

A man in a jungle setting, wearing a headband with white feathers and body paint, holding a spear. The background is a lush green forest.

Warrior Skills

Background

As the group of intrepid Cub Scout explorers trek through the jungle they come upon a tribal village.

The tribe has been isolated from the outside world for some time and still maintain their tribal culture. Young people have to go through a series of tests to see if they have the required skills to be a jungle warrior and hunter. Dancing and celebration is a key feature of their culture as is hunting and been able to survive in the jungle environment.

Nature is all around them and the tribe are 'with one' with this space. They know and understand life in the jungle from the small ants to the dark and dangerous puma that lives within the forest. They hunt to survive and provide food for their families - they do not hunt for sport.

There senses are well tuned to the jungle around them, they are observant with a keen eye to detail and the slightest movement, they have razor sharp hearing and can hear the smallest animals crawling in the undergrowth. Their sense of smell is also well tuned and they can smell any slight change in the jungle from the faint smell of smoke on the wind to the individual smell of animals and humans.

The village welcomes the newcomer and the children play with the Cub Scouts. Friendships are made and over the coming days the Cub Scouts are invited to take part in the Warrior Skills and Warrior Quest event of the tribe. This is a rite of passage event - held yearly by the tribe- when young people can seek to become a warrior. If they pass all of the tests and feats they will have demonstrated that they are no longer children but can now survive in the jungle - they will be warriors.



Base Suggestions

Observation 1

Place 40 objects on the ground and cover the objects with a cloth. Each Six are shown the cloth and the exercise is explained. The cloth is removed and the Six are given 30 seconds to observe the objects. The objects are covered again and the Six must list all of the objects they have seen.

Observation 2

Place a collection of different coloured stones on the ground. The stones are covered by a cloth. The task is explained to the Six. They will have 20 seconds to observe the objects then they will be covered again. The Six are then asked a series of questions about the stones - how many smooth stones, how many black stones etc.

Observation 3

The exercise is a spot the difference exercise. The Six are shown a series of pictures and they must spot the differences between them.

Observation 4

This exercise relates to camouflage and stalking. A mixed area is required with some cover, long grass and open area. A target is created in the middle of the play area. This is manned by an observer. The object of the exercise is for the Six to camouflage themselves with natural materials and starting from various positions creep up or get as near as they can to the observer position. The observer needs to move around to give the Six some chance of sneaking up on the target. Every time a Cub Scout is seen they should gain a 'negative point' the Six try and get as low a point score as possible

Colour Palette

Each Cub Scout is provided with a sticky label - name tag. The object of each Six is to collect as many colours as they can from the surrounding area. Each Cub Scout can only collect a small speck of the colour and stick it on their palette. A petal from a flower, a piece of grass etc. The object here is to collect colours and not pick every flower they can see.



Touch

A collection is made of about 20 objects. The objects need to be recognisable to touch - for example a pin or a piece of sandpaper. It can also include items such as a spoon or a matchstick. So, a wide selection of objects.

The six line up with their hands behind their backs - starting at one side the base leader passes the first object to the first Cub Scout in the line and it is passed in turn to each member of the Six. This is done in silence and while looking forward. When the object reaches the end of the line the base leader takes the object back.

The six must now list the objects they have felt passing through their hands. The Six should also be asked to say what was the fifth item and perhaps the tenth item. This exercise is harder than you think so it might need two turns for the Six.

Touch 2

Place a number of objects in a cloth bag that is tied closed. The objects can be big and small. The bag is passed around each member of the Six and they should try and identify each object they can feel.

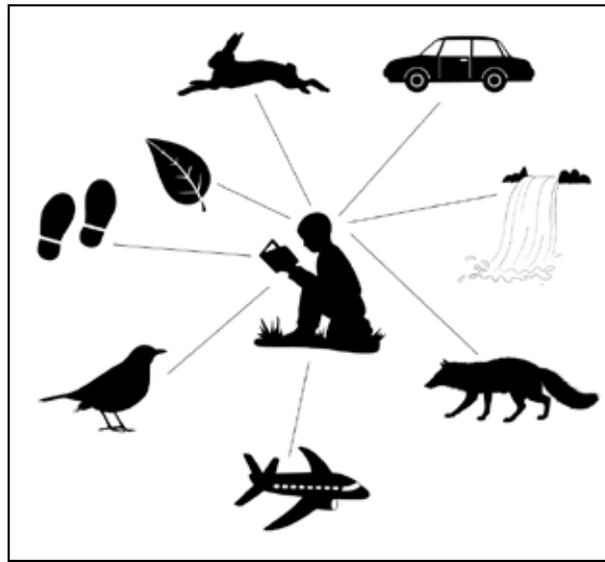
Braille Dominoes

A selection of dominoes are arranged on a board/table in a grid fashion. Another board/table is available nearby. The Cub Scouts are taken to the dominoes blindfolded and they must touch gently - they cannot hold - like reading braille the dominoes. They then must go to the other table/board and recreate the dominoes in the same configuration. Cub Scouts can return to the arranged dominoes to confirm the arrangement - within the time allowed.

Sound Map

This exercise is best set up in a wide area with undergrowth. Each member of the Six is provided with a pen and a postcard. In the middle they place an X. The Cub Scouts are then brought in turn to a place in the play area where they must sit in silence for 5 minutes until they hear the whistle. During that time they must create a sound map by charting the position of each sound they hear. X is there position. So if they hear a bird whistle in the tree they should make a mark

on the postcard relative to their position. So X is the center of a clock-face so to speak. By combining all of the postcards after the exercise it should be possible to show all the sounds in the play area.



Sounds

A series of sounds should be recorded on a mobile phone or recording device. approx. 20 sounds. The Six must listen to the sound and state what they think they are - include a lot of common sounds but add in a few that require some hard thinking. You should also include some nature sounds in the collection of sounds.

Time bomb

You will need an alarm clock for this exercise - an old one that has a high ticking sound and a good alarm. The alarm is hidden in the play space and the alarm is set to go off in approx. 5 minutes. The Six are blindfolded so that they can not discover the alarm by sight but must use their hearing to detect it. The Six should be shown the play space - small open area with one of two obstacles before they are blindfolded, to give them an idea of the space. The clock is then set and the Six are set free to find it before it goes off.

Smell box

A collection of small boxes of 'smelly things' is created. Approx. 12 smells - orange peel, spices, burnt item, old sock etc. The Six are blindfolded and presented the smells that they must identify.

Smell trail

In this exercise the smelly object is placed in a small plastic box and buried slightly in the ground so that the Cub Scout has to smell it through a small hole drilled in the lid or by lifting the lid slightly. The Cub Scouts are brought around the trail via a string trail. They must note the smells in turn and recall them/list them on completing the exercise.

Taste Box

This exercise is similar to the smell box above but related to taste. A collection of foods is created and the Cub Scouts blindfolded must identify them.



Estimation 1

This exercise is related to the passing of time - how long is a minute, how long is 90 seconds, 2 minutes etc.

The six or the individual Cub Scouts are asked to state when a certain time has passed.

Estimation 2

This exercise is related to the weight of objects. A number of weights are presented a half kilo, a kilo, a 100 grams, 5 grams etc. If possible use real object rather than parts of a kitchen weighing scale. So a rock weighing half a kilo, or a stick weighing 100 grams. The Cub Scouts can use these weights for reference while determining the weight of other objects. For example a Cub Scout can lift the kilo weighing stone - get a 'feel' of its weight then use this 'feel' to determine the weight of another object of unknown weight.

Estimation 3

This exercise is related to distance - how far is something away from you and how long will it take to reach you or for the Cub Scout to travel to. In essence this is an experimental exercise - the Cub Scouts need to determine the things that they can see at various distances - the whites of someones eyes is 10 meters - the Cubs also need to determine what is a meter in terms of pace. How long does it take them to run 50 meters might be another experiment. How far can they throw a stone might be another. They should also experiment and know all of their body measurements - height, length of arm or span of fingers.

Tangram puzzle

This is a spacial awareness puzzle. the Six are give the tangram puzzle piece - seven pieces and also a series of shapes they must create using the all of the pieces provided.

Balance

This exercise is related to balance. The Six are presented with a number of balance exercises - stand on a long on one leg for 30 seconds, walk the side of a plank, hop on the spot for 1 minute, walk a plank blindfolded, or balance a short plank on a log or ball.

