



Bear

Requirements:

1. Complete each of the six required adventures:
 - Baloo the Builder
 - Bear Claws
 - Bear Necessities
 - Fellowship and Duty to God
 - Fur, Feathers, and Ferns
 - Paws for Action (Duty to Country)
2. In addition to the six required adventures, complete at least one elective adventure of your den's or family's choosing.
 - a. Bear elective adventure
3. With your parent, guardian, or other caring adult, complete the exercises in the pamphlet entitled How to Protect Your Children From Child Abuse: A Parent's Guide
4. Earn the Cyber Chip award for your age-<https://cubscoutideas.com/2854/bsas-cyber-chip-kids-internet-safety/>. (The Cyber Chip portion of this requirement may be waived by your parent or guardian if you do not have access to the internet.) OR Earn the Protect Yourself Rules Preview Adventure for Bear.
 - a. Cyber Chip Award
 - b. Protect Yourself Rules Preview Adventure for Bear

September, Week 1

Cyber Chip/Protect Yourself Rules

Note: For Cub Scout ranks; Tiger, Wolf, Bear, Webelos, and Arrow of Light the Cyber Chip requirement may be replaced with earning the Protect Yourself Rules Adventure.

Read, commit to, and sign the Level I Internet Safety Pledge. (BSA Cyber Chip blue card)
Watch the video "The Password Rap" and another video of your choosing. (NetSmartz.org)

Note: All Cyber Chips will expire annually. Each Scout will need to go to Netsmartz and complete 2 new resources to recommit to net safety and netiquette. Then, with the unit leader, the Scout can add the new date to the Cyber Chip card.



Protect Yourself (Bear)

1. Watch the "Protect Yourself" video lessons for this adventure.
2. Explain the difference between a safe touch and an unsafe touch.
3. Identify five trusted adults and share this list with your parent or legal guardian.
4. Describe "personal space," and complete the Personal Space Bubble.
5. Come up with three different ways to say no to someone who touches you on a private body part.

Resources

[Bear Den Meeting Plans](https://i9peu1ikn3a16vg4e45rqi17-wpengine.netdna-ssl.com/wp-content/uploads/2019/05/100-111119-DenMeetingPlan_BEAR_FPO.pdf) – https://i9peu1ikn3a16vg4e45rqi17-wpengine.netdna-ssl.com/wp-content/uploads/2019/05/100-111119-DenMeetingPlan_BEAR_FPO.pdf

[Download the Video](https://vimeo.com/325064786) – <https://vimeo.com/325064786>



Fur, Feathers, and Ferns

Complete Requirement 1 and three others.

1. While hiking or walking for one mile, identify six signs that any mammals, birds, insects, reptiles, or plants are living near the place where you choose to hike or walk.
2. Visit one of the following: zoo, wildlife refuge, nature center, aviary, game preserve, local conservation area, wildlife rescue group, or fish hatchery. Describe what you learned during your visit.
3. Name one animal that has become extinct in the last 100 years and one animal that is currently endangered. Explain what caused their declines.
4. Observe wildlife from a distance. Describe what you saw.
5. Use a magnifying glass to examine plants more closely. Describe what you saw through the magnifying glass that you could not see without it.
6. Learn about composting and how vegetable waste can be turned into fertilizer for plants.
7. Plant a vegetable or herb garden.

September, Week 2

◆ Activity: Neighborhood Hike (Requirement 1)

- With a parent or buddy family, go on a 1-mile hike through your neighborhood, a park, or another suitable location. While hiking, focus on observing and identifying six signs of birds, animals, insects, reptiles, and plants.

September, Week 3

◆ Activity: Observe and Examine (Requirements 4 & 5)

- Head outside. Be on the lookout for animals such as squirrels or birds that can be observed in most settings. Encourage each Cub Scout to observe what the animal is doing and to share the binoculars for a better view. Challenge them to explain how watching animals from a distance might be preferable to getting closer. Possible responses: the animals are less likely to flee; you see them engaged in natural behavior.
- Examine interesting objects with a magnifying glass. Remind Bears to beware of inadvertently burning insects with a magnifying glass. Ask Bears to describe what they can see with the lens that would not otherwise be visible. Possible responses: small hairs on plants such as mints; distribution of color/pigments; bark texture; details in leaves such as pores, other small openings, or veins.

September, Week 4

◆ Activity: Composting in a Cup (Requirement 6)

This is a good experiment to help Bears understand how compost is created. They will make compost on a very small and manageable scale by using cups and precollected organic items such as leaves, grass clippings, etc

Supporting Information and materials

Materials: • 16-ounce cup with holes in the bottom • Pair of gloves • Large bowl • Organic compostable items (leaves, grass clippings, vegetable scraps, fruit scraps, coffee grounds, etc.) • $\frac{1}{4}$ cup soil or dirt • 1–2 teaspoons of water • Piece of plastic wrap • Rubber band • Large plastic spoon

Instructions: Before beginning this activity, you will need to collect the organic items to compost. There are many different materials you can use. As a general rule, anything that comes from a plant or tree is good to include. Some things you DO NOT want are meats, dairy products, and seafood—those can attract pests, and nobody likes the smell of month-old salmon! Once your items are together, place them in the large bowl, add the 1–2 teaspoons of water and the $\frac{1}{4}$ cup of soil, and mix. Next, wearing the gloves and using the plastic spoon, place two scoops from the bowl into the 16-ounce cup. Now lay the piece of plastic wrap over the top of the cup and fasten it to the rim with the rubber band. Make sure the wrap is tight and the rubber band is secure. Compost piles need sun, shade, water, and movement. So put your cup in a window that gets a good amount of sunlight or outside in an area that is exposed to the sun during the day. Every so often, add 1 teaspoon of water to your cup and give the contents a little shake. The water and movement helps with the composting process. The sun warms the cup of organic material, which promotes increased microbial activity. (This is just a fancy way to say that the bacteria and fungi LOVE to live in a warm environment!) The shade keeps the compost from becoming too warm, which could lead to a loss of essential moisture. Your compost cup is now complete, and the composting process is underway. It's time to let nature do its thing! You can also experiment using composting containers of different shapes, sizes, and colors. For example, a black or dark-colored container will absorb more heat from the sun than one that is clear or light-colored. The Science Behind It Compost forms naturally nearly everywhere! Leaves drop from trees. Grass clippings are left after you mow the lawn. Plants and animals die. Over time, these organic materials break down or decompose. The rich, dark brown, crumbly, soil-like material that results is called compost. Tiny living things do much of the work of breaking down organic materials to make compost. These little workers are called microorganisms and include such things as bacteria and fungi. Worms, pill bugs, and other creatures living in the soil help the microorganisms transform the materials into compost. The organic materials provide many of the nutrients that plants need for growth and activity. Eventually, these nutrients are returned to the soil, to be used again by trees, grass, and other plants. This is nature's way of composting and recycling! The compost that you make at your home or school can be used as mulch or mixed into the soil. Compost is one of nature's best mulches and soil amendments. It helps you to save money by reducing your fertilizer, landscaping, and water bills, and by cutting down on trash pickups or disposal.

Resources:

[Playlist of zoo virtual tours](https://i9peu1ikn3a16vg4e45rqi17-wpengine.netdna-ssl.com/wp-content/uploads/2018/08/Bear-002-300x300.jpg) – <https://i9peu1ikn3a16vg4e45rqi17-wpengine.netdna-ssl.com/wp-content/uploads/2018/08/Bear-002-300x300.jpg>

[List of recently extinct mammals](#) –

https://en.wikipedia.org/wiki/List_of_recently_extinct_mammals

[Endangered Animals](#) – <https://www.worldwildlife.org/species/directory?page=2>

[Composting for Kids Playlist](#) –

<https://www.youtube.com/playlist?list=PLaSegn4AdJAwSecBReHgCyM4ckX8p44NP>