



Cub Meeting Schedule: Week Four

Theme: ECO-SYSTEMS

Date: _____

<i>Time</i>	<i>Activity</i>	<i>Program Details</i>	<i>Leader Responsible</i>
10 mins.	Gathering Activity	Angleworm Walk (See detail planning sheet)	_____
5 mins.	Opening Ceremony	(Details can be found in the Cub Leader's handbook)	_____
10 mins.	Game	What Animal or Plant am I? (See detail planning sheet)	_____
20 mins.	Theme Activity	Personal Environment Code (See detail planning sheet)	_____
10 mins.	Game	Web of Life (See detail planning sheet)	_____
20 mins.	Theme Activity	Prepare for Weekend (See detail planning sheet)	_____
10 mins.	Song/Story	Story: If only... (See Pack Resource Book, pg 6-5)	_____
10 mins.	Six Meeting		_____
5 mins.	Spiritual Fellowship	- Recite Law/Promise - Prayer	_____ _____
5 mins.	Closing Ceremony	(Details can be found in the Cub Leader Handbook)	_____
15 mins.	Leader Discussion time	Review meeting and discuss next week's plans	_____

Badge Links: World Conservation Badge #8

Meeting
Notes:



ECO-SYSTEMS

GATHERING ACTIVITY: Anglemorm Walk

After a few Cubs have arrived, ask them to sit in a line. Players sit down, knees bent and feet tucked as close to buttocks as possible, then reach back and grasp the ankles of the player behind them. On signal, the Cubs raise their buttocks off the floor and move around the meeting hall without breaking their hand hold.

As other Cubs arrive, they can join in the angleworm walk!

GAME: What Animal or Plant am I?

READ THIS FIRST

Topics: Classification; communication; animal characteristics

Objectives:

1. To teach Cubs how to ask questions so they can discover nature facts.
2. To familiarize Cubs with common wetland plants and animals.

Background:

One word answers to specific questions are the clues Cubs get in this plant and animal guessing game. This activity combines reasoning and questioning skills, knowledge of plant and animal names, and awareness of details. It can be as sophisticated or as simple as you wish. For example, the mystery creature might be a duck or it might be a specific species of duck such as the Mallard. The sky is the limit.

Equipment:

- Recipe cards, each with a picture or the name of a common wetland plant or animal. Attach a loop of string to the card so it can be worn around the neck (to the back) or use a pin to attach the cards.

How to play:

1. Pin the name of an animal or plant on everyone's back. The group begins to mingle. Cubs must guess what they've become by walking from person to person and asking each person only one question about the animal or plant. The only answers allowed are yes or no. How long does it take before everyone in the Pack has guessed their new identity?
2. Variation: One Cub from the Pack is singled out and asked to move away briefly while the leader whispers the name of a plant or animal to the group. The chosen Cub returns and must ask questions to determine what type of plant or animal they are. For example: Am I a plant or animal? Do I have fur? Do I live in the water? Can I fly? Am I a tree? The group can only respond yes, no or maybe. The group can also add charades to the game to make it more of a challenge or to enable the Cub to guess a specific plant or animal. How long does it take for the person to guess his or her identity?

THEME ACTIVITY

Create a Personal Environment Code

Equipment:

- Flip chart paper, markers, Fieldbook for Canadian Scouting (contains a Personal Environment Code, page 129)

Directions:

- Have each Six devise a Personal Environment Code. Give them some ideas to get them started and write everyone's ideas down on flipchart paper. Allow enough time for the Pack to get together and share their Six's ideas with everyone. Once that is done, create a Personal Environment Code for the Pack.



GAME: The Web of Life

READ THIS FIRST

Topics: Food chains; food webs; interdependency and interaction

Objectives:

1. To introduce Cubs to some typical wetland food chains and food webs.
2. To demonstrate how the various components of an ecosystem are interrelated.

Background:

The food source upon which all living creatures depend is the green plant. A green plant obtains its energy from the sun. It makes its own food through photosynthesis. The plant is eaten by an animal, which in turn is eaten by another animal, and so on. The direct line from the plant to the final animal-eater is called a food chain. Examples of food chains are: nectar/butterfly; clover/rabbit/fox; algae/plankton/dragonfly/frog/ snake/hawk. Many food chains have only three or four links; rarely are there more than five or six links because a great deal of food energy is lost going from one link to another. Most animals have several sources of food. Therefore, food chains aren't distinct, but interconnect to form a food web. Each food chain is also part of a cycle for which the sun provides the energy. Abiotic elements are used by producers (plants), producers are eaten by consumers, consumers are decomposed by decomposers, and the abiotic elements are then returned to the ground and used again by producers.

Equipment:

- Plant and animal name tags, a ball of string

How to Play:

1. Prepare a variety of name tags (or picture cards) which each depicts one component of an ecosystem (eg. sun, soil, water, air, grass, cattails, duckweed, pondweed, muskrat, beaver, rabbit, ground squirrel, hawk, duck, fox, raccoon, skunk, human, snail, crayfish, earthworm, bacteria, algae). Each Cub picks a name tag and becomes that component.
2. Everyone sits in a circle to symbolize the ecosystem. Begin with a few simple food chains. For example, the sun person holds the end of the string and you ask who needs the sun? Algae, so the ball is thrown/rolled to the algae person. Who eats algae? Snail, so the ball gets passed to the snail and so on until the chain is complete. Try a few different chains.
3. Now form a web. Starting with any one component, use the ball of string to connect the component to another related component. The relationship may be that the second component eats the first like a plant connected to a rabbit. Or, the relationship may be that the first component needs the second to survive like a plant connected to soil.
4. Connect the second component to a third such as rabbit eaten by fox or rabbit needs water. Continue in this way until everyone is connected to several Cubs in several ways. As you go along, discuss what each connection or relationship is. Also, discuss interdependence.
5. Once everyone is connected, remove one component of the web (there is no water because of a drought). The water person shakes his or her strings. All members who feel the shake then shake their strings as well. This continues until it's demonstrated that every component is affected. Discuss how the various components are affected.
6. Variation: Use the web to show energy flow in an ecosystem. Producers should turn over all their strings to consumers who in turn give up their strings to other consumers which eat them. Eventually, the energy becomes concentrated in one or two components representing the top of the food pyramid.
7. Variation: Web the components in a particular ecosystem like the wetland and then web components from a possible adjoining habitat such as prairie or oak bluff and see how each habitat's components may be interrelated.



Story

If Only... (*Pack Resource Book, pg. 6-5*)

Won Lee was a stone cutter who lived in ancient China. He cut large stones and he cut small stones. He made them into ornaments for gardens. Some he cut to build houses. He was proud of his work, but sometimes he would think, "If only I had more money", or "If only I had less work".

One day, Won Lee was walking home from work. The sun was very hot and he was tired, so he sat down at the side of the road. He felt the heat of the sun and thought, "It's the sun that gives us the daylight, the warmth to grow our crops. Surely the sun must be the most powerful of all things".

Won Lee said quietly to himself, "God, if only I could be the sun. I would love to feel what it is like to be the most powerful, the greatest of all things."

God answered Won Lee. "You may become the sun." He said. And Won Lee became the sun. He felt wonderful; so strong and powerful. He shone down on the world far below.

After a few days, a puffy white cloud appeared in the sky. It drifted about and, when it came near Won Lee, it blotted out his rays and cast a shadow on the world. Won Lee was sad. Surely this cloud was more powerful than he? "If only I were the cloud. That would make me the greatest of all things," he said.

God heard, and again He answered: "Won Lee, you may become the cloud." So Won Lee floated about the sky feeling very grand.

One day, Won Lee saw a great black cloud coming his way. Soon it surrounded him, and he saw the black cloud dripping droplets of water. The drops fell on the earth and made a mighty river.

Won Lee thought that this black cloud must be very powerful to swallow up a cloud and turn itself into a river, so he said, "If only I were the river. How mighty I would be! Then I would be truly happy."

Again God heard and answered: "Okay. You may be the river."

So Won Lee flowed along, feeling the mighty rush of water. Then he came to a bend in the river. There was a boulder jutting out into the river. The great boulder held the river, swirling it back onto itself.

Won Lee thought, "The rock! The rock! At last I have found the mightiest of all things. If this rock can hold back the raging river, then it is the greatest. If only I were this great big rock, I would be happy."

So God made Won Lee into the boulder, and he stood there, holding back the water and feeling very great and happy. Then, one day, along came a man who cut a large piece off the boulder. Won Lee was sad. No longer was he the greatest if this man could come along and cut him up.

"If only I could be the man who cut up the stone, I would surely be the greatest," Won Lee thought.

And God said to Won Lee, "But you are the stone cutter!"