Assembled Den Meeting Plan – WEBELOS (4th Grade)

This ***Assembled* Den Meeting Plan** combines ideas from Webelos Adventures Den Meeting Resources found at Scouting.Org (or from the requirements), into the parts of a quality Den Meeting, which are **Preparation** (plan + collect materials needed), **Gathering** (something for early arrivals to do), **Opening** (a ceremony to start), then **Activities** (an Activities Intro chat, followed by a series of activities, ideally alternating quiet and energetic fun), **Closing + Recognition** (ceremony), and **After the Meeting** (follow up) …

Webelos – 4th Grade

My Community

A "Citizenship" Adventure

REQUIRED (An Adventure "Required" to earn Webelos Rank)

Snapshot of Adventure: This Adventure is all about being a good citizen. You'll learn about the different types of voting and how our national government maintains the balance of power. You'll meet with a local politician and discuss how they were elected and their role in government.

The QR Code to the right takes you to scouting.org/cub-scout-adventures/my-community/ ➔

This Den Meeting Plan adapts Activity content from that Scouting link with other fun, simple, easy ideas. For more, see the Adventure Resources at the end of this Plan for a list of the suggested Activities at that link.

Requirements from the Webelos Handbook

1. **Learn about majority and plurality types of voting.**
2. **Speak with someone who is elected to their position. Discover the type of voting that was used for to elect them and why.**
3. **Choose a federal law and create a timeline of the history of the law. Include the involvement of the 3 branches of government.**
4. **Participate in a service project.**

Meeting Plan

Does this take one Meeting to complete – or more? It's up to the Parents / Leaders! As written, you can do this in one session with a simple project connected to your visit with an elected person, but this could be two or three meetings if you want a deeper dive into that visit and a more substantive service project.

PREPARATION (and materials needed): Read the My Community Adventure in the Webelos Handbook.

- Paper and pencils for ballots if you take a vote for Requirement/Activity 1.
- Determine who and how you'll meet with "someone who is elected to their position" for Requirement 2.
  - While you can and should seek out your local governmental elected officials to participate in some constituent service with your Den, you might have non-governmental people who were elected.
  - For example, a PTA/PTO leader, a neighborhood association head, or members of civic boards.
  - Make sure that the elected guest is willing and able to share about majority and plurality voting and which system was used for them to become elected and what would happen if there were a tie.
- Paper and pencils for the timeline about a law – and which law you'll learn about. This plan adapts the Activity Card on History of the Americans with Disabilities Act from the Adventure Resources
- Determine your Service Project. Your den families, Chartered Organization, and local schools and places of worship may have great options. This page has many Service Project ideas: scoutingatl.org/serviceprojects.

GATHERING: A "gathering" activity is to keep Scouts occupied as the rest of the den arrives. *What you do will depend on your location and leadership resources*.

- Use gathering time to connect with adults and "share the leader load": everyone can help with something! A good approach is for different parents (or teams) to share the "lead" of parts of the Adventure below.

OPENING: (Parent leader: _____) An Opening ceremony says, "we've begun" and helps set the tone.

- Maybe: a simple ceremony you like that includes the Pledge of Allegiance and the Scout Oath and/or Law.

ACTIVITIES (See also other Activities linked at Adventure Resources – use those if you like them):

◆**Activity Intro:** (Parent leader: _____) As you move into Activities, have some "talk time" where you (1) discuss today's Adventure activities (what you'll do, how you'll do it – share in a way to get the Scouts excited) and (2) let each of the Scouts share "what's new" with them and get to know each other better.

◆**Activity 1: Majority Rules? Plurality Rules? Get Out The Snack Vote! (Requirement 1: "***Learn about majority and plurality types of voting.***") (Parent leader: _____)**

- This is adapted from Snack-lections in Adventure Resources.
- First, share with Scouts the voting concepts of majority and plurality.
  - **Majority** means that to win the candidate must receive more than 50% of the vote, this represents the majority. The benefit of a majority vote requirement is that the majority of people get what they voted for – people may be more satisfied with the result compared to winner with under half the vote.
    - The potential challenge with a majority vote is when there are multiple candidates or topics it may be difficult and/or take a lot of time to get a majority of people to agree.
    - Because conducting elections on a large scale is very costly often a "runoff" will then occur between only the top two vote-getters.
  - **Plurality** means that to win the candidate must receive the most votes – even if the total is 50% or less.
    - The benefit of a plurality vote is that in an election with three or more choices, the chances are greater that at least one person or topic will receive the most votes.
    - For that reason, plurality votes usually only take one vote.
    - The potential challenge is that people who are voting expecting a majority vote may feel like their vote didn't have an impact. Or it is possible that a single choice that is unpopular with most voters may "win" because several different choices "split" the remaining vote.
- Explain that Scouts will decide on a snack for the next meeting.
  - Let the Scouts know that the purpose of this is to explore the difference between majority and plurality voting.
  - Tell the Scouts that: "The first part of most elections begins with what is called a nomination.
  - This is where people recommend someone for the position by nominating them – but in this case you are going to give a nomination for a snack."
  - Tell the Scouts that in addition there will be a pre-qualification to be eligible for the ballot: the den leader must approve the snack to ensure a snack that is not practical is not voted on.
  - For example, sushi may not be in the den budget, but maybe pizza is.



- Allow Scouts to start nominating until at least four snacks have been accepted.
  - It is important to have four or more candidates to give a greater chance that not one snack will receive the majority of votes.

- The lesson is more powerful when Scouts realize that there are times when majority voting doesn't give results right away or may cause a tie that cannot be broken.
- Plurality voting is more likely to give a result right away and prevent situations that keep any one snack from being chosen.



- Want more fun? Don't just take nominations – ***encourage nomination speeches!***
- Hand out a slip of paper and pencil to each Scout and have them write the name of the snack they are voting for on the paper and turn it into you.
  - Tell them that this is a secret ballot so no one will know who you voted for.
- Count the votes and announce the results. Explain to Scouts that we can decide what snack won the election in one of two ways. The two most common methods are majority and plurality.
  - Majority is when a snack must have more than half the votes to win – most of the votes.
  - Plurality is when the snack that received the most votes wins – even if the most votes is less than half.
- Discuss the results.
  - Is there a snack that received the most votes (plurality)?
  - Is there a snack that received the majority of votes (majority)?
  - Explain to Scouts – Imagine if this was an election where there were thousands or millions of voters. There is a lot of time, money, and energy it takes to conduct an election and it can be a drain of resources to keep conducting an election until there is a majority.
  - Based on this election what do you think should be the snack?

◆Activity 2: Talk With the Elected (Requirement 2: *"Speak with someone who is elected to their position. Discover the type of voting that was used for to elect them and why."*) (Parent leader: _____)

- Whether your elected guest is visiting your Den Meeting or your Den is doing a field trip to visit with your elected guest, introduce the elected guest and invite them to discuss what they do in their elected role.
  - Have your elected guest explain, and answer questions about, how they were elected.
- If Cub Scouts are having a hard time asking questions, using the Government Types document, consider the following questions:
  - When did you first get elected?
  - How often is the election held for your position?
  - Is there a limit on how long you can be in the position?
  - Were you elected by a majority or plurality? Was there a "runoff" election?
  - How many votes did you receive?
  - What percentage of people eligible to vote in your election actually voted?
- Thank your guest. Sending a follow up thank you note is Friendly, Courteous, Kind, etc.

◆Activity 3: History of a Law (Requirement 3: *"Choose a federal law and create a timeline of the history of the law. Include the involvement of the 3 branches of government."*) (Parent leader: _____)

- This is adapted from History of the Americans with Disabilities Act in Adventure Resources.
- Start with a simple explanation of the ADA and its importance.
  - Ask Scouts what disabilities are and how laws can help protect and support people with disabilities.
- Briefly explain the roles of the legislative, executive, and judicial branches of government.
- Tell Scouts that you're going to tell them about the history of the Americans with Disabilities Act.
- While you're explaining it, they are to create their timeline including:

- writing the date of the key point in time,
- identifying which branch (or branches) of government was (or were) involved.



- Tip: The ADA National Network has a timeline of the history of the American Disabilities Act.
  - 1988 – Americans with Disabilities Act introduced in Congress.
  - 1989 – ADA passed in the Senate.
  - 1990 – ADA passed in the House and was signed into law by President George H.W. Bush.
  - 1999 – Supreme Court heard cases about the ADA. Their rulings narrowed the scope of the ADA.
  - 2008 – ADA Amendments Act was signed into law, counteracting the effects of the Supreme Court rulings.

◆Activity 4: Service Project (Requirement 4: *"Participate in a service project."*) (Parent leader: _____)

- Pick a service project that will be helpful in your Community and meaningful to your Scouts.
  - Three options are linked in the Activities linked at Adventure Resources – use those if you like them.
  - This page has many Service Project ideas: scoutingatl.org/serviceprojects.







- Participate in your service project. Be sure all families know when and where to meet, what to bring, and what you'll do. Check to be sure you have all the materials needed, which will depend on your project.
- Take pictures and video of your Scouts and families serving, and share with your Chartered Organization, Schools, places of worship, and elsewhere in your community.

◆Activity 5: [*OPTION*: Fun Game We Like (Parent leader: _____):



If this meeting is too dry or the games in the Activity Cards in Adventure Resources don't resonate with you as something your Scouts will like, you can turn up the "Fun Meter" and play a game or some other Fun Activity you like. Some ideas here. NOTE: the fun game doesn't' need to be connected to today's Adventure topic – it can just be FUN!

CLOSING: A Closing ceremony ends the meeting and highlights the achievements. A Den leader can reflect on the meeting + praise Scouts for specific good actions today. Thank every Parent who helped.

- If you have them, award Pins to all who completed the requirements. Maybe end with a "Living Circle".

AFTER THE MEETING: Clean up as needed. Share refreshments if that's what you like.

Upon completion of this Adventure, your Webelos will have earned the Adventure Pin for it. Make sure they are recognized for their completion by presenting the Adventure Pins as soon as possible according to your pack's tradition. Text or email all Den parents to share these resources for future reference and so parents of Scouts who could not attend may complete this Adventure from home.

ADVENTURE RESOURCES: Den Meeting Resources and "Activity Card" options for this Adventure are found at https://www.scouting.org/cub-scout-adventures/my-community/. Those resources include the Snapshot of Adventure (included above), a "Safety Moment" of tips and links about doing this safely, and, for each Requirement, one or more "Activity Cards" you can click on for an activity to complete the Requirement.

Those "Activity Card" pages are linked below – along with the "Key" scoring of (a) whether the Activity must be done Outdoors, may be done Indoors, or involves Travel; (b) how much Energy Scouts will generate; (c) How "Supply Intensive"; and (d) Prep Time – those last 3 categories are scored on a 1 to 5 scale, with 5 being "most". Note that while that website page says "Choose one of the following" before the "Activity Cards", what that means is "Choose one of the following – *or do some other activity that will meet the Requirement*", because the Requirements are required, not the Activity Cards. In the Assembled Den Meeting Plan above we have adapted some of what's below or other ways to complete the requirement in easier ways.

1. **Learn about majority and plurality types of voting.**
   - Denner Election (Indoor; **2** of 5 Energy; **2** of 5 Supplies; **2** of 5 Prep Time)
   - Snack-lections (Indoor; **2** of 5 Energy; **2** of 5 Supplies; **2** of 5 Prep Time)
2. **Speak with someone who is elected to their position. Discover the type of voting that was used for to elect them and why.**
   - Our Elected Official (Indoor; **2** of 5 Energy; **1** of 5 Supplies; **4** of 5 Prep Time)
3. **Choose a federal law and create a timeline of the history of the law. Include the involvement of the 3 branches of government.**
   - History of the Americans with Disabilities Act (Indoor; **2** of 5 Energy; **2** of 5 Supplies; **3** of 5 Prep Time)
4. **Participate in a service project.**
   - 10,000 for the Troops – Webelos (Indoor; **2** of 5 Energy; **2** of 5 Supplies; **2** of 5 Prep Time)
   - Diaper and Formula Drive (Indoor; **3** of 5 Energy; **3** of 5 Supplies; **5** of 5 Prep Time)
   - Happy Birthday Bag Project (Indoor; **3** of 5 Energy; **3** of 5 Supplies; **3** of 5 Prep Time)
   - Webelos Scouting for Food (Travel; **3** of 5 Energy; **1** of 5 Supplies; **5** of 5 Prep Time)