



WEBELOS

Requirements:

The Webelos rank is earned by completing six adventures as described below.

1. Be an active member of your Webelos den for three months.
2. Complete each of the five required adventures:
 - Cast Iron Chef
 - Duty to God and You
 - First Responder
 - Stronger, Faster, Higher
 - Webelos Walkabout
3. In addition to the five required adventures, complete at least one elective adventure of your den's or family's choosing (for a total of at least six adventures).
4. With your parent, guardian, or caring adult, complete the exercises in the pamphlet How to Protect Your Children From Child Abuse: A Parent's Guide.
5. Earn the Cyber Chip award for your age. <https://cubscoutideas.com/2854/bsas-cyber-chip-kids-internet-safety/> (The Cyber Chip requirement may be waived by your parent or guardian if you do not have access to the internet.)

Leaders Guide: <https://pigeonpost.scouting.org/wp-content/uploads/2019/07/Webelos-Leader-Guide.pdf>

Intro Video: <https://www.scouting.org/programs/cub-scouts/den-meeting-resources/den-leader-tips-tricks-video-series/#video-gallery-d5791a3-13>

February, Week 1



Earth Rocks!

Requirements:

Complete the following requirements.

1. Do the following:
 - A. Explain the meaning of the word “geology.”
 - B. Explain why this kind of science is an important part of your world.
2. Look for different kinds of rocks or minerals while on a rock hunt with your family or your den.
3. Do the following:
 - A. Identify the rocks you see on your rock hunt. Use the information in your handbook to determine which types of rocks you have collected.
 - B. With a magnifying glass, take a closer look at your collection. Determine any differences between your specimens.
- C. Share what you see with your family or den.
4. Do the following:
 - A. With your family or den, make a mineral test kit, and test minerals according to the Mohs scale of mineral hardness.
 - B. Record the results in your handbook.
5. Identify on a map of your state some geological features in your area.
6. Do the following:
 - A. Identify some of the geological building materials used in building your home.
 - B. Identify some of the geological materials used around your community.

- Have Scouts share what they've learned about the meaning of the word "geology" and why this field of science is important.

Video Resource: <https://www.youtube.com/watch?v=8ki6LnBN7IQ>

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◆ Activity: Rock Hunt (Requirements 2, 3, and 6)

- If the Scouts are permitted to dig, remind them to leave the location as it was before digging, putting dirt back where it belongs. If Scouts cannot dig, they can take photos to create a visual display.
- Have the Scouts look for different kinds of rocks and identify what types they find according to their handbooks, which show the three main rock groups and provide an explanation of minerals.
- Scouts should also try to identify any rocks that are typically used as building materials. Do they recognize any that were used in building their homes? In their communities?

February, Week 2

◆ Activity: Finding Geological Sites (Requirement 5) • Set the state road map on a table and help the Scouts locate sites near rivers, lakes, or mountains where they might find good geological specimens. Scouts who have visited the locations with their families may offer suggestions.

◆ Activity: Mineral Testing (Requirement 4)

- Set out the items for a mineral testing kit and explain what the kit is used for.
- Show the Scouts how to do streak, scratch, and fizz (acid) tests on the minerals, following the directions in the Webelos Handbook. Have them test different types of minerals and record the findings in their handbooks.

February, Week 3



Moviemaking

Requirements:

Complete the following requirements.

1. Write a story outline describing a real or imaginary Scouting adventure. Create a pictured storyboard that shows your story.
2. Create either an animated or a live-action movie about yourself. Your movie should depict how you live by the Scout Oath and Scout Law.
3. Share your movie with your family, den, or pack

◆Activity: Storyboarding (Requirement 1)

- Start by reviewing the elements of a story:
 - Characters (the who in the narrative)
 - Plot (the what): This includes the beginning, middle, and end of the story's action. There should also be conflict, a point of climax, and a resolution.
 - Setting (the when and where): It can be your hometown in the present day, or some other place, hundreds of years in the past or thousands of years in the future!
- Introduce storyboards as the way that moviemakers (working in either animation or live action) draw out their plans for each scene before actually going on the set with the cameras and actors. Refer to the Webelos Handbook for more about storyboards.
- First, each Scout will use their new knowledge of narrative elements to write a brief story (one or two paragraphs) about a favorite activity they have done in Scouting. Then they will turn that story into a set of storyboards using the materials you collected. Or you may divide the den into teams so they can pick a story and draw storyboards as a group.
- Have the Scouts use a template similar to the one in Meeting 1 Resources. If they brought photos or magazine articles with pictures (such as those in Boys' Life), suggest using those images as inspiration for their drawings.
- When the storyboards are finished, invite the Scouts to have even more fun acting out the stories like actors rehearsing a scene!

◆Making the Movie (Requirement 2)

- Divide the Scouts into movie production teams (three or four Scouts per team), and have them plan a short stop-motion animation related to Scouting. Each team's idea can be something new or it can be based on one of the storyboarded ideas from Meeting 1.
- If Scouts have trouble thinking of a subject, here are two suggestions:

— Create an animation about one of the points of the Scout Law (“A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.”), as interpreted by the team! For example, what does “reverent” mean to them? What would be a simple way to portray that interpretation using animation?

— Find a way to depict one of the leadership roles in the den through animation.

- Help the Scouts choose the “actors” for their animation. Possibilities include people, puppets, toys, Lego characters, clay sculptures, food, and magnets. Pick something that can be moved in small increments, but also remain still when necessary.

- Scouts will then plan the scene and the action that takes place in it. They should avoid making the action too elaborate as that could be very time-consuming; small, universally understood gestures are best—like a Scout character smiling and waving to represent “friendly.”

February Week 4

◆Activity: Watching the Movie (Requirement 3)

- If the photos were taken on a digital camera or smartphone, you can simply scroll through them in rapid motion to “play” the stop-motion animation. Alternatively, you could download any number of free programs online that will string together a series of JPEG (photo) files into a video. The software would likely also allow you to add music or sound.

- You could also upload the images to a computer and place them one by one in a PowerPoint presentation, then click through it quickly to get the same effect as playing a stop-motion animation.

- If there is time to watch all the animations during this meeting, that would be ideal.