

LANGKAY LEADER'S MANUAL

(E-Book Edition)

This is the official Langkay Leader's Manual of the Boy Scouts of the Philippines.

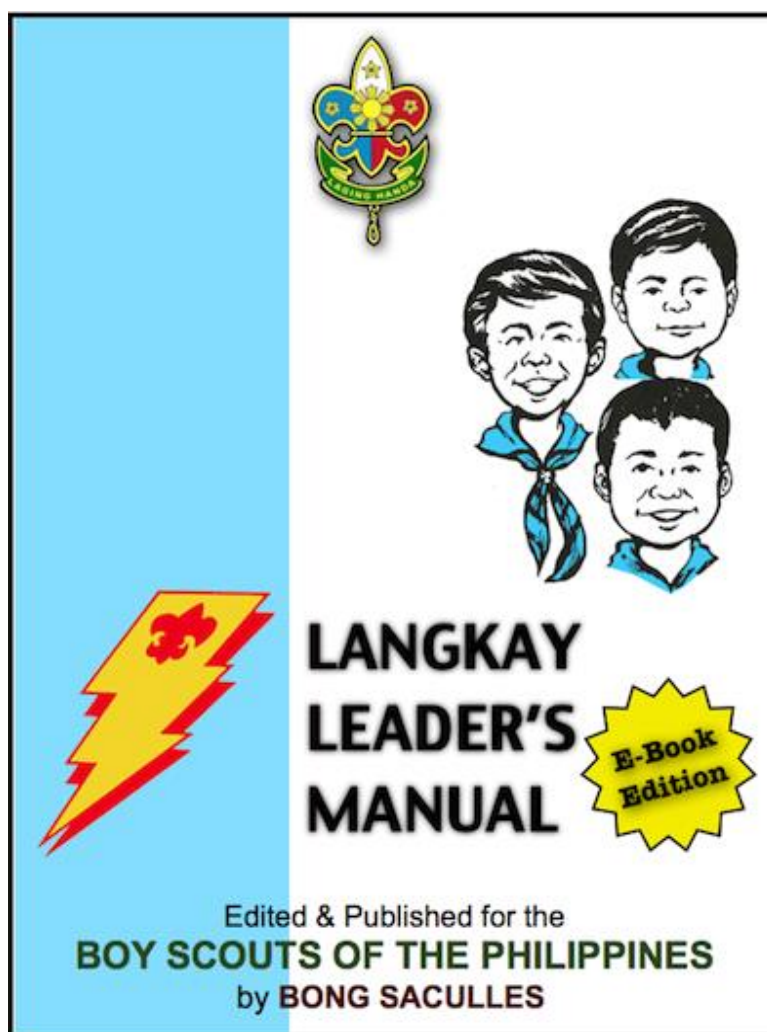
KID Scouting was developed in answer to the clamor of the field for a Scouting program designed to cater to the needs of pre-school or kindergarten-aged boys (5 to 6-1/2 years old).

This manual details the content and general mechanics for implementing KID Scouting.

This e-book edition of *Langkay Leader's Manual* was created by **Bong Saculles**
for the **Boy Scouts of the Philippines**.

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From the BSP Secretary General

KID Scouting was developed at the instance of the former National President and DECS Secretary Isidro D. Cariño in answer to the clamor of the field for a Scouting program designed to cater to the needs of pre-school or kindergarten aged boys.

On this impetus, a Program Development Task Group for KID Scouting (KID is an acronym for *Kabataang Iminumulat-Diwa*) was formed in late 1991, composed of specialists in early childhood education and complemented by Scout leaders and trainers who formulated the basic content and strategies of the program, taking into account the unique characteristics and needs of pre-school-aged boys. The program that evolved was subsequently tried for a year's testing in pilot units in all regions by selected leaders who took a pilot Basic Training Course for KID Scout leaders in Mt. Makiling in 1992. The feedback and suggestions on the program were evaluated by the task group, incorporating those which in their assessment would further enrich the program.

This Manual details the content and general mechanics for implementing KID Scouting. As a home-

centered program, you will note that its methods and application differ from KAB Scouting. KID Scouting is not a watered-down version of KAB Scouting, and care must be observed by leaders that the organization, methods, and activities used in the latter must not be used in KID Scouting.

To ensure the program's success therefore, local councils must carefully select and from the very outset, confine the organization of KID Scouting units to institutions and leaders having the necessary training and background in early childhood education. Being equipped with a knowledge of the methods and the needed skills in planning activities appropriate for this particular age group, such leaders and institutions can, in the future, provide us with valuable input for further enrichment of the program .

Secretary General



I. RATIONALE OF KID SCOUTING

The KID Scout program was introduced by the Boy Scouts of the Philippines (BSP) in answer to certain needs:

(A) The KID Scout program could be another medium to attain the objectives of character building and citizenship training. Boys of KID Scouting age are at the formative stage of development. The introduction therefore of this program will contribute towards the early formation of the boy's character.

(B) Researches on children of KID Scouting age show that they can be organized and taught leadership skills. What better opportunity for them to practice this than in an organization founded specifically to train youth for leadership?

(C) There are many boys of pre-school age who are left with no organized worthwhile activities, simply because they are not in school. Many of them are street children, especially in Metro Manila. They can therefore be gathered together and offered a program tailored for them.

(D) There is likewise a sociological basis for the establishment of a KID Scouting program. It responds to the demand from companies, associations, day care centers, and working parents for an organized program to cater to their pre-school kids. Industry will likewise be benefited since it will minimize the problem of absenteeism among working mothers who have to cope with young kids at home with nobody to take care of them. It may also encourage the more progressive companies to organize their own day care centers.

(E) The introduction of the KID Scouting program will also boost not only the boy but also the adult membership of the organization, as it will attract a new crop of leaders, especially parents.

Other Boy Scout associations have been successful with their pre KAB programs. The Boy Scouts of the Philippines strongly believes that a similar program would be effective for Filipino boys. It is also interesting to note that the Girl Scouts of the Philippines has been successful with its Twinkler program.

II. History of KID Scouting

Eleven National Scout Associations out of 131 members of the World Organization of the Scout Movement (WOSM) have some form of Pre-KAB program: Argentina (called *Castores* or Beavers), Burkina Faso, El Salvador, Guatemala, Luxembourg, Netherlands, New Zealand (called *Kea*), the United States, and Zimbabwe to mention some.

The KID Scouting program of the Philippines was the brainchild of former BSP President Isidro D. Cariño, who expressed the desire to introduce “Kinder Scouts” in 1991. In response to this, the Program and Training Division convened a Task Group on 18 January 1991 to explore the possibility of introducing the “pre-KAB program.”

The Task Group was chaired by Ms. Felicidad Remo, Kindergarten Supervisor of the Division of City Schools, Manila. The members of the Task Group were: Mr. Ernesto Cloma, a Philippine Educational Theatre Association (PETA) trainer and Kawan Leader; Ms. Ida Huliganga, Director for Program of the Girl Scouts of the Philippines; Dr. Felicitas Pado, Department Head of Kindergarten-Grade 2, UP integrated School; and Dr. Evelina M. Vicencio, an Educational Psychologist and experienced Kawan Leader.

The pilot course for Langkay Leaders (leaders of KID Scouts) was held at the Philippine Scouting Centre for the Asia-Pacific Region, Makiling, Laguna on 25-27 October 1991 with Dr. Evelina M. Vicencio, Leader Trainer, as Course Leader and with the members of the Task Group serving as staff of the course. The eight Regional Scout Directors and their pilot Langkay Leaders were the participants.

An evaluation of the program done a year after the training, on 27 October 1992, showed very favorable results and the acceptance of the program by the Scouts, Scouters, and the public. The people who evaluated the program were the KID Scouts, Langkay Leaders, parents, and other Scouters in the pilot institutions.

III. Fundamentals of KID Scouting

The Fundamentals of KID Scouting are embodied in its objectives, principles, and methods.

A. Aims and Purposes of Scouting

The aims and purposes of Scouting are embodied in the National By-Laws of the Boy Scouts of the Philippines, Article II, Section 1;

1. To help develop responsible citizenship among boys, adolescents and young people through the development of their ability to do things for themselves and to render service to the community;
2. To help develop their character principally through self-reliance, industry, discipline, and due respect for the rights of others;
3. To help them gain an appreciation of nature and the habit of observation by encouraging their inborn love for outdoor life; and

4. To help promote their physical, mental, moral and social development.

B. Objectives of KID Scouting

General Objectives:

1. To develop in 5 to 6 and 1/2 year-old boys a sense of belonging to and responsibility in the home and in the institution through training in moral and social values;
2. To develop skills relevant to their daily lives;
3. To provide a means of creative expression; and
4. To develop leadership skills that will make them useful members of the family and the institution.

Specific Objectives:

The KID Scout should be able to:

1. Practice personal skills that will enable him to satisfy his physical needs;
2. Demonstrate muscular control through participation in games and in creative activities;
3. Follow rules in playing and participating in Langkay activities;
4. Help in simple tasks at home and in the institution;
5. Practice appropriate behavior when expressing feelings.

C. Principles and Policies of Scouting and of KID Scouting

1. The BSP maintains that an individual, to become a good citizen, must recognize his obligation to God, to the Republic of the Philippines, and to his family and must respect the convictions of others.
2. The BSP accepts and adheres to the spirit of the Scout Oath and Law as laid down by the Founder of Scouting, Lord Baden-Powell.
3. The BSP carries out the training of boys, adolescents, and young people through a special method known as the “Patrol System” as defined by the Founder of Scouting and a graded series of tests and merit badges, consisting of:
 - a) Admitting them as members of a voluntary brotherhood which, under adult guidance, is increasingly self-governing in its successive age groups;
 - b) Opening to them a succession of congenial activities and undertakings in a largely outdoor setting;

- c) Providing them with opportunities for service to others; and
 - d) Placing upon them progressively increasing measures of responsibility so that they may acquire competence, self-reliance, moral character, dependability, and capacities both for leadership and cooperation.
4. The BSP declares that it is an independent, voluntary, non-sectarian, non-political, and non-governmental organization, with obligations towards nation building and with international orientation.
 5. The BSP believes in the world brotherhood of men to achieve lasting peace

Principles of KID Scouting

The principles of Scouting are the fundamental laws and beliefs which must be observed to achieve its purposes. They represent a code of conduct which characterizes all members of the Movement. Scouting is based upon three broad principles which represent its fundamental laws and beliefs: ***Duty to God and Country, Duty to Others, and Duty to Self.***

In addition, the KID Scouting program adheres to the following principles:

1. KID Scouting is family and institution-centered, hence activities are closely supervised by both parents and Langkay Leaders.
2. KID Scouting is suited to boys 5 to 6-1/2 years of age. Activities are non-competitive and consist of character building, citizenship training, self-reliance, and useful skills that pre-school boys will enjoy doing.
3. The unit of KID Scouting is the Langkay which meets fortnightly under the leadership of the Langkay Leader.
4. KID Scouting is the first step in the Scouting trail which offers a continuing program for growth in ideals

D. Methods of Scouting and of KID Scouting

The objectives of Scouting may be achieved through the Scout Method, a system of progressive self-education through:

- a promise and law;
- learning by doing;
- membership in small groups involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government directed towards the development of character, and the acquisition of competence, self-reliance, dependability, and capacities both to cooperate and to lead;
- progressive and stimulating programs of varied activities based on the interests of the participants, including games, useful skills, and service to the community, taking place largely

in an outdoor setting in contact with nature.

Different methods inherent in the program

The Scout method is thus a system of progressive self-education, to be reached as a result of a combination of elements, which in KID Scouting, are:

1. *The KID Scout Ideals* – The ideals, specifically the Promise and Law, contribute to the boy's sense of belonging to something special. The Ideals remind the boy of his membership in an organization that will build his character and teach him the duties of good citizenship.
2. *Learning by Doing* – Lord Baden Powell systematically emphasized that a boy is always ready to do rather than to digest. The KID Scouting program is based upon the concept of learning by doing.
3. *Membership in the Langkay* – Membership in the Langkay satisfies the boy's need to belong. Together with other KID Scouts, the boy participates in activities that develop leadership and followership skills.
4. *Home and institution- centered activities* – KID Scouting activities are done at home with the boy's family – the natural place for a young boy to be – or in the institution, with the leaders. The KID Scout attends meetings and participates in activities that are geared towards the attainment of the objectives of KID Scouting.
5. *Parent involvement* – Parents help the boy with his activities. The family provides the opportunity for the boy to accomplish specific requirements.
6. *The KID Scout uniform* – The uniform makes the KID Scout different from other boys. It also satisfies his needs to belong. The uniform likewise makes him conscious of the things he must do to be a KID Scout.



IV. Essentials of KID Scouting

BOY

Name of Section:

KID Scouting (*Kabataang Iminumulat-Diwa*)

Name of members:

KID Scout/Kiddies

Age level:

5 – 6 ½ or in Kindergarten

Uniform:

Gartered shorts,
White T-shirt with logo,
Knee socks (same as KAB Scouts),
Black shoes,
Neckerchief (Light Blue with navy blue piping) – easy to fold by the boy;

no Slide nor cap.

IDEALS

Pangako at Batas ng KID Scout

Motto

Sign

Salute

Handshake

Scout Badge

LEADERS

Leadership:

Adult

Title of Leader:

Langkay Leader (“*Lider <name>* ”)

Adult-boy Ratio:

1:6

(1Leader, 2 Asst. Leaders/Unit)

ACTIVITIES

Meetings

Ceremonies

Games

Stories

Songs and Yells

Arts and Crafts

and Other Fun-Activities

ORGANIZATION

Unit name:

Langkay

Unit composition:

Minimum of 12, Maximum of 18 members

Sub-unit composition:

Minimum of 4, Maximum of 6 members

A. The Boy of KID Scout Age

CHARACTERISTICS OF FILIPINO CHILDREN 5-6 YEARS OLD

PHYSICAL CHARACTERISTICS	
AGE 5	AGE 6
(1) Grows slowly during this period as compared to the first 1 and 1/2 years of life. An annual increase in height of 2 to 2 and 1/2 inches and in weight of 2 and 1/2 to 3 pounds are expected.	(1) Grows relatively slow during this period as compared to earlier period. Boys and girls do not differ much in average height and weight.
(2) Has a full set of temporary teeth. Has physiological spacing in the anterior teeth.	(2) Begins to lose baby teeth. First permanent teeth to appear are the molars. Has rapid increase in depth of the jaws.
(3) Is generally in good health; is subject to communicable diseases.	(3) Is more susceptible to diseases than at five. Does not exhibit the motor control he had at five.
(4) Is very active and tires easily. Finds it difficult to sit for long periods of time.	(4) Is almost constantly active whether sitting or standing. Is noisy and boisterous.
(5) Enjoys activities which increase the use of large muscles, such as climbing, skipping, and dancing. Enjoys manipulating various materials. Uses dominant hand more frequently. Does not have eye and hand coordination.	(5) Increases ability to use large muscles. Small muscles are not well-developed. Likes to work with hands but is not well coordinated to work with materials which require correct use of small muscles. Has established but is still having difficulty coordinating hand and eye.
(6) Is far-sighted and is not expected to look closely at things that are small.	(6) Exhibits maturity in eye development. Tends to be far-sighted. Progresses unevenly in physical growth; rapid growth in legs. Begins to have adult curve in spine. Girls at six are mature skeletally as boys are at seven.
<u>Source:</u>	

MORAL CHARACTERISTICS

AGE 5	AGE 6
(1) Has increased ability to discriminate things, shapes, and forms. Is curious and highly imaginative. Asks infinite number of questions. Understands ways of doing simple things.	(1) Exhibits an increase in alertness and interest in those around him. Becomes sensitive to sound, shape, texture, and color.
(2) Shows short span of attention and concentration, particularly in dramatic situations. Draws simple common objects he sees. Uses well-developed sensory equipment.	(2) Shows an increase in attention and concentration span.
(3) Is fond of illustrated books of animals. Likes rhymes and jingles. Loves stories of all kinds within level of understanding.	(3) Prefers stories sprinkled with light bit or unrealism and other fanciful stories.
(4) Is exhibiting change from pure imitation to original and creative activities.	(4) Shows keen desire for new, varied, and rhythmic words; descriptive and action words; and manipulative activities.
<p><u>Source:</u></p> <p><i>National Canter for the Study of Children and Youth</i></p>	

SOCIO-EMOTIONAL CHARACTERISTICS

AGE 5	AGE 6
(1) Is dependent on parents or adults. Feels insecure in various ways, as in feeding, washing, dressing, and other related activities.	(1) Has increased demand for attention, approval, and affection. Seeks reassurance in any task done.
(2) Is very playful. Likes best to play with children of own age. Sometimes shares toys with playmates. Ignores gender in choosing playmates. Has little solitary play but often parallel play. Plays mostly in groups of 2, seldom more than 5 in a group.	(2) Chooses desirable friends among the group. Does active boisterous games. Shows pride in his possessions, bikes, toys, airplane, etc.
(3) Shows interest in activities of others, but not in the result. Does not insist in having his own way and does not worry about behavior of others. Is able to greet friends of contemporary age, lets them into the house, etc.	(3) Enjoys working with his hands. Is clumsy, most delightful, and friendly. Depends on adult help and guidance.

(4) Becomes aware of small responsibilities. Accepts and helps in simple household chores. Has strong feeling for family. Likes the idea of the family, likes to talk about it, to use the words.	(4) Executes responsibilities with utmost care and likes to do what grown-ups do, such as setting the table, washing dishes, etc.
<p style="text-align: center;"><u>Source:</u></p> <p style="text-align: center;"><i>National Center for the Study of Children and Youth</i></p>	

MORAL-SPIRITUAL CHARACTERISTICS	
AGE 5	AGE 6
(1) Has interest in God. Has sense of goodness and badness limited largely to things parents allow or forbid.	(1) Shows more interest in God (Says special prayers learned in rote, inquires about God. creation).
(2) Is not aware of what is right or wrong in behavior. Likes to help mother and does other things considered by adult as “good.” Likes to have good standing with people.	(2) Falls in a stage of tattling.
(3) Does not know the value of money. Buys anything he sees if he can get hold of a coin. Understands and respects rules, knows that he must get to school on time. etc.	(3) Has no sense of economy. Sharpens pencil all the time, wastes paper with useless drawing and writing.
(4) Is very suspicious. Runs away when he sees strangers. Knows when he has been good. Dislikes being “bad,” may play being “bad.”	(4) Is still very suspicious. Will eat anything, even those suspected to be unclean.
(5) Depends on someone to do things for him like taking a bath, washing hands, preparing the bed, etc.	(5) Does not exert effort to do things for himself. like fixing his bed. covering his books. etc.
(6) Takes things like toys of playmates. Tells lies but is not aware of moral values.	(6) Does not return things found. Is happy if he finds some things.
<p style="text-align: center;"><u>Source:</u></p> <p style="text-align: center;"><i>National Center for the Study of Children and Youth</i></p>	

General Competencies of the Five-and Six-Year-Old Children

Physical Development

A. Gross Motor Development

1. Exhibits well-coordinated movements (walking, kicking, jumping, running, etc.)

2. Exhibits pre-writing skills (holding pencil crayon, scribbling, coloring, etc.)
3. Exhibits writing skills
 - a. Prints numbers with/without model
 - b. Prints upper-case letters (with/without) model
 - c. Prints lower-case letters (with/without) model
 - d. Draws simple shapes/patterns
 - e. Copies part-picture
 - f. Prints complete name (with/without) model

Personal-Social Development

A. Personal Skills

1. Cares for his own physical needs such as dressing, eating, toilet habits, and grooming.
2. Attends to tasks for increasingly longer periods of time.
3. Assumes independent responsibility for completing tasks.
4. Indicates his willingness to attempt successfully more difficult tasks.
5. Works for delayed rewards.
6. Sets realistic goals for himself.
7. Works independently.
8. Follows simple directions.

B. Interpersonal Skills

1. Cooperates with others in the group by following rules, by helping to establish rules, and by learning to modify rules when necessary.
2. Shares and takes turns.
3. Gives help to others when asked to do so.
4. Engages in discussions and activities that include adults and other children.
5. Plays cooperatively.
6. Helps in simple tasks such as clean-up, serving snacks/lunch, etc.
7. Verbalizes feelings related to events that arise in the group home environment.
8. Identifies and protects possessions.
9. Adjusts to changes in routine.

10. Behaves appropriately in varied social situations.

Affective Development

A. Emotional

1. Learns to accept himself and his limitations.
2. Critically evaluates his own work.
3. Accepts criticisms for his own improvement.
4. Learns to relate well with others.
5. Learns to deal with feelings such as anger, fear, sadness, happiness, etc.

B. Values

1. Distinguishes right from wrong, good from bad at his level (concrete) and practices appropriate behavior such as honesty (telling the truth as against telling a lie).
2. Recognizes the importance of having a positive self-concept and of respecting and caring for himself.
3. Respects the rights and properties of other persons.
4. Recognizes the importance of behaving appropriately in various situations and places. (Includes such behavior as: saying "Please," "Thank You," etc.)
5. Learns to follow rules and regulations at school and at home.
6. Recognizes the importance of smooth interpersonal relationships.
7. Is aware of the presence of a Supreme Being.

Cognitive Development

A. Sensory-Perpetual Skills

1. Identifies body parts and their uses.
2. Demonstrates the proper ways of cleaning himself.
3. Demonstrates the proper and healthful ways of eating.
4. Practices safety in everyday activities.
5. Describes properties of an object (texture, taste).

B. Communication Skills

1. Oral expression:
 - a. Speaks clearly in his language.

- b. Asks and answers various questions.
- c. Understands and describes concepts related to his knowledge of self, culture, and the natural world.
- d. Uses information learned in various experiences to solve the problems.
- e. Increases his vocabulary for describing observations.

2. Reading Readiness

- a. Sees objects in relation to others in terms of spatial positions:
 - in-out
 - under-above
 - front-back
 - beside
 - between
- b. Identifies left and right of self.
- c. Recognizes name in print.
- d. Recognizes upper-case letters.
- e. Recognizes lower-case letters.
- f. Identifies familiar sounds.
- g. Identifies sounds of letters.
- h. Matches initial sound with objects or letters.
- i. Recalls main parts of story.
- j. Tells a story in proper sequence.
- k. Sequences objects, pictures, symbols and letters from left to right.
- l. Reads simple words (phonetically/sight reads).

3. Numeracy Skills

- a. Discriminates objects according to: size, length, volume, quantity.
- b. Classifies objects according to: size, length, color, shape, function.
- c. Serrates/Orders objects according to: size, length.
- d. Counts and tells how many up to 20.
- e. Names positions of objects as first, second, third, etc.
- f. Puts numerals in proper sequence.

- g. Matches equal sets of sample of 10 objects.
- h. Points to named numerals 1 to 20.
- i. Does simple addition up to 10 with the use of concrete objects.
- j. Does simple subtraction up to 10 with the use of concrete objects.
- k. Understands concepts of time.

PHYSICAL

The child at this stage seems to be proportionately built in relation to his trunk size and length. His arms and legs are more congruent with the size and length of his extremities.

At five, the child has mastered all or most of the fundamental forms of locomotion. His gross motor skills are well developed, enabling him to hop, skip jump, and balance his body. He is generally well coordinated.

His fine muscle coordination has developed considerably. He can button clothing and pull up zippers. He can cut with scissors, staying more or less on the line. He can copy shapes with a pencil and can eventually print his name, usually in large unequal sized letters. He shows skill and ingenuity in handling blocks.

However, due to the uniqueness of each, skills differ, in agility, adeptness of performance, and the degree of self-confidence in performing tasks.

His eyes are at a far-sighted stage, but he manages to do many things accurately. However, it is sometimes difficult for him to focus close up at something and to differentiate in distinctive ways between small objects, more so of small printed letters.

SOCIO-EMOTIONAL

At five, the boy is sociable. He enjoys adults and peers. He is interested in peer approval. Rivalry and competition are evident at this stage. However, he understands the rules of behavior and enjoys learning the rules of fair play. Aggressive behavior and negativism decrease at this stage.

The boy is capable of discussion about feelings. He deals with his feelings through games and dramatizations. He can identify characters in stories. He develops qualities of leadership, although some prefer to be followers.

At six, sex roles become defined. He usually plays with peers of the same sex. The five year-old shows increased evidence of self control. He is friendly and cooperative. By the time he is six, he outgrows the "I" attitude of early years and develops the "We" attitude. He becomes selective of friends and playmates. He loves to brag about new accomplishments, particularly academic skills. His attention span for structured work is still short but has increased compared to previous years.

The boy from ages 3-6 years old is in the psycho-social stage (Erik Erikson) of Initiative vs. Guilt. At this stage the child is developing the ability to learn to initiate activities and enjoy mastery and achievement of skills. The inability to do so will lead to possible failure, which in turn leads to feelings

of guilt and fear of punishment, instead of pride in his accomplishment and motivation to move on.

COGNITIVE DEVELOPMENT

A child learns concepts of objects, time, space, and causality through his interaction with his environment. He learns to discriminate, classify, separate, and conserve by interacting with objects and people around him.

The 5 to 6-1/2 year old child is in the pre-operational stage of cognitive development (Jean Piaget). He is egocentric, thus understanding the world according to his point of view. He still cannot see that other people perceive things differently from himself. He is concrete, so that he learns through manipulation of actual objects and through direct experiences.

He can focus on only one aspect of a thing or a learning situation at a time. For instance, he can classify an object according to one attribute such as color, but may not be able to see that the same object can belong to another class, that of squares (shapes).

His reasoning is inductive and starts with the particular. He is not ready for abstractions.

His thinking is static. He is unable to conserve or to see that things remain the same in the face of transformation.

His power for using language has increased and his thought processes include a great use of words representing symbolic thinking. He has learned the names of things and categories to which they belong. He continuously builds up his vocabulary so that by years of age, he has more oral and written communication. He can tell his group incidents that happen at home. He can interpret picture story books and make simple stories of his own. He may speak in full sentences using conditional clauses and adult idioms. He begins to discriminate beginning sounds, phonic differences, and similarities. He can understand the principle of rhyming and enjoys play with words. He can make visual discrimination of shapes, colors, letters, etc. and can learn order and sequence. He shows interest in books or printed words. Towards the end of this stage, his egocentricity is minimized. The child realizes that other people have different impressions of reality. This realization has a great implication for his developing ability to reason, to explain action in logical ways, and to be conscious of his own powers of reasoning.

CREATIVE AND AESTHETIC DEVELOPMENT

The 5-6 1/2 year old enjoys listening to music and singing. He has the urge to create little songs and chants and is able to compose simple melodies in connection with work and play activities. He loves to explore sounds and of whistles and simple musical instruments. He enjoys acting out songs and rhymes, and responding rhythmically to music. He enjoys dancing, swimming, hopping, skipping, and other large-muscle activities with musical accompaniment. He likes to listen to all types of music but prefers lively ones.

He enjoys painting and drawing. He can already identify colors in his language or make crude sketches of people, vehicles, objects, and phenomena of nature. Geometric lines, triangles, squares, and circles are produced. Space and proportion perceptions may not have developed yet, so drawings are scattered all over. Drawings are still unrealistic and even colors used have no relation to actual color of the

objects.

MORAL DEVELOPMENT

The child's understanding of right and wrong, good or bad is related to his cognitive development. A 5-6 ½ child who is egocentric and concrete learns moral values best through concrete situations and actual experiences and through modeling.

B. Ideals of KID Scouting

Ang Pangako at Batas ng KID Scout:

*“Ang aking pangako,
mahalin ang Diyos at ang aking bayan;
maging masunurin at mabuting bata,
sa tahanan at saanman.”*

Motto:

"Laging Masaya"

The Scout Sign:



The Scout Sign is the same for all Scout sections. It is made by raising the right hand, palm forward, with the index, middle, and ring fingers extended together, the thumb folded over the little finger and with the forearm and upper arm forming a right angle, with the forearm parallel to the shoulder.

The three fingers pointing upward signify that the Scout reaches upwards to higher and nobler ideals. They also stand for the:

- 3 points of the KID Scout Promise

- 3 points of the KID Scout Law

- 3 duties of the KID Scout:

 - Duty to God and country (middle finger)

 - Duty to self (index finger; nearest the body)

 - Duty to others (ring finger)

The two fingers stand for the constitutional objectives of the Scout Movement – character building and citizenship training.

The Scout Sign is made when a KID Scout makes or renews his Promise and when he recites the *Panunumpa sa Watawat*. It is also used as a greeting or sign of recognition among Scouts and Scouters all over the world.

You may use it to call the attention of the boys during a meeting and to keep them quiet. When you

give the Sign, any boy who sees it should execute the Sign, at the same time keeping quiet. Compliment the first boy who does the Sign.

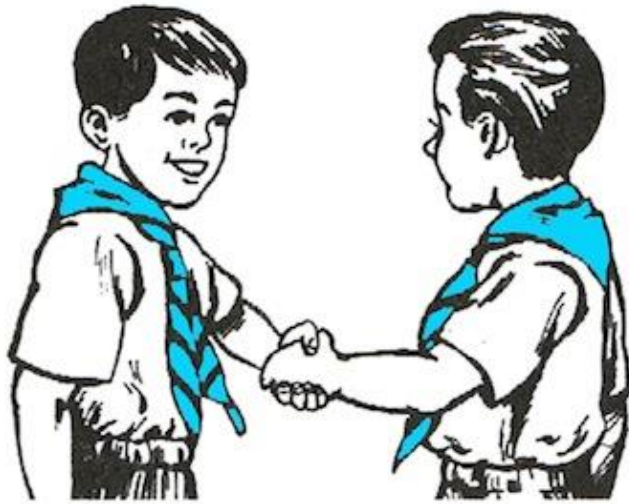
The Scout Salute:

The Salute is made with the right hand in the Scout Sign. The hand is brought up smartly (taking the shortest distance), with the forefinger touching the tip of the right eyebrows, if the boy is bareheaded. If he is wearing a cap, his forefinger must touch the cap visor slightly to his right side.



Scouts salute each other as a sign of friendship. As Scouts, we salute the Philippine flag as a sign of respect. KID Scouts salute their Leaders when they meet each other, and during formal occasions, like parades.

The Scout Handshake:



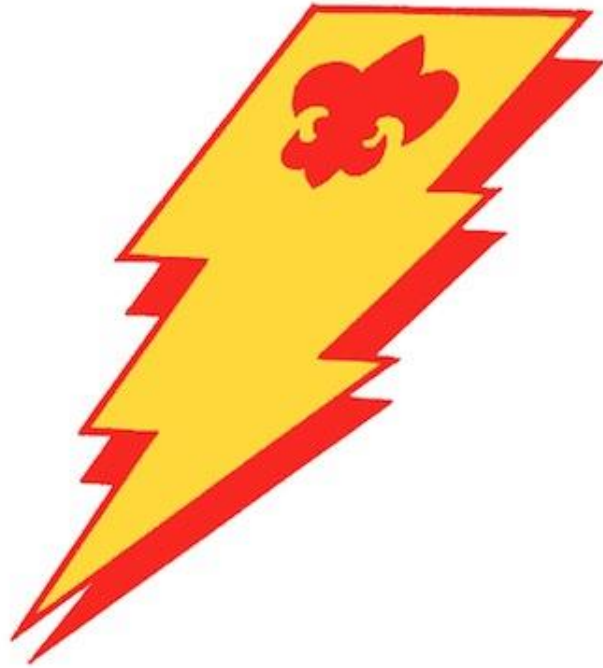
Scouts all over the world shake with their left hand to show that they are members of the brotherhood of Scouts. It also denotes trust for one another.

In Africa, warriors once fought with spears and they used their left hand for holding a shield to protect them. If they met a friend, they didn't need protection, so they laid down their spears and shields and extended their left hand to show trust and to offer friendship.

Lord Baden-Powell (B.P.) met an African chief who held out his left hand in greeting, showing that he wanted to be friendly. This must have impressed B.P. that he introduced this as a special greeting for Scouts.

Scout Badge:

KIDLAT



C. Leadership in KID Scouting

The Langkay is under the leadership of an adult called the Langkay Leader who must be at least 18 years old. You, the Langkay Leader may be called “Lider <name>.”

There should be an adult-boy ratio of 1:6 (1 Leader, 2 Asst. Leaders) in every Langkay. As Langkay Leader, you wear a uniform similar to that of a Kawan Leader.

Roles and Responsibilities of the Langkay Leader (LL)

As Langkay Leader, you have important roles and responsibilities to the KID Scouts, the parents, the other leaders in the Langkay, the Sponsoring Institution, and the Boy Scouts of the Philippines in general.

1. Work directly with the Assistant Langkay Leaders to make certain that the sub-units are all functioning as they should.
2. Plan the program of the Langkay together with the Assistant Langkay Leaders.
3. Lead the fortnightly Langkay and parents' meetings.
4. Take training and train leaders and parents.
5. Coordinate the KID Scouting program with the program of the sponsoring institution.
6. Encourage and stimulate parent and boy interest in activities. Here are some ways to motivate

parents to participate in KID Scouting activities:

- a. Insist that parents be present and participate in ceremonies where their son is included.
 - b. There's nothing like reinforcement to make the parents stay in the program. so take every opportunity to recognize parents and publicly praise them for their cooperation and support.
 - c. Give parents specific responsibilities in the Langkay. Find out the special skill of each parent and harness this talent. An Information Sheet for parents can be filled out to identify their special skills and how they might help in the Langkay (See sample Parent Information Sheet). A father might be assigned each fortnight to remind other fathers of the Langkay meeting. In like manner a mother might also do the same for the other mothers.
 - d. Recognize parents who are always there.
 - e. Teach parents how they can guide their sons. If they realize that they can learn useful things in KID Scouting, they will become interested in the program.
 - f. Make sure that all your meetings are planned and enjoyable not only for the KID Scouts but for the parents as well.
7. Administer the financial and equipment needs of the Langkay.
 8. Cooperate and coordinate with other units in the institution.
 9. Arrange for KID Scouts to join a Kawan on their 7th birthday.
 10. Take a personal interest in each KID Scout.

Duties and Responsibilities of the Parents

One of your major responsibilities as leader is to work closely with parents, since the KID Scouting program is family-centered. Parents are required to assist and guide their sons not only in their progress in the development of skills but in all activities of KID Scouting. Their attendance at meetings is, therefore, a must.

To motivate the parents to be involved, they should know what is expected of them, and they should know this before, not after you have accepted their son's application. The parents orientation seminar should be an integral part of your program. It is therefore not wise to accept and register a boy unless you have met his parents and apprised them of their responsibilities towards their son and towards KID Scouting. They should know what KID Scouting can do for their son and their family. Get them to accept their responsibilities as a condition for the acceptance of their son in KID Scouting. The enthusiasm of their son will be a big factor in having the parents work actively in the program.

The following are the duties and responsibilities of parents:

1. Attend all Langkay meetings with their sons.
2. Host some Langkay meetings. Langkay Leader's Manual

3. Guide their sons in all their activities.
4. Cooperate with the Langkay Leader in every way possible.
5. Take an all-around interest in what their sons are doing in KID Scouting, especially in connection with their preparations for activities and meetings.

Responsibilities of the Sponsoring Institution

The Sponsoring Institution adopts the Scouting program. Its adoption carries with it certain responsibilities.

1. Organizes the Langkay Committee and orients each member on his/her responsibility.
2. Provides suitable meeting facilities.
3. Ensures that programs are in keeping with the principles and program objectives of KID Scouting.
4. Becomes familiar with the regulations and fundamental principles of KID Scouting so that it may support the Langkay Leader effectively.
5. Operates the Langkay in such a way as to ensure its permanency.
6. Raises funds for Langkay operation and activities.
7. Takes care of Langkay property.
8. Assumes active direction of the Langkay in case of inability of the Langkay Leader to serve, until such time that a successor has been appointed and commissioned.
9. Registers the Langkay annually with the Boy Scouts of the Philippines.

Responsibilities of the Langkay Committee

The Langkay Committee is directly responsible for managing the Langkay.

1. Recruits the Langkay Leader and her/his assistants.
2. Coordinates the program of the Langkay with the program of the Sponsoring Institution through the Institutional Representative/Coordinator.
3. Assists with the Langkay charter renewal.
4. Helps to stimulate the interest of parents through proper programming.
5. Supervises finances and equipment.
6. Works with the Langkay Leader.
7. Assures a year-round KID Scout program.
8. Participates in district Scouting activities.
9. Conducts with the Langkay Leader periodic training for parents.

10. Cooperates with other Scout units.

Here's a sample Parent Information Sheet.

PARENT INFORMATION SHEET

Name: _____

Father Mother

Name of KID Scout Son: _____

Langkay: _____

Address: _____

Tel. No. _____

Is there something about your work that would be of interest to KID Scouts?

Would you be willing to assist the Langkay as a:

Langkay Leader? _____ Asst. Langkay Leader? _____

Were you ever a Scout? _____ Are you a Scouter at present? _____

Please check the areas you would be willing to help in:

Bookkeeping _____ Transportation _____ Health & Safety _____

Cooking, Refreshments _____ Others _____

Activities

_____ Crafts	_____ Games
_____ Dramatics/Skits	_____ Outdoor Activities
_____ Music/Songs	_____ Care of plants
_____ Care of Pets	_____ User of tools
_____ Storytelling	_____ Dance & Rhythmic Activities
_____ Drawing, Art	_____ Others _____

D. Activities of KID Scouts

Whether in the home, in school, or elsewhere KID Scouts are very playful but often parallel play. They like to play with children of own age. They have little solitary play. Some sample KID Scout games are in *Appendix C*.

KID Scouts show interest in activities and become aware of small responsibilities.

Story Telling – *The How and Why of Story-Telling*

A. Things to determine when selecting a story

1. What is the average age of the group?
2. Where will the story-telling take place and at what hour?
3. How long may the story last?
4. Has the group any marked characteristics? If it has, suit the story to these characteristics.
5. Have they recently listened to other stories? If so, what kind?
6. How many are expected to be present?
7. Is there any objective in view beyond the entertainment value?
8. Will an open fire be available in case of a campfire?

B. Things to be avoided:

1. Trash of any kind
2. Love stories
3. Separation, scandal, etc.
4. Disrespect in any form
5. Fear
6. Gruesomeness
7. Femininity
8. Profanity

C. Steps in preparing for story-telling

1. Read the story over for general plot, getting clearly in mind the general scheme and atmosphere.
2. Read the story over again, noting the following items: (a) Characters (b) Climax (c) Special things which appeal to you (d) Make notes in your story book
3. Tell the story to yourself (Not merely a process of memorizing)
4. Lay aside everything else, forget everything else, go before the group and LIVE THE STORY AS YOU TELL IT.

D. Hints in Story-Telling

1. The story teller must be completely at ease.
2. The listeners must be at ease.
3. Arouse interest with an interesting beginning.

4. Use gestures frequently if you are able to.
5. Create the atmosphere of the story.
6. Interpret the characters as an actor would.
7. Remember the importance of the voice and its correct usage.
8. Suit the speed and pitch of the voice to the action of the story.
9. Dramatization is always impressive if cleverly used and not overdone.
10. Make good use of suspense.

Outdoor Program

Scouting has come to mean coping comfortably out of doors or away from one's shell. The boy uses his imagination, looks out of the window or steps out-of-doors to find fun and adventure in nature. He learns that the unexpected happens and with the guidance of adults, he discovers life and learns to be flexible and creative. There are numerous activities for the boy out of doors.

What can a boy do on a rainy day? He can watch the rain, the whirlpools, the trees blown by the wind. On a fine day, he can join a stroll, touch, smell, observe, and enjoy the beauty of nature. When it's too hot, He can listen to sounds, do shadow play, identify cloud shapes while lying on the grass. If he sees the street he can count bases, cars, etc.

Let the boy touch a tree, walk barefoot, identify rocks and pebbles, but best of all, let him free play, then ask him what he is doing and why and let him teach you with the wisdom of a clean mind, the joy of simplicity. And all the virtues that he picked from you.

What basic outdoor skills should he learn?

- Nature hunting
- Dressing properly for outdoors
- Behaving properly outdoors, showing kindness to all living things
- Walking correctly and using the proper props and tools
- Fixing, carrying and eating his own food
- Tying his shoe lace
- Applying first aid and keeping himself safe
- Using his hands to produce some crafts or arts out of doors

There are some rhythmic games which the KID Scouts are playing on their own. These rhymes are fun ways to encourage your KID Scouts for a game.

Count-Out-Rhymes

(1)

Biggity, baggity, bongety, clack,
Biggity, bong, biggity, bang!
Biggity, baggity, bongety, wack! (translation: out!)

(2)

Pardon me, thanks to you,
It pleased me so,
It's nice to have met you
But now you must go. (The player whose hand is touched on “go” goes!)

(3)

Yellow and green, red and blue
Scouting colors and out you go!

(4)

A puppy, a kitten, a chicken, a duck
The one I touched last is out of luck.

(5)

Isa, dalawa, tatlo
Ang tatay mong kalbo,
Umakyat sa mabolo
Inabutan ng bagyo.

E. Organization of KID Scouting

The unit in KID Scouting is called ***Langkay***.

There should be a minimum of 12 and a maximum of 18 KID Scouts in a Langkay. A sub-unit may be organized for administrative purposes with a minimum of 4 and a maximum of 6 KID Scouts.



Suggested records that might be kept are:

1. *Langkay Meeting Program* – This will guide you on what to do during the Langkay meeting. Even if the meeting is loosely structured you should still plan for it. The programs may be filed for reference in future program planning.
2. *Advancement Report* – The Assistant Langkay Leader should keep this up to date at each Langkay meeting and report it to the Langkay Leader at the Leader's meeting. It may be submitted to the person in charge of records.
3. *Individual KID Scout Record* – This contains information about each KID Scout: attendance at Langkay meetings, dues paid, personal and family data, achievements, and advancement.
4. *Langkay Record Book* – This is your Langkay's most complete record. It contains details on advancement, activities of the Langkay, attendance, and finances.
5. *Langkay Financial Record* – This is a supplement to the Langkay Record Book. It contains details on income and expenditures, budget, roster, and dues. This should be kept by the treasurer.
6. *Application for a Langkay Charter* – This is used in registering your Langkay. It includes the application of the chartered institution, action of the Langkay Committee, and a roster of KID Scouts. This form is the record of your Langkay in the local council and supplies the Boy Scouts of the Philippines with valuable data about KID Scouting.

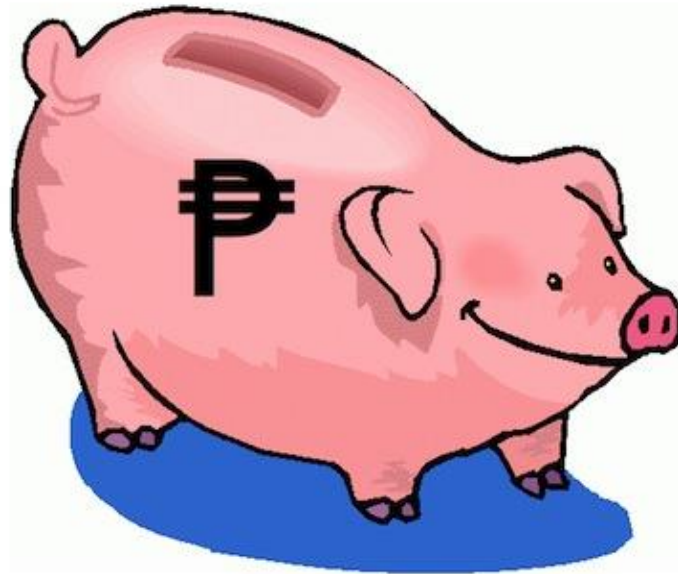
Register your Langkay promptly every year.

7. *Additional Enrollment of KID Scouts* – If a boy joins your Langkay after the Application for a Langkay Charter has been filed, his name can be listed in this form and sent to the local council with the necessary fees.

8. *Application for Adult Registration* – This form is used for an adult registering as a leader or member of the Langkay Committee other than at charter renewal time.

9. *Application to Join a Langkay* – This is filled up by a boy who wishes to become a Scout. It is signed by the parents or guardians.

Financing Your Langkay



A sound financial system for your Langkay involves three steps:

1. Preparation of a budget.
2. Establishment of a revolving fund to meet immediate financial needs.
3. Regular fortnight payments of a small agreed upon sum by each KID Scout.

A Langkay should be solid financially in order to keep operating. A budget helps the Langkay towards this direction. Regular income can be established by the payment of fortnight dues at each Langkay meeting.

Discuss the budget during the Langkay Committee meeting. Decide how much each KID Scout needs to pay during each meeting.

How much can the KID Scout save weekly? This should not be a burden and yet should make the KID Scout feel that he is contributing a fair share to KID Scouting. Decide also what to include in the budget.

The budget should be approved by the Langkay Committee, after which the treasurer becomes responsible for its operation, with the help of the Langkay Leader and the assistants.

The budget is then presented to the parents for a frank discussion and final adoption. The parents should understand that this does not only entail collecting funds, but that it provides an opportunity for a real experience in thrift for their sons.

Items to be considered in the budget are the following:

Re-registration – The boy should take care of his first registration, but the following year, his registration will be provided for through the budget

Literature – Scouting literature can be bought with the Langkay funds. This will provide the leaders with information and program help.

Handicrafts – Handicraft materials and tools may also be bought using the Langkay funds.

Reserve Fund – This makes it possible for the Langkay to guard against decreasing other budgetary items or removing any from the budget, if unexpected expenses arise.



V. Planning the KID Scout Program and Meetings

Preparing for a Langkay meeting

PROGRAM PLANNING

Planning is deciding in advance what needs to be done. In KID Scouting, you, as the leader, have to think ahead of what the boy will achieve at the end of a certain period of time, particularly at the end of a Langkay meeting. As in any new group, especially with young 5-6 ½ year old boys, you assume most

of the responsibility for planning. However, in keeping with the Scouting method of planning with the boys you have to prepare options for the kids to choose from.

Things to consider in planning are:

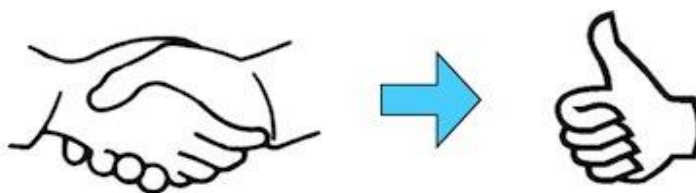
1. What do we want to achieve? (Goals)
2. How will this help the KID Scout?
3. Who will get involved and how?
4. What resources are available?
5. What activities should be done and when?

Start with the interests, needs and abilities of the boy. What are his previous experiences? What is he ready for?

Then look for all possible activities as suggested by different sources. Pick up the activities that the boys like to do and are capable of doing. Consider the materials, time and cost, and select the suitable activities.

Map out the details of each activity. What should be done before, during, and after? Who will do what? Communicate the plans to all concerned. Make a checklist of what should be done and when. Plan alternative activities. Evaluate and change plans as the need arises. If plans turn out unrealistic or unfavorable at certain conditions, then change.

At the end, if the goal is achieved, plan anew. If not, plan anew.



Langkay Meeting

When the KID Scouts in a Langkay get together, then Scouting life begins. However, each Langkay differs from every other Langkay, and so, much is left to you as architect, choreographer, and director, in the Langkay meeting. There is no cut and tried plan or method of holding Langkay meetings, but the following guidelines may help:

1. Activities are fun and interesting from beginning to end.
2. The activities suit the interests and needs of the boys.
3. There is the satisfaction of achievement at the end.

4. The Promise and Law are carried out.
5. Each meeting is related to past and future meetings.
6. At the end of the meeting, there is evidence of learning, discovering, development, relationship with others, and commitment for future action.

Sample Parts of a Langkay Meeting

OPENING: Have a lively game or action song that the KID Scouts know well, especially if waiting for late comers. A simple prayer or recitation of the Promise and Law may set a noisy group in proper atmosphere. A surprise entrance or movement may start enthusiasm rolling. A mystery box may start the boys guessing and thinking. Inspection may also be done at this time.

ACTIVITY: (about 30 min.) This may be done all together or in small groups with a resource person for each group. They could learn something new or practice something old, using some things/tools or work on a project. They do developmental activities that they choose to do from among the choices you present.

ENDER: Help the boy evaluate his experience by asking questions like: What did you do? Why do you like it?; You can also give them games during which you may observe their behavior. Announcements are given and a short game or ceremony winds up the meeting.

Was the plan good?
Was it implemented according to plan?
What alternatives would have made the plan better?

SAMPLE MEETING PLAN

Planning the Meetings

1. Gathering Period:
 - Puzzles: Animals and Trees
 - Storybook: Creation
 - Drawing Directions
2. Opening Ceremony:
 - Formation
 - *Pangako ng KID Scout*
 - Thought for the Day – On Nature

- Roll Call
- Report and *Kumustahan*
- Song and *Magagawa Natin*

3. Meeting Proper:

- Touch Game: Living and Non-Living Things
- *Bunutan: Ako ay*_____
- Movement and Sound
- Drawing and Poetry
- Web of Life
- Synthesis

4. *Ang Lahat ng Bagay ay Magkaugnay*

Sa Kandungang Lupa Tayo'y Magkaakbay

5. Post Activity:

- Leaders' Meeting
- KID Scout Activity Period

6. Home Sweet Home

Parents' Meeting – Theme: *Alay sa Magulang*

- Gathering Period – Preparing Meeting Hall and exhibits
- Separate Meetings

Parent's Meeting	KS Meeting
<ul style="list-style-type: none"> • <i>Kumustahan</i> • Feedbacks 	<ul style="list-style-type: none"> • Rehearsal of program numbers

Gathering

Presentation of next month's activities

Other Business

c. Joint Meetings: *Isang Programa Alay Sa Aming mga Magulang*

d. Announcements

e. Closing Ceremony

VI. Ceremonies in KID Scouting

Ceremonies in the KID Scouting program have to be simple so that the KID Scouts can grasp the essence of the celebration.

Here are sample ceremonies for KID Scouts.

(A bell. Parents and boys gather in semi-circle formation, Langkay Leaders facing parents and kids).

LL: *Magandang araw sa inyong lahat,
Puso't damdamin nami'y nagagalak.
Ano ang pakay ninyo't buhay
Sabihin, sabihin nang kami'y mamulat.*

Magulang: *Nais naming isali ang aming anak sa KID Scouting.*

LL: *Sabihing muli ng higit na malaman.*

Magulang: *Nais naming isali ang aming anak sa KID Scouting*

LL: *Nais ng magulang
Gusto ba rin ninyo mga kabataan?
Nais ba ninyong sumali sa KID Scouting?*

Mga Bata: *Opo*

LL: *Ulitin ng malakas ng higit na mapakinggan.
Nais ba ninyong sumali sa KID Scouting?*

Mga bata: *Opo*

LL: *Handa na ba ang inyong katawan at isipan?*

Mga bata: *Opo*

LL: *Sabihin ang inyong mga pangalan.*

Mga bata: *(Isa-isang sasagot)*

LL: *Sabihin ang isang maganda ninyong katangian.*

Mga Bata: *(Isa-isang sasagot.)*

LL: *Sabihin ang inyong kagustuhan.*

Mga Bata: *(Isa-isang sasagot.)*

LL: *Tingnan ko nga kung ang mga sumusunod ay inyong magagawa.*

(Bawat sabihin ng LL ay gagawin ng mga bata. Sabayan ng tambol o anumang instrumento ang mga galaw ng mga bata.)

Mga halimbawang galaw:

Talon – Dipa – Magkapit kamay sa isang bilog – Tawa – Magkamayan – Sumaludo – atbp.

LL: *Ngayong napatunayan*

Ilang kakayahan

Tanggapin ang alampay

Unang alay at bigay.

Mga magulang ng mga batang ito,

Ilaga y ang alampa y sa anak ninyo,

Ilang salita ang maaaring sabihin

Na magiging aral sa araw na darating.

(Isusuot ng mga magulang ang alampay sa mga bata habang nagbibigay ng ilang pangaral. Aalis na ang mga nag-alay pagkatapos nito.)

LL: *(Magbibigay ng ilang pananalita tungkol sa alampay bilang simbolo ng mga gawain sa KID Scouting.)*

Itaas ang ating kamay sa ayos ng Panunumpa at sabay-sabay nating bigkasin ang Pangako at Batas ng KID Scout. (ANG PANGAKO AT BATAS NG KID SCOUT)

(Ibigay ang kahulugan ng kuliling.)

Ngayong bawat isa

Isang tunog ng kuliling ang kailangan na

Bilang hudyat ikaw ay handang-handa na

Sa mga gawaing KID Scout na darating pa.

Mga Bata: *(Kukulilingin ng bawat bata ang kampana nang minsan.)*

LL: *Sama-samang umawit gumalaw*

Bilang pagsasaya at pagpupugay.



Mga Bata: ISA, DALAWA, TATLO

Isa, dalawa, tatlo

Handang handa ako

Sa aking gagawin

At KID Scout na rin.

Mag-Isip at matuto

Gumawa sa buong grupo

Magsaya't makiisa

KID Scout masisigla.

Isa, dalawa, tatlo

Handang handa ako

Sa aking gagawin

At KID Scout na rin.

(Palakpak)

LL: *Ngayon nama'y mataimtim na magpugay*

Sa Maykapal na umalalay.

(Isang maikling dalanging ekumenikal habang kumikililing ang kampana nang mahina. Pagkatapos ay isa-isa ihahatid sa upuan ang mga bata sa pamumuno ng LL habang isang makabagong tugtugin ang maririnig sa paligid.)

PAGSULONG

(Tutugtog ang kuliling at tambol o gong o gansa habang nag-aayos ang mga batang nakamaskara o nakasuot ng ulo ng kambing. Nasa likod nila ang kanilang mga magutang at mga lider. Haharap ang grupo sa isang lider at Chief Usa.)

LL: *Ano ang inyong hangarin?*

Sabihin, sabihin nang magaling.

KS: *Nais naming maging KAB Scout.*

(Mahinang boses, palakas.)

LL: *Ito ba'y kahilingan din ng inyong mga magulang at pinuno sa KID Scout?*

Lider at Magulang: *Marami na ang kanilang natutunan*

Sapat na ang kanilang mga gulang;

Handa na sila sa susunod na baitang

Ng malawak na Scout Program.

(Aalis at iiwan ang mga bata.)

LL: *Handa na bang talaga ang katawan at isipan?*

KS: *Opo.*

LL: *Sabihin ang inyong naisin at kahandaan.*

KS: *(Isa-isa sasagot.)*

LL: *Kung gayon magkapit-kamay tayo*

Bumilog ang buong grupo

Isigaw nang todo-todo

Na may galaw at damdaming totoo.

CHANT: *Kaya, kaya, kaya, kaya*

Kaya ng Pinoy, hoy! hoy! hoy!

Ang batang Pinoy, hoy! hoy! hoy!

Tayo'y KID Scout! Hoy! hoy! hoy!

Kaya, kaya, kaya, kaya

Kaya, kaya, Boom!

LL: *Tanggalin ang inyong mga sukob-ulo at isuot ang bagong kulay ng KAB Scout.*

(Lagyan ng taling dilaw sa ulo.)



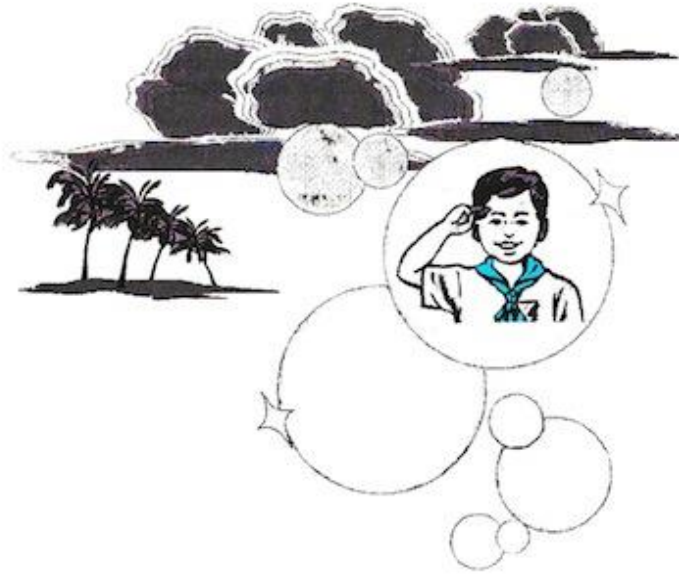
KL: *Tanggapin ang luis*

At sabay sabay sindihan

Habang ating awitin

Dasal-pagpugay sa bayan.

(One by one they light their sparklers from candles surrounding the Philippine Flag and Scout Badge while singing a national song.)



VII. Advancement in KID Scouting

A. Advancement Procedures

1. Each Scout has an Activity Book.
2. His Parent/Guardian initials each accomplishment.
3. The KID Scout gives his Activity Book to his Langkay Leader.
4. The KID Scout affixes the symbol* of achievement in his Activity Book, using the following color scheme:
 - a. Character Building Group – Blue
 - b. Citizenship Training Group – Yellow
 - c. Skills for Self Reliance Group – Violet
 - d. Other Useful Skills Group – Green
 - e. Service to Others Group – Red
5. A KID Scout moving on to KAB Scouting is given a **Badge**.

*(The medium may either be crayons; colored paper cut-outs; printing using indigenous materials like banana stalks, etc.)

B. Membership Requirements

1. Recite the Pangako at Batas ng KID Scout

*Ang aking pangako,
mahalin ang Diyos at ang aking bayan;
maging masunurin at mabuting bata
sa tahanan at saanman.*

Motto: Laging Masaya!



2. Show proof of obeying his parents/guardian.
3. Accomplish task assigned by the Leader.
4. Pay the membership fee.

C. Advancement Requirements

The progressive scheme for KID Scouting is not emphasized. The KID Scouts should be encouraged to accomplish as many of the requirements as they are capable of doing during their stay in this program.

I. Requirements for Character Building

A. Love of God

1. Say prayers everyday, for example; prayer of thanksgiving, special intentions.
2. Attend religious services with elders.
3. Behave properly during religious services.
4. Tell the truth.



B. Love and Respect for Elders

1. Use polite words, for example, “*po*,” “*opo*,” “*paki*,” “*Salamat*.”
2. Practice polite gestures, for example, “*pagmamano*.”
3. Use titles of respect, for example, *Tatay*, *Nanay*, *Kuya*, and others.
4. Ask permission before leaving the house.
5. Practice courtesy, for example, in greeting elders, in answering the phone, when there are guests in the house.
6. Obey elders.
7. (Optional) Do special fun activity with parent(s).

C. Love and Respect for Others

1. Greet friends.
2. Share toys and goodies with playmates.
3. Ask permission when using things of other.
4. Return things borrowed.
5. Return things found.
7. Wait for his turn.
8. (Optional) Help care for younger kins.
9. (Optional) Give gifts or small tokens to loved ones on special occasions.



D. Love and Respect for Other Living Things

1. Care for plants.
2. Treat animals properly, for example, care for useful animals and keep away from animals that may harm him.
3. (Optional) Help feed pets.

II. Requirements for Citizenship Training

A. Knowing About People and What They Do

1. Tell his complete name and address.
2. Tell the name of his parents and everybody at home.
3. Join at least one activity of other Langkays.
4. Observe a common meeting at least 3 months before leaving the Lankay.

5. (Optional) Tell what other people do.



B. Obedience To Rules

1. Follow rules at home, in school and in other places:
 - what to do upon waking up
 - when to play, where to play, what to play with
 - when to keep quiet
 - when to keep things
 - where to walk on the street.
2. Throw trash/garbage in the proper place.
3. Put things in their proper places, return toys and other things to their rightful places after use.
4. Switch off lights, fans, radio, TV when not in use.
5. Draw a picture of good citizens doing the right thing and talk about it.



C. Filipinism

1. Use Philippine products.
2. Behave properly in a Flag Ceremony.
3. (Optional) Follow elder's advice in buying things.

III. Requirements for Self-Reliance

A. Personal Cleanliness

1. Take a bath regularly.
2. Wash his hands before and after eating.
3. Brush his teeth after meals.
4. Keep his ears, nose, and fingernails clean.
5. Wear clean clothes and shoes.
6. Comb his hair.



B. Other Health Habits

1. Go to the bathroom when needed.
2. Eat and drink nutritious food, for example, drink milk, eat vegetables, avoid junk foods.
3. Sleep and wake up on time.
4. Tell parents or adults at home when he does not feel well.

C. Independence

1. Clean his body with the least assistance.
2. Put on clothes and shoes by himself.
3. Eat meals independently.
4. Pack and carry own things when going out.
5. Fix his own bed.
6. (Optional) Select clothes to wear appropriate to the occasion.

D. Food Production

1. Germinate any seed and plant it.
2. Help tend a vegetable garden, for example, watering, weeding, cultivating.

IV. Requirements for Useful Skills

A. Motor Skills

1. Safely climbs stairs, low trees, and the like
2. Use playground equipment safely.
3. (Optional) Get on and off a child's tricycle and drive it carefully.
4. (Optional) Play at least 3 native games, for example, *Taguan*, *Habulan*.

B. Work Skills

1. Use eating utensils correctly.
2. Use at least 3 simple tools, like small hammer, scissors, and the like.
3. (Optional) Prepare simple snack.

C. Creative Skills (Do any three activities:)

Arts

1. Construct at least one toy out of indigenous materials, like match box, paper, clay, twig, and others.
2. Form at least one object/animal with the use of clay, dough, and the like.
3. Form at least one object by pasting together cut-out shapes.
4. Draw or sketch and color at least 3 national symbols: mango, *bahay kubo*, Philippine Flag, *anahaw*, *bangus*, or others.



Songs and Dances

5. Sing at least 2 Scout action songs with correct lyrics and appropriate movements.
6. Show at least one simple Filipino dance taught by the leader, like *Paruparong Bukid*, *Itik-itik*, or *Lubi-lubi*.

Story Telling and Dramatization

7. Listen to at least 3 stories read or told by the Langkay Leader or parent.
8. Retell a story (in at least 5 sentences) to other children. (The stories may be about the childhood of Jose Rizal and stories taken from *Adarna*, *Batibot* books, or any local children's magazines).
9. Act out either individually or as a group, any of the stories heard.

Hobbies

10. Compile in an album form any of the art activities done.
11. Share/Show the album to fellow KID Scouts and to other children.



D. Nature Lore

1. Name at least 3 kinds of plants, for example, fruit trees, flowering plants, vegetables.
2. Identify at least one animal from each class, for example, bird, fish, insect.

V. Requirements for Service to Others



A. Helpfulness

1. Help elders do household chores, like:
 - cleaning the house
 - setting the table
 - preparing food, and others
2. Run simple errands – take messages
3. Help somebody by:
 - entertaining, like, singing, dancing, and others
 - passing/serving food at table
 - helping carry things



B. Emergency Preparedness

1. Know what to do in case of accidents

- ask for help call people's attention
- go to elders
- wash abrasions small cuts with soap and water

Optional:

- look for medicine box and point it to someone
- point out injuries
- call for help using the telephone

2. Identify various signals, like bells and sirens.

- Point to hazards at home and in school.



VIII. Relationship with Other Units

A good leader is not one who can do the job of 10 men but one who can have 10 men do the job. This is the essence of leadership: learning to lean and to delegate responsibilities. There are other Scouters who can assist you in your job as Langkay Leaders your Assistants.

Your Relationship with Your Assistant Langkay Leaders

The Langkay Committee appoints your Assistant Langkay Leaders upon your recommendation. Your Assistant Langkay Leaders should be the type with whom you can work best. They should preferably be parents of KID Scouts.

Your Assistant Langkay Leaders should be able to lead the Langkay in your absence. Thus, it is wise for one of your Assistant Langkay Leaders to be able to take over your responsibilities, should it be necessary to do so.

Your Assistant Langkay Leaders are your right-hand assistants. They may be asked to carry out whatever duties you may assign to them. However, it is best if you work as a team. Here is how you might divide the responsibilities in the Langkay:

- one assistant may take charge of all records, such as individual records of KID Scouts, etc;
- the other assistant Langkay Leader may work with you in program planning.

Be sure to recognize the work of your assistants. Remember that the human factor is more important than the task. Don't miss the chance of giving them credit for their work.

Your Relationship with Your Sponsoring Institution

Your Sponsoring Institution believes in the value of KID Scouting for boys. So it has applied with the Boy Scouts of the Philippines for the adoption of the KID Scouting program. This charter is renewed every year, certifying that your institution is qualified to use the KID Scout program.

Your Sponsoring Institution forms a Langkay Committee composed of three or more adults (usually parents) and designates one as chairman.

It also appoints an institutional representative who is its official representative, and therefore your direct contact with the institution, and the institution's direct contact with the district Scouting committee and the local council.

Know the activities of your Sponsoring Institution and find out how your Langkay can assist in them. Make your institution feel your presence and acknowledge your Langkay as part of it.

Keep your institution informed of the activities and accomplishments of your Langkay. Your Langkay Committee should submit an annual report of your activities. Your Langkay Committee Chairperson or Institutional Coordinator can also make a progress report of the activities of your Langkay during the regular meetings of your Sponsoring Institution. Where feasible, the officers/administrators of your Sponsoring Institution should be invited to your Langkay activities.

Your Relationship with the Langkay Committee

Your Langkay Committee is usually made up of parents from your Langkay. They can give you the necessary support that you need. You just have to inform them of your needs. You can do this during the monthly Langkay Committee meeting. Make a report of your Langkay activities and inform them of the necessary support you need from the Committee.

You relationship With Other Scout Units

If your Sponsoring Institution also sponsors other units, e.g. Kawan or Troop, you should be in touch with the Kawan Leader, Troop Leader, Outfit Advisor, Circle Manager, and the other leaders. You will be working with the same boy at different stages of his development and you can help them become better acquainted with the boy. The Kawan Leader will be interested in what you are doing because you will be preparing the boy to become a KAB Scout. The Kawan Leader will continue the work you have started.

If your Sponsoring Institution does not have other units, it might be a good idea to suggest that it gets a charter for a KAB Scout Kawan. Then your KID Scouts could continue in Scouting under the institution's leadership.

Appendices

A. STORIES TO TELL KID SCOUTS

THE ALIMAUNG AND THE DEER

(Bagobo)

Once upon a time there lived an *alimaung* and a deer. One day the *alimaung* called the deer to tell him his dream.

The deer said, "I will not go to you."

But the *alimaung* said, "It is said in my dream, that your liver is good to eat."

The deer was afraid and he ran away. Soon he reached the *datu's* house. The deer said, "May I hide here?"

But the *datu* said, "Pass on." So the deer ran again until he reached a carabao.

The carabao said, "Where are you going?"

The deer replied, "Can you help me, because the *alimaung* is going to eat my liver."

The carabao said, "Go on. But, if I moo it means that the *alimaung* is coming."

Soon the *alimaung* came. The *alimaung* asked where the deer passed. The carabao said, "I have not seen him because I was busy nibbling grass." Then he mooed and the deer heard the sound.

The deer ran again until he met a horse. The deer said, "Horse, help me because the *alimaung* is going to eat my liver."

The horse said, "Go on, because I cannot help you."

The deer next met a goat. The deer said, "Can you help me? The *alimaung* wants to eat my liver."

The goat said, "Yes, I will help you because I can face the *alimaung*."

The *alimaung* came and asked the goat where the deer went. The goat replied, "I don't know because I was busy eating *duhat* leaves."

The *alimaung* said, "Show him to me because I want to eat his liver."

The goat said, "Look into the well."

The *alimaung* looked into the well and saw the head of another *alimaung*. The goat said, "I have killed that *alimaung* and put it there. If you will eat my liver, I shall eat yours, too."

The *alimaung* was scared and ran away. Soon he met a monkey. The monkey asked. "Why are running away?"

The *alimaung* said, “I am running away because the goat will kill me.”

The monkey said, “The goat was only fooling you, for he is hiding the deer. Come with me,” said the monkey, “and let us go back there, but we will knot our tails together.” The monkey and the *alimaung* left until they reached the place of the goat.

The goat asked, “What news do you bring?”

The monkey said, “We came here to see the deer whom you have hidden.”

The goat said, “Look into the well, because the head of the *alimaung* which I have killed is there.”

The *alimaung* said, “See, I have told you that I would not go back because he would kill me.” The *alimaung* ran away because he was scared that the goat would kill him. The monkey was dragged and his head hit the trees they passed.

The *alimaung* hid himself and the deer was saved.

NOTE:

Alimaung – looks like a dog and is believed to live in the jungle although no one has seen it yet

DAGONG AND THE DEER OF GOLD

Once upon a time, there lived a famous hunter named Dagong. One day, after praying for success, he went with his dogs on a hunting trip.

Dagong had not gone far when he saw fresh deer tracks. He was much pleased with the sight. It made him feel that his prayer would soon be answered.

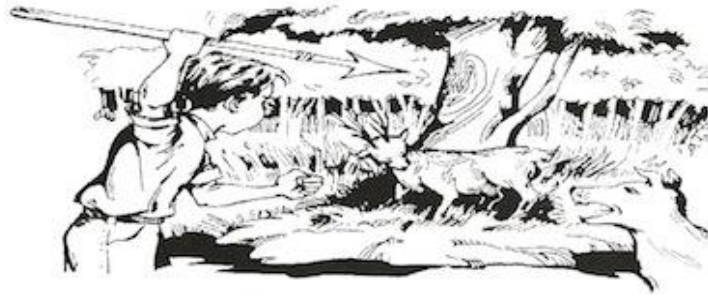
Dagong set his dogs loose. Straight as an arrow, they shot through the woods. Soon they were barking for all they were worth. Dagong knew they had found their quarry.

However the deer managed to escape the dogs. Rushing out of the woods, it took off down the ridge toward the stream below. The dogs went after it in hot pursuit.

Dagong did not follow the dogs. Instead, he made a beeline for the stream. As an experienced hunter, he was sure that the deer would head for it.

In the meantime, the barking of the dogs had turned to excited barking. This told Dagong that they had brought the deer to the bay. And he broke into a run.

Dagong was all but breathless due to exertion and his excitement when he reached the place where his dogs were. The sight that met his eyes made him still more excited for the deer had been boxed in a deep chasm, so that it could not run any further.



Dagong raised his spear to kill the deer. Suddenly the deer began to talk. Dagong was so taken aback that he remained motionless for sometime.

“Please don't kill me, the deer said, Let me live, and every day you may come and collect my dung. It'll make you wealthy, for it's of pure gold.”

Dagong knew then that what his dogs had brought to bay was not an ordinary deer. It was, instead, an *anito* or spirit. It was, in fact, the spirit of gold itself, in the form of a deer.

Dagong was much pleased with what the deer had said. He put down his spear, gathered some of the gold manure, placed it in his bag, and went happily home.

Now, Dagong told himself over and over again. I'm no longer a poor hunter. I'm a wealthy man, a *Baknang*. I can buy all the pigs and all the wine I want. And I can give a feast anytime I please.

Dagong became very wealthy indeed. He built himself a large house. He bought many blankets, jars, and dishes. He gave one feast after another.

Every time Dagong needed gold, all he had to do was to go to the chasm in which the deer of gold was imprisoned and gather its dung. Soon his neighbors also became wealthy, for he told them about the deer of gold. As the weeks rolled on, the people became more and more greedy. They wanted more and more gold. In the end they were no longer satisfied with the dung of the deer. So they began hacking off chunks of gold from the body of the deer.

This made the gold deer very angry. It became so angry that it plunged deep into the rock, leaving only traces of its dung. From then on, Dagong and his companion had to dig deep into the solid rock to get gold. So life became hard for them again.

B. RHYTHMIC ACTIVITIES

Count-Out-Rhymes

Introduction

Count-Out-Rhymes are fun ways for the leaders to choose a captain or IT for a game with no show of favoritism. Teach some of the rhymes to your KID Scouts. You will find them being used when the boys are playing on their own.

The KID Scouts stand in a circle, arms bent at elbows and hands held out in front of them, palms up. One of the players or the leaders moves around the circle touching a different palm on each syllable. The player touched on the last word is eliminated and sits down in his place. The last player left standing wins the honor of being IT for the next game.

Some original count-out rhymes follow. Encourage your KID Scouts to make up their own rhymes.

(1)

Pen, pen de sarapen
Kutsilyo de almasen
Haw haw de karabaw
Ba-tu-ten.

(2)

Jack En Poy
Hali-hali hoy
Si Kenkoy
Isa, dalawa, tatlo!

(3)

Silky, sanity, tweedily, doo,
The one who is out is Y, O, U !

(4)

Salt and pepper, sugar and spice,
Kiddies are fun and they are nice;
Candy is sweet and you are, too,
You stay in but out you go!

(5)

Hands and feet
Ankles and knees
If you are out
Sit down, please!
(The player whose hands touched on “please” is out)

(6)

Cookies and candies, ice cream and pie,
It's easy to run and harder to fly.
The one who is out is U, O, Y
(The player whose hand is touched on “Y” is out).

(7)

One, two *bato*
Three, four *bapor*
Five, six *siksik*
Seven, eight *paet*
Nine, ten a big fat hen.

(8)

Red, white and blue
Stars over you,
Mama said,
Papa said
“I love you.”

(9)

Mini mini may na mo
Naka pi di pay dapo.

(10)

Rabbits are quick,
Turtles are slow,
Dogs can bark
and out you go.



(11)

Counter: *Kuntil butil, Kata-ta kuta.* Give me a number

Answer: Ten

Counter: 1,2,3,4,5,6,7,8,9,10 — You are out!

(12)

Batu-bato sa langit

Ang tamaan ay

Huwag magagalit.

C. GAMES KID SCOUTS PLAY

Playing games and sports are good ways to keep fit. Whether KID Scouts play alone or with others, games and sports often have the rules to follow. KIDS should play fair and always try to do their best. When they do so, they are being a good sport. Having fun is the most important thing, not who wins or loses.

Try some of these games, in which everyone can have fun and be a winner.

I. Quiet and Semi-active Games

Quiet games fill many needs. They are useful as a change from active games. They rest the group but keep them occupied at the same time. In extremely hot weather, or in a crowded spaces, or just before mealtime or bedtime, quiet games are the most suitable. Quiet games are setting games. They interest, challenge, and please without over-exciting KIDS.

Since they fit so many situations, with a good repertoire of quiet games you will be well equipped for many emergencies.



Semi-active games require moving space, but the running is modified to a walk. Quiet hours or periods of quiet play do not always null require games devoid of any activity. Rainy day periods and meeting rest periods would be dull without some semi-active games. Even on the hottest days at camp or in the playground, it is a good idea to move once in a while, if for no other reason than to prove that everyone isn't as dead as he feels.

a. Circle Games

CIRCLE FREEZE

No. of players: 4
Type of game: Semi-active game
Area: Optional
Equipment: None

Draw a large circle, 20 to 30 feet in diameter as space permits. Draw a 3 feet circle in the center of the large one. The IT stands in the center of the small circle. The rest of the players at the beginning of the game, stand around the perimeter of the small circle with one foot touching it. The object of the game is for the players to move toward the perimeter of the large circle without being caught in motion by the IT. The method is to advance and freeze, advance and freeze.

The first KID Scout to touch the edge of the outer circle without being caught becomes the IT. A Scout caught moving at any time must return to the small circle to begin again.

ODD OR EVEN or HOW MANY?

No. of players: Langkay
Type of game: Quiet
Area: Anywhere
Equipment: Bottle caps

Each KID Scout is given 10 bottle caps. One group plays against another. The players in each Sub-group face each other. Each player in Sub-group # 1 takes an optional number of bottle caps secretly in his right hand, turns to his opponent, and asks, "Odd or even?" If his opponent answers correctly, he wins all the caps held by the first player. If he is incorrect, he must pay the number of caps held by his opponent. The player in Sub-group # 2 takes his turn. Players alternate turns with their opponents. At the end of 5 minutes, each team adds up its caps. The team with the most number wins.

KID Scout: When playing with very young KID Scouts, give only five counters to start. Instead of asking, Odd-even, they ask, How many? The KID Scout who guesses correctly wins the counters held if the guess is incorrect, he must pay his opponent the equivalent of the counters held

Variation # 1: Players are given the counters. They circulate at random around the room and are challenged at every turn. At the end of 5 minutes, the player with the most counters wins. The players who lose all their pieces may get a second helping of five counters so they can continue to play.

Variation # 2: The game may be played without counters. Players arrange the fingers of one hand under the thumb and hide them with the other hand. Opponents try to guess how many fingers are free.

OBSERVE AND REMEMBER

No. of player: Optional

Type of Game: Quiet (Observation game)

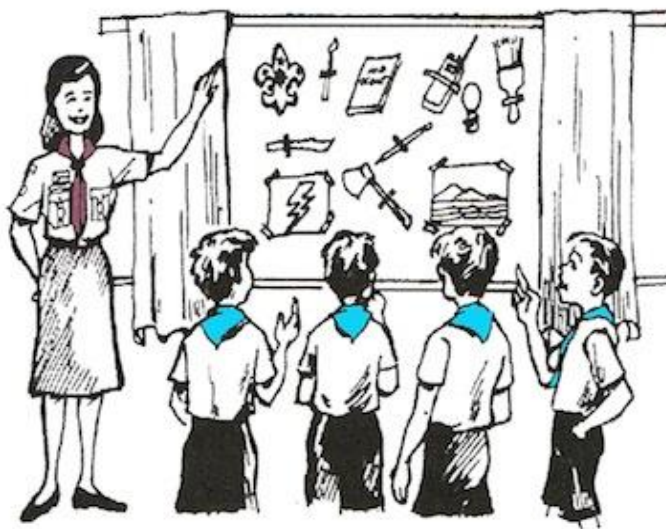
Area: Meeting room

Equipment: Pictures and a blackboard or piece of wall board

The Leader writes numbers and words, tapes pictures cut from magazines, or tapes actual objects on the blackboard and then pulls the curtain down to cover the blackboard. The Leader instructs the KID Scouts to observe carefully all that are on the blackboard. The Leader allows 1 minute for careful study and then pulls the curtain down again to cover the board.

If played as a group game, one KID Scout acts as a captain and draws or writes down all the objects named by members of his group. The group with the longest correct list wins.

If played as an individual game, each KID Scout makes his own list. Again, the longest correct list wins.



Variation # 1: Instead of listing all that are there, the KID Scouts try to discover what are missing. After the KID Scouts have observed the objects, they cover their eyes and the leader removes one or more objects KID Scouts try to name the missing objects.

Variation # 2: If it is possible to have two areas, the leader removes a number of articles from one area and places them in the second. On viewing the grouping the second time, the KID Scouts must name what will be found in the second area, which is at the moment covered.

Variation # 3: For a spelling game, the leader writes several words on the board. A certain number are misspelled. When the KID Scouts cover their eyes, he corrects the words. Players are to name which misspelled words have been corrected and which are still incorrect.

However the game is played, it is a wit-sharpener.

LONG ARM TAG

No. of Players: 10 or more

Type of game: Mildly active

Area: Meeting room

Equipment: A tube about 30 inches long and 2 inches in diameter. Make it out of tag board and tape it thoroughly so that it will hold its shape. (A tube from a roll of gift-wrapping paper will serve very well)



The tube becomes the long arm of IT, who roams up and down the lines trying to tap a KID Scout with the tube before he can sit down on his seat. A KID Scout is immune when seated, but is subject to being caught if he dares to stand as IT comes near. But what fun is a game of tag if one doesn't dare challenge IT? A tagged player becomes IT. In a large meeting room, have two ITs.

TABLE SETTING RELAY

No. of players: Langkay

Type of game: Table Relay

Area: Dining tables

Equipment: A plate, knife, spoon, and drinking cup for each group.

Organize the group into teams of equal number along long tables, or, if the group is seated around small tables, have each table constitute a team.

Give each team captain a plate, knife, spoon, and paper cup. At the signal to begin, the captain begins

passing the plate, silver and cup, one piece at a time, down the length of the team or around the table. Each KID Scout must handle each piece separately and pass them in this manner.

The game is over when all the pieces are placed as a table setting by the last Kid Scout in line or have been returned to the captain's place at a round table.

ADVANCE A SEAT RELAY

No. of players: 10 or more

Type of game: Relay

Area: Meeting room

Equipment: None

Vertical rows are teams. At the signal to begin, the last in each row slides out of his seat to the right and runs up the aisle to the front of his line where he stands and claps his hands over his head three times. Meanwhile, all the KID Scouts in his row move back one seat. The first KID Scout then slips in to the empty first seat and claps his hands once, as a signal for the last player in the room to begin his run.

The first team with its players back in their original places wins, provided all rules have been followed.



PARTNERS FIND

No. of players: 10 or more

Type of game: Active, Circle

Area: indoors or outdoors

Equipment: None

Count off the KID Scouts by twos so that each has a partner. Arrange them in a double circle with the partners standing side by side facing opposite directions. At the signal to move, each circle begins walking in the direction it is facing, thus partners walk away from each other.

At a blast from a whistle, all stop and wait for the leaders command which may be any of the following forms of locomotion or a variation:

Commands – Explanation

Rabbit Hop – Partners hop like rabbits toward each other

Running Dog – Partners bark like dogs as they run on all fours toward each other

Backward Walk – Partners walk backward toward each other carefully avoiding collisions with other players

Skip – Partners skip toward each other

Hop Two – Partners hop toward each other with a two-footed hop

Hop One – Partners hop toward each other on one foot

Once the command is given, the partners move toward each other as quickly as possible in the manner specified, take both hands, and stop. The last couple down receives a mark against it.

The game begins again with the leader calling a different form of locomotion after each stop signal.



It is better to keep a score on the last couples down than to eliminate them or you will soon have more players out of the game than in.

At the end of the game, have each couple with three or more marks against it perform a stunt.

BALL TOSS

One KID Scout stands in the center, and the others form a circle around him. He tosses the ball straight up in the air and calls the name of another KID Scout. The KID Scout whose name is called runs to the center and tries to catch the ball on the first bounce. If he catches it, he becomes the new thrower. If not, the KID Scout in the center tosses again. Everyone gets a chance to be a thrower.



b. Games Around the World

Children around the world have their own games and ways to play. Try some of these games from different parts of the world.

RABBIT WITH A HOUSE (Brazil)

This Brazilian game is best when you have at least 11 KID Scouts.

1. Pick someone to be IT (the rabbit without a house) and someone to be the caller.
2. Divide the others into groups of three.

3. Each group makes a rabbit in a house by having KID Scouts holding hands (the house) and one KID Scout (a rabbit) standing inside.
4. The caller yells out “Find a House” and all the rabbits, including the one without a house, have to run to find another house.
5. The rabbit left without a house becomes IT.

Variation: Call on (1) *Tao*, (2) *Bahay* or (3) *Bagyo* to have (1) boys look for houses, (2) houses look for boys or (3) boys and houses all move around for a new set up.

JAN-KEN-PON (Japan)

You will need two KID Scouts.



1. Two KID Scouts face each other with their hands behind them.
2. Together, they say “*Jan-Ken- Pon*”. On “*Pon*” both bring a hand forward to stand for stone (a fist), paper (flat hand), or scissors (V-shape with the index and middle finger).
3. Stone beats scissors because it can break them, Scissors beat paper because they can cut it. Paper beats stone because it can wrap the stone.
4. A KID Scout gets a point each time his hand beats the other's. The first player who gets seven points wins.

Variation: The player who gets a point, paints the face of the opponent with cake icing

SHEEP AND HYENA

(Sudan)

See if you can keep the sheep away from the hungry hyena. You'll need at least 10 KID Scouts the more the better.



1. KID Scouts join hands and form a tight circle.
2. One KID Scout stays outside the circle. He is the hyena.
3. Another KID Scout stays inside the circle. He is the sheep.
4. The KID Scouts in the circle have to try to keep the hyena from breaking through the circle to get the sheep. The game ends when the hyena gets the sheep or gets too tired to go after the sheep anymore.
5. Two other KID Scouts become the sheep and the hyena.

RED LIGHT, GREEN LIGHT

(United States of America)

Here is one of many ways to play the game.

1. Choose a KID Scout to be IT. The KID Scout who is IT stands far away from all the other KID Scouts at one end of the playing field.
2. The others line up along the starting line at the other end of the field.
3. IT turns to the groups and yells green light The KID Scouts may run toward IT.

4. When IT yells red light every one must stop running and freeze. IT turns around right after he yells red light. If IT catches anyone moving, that KID Scout has to go back to the starting line.
5. The game continues until someone has been able to reach and touch IT who has his back turned to the group.
6. That person becomes IT.

ANIMAL/OBJECT HUNT

Stand a small toy animal somewhere. Tell the Scouts to look for it, and sit down quietly when they see it, without giving its location away. The game ends when most of the boys are seated, or when all of them have seen the object.

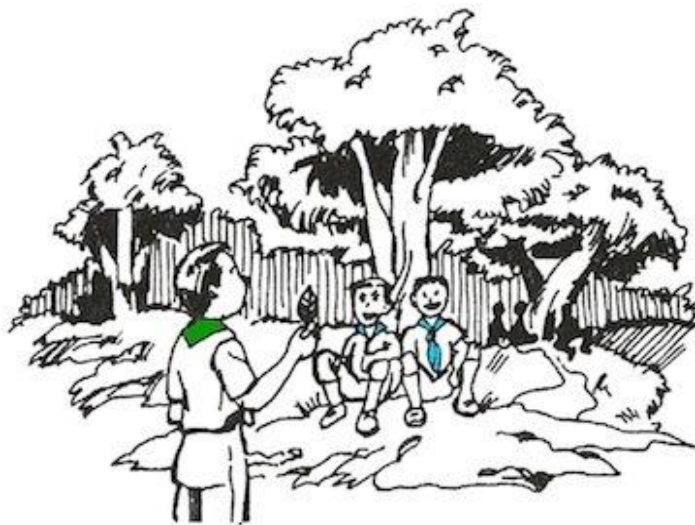
HUNT THE CANDY

Hide candies, preferably paper wrapped, all over the area. The candies belong to the boys who find them.

Variation: Use fruits in season.

FINDING ORIGINS

The leader gives each boy a mango leaf that has fallen from the tree. Tell the boys to look for the nearest tree of its kind and sit there until there are five of them under the tree. The five boys then go around the tree chanting its name “Mango... Mango...Mango...”



Variation: Use the leaf of another tree.

FINDING MIXERS

The leader gives pairs of different leaves/objects and tells each KID Scout to look for another KID Scout with the same leaf, ask his name, and skip with him.

<INSERT IMAGE>

LISTEN WHISTLE

No. of players: 10 or more

Type of game: Active

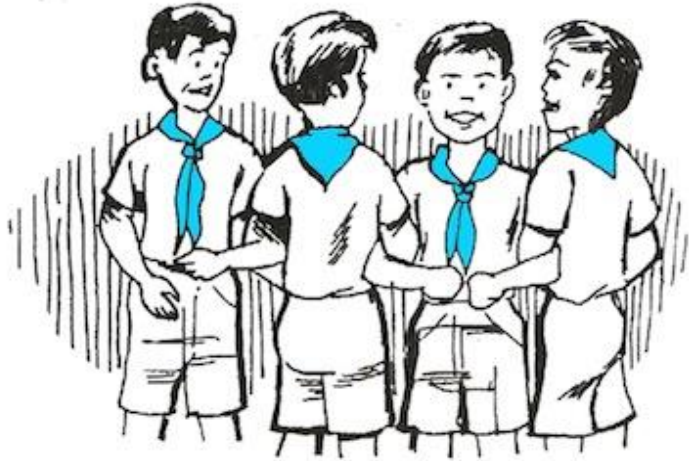
Area: Optional

Equipment: None

The KID Scouts stand at random in the play area. By counting the number of blasts on the leader's whistle, the KID Scouts know whether to form groups of twos, threes, or whatever. The odd player or players left out of the required formations have a point scored against them. A player accumulating a score of five points pays a penalty.

Variation: The leaders, before giving the whistle signal, calls out the position required in the formation. Some suggested positions and descriptions of them follow:

1. *Hip-to-Hip* – With two players it would be right hip to right hip. With three or more players, players would stand in a line, the first two right hip to right hip, the third player left hip to left hip of one of the two players. Thus, players face in opposite directions alternately.
2. *Knees to Knees* – With two players, both take deep knee bend position, face to face, both knees touching partners knees. Players may hold hands for balance. With three or more players, they form a small circle, deep knee-bend position, one knee touching player on one side, the other touching the player on the other.



3. *Hook Arm* – The players facing opposite directions hook arms at elbows. With three or more players, face opposite directions alternately as in hip-to-hip formation.

4. *Sit-Back-to-back* – Two players stand side by side holding inside hands, right foot of one against left foot of the other. Both pull away from each other until their joined arms are stretched out from the body with free leg in bent-knee position for support and balance.

SLEEPING DOG

No. of players: 5 or more

Type of game: Quiet hour

Area: Meeting room/playroom/camp

Equipment: Blindfold and a beanbag



The KID Scouts sit around the edge of 10 feet circle. A KID Scout chosen as the SLEEPING DOG attempts to take his beanbag bone away from him. All other KID Scouts remain as quiet as possible while the steal is being attempted.

The SLEEPING DOG may growl if he hears a sound. If he thinks the bone stealer is close behind him, he may swing his arms around attempting to touch the thief. If he does not touch the thief, all becomes quiet again and the thief may creep closer. If he touches the beanbag without being detected, the rest of the players begin barking. The thief hurries back to his place in the circle. When he is seated again, the barking stops, signaling the SLEEPING DOG to remove his blindfold. The DOG then attempts to guess which player stole his bone.

All players try to look equally guilty or innocent. If the DOG guesses correctly, the bone stealer becomes DOG; otherwise, the same player continues as DOG until he catches a bone stealer to take his place.

PASA EN ORDEN

Bilang ng Manlalaro: 10 o higit pa
Saan Nilalaro: Palaruan

Isa sa mga KID Scout ay pipili ng lider at ang iba ay tatayong nakapalibot sa kanya upang tuparin ang inuutos nito. Sila'y mag-uusap.

Lider: "Pase en Orden. "

Mga manlalaro: "Kumbentong malalim. "

Lider: "Una-unahan kayong kumuha ng dahong dilaw. "

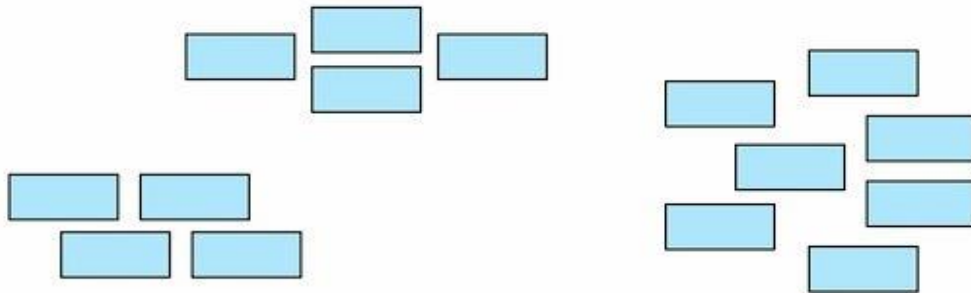
Mabilis na tutuparin ng mga KID Scout ang utos ng lider at ang makakakuha ng dahong dilaw ay sasama sa lider. Uulitin ang laro at ibang bagay ang hihingin ng lider hanggang ang lahat ay makakasama sa lider.

Bilangin ang puntos na magagawa ng laging makakatupad ng utos, (walang nakakapiling lider) at siya ang tatanghaling kampeon.

URAN-URAN-AN

*Bilang ng Manlalaro: Langkay
Saan Nilalaro: Palaruan o Gym*

Gumuhit ng isang kalahating talampakang kwadradong beys para sa bawat KID Scout. Ang mga ito'y hiwa-hiwalay at may layong dalawang metro sa isa't-isa. Sa hudyat ng TAYA, ang mga manlalaro ay magpapalitan ng beys. Habang ginagawa ito ay pupunta sa isang beys ang TAYA. Ang sinumang mawawalan ng beys, o walang matatapakan, ang siyang susunod na taya. Tingnan ang larawan.



Pansinin: *Huwag pababayaang magpalitan ng beys ang mga magkakatabi. Kailangang magsitakbo nang malayu-layo.*

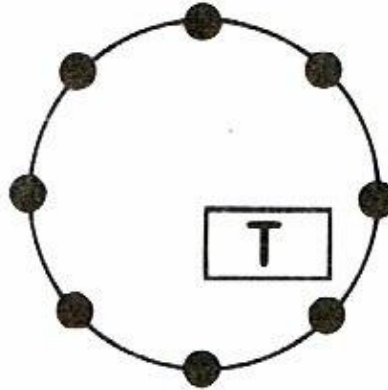
Maaari ring ang mga beys ay pabilog, gaya ng nasa larawan.



HALAP-HALAP

*Bilang ng Manlalaro: Langkay
Saan Nilalaro: Palaruan o Gym*

Lahat ng KID Scout, maliban sa isa na siyang TAYA ay maghahawakan ng kamay sa isang bilog. Nakapiring ang TAYA na nasa loob ng bilog. Huhulihin siya ng isang bata at hahapustin ang ulo, damit o kamay nito at huhulaan niya kung sino ito. Ang nahulaan ang siyang magiging TAYA sa susunod na laro.

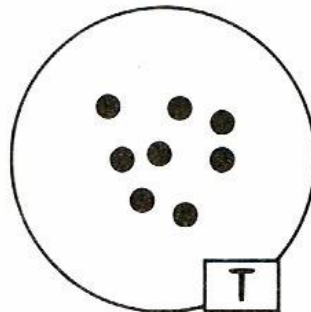


Maaaring kumanta ang nasa bilog habang lumalakad at pagtigil ng kanta ay magsisimulang manghula ang nakapiring. Tingnan ang larawan.

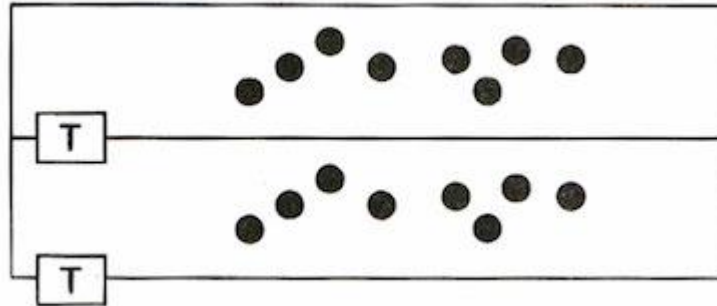
TAMBUBONG

*Bilang ng Manlalaro: Langkay
Saan Nilalaro: Palaruan*

Isang bilog na may 2-1/2 metro ang luwang ang iguguhit sa lupa. Pipiliin ang TAYA sa pamamagitan ng unahan o kaya ay Jack en Poy. Ang Taya ay tatayo sa guhit at ang ibang KID Scout ay nasa gitna ng bilog. Siya'y tatakbong tinutunton ang guhit at tatagain ang sinumang KID Scout sa loob. Ang matataga ng TAYA ang susunod na maging TAYA. Uulitin ang laro.



Maaari ring parihaba ang iguhit sa lupa at higit sa isa ang TAYA. Tingnan ang larawan.

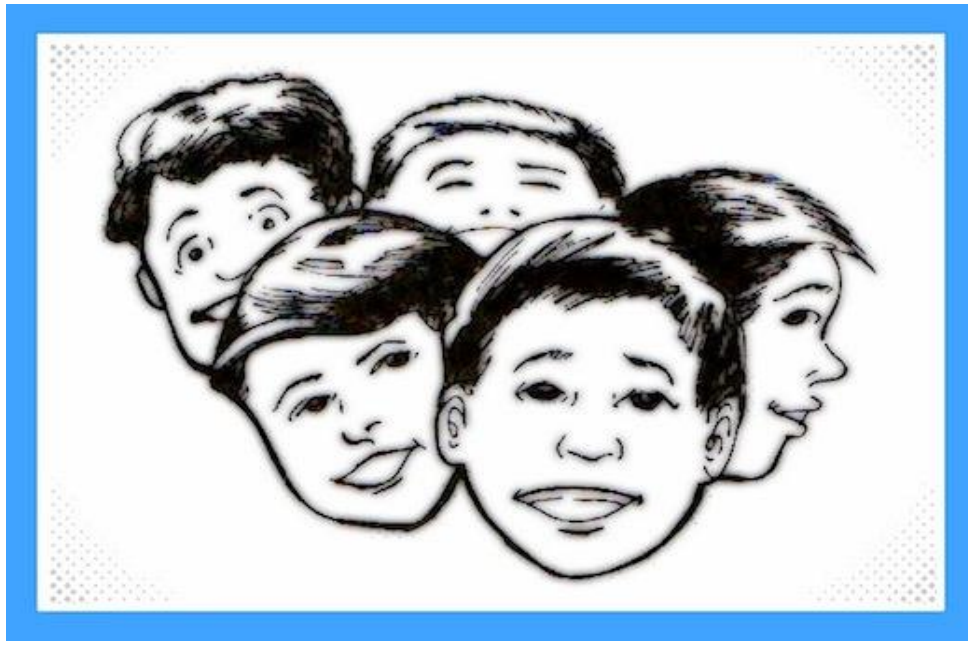


D. SONGS AND YELLS

THINGS TO REMEMBER

Songs/Rhymes must:

- Be simple
- Use familiar words
- Use repetitive melody
- Keep within tonal range
- Know music
- Allow spontaneous experience
- Use a variety of forms of music
- Be alert to teachable experiences
- Use songs to handle some problems



A.

Tayo'y magsaya (3x)

Tayo'y magsaya't

Pumalakpak.

Isang palakpak (2x)

Tayo'y magsaya't

Pumalakpak.

B.

Narito na, narito na

Mga batang masasaya

At masisigla.

Heto ang ilong

Heto ang tainga

Heto ang ilong at ang tainga.

Hawakan mo (3x)

Hawakan ang ilong At ang tainga.

Halina, halina

Mga batang masasaya

At masisigla.

C.

Talon, talon at umikot

Magkapit-kamay sa isang bilog

Padyak, padyak

Kaliwa't-kanan

Tayo'y maghanap ng bagong kaibigan.

D.

Mayroong pitong hakbang

Tungo sa langit

Ituro mo sa akin

Itong pitong hakbang:

1- 2;

1- 2- 3- 4;

1- 2- 3- 4 5- 6;

1- 2- 3- 4- 5- 6- 7

E.

Nanay nanay nanay ko

Ako sana'y turuan mo

Ako'y batang mayroong mata

Ang nakita'y ginagaya

F.

Ang lahat ng bagay

Ay magkakaugnay

Sa kandungang lupa

Tayo'y magkaakbay.

G.

Sampung mga karapatan ay dapat taglayin

Pagmamahal

Edukasyon

Unang ililigtas

Natatanging kalinga, labi, kalusugan

Paglalaro

Kapatiran

Maging makabuluhan.

TREN

(Several line formations)

Toot... Toot... Toot

Isang mahabang tren

Ito'y ating gagawin

Toot... Toot... Toot

Isang... gawin.

LOBO

Ako ay may lobo

Lumipad sa langit,

Di ko nakita

Pumutok na pala.

Sayang ang pera ko

Pambili ng lobo,

Sa pagkain sana

Nabusog pa ako.

BILOG

Bilog bilog na bilog
Tayo ng bumilog;
Bilog bilog na bilog
Isang malaking bilog.

Bilog bilog na bilog
Tayo ng bumilog
Bilog bilog na bilog
Maliit ang bilog.

SAPATOS NG KABAYO
(U formation)

Sapatos ng kabayo
Magagawa ninyo;
Ito 'y korteng U
Ating gawin ito:
1- 2- 3
Kayang kaya Boom!
Kaya ng Pinoy!
Hoy hoy hoy
Tayo'y KID Scout
Hoy hoy hoy.

ULAN

Kung ang ulan ay malapot na sorbetes
Oh anong sarap ng ulan
Ako'y lalabas na bukas ang bibig
Ah- ah- ah- ah- ah- ah
Oh anong sarap ng ulan.

TULAD NG ISDA

Tayo ng sumisid

Tulad ng isda

Ikampay ang palikpik

Tulad ng isda;

Manasyal sa ilalim

Tulad ng isda

Humanap ng pagkain

Tulad ng isda;

Mamasyal sa ilalim

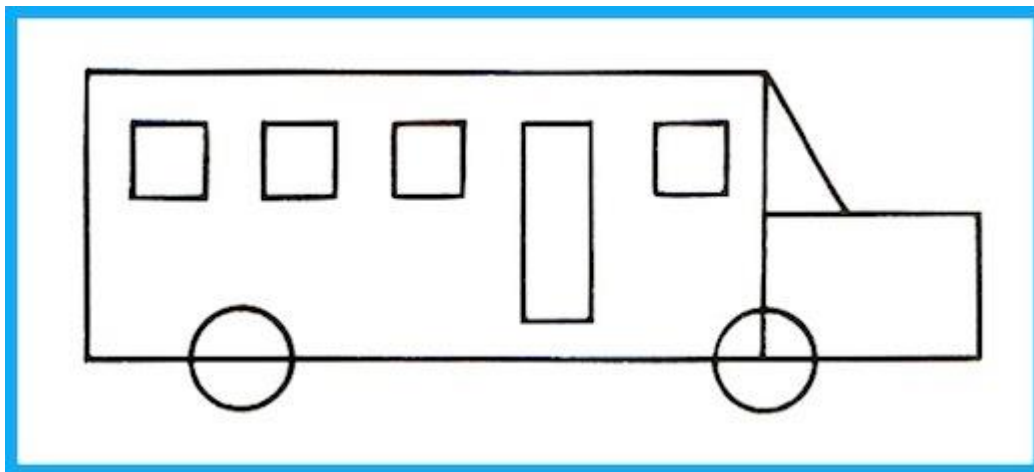
Tulad ng isda.

E. ARTS AND CRAFTS

Simple Geometric Designs for KID Scouts

From the colored pages of old magazines, cut out as many circles, squares, rectangles, and triangles as you may find in the following vehicles. Put them together (assemble them) on an old newspaper. Paste each piece carefully and see to it that what appears is the same as the following illustrations. For windows, put a square or circle as the case may be, on top of the rectangle or triangle. An art paper of contrasting color is best for windows.

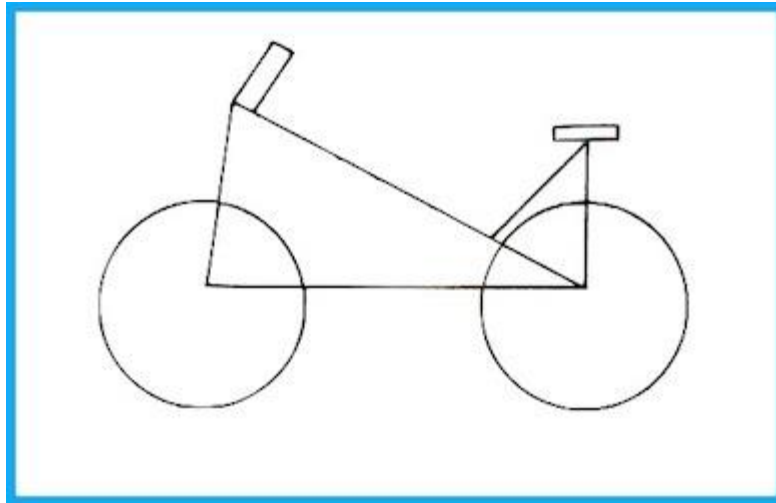
A PASSENGER BUS



Questions for KID Scouts to think about:

1. How many circles do you see in the above figure?
2. How many squares did you use for windows?
3. How many triangles do you see?
4. How many rectangles do see in all?

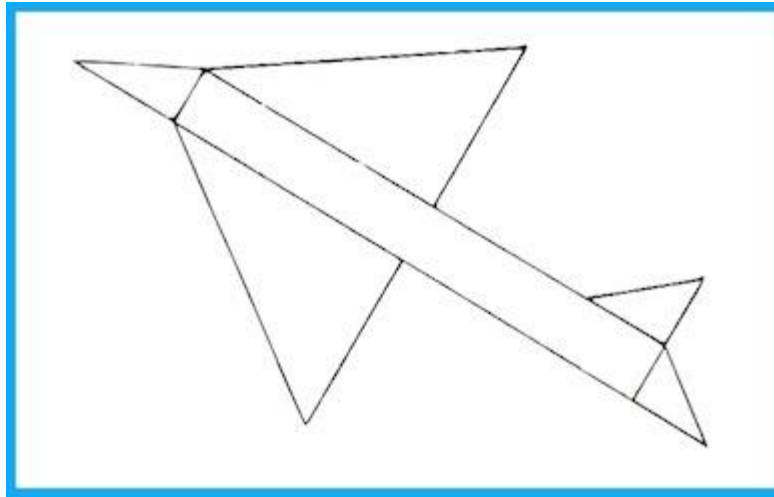
A BICYCLE



Questions for KID Scouts to think about:

1. How many circles do you use in this figure?
2. What are their uses?
3. How many small rectangles did you use?
4. How many triangles do you see?

AN AIRPLANE



FUN WITH CIRCLES

<INSERT IMAGE>

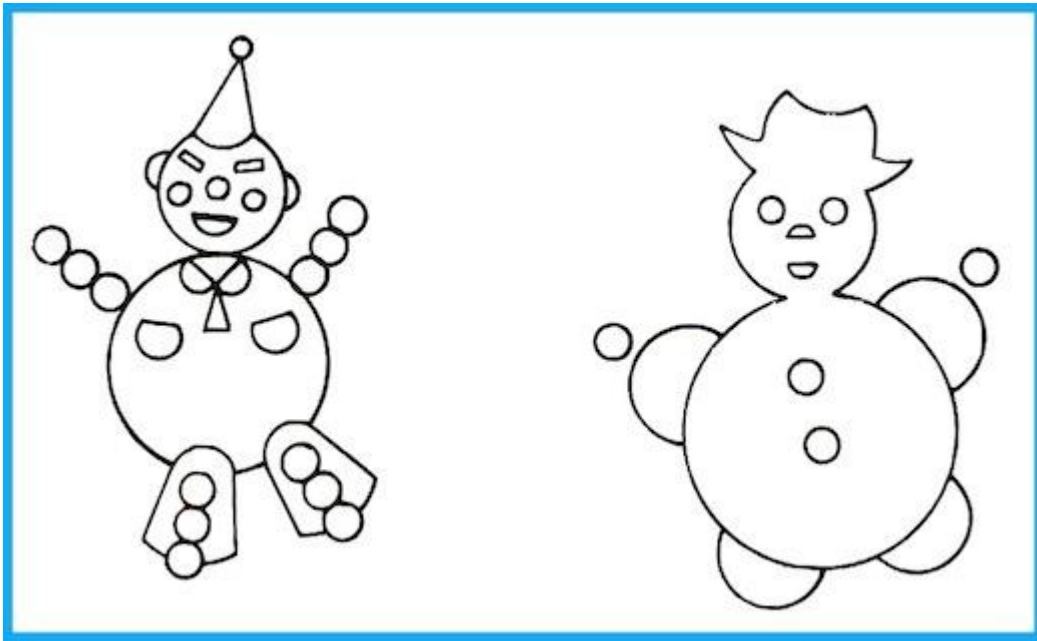
A lighted Candle

<INSERT IMAGE>

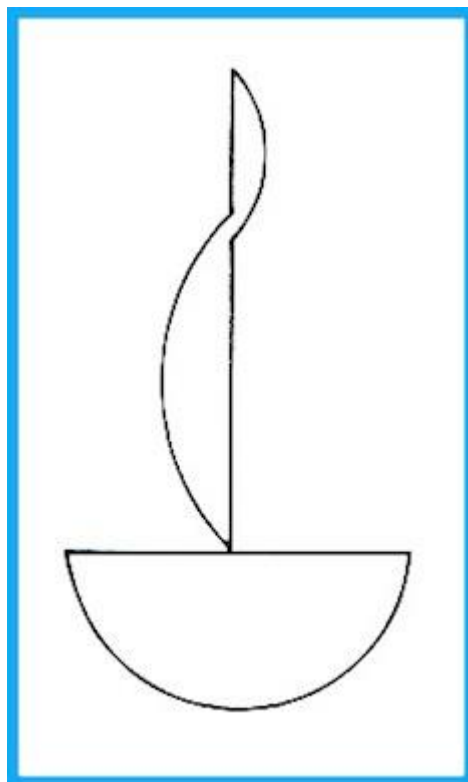
A Cat

<INSERT IMAGE>

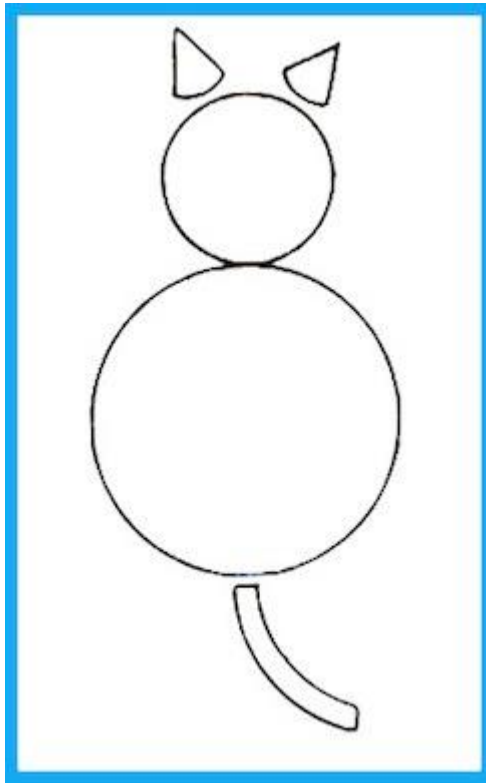
Fun With Circles



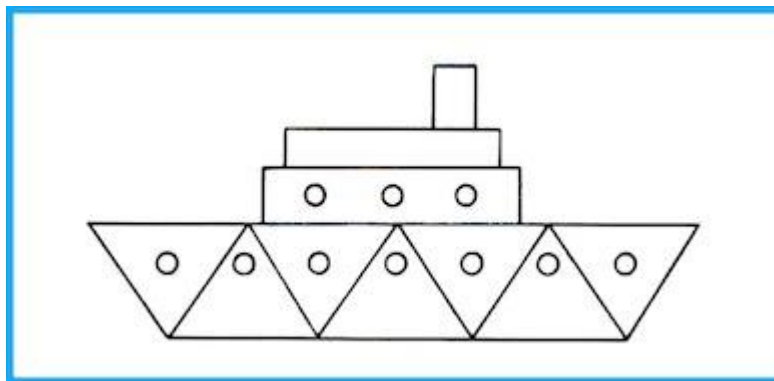
A lighted Candle



A Cat



A SHIP

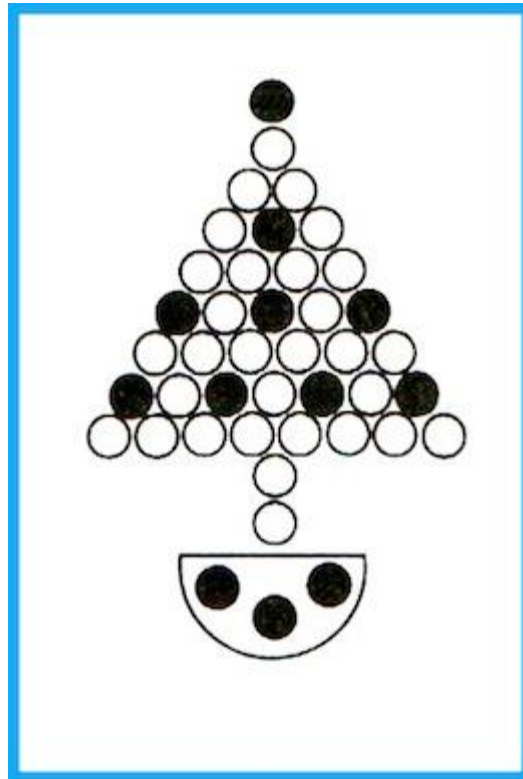


Questions for KID Scouts to think about:

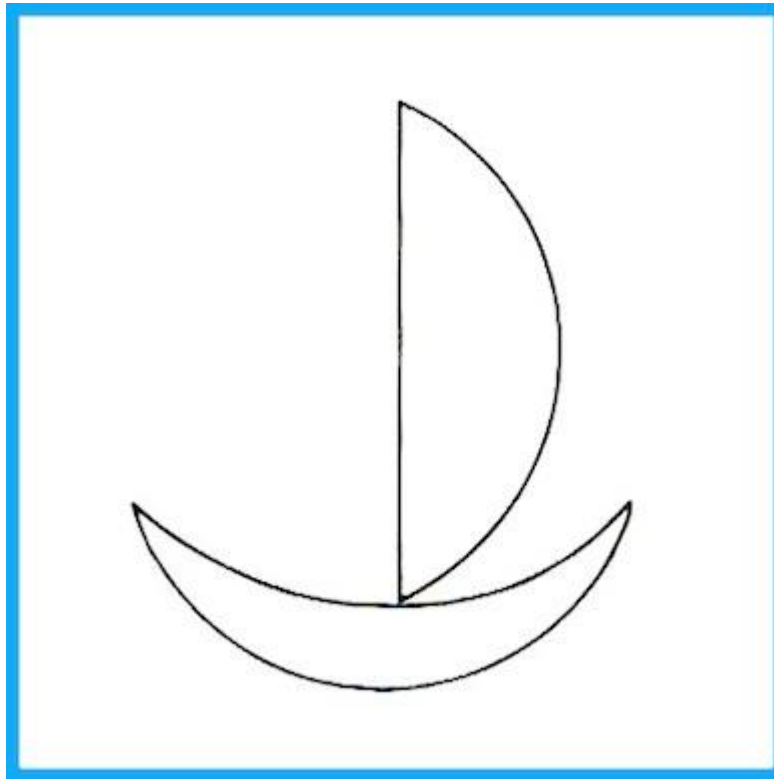
1. How many triangles did you use in this figure?
2. Count the circles in the ship. What are the circles for?
3. How many rectangles are there?

Now, can you think of other ways of combining squares, rectangles circles, and triangles? Try them out and see how good you are at this.

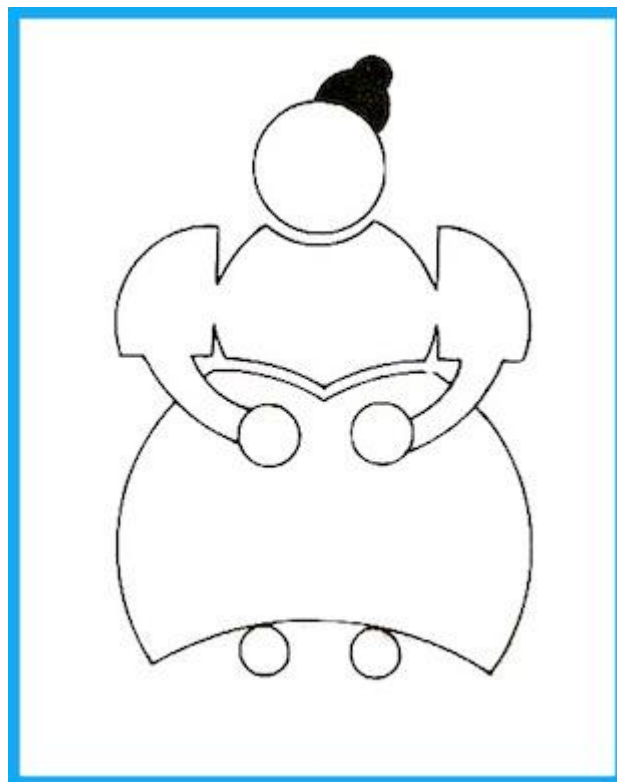
A Christmas tree



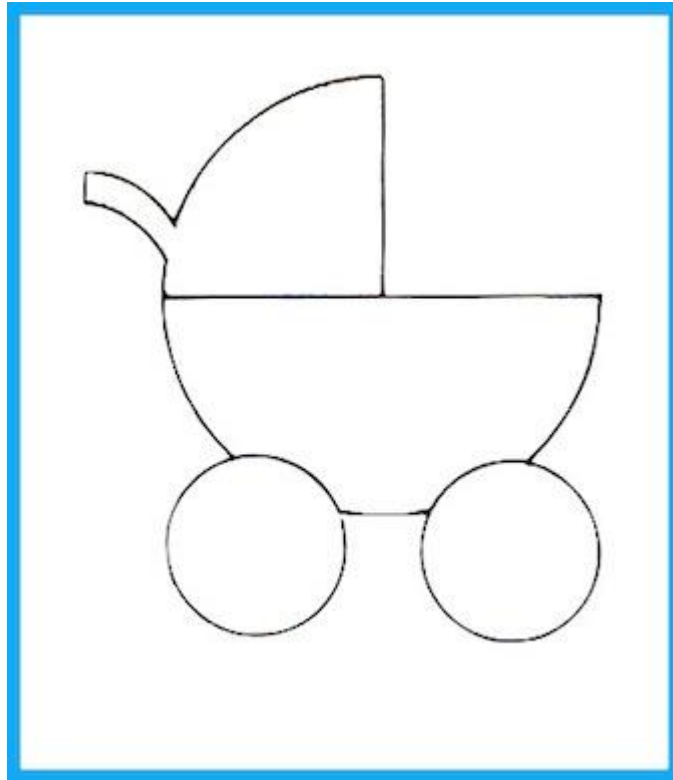
A Sailboat



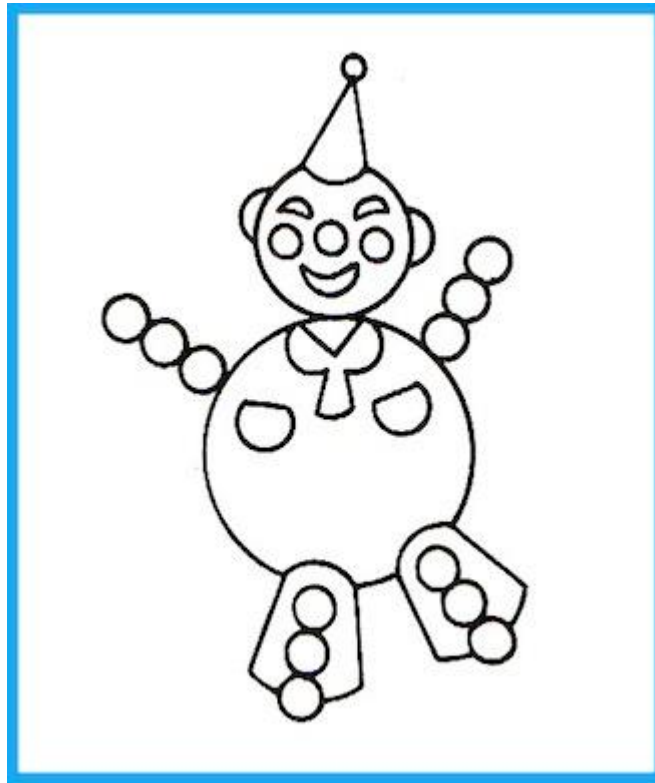
A woman in Filipina dress



A baby carriage



A clown

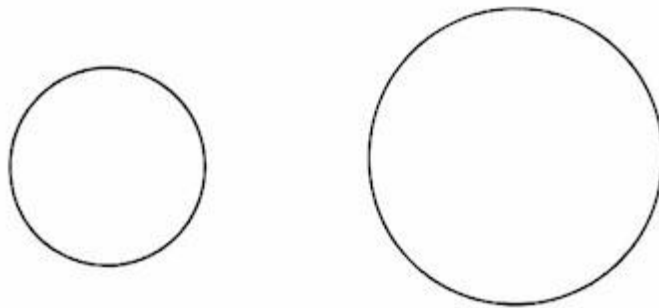


What did you make? It is a doll, isn't it?

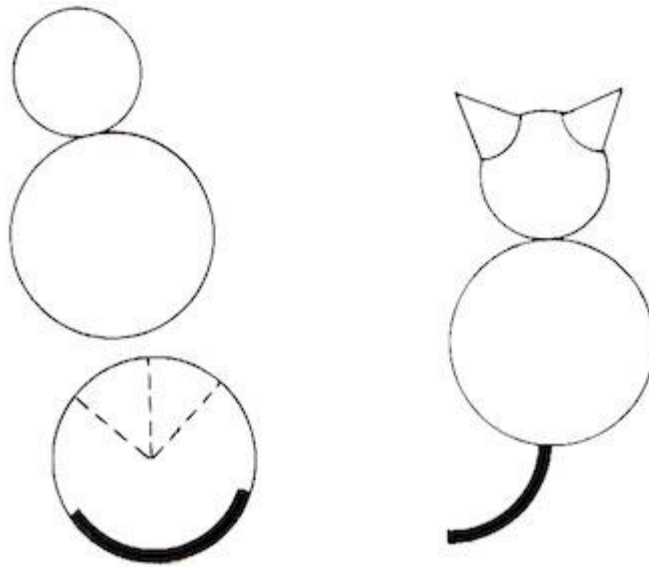
Let us make a cat this time.

Trace a one-peso coin or bottle cap of more or less the same size. Trace your 50-centavo coin or your bottle cap of more or less the same size.

Cut them out and paste them together.



Cut out the cat's tail as shown by the shaded area below and paste it on the figure you have already made. Then get or cut two pieces out of the remaining pieces you have saved, to make the cat's ears. Paste them as shown below.



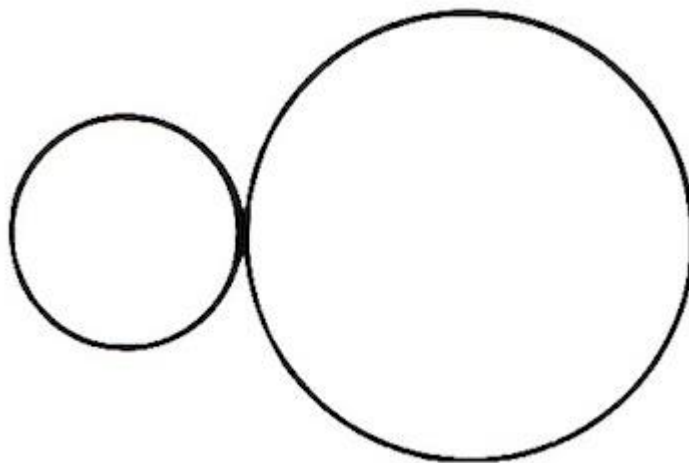
Now, you have a cat whose back is turned to you.

Trace your one-peso and your 50-centavo coins or your bottle caps of more or less the same size, once each, on your colored paper. Cut them out and paste them on a white background in A.

Trace your one-peso coin again. Cut it out and divide the round figure you have made as illustrated below. Now divide one half of the circle into four parts, B.

Paste them to provide your picture with a beak, tail, and feet, as shown below in C.

A.

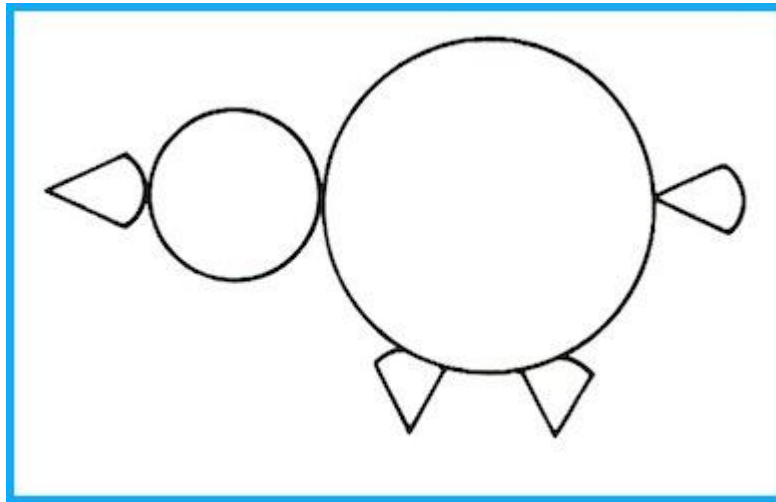


B.



Isn't your chick cute?

C.



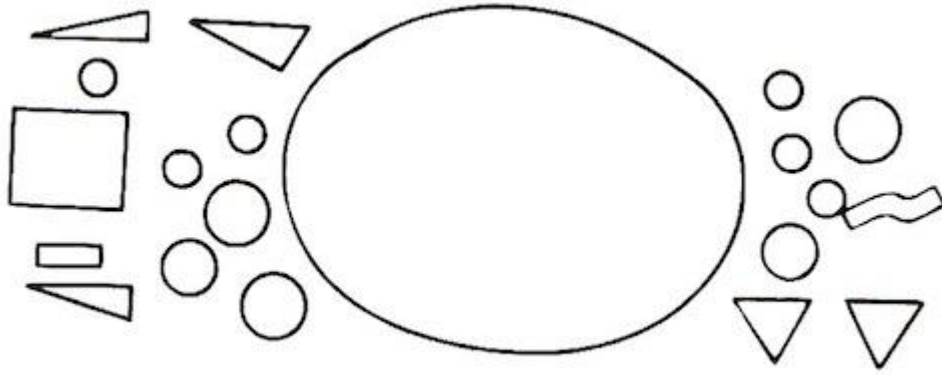
A HORSE

a. Cut out the following parts from your colored art paper:

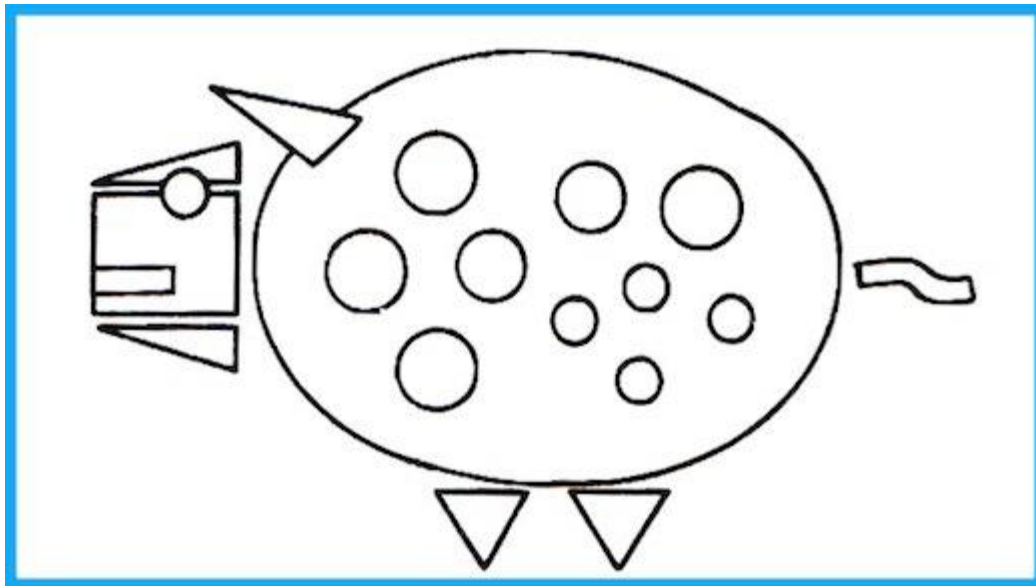
1. Count all the parts used. Add the circle and rectangles and subtract the total from the total of all parts used. What is your answer?
2. What shapes do the ear and tail take?
3. What is the shape of the biggest part used?

A PIG

a. Cut out the following parts from the colored art paper:



b. Assemble them together as shown below:



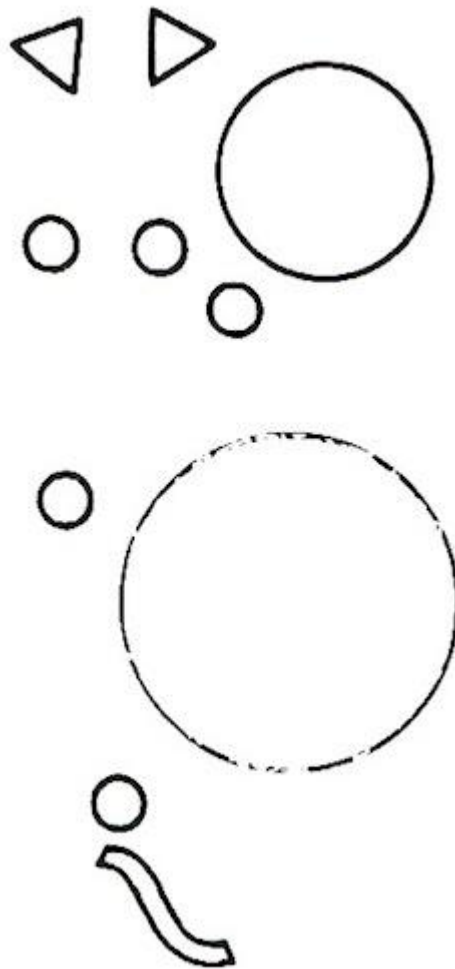
c. Questions for KID Scouts to think about:

1. What is the shape of the biggest part used?
2. Count the number of circles inside the oblong and add your answer to the number of rectangles used. What is your answer?
3. Subtract the total number of triangles used from the total number of circles used. What is

your answer?

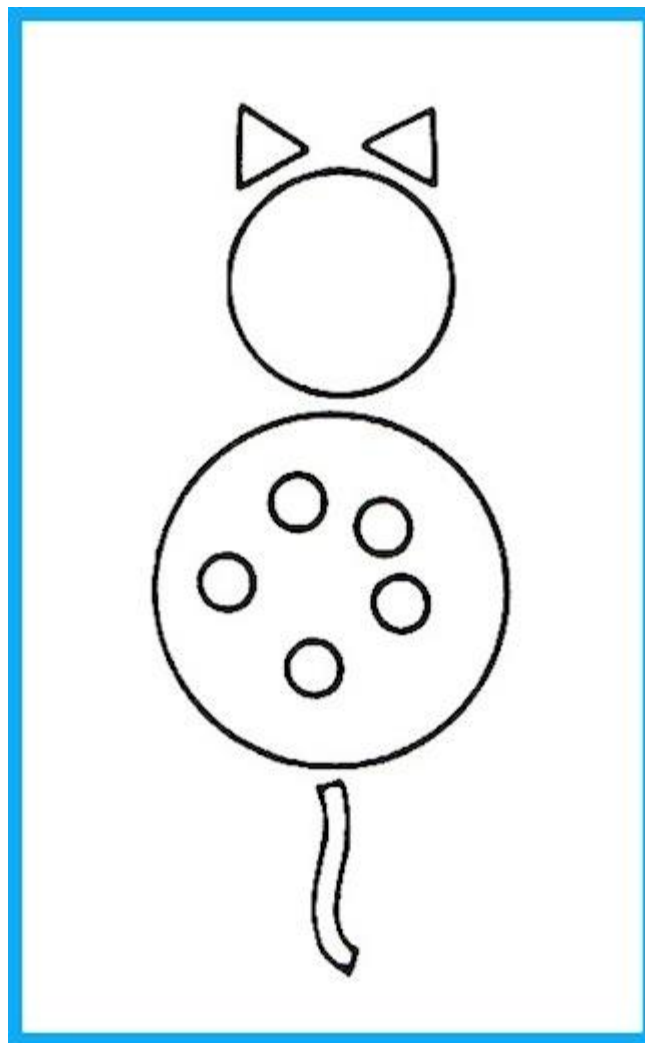
A CAT WITH ITS BACK TURNED

- a. Cut out of your colored art paper the following parts:
- b. Assemble them together as shown here:



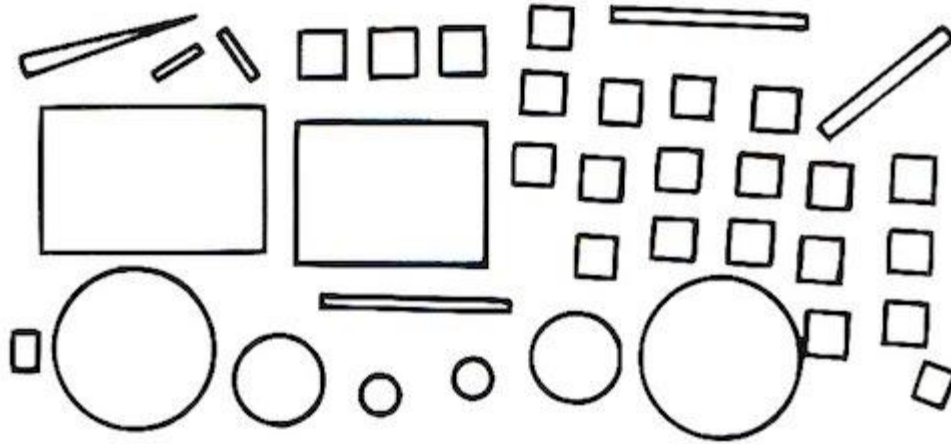
- c. Questions for KID Scouts to think about:

- 1. How many circles in all do you see? If you subtract the big circles from the number of small circles, what will your answer be?
- 2. What is the shape of the cat's ears?
- 3. Count all the parts used and subtract the number of parts used for the ears. What is your answer?

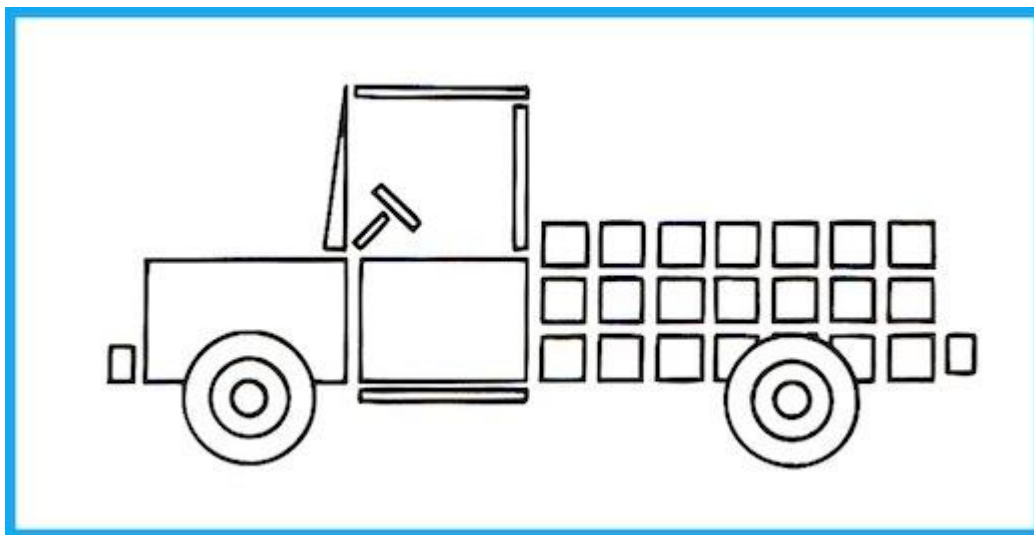


A TRUCK

a. Cut out of your colored art papers the following parts:



b. Assemble them together as shown below:

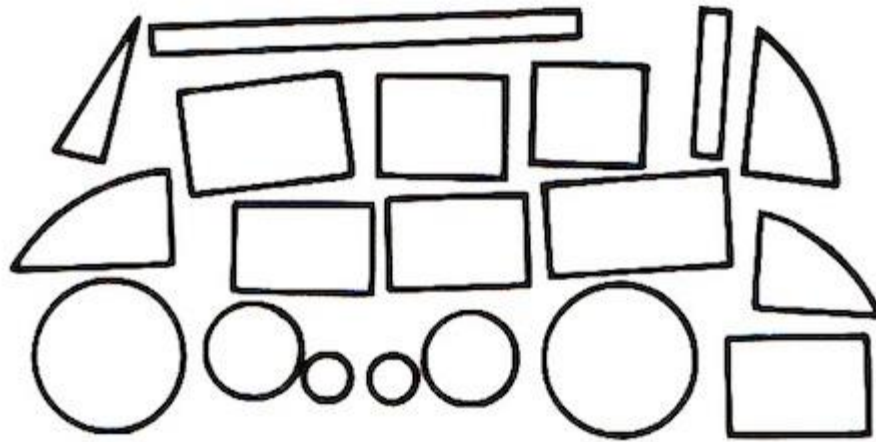


c. Questions for KID Scouts to think about:

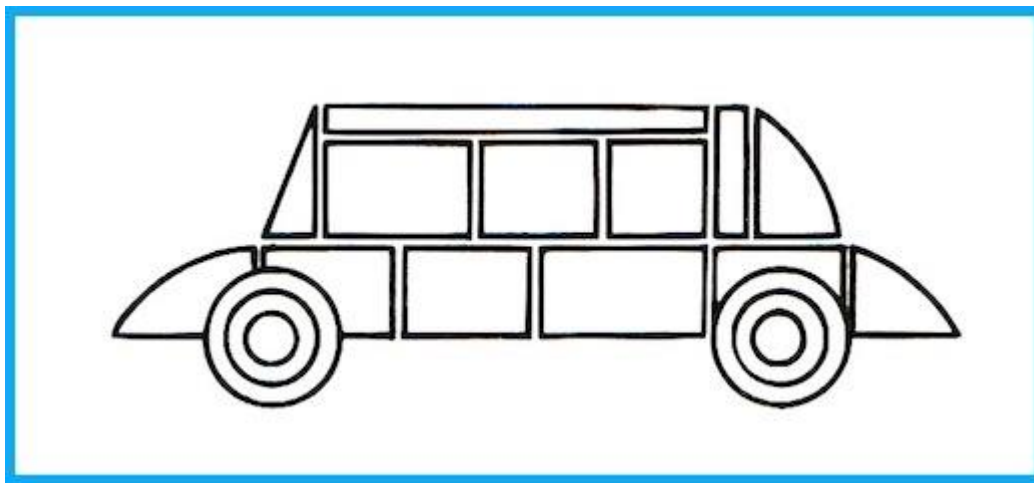
1. How many squares do you see?
2. How many circles in all did you use to make the wheels?
3. What is the use of the two small rectangles put together like a letter T?

A CAR OR LIMOUSINE

a. From your colored art paper cut out the following parts:



b. Assemble them together as show below:

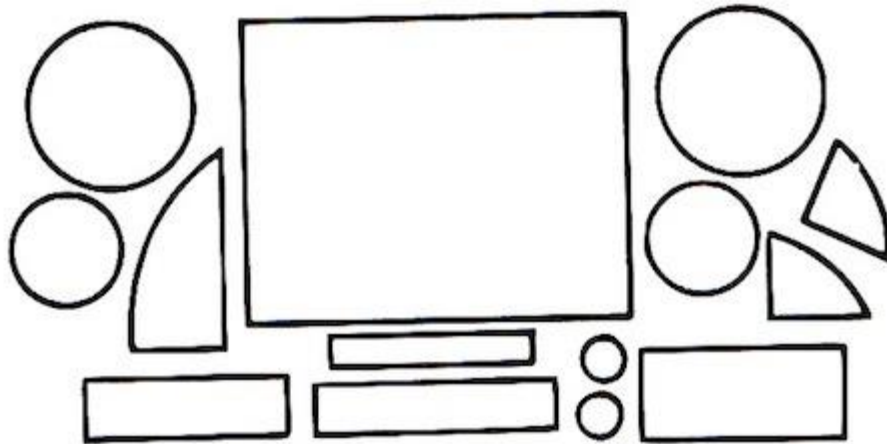


c. Questions for KID Scouts to think about:

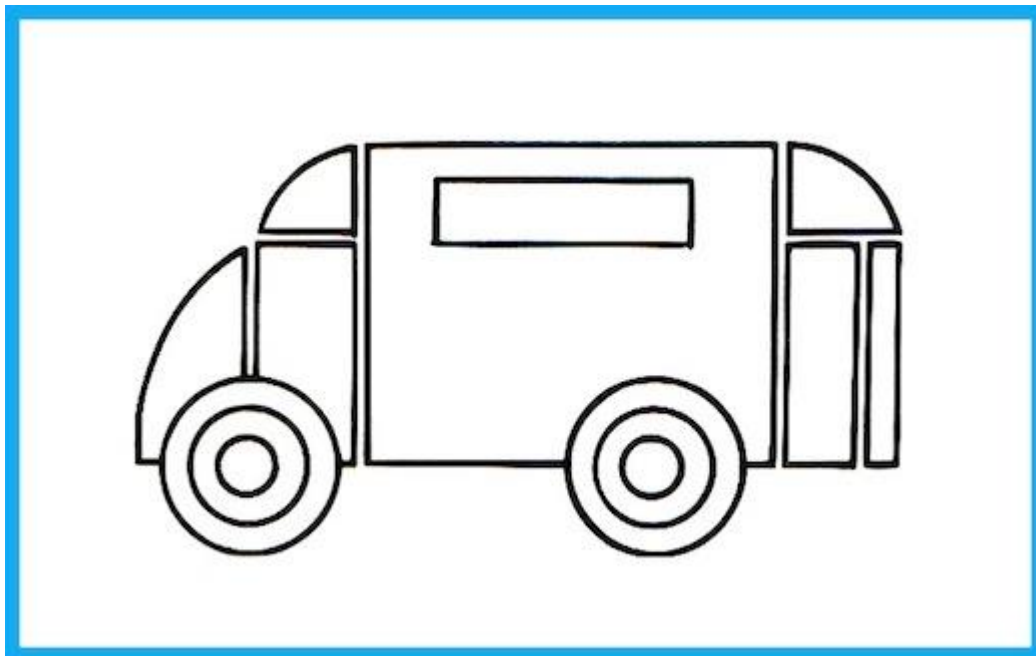
1. How many triangles in all do you see?
2. How many $\frac{1}{4}$ of a circle did you use?
3. How many rectangles in all did you use?
4. How many circles are there in each wheel?
5. How many parts in all did you use?

A DELIVERY VAN

a. Cut out of your colored art paper the following parts:



b. Assemble them together as shown below:



c. Questions for KID Scouts to think about:

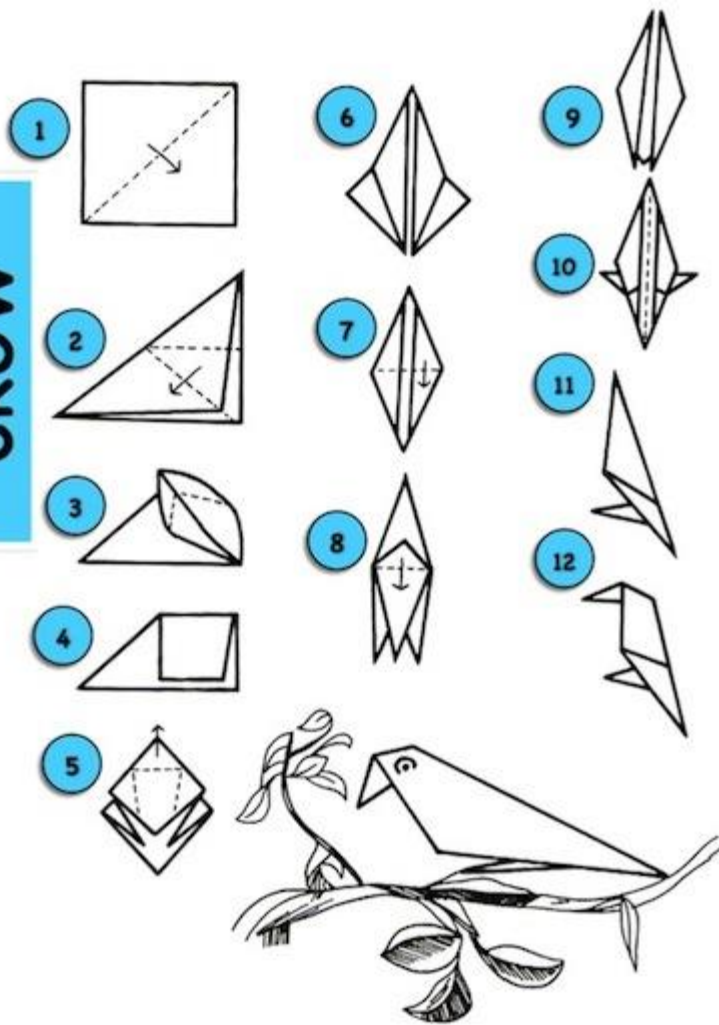
1. How many circles in all did you use to form the wheels?
2. Did you use any part of a circle? What part, $\frac{1}{4}$ or $\frac{1}{2}$?
3. How many rectangles in all did you use?



F. ORIGAMI

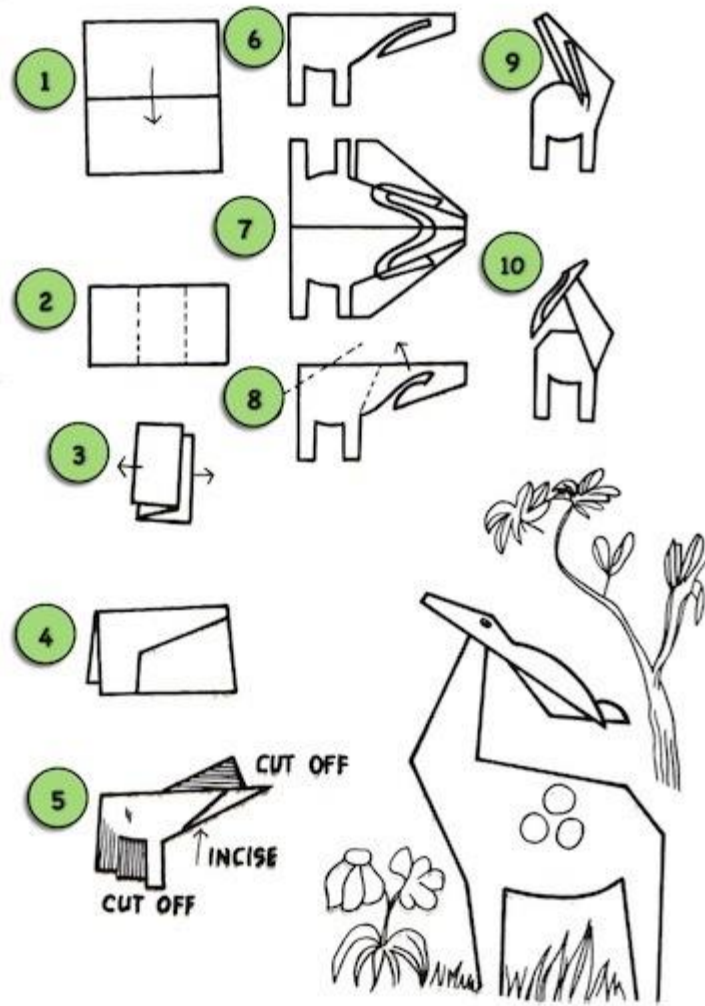
CROW

CROW

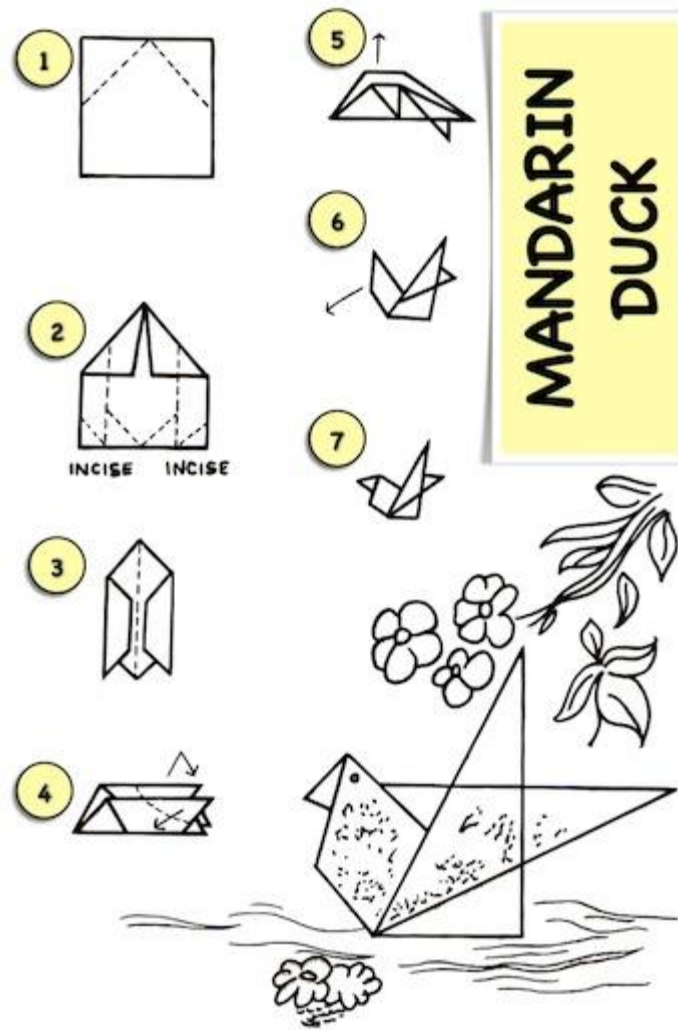


DEER

DEER



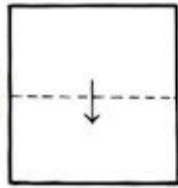
MANDARIN DUCK



ELEPHANT

ELEPHANT

1

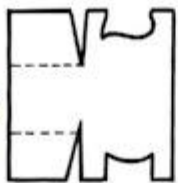


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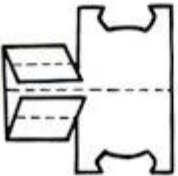


INCISE CUT OFF

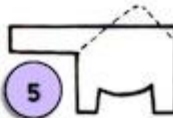
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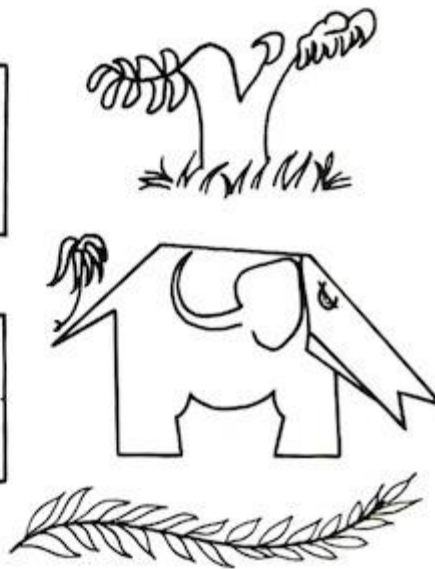
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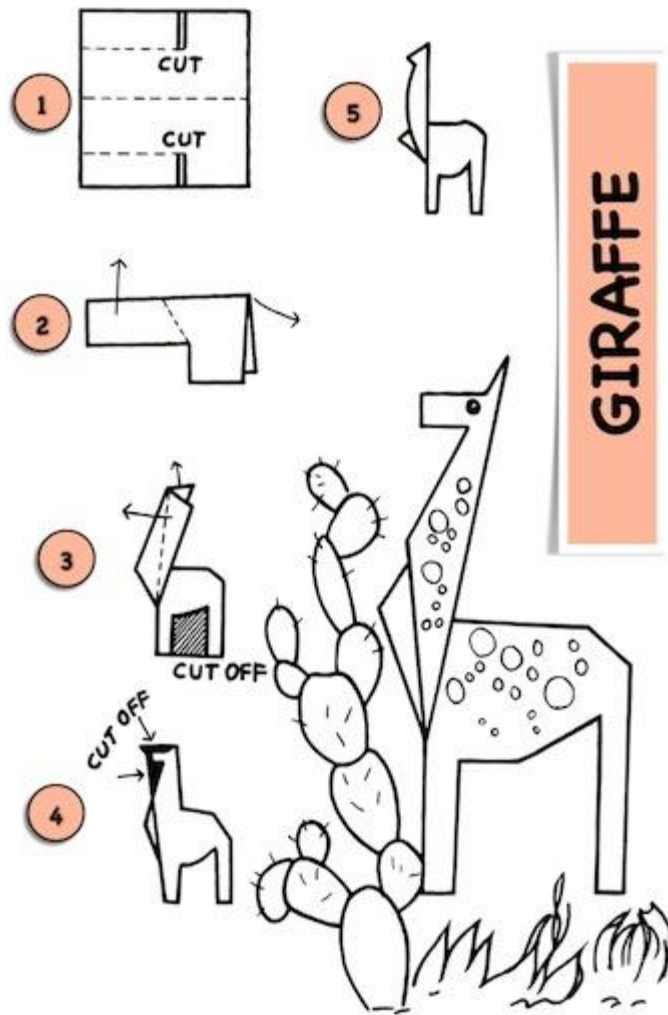
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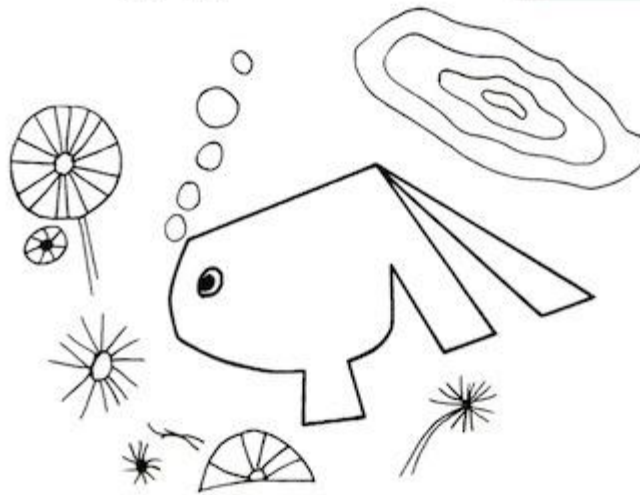
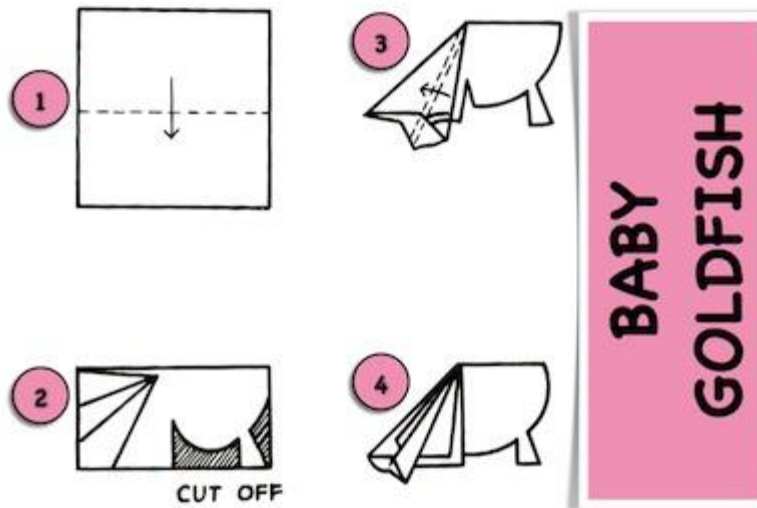
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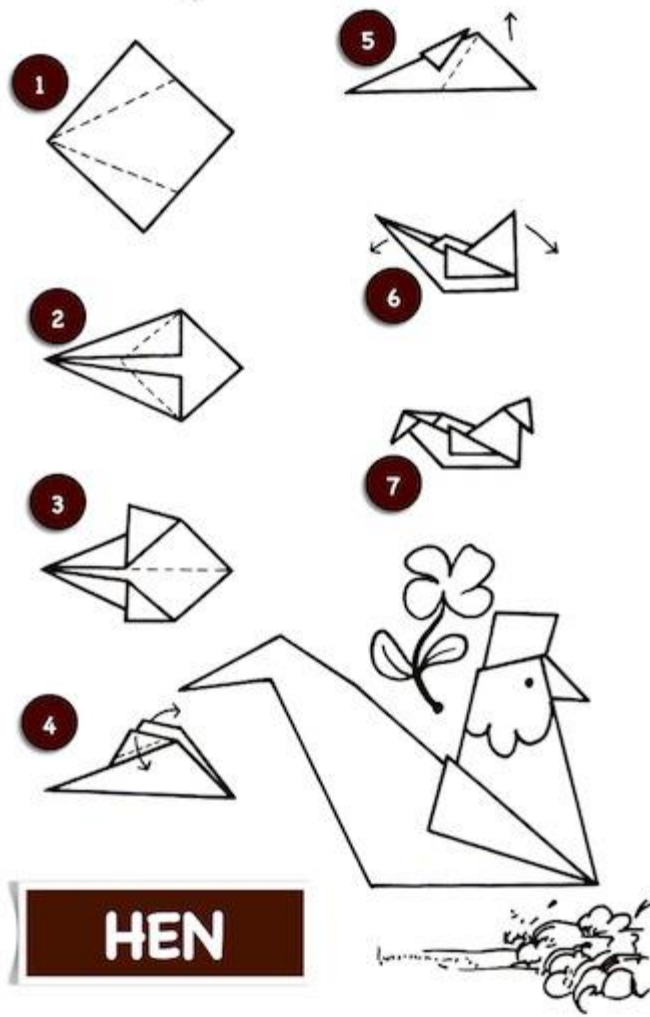
GIRAFFE



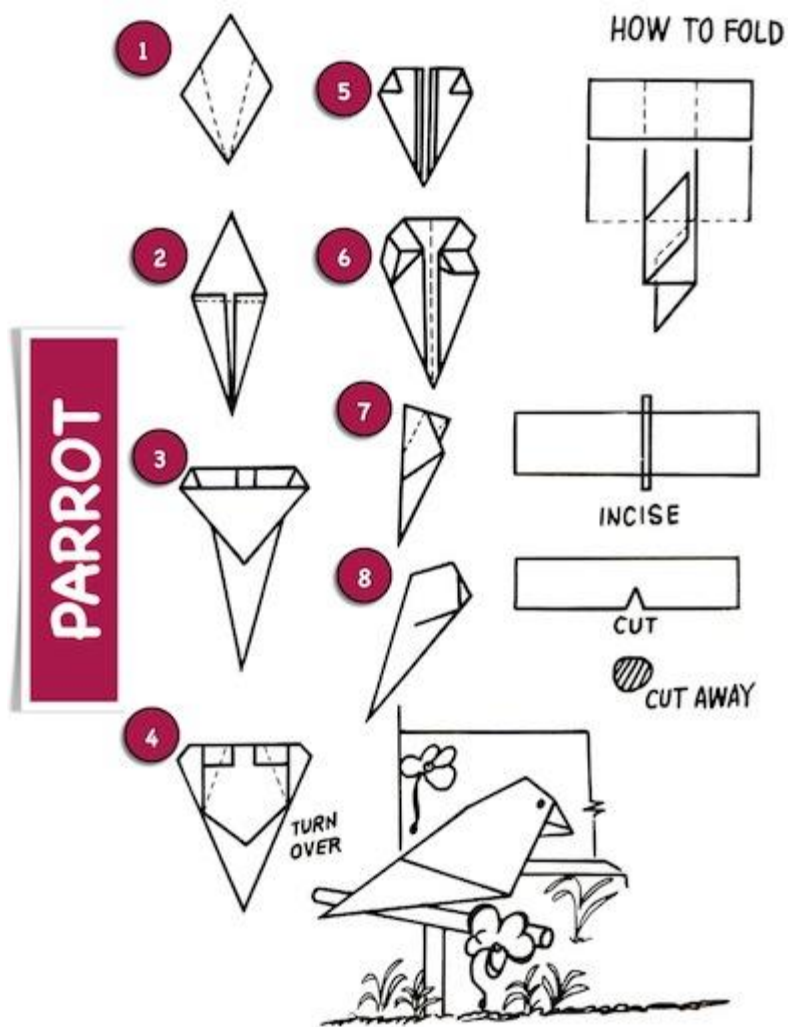
BABY GOLDFISH



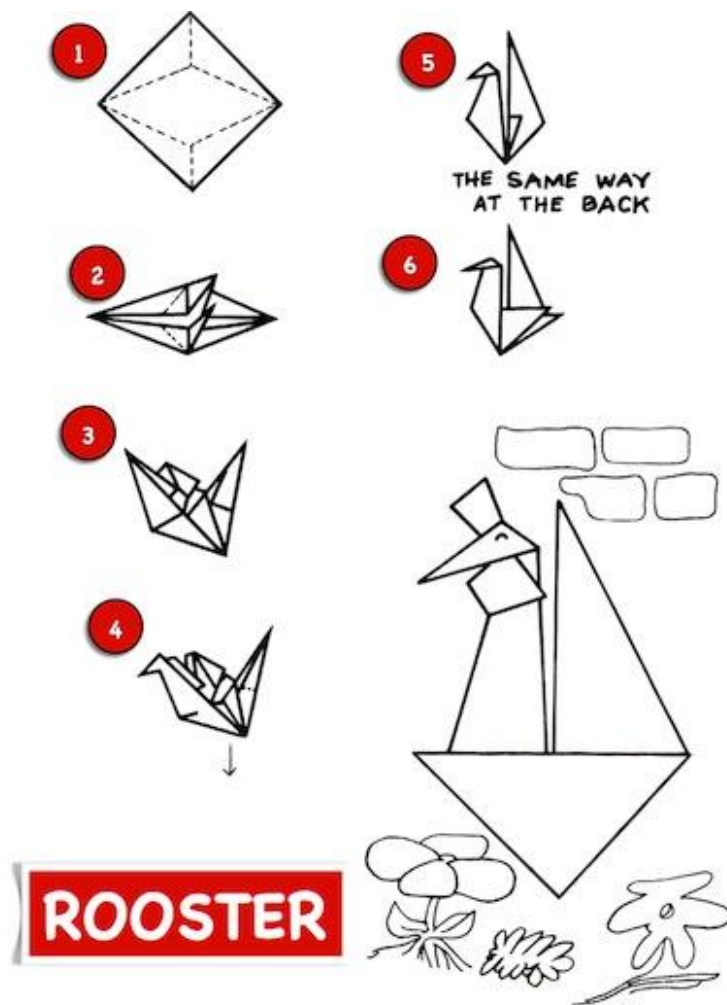
HEN



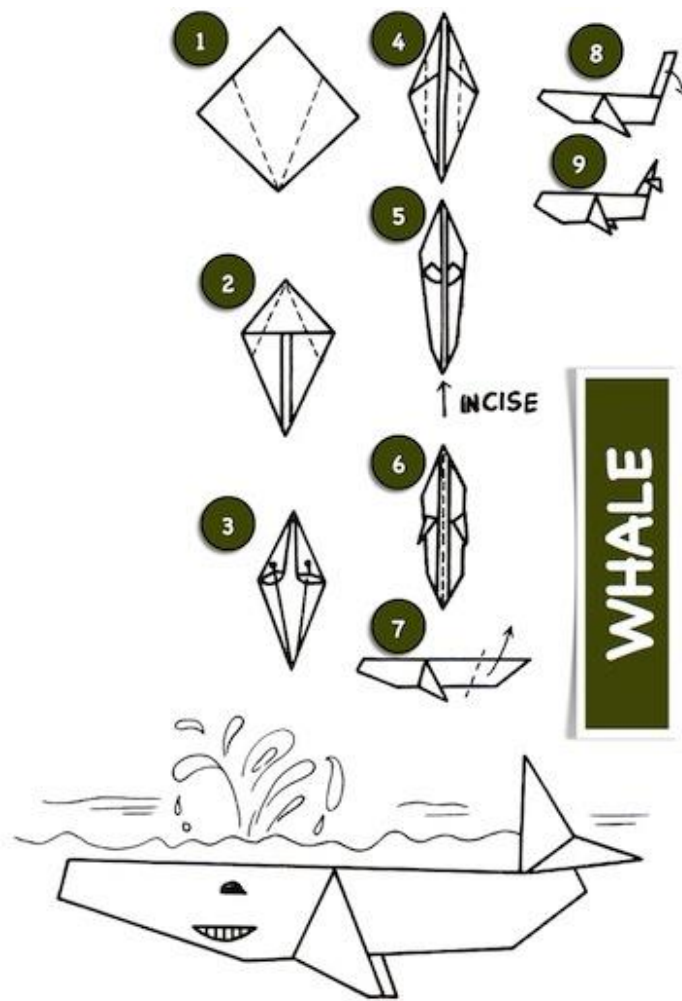
PARROT



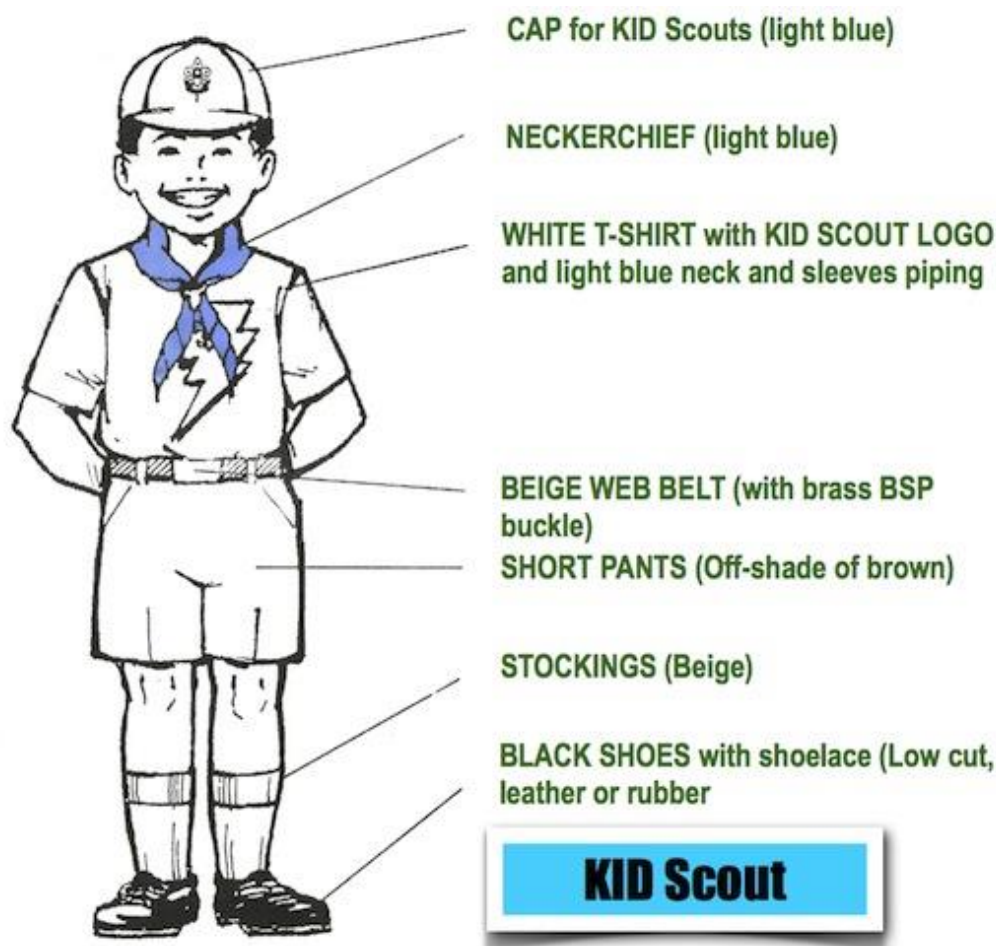
ROOSTER



WHALE



G. KID SCOUT UNIFORM



About The E-Book Edition

The creation of this e-book edition of *Langkay Leader's Manual* has been commissioned by the Boy Scouts of the Philippines as part of its ***“Empowerment of Young People Through Online Infrastructure”*** project, a special project funded through the **Messengers of Peace (MoP) Support Fund** of the [World Organization of the Scout Movement \(WOSM\)](#).

It is among the first of many more Scouting publications to be made available by the Boy Scouts of the Philippines in e-book format.

The creation of e-book editions of Scouting manuals and books is just one of the many initiatives of the biggest youth organization in the Philippines to adapt to - and take advantage of - advancements in technology to further its missions as well as to reach out to its increasingly tech-savvy constituents. It is also aimed at making it easier for Scouts and Scout Leaders anywhere in the country and around the world to access Scouting manuals, references, and tools that are all too important in the effective and successful conduct of Scouting programs and activities.

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Apple iPad, Android tablets) and smartphones (e.g. Apple iPhone, Android phones). It can also be read from desktop and laptop computers using Adobe Digital Editions and several other EPUB-compatible software applications.

The text in this e-book has been lifted from the printed edition of *Langkay Leader's Manual* (ISBN: 971-91769-6-2; Boy Scouts of the Philippines; Second Edition 2002 Printing). The printed edition continues to be available from the **National Scout Shop** and through the Scouting Council offices of the Boy Scouts of the Philippines.

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About the E-book Editor



Bong Saculles is an Information and Communications Technology consultant; E-book author, editor, and publisher; extreme outdoors enthusiast; and avid supporter and follower of the Scout Movement.

He has been providing consulting and advisory services (as a volunteer) to the Boy Scouts of the

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