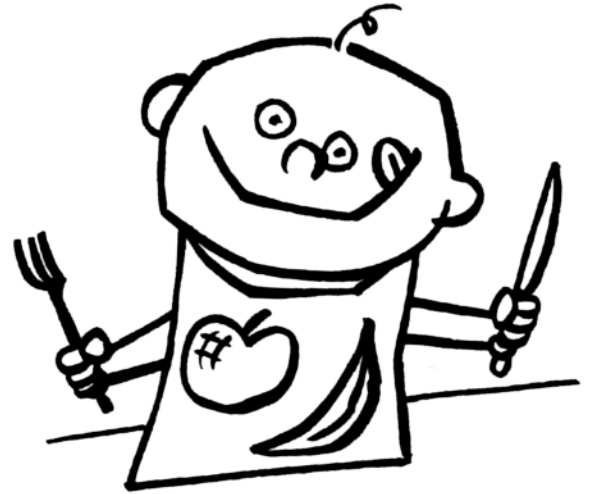
SONGS

Little Green Frog

Scouts Canada's Campfire Book

Ka yunk! went the little green frog one day,
Ka yunk! went the little green frog,
Ka yunk! went the little green frog one day,
And his eyes went yenk yank yunk!

Now all the little frogs go
CLAP la-di-da-di-da, CLAP la-di-da-di-da, CLAP la-di-da-di-da
Now we all know frogs go
CLAP la-di-da-di-da, but they still go yenk yank yunk!



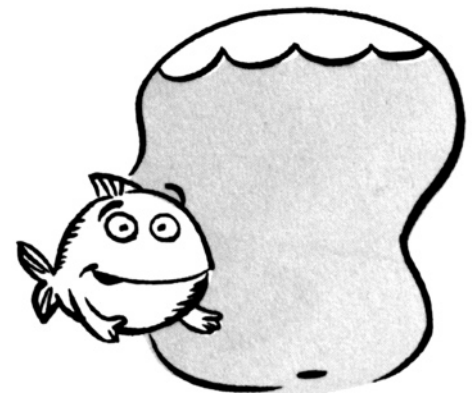
Hole in the Bottom of the Sea

Scouts Canada's Campfire Book

There's a hole in the bottom of the sea,
There's a hole in the bottom of the sea,
There's a hole, there's a hole,
There's a hole in the bottom of the sea.

There's a log in the hole in the bottom of the sea,
There's a log in the hole in the bottom of the sea,
There's a hole, there's a hole,
There's a hole in the bottom of the sea.

There's a bump on the log in the hole in the bottom of the sea,
There's a bump on the log in the hole in the bottom of the sea,
There's a hole, there's a hole,
There's a hole in the bottom of the sea.
Continue to repeat and add a line each time.



Frog...Bump...Log...Hole

Tail

Wart

Hair

Flea

Germ