

## Cub Scout Section

	Milestone 1	Milestone 2	Milestone 3
Participate	Attendance and involvement in the activities of the Unit	Attendance and involvement in the activities of the Unit	Attendance and involvement in the activities of the Unit
Assist	Assist in planning, doing and reviewing a game	Assist in planning, doing and reviewing a small activity	Assist in planning, doing and reviewing a larger activity
Lead	Lead a game, and take a leading role during either planning or reviewing it	Lead an activity or larger game, and take a leading role during both planning and reviewing	Lead the planning, doing and reviewing for a section activity

Note that all of these can be completed with adult assistance, as required by the individual Cub Scout

*Below are some story examples of how an individual Cub Scout could fulfil these requirements. These stories are also presented in a table format showing Plan > Do > Review > on the following page.*

### Milestone 1 - Samuel

Samuel transitioned to being a Cub Scout recently and is very excited to help out with some activities in this coming Program cycle. For his **Milestone 1 assist** he will be helping a Patrol Leader named Abbie run a game called “Poison” where the Cub Scouts all link arms and move around a traffic cone that has a tennis ball balanced on top, trying to avoid knocking the ball off themselves whilst pushing their fellow Cub Scouts into the cone, without letting go of each other’s hands. Samuel knows that sometimes the game can be a bit challenging to determine who is ‘out’ and who is remaining, so after talking to Abbie, they establish that his assist can be as the judge of who is out or not, and also to quickly replace the ball on the traffic cone when it gets knocked off. After the game has finished a few tries, and all the Cub Scouts are worn out, Samuel helps Abbie facilitate a review so that they can improve the activity for next time.

Samuel has developed his leadership abilities more, and is ready to do his **Milestone 1 lead**, for which he plans to organise a short bushwalk and animal spotting adventure outside his local Scout Hall. Samuel has a talk with his Leaders and has decided that the Cub Scouts should walk along the local heritage trail, using torches to spot possums, owls, bats, bandicoots, and other animals in the bush on either side of the trail. Samuel knows that his leading role will involve instructing the other Cub Scouts with what they need to bring, and making sure that everyone sticks together during the walk, without making much noise so that the animals are not scared away. During the activity, Samuel will also have to make sure none of the Cub Scouts are scared of the dark, and have enough water and snacks to sustain them, alerting a Leader to any problems if they arise. After the activity, Samuel will talk with the Cub Scouts and facilitate a review of the night time walk and animal spotting that they did.

### Milestone 2 - Jacinta

Jacinta is a Cub Scout that is about halfway through her time as a Cub Scout. She is 9 years old and is still quite shy, especially if all the Cub Scouts are looking at her at once, or when she has to talk on her own. For her **Milestone 2 assist**, she would like to help a Scout called Henrietta run a multi-Section mousetrap car competition. Jacinta talks with Henrietta and one of their Leaders to work out the best way for her to assist in the activity without being overwhelmed, and what sort of equipment they should tell the Cub Scouts & Scouts to bring along on the night. They decide that the competition will probably run smoothest if all the youth members can bring along their own mousetraps from home, as well as any other body, axle and wheel components that might be able to be used by anyone. Jacinta’s role will be about handing out pieces of paper to the parents and Cub Scouts at the end of the Cub Scout night beforehand with some basic information on it regarding what is happening, what a mousetrap car is, and what the youth members should bring along. She also hands out these pieces of paper at the Scout night before the multi-Section night happens. During the night, Henrietta is leading the activity, and Jacinta is assisting. She has brought along some spare mousetraps, wheels, and skewers that could act as either axles or as mousetrap lever arm extenders. The activity goes well, and a joint team of 2 Cub Scouts and 1 Scout end up winning the competition as their mousetrap car is able to travel the furthest. It was very lightweight and had very ‘grippy’ wheels. After the activity, Jacinta assists Henrietta with facilitating a review. They split all the Cub Scouts and Scouts back into their teams, and they have a small reflection as teams, and then come back together to share what they might change about their car next time. Jacinta is quite proud of her efforts, especially how she managed to overcome her shyness during the activity.

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► Jacinta was quite inspired by the mousetrap car competition, especially because of how Scouts and Cub Scouts all worked together in teams, and were engaged in a STEM based activity that could form the basis for a Special Interest Area project. Jacinta wants to continue along with the STEM theme for her **Milestone 2 lead**, and has the idea to run an activity where the Cub Scouts design and test the best way to create a fire as if they were needing one to cook with. She talks with her Leader, and has another Cub Scout, Alex, to assist her. Jacinta splits the Cub Scouts up into their Patrols, and gives each of them an objective, such as build a trench cooking fire, build a fire underneath a metal grill, build a Swedish torch fire, or create a bellows system for very hot crisping of meat. Prior to the night, Jacinta gets Alex to assist her with the collection of fire wood from fallen dead trees nearby her house that they will bring to the Scout hall on the night. During the night, Jacinta leads the activity, and roves throughout the teams' fires making sure everyone has enough wood and kindling, and that everyone is being safe and having fun. There was only one small burnt finger as a minor first aid incident, and Jacinta made sure that a Leader was able to treat the finger and that the Cub was OK afterwards and got straight back into the action. After the activity, Jacinta got Alex to assist her with the announcement of the scientific results that they found after comparing the different methods of fire construction. This morphed into a review process naturally, and so Jacinta steered the Cub Scouts through the discussion about the activity and how they might change it for the future to learn more about different kinds of wood next time and burning properties of kindling.

### Milestone 3 - William

William is a Cub Scout that is getting close to joining the Scout Section. He has finished Milestones 1 and 2, and is ready to work on Milestone 3. He was thinking of helping out with an environmental conservation themed play that his friend Thomas is orchestrating, as his **Milestone 3 assist**. William has had a little bit of experience in the performing arts and it was his favourite class last term at his Primary School. William talks to Thomas and a Leader about what sort of play they think it should be, and end up all deciding that the play should go for about 15 minutes and, with a short intermission in the middle where they can serve refreshments to the audience. Thomas and William want the tickets to the play to raise money for other Cub Scouts to go to Cubboree later in the year. William assists Thomas with the rehearsals of the Cub Scouts, and the coaching so that everyone knows their lines and places. In the lead up to the night, William hands out the tickets to be sold by the Cub Scouts. On the night of the big performance, William directs people to their seats, announces the start of the performance, and during the intermission he helps the cast members sell refreshments to the audience. After the big performance, William assists Thomas with facilitating an open discussion and review of how all the Cub Scouts think it went.

William wants to lead a bike ride as his **Milestone 3 lead** component of the Achievement Pathways. He has been going on many mountain bike rides as part of the Outdoor Adventure Skills, and with his family. William wants the bike ride to finish at a campsite, where the Cub Scouts will stay overnight.

The first thing that William does is to find a campsite, with the help of a Leader. Then, William uses Google Maps and Open Street Map to find different bike paths and organises a route that would be appropriate for the Cub Scouts to take. Then, a Leader helps him complete a risk assessment for the bike ride as well as the overnight camp activity. For the bike ride, William lets all the Cub Scouts know what sort of bike & bike riding equipment they will need to bring, as well as how much water they should bring, and what should go in their daypack. For the overnight camping aspect, a Leader will support William in making sure that everyone knows what they should put in the support vehicle that will meet them at the campsite.

During the bike ride, William rides at the front making sure none of the other Cub Scouts go in front of him, while a Leader rides at the back making sure no one is left behind. William makes sure that the Cub Scouts at the front stop regularly so that everyone gets time to rest and drink some water. Once they reach their destination, William helps the other Cub Scouts set up camp and do their nightly activities, organised by the Patrol Leaders and Unit Leaders.

The next day, William talks with all the other Cub Scouts about what people enjoyed the most, what could be improved for next time, and what some of the unexpectedly fun parts were, in an open discussion style review.

Below are the examples stepped out and summarized into how the Cub Scout was involved in the Plan > Do > Review > steps of the activity or game they assisted or led.

Milestone	Scenario	Plan	Do	Review
M 1 – assist	Poison Game	Assisting with the planning and set up of the game/activity	Supports the successful running of the game and interactions of the Cub Scouts	Assisting another Cub Scout with facilitating the review of the activity for all the Cub Scouts
M 1 – lead	Bushwalk and Animal Spotting	Leading the organisation, preparation and undertaking of the activity	Leads the successful running of the activity for all the Cub Scouts over the whole activity time frame.	Leads the whole group of Cub Scouts with the review of the activity.
M 2 – assist	Mousetrap car competition	Assisting with the planning and set up of the game/activity	Supports the successful running of the game and interactions of the Cub Scouts	Assisting another Cub Scout with facilitating the review of the activity for all the Cub Scouts
M 2 – lead	Campfire experiment Leading the organisation, preparation and undertaking of the activity Leads the successful running of the activity for all the Cub Scouts over the whole activity time frame.			Leads the whole group of Cub Scouts with the review of the activity.
M 3 – assist	Environment Theatre Performance	Assisting with the planning and set up of the game/activity	Supports the successful running of the game and interactions of the Cub Scouts	Assisting another Cub Scout with facilitating the review of the activity for all the Cub Scouts
M 3 – lead	Bike Ride & Overnight camp	Leading the organisation, preparation and undertaking of the activity	Leads the successful running of the activity for all the Cub Scouts over the whole activity time frame.	Leads the whole group of Cub Scouts with the review of the activity.

Note that all of these can be completed with adult assistance, as required by the individual Cub Scout

These examples show a variety of different options for what Plan > Do > Review > and what assisting and leading could look like. Planning and reviewing can be different for different activities, or to provide variety and see new or different ways of doing things. Assisting and leading should be tailored to the individual Cub Scout; what one is ready for at a milestone may not be what another Cub Scout is ready for