

AFFECTIVE DEVELOPMENT
AFFECTIVE DEVELOPMENT



GUIDANCE OF EMOTIONS AND FEELINGS

Feelings and emotions are part of life, just as much as the body, the intelligence and the will, and they help to define our personality.

Emotions, feelings, motivations and passions all form part of the affective aspect of our personalities, which confers a particular resonance on the things we do. Though we may be able to describe them only vaguely, they are of such importance that they have a lasting effect on our inner selves.

Affective experiences are generated by events in our daily lives. Although we perceive them internally, they provoke physical reactions and affect our behaviour. They find their way into our ideas, opinions and thoughts, and ultimately help to shape our personalities.

Every learning process should include the objective of making this aspect of life a normal and integral part of behaviour, and thus favour balanced development.

At this age, it is essential for girls and boys to learn to identify, describe, express and channel their emotions and feelings. They must also learn to think before acting, to make and keep friendships, to accept other people's opinions, discuss things and say what they think and feel without giving offence or making fun of others.

They also need to receive sex-related information that is appropriate to their age and learn to see the physical differences between men and women as something entirely natural. As well, they will learn about the part played by each sex in the reproductive process and develop a fair and egalitarian attitude in their relationship with the other sex.

Other important aspects of development at this stage are learning to spend time with adults, appreciate the love they receive within the family and develop a close and supportive relationship with their brothers and sisters.

RIKKI-TIKKI-TAVI

Growth area
AFFECTIVE DEVELOPMENT



SUMMARY OF THE ACTIVITY

Using a simple jigsaw puzzle depicting Rikki-Tikki-Tavi, the character of *The Jungle Books* who appears in the area of affective development, the members of the six discover what qualities their companions see in them.

PLACE

The Den or Pack meeting place.

DURATION

One hour.

PARTICIPANTS

The Pack, working in sixes.

OBJECTIVES OF THE ACTIVITY

1. To recognize the qualities possessed by the other members of the six.
2. To share with the others how each child sees himself or herself.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I accept what my friends think, even if I think something different.
2. I am kind to the other children in the Pack and I like them to be kind to me.
3. I talk to and spend time with everyone.

Late childhood

1. I don't mind when the Pack tells me I didn't do something well, even if I don't always agree.
2. I say what I think without offending or insulting my companions or making fun of them.
3. I like my special better friends all the time, but I still like all my companions.
4. I share with all my companions, no matter what their race, what jobs their parents do or how much money they have.



Original idea: UEB-Paraná, Brazil.

Drafting: Patricia Dupont.

Editing: Loreto González.

MATERIALS

Sheets of white paper, Rikki-Tikki-Tavi jigsaw puzzles for each six, pencils, glue and tacks or tape to pin up the sheets with the figures drawn by the sixes.

DESCRIPTION OF THE ACTIVITY

Before the activity

The Leaders will prepare the necessary elements for this activity: • they enlarge and copy as many pictures of Rikki-Tikki-Tavi on strong cardboard or paperboard as there are sixes in the Pack • and they cut the pictures into as many jigsaw puzzle pieces as there are members in each six.

To draw Rikki, simply draw a grid on the picture of Rikki shown here and on a bigger sheet of paper and then copy each part of the figure onto the bigger sheet. If the Leaders wish, they can draw their own likeness of Rikki-Tikki-Tavi instead.

The Leaders can help the sixes with their activity at this stage by encouraging them to talk about how we see other people and how we see ourselves. This conversation will allow the Leaders to observe the following: • the children's ability to accept other people's opinions • their willingness to share their feelings and ideas with other people • their ability to express their opinions in a way that is respectful of others and • their willingness to form new friendships while at the same time learning more about who their friends are.

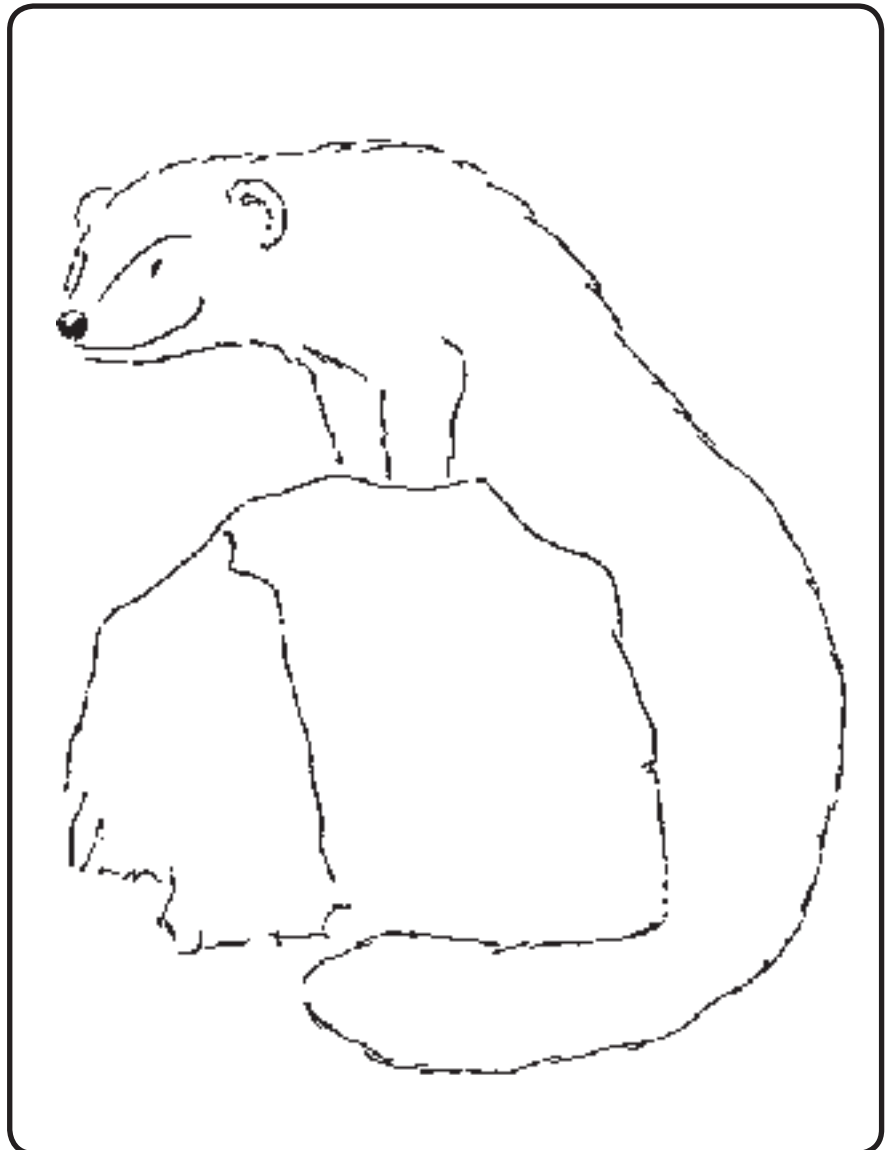
To finish up the activity, the puzzles can be hung up where the entire Pack can see the work done by their companions.

The day of the activity

Once the children are ready to participate in the activity and the Leaders have answered any questions they may have, the children will meet in their sixes and the Leader will give each child one of the pieces of the Rikki-Tikki-Tavi jigsaw puzzle made for that child's six.

Each child then writes his or her name on the upper part of the piece and hands it to the person sitting on their right. That child will then write down a quality that they think the child whose name is on the piece has. They then pass the piece to the child on their right, who will write down another quality. They continue to do this until all the pieces are back in the hands of their "owners".

Once the children have their own pieces back, they will do the following: • they read out the qualities noted down by their companions • they share their feelings about what they have just read • they add another quality that they think they have and • they place their piece where they think it goes in the puzzle. When all the pieces are in place, they can be glued down.



CAMP MAIL



Growth area
**AFFECTIVE
DEVELOPMENT**

SUMMARY OF THE ACTIVITY

During an extended camp outing, the children will receive letters from their parents that they have written ahead of time and given to the Pack Leaders. During the camp, the children write letters to their parents to tell them what they are doing and to relate anecdotes. This fosters communication between parents and their children and stimulates the children's expressive capabilities.

OBJECTIVES OF THE ACTIVITY

1. To promote ongoing communication between parents and their children.
2. To foster the children's ability to express themselves and communicate in writing.
3. To develop the habit of observing, recording and appreciating the experiences the children have as part of the Pack.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I try not to hide the things I like and dislike and the things that I am afraid of and when I am feeling happy or sad.
2. I don't mind leaving my family when I go camping with the Pack.
3. I talk to and spend time with everyone.
4. I am affectionate with my parents and the rest of my family.
5. I am affectionate with my brothers and sisters, I do lots of things with them and I try not to fight with them.

Late childhood

1. I can talk to other people about the things that make me happy or sad.
2. I say what I think without offending or insulting my companions or making fun of them.
3. I tell my family about the things we do in the Pack.

PLACE

In camp.

DURATION

A portion of the time during the camp.

PARTICIPANTS

The Pack, working individually and in small groups.



Original idea: REME, team Costa Rica.
Drafting: Carolina Carrasco.
Editing: Loreto González.

MATERIALS

Paper and pencils for each child, coloured pencils, scissors and glue, envelopes, postage stamps, a large cloth or plastic bag and enough cardboard to construct a mailbox.

DESCRIPTION OF THE ACTIVITY

Before the camp

Well in advance, the Leaders will let the parents know when the camp will be held. At that time they will also invite the parents to take part in this activity. The Leaders will explain that they would like the parents to write a letter to their children in which they tell them how they feel about them and what their hopes for them are during the camp outing.

It is important for the Leaders to ask the parents not to talk about their involvement in this activity, since surprising the children with the letters is important for the activity's success. By the same token, the Leaders will not tell the parents how the activity finishes up, so that they, in turn, will be surprised when they receive letters from their children.

The parents must give the letters to the Leaders at least three days before the children are scheduled to leave. If letters cannot be obtained from the parents for whatever reason, the Leaders should get letters from another family member (e.g., brothers or sisters) or a mentor. If all else fails, the Leaders themselves can write letters to those children for whom letters could not be obtained from their families.

At camp

Very early in the morning on the second day of camp, the voice of the "mailperson" (a Leader dressed up as a postal worker, carrying a mailbag) will wake up the camp by announcing his or her arrival and will call the children together so that they can be given their letters. Before the children open their letters, the Leader will explain that a good way to communicate with people when they are far away is by letter. The Leader will remind the children that one of the good things about a letter is that you can read it again and again, and this way you can always feel close to the person who wrote it to you.

The Leaders will then suggest that the children choose a quiet spot to read their letters to themselves without being interrupted.

When all the children have read their letters, the Pack can meet to talk about the experience and to share their emotions and reactions to these unexpected letters (it may be the first time that many of the children have received a letter written especially to them).

At dusk

At dusk on the same day, after the children have taken part in other scheduled activities and have had time to gain some new experiences and gather some anecdotes, the Leaders will give them paper and pencils and will ask them to write a letter to their parents or other family members or to very close friends

to whom they want to describe their experiences at camp, just as their parents wrote to them about their feelings and their hopes for their children when they are far away from home.

Before they write their letters, the children will meet with a Leader in small groups to talk about the importance of staying in touch with loved ones, no matter how far away they are. They can also talk about what they would like to say in their letters and what experiences they would like to share with their parents.

The Leaders can encourage the children to include drawings, collages or objects they have gathered while at camp in their letters.

It goes without saying that the children should be reminded that what they say in their letters is private; the Leaders should not try to read them, much less revise or correct them.

After all the children have finished their letters, the Leaders can set up the mailbox they made beforehand. Each child can then deposit his or her letter in the box.

Once all the letters have been placed in the mailbox, the Leaders will be responsible for making sure that they reach their intended recipients. If the letters can be posted and the post office is not too far from the camp, the entire Pack can go to mail their letters.

Every effort should be made to see to it that the letters arrive before the children return home. If the postal service is too slow, a Leader can deliver the letters in person, if the camp is not too far away, or can ask for the help of a responsible person to deliver them. If the postal service is not fast enough, the Leaders may ask the children to keep the letters secret until their family members receive them.

At night-time

Like every other night while the children are at camp, the Pack will gather together to share the experiences they had that day. Naturally, they will talk about the activity. This will be an excellent opportunity for the Leaders to make an initial evaluation of what kind of impact it has had on everyone.

Back home

Once the children are back home and the letters have been delivered, the Pack can meet to talk about how their family members reacted to the letters. This will be a good time to evaluate how much the activity has affected the children's lives, based on the Leaders' observations and the children's comments.

SOME STAY, AND OTHERS GO



Growth area
AFFECTIVE
DEVELOPMENT

SUMMARY OF THE ACTIVITY

When there is a newcomer to the Pack, the children can organize a celebration to welcome him or her, and when a member of the Pack leaves, the children can organize a farewell party. They may also prepare albums that provide an overview of the life of the Pack as a welcome present to newcomers and an album of memories for those who leave.

PLACE

The Den or Pack meeting place.

DURATION

Two meetings.

PARTICIPANTS

The Pack, working individually, in small groups and all together.

OBJECTIVES OF THE ACTIVITY

1. To help integrate newcomers into the Pack.
2. To say goodbye to those who leave the Pack.
3. To develop expression and communication skills.
4. To help the children form friendships, regardless of how far away from each other they are or what other obstacles there may be.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I try not to hide the things I like and dislike and the things that I am afraid of and when I am feeling happy or sad.
2. I am kind to the other children in the Pack and I like them to be kind to me.
3. I like to make new friends.
4. I talk to and spend time with everyone.
5. I help new Cubs to feel happy in the Pack.

Late childhood

1. I can talk to other people about the things that make me happy or sad.
2. I like my special better friends all the time, but I still like my other companions.
3. I am always ready to help others.
4. I share with all my companions, no matter what their race, what jobs their parents do or how much money they have.



Original idea: William Ridge, REME, United States.
Drafting: Carolina Carrasco.
Editing: Loreto González.

MATERIALES

Paper, cardboard, scissors, coloured pencils, photos of the Pack during various activities, other things that can be used to make the gift and other articles depending on the nature of the ceremony to be held.

DESCRIPTION OF THE ACTIVITY

Some stay...

When the Leaders hear that the Pack will have a new member and they have told this news to the other children, they will invite the children to remember how they felt when they were joining the Pack and to share the fears or worries they had then and to tell the others what things helped them to feel that they were part of the Pack and what were the hardest things about joining the Pack.

In the course of this conversation, all the children will no doubt remember that it isn't easy "being the new kid". This will help the Leaders to show how important it is to give a warm welcome to the child who will be arriving in a few days' time, to be as supportive as possible and to help the newcomer to become integrated into the Pack.

The Leaders will therefore suggest that a little welcome party be organized for the new member of the Pack. This celebration may include songs that the children prepare especially for the occasion, the introduction of the Pack members, and some beverages and biscuits or cookies. The most special thing of all, however, will be the "Welcome Book" that all the children will make. This book could include, for example, the history of the Pack and the Section, important dates and ceremonies, "welcome to our Pack" messages, the Pack's song, the addresses of Pack members, a picture and explanation of the Pack's totem, and any other elements that the children feel are important.

If the newcomer to the Pack has also just moved to town, the Welcome Book may also contain helpful information such as a map that shows the best places to go for fun or to do sports, practical tips on how to get around town, etc.

The preparation of the book's different "chapters" can be divided up among the children in the way they see fit. Part of the meeting can be used by them to organize the work, decide on what they will put in the book, figure out what materials they will need and assign individual tasks.

The children will all put the book together at the next meeting. They will arrange the chapters and design a nice cover for it. They must also decide who will bring which beverages and snacks to the party.

On the day that the newcomer is to arrive, everything will be ready beforehand. During the party, the Leaders will introduce the new member of the Pack, some of his or her companions will present the gift that they have all made, and everyone will express their hopes that the newcomer will be happy in the Pack. They will also promise to help the new member in any way they can.

....and others go

It is never easy to say goodbye when a member of the Pack has to leave for whatever reason. It is a sad moment, but we can make use of the chance to thank that Cub for his or her friendship. A ceremony similar to the one described above can be organized when the Pack learns that a member is going to be leaving.

When the Pack learns that someone will be leaving, they can begin to organize a farewell party and to work on a "Pack Memories" book. This book may contain photos of camp outings and other Pack activities, the addresses and phone numbers of all the Cubs and Leaders, a personal message from each one, etc.

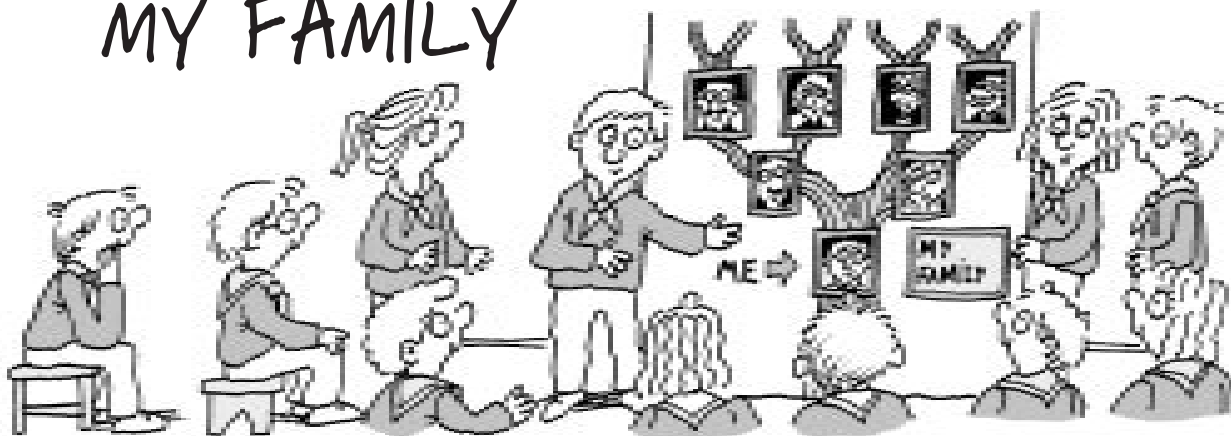
On the day that the Pack member is leaving, the Cubs will have gathered all the things needed for the party. The Leaders will remind them that it is a party and that, even though they are sad that one of them is leaving, they are also happy that their friend is embarking on a new stage in his or her life.

At a special moment during the party, a child who has been previously chosen by his or her companions will present the departing Cub with the gift that they have all made. This child will explain what the book contains and the message that everybody has tried to convey to the Cub who is leaving.

During the farewell and welcome parties, the Leaders should be watching and listening for the opinions and reactions of all the Pack members. This will enable them to evaluate what has occurred and to determine how this activity has influenced the personal growth of each child.

THIS IS MY FAMILY

Growth area
AFFECTIVE DEVELOPMENT



SUMMARY OF THE ACTIVITY

After preparing a family tree and a brief history of their families, each Cub will give a presentation on his or her family to the rest of the Pack. They will all put together a book telling the histories of all the Pack members' families.

PLACE

The Den.

DURATION

About two hours.

PARTICIPANTS

The Pack, working individually.

OBJECTIVES OF THE ACTIVITY

1. To prepare a family tree for each member of the Pack.
2. To give a presentation on the family of each Pack member.
3. To make up a book containing the family trees of all the Pack members.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I am affectionate with my parents and the rest of my family.
2. I am affectionate with my brothers and sisters, I do lots of things with them and I try not to fight with them.

Late childhood

1. I tell my family about the things we do in the Pack.
2. I spend time with my friends' families and I invite them to spend time with mine.



Original idea: Gustavo H. Anzil, REME Argentina.

Drafting and editing: Loreto González.

MATERIALS

Family photos brought in by each child, paper, scissors, coloured pencils, glue and two or three models of a family tree.

DESCRIPTION OF THE ACTIVITY

At the meeting preceding the activity

Before ending the meeting before the scheduled activity, a Leader will remind the children of what the activity involves and will ask them to find some photos of their family members during the week (at least one photo of each one) and to ask their parents' permission to use them. This is very important, since the photos will be cut and pasted up during the activity and therefore cannot be returned to the family album. If necessary, the children could try to copy the photographs they want to use, or at least make sure that the negatives are available so that other copies of those photos could be made later on.

The day of the activity

The time has come to take part in this activity. The Pack gets together to listen to the instructions and to clear up any doubts that remain.

Each child will draw up a family tree. To help them with this part of the activity, the Leaders may provide three or four models for family trees that the Cubs can use as a basis for their own.

Like all family trees, those that the children prepare should provide room for all their brothers and sisters, their parents, grandparents and, if possible, their great grandparents. If they cannot find photos, they can draw pictures of their family members or simply write out their names.

Once the children have their family trees ready, they will write out a story about their families in which they will focus on what they think is most important or most interesting. An ancestor who came from a far-away land, a relative who does a dangerous or very out-of-the-way job, a family event that either the child or his or her parents experienced, etc.

When the family trees are finished, the Pack will meet again and each child will have a chance to tell the others about his or her family. There are various ways of doing this, and the specific form of presentation to be chosen will depend on how many children there are and how much time can be set aside for this part of the activity.

Afterwards, all the children's sheets will be put together into a book. A system of turns will be set up so that all the children can take the "Pack's family trees" book home and show the result of this activity to their families. After the book has made the rounds, it will be kept in the Pack's Den and will be one of the Pack's belongings.

Each time a new Cub enters the Pack, it may be a nice idea to have the newcomer prepare his or her family tree, share it with the rest of the Pack and then add it to the Pack's book.

At the end of this activity, once the book has been taken home by each Cub, the Pack can meet to share their experience and assess the job they did.

LETTERS FROM ONE FRIEND TO ANOTHER

Growth area
AFFECTIVE
DEVELOPMENT



SUMMARY OF THE ACTIVITY

As a way of helping the Pack members to become more integrated and to know each other better, the Cubs who have been in the Pack the longest can write a welcome letter and send it to Cubs who have joined the Pack more recently.

PLACE

The Den.

DURATION

Portions of time spread out over two or three weeks.

PARTICIPANTS

The Pack, working individually or in sixes.

OBJECTIVES OF THE ACTIVITY

1. To welcome new Cubs to the Pack.
2. To help integrate newcomers to the Pack.
3. To develop communication skills.
4. To foster friendship and companionship among the children in the Pack.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I am kind to the other children in the Pack and I like them to be kind to me.
2. I like to make new friends
3. I talk to and spend time with everyone.
4. I help new Cubs to feel happy in the Pack.

Late childhood

1. I like my special better friends all the time, but I still like my other companions.
2. I am always ready to help others.
3. I share with all my companions, no matter what their race, what jobs their parents do or how much money they have.



Original idea: Susana A. de Muñoz, REME Argentina.
Drafting and editing: Loreto González.

MATERIALS

Paper, pencils, envelopes, postage stamps and the addresses of Pack members.

DESCRIPTION OF THE ACTIVITY

Given the nature of this activity and the importance of the “surprise factor,” it needs to be begun without the entire Pack knowing that it is going to take place. Consequently, it is not an activity that should be chosen by the Pack. If the Leaders decide they want to conduct it, they can talk about it beforehand with the “old-timers” in the Pack.

It is best to hold this activity at the start of the year if that is when most new Cubs will be joining the Pack.

The first thing needed for this activity is the addresses of all the children who have recently joined the Pack. Once this information has been obtained, the team of Leaders will meet with the Cubs who have been in the Pack the longest to talk about the idea and to decide which new Cub each “old-timer” is going to write to. Since there will probably not be the same number of old-timers as new Cubs, several members of the same six can either write individual letters to one new Cub or can all work together to write one letter to that Cub. Once these arrangements have been made, the Leaders can provide the necessary paper, envelopes and postage stamps.


During the week, the children can write and send their letters to the new Cubs. It is to be expected that some of the more enthusiastic children will write long letters relating all the things they think it is important for the new Cub to know, while others will think it is enough to send a nice welcoming message. It is important for each correspondent to decide what he or she puts into the letter. The Leaders may suggest some ideas, but they should by no means tell the children what to write or go over what they have written.

About two weeks after the letters have been sent, or however long it takes for the letters to reach their intended recipients, the Pack will meet to talk about the experience. The opinions that the Cubs express during this meeting will allow the Leaders to assess what kind of effect this activity has had on them. It is important to find out how the old-timers felt while they were writing the letters, how the new Cubs felt when they received them and how this has influenced the atmosphere within the Pack.

If the activity is a success, the Pack can make it part of their routine and can surprise each newcomer with a letter sent to his or her home.



IDEAS OTHER IDEAS



TOYS FOR EVERYBODY!

Original idea: Collected by the REME team of Brazil during the National Pack Leaders' Indaba.

The Cubs can launch a toy collection drive in their own homes. With the help of their parents, other family members and other adults, they can repair any of the toys that are not in good working order. As a finishing touch, they can organize games for disadvantaged children.

Planning well in advance, the Pack organizes a toy collection drive in their own homes. Once they have collected enough toys, they can invite their parents, grandparents, other relatives, Section Leaders, etc. to share a special afternoon with them. During that afternoon, they will repair, paint and clean the toys they have gathered. When the toys are ready, the Pack will organize an afternoon of games for disadvantaged children. At the end of that afternoon, they can give the children the toys that they have refurbished.

For the first stage of this activity, the Leaders should get in touch with the Cubs' parents and other relatives in order to ask them to help fix up the toys that are collected. When they set the date for the special afternoon for disadvantaged children, they should then contact a community organization that is willing to work with them.

This activity will take at least a month to prepare and, like any long-term activity, it can complement other Pack activities.

In addition to repairing the toys they have collected, the children could also make toys out of discarded materials they have gathered. Other Units in the Scout Group, such as Venturers and Rovers, can cooperate in this activity and get a great deal out of it.

If the Pack decides to give the disadvantaged children toys that they have made, they may wish to schedule the activity shortly before Christmas.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I talk to and spend time with everyone.
2. I am affectionate with my parents and the rest of my family.

Late childhood

1. I am always ready to help others.
2. I tell my family about the things we do in the Pack.

WHAT DO MEN DO AND WHAT DO WOMEN DO?

Original idea: REME Coordination Headquarters, based on the activity “Mujeres y hombres: roles sociales”. *Conversemos de Sexualidad. Programa para padres, profesores y estudiantes.* J. Morin, J. Marfán and B. Icaza. CIDE publishers. Chile. 1995

Choosing different statements at random, the children will write up sentences about activities that can be performed by men or women. They will then talk about what feelings they have when they hear these sentences.

In order to conduct this activity, the Leaders should gather the following materials:

- Cards made of thick paper or paperboard. All the cards should be the same colour and should measure at least 30 x 15 centimetres (they need to be large enough so that the children can read what is written on them from a reasonable distance). The following headings should be written on the cards:

only men can	men are better at
only women can	men could never
women are better at	women could never

Four cards bearing each of these headings should be made, for a total of 24 cards.

- Cards made of thick paper or paperboard. All of these cards should be the same colour, but they need to be a different colour than the cards discussed above. They should measure at least 50 x 15 centimetres (they need to be large enough so that the children can read what is written on them from a reasonable distance). The following actions should be written on the cards:

wash dishes	play soccer	bathe a baby
be an airplane pilot	be President	be Police Chief
clean the house	drive a taxi	cook well
sew on buttons	knit and embroider	defend your country
be afraid	tell a person you love them	take care of someone who is sick
dance ballet	fix a car	manage money
decorate a house	manage a factory	bring up children
plays drums	show affection	invent machines

One card bearing each of these actions should be made.

In view of the children’s ages, it is better to write these actions out in print

- Two boxes: the cards with the headings should be placed in one and the cards with the actions written on them should be placed in the other.

When the activity is going to be held, the Pack should gather in front of a bulletin or notice board and the two boxes should be placed on the floor. One child comes up to the board, draws a card out of each box (one action and one heading) without looking at them, and puts both cards up on the board and reads out the sentence formed by the words on the two cards. The child who has read out the sentence then says what he or she thinks about what it says. The Leader then invites the other children to do the same.

The children will, of course, respond on the basis of the stereotypes that are prevalent in their culture. The Leaders guiding this activity should be very alert during this conversation. They should allow the children to express their opinions and should guide the discussion so

that the children will think about how they react to these stereotypes and why they do or do not question them.

Once the first sentence formed in this way has been discussed, another child should follow the same procedure, the resulting sentence should be talked about, and so forth.

This activity outline deals with 24 situations because it is designed for 24 participants. If the Pack has more members, the Leaders should think of more actions to add to those listed above as well as more headings, so that sentences will not have to be taken apart to form new ones during the activity itself. When the Leaders think up new actions, they should try to avoid overly obvious situations and, as far as possible, use actions that are a part of the community’s daily affairs.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I accept what my friends think, even if I think something different.
2. I talk to and spend time with everyone.
3. I know the differences between men and women and I don’t make fun of them.

Late childhood

1. I say what I think without offending or insulting my companions or making fun of them.
2. I share with all my companions, no matter what their race, what jobs their parents do or how much money they have.
3. Among my friends, I treat boys and girls the same and I am fair to both.

GUESS WHO'S COMING TO PLAY WITH US!

Original idea: Patricia Castro Abarca, REME Costa Rica; Vania D'Angelo and UEB-Paraná, REME Brazil.

A nice way of sharing with children who are not members of the Pack is to invite them to come and participate in a day of activities with the Cubs. Each Cub in the Pack can invite one friend, neighbour or someone who has recently moved into the neighbourhood. The programme of activities for this special day can be decided upon by all the members, and, in line with their particular abilities and skills, the sixes can take charge of some of the preparations for this activity. At least two weeks before the scheduled day, each child should decide who she or he is going to invite and should make up an invitation. During the week, each child should deliver his or her invitation and should then be responsible for following up and making sure that the person he or she invited can come. The

Leaders may assist the children in this part of the activity if they need help and should be watching to see how much progress is made by the Cubs in carrying it out. During this same period, the Pack will be organizing the activities for that day. It is quite likely that, after the activity is over, some of the guests will show interest in joining the Pack.

As an alternative to organizing activities that can be held in the den, the Pack may decide to organize a day field trip. If they choose this option, the Leaders should visit the children's homes and talk to their parents about exactly what is to take place. Since a field trip will be a new experience for many of these children, it is very important for the Leaders to find other adults who will go along with them and help out during the trip.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I like to make new friends.
2. I talk to and spend time with everyone.
3. I help new Cubs to feel happy in the Pack.
4. I play and join in activities with boys and girls just the same.

Late childhood

1. I like my special better friends all the time, but I still like my other companions.
2. I share with all my companions, no matter what their race, what jobs their parents do or how much money they have.
3. Among my friends, I treat boys and girls the same and I am fair to both.

WOULD YOU LIKE TO KNOW WHAT WE DO IN THE PACK?

Original idea: REME team, Costa Rica.

When the children are just back from an outing, when they have just completed an activity that has had a strong impact on them or when they are nearing the end of a programme cycle, they can each prepare a story, a drawing, a collage, a letter, etc., as a way of telling their families what they have done in the Pack, what they liked the most, what had the strongest effect on them, etc.

Once these narratives have been prepared, each child can meet with another member of the six and the two can share their work with each other. They will then do the same with their six, and then with the entire Pack.

When all the children have shared their narratives (drawings, etc.), each child should decide how she or he wants to present it to parents and other family members. Each child should make his or her own decision, but the Leaders may help by suggesting some ideas (e.g., by mail, wrapped up in special paper like a gift, hidden under the pillow, delivered in person, etc.).

After all the children have delivered their messages to their parents, the Leader in charge of monitoring the progress of each Cub will arrange some way of finding out how this activity has influenced the child's parents and other family members. The Leader may choose to visit them at home, or to talk with them during one of the meetings that the Leaders hold for parents, etc.

THIS ACTIVITY HELPS ACHIEVE THE FOLLOWING EDUCATIONAL OBJECTIVES

Mid-childhood

1. I try not to hide the things I like and dislike and the things that I am afraid of and when I am feeling happy or sad.
2. I am affectionate with my parents and the rest of my family.
3. I am affectionate with my brothers and sisters, I do lots of things with them and I try not to fight with them.

Late childhood

1. I can talk to other people about the things that make me happy or sad.
2. I tell my family about the things we do in the Pack.

