

JOEY SCOUT **PROGRAM KIT**

For Joey Scout Leaders

SEASONS

Autumn

Winter



Spring

Summer



The Scout Association of Australia



SEASONS

An Australian Scout Publication

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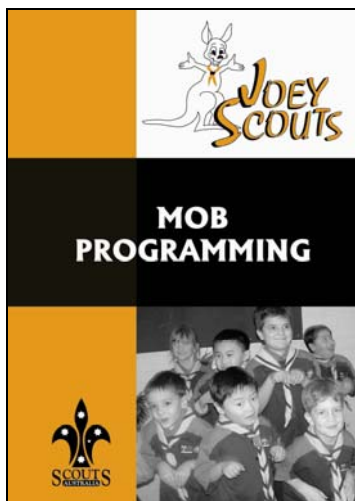
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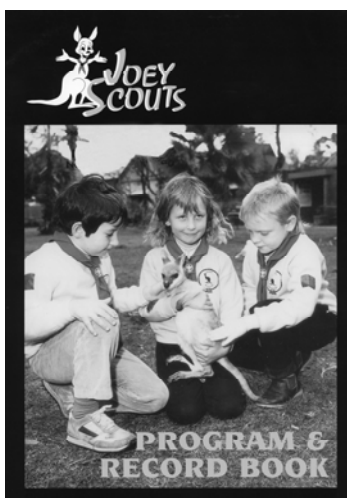
INTRODUCTION

This publication has been designed to give the Joey Scout Leader an insight into developing programs on a Theme. Pages 7-13 outline the method used in developing and planning programs for the Mob. For more detailed information on program planning refer to the publication *Joey Scouts Mob Programming* (see below).



This publication consists of introductory notes; program planning guidelines; four monthly summary planning sheets (covering twelve weeks, excluding Outing Plan, based on three weeks per theme); weekly program planning sheets (covering twelve weeks excluding Outing Plan); information on all the activities, songs, games and stories shown on the weekly program sheets; and blank program planning sheets to assist leaders with developing further programs..

Once the programs have been accepted or modified to suit your Mob, they are then entered into your *Joey Scouts Program & Record Book* (see below).



STARBURST THEME - SEASONS

The starburst theme chosen for this series of three-week programs is *Seasons*. Seasons affect our lives and could lead you to many ideas for themes/sub themes for your Mob programs. You can see from the starburst that there is a wealth of ideas that could be used and no doubt you could add several yourself. We have chosen the four seasons of the year that govern our lifestyles and in this publication we have developed three weekly programs for each season. Maybe your Mob would like to do each topic as the appropriate season occurs and choose other topics to complete the term. There are many to choose from if you consult the starburst.

In this kit we have also included a suggestion for an Outing Plan. Seasons are a most appropriate reason to take your Mob into their world and discover how the four climatic phases of the year affect their lives.

For more programming ideas for Joey Scouts, read the other publications in this series called *Creatures*, *International*, *Colours* and *Circus*

HOW TO USE THIS KIT - SEASONS

First read through *Understanding Programs* on pages 7-13. Next layout the starburst on page 16, monthly summary sheets on pages 18, 29, 40, 52 and see how the themes Autumn; Winter; Spring; and Summer, have evolved.

Next look at the weekly program sheets on pages 19, 22, 25, 30, 33, 37, 41, 45, 49, 53, 56, 59 and see how the themes (e.g. Winter) have special weekly program sub themes (e.g. Nature; Cold/Wet; Health). Suitable games, activities, songs and stories for each week are added in to complete the sub theme.

When developing your own programs with themes and sub themes, involve all your Leader Team and proceed from your starburst to a monthly summary sheet to suit your requirements. Blank monthly summary and weekly meeting sheets have been left on pages 14-15 to get you started.

Next, list out the weekly themes and sub themes. Then using resource books, ideas from your Leader Team and your District Training Meetings (DTMs) plus your imagination, plan out the activities, games, songs and stories for each week, who is to run them and what gear is required. Do not forget to incorporate at least one outdoor program every three weeks.

UNDERSTANDING PROGRAMS

PROGRAM PLANNING

The key to providing a program which meets the needs of Joey Scout children is effective planning. Good planning makes the difference between a program that offers no meaningful fun and one that gives a variety of quality activities and experiences.

WHY DO WE PROGRAM?

When we have an efficient program for our Mob we are able to offer a challenge to each child. This in turn helps to achieve a well-disciplined and enthusiastic Mob. Planning enables us to:

- Give our Joey Scouts lots of exciting activities.
- Be prepared and organised to run efficient, fun meetings.
- Develop a commitment to the program from all leaders.

HOW DO WE DEVELOP PROGRAMS?

There are many ways of developing programs. Over the years it has been found that the following method is an effective way of achieving efficient and interesting programs. This is not the only way but until you develop your own methods it is a good method to use.

1. Develop a long range program (yearly).
2. Develop the themes for a term's program.
3. Using the themes, plan each week.
4. Evaluate and revise your programs.

LONG RANGE OR YEARLY PROGRAM

On this plan you should note the following:

- School holiday dates.
- Special holidays e.g. Queen's Birthday etc.
- Religious festivals e.g. Easter.
- Special community events.
- Special Scouting dates e.g. JOTA/JOTI.
- Branch, Region, or District events.
- Group events.
- Special days that could help with themes e.g. Mother's Day, St. Patrick's Day.
- Outings/Camps.
- Major activities e.g. zoo visit.

JOEY SCOUT SECTION TERM PROGRAM				
Year: _____		Term: _____		
DATE WEEKLY MEETING	TYPE OF MEETING - OUTSIDE EVENTS	MEETING THEME	MAJOR ELEMENT THAT WILL BE USED TO EMPHASISE THEME	LEADER RESPONSIBLE FOR ORGANISING THE MEETING
1	t			
	e			
2	t			
	e			
3	t			
	e			
4	t			
	e			
5	t			
	e			
6	t			
	e			
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8	t			
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9	t			
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10	t			
	e			
11	t			
	e			
12	t			
	e			
13	t			
	e			
14	t			
	e			

REMINDEES: _____

This term program sheet is out of the *Joey Scouts Program & Record Book*.

Themes

All programs run at Joey Scout meetings should have a theme. When we are trying to teach something to our Joey Scouts it is best to use as many methods as we can. By having a theme for a meeting and running games, telling stories, making things, singing songs etc, we are using as many ways as possible to get our message across about this theme.

How Do You Find a Theme?

There are many methods of finding ideas for themes. The way to generate the most ideas is to use a starburst method and brainstorm ideas from a central starting point. This method also involves the participation of all the Mob Leadership Team. All ideas that develop should be written down. If you have the advantage of a white board or similar board in your hall, then this would be the ideal place to write down your ideas. You will find that as each idea is written down, it will generate more thoughts from others in the team. This idea will also work if you are the only leader. However, it is much easier to gain lots of ideas if you are not the only one participating. See the starburst on page 16 and smaller version on next page.

Program Ingredients

The secret of being a good cook is to use the right ingredients in the correct proportion for the recipe.

So it is with running a Joey Scout Program. We have a selection of ingredients to choose from and we need to use them in the right proportion for the program and for the Joey Scouts in our Mob. It is also important to use fresh ingredients i.e. do not use the same games or activities each week.

Program Layout

The program layout is the order in which your chosen ingredients are presented to the Joey Scouts. Here is an example:

Coming-In Activity – This gathers and organises the children while at the same time it may set the theme for the meeting.

Opening Ceremony

Game – This is usually a fairly active game that involves the entire Mob.

Activity – This is often the highlight of the meeting. It can be either craft-related or some other practical activity.

Game – This may be a team game or one that allows the children to join in as they finish their craft.

Story – The teaching part of the theme is often presented in this way.

Singing – Remember to choose sufficient songs to fill the time allowed.

Game – If time allows a quiet game at this point, it will send the children home in a relaxed mood.

Closing Ceremony – Similar to the Opening Ceremony except that this one usually includes the giving out of messages.

You will note that the games have been used to separate the other activities and to move the children around between more stationary activities. Games can also be used to set the mood of the meeting. Try to quieten down the meeting towards the end as this will send the Joey Scouts home in a less excited state.

The timing of the segments of the meeting will depend on the activity. Generally games should be short – around five minutes. Singing usually takes about five minutes and stories usually not more than ten minutes. Craft or practical activities may take more time. Be prepared to be flexible with your time. If a particular activity seems to be achieving the aim of the program, it may need more time devoted to it and necessitate leaving out a less important item. For example, the creativity, development of teamwork, caring, sharing and helping that children experience from building a Mob Castle out of cardboard boxes, will warrant giving them more time on this activity.

Use of Leaders

All leaders (including Youth Helpers) should have a part to run in the program. It is the responsibility of each person to be ready to run their part before the meeting

begins. This allows flexibility within the program. It also helps to eliminate the gaps between items and thus helps in the control of the Mob. If there is only one leader present then the Adult Helpers will need to be involved in the program. It is important that the jobs the leaders run in the meeting vary so that each leader will gain experience in all aspects of running the meeting.

Give Joey Scouts Ownership of Programming

Using Joey Scout ideas and imagination encourages them to feel “ownership” of the program and ensures we meet their needs.

At the Mob meeting discuss with the Joey Scouts their interests, what they like to do after school and on weekends, places they would like to visit, and special guests they would like to invite to the Mob meeting.

Divide the Mob into small groups and appoint a leader, Youth Helper or Parent Helper for each group. They will write down all the ideas the Joey Scouts have on what activities they would like to do for the term.

Every idea is to be accepted and not rejected. Every Joey Scout is to be encouraged to contribute.

What Happens Next?

At the Leader Team Programming Meeting, use the Mob’s programming ideas to plan your weekly meetings for the term. The Mob can supply the ingredients (ideas) and the Leader Team make up the recipe (the program).

This method can be used at the end of every term or twice a year, which allows newly invested Joey Scouts to have input into the program too through their ideas. Give a copy of the Program to every Joey Scout – this is the best form of advertising for your Mob’s Program, activities and excursions. Joey Scouts can see that their ideas have been accepted and are being used.

This is an incentive for other children to join your Mob when they will be able to actively contribute to program planning.

SUMMARY OF CREATING THE WEEKLY PROGRAM

1. Choose a theme.
2. Choose an activity or craft on that theme.
3. Choose or create some games on the theme.
4. Choose or create some songs and a story for the theme.
5. Sort out the resources you need for this program.
6. Place all these items in order; add some ceremonies; allocate the jobs; write the program in your *Joey Scouts Program and Record Book*. Have fun putting your program into action and then, with your team, evaluate it.

EVALUATING PROGRAMS

At the end of each program the leaders should get together briefly and evaluate it. For every program you run, try asking the following questions:

- Was it fun for the children and the leaders?
- How did this program relate to the previous program and to the next program (continuity)?
- Was the theme recognisable by the children?
- What outside resources or help from experts or parents did you use?
- Did such help enhance the program?
- Were there any surprises for the children or did the program follow a regular one?
- Was there something in the program for every Joey Scout?
- Was the program well balanced?
- Who planned the program?
- Were the leaders busy most of the time?
- Did the Joey Scouts do anything that they would be eager to talk about when they arrived home?
- Did the Mob as a whole seem to enjoy most or all of the program?
- Did you listen to what they said about the program?
- Did you have control of the situation, especially during games or activities?
- Were they attentive while games were explained or prayers said?
- What attempt was made to influence or allow for spiritual development?
- Did you get 60 minutes out of the hour?
- Could this program have been carried on outdoors/indoors?
- Are you repeating favourite games or other favourite things over and over again?

FINAL POINTS

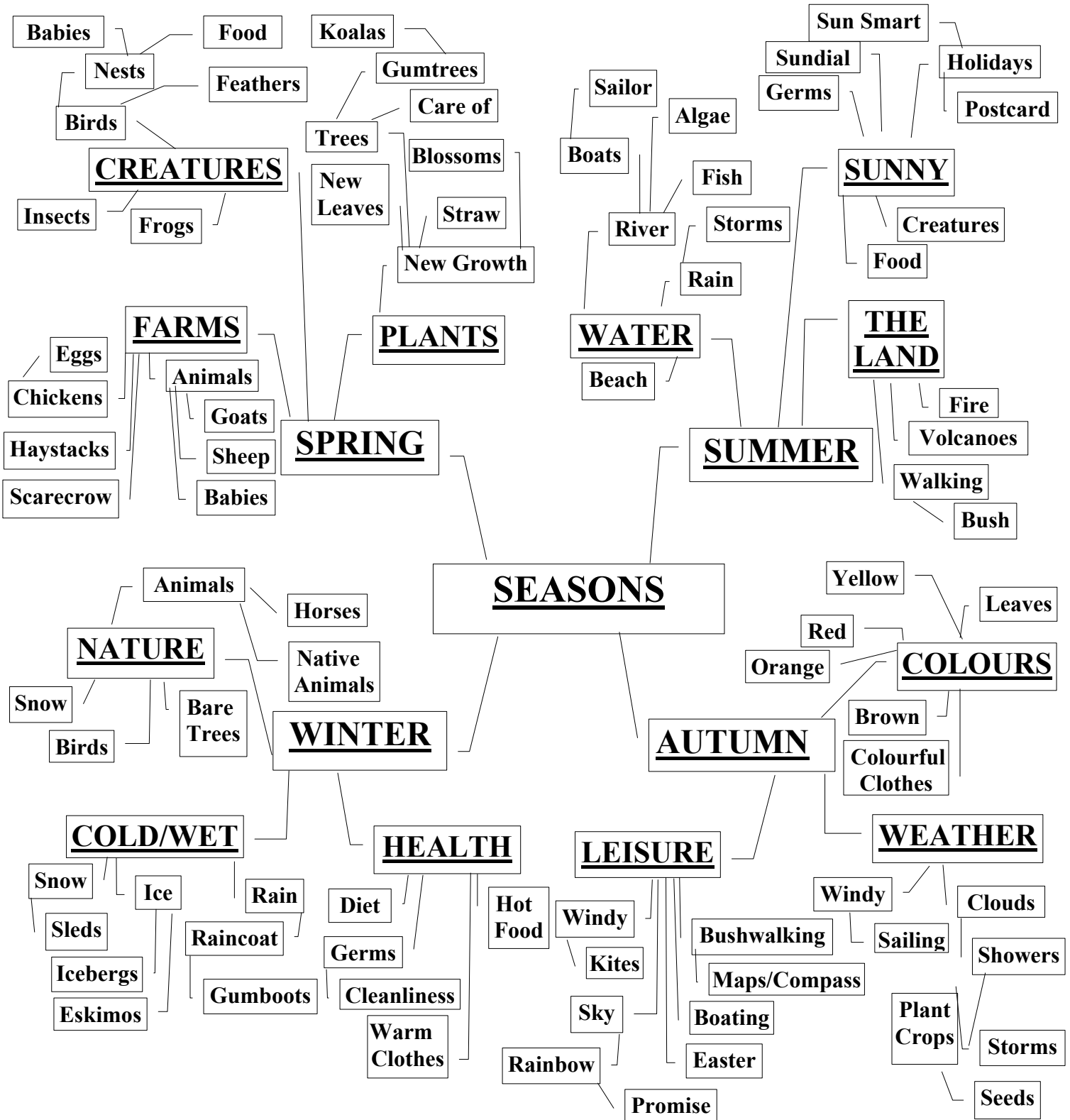
Keep It Simple; Keep It Flexible.
Remember...Plan Your Work...Work Your Plan
AND
Have Fun!

JOEY SCOUT MONTHLY SUMMARY

THEME:

PROGRAM ITEM	WEEK 1 SUB THEME:	WEEK 2 SUB THEME:	WEEK 3 SUB THEME:	COMMENTS

STARBURST – SEASONS



DEVELOPING PROGRAMS

From this starburst, four topics were selected to develop into weekly programs. These topics, with their three sub topics on a weekly basis, are:

AUTUMN

Colours
Leisure Time
Weather

WINTER

Nature
Cold/Wet
Health

SPRING

Creatures
Farms
Plants

SUMMER

Water
When It's Sunny
The Land

Programs are over-programmed to allow flexibility for individual Mob circumstances. Each set of programs contains all essential elements for successful programming e.g. fun, Self and Others activities, Nature, Duty to God, Promise and Law, simple Scouting skills, sense activities, variety of self-expression, outdoor and indoor ideas, and usually simple equipment.

Note: The Gould League is also a good reference when looking for environmental resources.

JOEY SCOUT MONTHLY SUMMARY - SEASONS

THEME: AUTUMN

PROGRAM ITEM	WEEK 1 SUB THEME: COLOURS	WEEK 2 SUB THEME: LEISURE TIME	WEEK 3 SUB THEME: WEATHER	COMMENTS
GAME	COLOUR TAG.	I PROMISE.	WEATHER CHANGES.	
GAME	COLOUR CALL.	FERRIES AND BOATS.	RAIN, THUNDER, LIGHTNING.	
GAME	NATURE COLOURS.	KITE TAG.		
ACTIVITY	COLOUR PUZZLE.	SOUND MAP.	WEATHER WORDS AND SOUNDS.	
ACTIVITY	COLOUR TONES AND SIZES.	KITE FLYING ACTING.	PROMISE AND LAW CLOUDS.	
ACTIVITY	CAMOUFLAGE.	MAKE KITE-CONE.	HOW JETS DRIVE PLANES.	
ACTIVITY	MEXICAN HAT DANCE.	KITE FLYING HINTS.	TEST FLY GLIDER.	
ACTIVITY			MAKE A GLIDER.	
SONGS		I'VE GOT THAT BP FEELING.		

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: **THEME: AUTUMN** **SUB THEME: COLOURS** **MEETING TYPE: OUTDOORS** **LEADER:**

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING	FLAG.	
	GAME	COLOUR TAG	NIL.	
	GAME	COLOUR CALL	NIL.	
	ACTIVITY	COLOUR PUZZLE	2 PAINT CHARTS, 2 A4 WHITE CARDBOARD SHEETS, BLACK TEXTA, SCISSORS AND GLUE.	
	ACTIVITY	COLOUR TONES AND SIZES	LEAVES	
	ACTIVITY	CAMOUFLAGE	2 PACKETS OF COLOURED PAPER CLIPS OR PAINT 100 MATCHSTICKS MULTI COLOURS.	
	GAME	NATURE COLOURS	NIL.	
	ACTIVITY	MEXICAN HAT DANCE	CASSETTE PLAYER, LARGE HAT, TAPE OF LIVELY MUSIC.	
	CEREMONIES	CLOSING	FLAG, PRAYER.	

COLOURS

RESOURCES - GAMES

COLOUR TAG

Method: All in centre of hall. Leader calls a colour. If a Joey Scout has that colour, they call YES and chase those without the colour. Can use hair and eye colour, metals, plastic, big smile, clean teeth, letters in first name etc.

COLOUR CALL

Method: All line up at end of hall. Leader calls a colour; if Joey Scout has that colour, take step forward. Can use hair and eye colour, metals, plastic, big smile, clean teeth, letters in first name etc. Continue until all have crossed the hall.

NATURE COLOURS

Method: All sit in a place where natural surroundings can be seen. First player finds an item and says what it is and its colour eg brown leaf. Next player finds another item and cannot say the same two words eg white pebble. Each player continues with another item and can say a colour that has been said before but has to be with another item eg brown pebble or red leaf.

RESOURCES – ACTIVITIES

COLOUR PUZZLE

Preparation: Two identical paint charts from local hardware store or paint shop. Two pieces of A4 size white cardboard, each divided into 24 with thick black texta lines (6 x 4). Choose 24 strong colours from a paint chart and cut them out. Glue them to the 24 spaces on one A4 sheet and cover with contact. Repeat for other cardboard sheet and cut this one into 24 pieces along the black lines. For a large Mob, two sets may be ideal.

Method: Place small pieces face down in the centre of the room. At the end place the whole sheet on the floor. In turn each Joey Scout picks up a colour and matches it to the chart.

COLOUR TONES AND SIZES

Method: Small groups or pairs, gather leaves from ground. Sort out into different colours. Further arrange each colour from darkest to lightest. Then choose the largest and smallest and eight others and arrange in order of colour shade. Find a place where there are a lot of pebbles, mark off a certain area for each group. Sort out pebbles into colours as with leaves. Then sort into sizes. Which is the most common? Least common? Are there any unusual ones? This exercise helps with observation and learning to make decisions.

CAMOUFLAGE (*Colours of birds and animals help them to hide or to be seen and threaten*).

Equipment: Two packets of coloured paper clips (or paint 100 matchsticks in variety of colours).

Method: Find a grassy area, mark edges. Scatter paper clips among grass without Joey Scouts seeing. Find the clips. Which were the hardest to find? The easiest? How are colours used in nature?

MEXICAN HAT DANCE

Equipment: Cassette player, tape for Mexican Hat Dance or similar lively music and a sombrero or large hat.

Method: (Mexicans love festivals where they dress in colourful clothes, big hats and dance). All dance around hat in uninhibited manner. A line is then formed with all following the leader doing the same actions as the line winds around hall and finally forming up ready for closing parade.

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE:

THEME: AUTUMN

SUB THEME: LEISURE TIME

MEETING TYPE: OUTDOORS

LEADER:

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING	FLAG	
	GAME	I PROMISE	NIL	
	GAME	FERRIES AND BOATS	LARGE BALL(S).	
	ACTIVITY	SOUND MAP	PAPERS, PEN/PENCIL.	
	GAME	KITE TAG	NIL	
	ACTIVITY	KITE FLYING ACTING	NIL	
	ACTIVITY	MAKE KITE-CONE	WRAPPING PAPER, GLUE, STAPLER, SCISSORS, YARN, CARDBOARD WINDER.	
	ACTIVITY	KITE FLYING HINTS	KITE AND OTHER EQUIPMENT AS REQUIRED	
	SONG	I'VE GOT THAT BP FEELING	NIL.	
	CEREMONIES	CLOSING	FLAG, PRAYER.	

LEISURE TIME

RESOURCES - GAMES

I PROMISE

Method: Person goes around outside of circle on which all are sitting. They say the Joey Scout Promise. For each word of the Promise they are to pat another Joey, who is part of the circle, on the head. Whichever Joey Scout is touched when the key word “Best” is said, has to jump up and chase the person going around the circle or run in the opposite direction to go back to their place. The Promise continues and “Helpful” becomes the new key word when the game is repeated.

FERRIES AND BOATS

Equipment: Large ball(s).

Method: Joey Scouts form two lines, three metres apart on the banks of the river. Leaders roll ball(s) as the big boats, down centre while Joey Scouts cross the river as ferries, walk back and forth avoiding the big boats.

KITE TAG

Method: Two people hold hands as the kite. As the kite tags others, they then join behind the kite (holding the person in front’s waist) to form the tail.

RESOURCES - ACTIVITIES

SOUND MAP

Equipment: Paper and pen/pencil

Method: Sit outdoors. Consider paper is a map. Revise finding compass points. Put an X in centre to show where you are sitting. Listen and record where every sound is coming from. If it is in front make a mark where it is - using a *O* for a loud sound, *o* for a soft sound, for a long sound, - for a short sound.

KITE FLYING ACTING

Method: Use floating music (eg The Blue Danube) while suggesting actions for Joey Scouts to act out.

1. Pretend kite flying - Check for overhead wires for trees. Check for nearby cliffs and riverbanks. Check for coming storms.

Wind out line and drag it behind over bumpy ground. Then lift it off the ground and into the air; wind out, wind in, wind out. Feel the tugs by the wind; sway with the wind; do a loop the loop; coming down; wind it in.

2. Pretend to be the kite - flapping; diving; spiralling; floating; plunging; climbing; caught in a tree; Arrhh!

MAKE KITE – CONE

Equipment: Sheet of paper approx. 60cm x 60cm (wrapping paper is ideal), glue, stapler, scissors, yarn and cardboard winder.

Method: Cut paper into three equal lengths and join into one long length. Starting from centre, roll into a cone, and staple in place with tails hanging down. Shape tails

from cone to end leaving ends 4cm wide. Staple yarn securely to back of the cone and wind yarn onto winder. (Note this kite has no bridle).

KITE FLYING HINTS

- Make sure there is plenty of space and wind for flying kite.
- Don't use wire for flying line - use fishing line, nylon/acrylic yarn, string.
- Do not fly within 3km of an airfield.
- Open parks and beaches are ideal.
- If kite spins and crashes - you need more tail, or move the ring on the bridle down.
- If kite won't rise very high, lessen tail or move ring up a bit.
- If it dips to one side and won't rise - balance it by moving the tail to beside the spine on the side that doesn't dip
- To launch: Hold winder and let out a good length. Have a mate downwind and they hold kite above their head. Both run with mate letting go.

RESOURCES - SONGS

I'VE GOT THAT BP FEELING *(use appropriate actions)**

1. I've got that BP feeling up in my head, up in my head, up in my head.
I've got that BP feeling up in my head, up in my head to stay.
2. I've got that BP feeling deep in my heart, deep in my heart, deep in my heart.
I've got that BP feeling deep in my heart, deep in my heart to stay.
3. I've got that BP feeling all round my feet, all round my feet, all round my feet.
I've got that BP feeling all round my feet, all round my feet to stay
4. I've got that BP feeling up in my head, deep in my heart, all round my feet.
I've got that BP feeling all over me, all over me to stay.

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JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: _____ **THEME: AUTUMN** **SUB THEME: WEATHER** **MEETING TYPE: INDOORS** **LEADER:** _____

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING.	FLAG.	
	GAME	WEATHER CHANGES	NIL.	
	GAME	RAIN, THUNDER, LIGHTNING	NIL.	
	ACTIVITY	PROMISE AND LAW CLOUDS	A4 BLUE CARDBOARD, PHOTOCOPY (CLOUDS), GLUE, COTTON BALLS, RIBBON.	
	ACTIVITY WITH YARN	HOW JETS DRIVE PLANES	2 HALVE NEWSPAPER PAGES; BALLOON FOR EACH; A LARGE PICTURE OF A JET PLANE.	
	ACTIVITY	MAKE A GLIDER	A4 PHOTOCOPY, PAPER CLIPS.	
	ACTIVITY	TEST FLY GLIDER	OBJECTS AS TARGETS, PAPER GLIDERS AND LEADER SAMPLES.	
	ACTIVITY	WEATHER WORDS AND SOUNDS	NIL.	
	CEREMONIES	CLOSING	FLAG, PRAYER.	

WEATHER

RESOURCES – GAMES

WEATHER CHANGES

Equipment: Nil

Method: Walls are designated as the four seasons. A leader calls a season then a weather condition for which there are actions for Joey Scouts to do. They then run to that wall (season), doing the actions. RAIN: Put up umbrella, slosh through water. WIND: stagger against the wind. SNOW: pull on woolly hat and gloves and pretend to ski. STORM: pull up collar, hold clothes together in front, head down and run. COLD: fold arms across chest and shiver. SUNNY: put on a hat and skip. HOT: put on hat, shirt, and sunscreen and walk slowly, fanning oneself.

RAIN, THUNDER, LIGHTNING

Method: Joey Scouts run around like the “Wind”. Leader calls and Joey Scouts do actions - “Rain” slap thighs quickly; “Thunder” - stamp feet; “Lightning” - squat and spring up three times. Between commands all are the “Wind”. Also, try calling two of these weather patterns at the same time.

RESOURCES – ACTIVITIES

PROMISE AND LAW CLOUDS

Equipment: Blue card (A4 with holes pre-punched at the top), white photocopy of clouds with Promise and Law messages; glue, cotton ball, ribbon for each.

Method: Cut out clouds; glue onto card. Put ribbon through the two holes at the top to hang the card. Glue some cotton balls around edges of clouds. Each day select a message to live according to the Promise and law.

HOW JETS DRIVE PLANES

Equipment: Two half-newspaper pages each; balloons and a large picture of a jet plane.

Method: *(Tell yarn with breaks for Joey Scouts to do experiments)*

YARN: Have you ever wondered about jet planes? How they can ever lift off the ground?

Early planes had propellers. Now most big planes are driven by jet engines. They suck in air. This mixes with fuel and the mixture burns. You have seen what happens when something burns *(allow Joey Scouts to comment)*. Hot gases come off the burning and this pushes out through a tail pipe which makes the plane push forward. *(On their feet, for the experiment)*.

EXPERIMENT: Joey Scouts blow up balloons – don’t tie off. Let the balloons go. Did you notice how the air rushed out of the “pipe” end and pushed the balloon in the opposite direction? This is a bit like how a jet works. *(Put away the balloons and sit down for the next part)*.

YARN: While the plane is flying, it rubs against air, causing it to slow up – just like water causes a boat to slow down. If the water is choppy or rough, the boat goes even slower. With planes – if there is lots of wind and clouds to cause this rubbing (– commonly called friction), the engines have to work harder to drive the plane forward so the plane slows down further.

Look at this picture (of a jet plane) – the nose is pointed or rounded so that the air will slip off around it. It will rub up against less air. Notice how the body and wings have special shapes also, to cut down on the rubbing so the air will slide down it easier. This is called “streamlining”. On your feet again to see how we can streamline paper!

EXPERIMENT: Take a piece of paper and screw it into a tight ball. Take this ball in one hand and the flat sheet in the other hand, raise them both up, keeping them at the same height. Then let them fall together. Which fell the fastest? More air touches the flat one so it slows down as the air rubs against it. As a result it falls more slowly.

ANOTHER EXPERIMENT: Get the Joey Scouts to hold up a flat sheet of paper above the container and see they can drop it into the container. (*About the only way they will get near to getting it in is to have the sheet perfectly horizontal*).

Now try dropping the ball of newspaper in. Once again it shows air rubbing against a larger surface – this time the smaller surface allows more control.

MAKE A GLIDER (*see the illustration on next page*)

Equipment: A4 paper; paper clips.

Method: Fold according to the instructions. *Leaders should practise the folding before instructing the Joey Scouts and bring along their samples.*

TEST FLY GLIDER

Equipment: Suitable targets or hoops around the hall; the gliders just made and leaders’ samples.

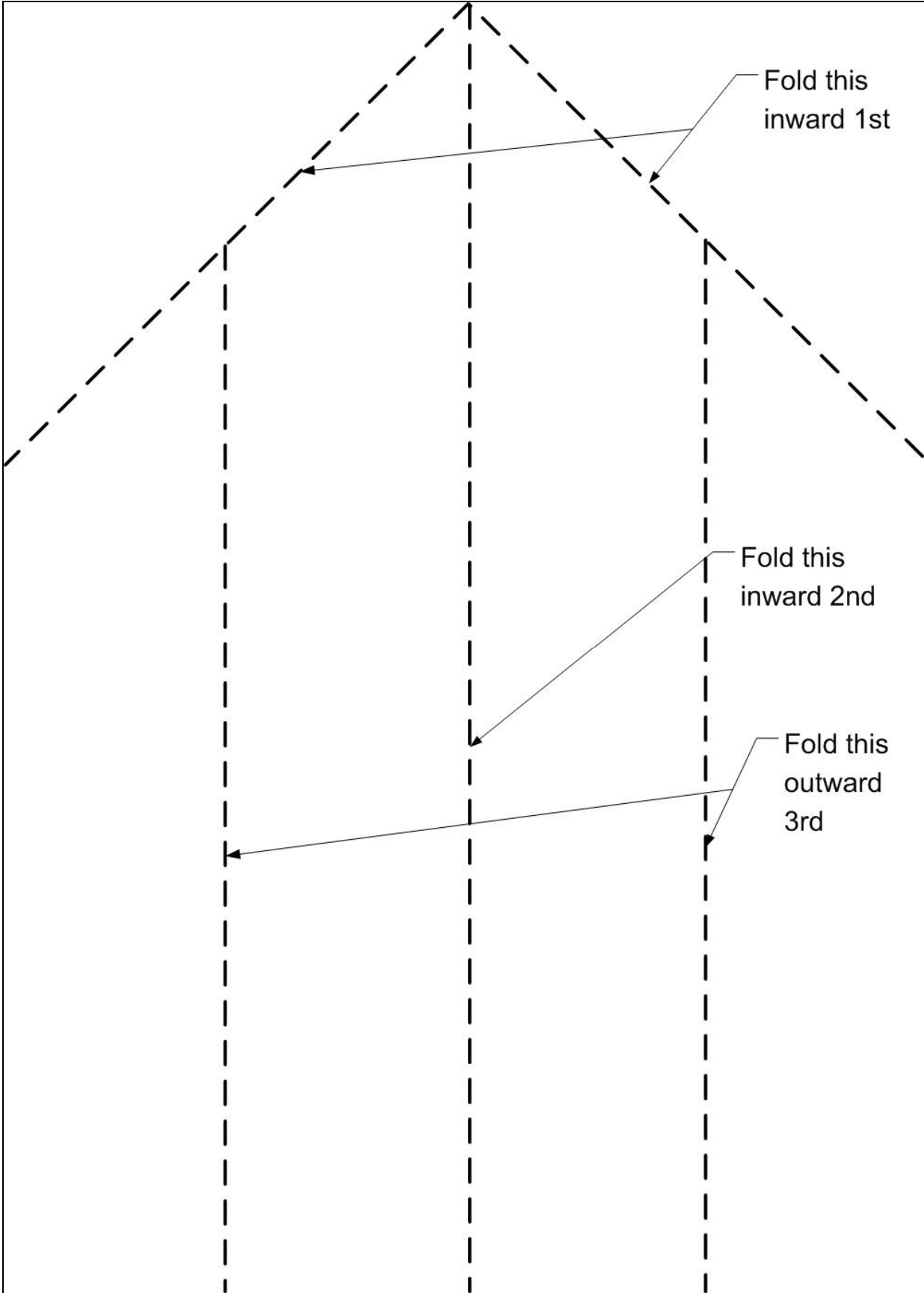
Method: Throw the glider. Try placing a clip onto the plane’s nose, then the tail, and then the middle. Does it alter the flight distance? Is the flight straighter or in a curve? Aim at a target or through hoops. How did they go? Have a glider show for the longest distance throw, the best curve, the highest arc, etc.

WEATHER WORDS AND SOUNDS

Method: Lie on back, close eyes. As leader says words, everyone imagines their feelings. What do they think of with the following words:

Rain; Lightning; Thunder; Clouds; Rainbow; Hail; Snow; Storm; Cyclone; Sun; Flood; Drought; Bushfire; Wind; Gentle Breeze; Warm Sunny Day.

Repeat words; what sounds are thought of?



JOEY SCOUT MONTHLY SUMMARY – SEASONS

THEME: WINTER

PROGRAM ITEM	WEEK 1 SUB THEME: NATURE	WEEK 2 SUB THEME: COLD/WET	WEEK 3 SUB THEME: HEALTH	COMMENTS
GAME	CROWS, CRANES, CROCODILES AND CREEPY CRAWLIES.	GUMBOOT THROW.	SOCCER OBSTACLES.	
GAME	HUNTERS AND HUNTED.	SLEDDING RELAY.	COLD LEGS.	
GAME	SHOEING HORSES.	FLOOD AND CLOUD.	FINGER FOOTBALL	
GAME	WHALES AND FISHES.	GERM ATTACK.	COMBATING GERMS.	
GAME		FREEZE AND MELT.	CONTAGIOUS.	
ACTIVITY	WINTER TREE ROBINS.	WEATHER CLOCK.	CINNAMON TOAST.	
ACTIVITY	BIRD SUPERMARKET.			
SONGS		POOR OLD GHOST.	THERE WAS AN OLD MAN.	
STORY	THE LOVELIEST FRUIT.	ESKIMO HUNTER.		

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: _____ **THEME: WINTER** **SUB THEME: NATURE** **MEETING TYPE: INDOORS** **LEADER:** _____

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING.	FLAG.	
	GAME	CROWS, CRANES, CROCODILES AND CREEPY CRAWLIES.	(OPTIONAL) ILLUSTRATIONS FOR WALLS.	
	GAME	HUNTERS AND HUNTED.	NIL.	
	ACTIVITY	WINTER TREE ROBINS.	TWIGGY STICK, AEROSOL CAP, PLASTER, SAND, GREVILLEA PODS, COTTON BALLS, CRAFT GLUE, RED TEXTA, WHITE PAINT.	
	ALTERNATE ACTIVITY	BIRD SUPERMARKET.	ONION NET BAGS, SCISSORS, STICKS, RUBBER BANDS, STRING OR YARN, BOBBY PINS, ITEMS FOR NEST BUILDING.	
	GAME	WHALES AND FISHES.	NIL.	
	GAME	SHOEING HORSES.	PER TEAM OF 4 - CHAIR, 4 CUPS, BLINDFOLD.	
	STORY	THE LOVELIEST FRUIT.	NIL.	
	CEREMONIES	CLOSING.	FLAG, PRAYER.	

NATURE

RESOURCES – GAMES

CROWS, CRANES, CROCODILES AND CREEPY CRAWLIES

Equipment: Four parts of the hall are labelled - Cranes, Crows, Crocodiles or Creepy Crawlies; the centre is the Cave.

Method: Leader calls: Crows - move with flapping arms and say, "Aarrk, aarrk"; or Cranes - walk lifting knees high then standing on one leg; or Crocodiles - move around with arms in front, opening and closing arms like jaws; or Creepy Crawlies - crawl around. When leader calls "Storm coming" all move to shelter in the cave.

HUNTERS AND HUNTED

Method: Two Joeys are Hunters and the rest are the Hunted, running freely. If tagged by a Hunter, they stand with their legs apart, until rescued by another Hunted. The Hunted who is a rescuer cannot be tagged while moving through the legs to rescue the tagged one. Change Hunters frequently.

WHALES AND FISHES

Equipment: Nil

Method: The Whale(s) stands in middle of area and calls, "I'm a great big whale at the bottom of the sea." The rest are Fish who say, "I'm a little fish and you can't catch me!" then run to other end trying to pass the whale/s without getting caught. If they are caught, they become the whale/join other whales to continue catching the fish as they run from one end to another saying the sentences.

SHOEING HORSES

Equipment: Each team of four - a chair (horse), four paper/plastic cups (horse shoes) and a blindfold.

Method: One at a time, the blindfolded person moves to the horse and places a horseshoe under a chair leg.

RESOURCES – ACTIVITIES

WINTER TREE ROBINS

Equipment: For each: aerosol cap, plaster or sand, small branchy twig to resemble a tree, grevillea pods, strong craft glue, cotton ball, red/pink texta, white out or white paint.

Method: Set twig in the aerosol cap with plaster or sand. Remove one of the ends of a pod so it resembles a bird. Put blob of glue in pod opening and add some cotton to fill. Colour with red at top for robin. Glue robins onto branches. Add some white areas on branches etc for snow.

BIRD SUPERMARKET

Equipment: Mesh onion bags, cut down a side and across base to open out flat; straight twigs, ball of yarn in short lengths, bobby pins, four rubber bands for each.

Explanation: As buildings take over more and more bush and tree areas, birds have less area for gathering food and nesting materials. In the winter Joey Scouts can set up

“supermarkets” with items birds might be able to use for nest building. They may also like to set up bird “cafeteria” trays with food scraps, seeds, bread, fat trimmings from meats and water.

Method: Make a frame for mesh by placing twigs at edges and securing corners with rubber bands. Using yarn threaded through a bobby pin wind around the stick and through mesh and each side. Make a hanging loop by tying yarn to the top corners of the frame (with round turn and two half hitches if your Joey Scout knows how). Find items eg wood shavings, hair, fur, dried leaves, string pieces, grasses, fluff from cleaner, etc and weave into mesh. Hang outside.

RESOURCES - STORIES

THE LOVELIEST FRUIT

Choose a fruit, give it a name and tell a story about it. There was a flower at the top of a beautiful tree in an orchard. It loved the rain, the sunshine and the gentle cooling breezes. It developed into a fruit and became the biggest and best one in the orchard. Everyone admired it but no one picked it. They always chose one of its companions on the tree instead. Eventually the best looking fruit grew old and started to wrinkle. The sun burned it and the rain bruised it. It fell to the ground with a thud where it was squashed, trodden on and began to waste into the ground as the cold winter took over. It was so sad.

Then the sunshine came and the spring rains fell. There was a stirring in the remains of the long forgotten beautiful fruit on the ground. Soon there appeared a stem, leaves and the little fruit had a second life. It was so happy and grew to be the best tree in the orchard where everyone came to admire its strong trunk, glossy leaves and beautiful blossoms that the birds and bees favoured. Then came the fruit that pleased so many.

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: _____ **THEME: WINTER** **SUB THEME: COLD/WET** **MEETING TYPE: OUT/INDOOR** **LEADER:** _____

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING	FLAG.	
	GAME	GUMBOOT THROW	BOOTS.	
	GAME	SLEDDING RELAY	CARDBOARD SHEETS WITH ROPE HANDLES, ORANGES OR BALLS.	
	GAME	FLOOD AND CLOUD	NIL.	
	ACTIVITY	WEATHER CLOCK	CARDBOARD, BLACK CARD, PHOTOCOPIES OF WEATHER PICTURES, SPLIT PINS, RIBBON.	
	GAME	GERM ATTACK	BALLOONS WITH LENGTH OF STRING.	
	GAME	FREEZE AND MELT	NIL.	
	STORY	ESKIMO HUNTER	NIL.	
	SONG	POOR OLD GHOST	NIL.	
	CEREMONIES	CLOSING	FLAG, PRAYER.	

COLD/WET

RESOURCES – GAMES

GUMBOOT THROW

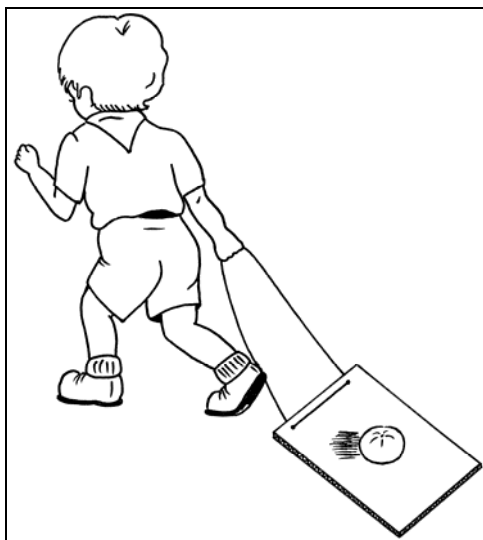
Equipment: Gumboot or jogger for each.

Method: Indicate a start line and another line three metres away. All line up behind start line and throw the gumboot to land just beyond the other line (practising controlled throwing). When this is accomplished, move the line further out. Also try throwing diagonally.

SLEDDING RELAY *(see illustration below)*

Equipment: Each team - large cardboard pieces (sled), rope tied to front and oranges.

Method: In turn, each pulls sled with orange to line and back.



FLOOD AND CLOUD

Equipment: Nil.

Method: Hall is divided into two. Teams either side of centre line. One team is AIR. The other is WATER. When FLOOD is called, AIR turn to run to the end wall behind them as they will be chased by incoming WATER in the flood. Anyone caught must freeze, with the catcher holding out left hand and saying “HOP”. The “victim” shakes their hand and says, “Help Other People” then returns to original team. When CLOUD is called, WATER then turns and runs to the end wall behind them to stop the clouds taking up the moisture.

GERM ATTACK

Equipment: Balloons (Germs) with string attached to end.

Method: Leaders throw around the germs and the Joey Scouts stomp on them to burst them.

FREEZE AND MELT

Method: On word *freeze*, stand very still. On *melt*, act out well known people or things eg school principal, motor bike, spiderman, car, mouse, jockey, tennis player, spaceman, lizard etc.

RESOURCES – ACTIVITIES

WEATHER CLOCK

Equipment: Cardboard, photocopy of clock, glue, scissors, textas, split pin, ribbon.

Method: Colour the clock, cut it out, glue onto cardboard. Add the hands using split pin.

RESOURCES – SONGS

POOR OLD GHOST (*Tune: The Old Grey Mare*)

The poor old ghost, he groans in the apple tree, he groans in the apple tree,
He groans in the apple tree. The poor old ghost he groans in the apple tree
Listen and you might hear.....Grrrrroooooaaaaannnn!

(Repeat several times and point to different Joey Scout(s) to “groan” at the end)

RESOURCES - STORIES

ESKIMO HUNTER

Way up at the top of the world lived a tribe of Eskimos or Inuits as they are now called. This story happened many years ago. The tribe lived on the shores of a big stretch of water and fish and seals were their main food. They caught fish and seals in the short summers they have in that region of the world. During the rest of the year, the water is iced over with a thick layer. Fish and seal meats are dried so they can be eaten during the long winters. The sealskins used for coats and blankets, kept them warm in the freezing months.

During this summer, fish and seals had not been plentiful and the villagers wondered how they would survive the long winter. The chief’s son thought it was up to him to go out once more, before the cold weather came upon them, and try to find a good catch to help his village.

The villagers gathered on the shore to send this tall, brave young man off on his errand. He pulled up his fur hood to protect his head, buttoned up his seal skin coat and climbed into his long kayak. With powerful strokes he paddled his canoe seawards, singing - (*the paddling song*) “Okki, okki oompah, okki, okki, oompah, hey diddle, hi diddle, hey diddle dee.” And he could hear the people on the shore singing with him (*everyone sing, pretending to paddle, repeat paddling song twice*).

Every so often he would pause and search (*hand above brow, pretending to search in all directions*). There was no sign of a seal so he set off again singing -(*all paddle and sing the paddling song twice*).

After a while he stopped, stood up and searched, then decided to send out the seal call, (*turning in different directions, cupping hands around mouth*): “Hey tequila mitzuwahaaki!” Each time there is an echo (*all call*). Turning in all directions he made the seal call each time (*repeat, several times, with echo or all together*). Eventually he sat down and paddled again while singing (*paddling song*).

Once again he stopped, stood up and looked around. He called the seals (*repeat seal call several times with echoes*). He was about to sit down when he thought he saw a splash in the distance - could it be seals? He sat down and paddled as fast as he could (*repeat paddling song, fast, twice*). He could see the seals playing in the sea. He slowed a little (*singing paddling song twice, slower and quieter*).

When he was close enough he picked up his gun and took careful aim at the largest one as he sang (*seal call - BOOM with echo*). He took aim at another (*seal call - BOOM with echo*). And again (*seal call - BOOM with echo*). And again, and again, and again. The rest of the seals had now disappeared into the sea and he paddled over to gather the ones he'd hunted down (*repeat paddling song, fast, twice*).

He could see the seals and pulled his kayak alongside one of them. As he sang (*seal call - UHH!*), he pulled the seal on board. As he then pulled the others aboard, he also sang each time - (*seal call - UHH!*).

His canoe was now very laden as he turned for home. The workload was great and he was very tired but still singing (*All, paddling, slow, repeat*). He had come such a long way and the waters were beginning to ice up. Singing (*All, slower, repeat*).

Eventually he saw the shore of his village and the people lined up along the edge, waving to him in the distance. He straightened his back, lifted his head, swelled out his chest and picked up his paddling speed, singing (*All faster, twice*).

At last he reached the shore and everyone cheered him as he had saved his village from starvation in the cold winter that soon came on them.

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: _____ **THEME: WINTER** **SUB THEME: HEALTH** **MEETING TYPE: INDOORS** **LEADER:** _____

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING.	FLAG.	
	GAME	SOCCER OBSTACLES.	OBSTACLES, LARGE BALLS.	
	GAME	COLD LEGS.	HAT, LARGE SHIRT AND PANTS PER TEAM.	
	GAME	FINGER FOOTBALL.	LARGE TABLE, CHALK, GOALS, PING PONG BALL/FOIL BALL, CARDBOARD AND SCISSORS.	
	GAME	COMBATING GERMS.	BUCKET, PAPER BALLS AND OLD SOCK EACH.	
	GAME	CONTAGIOUS.	NIL.	
	ACTIVITY	CINNAMON TOAST.	BREAD, TOASTERS, BUTTER/MARGARINE, SUGAR, CINNAMON, KNIVES, PLATES.	
	SONG	THERE WAS AN OLD MAN.	NIL.	
	CEREMONIES	CLOSING.	FLAG, PRAYER.	

HEALTH

RESOURCES – GAMES

SOCCER OBSTACLES

Equipment: Per Team: large ball, three to five obstacles.

Method: In turn, each player, using the right foot only, kicks the ball to go around right side of the first obstacle then left of the next etc. Kicks the ball around the last obstacle then returns similarly using the left foot only. Others player repeats. The next run through - uses both feet alternately, then return kicking ball completely around each obstacle.

COLD LEGS

Equipment: Box of long pants, big shirt and hat for each team of four.

Method: Leader calls conditions - **1. COLD LEGS:** Run to end and back with stiff legs. **2. COLDER LEGS:** Run to end and back with stiff legs and arms. **3.**

REALLY COLD: Put on big pants while running and on return, hand to No.1. **4.**

COLD ALL OVER: Put on shirt while running, hand to No.3. **1. COOLING**

DOWN: Remove pants while running. **2. COOLED DOWN:** Remove shirt while running, hand to No. 4. **3. WARMING UP:** Put on hat, floppy arms. **4. HOT.** Put on hat and walk.

FINGER FOOTBALL

Coming In: Cut out a cardboard footballer with two holes for each player.

Equipment: Goal posts at each end of a table with a halfway line. Foil ball.

Method: Two teams, each player with footballer on hand with fingers through shorts for knees and legs. Play soccer without using other hand.

COMBATING GERMS

Equipment: Bucket of paper balls (germs), old socks - two each.

Method: All spread around hall. Leader has bucket of germs that are thrown out for Joey Scouts to get safely back into bucket, one by one, using the socks to glove hands for protection.

CONTAGIOUS

Method: All in a circle. Leader chooses a player to start with an ailment eg twitching right elbow and all “catch” it. While continuing the ailment another is chosen to start another contagion eg nodding head. The ailments are continued as others are added.

RESOURCES – ACTIVITIES

CINNAMON TOAST

Equipment: Toaster(s), bread, butter, knives, sugar (in a shaker), cinnamon, plates.

Method: Toast bread; butter toast and sprinkle with sugar and cinnamon.

RESOURCES – SONGS

THERE WAS AN OLD MAN (*Mob repeats each line after leader*)

1. There was an old man and his name was Bill,
He lived on the top of a great big hill. He never had a wash and he never will,
Shush, shush..... DIRTY OLD BILL.

2. There was an old man and his name was Dave,
He lived at the back of a great big cave.
He never had a wash and he never had a shave,
Shush, shush..... DIRTY OLD DAVE.

3. There was an old man and his name was Fred,
He lived out back in a little old shed.
He never washed his feet and never washed his head,
Shush, shush..... DIRTY OLD FRED.

4. There was an old man and his name was Jack,
He lived inside a great big shack.
He never washed his front and never washed his back,
Shush, shush..... DIRTY OLD JACK.

5. There was an old man and his name was Pete,
He lived at the end of a great long street.
He never washed his hands and never washed his feet,
Shush, shush..... DIRTY OLD PETE.

JOEY SCOUT MONTHLY SUMMARY - SEASONS

THEME: SPRING

PROGRAM ITEM	WEEK 1 SUB THEME: CREATURES	WEEK 2 SUB THEME: FARMS	WEEK 3 SUB THEME: PLANTS	COMMENTS
GAME	PROTECTING THE NEST.	SUNSHINE AND SHOWERS.	CATCH THE LEAF.	
GAME	FLYING BABY BIRDS.	EGG AND SPOON RACE.	FLY.	
GAME	BIRDS FEEDING.	EGG GATHERING.		
GAME	FEATHER ON A PLATE.	BLIND AS A BAT.		
GAME	HUNGRY BIRDS.	BIGGEST HAYSTACK.		
ACTIVITY	SILLY SENTENCES.	SHEARING.	PLANTS AND ME.	
ACTIVITY	NOISE AND ACTION.		LEAF SHAKE.	
ACTIVITY			THE WAY IT SEEMS TO ME.	
ACTIVITY			TREE FEELINGS (ACTING).	
SONGS		MARY HAD A WILLIAM GOAT. BINGO.		
STORY	FRICK AND FRACK.	THE GOAT TRAIL.		

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: **THEME: SPRING** **SUB THEME: CREATURES** **MEETING TYPE: INDOORS** **LEADER:**

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING.	FLAG.	
	GAME	PROTECTING THE NEST.	CARTONS/LARGE PLASTIC BOTTLES, BALLS.	
	GAME	FLYING BABY BIRDS.	BALLOONS PER TEAM, DRINKING STRAW EACH.	
	GAME	BIRDS FEEDING.	NEWSPAPER BALLS.	
	ACTIVITY	SILLY SENTENCES.	SENTENCE PIECES-CARDBOARD, TEXTA AND SCISSORS.	
	GAME	FEATHER ON A PLATE.	PLATE AND FEATHER PER TEAM.	
	ACTIVITY	NOISE AND ACTION.	NIL.	
	GAME	HUNGRY BIRDS.	PER TEAM - BOTTLE, COOKED SPAGHETTI PIECES, PLATE.	
	STORY	FRICK AND FRACK.	NIL.	
	CEREMONIES	CLOSING.	FLAG, PRAYER.	

CREATURES

RESOURCES – GAMES

PROTECTING THE NEST

Equipment: Three empty cartons and/or plastic bottles in centre of a circle (birds in the nest). Large ball.

Method: Have a circle with the parent bird in the centre near cartons and bottles. Other birds (eagles) bowl the ball (not throwing) to knock over the birds. The parent bird can put them upright, but when three are down, another parent is chosen.

FLYING BABY BIRDS

Equipment: Each team has a balloon. Each player has a drinking straw.

Method: Line up at one end. First player inserts straw, gathers balloon around straw and blows up balloon. Then remove the straw and allow the balloon to move forwards (imitates birds learning to fly). Wherever it lands, the next player repeats the action. When everyone has had a go, turn and repeat to see if the flying has improved, by whether there is a longer distance to return.

BIRDS FEEDING

Equipment: Newspaper balls (food).

Method: Food is placed in the centre (forest). All proceed around the hall imitating the type of bird that is called. When “birds are hungry” is called, everyone should race to the forest to collect some food to take back to the edges.

FEATHER ON A PLATE

Equipment: Plate and feather for each team.

Method: Using right hands, carry feather on plate to end and back. Repeat using left hands.

HUNGRY BIRDS

Equipment: Empty bottles with lids off (baby bird) at one end. In centre are plates of cooked spaghetti pieces (worms).

Method: Small teams line up at other end. On the call “Go”, players go and pick up a spaghetti piece, place it between their lips and drop it into the mouth of a baby bird.

RESOURCES – ACTIVITIES

SILLY SENTENCES

Equipment: Silly sentence pieces, pasted on cardboard, cut into individual pieces. Make up sentence pieces to suit your Mob and venue etc using the headings – WHO, WHAT WHERE WHEN and WHY. Choose favourite creatures, and put in phrases for each category – suggestions are below.

Method: Place the words/phrases of who, what, where, when and why in their heaps, face down. It is a good idea to have the categories marked on the back for easier regrouping afterwards.

A selection from “Who” is read out; then from “What”, then “Where”, “When” and “Why” lastly. Then the sentence is read out. It may sound right, but not often. Next sentence is completed in same way.

WHO: TURTLE, OCTOPUS, FROG, MAGPIE, KANGAROO, WOMBAT.

WHAT: MADE SANDCASTLES, TURNED OVER, FLAPPED A TAIL, SKIPPED SIDEWAYS, LAUGHED, GOT ON A BUS

WHERE: IN A TREE, UNDER THE BRIDGE, ON TOP OF A WAVE, ON A ROCK, NEAR A CASTLE, AT SCHOOL.

WHEN: ONE COLD NIGHT, ON A RAINY DAY, MOTHER WAS RESTING, AT SUNRISE, AFTER RINGING A BELL.

WHY: TO HIDE EGGS, TO SURF THE NET, TO SPLASH A RAINBOW, TO LEAP A FROG, IT WAS FUN, TO RACE A CAR.

NOISE AND ACTION

Method: Mime: (*Read across-wise*)

Worms wiggle; Bugs jiggle.

Joeys hop; Horses gallop; Snakes slide; Seagulls glide.

Mice creep; Deer leap; Puppies bounce; Kittens pounce.

Lions stalk; But I walk.

RESOURCES – STORIES

FRICK AND FRACK (*From a story told by former Area Commissioner of Hunter and Coastal Region and great story teller – John F. Grothen*)

Frick and Frack were twin brothers and they lived in a little pond on a farm. Do you live near some frogs? Have you heard frogs calling, especially before it rains or when it is wet? Have you seen them jumping around or swimming in the water?

Like all young frogs Frick and Frack liked to go exploring. As soon as the family had eaten in the morning, they would be bursting with energy and full of wonder at what they could find that day.

One day, they decided to head down to the farm’s dairy. Mrs Brown had already been working in the dairy but had left it to do some other farm chores. The two brothers thought they would take their chance to see what was going on in the dairy that day.

Everything was so clean. They could smell the freshly scrubbed benches, which were scrubbed every day. They had fun as they laughed when they looked at the funny shapes they made in the sides of the shiny metal cans, bowls and large tins. It was not long before they came across a big shiny milk can. “I wonder what’s in there,” asked Frick. “Let’s find out,” replied Frack.

With big jumps they were onto the bench and it was only a small jump (as they loved jumping) to land on top of the can. BUT there was no top on the can. It only had a net cover with beads around the edge so it would not blow off. The two frogs landed on the net cover and in they fell - down inside. Splash! The can was half filled with

milk. What the frogs did not know was that Mrs Brown had left the milk to stand so that the cream would come to the top for her to make the butter later. This is what used to happen on farms.

Another thing frogs love to do is swim. They immediately began to swim and swim and swim – it felt so great and different swimming in this white stuff! Oh, what fun they were having!

But with all this fun, they began to feel very tired – as you could well imagine. They found they could not climb up the very slippery sides to get out! Their little arms and legs began to slow down and felt very heavy with all that swimming. It was like they were trying to swim in thick MUD! There was nothing for them to stand on to get a good jump from to get out. They could only do little jumps from swimming in the milk.

After some time, Frack became very gloomy with his tiredness and said, “I can’t see how we shall ever get out of here. I am so tired. I am giving up.” And he sank to the bottom of the can.

Little Frick, thought differently, he was always a cheery little fellow. He put on the best grin he could and thought, “I might not be able to get out – but I won’t give in. I can keep swimming around and maybe I shall think of a way to get out or something good will happen.” The little fellow swam around the milk in the can, slowly and more slowly – it was getting late but he MADE his arms and legs keep going despite them feeling ready to drop off with tiredness.

At last he fell asleep. While he and his brother had been having such fun swimming around, the cream had risen to the top. With all Frick’s struggling and swimming to stay alive, he had churned up the cream and made some butter. For this is where he awoke – lying on the pat of butter! It was now no problem to stand on the butter and hop out of the can.

This story just goes to show that you should never give up or as they say in Cub Scouts – “Never Give Into Yourself” - because if you keep trying – you just never know what will happen.

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: _____ **THEME: SPRING** **SUB THEME: FARMS** **MEETING TYPE: INDOORS** **LEADER:** _____

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING.	FLAG.	
	GAME	SUNSHINE AND SHOWERS.	2 NEWSPAPER ROLLS – 1 BLUE, 1 YELLOW.	
	GAME	EGG AND SPOON RACE.	SPOONS, SMALL/PAPER BALLS.	
	GAME	EGG GATHERING.	PER TEAM - 6 PAPER BALLS, CONTAINER.	
	GAME	BLIND AS A BAT.	BLINDFOLD, NEWSPAPER BALLS.	
	ACTIVITY	SHEARING.	BALLOONS, KNIVES, THICK LUX FLAKES/ SHAVING CREAM.	
	GAME	BIGGEST HAYSTACK.	PACKETS OF STRAWS.	
	STORY	THE GOAT TRAIL.	NIL.	
	SONGS	MARY HAD A WILLIAM GOAT. BINGO.	NIL.	
	CEREMONIES	CLOSING.	FLAG, PRAYER.	

FARMS

RESOURCES – GAMES

SUNSHINE AND SHOWERS

Equipment: Two rolled newspapers. One is coloured yellow (sunray) and the other is blue (rain).

Method: All scatter as trees. One Joey Scout is Sunshine and holds the yellow sunray. Another is Rain Cloud holding the blue rain. The trees move gracefully around as if in a breeze. The Rain Cloud tags using a light tap on the shoulder. Once tagged, the trees then stand still until Sunshine can dry them out with a light tap on the shoulder using the sunray after they have said the Joey Scout Law.

EGG AND SPOON RACE

Equipment: Teaspoon, small ball for eggs (ping pong, golf or foil balls).

Method: Carrying an egg on a teaspoon in right hand; run to end and back with the spoon in the left hand and the other hand behind their back.

EGG GATHERING

Equipment: Six paper balls (eggs), six small spots and container for each team.

Method: Set out spots with ball on top one metre apart in front of team with container next to team. On GO, the first person gathers an egg (one at a time, in any order) and places it in a container then tipping the next player's hand that collects another.

When all are finished and seated, repeat but replace eggs onto the spots. Repeat by gathering the eggs.

BLIND AS A BAT

Equipment: Blindfold, newspaper balls.

Comment: Bats are not blind except for a short time after birth. However, they rely on special ways to get around in the dark whilst finding food and travelling without knocking into anything. They are able to make super sounds in their throats and their ears scan the surroundings for sounds and echoes.

Method: Everyone sits in a circle with a number except the person in the centre who is blindfolded and is called "Lost Bat". Lost Bat calls two numbers. The two people with those numbers change places while Lost Bat tries to catch one of them.

Alternatively they can have a certain number of throws with paper balls eg three attempts. They must stay within the circle and can crawl, tiptoe, go for it, etc. If caught, they become the Lost Bat. (*Adults need to supervise*).

BIGGEST HAYSTACK

Equipment: Packets of drinking straws or something similar.

Method: Make biggest haystack in small groups or pairs.

RESOURCES - ACTIVITIES

SHEARING *(see illustration below)*

Equipment: Inflated balloon each (sheep) and a plastic bread and butter knife for each, shaving cream or a thick lather of lux flakes.

Method: Demonstrate how to use a knife safely i.e. away from you, with fingers away from the blade. Cover the balloons with shaving cream. The Joey Scouts then shear the sheep using safe knife movements away from the body. (A good activity to have before touching food).



RESOURCES - SONGS

MARY HAD A WILLIAM GOAT *(Tune: Mary Had a Little Lamb)*

1. Mary had a william goat, william goat, william goat,
Mary had a william goat, its stomach was lined with zinc.
CHORUS Oopsy doodle, doodle doo, doodle doo, doodle doo,
Oopsy doodle, doodle doo, its stomach was lined with zinc.
2. It followed her to school one day.....
.....and swallowed a bottle of ink. *CHORUS (substitute appropriate last line)*
3. Then it ate a line of clothes..... Then an oyster can. *CHORUS*
4. Clothes inside will do no harm..... But the oyster can *CHORUS*
5. The can was filled with dynamite William thought was coke. *CHORUS*
6. Flash, bang, vacancy, vacancy, vacancy.
Flash, bang, vacancy, they all went up in smoke. *CHORUS*

BINGO

1. There was a farmer had a dog and Bingo was its name-0
B.I.N.G.O. B.I.N.G.O. B.I.N.G.O And Bingo was its name-0
Next verses: Repeat, but with each verse making a letter in BINGO silent, substituting claps eg 2nd verse B.I.N.G. clap. 3rd verse. B.I.N. clap, clap.

RESOURCES – STORIES

THE GOAT TRAIL *(A story to introduce contours in simple mapping)*

Old goat herder, Emil, lived in mountains in Switzerland. Everyday, he followed his herd of goats up the mountains at sunrise and down the mountains before sunset. One day Emil came upon a man (surveyor) taking measurements. He asked what he was doing. The man told him the government was going to put a fast new road across the mountains and he was preparing the way.

Later, big earthmoving machines and trucks came with lots of men wearing hard hats. After some weeks, Emil asked the engineer in charge how the work was going. He was told the machines were having problems with the steep mountain. Emil said, “No wonder, you’re going about it the wrong way.” He was fobbed off with, “What would a silly old goat herder know about building super duper roads anyway?”

Eventually the road was completed. It became very busy as all sorts of traffic wanted to use the faster road to get to towns quicker on the other side of the mountain. But within a year, so many had broken down - cars, trucks, buses, motor bikes. There were many accidents along the way. Engineers were eventually called to make alterations, as the road was steep and dangerous in sections. After two years the road was closed. It was not safe. Instead traffic had to go along the old road around the bottom of the mountain.

One day, the engineer who was in charge all those years ago, was holidaying near where the goat herder lived. He walked with him and his goats up the mountains. He asked Emil why he had told him (engineer) he was going about it the wrong way when the road was being built. Emil pointed to the goats and said they always followed the curves of the mountains when walking the easiest ways up and down the mountains. Their trail was the best way to go and would prove the quickest.

(Demonstrate this when next you come across a sloping area).

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: _____ **THEME: SPRING** **SUB THEME: PLANTS** **MEETING TYPE: OUTDOORS** **LEADER:** _____

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING.	FLAG.	
	GAME	CATCH THE LEAF.	LARGE LEAVES, WHISTLE.	
	GAME	FLY.	7 STICKS-POSSIBLY FLAT SHAPED.	
	ACTIVITY	PLANTS AND ME.	NIL.	
	ACTIVITY	LEAF SHAKE.	LARGE CLEAR PLASTIC BAGS, MAGNIFYING LENSES.	
	ACTIVITY	THE WAY IT SEEMS TO ME.	NIL.	
	ACTIVITY	TREE FEELINGS (ACTING).	NIL.	
	CEREMONIES	CLOSING.	FLAG, PRAYER.	

PLANTS

RESOURCES – GAMES

CATCH THE LEAF

Equipment: Large leaves from the ground (they may break during the game so replacements are necessary), a whistle and lines on ground to stand behind.

Method: The leader stands in an area between two teams, holding the leaf loosely between their fingers and away from their body. Each team stands behind their home lines, which are about 5m apart.

The leader calls a name from each team and then whistles. As soon as the whistle sounds the two Joey Scouts run to capture the leaf and run home.

A Joey Scout captures the leaf and hurries home. If Joey Scout B touches A before A gets home, A and B are now on B's team. But if A gets home without being touched, then A and B are now on A's team. The leader may have to adjust their standing position so as not to favour either team.

FLY

Equipment: Seven straight sticks, placed crosswise in line with 25cm between each. If this game is played inside, use flat bits of wood or similar that won't roll under the child's foot if jumped on.

Method: Mob is lined up in front of the sticks. First player steps between the sticks, taking a step over the last stick, then selects any of the last six sticks to mark the landing of last step. Next players do the same - first stick remains in place.

RESOURCES - ACTIVITIES

PLANTS AND ME

Method: In the outdoors, observe everything that is:

- Below your knees in height.
- Higher than your head.
- Between knees and shoulders.

Other observations could include - Are there plants with a few leaves? Lots of leaves? Sticky leaves? With flowers? What colours? What is the most common colour of flowers? Any seed pods?

LEAF SHAKE

Equipment: Large clear plastic bags, magnifying lenses.

Method: Find overhanging branches with leaves. Place bags over some leaves and, holding in position, give leaves a gentle shake. Remove bag from leaves and using the lenses examine the catch inside. When finished, return the catch to the same leaves/tree.

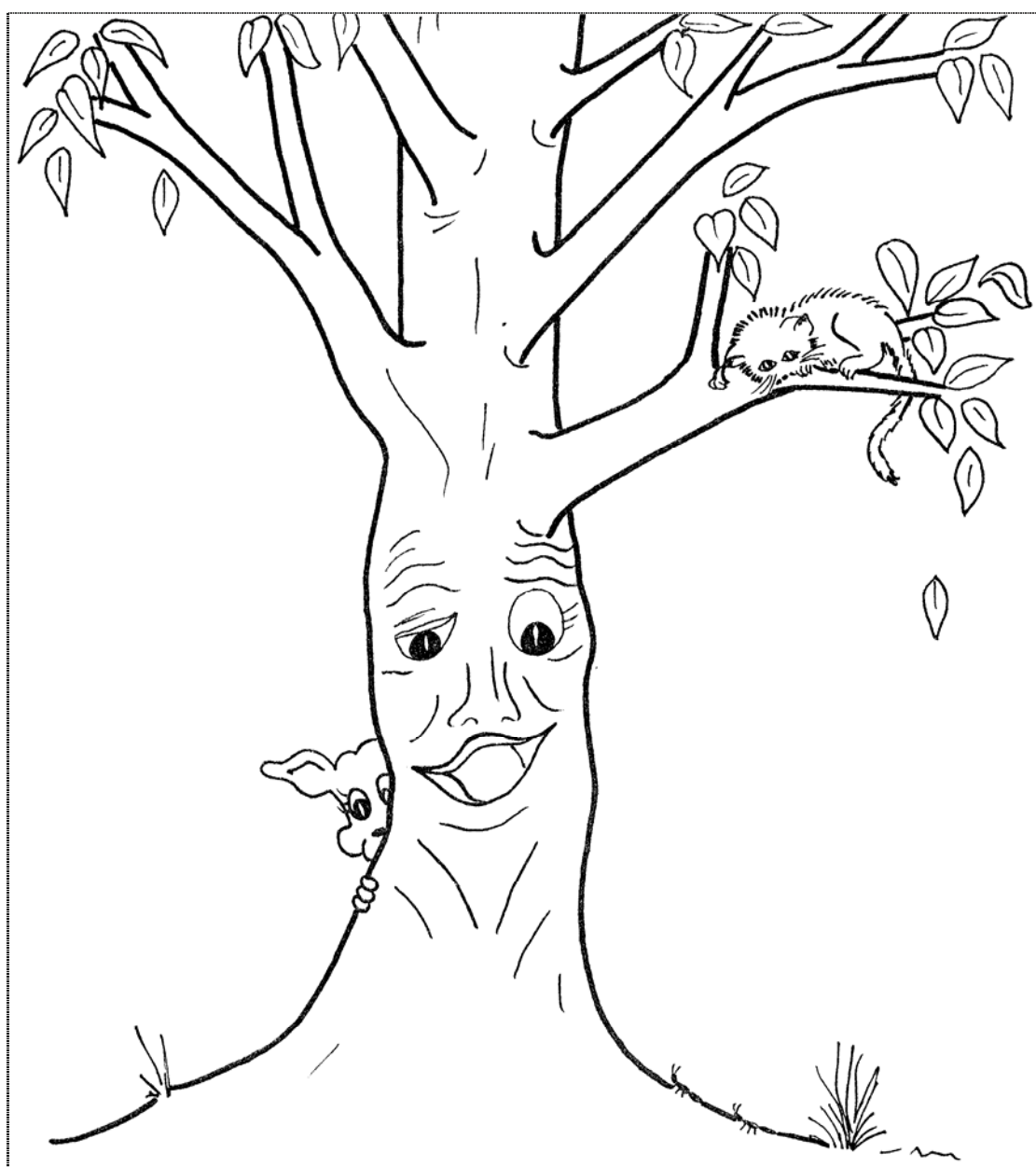
THE WAY IT SEEMS TO ME

Method: Observe a plant from a distance and describe what is seen, smelt, heard.

Move halfway up to it and observe it. When up close make observations about what is seen, heard, felt and smelt. Does it vary much from earlier observations?

TREE FEELINGS (ACTING) *See illustration below*

Method: Pretend you are a tree and - it is a lovely sunny day, with a gentle breeze; a rainy day; a windy day; a cyclone; an insect is burrowing in and tickling; someone is carving in their initials; a rope has been tied around a branch and it is cutting in because a heavy weight has been tied onto it; someone is undoing it and putting a padding around the branch then tying on the rope with the weight on the end; an old branch has finally fallen off; someone is cutting off a good branch; another tree's roots are touching yours; a cement path is pushing up against your trunk; a piece of your bark is being stripped off and some old bark is peeling off and dropping away to show off your fresh new shiny bark underneath.



JOEY SCOUT MONTHLY SUMMARY - SEASONS

THEME: SUMMER

PROGRAM ITEM	WEEK 1 SUB THEME: WATER	WEEK 2 SUB THEME: WHEN IT'S SUNNY	WEEK 3 SUB THEME: THE LAND	COMMENTS
GAME	RIVER CAT.	MOVING CLOUDS.	FIRE – WATER.	
GAME	BIG GAME FISHING.	GOING TO THE BEACH.	FIRE TARGETS.	
GAME	ON THE BANK, IN THE RIVER.	SLIP! SLOP! SLAP!	CHIN, CHAN, POK (EARTH, FIRE, WATER).	
GAME		ECHIDNA'S STICKY TONGUE.		
ACTIVITY	GROWING ALGAE.	FRISBEES.	WALK YOUR FINGERS.	
ACTIVITY	COMPASS FISH.	DATE BALLS.	FOOTPRINTS.	
ACTIVITY			MILK CARTON FOUNTAIN.	
SONGS	ROW, ROW, ROW YOUR BOAT. LONG LEGGED SAILOR.	THERE'S AN ECHIDNA.		
STORY	STORM SAFETY.		THROW OVER YOUR HEART.	

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: _____ **THEME: SUMMER** **SUB THEME: WATER** **MEETING TYPE: INDOORS** **LEADER:** _____

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	COMING-IN ACTIVITY	PAINT WATER BACKGROUND FOR COMPASS FISH ACTIVITY.	LONG LARGE SHEET NEWSPRINT, PALE BLUE PAINT, HOUSE PAINT BRUSH, OTHER BLUES AND BRUSHES.	
	CEREMONIES	OPENING.	FLAG.	
	GAME	RIVER RAT.	CHALK AND MUSIC.	
	GAME	BIG GAME FISHING.	SMALL CARDBOARD TUBE WITH STRING AND HOOK (FISHING LINE), CHALK, PLASTIC BOTTLES/CUPS WITH HANDLES.	
	GAME	ON THE BANK, IN THE RIVER.	CHALK.	
	ACTIVITY	GROWING ALGAE.	GLASS JARS, WATER, MAGNIFYING LENSES.	
	ACTIVITY	COMPASS FISH.	SMALL CARDBOARD FISH, LARGE NEWSPAPER SHEETS, BLU TACK.	
	STORY	STORM SAFETY.	NIL.	
	SONGS	ROW, ROW, ROW YOUR BOAT. LONG LEGGED SAILOR.	NIL.	
	CEREMONIES	CLOSING.	FLAG, PRAYER.	

WATER

RESOURCES – GAMES

RIVER RAT

Equipment: Chalk for outlining riverbanks. Music.

Method: Joey Scouts run in a circle, crossing the river twice while the music plays. When the music stops, anyone caught in the river has to do a wacky thing eg hop four times and clap hands.

BIG GAME FISHING

Equipment: Empty plastic bottles and cups with handles (the fish) with numbers on the side for weights. Stick rods with string and cup hooks. Chalk for outline of lake/pond.

Method: Fish placed within lake. In turn, Joey Scouts fish but must not tread in lake.

ON THE BANK, IN THE RIVER

Equipment: Chalk lines to show riverbanks.

Method: A leader calls, “On the bank” and everyone stands on the bank. When “In the river” is called, everyone jumps into the river. Occasionally call the same consecutively.

RESOURCES – ACTIVITIES

GROWING ALGAE (*over two weeks*)

Equipment: Clear jars; stagnant water or water from creek or similar source; magnifying lenses.

Method: Place water in jars and look at it with lenses. Allow the jars to sit where the sun will fall on them with lids off. After a week (then two weeks) check with the lenses for any algae grown. How long is the algae? Do not return the water to a waterway or catchment area.

COMPASS FISH

Coming In: A wall hanging of a long sheet of large newsprint with painted blue wavy lines across to suggest water.

Equipment: Lots of small cardboard fish (5cm) in different colours in four piles. Blu tack.

Method: Mob divided into four. Find compass points eg N, E, S, W. Some Joey Scouts are asked to place a pile of fish anywhere in the water swimming east. Next place fish swimming west, then north, then south as reading on a map. Ask questions eg how many red fish swimming north? Yellow going west etc.

RESOURCES – SONGS

ROW, ROW, ROW YOUR BOAT

Row, row, row your boat, gently down the stream,
Merrily, merrily, merrily, life is but a dream.

Row, row, row your boat, gently down the stream,

Putt, putt, putt, putt we're out of gasoline!
Row, row, row your boat, gently down the stream,
Ha, ha, fooled you, it's a submarine!

LONG LEGGED SAILOR

1. Have you ever, ever, ever in your long legged life, (*long legged = on tip toes*)
Seen a long legged sailor with a long legged wife?
No, I've never, never, never (*shake head*) in my long legged life,
Seen a long legged sailor with a long legged wife?
2. Have you ever, ever, ever in your bow legged life (*Knees and toes out*)
3. knock kneed life..... (*knees together, toes in*)

RESOURCES – STORIES

STORM SAFETY

Discuss storm safety. Mention: not to shelter under trees, beside poles, fences, buildings, or anything that can be a lightning conductor. If in open country, lie flat on the ground until storm passes. If possible, lie below ground level eg in a hollow. Do not cover yourself with an umbrella or anything with metal as it could attract lightning.

Story Activity:

Hand out cards with illustrations relating to storms - eg trees, cars, roads, clouds, thunder, lightning, rain, raincoats, umbrellas, hats, windy, lights, buildings, darkness, white caps on water, rough seas, rocks, boats, cats, dogs, roofs, TV aerials, windows. Tell story about storms with pauses and point to a Joey Scout who shows his/her card and says the word(s). The story could sound crazy.

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: **THEME: SUMMER** **SUB THEME: WHEN IT'S SUNNY** **MEETING TYPE: INDOORS** **LEADER:**

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING.	FLAG.	
	GAME	MOVING CLOUDS.	(WHITE) BALLOONS.	
	GAME	GOING TO THE BEACH	EACH TEAM - T SHIRT, SUNSCREEN, HAT, CARDBOARD SUNGLASSES, ZINC CREAM.	
	GAME	SLIP! SLOP! SLAP!	NIL.	
	ACTIVITY	MAKE FRISBEES	PAPER DESSERT DISHES, CELLOPHANE STRIPS, STREAMERS, STICKY TAPE, SCISSORS, SHORT STRAWS, STAPLERS.	
	ACTIVITY	FLY FRISBEES	FRISBEES.	
	ACTIVITY	DATE BALLS	500G DATES, CAN OF SWEETENED CONDENSED MILK, 2 CUPS COCONUT, MEAT TRAYS/ PLATES, KNIVES, TOOTHPICKS, TRAY, SMALL BAGS.	
	GAME	ECHIDNA'S STICKY TONGUE	STRAW FOR EACH. PER TEAM - SMALL PIECES OF PAPER, CONTAINER.	
	SONG	THERE'S AN ECHIDNA	NIL.	
	CEREMONIES	CLOSING	FLAG, PRAYER.	

WHEN IT'S SUNNY

RESOURCES – GAMES

MOVING CLOUDS

Equipment: Inflated (white preferably) balloons that are meant to be CLOUDS. Individually or in pairs.

Method: Keep the clouds moving from one end of the hall to the other without letting them hit the floor. If it hits the floor, clouds will roll back to the start to float across the sky again. You can either count the number of pats to the end or determine who is the first to reach the end. Can return.

GOING TO THE BEACH

Equipment: Tee shirt, sunscreen, hat and cardboard sunglasses for each team.

Method: All stand in a line, 1m apart. First player passes each item in turn under legs, next player passes item over their head. When the last player has the first item, he/she runs to the top, of the team and all move back, with that item being passed down again. The game continues until all have been at the top of the team.

SLIP! SLOP! SLAP! (*Like Captains Coming*). *Courtesy of Cancer Council of Victoria*

Method: While everyone moves around the hall, a leader calls out the following words and the Joeys must make the corresponding movements: 'Hats' -arms over head; 'Sunscreen' -rubbing arms and face; 'Sunglasses' -shape hands over eyes; 'Sunburn' -fall to floor, cry in pain; 'T Shirt' -sit on floor and put on a shirt; 'Sun's Moved' -come to the middle; 'Midday' -run to shaded area near walls; 'Slip Slop Slap' -jump up and say "Hooray."

ECHIDNA'S STICKY TONGUE

Equipment: Small pieces of paper (insects). These should be large enough that they are not sucked up into the straw but stick to the end of it. A straw (tongue) for each person and a container in front of each team.

Method: (Echidnas use their long tongue to pick up ants). In turn each person runs up, sucks up an insect and brings it back to a container near the team.

RESOURCES - ACTIVITIES

MAKE FRISBEES

Equipment: Paper dessert dishes, cellophane strips, streamers, sticky tape, scissors, short straws, staplers.

Method: Staple two dishes together; insert straws for exhaust pipes; tape streamers and cellophane strips at different points around the dishes.

FLY FRISBEES

Equipment: Objects around hall or outdoors that is suitable as a target for frisbees.

Method: To fly frisbees, turn slightly away from the target. Hold it in front and using wrist, backhand the frisbee towards the target. Try it on the other hand

DATE BALLS

Equipment: 500g Dates chopped into quarters, can of sweetened condensed milk, two cups of desiccated (meaning dried up) coconut, paper plates for each, toothpicks, tray, small bags.

Method: WASH HANDS THOROUGHLY.

Leader mixes milk and coconut together and gives each person a portion on a plate. Add some prepared date pieces to each. Mix date pieces into milk and coconut mix. Divide into small portions and roll into balls. Using a toothpick, put name onto balls and place onto tray to refrigerate until home time when date balls are placed in a bag for each.

RESOURCES – SONGS

THERE’S AN ECHIDNA (*Tune - Frere Jacques*)

There’s an echidna, there’s an echidna. On my chair, on my chair.

How do I sit down, how do I sit down?

The spikes are pointing up, the spikes are pointing up.

JOEY SCOUT WEEKLY MEETING PROGRAM SHEET

DATE: **THEME: SUMMER** **SUB THEME: THE LAND** **MEETING TYPE: OUT/INDOORS** **LEADER:**

TIME	METHODS OF LEARNING	ACTIVITY DESCRIPTION	EQUIPMENT REQUIRED	LEADER
	CEREMONIES	OPENING.	FLAG.	
	GAME	FIRE – WATER.	LARGE BALL.	
	GAME	FIRE TARGETS.	WATER PISTOLS, CARDBOARD PIECES AND CHALK.	
	ACTIVITY	WALK YOUR FINGERS.	NIL.	
	ACTIVITY	FOOTPRINTS.	CEMENT AREA, WATER, PAPER TOWELS, RULERS.	
	ACTIVITY	MILK CARTON FOUNTAIN.	MILK CARTON(S) FOR EACH PAIR, SMALL HOLE OR LARGE HOLE MAKER; BUCKETS/CONTAINERS OF WATER; A LARGE PICTURE OF A DAM AND RESERVOIR.	
	GAME	CHIN, CHAN, POK (EARTH, FIRE, WATER).	NIL.	
	STORY	THROW OVER YOUR HEART.	NIL.	
	CEREMONIES	CLOSING.	FLAG, PRAYER.	

THE LAND

RESOURCES - GAMES

FIRE - WATER

Equipment: Ball.

Method: The leader, in the centre of the circle with a ball, throws randomly to Joey Scouts saying *Fire* or *Water*. If *FIRE*, Joey Scout avoids catching it. If it's *WATER*, they catch it.

FIRE TARGETS

Equipment: Water pistols or squeeze bottles (fire fighting gear), small pieces of paper (items on fire), chalk.

Method: Chalk an area to contain the paper pieces. Small teams, pairs or individually (depending on number of fire fighting gear) fight the fire. Note number of strikes.

CHIN CHAN POK (EARTH, FIRE, WATER) *(An old Chinese game)*

Method: Pairs, facing each other. Each person counts aloud to three then says one of the words – Chin Chan or Pok (Earth, Water or Fire). Water floods Earth; Earth puts out Fire; Fire boils Water.

RESOURCES - ACTIVITIES

WALK YOUR FINGERS

Method: Take your fingers outside for a walk - be careful not to touch anything dangerous eg hot or prickly. How many different surfaces can be found? What are they like eg hairy, smooth, rough, bumpy, holey, warm, cold, etc?
(Wash hands before continuing to next activity).

FOOTPRINTS

Equipment: Cement area or several sheets of print paper, water, paper towels, rulers.

Method: With bare or wet feet and make footprints.

Note: Not all of a person's foot touches the ground. Some parts of the foot touch more than others. Look at toes - which is the longest on each foot and smallest? Is the position of the longest toe, the same position on each foot? See how they slope. Is both the same size? (Everyone's uniqueness).

Wet both feet and notice prints when walking, running, skipping, hopping, jumping, limping and walking backwards. Dry feet properly especially between toes and put on shoes and socks. Do up the laces correctly with a reef bow. Have some extra lace-up shoes for those without lacing shoes to practise.

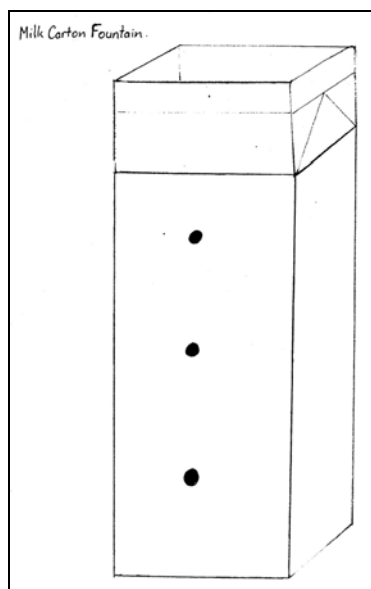
MILK CARTON FOUNTAIN *(would go well outdoors). See illustration on next page.*

Equipment: Milk carton(s) for each pair, small hole maker eg blunt darning needle or bodkin; large hole maker eg ball point pen; buckets or containers of water, outdoors on grass or over a dish/sink. A large picture of a dam or reservoir is optional.

Method: Make pinpoints at the top, in the middle and one at the bottom of the carton. Enlarge these holes. Over a dish or sink or outdoors, fill the carton with water; lift it up so that three spurts of water can be seen. Look at the angle each comes out.

Explanation: There is a lot more water pressure at the bottom of the container so more force is behind that fountain spurt. If you ever see a dam holding back water in a reservoir you will see that the bottom of the dam wall is a lot thicker than it is at the top. You can imagine why, with the water pressure being so great down there. Water pressure is used to make electricity. Dams have been known to fail at the bottom of the wall (eg the great Hume weir or dam on the NSW–Victorian border).

Dams are used to hold water back so that farmers downstream can have water for irrigation or for animals when it is too dry with no rainfall. The dams are also used to hold water back when it rains a lot to stop towns and farms downstream being flooded.



RESOURCES – STORIES

THROW OVER YOUR HEART (*From the English Beaver Scout book - Stories Across A Sloping Area*)*

Luke Dawson lived in a big city. He spent most summer holidays with Uncle Mac who lived in the middle of nowhere, or so it seemed to Luke. Mac was a National Park Ranger, responsible for looking after a large area of trees and bushes, providing homes and food for thousands of wild animals, birds and other creatures. Uncle Mac seemed to know every part of the Park, treating the creatures as his friends.

One day, whilst out following the tracks of an echidna, Mac suddenly stopped, threw up his head and said, “I smell smoke”. Luke knew that a bush fire was a terrible thing and almost impossible to stop. Mac looked towards the sky and appeared grim. Following his gaze, Luke saw a lot of birds flying south, all making their own alarm call.

“Come on Luke,” snapped Mac, “we gotta hurry!” Luke already turned to run southwards towards home when Mac said, “Not that way, we’re going this way.” They headed west instead.

“Where are we going?” asked Luke.

“To the nearest telephone,” replied Mac.

Kangaroos and wallabies broke cover in front of them, racing south. Every creature in the bush knew what the smell of smoke meant. “You should never run down wind of fire,” Mac said. “Or else the smoke will catch up with you and blind you. Running across the wind is always the best way out. Now, you save your breath and leave me to do the fussing. It’s quite a step but it is a short cut.”

It didn’t seem all that short to Luke. He did his best to keep up with his uncle’s long loping strides. “You go ahead if you want to, I can follow,” panted Luke.

But Mac shook his head, “There’s a tricky bit coming up, after that we’re almost there.” The “tricky bit” turned out to be a river. Luke gasped. He could swim but this was a fast flowing torrent of muddy water, 4m across. There might be crocodiles hiding in the mud!

“Don’t worry,” said Mac, “there’s a bridge just upstream.” The bridge was a “fallen tree”, spanning the stream, bank to bank. Someone had hacked off branches to make it as flat as a round tree trunk could be.

“You have a breather,” said Mac, “I’ll wait for you on the other side.”

Luke wasn’t sorry to rest, panting while he watched his uncle calmly cross the bridge. Mac went slowly, steadily and surely. It was only a few seconds before he was over and called back to Luke, “It’s easy if you go steady - come on!”

Luke got to his feet slowly, longing to say, “I can’t” but you didn’t say that sort of thing to men like Mac.

“Take your shoes and socks off. Throw them over here,” called Mac. “It’s easier in bare feet.” Luke did that, though one of the shoes nearly fell in the water because his hands were shaking so much. He stood up to face the bridge that seemed to be growing longer and narrower every second. While he paused his uncle called, “Throw over your heart.”

“Wh-a-at?”

“Throw over your heart,” Luke laughed. It seemed too silly. He knew what it meant - where there’s a will, there’s a way! He mimed throwing over his heart with Mac catching it. As he laughed, Luke felt better and more relaxed. He was now more confident and set foot upon the log.

“Don’t look down,” said Mac calmly. “Look at me. Imagine you’re walking up the garden path at home.” Luke looked at his smiling uncle, his hands cupped in front of him as if he were holding Luke’s heart. Luke walked steadily, spreading his arms to keep balance, all the time telling himself he could do it, he would do it and he did.

Mac thumped him on the chest as though giving him back his heart and it was no longer pounding as it had been. "Come on," he said as Luke laced up his shoes. Soon they reached a wooden house with its precious telephone wires linking it to the rest of the world.

"Hello Mac," Mr Williams greeted him. "Trouble?"

"Fire," panted Mac.

"OK. You use the blower while I do the signal. Like to help, Luke?" he asked.

It was an ordinary rocket, like a firework, fixed to a wooden frame. The rocket shot high with a good bang at the top of its flight. It could be heard and seen for quite a distance around. Mr Williams went off with Mac in a truck immediately. Luke was left behind with Mrs Williams who said, "I'll get you a drink in a minute. I've just one more phone call to make." Luke listened to her phoning. "Mabel? Tell Tom there's a fire north of Blue Gum Point. Mac says the best place is the Driftway." She hung up and soon had some cold lemonade for them. "Sorry about that," she explained, "but all these men are firefighters."

"All?" said Luke "But there's only..."

"Lots of them," said Mrs Williams. "You see, your uncle and I called two neighbours. They'll be off to the Drift quicker than kangaroos. Then each wife calls two more, they call two more and so it goes on. It's sort of a chain alarm system. (Sharing the phoning and then the work). They may have a long way to go but they'll all get there. Come on, we'll watch."

From a hilltop they could see six men already at work in the Driftway, with more trucks and cars arriving every minute. They could now hear the roar of the fire with clouds of smoke drifting overhead but the Driftway began to look like an army of ants. Men were hacking at undergrowth, chopping overhead branches and throwing up soil as they dug ditches to make a firebreak.

Soon tankers of water appeared, even a bulldozer. It was an hour before the fire reached the Driftway - because of the heat the men had to fall back. So did the fire. It could go no further without fuel, which it could not reach because of the ditches. The flames died down slowly, disappointed, beaten.

The two men finally came back, grey, exhausted. Later, over the rim of a mug of tea, Luke grinned at his uncle and said, "The fire didn't throw its heart over the Driftway, did it?"

Mac grinned back, "Not like you did."

"Where did you get that idea?" asked Luke.

"A man named Rudyard Kipling wrote a story about a panther teaching a kid to climb trees. It was him who said, 'Throw over your heart' and it kind of took my fancy. It always seems to work."

It took Luke's fancy too. It does work.

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OUTING PLAN

Due to the vast differences in landscape and vegetation types across this continent, the following Outing program is very generic in nature. Other general and specific ideas can be found in *Joey Scout Nature Resource Book* available through your local Scout retailer.

This program would be appropriate for a family weekend activity and would run for about four hours. Activity times have not been specified. You should allow the times to suit the situation and the group.

<u>ACTIVITY</u>	<u>DETAILS</u>
Welcome & Parade	Set out rules and boundaries. Relate Joey Scout Promise & Law to activity eg How can we care for nature?
Games	Away Hopped The Joeys
	Stalking The Kangaroo
	Red Elbow
Activity - Discovery	Shadows - Changing and Fun
Activity	Match Colours
Activity - Discovery	Under Our Feet
Activity - Sensory Discovery	Discover the immediate area - what can you see? How is it different from where you normally spend your time? Sit quietly and listen. What is heard? What is smelt?
Lunch	Shared, BYO, sausage sizzle or to suit circumstances.
Game	Joey, Joey Who's Got The Hat?
Activity	Counting Nature
Game	Find The Leader
Activity - Walk	Surface Rubbings. Go for a walk through the area that has been checked beforehand. Note features for the Joey Scouts to notice. Discover and learn about unusual features that can be explained to them. Maybe do some surface rubbings of things along the way.
Games	I Spy
Activity	Scavenger Hunt
Close	Clean up area used. Evaluate with Joey Scouts and families. Thank people who assisted you. (Write any thank you letters later eg to the ranger, forester etc who helped arrange the outing).

OUTING PLAN

RESOURCES – GAMES

AWAY HOPPED THE JOEYS (*A singing game*)

Formation: Rings of three kangaroos with a Joey in the middle. One Joey stands out.

Method: Kangaroos skip around the Joey who skips on the spot, as the song is sung (to the tune of “Pop Goes The Weasel”). “All around the Aussie bush, the Kangas chased the Joeys. The Kangas stopped to nibble some grass (drop hands and squat down) and away hopped the Joeys.” Joeys make a ring in the centre and all sing again (Kangas stand up and rejoin hands). On the word “hopped,” the Joeys run and find a Kanga ring.

STALKING THE KANGAROO

Equipment: Nil

Method: The leader is the Kangaroo and turns their back on the Mob (Hunters) who is at the other end of the hall. The Hunters attempt to creep up while the Kangaroo’s back is turned. From time to time the Kangaroo turns around and any Hunter seen moving has to return to the start. If the Hunters can tag the Kangaroo, the Kangaroo chases them back to the start and a new Kangaroo is chosen.

RED ELBOW

Method: Leader calls a colour and a part of the body eg red elbow. Joey Scouts find the colour and put that part of the body on it.

JOEY, JOEY, WHO’S GOT THE HAT?

Equipment: Cloth hat

Method: All stand in a line behind a Joey Scout with the hat. Hat is thrown overhead and the one catching the hat hides it behind themselves or near their body. All shout “Joey, Joey, who’s got the hat?” The thrower then turns around and tries to discover who has the hat.

FIND THE LEADER

Method: Joey Scouts sit in circle. One goes away from the group. A leader of the circle is chosen and the “away” Joey Scout comes back. Circle leader does actions that other Joey Scouts follow. “Away” Joey Scout has three guesses at who the leader might be.

I SPY

Method: While on a walk, choose one person to start “I spy”. Try to give everyone a go.

RESOURCES - ACTIVITIES

SHADOWS - CHANGING

Method: At beginning of an outing, note where the shadows end for selected trees and shrubs. At end of the outing recheck the shadows. Why have they changed?

SHADOWS - FUN

Method: On a sunny day - have fun using shadows. People in pairs shake hands. Can their shadows shake hands without Joey Scouts touching? Make different shapes eg L, E, M, N, O, S, U, T, Y. Using their shadows: walk up a tree; sit on a treetop; swing from a branch, etc.

MATCH COLOURS

Equipment: Colour strips of natural surroundings from paint charts.

Method: Joey Scouts are in pairs and each pair is given a colour sample they must match to a natural item. They then tell a leader what the natural item is and return the sample for another one.

UNDER OUR FEET

Method: Joey Scouts lie face down on ground and make a circle in front of them with their arms. They observe any plants, mini-beasts and other things. They should then draw what they have seen on a group mural.

SENSORY DISCOVERY - WHAT'S DIFFERENT?

Method: Discover the immediate area - what can you see? How is it different from where you normally spend your time?

SENSORY DISCOVERY WITH SENSES

Method: Joey Scouts sit with eyes closed - sit quietly and listen. What did they hear? What can they smell?

COUNTING NATURE

Method: In the outdoors, observe and count nature, eg - clouds in the sky, blades of grass under a shoe, trees with a forked trunk, petals on a flower, etc.

SURFACE RUBBINGS

Equipment: A4 papers, crayons.

Method: Go for a walk through the area (that has been checked out beforehand). Look for features for the Joey Scouts to notice. Learn about unusual features to tell them about. Do some surface rubbings of things along the way.

SCAVENGER HUNT *(see illustration on next page)*

Equipment: Paper bags with illustrations of items to be found on scavenger hunt - this will be arranged from preliminary check of the venue.

Method: Have Joey Scouts in pairs look for items listed on outside of paper bag in which items are placed when found. Remember that Scouts don't pick living plants.

Scavenger Hunt

find these Items.



thin leaf



Gumnuts



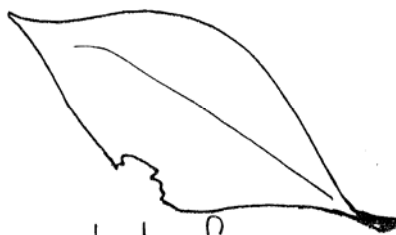
feather

Some thing

yellow



twig



Broad leaf

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