

INTRODUCTION TO RESIDENTIAL EXPERIENCES (16)

Trainers Notes

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Note: Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland Scouting is organized into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

Criminal Records check: All adults in Scouting must go through a series of safeguarding checks to ensure they are safe to work with children and young people. The safeguarding checks are known in different countries by different names, as follows:

England and Wales: Disclosure and Barring Service (DBS)

Scotland: Disclosure Scotland (DS)

Northern Ireland: Access Northern Ireland (Access NI)

For ease of reading, this resource refers only to 'Criminal Records check', to cover all of the above.

More information on issues relating to safeguarding and Criminal Records checks can be found at scouts.org.uk.

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Introduction to Residential Experiences – Module 16

Who is Introduction to Residential Experiences for?

Introduction to Residential Experiences is for section leaders and supporters who may organise or support residential experiences for young people as part of their role in Scouting. It is intended to provide an introduction to residential experiences.

What does this module contain?

This module contains approximately 2.5 hours of learning that may be managed in a variety of ways. This could be run through a series of sessions, or as a day or evening course. It can be run alongside other training during a residential weekend, however it must be recognised that there should be a provision for it to be run as a stand-alone module on a separate date, for those who require it. It should be tailored to the participants, which may involve recognising existing knowledge in some area and focusing on others.

How is this module validated?

The validation of this module is based on the individual's ability to meet the criteria, as set out in the *Training Adviser's Guide* and the *Adult's Personal File*. This means the adult will need to demonstrate an understanding of the role of residential experiences in Scouting.

What information is provided?

The module contains the objectives relating to understanding residential experiences and the role they play in Scouting. The objectives for the module are given followed by suggested methods of training. The content is given in outline with key points expanded in more detail. Trainers' notes are also supplied to provide guidance on methods or other key points.

The information is not a script for the session. Prior knowledge and/or research of the subject matter by the Trainer should be undertaken before delivery of the training.

Session details

- 1 Introduction (30 minutes).
- 2 Preparing a Residential Experience (40 minutes).
- 3 Identifying Skills (30 minutes).
- 4 Permits and Specifics (35 minutes).
- 5 Conclusion (15 minutes).

Total: 2 Hours 30 minutes

Depending on the number and experience of the participants and trainers these sessions may need to be preceded by introduction and/or integration sessions. Ideas can be found at scouts.org.uk/trainersresources.

Planning considerations

The learners for this module will have varying roles and experience within Scouting. Some might be (or have been) a leader or commissioner and may have a lot of Scouting experience; others may have had very little involvement and this may be their only role in, or experience of, Scouting. When considering what methods to use Trainers should take into account the nature of the location, number of participants, and the need to appeal to learners with different learning styles. Where methods suggested in the notes are adapted it is advisable to consider the balance of all the methods used. The number of participants on the course will determine your ways of working. If you have a large number, it is recommended that you use facilitators to provide greater support in smaller group work.

Introduction to Residential Experiences

Aim

To enable section leaders and those who may support residential experiences for young people, as part of their role in Scouting, to understand the role that Residential Experiences play in Scouting.

Objectives

- 1 Explain the role that residential experiences have in the development of young people in Scouting.
- 2 Describe the organisation and administration of residential experiences.
- 3 Identify the skills required within a team running a residential experience.
- 4 Describe the Nights Away Permit scheme, including where to locate support and further information whilst planning a residential experience.

Methods

A series of sessions

This module may be delivered as a series of training sessions in a variety of time settings. It could be run during an evening, as part of a day or weekend provision, or as a series of individual sessions which form part of a wider residential training experience.

One to one training

This module may be delivered on a one-to-one basis by a trainer, or someone with sufficient experience to coach an adult through the subject areas, like a Nights Away Adviser. In this case the timings and methods will need to be reviewed and revised to suit the learner.

Resources

To carry out the training in its entirety, you may need the following:

- Pens
 - Paper, sticky tape, sticky tac
 - Flipchart, paper and marker pens
 - Sticky labels or name tags
 - Card
 - Pins
 - Pin board
 - Sticky dots
 - Laptop
 - Projector
 - Copies of relevant handouts and worksheets for each participant
-

Associated reading

The following resources may be useful when preparing this module. They can be downloaded from scouts.org.uk and are available to order from the Scout Information Centre.

General

- [Nights Away - An adult's guide to camping, holidays, expeditions and sleepovers](#)
- AC120990 - [Assessment Checklist for a Night Away Permit](#)
- FORMNAN - [Nights Away Notification](#)
- FS120075 - [InTouch](#)
- FS120072 - [Youth Hostelling](#)
- FS120082 - [Nights Away Information Form](#)
- FS120083 - [Family Nights Away](#)
- FS120800 - [Nights Away Permit Scheme](#)
- FS120801 - [Nights Away Permit Scheme - Applicants' Guide](#)
- FS120802 - [Nights Away Permit Scheme - Assessment Guide](#)
- FS120803 - [Nights Away Permit Scheme - Commissioners' Guide](#)
- FS120804 - [Nights Away Permit Scheme - Nights Away Advisers](#)
- [Nights Away Event Passport](#)
- [Nights Away Application Form](#)

International

- [Visits Abroad form and guidance](#)
- FS120085 - [Adventurous Activities Abroad](#)
- FS260018 - [Thinking about going away?](#)

Other resources may also be found for each of the relevant sections on scouts.org.uk, so check for new and updated versions. Resources for each session are summarised at the start of each set of trainer's notes for the session. You may wish to have copies of publications or factsheets available for viewing.

Safety

- [Scouts.org.uk/safety](https://scouts.org.uk/safety)

Where you will find a variety of resources about camping, buildings, practical skills, planning, assessing risk and emergencies.

Session 1: Introduction

Key objective

Explain the role that residential experiences have in the development of young people in Scouting.

Resources

For this session you require the following:

- Flipchart
- Pens
- Post-it notes



Trainer input

Course opening

Introduce course staff, and it may be helpful to state what skills and experiences they have that might be relevant to the course. Outline the course to the participants covering the programme and any necessary administrative points. Ensure that participants are aware that the course covers training for the Wood Badge. If they wish to gain a Nights Away Permit then further training and assessment will be required.

Cover domestic arrangements such as fire exits, toilets, phones, tea and coffee and so on. You may wish to include an icebreaker (a short introductory activity) at this point.



Task

Residential experiences and the development of young people

Explain that this session looks at why we have residential experiences and what different types of residential experiences are available to us.

Taking young people away from home overnight, particularly camping has always been at the heart of Scouting. The benefits of spending nights away make it an excellent activity for any section within the Movement.

Explain that to make the best of a residential experience, leaders must have a clear idea of the outcomes and how they will achieve these. Some reasons for holding a residential experience may be very simple and obvious while others may not be so clear-cut. Ask the participants to create a list of reasons as to why we go on residential experiences.



Trainer note

This task requires the participant to think of reasons why people go on residential experiences. Suggested methods of delivery are putting up cards/post-it notes around the room or buzz groups with someone writing ideas on a flipchart. Group work or any other method you feel could also be used to draw out the following points, but be aware that this may use more time than suggested.

You may choose to brainstorm these with more experienced participants. Depending on the method used, you may also need to either direct the conversation, or summarise key points that have been suggested.

Examples should include:

- enjoy being outdoors and to have some fun
- meet requirements for awards which can't be achieved within the usual weekly programme
- provide an opportunity for young people to take responsibility for themselves
- give young people a chance to exercise a leadership role with the support of adult leadership (especially in Scout and Explorer Scout sections)
- build teams - perhaps to strengthen the links within the Group, or to integrate a new member into the section
- provide young people with the chance to be self-sufficient away from their normal home environment
- acquire some new skills
- act as a base from which to do other activities
- allow leaders to get better acquainted with the young people in their care
- provide a high point to the year's activities
- increase confidence for young people
- allow young people to develop independence without parents/guardians/carers



Trainer input

Summarise the activity they have just completed and highlight the following:

- residential experiences have formed a core part of Scouting since it began
- residential experiences are a key part of the programme, with involvement in specific aspects of the Challenges or the staged Nights Away badges
- residential experiences allow young people to be outdoors, to have fun and to develop their skills

Explain that once the reasons for holding a residential experience have been decided, this may affect the planning and content of the event. There are many different types of residential experience which can add to the fun and variety and help to meet particular objectives.

Residential experiences could be indoor or outdoor, using a static camp or moving around on a lightweight expedition. Explain that it also includes visits abroad and Family Camps.

Session 2: Preparing for a Residential Experience

Key objective

Describe the organisation and administration of residential experiences

Resources

For this session you require the following resources:

- Worksheet 1 card print outs, cut up and ready for participants
- Copies of Handout 1 for feedback
- If required, large copies of Worksheet 1 for feedback session
- Pens
- Flipchart, paper and marker pens
- Pins
- Pin board



Task

Explain that this session looks at the organisation and planning of a residential experience. It deals with the areas that anyone planning a residential experience needs to consider. Explain that there are eight core skills involved:

- planning a residential experience
- ensuring effective administration
- preparing and coordinating a programme of activities
- selecting and preparing staff
- choosing, organising and maintaining the right equipment
- ensuring the health, happiness and safety of self and others
- arranging good catering
- making the best of the venue
- the participants will now be given a set of cards from Worksheet 1. These cards are an assortment of the actions and knowledge that may be needed when planning a residential experience. Ask the participants to decide which of the eight areas they most favour.



Trainer note

This task is about getting the participants to think about all the skills and knowledge that are needed when planning a residential experience.

Although there is a guide to what belongs where, there is no definite right or wrong order. What is important is that the participants start thinking and discussing the planning and organisation of a residential event, so they know what is involved.

This task can be done in a variety of ways, depending on the size and experience of your participants. For those that have less experience of the subject matter, or who are new to Scouting, using the cards is recommended.

Using the cards

Split the participants into groups to do the task. You will need to give each group a set of cards and the area headings. They can then feed back to the whole group, allowing you to comment on any questions that have arisen. Alternatively you could create large scale headings for each of the eight areas and place them on the wall around the room. You can ask individuals to attach their cards to the relevant heading. You could do it as a whole group activity and give each individual a set of different cards so that between them there is a complete set. Handout 1 gives an example of the completed exercise.

Headings

- Planning a residential experience – What do we need to know before we start?
- Ensuring effective administration – What do we need to do?
- Preparing and coordinating a programme of activities – What do we need to know and do?
- Selecting and preparing staff – What do we need to know and do?
- Choosing, organising and maintaining the right equipment – What might we need to know or be able to do?
- Ensuring the health, happiness and safety of self and others – What we need to do to ensure the experience goes well.
- Arranging good catering – What must we plan and do during the experience.
- Making the best of the venue – What can you do?

Not using cards

If your participants already have experience of the subject matter you could use alternative methods that draw on their experience and knowledge.

You could pin up cards around the room with the eight area headings and ask them to write comments of what they think they need to know and do in each of these areas on post-it notes. This could also be done in buzz groups or brainstorming, with someone writing on a flipchart. You could split them into groups and ask each to consider a different area and feedback. Any other method you feel could draw-out the information, could also be used, but be aware that this may use more time than suggested.



Report back

Using the task they have just done, get the groups to report back on any findings and summarise the key pieces of information, drawing particularly on where they might go for information or rules and regulations and ensuring that safety considerations are covered. At this point, you might want to share resources/associated reading.

You can do this visually by moving the cards to different places, or you may do this during the task itself depending on the method used. If required, use Handout 1 to help you.

Session 3: Identifying Skills



Key objective

Identify the skills required within a team running a residential experience.

Resources

For this session you require the following resources:

- Copies of Worksheet 2
- Copies of Handout 2
- Pens
- Paper
- Flipchart, paper and marker pens
- Any other resources that may help



Task

Explain to participants that it is not expected that one person has all the skills required and therefore having a team of people with the right skills on a residential experience is important. Using scenarios in the next task they are going to look at what skills they will need from the staffing team during the residential experience.

Split the participants into pairs or groups depending on the numbers. Give each a different scenario. There are some examples in Worksheet 2 or you can create your own. The groups have 15 minutes to consider and report back.

They will need to think about the following:

- What jobs need to be done?
 - What skills are needed to do these jobs?
 - Who has these skills?
 - How could the young people do it as part of their experience?
 - What are the various elements of the experience for which there needs to be safety considerations?
 - What training needs to be provided?
-



Report back

Using the task they have just done, get the groups to report back, drawing out the main points (there are some examples in Handout 2 to work from if you have used the scenarios) and summarise as follows:

- By identifying the jobs that need doing and the skills associated, it's easier to look at who could do the roles
- The importance of the responsibilities of the young people; what they do, what daily duties form part of their experience?
- Need for training and support, before, during and after the experience for the staff team.
- Safety considerations for the scenario could include: food hygiene; fire safety; carbon monoxide; knife, axe and saw use, minibuses, site layout, activities requiring permits and free time, first aid provision, In Touch.

By identifying the duties and activities that may need to be carried out, and what the young people can do, participants can see the different roles that a staff team need to fulfil and what skills are needed. These skills could be gained by further training, involving more experienced leaders or drawing on new volunteers like parents to help with the experience. They also need to be aware of the required ratios of young people to adults, which can be found in the latest version of POR.

Session 4: Permits and specifics



Key objective

Describe the Nights Away Permit scheme, including where to locate support and further information whilst planning a residential experience.

Resources

For this session you require the following resources:

- Copies of Worksheet 3
- Copy of Handout 3
- Copy of PowerPoint quiz if using
- Pens
- Paper

Copies of the following resources:

- **Nights Away - An adult's guide to camping, holidays, expeditions and sleepovers**
 - **AC120990** - Assessment Checklist for a Night Away Permit
 - **FORMNAN** - Nights Away Notification
 - **FS120075** - InTouch
 - **FS120082** - Nights Away Information Form
 - **FS120083** - Family Nights Away
 - **Camping Gas** - Guidance on Safe Use

 - **FS120800** - Nights Away Permit Scheme
 - **FS120801** - Nights Away Permit Scheme - Applicants' Guide
 - **FS120802** - Nights Away Permit Scheme - Assessment Guide
 - **FS120803** - Nights Away Permit Scheme - Commissioners' Guide
 - **FS120804** - Nights Away Permit Scheme - Nights Away Advisers
 - **NAPASS** - Nights Away Event Passport
 - **NAPERMIT1** - Nights Away Application Form
 - **FS120085** – Adventurous Activities Abroad
 - **FS260018** – Thinking about Going Away?
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Trainer note

This session looks at the rules, regulations, and specific requirements that participants should be aware of if they are involved in residential experiences.

It is to be delivered in the form of a quiz, which is available in Worksheet 3. This gives participants the chance to find the answers for themselves by using resources, and then have a feedback session for answers and clarification from the trainer. This makes it more interactive and fun for the participants. The quiz could be done as an 'exam paper' or you can use a PowerPoint presentation and complete as a group activity, if the group already has some knowledge of the subject.

Alternatively it can be done as a group research task. Split into two groups and get one to research and feedback on Nights Away Permit Scheme, and the other to research and feedback on family camps, international and other requirements. Give 10 minutes for research (provide the right documents, and they will find it quite easy), and 15 minutes for feedback.

This session can also be delivered in a plenary style, with trainer input, depending on the experience of the participants, if this is felt to be more relevant. Use the structure of the feedback session to form the basis for the session plan.



Task

Explain that this session looks at the rules, regulations, and specific requirements that participants should be aware of if they are involved in residential experiences.

This session will take the form of a quiz, and participants will need to find the answers for themselves by using resources available.



Trainer input

Using Handout 3, go through the answers to the quiz the participants have just undertaken (if you are running this as a plenary session then the content below are the topics you need to cover). The task is designed to give an introduction to the permit scheme, and so it will be useful to allow time for any questions that participants have on the subject. It may be useful to have your Local Nights Away Adviser available to answer any specific questions.

The Nights Away Permit Scheme

Why do we have a Nights Away Permit Scheme?

The aim of the scheme is to promote safe, quality residential and camping experiences within Scouting. All those leading residential experiences for young people need to have the skills, experience and suitability to take young people away safely. Everyone who leads a residential event for young people within Scouting is required to hold a Nights Away Permit for the event they are running. This is a national scheme, but is administered locally, so once gained, a permit will allow you to run a night's away event in any District or County.

What are the four types of Nights Away Permit available to Leaders?

- Indoor
- Campsite
- Green field
- Lightweight Expedition.

All leaders may hold any permit and can lead camps in other sections e.g. a Green Field permit holder can run indoor and campsite experiences.

What is the maximum possible term for each type of permit?

Permits last for up to five years.

Is a Nights Away Permit needed for each area in which you camp?

Permits are nationally recognised. Explain where further guidance on the Nights Away Permit Scheme can be found.

Family Nights Away

Family nights away are a good way to enthuse parents. Which sections can attend?

All sections can attend. Family nights away are events arranged by a Group or District for youth Members accompanied by parents/carers and siblings. They aim to introduce parents to the Methods of Scouting and strengthen the links between the constituent sections of the Group.

All adults must be checked via appropriate vetting organisation as per POR. Members of the Movement are covered by The Scout Association's general insurance policies. Non-members, such as supporters, parents and carers, need to be covered by additional insurance, which the County may already have purchased (the trainer should check this information beforehand).

International travel

What are the ways in which international residential experiences may be organised?

- International events (for example World Scout Jamborees) organised by HQ
- Organised by a travel company
- Organised by someone holding a relevant Nights Away Permit

Where can you find more information about International Residential Experiences?

There are two principle ways to learn about international and global Scouting. The first is to visit scouts.org.uk/international. The second is to contact their local International Representative. In England, Wales and Northern Ireland this is the ACC or AAC International. In Scotland contact the Regional Adviser for International. For specific information about making a trip overseas, the factsheet *Thinking of Going Away?* is available from the Scout Information Centre.

Nights Away Event Passports

What are Event Passports?

Event Passports are for young people who wish to go on a Nights Away event that involves young people only, for example, an Explorer expedition. Event Passports are for use with peer led activities only, therefore a young leader cannot use an event passport to take younger members on a residential activity.

What do they involve?

Any Nights Away Permit Holder can grant a Nights Away Passport equivalent to the Permit they hold (so if the Permit Holder holds a Lightweight Permit, they can issue Passports for Lightweight Expeditions). The principle of the Passport is that it is a young people only (under 18) event. The Permit Holder remains responsible for the event, but they do not attend. The Nights Away Passport can only be used by under 18s, but they can only be used for a single event. Each event will require a new Passport.

Session 5 - Conclusion



Resources

For this session you require the following resources:

- Copies of validation criteria for this module

Summarise with the participants what they have covered over the last four sessions. Explain what further training is available for participants who want to learn more about residential experiences, gaining new skills, or obtaining a Nights Away Permit.



Trainer input

Cover the validation criteria for this module. Explain that validating this module doesn't grant them a Nights Away Permit and that if they are inexperienced they will need more training. If they wish to get a permit they should get in contact with their Nights Away Adviser who will be able to take them through the process.

A great way to end this session is to use any video footage or feedback from young people who have attended residential experiences.

Worksheet 1 – Planning a residential experience

Participant Cards

We have decided when and why we are having a residential experience.	We have to send/collect information to/from parents about the experience.	We have planned a programme for the experience.	We have an equipment list.	Appropriate Personal Inquiries have been made for adults attending the Residential Experience
We have decided on a timetable for planning the experience.	We need to produce an appropriate 'kit list' for the young people, so they know what they need to bring on the experience.	We have visited the venue and know what facilities are available to us for the experience.	All equipment has been checked and is in good order prior to the experience and we understand why this is important for safety and efficiency.	We have identified what skills and roles we need from our Adult Team running the experience.
We know what transport is available to get us to our venue with the associated benefits and problems.	We have to notify the right people about the Residential Experience.	We have the resources we need, human, material and financial to run the programme we have planned for the experience.	We know how to erect and maintain the appropriate tents, if these are to be used.	We know how many Adults we need for the experience.
We know about the possible venues and have visited them before booking.	We have the correct permits in place for a running the experience.	We have alternative plans for the programme in case of adverse weather.	We know how to use different kinds of stoves and understand the risks involved with each.	We have allocated roles based on skills and experience to the Adult Team.
We know the ratios of adults to young people required for each section.	We have created a budget, calculated costs and individual fees.	We know the Scout Associations safety rules and guidance for any activities we may undertake during the experience.	We know how to use different kinds of lamps safely and understand the risks involved with each.	We have fully briefed the Adult Team before the experience, and have planned in time to have staff meetings during the experience.
We know what rules and regulations there are when running a Residential Experience.	We have set up an appropriate InTouch system for the experience	The programme we have planned is balanced, and varied, with the appropriate time given to games, reflection and ceremonies	We know how to create different camp gadgets and have ensured we have the resources available to us for the experience.	We have planned for any training our Adult Team might require.
We have completed the relevant risk assessments.	We know what emergency procedures are in place at the venue.	We know the procedure for reporting accidents.	We understand the need to maintain personal hygiene and have planned for the needs of privacy for young people.	We know how to deal with issues like homesickness and bedwetting.
We have a First Aider and appropriate first aid equipment.	We have prepared a menu that takes into account the programme, the facilities, the weather conditions and dietary requirements.	We know how to work out how much food we will require.	We know how to safely and environmentally dispose of waste.	We know how to safely cook over an open fire
We know how to make sure the water supply is safe for human consumption	We know how to maintain hygiene standards when handling, preparing and storing food.	The venue we have chosen has facilities that that are appropriate for the young people on the experience.	We know where to go to get information about local facilities.	We know the rules and regulations of the venue.
We have included facilities available at the venue in our programme planning.	We have planned the appropriate layout of venue, taking into account rooms available, local geography (if outside) and onsite amenities.	We will leave the venue in an acceptable condition.	We know the dangers of Carbon Monoxide poisoning and how to prevent it.	

Handout 1 – Event Planner Template

Planning a residential experience. What do we need to know before we start?	Ensuring effective administration. What do we need to do?	Preparing a programme of activities. What do we need to know and do?	Selecting a programme of activities. What do we need to know and do?	Choosing, organising and maintaining equipment. What might we need to know or be able to do?	Ensuring the health, happiness and safety of self and others. What do we need to do to ensure the experience goes well?	Arranging good catering. What we must plan and do during the experience.	Making the best of the venue. What can you do?
We have decided when and why we are having a residential experience.	We have to send/collect information to/from parents about the experience.	We have planned a programme for the experience.	Appropriate personal inquiries have been made for adults attending the Residential Experience.	We have an equipment list.	We have completed the relevant risk assessments.	We have prepared a menu that takes into account the programme, the facilities, the weather conditions and dietary requirements.	The venue we have chosen has facilities that are appropriate for the young people on the experience.
We have decided on a timetable for planning the experience.	We need to produce an appropriate 'kit list' for the young people, so they know what they need to bring on the experience.	We have visited the venue and know what facilities are available to us for the experience.	We have identified what skills and roles we need from our Adult Team running the experience.	All equipment has been checked and is in good order prior to the experience and we understand why this is important for safety and efficiency.	We have a first aider and appropriate first aid equipment.	We know how to maintain hygiene standards when handling, preparing and storing food.	We know where to go to get information about local facilities.
We know what transport is available to get us to our venue with the associated benefits and problems.	We have to notify the right people about the Residential Experience.	We have the resources we need, human, material and financial to run the programme we have planned for the experience.	We know how many Adults we need for the experience.	We know how to erect and maintain the appropriate tents, if these are to be used.	We now what emergency procedures are in place at the venue and the procedure for reporting accidents	We know how to make sure the water supply is safe for human consumption.	We know the rules and regulations of the venue.
We know about the possible venues and have visited them before booking.	We have the correct permits in place for a running the experience.	We have alternative plans for the programme in case of adverse weather.	We have allocated roles based on skills and experience to the Adult Team.	We know how to use different kinds of stoves, and how to prepare and light fires safely and understand the risks involved with each.	We know the dangers of Carbon Monoxide poisoning and how to prevent it.	We know how to work out how much foods we will require.	We have included facilities available at the venue in our programme planning.
We know the ratios of adults to young people required for each section.	We have created a budget, calculated costs and individual fees.	We know the Scout Associations safety rules and guidance for any activities we may undertake during the experience.	We have fully briefed the Adult Team before the experience, and have planned in time to have staff meetings during the experience.	We know how to use different kinds of lamps safely and understand the risks involved with each.	We understand the need to maintain personal hygiene and have planned for the needs of privacy for young people.	We know how to dispose of waste safely.	We have planned the appropriate layout of venue, taking into account rooms available, local geography (if outside) and onsite amenities.
We know what rules and regulations there are when running a Residential Experience.	We have set up an appropriate InTouch system for the experience	The programme we have planned is balanced, and varied, with the appropriate time given to games, reflection and ceremonies	We have planned for any training our Adult Team might require.	We know how to create different camp gadgets and have ensured we have the resources available to us for the experience.	We know how to deal with issues like homesickness and bedwetting.	We know how to safely cook over an open fire.	We will leave the venue in an acceptable condition.

WORKSHEET 2 – Identifying skills

Scenario 1

Who: Beaver Scout sleepover: 16 Beaver Scouts, 1 Young Leader, 2 Parent Helpers, 1 Beaver Scout Leader, 1 Assistant Beaver Scout Leader.

Where and when: The Scout hut is situated on the edge of a village next to an area of heathland. It is on a busy main road which is at the front and there is only room for 2 cars to pull off into the parking area at the side of the hut.

Programme: Indian theme. Activities include making totem poles, face painting, making up a war dance, den building, following a trail, campfire.

Scenario 2

Who: 24 Network members - 2 leaders

Where and when: Camping at regional network event, at Scout Activity Centre/campsite, bank holiday weekend.

Programme: Activities provided by camp organisers.

Other info: Have none of their own equipment will need to borrow from other groups in the district, limited transport for Gear. Network members will need to travel by public transport, no time/space for food shopping - considering organising online shopping delivery to site.

Scenario 3

Who: 16 Cub Scouts

Where and when: Summer camp at local campsite which has canoeing activities, situated by a wood, two miles from the nearest town.

Programme: Outdoors cooking, canoeing, tracking through the woods, at local leisure centre.

Roman theme.

Other info: Older Cubs will be camping, but indoor lodge available for younger Cubs.

Scenario 4

Who: Group Camp including 5 Beaver Scouts, 20 Cubs Scouts, 30 Scouts. The event is supported by the Group Scout Leader, Scout Leader, Assistant Scout Leader, Cub Leader, 3 Assistant Cub Scout Leaders and a Beaver Scout Leader as well as an Explorer Scout Leader.

Where and when: From Friday night until Sunday afternoon in May local campsite.

Programme: It has a climbing and abseiling tower and an archery range but no instructors. Open fire cooking is permitted. The nearby town are holding their May festival at the weekend.

Other info: The campsite is sandwiched between a housing estate and a golf course and is quite long but fairly narrow. The car park is near the entrance and adjacent to that is the main building.

Travel to camp using Group minibus with the assistance of Leaders and parents' cars.

Scenario 5

Who: A Scout Troop, of 17 accompanied by a Scout Leader and assistant and 2 parents.

Where and when: Camp for a week at a campsite not in their home District.

Programme: Weeks activities include hiking, pioneering and water activities. The site offers a range of basic activities including orienteering, pioneering and crate stacking and has all the necessary equipment for hire but no staff.

Other info: Scouts travel to the camp using public transport and hiking.

Scenario 6

Who: 4 teams of between 4 and 6 Explorer Scouts.

Where and when: Start walking on Friday night and intend to finish mid-afternoon on Sunday. The area is quite local familiar. There are a couple of commercial campsites in the area, otherwise it is private land.

Programme: Practise for their Silver Duke of Edinburgh's Award expedition.

HANDOUT 2 – Identifying Skills

Scenario	Jobs that need to be done	Skills needed	Who has these skills	Safety Considerations	Training required	How could the young people do it as part of their experience?
<p>Who: Beaver Scout Sleepover 16 Beaver Scouts, 1 Young Leader, 2 Parent Helpers, 1 Beaver Scout Leader, 1 Assistant Beaver Scout Leader.</p> <p>Where and when: The Scout hut is situated on the edge of a village next to an area of heathland. It is on a busy main road which is at the front and there is only room for 2 cars to pull off into the parking area at the side of the hut.</p> <p>Programme: Theme Indians. Activities include making totem poles, face painting, making up a war</p>						

<p>dance, den building, following a trail, campfire.</p> <p>Other info:</p>						
<p>Who: 4 teams of between 4 - 6 Explorer Scouts.</p> <p>Where and when: Start walking on Friday night and intend to finish mid-afternoon on Sunday. The area is quite local familiar. There are a couple of commercial campsites in the area, otherwise it is private land.</p> <p>Programme: Practise for their Silver Duke of Edinburgh's Award expedition.</p> <p>Other info:</p>						

WORKSHEET 3 – Permits and Specifics Quiz

1 Why do we have a Nights Away Permit Scheme?

2 What are the four types of Nights Away Permit available to leaders?

3 Permits are not section specific. List the type of permit that each section's leaders may hold.

BEAVERS **cubs** **SCOUTS** **EXPLORERS**

4 What is the maximum possible term for each type of permit?

5 Is a Nights Away permit needed for each area in which you camp?

6 Family nights away are a good way to enthuse parents. Which sections can attend?

BEAVERS **cubs** **SCOUTS** **EXPLORERS**

YES / NO

YES / NO

YES / NO

YES / NO

7 True or false?

a) Parents don't need to have any safeguarding checks to attend a family nights away activity.

b) Parents or supporters will need to get extra insurance to cover them on a family nights away activity.

8 What are the ways in which international residential experiences may be organised?

9 Where can you find more information about international residential experiences?

10 What are Nights Away Passports and who are they for?

11 True or false?

- a) Any permit holder can grant a Nights Away Passport.
- b) The permit holder who grants the Nights Away Permit must attend the event.
- c) The Nights Away Passport can only be used by under 18s, but they can be used for multiple events

HANDOUT 3 – Permits and Specifics Quiz – Answers

The Nights Away Permit Scheme

Question 1

Why do we have a Nights Away Permit Scheme?

The aim of the Nights Away Permit Scheme is to promote safe, quality residential and camping experiences within Scouting.

All those leading residential experiences for young people within Scouting need to have the skills, experience and suitability to take young people away safely.

Everyone who leads a residential event for young people within Scouting is required to hold a Nights Away Permit for the event they are running.

The Nights Away Permit Scheme is a national scheme, but it is administered locally, so once gained a permit will allow you to run a night's away event in any District or County.

Question 2

What are the four types of Nights Away Permit available to leaders?

- indoor
- campsite
- green field
- lightweight expedition

Question 3

Permits are not section specific list the type of permit that each section's leaders may hold.

All leaders may hold any permit and can lead camps in other sections. For example, a Green Field permit holder can run indoor and camp site experiences.

Question 4

What is the maximum possible term for each type of permit?

Permits last for up to five years.

Question 5

Is a Nights Away permit needed for each area in which you camp?

No. Permits are nationally recognised. Explain where further guidance on the Nights Away

Permit Scheme and guidance on the different areas can be found.

Family Nights Away

Question 6

Family nights away are a good way to enthuse parents. Which sections can attend?

All sections can attend. Family nights away are events arranged by a Group or District for youth Members accompanied by parents/carers and siblings. They aim to introduce parents to the Methods of Scouting and strengthen the links between the constituent Sections of the Group.

Question 7

True or false?

a. Parents don't need to have any criminal record checks to attend a family nights away activity.

False. All adults attending overnight Scouting activities must complete the appropriate criminal record checks.

b. Parents or supporters will need to get extra insurance to cover them on a family nights away activity.

True. Members of the Movement are covered by The Scout Association's general insurance policies.

Non-members, such as supporters, parents and carers, need to be covered by additional insurance, which the County may already have purchased (the trainer should check this information beforehand).

International travel

Question 8

What are the ways in which international residential experiences may be organised?

- international events (for example World Scout Jamborees) organised by HQ
- organised by a travel company
- organised by someone holding a relevant Nights Away Permit