



Scouting

'Young people can actually have a very powerful voice. We say things as they are'
How to solve the plastics problem, page 52



Summer term 2019

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Scouts

Published by the Scouts,
Gilwell Park, Chingford, London E4 7QW
Tel: 0345 300 1818
Fax: 0208 433 7103
Email: scouting.magazine@scouts.org.uk
Website: scouts.org.uk/magazine
Registered charity number:
306101 (England and Wales)

Scout Information Centre
8am–7pm weekdays, 9am–12pm Saturdays
Tel: 0345 300 1818 (local rate) or 0208 433 7100
Email: info.centre@scouts.org.uk
Post: Scout Information Centre, Gilwell Park,
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It is important to note the differing structures of UK Scouting in England, Wales, Scotland and Northern Ireland. However, for ease of reading, this magazine refers to all variations of 'County'-level groupings simply as County.

At Scouting magazine, we make every effort to ensure that our content is accurate, complete and up to date at the time of going to press. Occasionally, inaccuracies may occur.

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Scouting magazine is produced by
Immediate Media Branded Content on behalf of
The Scout Association
2nd Floor, Tower House, Fairfax Street,
Bristol BS1 3BN
imcontent.co.uk

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Chief Scout Bear Grylls with some of our Scout Ambassadors

Reasons to be cheerful: friendship, kindness and skills for life

There are so many things to look forward to at this time of year. Not only does the world burst back into colour, lifting our spirits, but we'll be celebrating our young people's achievements on St George's Day too. Whatever you do, make it different and make it special (and remember to say thank you to each other too!).

When you head outdoors, take time to notice the trees – our feature on the wisdom of trees explores the ways they endure and adapt. More wisdom comes from Poppy, one of our amazing long-serving volunteers, who's seen the Scouts evolve.

Friendship is at the heart of the Scouts: something we see in the story of Archie and Andrew. Archie has a painful condition, but found a welcome distraction in Scouts, and a true friend in Andrew. To repay his kindness, Archie helped raise funds to send Andrew to the World Scout Jamboree. That's the spirit of Scouts.

What else are we looking forward to? We celebrate the 50th anniversary of

the first moon landing this year (and it was a Scout who took that historic first step). But what's the next giant leap? We ask the experts on page 35.

As ever, we have some brilliant skills and practical tips to share. You'll find advice on what to pack for camp as well as how to go plastic-free. Let's never take our wild places for granted, and leave nothing but our thanks.

If you need more inspiration, look no further than 'Blazing a trail' to meet some of the toughest female adventurers. And when it comes to inspiring change, we meet Emma and Astrud, two members of our Community Impact Group. You, our amazing volunteers, inspire me every day. Thank you for everything you do.

Bear

Bear Grylls, Chief Scout



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An update on our strategy

Last year, we launched a new strategy to take us to 2023, called Skills for Life: Our plan to prepare better futures. Here, we take a look at the progress made so far.

Early years

In our plan, shaped by you, we said we'd start exploring early years provision once we'd secured external funding. The Department for Education has agreed to help fund 20 pilots in England. This will allow us to test different models for four and five year olds to see what works best. The existing Squirrels programme, run under a Memorandum of Understanding with Scouts NI, is not affected.

Digital programme planning

In the strategy, we set out to create a digital programme planning tool that will make it easier for leaders to find great activities and plan a strong programme. We've started with Cubs and will follow shortly with Beavers, as they have the most readily available content, moving on to other sections soon after. Volunteers involved with the Beaver and Cub sections have been contacted in their monthly membership email and encouraged to send us their great programme ideas through:

scouts.org.uk/programmeideas.

A team of Programme Content Producers are curating the ideas, as well as generating their own, for all of the relevant Beaver and Cub badges and activities. The first set of content is in its final stages.

The adult journey

This year, we're transforming the adult volunteer journey. Together, we'll ensure we give all volunteers an outstanding experience and help retain the amazing section leader



teams as well as the adults who support them.

To help shape this work, we're forming a community of interest who share a passion for improving our volunteer journey, and who we'll ask for input from time to time. You can sign up online to get involved and we'll be in touch with any relevant opportunities: scouts.org.uk/volunteerjourneyinterest.

Brand roll out

By May 2020, everyone is expected to have made a full transition to the new brand. Districts and Counties can lead Groups in achieving this, and templates, logos, images and videos are available on the Scout brand centre to make this easier. The new brand is more than an updated logo, font and colour scheme; it's also about making it clear that #SkillsForLife is the key benefit we bring to young people. Follow our guidelines at scouts.org.uk/brand to ensure a consistent approach both locally and nationally.

Uniform review

It's been 18 years since the last full review of the Scout uniform. During the development of our new strategy, members expressed different views on the topic of what we wear; so we said we'd complete a review by 2023. This spring, we'll begin the research. No decision to update what we wear has been made, and if changes are proposed in the future, they'll include a substantial period of transition. All volunteers, young people and parents, plus members of the public, will get an opportunity to have their say. Views on uniform variation for Sea Scout, Air Scout, faiths and nations will also be encouraged. We're committed to remain a uniformed movement.

Website update

Development of our new website is underway. We're working with volunteers to test ideas and develop a structure that will serve your needs better. We're also starting to add badges, all-new activities and blog posts. We can't wait for you to see it!

Let's all get together in June

Kim Leadbeater, whose sister Jo Cox MP was murdered in 2016, welcomes all Scouts to get together for a day of activities between June 21 and 23.

'Every year, we remember Jo by joining many thousands of people all over the country in what we call The Great Get Together,' says Kim. 'And every year, the Scouts have supported us in making it a fantastic and fun occasion.'

It could be a BBQ, street party, or special event where your Group invites the local community to come and meet – or better still, eat – with



you. The important thing is to come together and have a really fun time. Find out more here: greatgettogether.org/scouts.

A special thank you – your Scout discount card

Hopefully you'll have noticed the small thank you card sent with this issue of your printed magazine. This recognises the incredible work you do as a volunteer and entitles you to a range of great discounts from selected partners. A full list, along with terms and conditions, can be found at: scouts.org.uk/thankyou.

Simply present the card to participating retailers. If you have two or more adult volunteers in your household but only receive one copy of the magazine, an additional card



can be ordered from Scout Store at shop.scouts.org.uk (free of charge, but P&P applies).

North America in a bag

Share the magic and excitement of the biggest ever World Scout Jamboree with North America in a bag, a programme of activities covering the food, culture, sports, games, and creativity of North America. This is a chance for your members to understand the global scope of

Scouts, as well as working with inspiring Jamboree Unit members.

Interested? Register to be put in contact with local Jamboree Unit Leaders, who can run activities linked to your section's award scheme – scouts.org.uk/joininjamboree.

Yellow Card

Following consultation and feedback from members, we've updated the Young People First, Safeguarding – a code of practice (Yellow Card). The revised card design is available on the Safeguarding area of Member Resources and from Scout Store, and a copy is also included with the print edition of this magazine. All leaders must keep a copy of and understand the Yellow Card, and you are encouraged to share the resource with parents and young people. This practice enables everyone to create safe spaces.



A Million Hands

Six new themes have been selected for the next stage of the A Million Hands partnership; this includes partnering with different charities to co-create resources for each theme. The new charity partners met with key stakeholders in December to explain their plans for the partnerships, and they're now working on their resources. More information on the new themes and partners will be released in the summer, ready for the autumn term. For now, ensure you're still getting groups to work towards a Big Moment for this year's current issues: amillionhands.org.uk/resources.



It's time to get green

Step Up To Serve, a charity set up to encourage youth social action, has launched a year of environmental activities under the banner #iwill4nature.

It coincides with the government's Year of Green Action – a nationwide campaign to grow environmental youth social action, and support activities for young people to connect with, protect and enhance nature.

This means 2019 is the year to make the environment a vital focus of your Group's activities. By taking part locally in programme activities, we become part of a bigger movement of young people taking action.

Get involved by providing and sharing examples of your Group's work, using the #iwill4nature hashtag. Find out more: iwill.org.uk/environment.

Find a solution to plastic pollution

New resources on learning about and fighting plastic pollution were released last month for adult volunteers, Beavers and Cubs.

The resources were created with DEFRA (Department for Environment, Food and Rural Affairs) and our A Million Hands partner the Canal & River Trust, and focus on topics such as how plastic waste affects wildlife and which objects include hidden plastics.

This month, resources aimed at Scouts and Explorers will be published on the topic. Go to amillionhands.org.uk/resources to download yours.

Celebrate Pride this summer

As a movement, we're proud to value diversity and encourage members to feel comfortable being themselves at Scouts. Celebrating our uniqueness and building solidarity with others who may not feel so loved and supported in their communities or social groupings is part of our DNA.

It's warming to see Explorer Scouts, Scout Network members and volunteers of all ages taking part in

Pride events all over the UK, whether that's getting involved in the parade itself, helping out on information stalls or running activities throughout the day. This can be a great opportunity for the recruitment of both young people and adult volunteers.

For ideas and support, you can contact FLAGS (Fellowship of Lesbian and Gay Scouts) National SASU here: flagscouts.org.uk.

Inspiring generations

As part of our centenary year at Gilwell Park, acclaimed British artist and painter Jeremy Houghton will be sketching one hundred specially chosen Scouts. Each Scout has a unique story, and collectively they capture the diversity and breadth of the Scouts family and their achievements. The sketches will be made into one magnificent piece of work to be displayed at Gilwell Park. Jeremy has captured a huge variety of inspiring members, including our

Chief Scout, and we're now searching for our final 100th sketch.

If you'd like to be included in this amazing project, or to nominate someone special, we'd love to hear from you. In no more than 200 words, tell us why you or whomever you wish to nominate should be part of the Inspiring Generations campaign; you can add a photo if you'd like too. Please send your nominations by Friday 18 May to gilwell100@scouts.org.uk.



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Nirav Patel



Liz Curran



Emily Lowndes

Spotlight on: Jamboree support

The UK Contingent provides support to local Scouts attending the World Scout Jamboree. We spoke to team members about their roles, ahead of the 24th Jamboree this summer

It's about to begin: the hugely anticipated World Scout Jamboree in West Virginia, USA! A Jamboree is an unforgettable highlight of the Scouts journey. It's an opportunity to travel, learn, have fun and form a community of new friends from around the world.

The logistics of organising an event that brings together 45,000 people from over 150 countries is no small feat. This year 10% of those attending will come from the UK. To support the success of this unique international adventure, shaped by young people, there are a variety of UK Contingent roles. Here, three members share some insight into their work and what they're most looking forward to.

Nirav Patel, IST Member Thanet District Scouts

Being a member of the IST (International Service Team) involves supporting the delivery of the World Scout Jamboree, either through providing a programme to the participants in the Global Development Village – which aims to raise awareness about global issues and the importance of sustainable development goals – or through facilitating the Jamboree Units by promoting Jamboree activities. We'll do this through various methods of communication and social media to inspire participants to action each day.

I'm really looking forward to seeing the participants have an unforgettable experience, gain a wider view of the world, and understand the vast scale of our global Scouts family!

Liz Curran, Deputy Leader WSI 2019 Birmingham Unit 79

It has already been a life-changing adventure to be one of the Unit Leaders. As Deputy, the role initially involved creating opportunities for young people and Unit Leaders to spend time together. We wanted to encourage everyone to think of their own goals and development – and, of course, to fundraise. It also required involving parents and guardians in supporting young people to fundraise.

Unit Leaders support our young people and their families in various ways: from helping to fill in forms to making or taking phone calls. Developing life skills in the lead up to the Jamboree is important, too. We not only encourage budding entrepreneurs, but also highlight the value of simpler stuff, like washing up and cooking. Personally, I'm proud of cooking my first goat curry and rice! We want Scouts (and ourselves) to be the best we can be, to encourage progression – physically and mentally. We also work to develop their confidence and knowledge to complete the North America in a bag (NAIAB) sessions.

What I find most rewarding is what most people don't witness: the conversations that reveal individuals' growth – when we spur on someone, to show them: 'Yes they can'.

It's hugely rewarding to assure young people they have every right to be a part of this amazing life-changing experience, regardless of what background they're from and what issues they might be facing. It's been exhilarating to encourage our young people to tell their story with NAIAB. Hopefully this motivates others to apply for the next Jamboree.

Wow, how incredible it's been to be a part of this – and we haven't even got there yet!

Emily Lowndes, Unit Support 22nd Warrington East, Cheshire

In my role as Unit Support I work alongside the Unit Leaders to help them provide the best possible experience for the young people, and, of course, enjoy the Jamboree themselves. I love that I get to be part of an amazing team of Scouts and Guides from all across the UK, all with different backgrounds and roles. I also love how much I have learnt from them. I can't wait to work with the team in North America and meet Scouts from all around the world.

Ask Team UK

This issue sees the team tackling questions on ratios, forms, sleepovers, the Skills for Life strategy and attracting new volunteers. If you've got a question that hasn't been answered, go to scouts.org.uk/connect and complete the online form. Your answer could appear in the next issue

Tim Kidd

UK Chief Commissioner
tim.kidd@scouts.org.uk

Kester Sharpe

Deputy UK Chief Commissioner
kester.sharpe@scouts.org.uk

Alex Peace-Gadsby

Chief Commissioner of England
alex.peace-gadsby@scouts.org.uk

Andrew Sharkey

Chief Commissioner of Scotland
chief.commissioner@scouts.scot

Rhian Moore

Chief Commissioner of Wales
Prif Gomisiynydd Cymru
admin@scoutscymru.org.uk

Stephen Donaldson

Chief Commissioner of Northern Ireland
chiefcommissioner@scoutsni.org

Jack Maxton

International Commissioner
international.commissioner@scouts.org.uk

Ollie Wood

UK Youth Commissioner
ollie.wood@scouts.org.uk

CJ Ledger

UK Commissioner for Perception
cj.ledger@scouts.org.uk

Tom Milson

UK Commissioner for Inclusion
tom.milson@scouts.org.uk

Amir Cheema

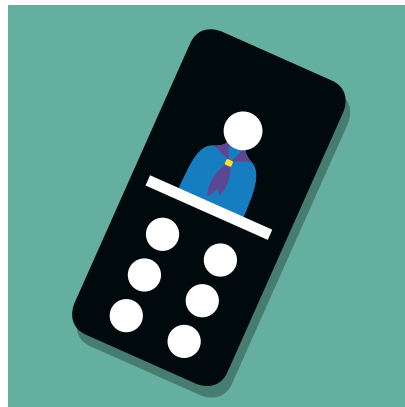
UK Commissioner for Adult Support
amir.cheema@scouts.org.uk

Graeme Hamilton

UK Commissioner for Programme (Delivery)
graeme.hamilton@scouts.org.uk

Wendy Human

UK Commissioner Programme (Assurance)
wendy.human@scouts.org.uk



What are the recommended ratios for events away from the usual meeting place?

You've planned a great programme, done your risk assessments, told your Group Scout Leader (who's informally kept the District Commissioner advised that you'll be away from your usual meeting place), and told parents to drop youngsters off at tonight's location. All great – but what about ratios? We need to have enough adults with us to ensure a safe environment for all the great activities planned, remembering that we're in a place that we're not as familiar with. As a reminder, if we're taking Beaver Scouts away, our ratio is one adult to every six Beavers plus the leader in charge. With Cubs, one adult to eight Cubs plus the leader in charge is sufficient, and for Scouts it's one adult to twelve Scouts plus the leader in charge. Remember, too, that Explorer Scout Young Leaders count as young people and not as adults when working out your ratio. Your risk assessment may suggest you need more adults, depending on what your activity is, and if you're staying overnight you need a minimum of two

adults. With good planning, and by involving parents, Section Assistants and others from the district, you can have great, safe and fun events regularly at locations away from your normal meeting place. Enjoy!

Graeme Hamilton

UK Commissioner for Programme Delivery

What should I be using as a Young Person Joining Form for my group?

We have a great ready-to-print PDF template, as well as an editable version, on the website that you can use as part of your joining process. It's been updated in line with the Data Protection Act 2018 and the General Data Protection Regulation (GDPR), and covers important questions you may have for parents, including consent decisions such as whether they consent to the use of photographs and whether they're happy to be included in closed communications such as WhatsApp and Facebook. The form also helps you to capture important information about such things as disability and how reasonable adjustments can be made, and helps with things like Gift Aid and Census. The form can be found by visiting members.scouts.org.uk/appointmentforms. You can also create your own forms, but it's important to make sure you've covered all of the important information and that the branding is up to date – so using the form on the website for guidance will still be helpful.

Alex Peace-Gadsby

Chief Commissioner of England

We're planning an indoor sleepover for the Cub Pack at our meeting place, with male and female Cubs, a Young Leader and four adult leaders. Who can sleep in a room together?

As the Yellow Card explains, young people, adults and Young Leaders must have separate sleeping accommodation from each other (so Young Leaders can't sleep in the same accommodation as adult leaders, for example), and arrangements must also allow for everyone's privacy for washing and changing. You can achieve this by partitioning rooms – for example, by using pop-up tents.

Boys and girls can share sleeping accommodation, as can male and female leaders, but the Nights Away permit holder must consider this in their risk assessment when planning the event. This decision must also take into account the views of all the participants, and their parents or carers. Obviously, different age groups will present different issues, and this must be taken into account when accommodation is being arranged. Enjoy the sleepover!

Kester Sharpe

Deputy UK Chief Commissioner and Safeguarding Committee member

How can I find out what's happening with the Skills for Life strategy and how to get involved?

Since we launched our Skills for Life strategy in May 2018, lots has

happened on the various initiatives. We've secured funding to investigate the possibility of providing Scouts to a younger age group; we've made a great deal of progress in providing off-the-shelf programmes so that young people can more easily gain top awards; we've started our work to transform adult recruitment and simplify adult training; and we've continued to roll out our new brand.

Go to scouts.org.uk/about-us/strategy for more in-depth information on Skills for Life and the various initiatives. You can also look at scouts.org.uk/about-us/strategy/vision-for-2023 for things that Groups, Districts and Counties/Areas can do locally to support the strategy.

Regular updates about Skills for Life, opportunities to get involved and lots of other information is sent out in the monthly membership email. Make sure you receive this by keeping your Compass settings up to date (to ensure you receive the email, go to My Profile, select the Communications tab, then tick 'Yes' for the membership email – and check that your email address is correct). As well as updates, the membership email is also how we send out details of the termly members' online meeting, which is an extra opportunity at the start of each term to hear in-depth updates and ask any questions you may have.

Kester Sharpe

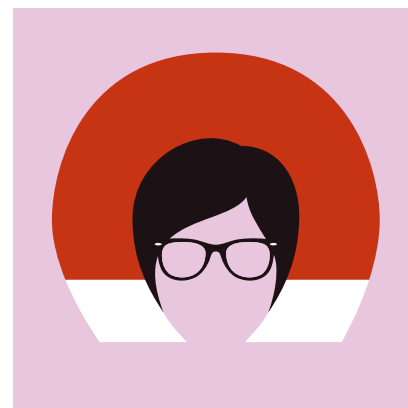
Deputy UK Chief Commissioner

What are some easy ways to attract adult volunteers to our Group?

There are many ways to do this, but below are a few suggestions to get you started...

Parent rota

Create a parent rota to get parents to come and support leaders in running an evening or event. Ensure that the parents are involved in the evening and not just watching from the sidelines.



You never know – they may come back more regularly.

Website

Setting up a basic website with contact information on it will allow potential volunteers to contact the Group about opportunities. If you don't have a website, how else are volunteers going to find your Group in the digital world?

Facebook adverts

Placing adverts on Facebook allows you to advertise volunteering opportunities to a clear target audience based on their location, interests and other options. This method allows you to engage with lots of potential volunteers for a low cost.

Vacancy board

Could you place a vacancy board in your meeting place, near where parents wait to pick up their young people? You may get better results if you advertise the specific tasks you need help with, rather than roles.

Four Week Challenge

Get parents to try the Four Week Challenge. This is an excellent way to get parents involved with the Group to see if volunteering with young people in the Scouts is for them. Posters and certificates for the Four Week Challenge are available from:

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

Jack Caine

Head of Volunteer Journey





Above all, a Scout is kind

Two young people are embodying the spirit of Scouts by helping and supporting each other through thick and thin

Words: Jacqueline Landey | Illustrations: Daniel Frost

Before he was old enough to join Beaver Scouts, Archie already believed he was part of 'Clubs', as he called it. When accompanying his mum to drop off his older brother at First Luton Sea Cubs, he would race to join the Pack, where Andrew, a Young Leader of the Group, welcomed him to chat and play games with everyone before and after meetings.

At the time, Archie was 4 and Andrew 14, but the boys seemed to share a bond right away. Joanne, Archie's mum, thinks this is partly because Andrew treated him just like all the other young people, and saw beyond Archie's lymphedema, a terminal condition he was born with.

Characterised by swelling in the arms and legs, lymphedema is caused by a build up of lymph fluids in the limbs that requires Archie to wear tight-fitting compression garments to quell the swelling. The condition can cause great pain, frustration and fatigue, and because Archie can't walk long distances, he occasionally needs to use a wheelchair.

But meeting Archie, he doesn't seem much concerned with his own troubles. His outward-looking zest for life is expressed through his buzzing curiosity and quiet kindness towards others.

A meeting of minds

This kindness came to the fore two years after the boys first met. When Andrew was selected to attend this year's World Scout Jamboree in America, Archie heard that

Andrew would need to raise £3,900 in order to get there. Archie decided he would fundraise, too. He and his mum got plotting. They would organise 'Jump for the Jamboree', a fundraising event where Archie would challenge himself to an evening of trampolining with fellow Scouts. Although very good for lymphedema, trampolining can be painful for those with the condition. They set up a JustGiving page to create awareness about the event and to raise funds.

When the page went live, it went wild. It was shared between friends, family, Scouts, teachers and doctors. Donations poured in. Jo had the page set up on her phone and just kept getting notifications – 'ping, ping, ping'. Wendy, Andrew's mum, says one of the most heartwarming parts of the page were all the supportive comments. 'Really lovely stuff,' she says, 'obviously mostly for Archie but then a few were people saying "Thank you to Andrew for looking after and helping Archie and to Archie for helping Andrew." It was fantastic.'

In next to no time they had raised £900. When Jo and Archie first explained how they wanted to help, Wendy and Andrew were overwhelmed with gratitude. 'I cried', said Wendy.

It was snowing on the day of the Jump, and the two families, their Cub Leader and Andrew's fellow Young Leaders ploughed through the icy weather to the ghostly, deserted trampoline park. 'We were the only people stupid enough to be there in that weather,' Jo laughs.





'His admiration shows in the way he's always looking up to Andrew, telling him stories, smiling and laughing'

But they were all committed to showing their support for Archie and Andrew. Wendy brought Archie a huge chocolate cake she'd baked to say thank you, so after the Jump the team tucked in.

Archie was so pleased with the result of the fundraising, he decided to write a letter to The Queen to tell her all about it. He invited her to come and watch him be invested (when a commitment is made to Scouts by reading out the Scouts Promise) and signed it off, 'Archie, age 6'.

The Queen's office replied, apologising for Her Majesty not being able to make it to his investiture, but nevertheless congratulating him on his fundraising efforts, adding how glad she was that he enjoyed Scouts.

Pay it forward

Andrew and his parents tried hard to persuade Archie and Jo to let them split the money so it could go to Archie too, but they wouldn't do it, says Wendy, 'They were too kind.' To show their gratitude, Andrew's family would like to raise money for lymphedema awareness at their next annual fundraising charity event.

As lymphedema is fairly rare, particularly being born with it, Jo says there's not a huge amount of awareness. But within Scouts Archie is welcomed and supported, and when necessary they adapt activities so he can still take part. As a Beaver at Sea Scouts, Archie says, 'We go in the river, we do boats, we play games and we have floaties.' 'Buoyancy aids', his mum adds.

Because raising money for the Jamboree is no small feat, Andrew has been working hard. They raised a bit at last year's Easter egg hunt and a bit more at a Jamboree-themed activity day, where local Scouts paid to take part in various activities.

When Andrew was first selected for the Jamboree, knowing how much they'd need to raise, his mum says their reaction was: 'Oof, my goodness. As a family we worked out how much we needed to raise per day or per week, and realised: that's a lot of money. There were lots of fundraising plans but even though you raise money there's still so much more to do, so when this came from Jo and Archie, it was such a surprise. I feel really humbled.'


Friends for life

But the relationship between Archie and Andrew seems to have been mutually beneficial. Andrew has been a source of great mentorship and support for Archie. When asked his favourite thing about Andrew, Archie shrugged his shoulder and said simply, 'Well, he plays with me,' but his admiration shows in the way he's always looking up to Andrew, telling him stories, smiling and laughing at his jokes. Jo says Archie 'thinks the world of Andrew... He sees beyond the disability and lets him be a normal child.' But Andrew thinks of him as more than a normal child; his favourite thing about Archie is just 'how kind he is', 'and how funny', he adds.

Andrew goes on to say that he thinks younger people 'gravitate towards people who are a bit older but not fully grown up because they find it easier to talk to them and have fun.' He says that growing up, Young Leaders made a really positive impact on his life, too. Jo says, 'It's nice for the little ones to have the bigger children that aren't adult leaders to look up to and see where they can be, if they work hard.'

Although Andrew seems to be a natural with young people, he credits this ability to being in Scouts and completing the Young Leader training, where he learnt about equality, diversity and how to deal with various issues young people might face. 'Because kids feel like they can talk to you more I think they open up to you more,' he says, 'So they might open up about things that they wouldn't tell an adult leader, things that could be problems, and the training shows how you can deal with those things.'

He says when he was Archie's age, there were younger adults and leaders he looked up to but at the same time, he 'also wanted to be them'. Today, he is one of them, with Archie looking up to him. Andrew says that as a leader today, 'You kind of try to live up to what you wanted to be when you were younger.'

As Andrew talks about when he joined First Luton, Archie sidles over to sit next to him on the sofa. He says he didn't know anyone at first, but 'with Scouts, it's like a second family, everyone accepts you. It doesn't matter who you are, you'll make friends.' He looks at Archie beside him and says, 'Do you want to budge up a bit so you're not falling off?' Archie moves up. Andrew nods: 'There you go.' 



Saying 'bye' to the haters

Bella Roberts is a 16 year old Explorer Scout with the condition lymphedema. If you think that might slow her down, though, you haven't met Bella...

Words: As told to Jade Slaughter | Illustration: Ellie Suh

The condition I have is genetic primary lymphedema. It means a) I was born with it, and b) it's all over my body. Essentially, I don't have a lymphatic system; in a 'normal' body, fluid is transported from the blood back into the body, but I don't have that. All the extra fluid doesn't go anywhere. It just floats. My hands, face and legs are all swollen, and a lot of people interpret that as fat. People can say what they want. At the end of the day, it's my body and I know what I have, so that's fine.

Over the years, I've built up quite a hard shell. I just say 'bye' to the haters and live on. I go to sixth form like any normal teenager would. I'm studying triple media BTEC, and I want to be a film director when I grow up. I have quite a bubbly attitude towards most things. My mum just says get on with it, do your best, that's all you can do.

Usually my siblings accompany me when I go places, but going to Scouts for the first time felt like something I wanted to do myself. I was really nervous, but throughout the night I became so relaxed. Everyone was nice and the leaders were helpful and kind. They explained everything. I felt so welcomed. At the end of the night, I thought: 'I'm going to stick with this. This is going to be really fun.'

We went on a winter camp recently. I've never camped before in my life and I'm no Bear Grylls. I lasted one night. It was the coldest night ever! I was the only girl. The guys were fine because they got to stay in a tent together and share body warmth, but I was in a one-person tent by myself. I stayed for the second day, but that night, I was like – 'no'. It was really fun, but if I tried to camp again, it would be in the summer.

There are a lot of things where if I can't do it, I'll just say so. But at that camp, in the night, there was no going

back. I had to just get stuck in. There was an obstacle course too – I couldn't physically do all of it but I finished my attempt and felt like I'd achieved something. That's the thing with Scouts and Explorers; it doesn't matter if you don't do something perfectly, you just have to try it out. And that's what I love. They don't force me to do things, but they encourage me to try. And if I manage it, it makes me feel really good.

I think my greatest Scouts achievement is being myself. I know that sounds cringey, but I've always had a hard time with people accepting me for who I am. In school, I know how people look at me; they think I'm this weak person. But at Scouts, they'll throw a dodgeball at me just as hard as the next person. I think it's cool that they treat me the same as any other teenager.

I recently made a speech at Westminster Abbey in front of 2,000 people, which, to me, didn't seem like a lot because I was so nervous I couldn't look at anyone at all. I wanted to do it to tell my story, to represent my community and the Scouts community. To show that we are inclusive for everyone. I got so many emails afterwards, I was like, 'Oh my gosh, I'm famous!'

Living with lymphedema is quite hard, but you have to not let it get to you, and just do everything that you want to do. Hopefully one day you'll see me and I'll be at the Oscars, walking down that red carpet. I know it's the most clichéd thing you could ever say, but you've got to follow your dreams. Regardless of any condition you have, whether it's dyslexia or ADHD or Down's syndrome – I feel like that shouldn't stop you doing what you want to do. ♣

Watch the full interview with Bella on the Scouts YouTube channel: [scouts.org.uk/bella](https://www.youtube.com/watch?v=7b1a1a1a1a1).

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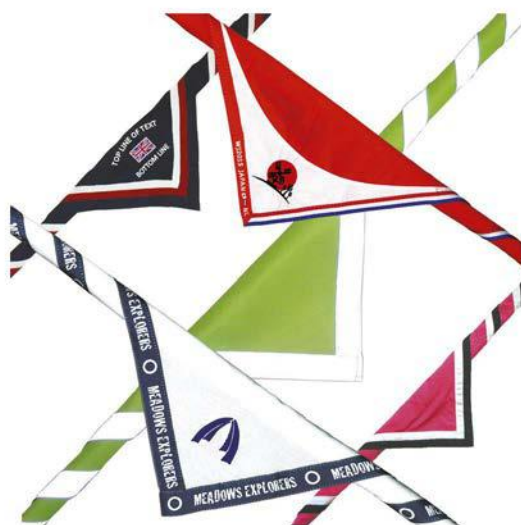
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What Scouts pack

From favourite snacks to comfort blankets, Scouts take all sorts of things on camp. We meet a Beaver, a Cub, a Scout, an Explorer and a Scout Ambassador to find out what they can't be without when they're spending nights away

Creative direction: Aimee-lee Abraham | Pictures: Andre Pattenden | Stylist: Lou Foley



Dylan, 7

1st Crockerne – Pill Creek Beavers

'Moo Moo is my favourite thing. Mummy gave him to me when I was little. If I was going to Mars, I'd take my Batman toy, because he turns into a robot. I haven't been on camp yet but I'm going on my first one this year. It's a bit scary but taking Moo Moo with me will help.'

**Thea, 15, Swindon Old Town
Explorer Scout Unit**

'I'm packing for the World Scout Jamboree. I'm most looking forward to the zip lines – they're some of the longest in the world. My favourite thing is the photo of me and my friend Beth. It reminds me of good times on camps. And I pack veggie marshmallows for a midnight snack.'





The Poppy effect

Every day, 85 year old Troop Leader Poppy Gowler lives up to her motto: life is for living. During 47 years of Scouts, her infectious energy has inspired generations of young people, including Jess Lockwood, who is now a leader alongside her. Here, Poppy continues to share her wisdom with Jess, and with the rest of us

Words: Jacqueline Landey | Illustration: Liv & Dom

Decades ago when Poppy Gowler moved to Fenstanton, Cambridgeshire, the people of the village told the vicar: 'if you want anything doing, Poppy will do it.' At 85, Poppy still doesn't stop.

Through summer and winter, she's out camping with her Troop, with an energy and enthusiasm that knows no bounds. Her vitality has spread across generations.

Fifteen years ago, Jess Lockwood was Poppy's Scout at 1st Fenstanton & Hilton Scout Group and today she's a Troop Leader beside her. With 59 years between them, Poppy and Jess are a remarkable example of the bonds that form across generations through Scouts.

When we met the duo in person, Poppy shared her wisdom on everything from cleaning to coffins...



On working with young people

'I don't stand nonsense but at the same time, I'm quite prepared to get down and do what they do or get involved. We learn from each other. When you open yourself up to learn from them, you're not talking down to them, you're with them.'

It's not a one-way street. Flossing and dabbing are just some of the recent things Scouts have taught Poppy. Because she feels that being a Scout is such great fun, she often tells parents that 'if they're not involved, they don't know what they're missing.'

Striking a balance between being on young people's level and being a pillar of supervision, Poppy says if the young people do something they shouldn't, sometimes she just needs to look at them and they know. Otherwise she'll say something to them quietly – 'not in front of the whole lot' – to explain why what they've done isn't appropriate and to listen to their side of the story. She thinks that's why they come back to her, because they know she'll listen.

On determination

'There's no such thing as can't. You can. Where there's a will, there's a way.'

Poppy's determination was recently put to the test, when their Scout camp overlapped with a wedding she needed to attend. A fellow leader said Poppy wouldn't be able to attend both but Poppy turned around and said 'there's no such thing as can't, where there's a will, there's a way. We can and we will,' she laughs. And she did. Poppy brought her glad rags along to camp and changed into them moments before her husband picked her up. Miles away, she celebrated the wedding before hurrying back to camp, in time to enjoy the fish that the troop were filleting for dinner.



On being prepared

'Living through the war years in London, you never knew whether you'd have a roof over your head, or water to drink, so "be prepared" has been with me for a very long time.'

On a Group gallivant to Brownsea Island, the Scout leaders realised that the 40-minute trek might be a bit far for Poppy to walk. As the local rental shop had run out of wheelchairs, Jess came back with a buggy contraption meant for a teenager. Poppy happily hopped on, placing the cake she'd baked on her lap. Fellow Scout leader Alex (who had been Poppy's Scout at 15) pushed her around the island, letting the chair go in short bursts down the hills, to give Poppy a ride. 'Don't drop the cake!' Poppy would cry, laughing. Following the day's adventure, with the grey-blue sea surrounding them, they sat together for tea, only to find they hadn't brought a cake knife. Unconcerned, Poppy whipped out her Bear Grylls knife and proceeded to serve slices of sponge for everyone.



On progress

'Let's face it, life is girls and boys.'

Talking about the progress made in women's rights and the changing expectations of girls, Poppy said, 'Things change and you've got to change with them or you're left on the backboard, and I'm not on the backboard.'

The positive influence of Poppy's approach to treating girls and boys equally, and the inclusive approach of Scouts, is evident in Jess's remarkable success as a development manager of a surveying company, a male-dominated field. Jess says, 'Since the age of 11, I learnt to work with men and women outside, learning teamwork, leadership, all those skills. I put my confidence in that down to Scouts – that "get up and go" – feeling and knowing you can do it, just as well as a male can.' The board at Jess's company is all male. She was at a work event recently with about 60 people and somebody turned around and said, 'Jess, do you realise you're the only female in the room?'



She replied, 'Well, thanks for pointing that out, but I'm doing a good enough job, just like the rest of you.'

'I really do put my skills down to Scouts,' Jess reiterates, 'standing up and presenting, talking to people, working together, leadership, managing a team – most people in the workplace don't have a clue how to manage, but when you've been managing a team of volunteers for 10 years, then it's easy and natural at work. Being a Scout is the key to learning the personal skills they don't teach at school.'

On cleaning (and the things that really count)

'Well, if I did all the things at home I was supposed to, I wouldn't go out of my four walls. That is not living.'

Aside from Poppy's steadfast belief that vinegar should replace anti-bacterial spray for cooking surfaces on camp, her approach to housework is refreshingly laid-back. She may have taught scores of Scouts to chop and cook balanced meals, but when it comes to cleaning, she says, 'Life isn't just Monday you've got the washing, Tuesday you've got the ironing, Wednesday you've got the housework, which was what it used to be.' Poppy believes life's too short for ironing. 'Life is important', she says, 'the housework will last longer than I will.'

On hard times

'We could have done without the war years, but we made the most of life because you never knew whether you would be there the next day.'

In a moving moment Poppy shares her thoughts on what the past taught her. She explains, 'My mother died before I was 11, so I had to stand on my own feet. The only thing that would have been nice would have been to have a mother, but you learn without, and that's one of the things that's made me the way I am and influenced how I've been with children – giving them the opportunity to do things I couldn't. As somebody said, I'm still chasing my teenage years,' she laughs. 'My teenage years were working, looking after the family. We were bombed out three times. It was a hard life but it's not done me any harm.'

'It would have been nice to do what they've all done and what I've taught them to do, but life is what you make it. As I say to the Scouts, you'll only get something out of life if you put something in. It is up to you.'

On grit

'I chose to go over the highest obstacle but if I'd had my trainers and not my good trousers, I could have done the crawling under all the nets too. I would have gone through the mud. Like the instructor said: if you keep walking, you don't sink in.'

On a Group excursion to an outdoor assault course, Poppy got stuck in, scaling a climbing wall. Before her, the oldest person to conquer it had been 70. Jess said the instructor praised the group's enthusiasm and determination. Jess puts it down to 'Poppy's standard. She doesn't sit in a corner. She's there going "Come on, get through!"'

On Scouts

'I think it's Scouts that keeps me fit, keeps me involved, keeps me with the young folk. I've adapted as my children grew up and I think that's what makes a difference – that I can adapt to things and still enjoy it.'

While young people may be learning how to become adults in Scouts, it also allows leaders to relive their youth. On a recent camp, the leaders in Jess and Poppy's Group switched roles with the Young Leaders for a night of cooking. Poppy kept stealing the frying pan. 'We were behaving like Scouts,' Poppy says mischievously.

Poppy and Jess believe volunteering is something you make time for. 'Life is busy,' Jess says, 'you have to put the things that mean the most to you first.' She wants more people to come and see what they can get out of being a Scout. 'It's not just about giving experiences to young people. I get a lot from it myself. As Poppy says, there's more to life than housework. Volunteer! So that more young people can get the most out of Scouts.'

On death

'If I ever go during camp, chuck me on the campfire.'

When Poppy's husband Robin reminds her that 'one of us is going to need money for a funeral.' 'Why?' Poppy says, aghast, 'Why?' We all laugh. 'Donate your body to science,' she concludes, 'you won't need a funeral. I put that to him the other day.' Recently, a fellow Scout leader mentioned Poppy retiring, to which Poppy responded, 'I will keep going until I drop. And if I do drop, just chuck me on the campfire.'



Jess – on inclusion

'Watching Poppy, the Scouts can see that age doesn't need to stop you.'

In the past there have been leaders who questioned if Poppy should still be volunteering at her advanced age, but Jess is passionately defensive that the Group can and will adapt to include her. 'Just like you would slightly tweak the programme to accommodate somebody with epilepsy or diabetes or learning difficulties, why should it be any different? When we go on a 20-mile hike, we just bring Poppy a chair. We wouldn't have it any other way.'

'The Scouts love Poppy,' says Jess, her eyes shining. 'They absolutely love her. She is a complete inspiration – always there, upbeat, active. We've got Young Leaders that were my Scouts and they've got her same attitude.'

'Well,' Poppy smiles, 'I love it.' 🌸



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Towers of wisdom

Adaptable. Resilient. Generous. These words could be applied to Scouts, but they also describe trees from around the world, including our own Gilwell Oak, that have valuable lessons to teach us. We turn trees into items that change the world, from books to latex gloves, but while our use of the natural environment edges into exploitation, the future of the planet depends on urgent conservation. So let's step back to appreciate trees, less for what they give us and more for what they can teach us

Words: Jacqueline Landey | Pictures: Dave Caudery

Baobab (Adansonia) The Prepared

As forward-thinking as a Scout, baobabs grow with a hollow centre that allows them to store gallons of water in their trunks to see them through months of arid conditions. They can store up to 120,000 litres. Sadly, as a result of rising temperatures, it's becoming harder for these trees to weather increasingly severe drought. Since the early 21st century, some of the oldest and grandest baobabs across Africa have begun to die out.



Borneo Camphor
(*Dryobalanops*
aromatica)
The Practical

This tall evergreen tree is one of several species to display 'crown shyness', a phenomenon where the crowns of trees avoid touching each other. From the ground, crown shyness displays a canopy of fine gaps between the trees. There are multiple theories explaining the cause of crown shyness, including the idea that this behaviour ensures the trees get adequate access to light. Or that it may help to inhibit the spread of leaf-eating insect larvae.



Coastal Redwood
(*Sequoia sempervirens*)
The Resilient

In 1997, environmental activist Julia Butterfly Hill climbed a 1,500 year old coastal redwood in California, known as Luna, to stop tree loggers from felling it. Julia stayed put for two years, living on a small, tented platform 54 metres up. As a result of Julia's protest, the company agreed to conserve Luna, along with a three-acre buffer zone. Despite vandals later sawing a gash into its trunk, Luna lives on today.



Yews of Wakehurst
(*Taxus baccata*)
The Adaptable

In the woods of West Sussex, where hundreds of winters have eroded the soil along Ardingly's cliffs of sandstone, the roots of the yew trees travel over the rock's edge. They are in search of fertile soil to dig into. While their thick branches hang grandly above, they creep out of the earth, revealing a tangle of roots sprawling out and over the cliffs, like travellers intent on finding greener pastures. At least one of the trees dates back to the Middle Ages.



Callery Pear Tree
(*Pyrus calleryana*)
The Survivor

Two years after the World Trade Centre was struck down in the 9/11 terror attacks, a badly damaged pear tree was pulled from the rubble. In 2010 it was returned to the memorial as a symbol of resilience. The Survivor Tree Seedling Programme now gifts its seedlings to communities who have endured tragedy. From Haiti following the hurricane of 2016, to London after the Grenfell Tower tragedy, they send a message of hope, healing, strength and resilience.





The Gilwell Oak
(*Quercus robur*)
The Bountiful

Between 450 and 550 years old, our Gilwell Oak stands proudly at Scout HQ. Baden-Powell used it as an analogy for the heartening growth of Scouts. From a tiny acorn – a small camp on Brownsea Island – to the bountiful oak the movement has become, the tree is a reminder that 'big things are possible from modest beginnings'. In 2017, it was The Woodland Trust's UK Tree of the Year, and inspires hundreds of Scouts who visit Gilwell Park every year.

Many thanks to Royal Botanic Gardens, Kew for the use of their tree specimen archive. In May 2019 Kew will open its new Children's Garden, a huge natural space designed around the elements that plants need to live: earth, air, sun and water. It features over 100 mature trees, and a 4m-high canopy walk around a 200 year old oak tree.



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The next giant leap

Half a century after a Scout landed on the moon, what do we know about humanity's next big step? From curing cancer to living with robots, hear from the experts what the world might look like in the next 50 years

Words: Annabel Rose | Illustrations: Jack Hughes

Since the first moon landing in 1969, the world we know today has become a very different place. When people first walked on the moon, there was no such thing as an MRI scanner, video games or Star Wars. The police didn't use DNA to investigate crimes, and you couldn't send an email, let alone use a mobile phone.

A lot has changed in the past 50 years. Although we haven't quite managed to create flying cars, nuclear-powered vacuum cleaners, or a cure for the common cold, some other predictions were surprisingly accurate. From watches that can make video calls and shoelaces that tie themselves, to TV shows on demand and electric cars, it turns out that, sometimes, people can predict the future.

We spoke to four experts about what they think humanity might conquer in the next 50 years.

Cancer research

Dr David Crosby is Head of Early Detection Research at Cancer Research UK, the world's second largest non-commercial funder of cancer research.

What do you think will be the next big leap in your field?

The hope is that we'll detect cancers with routine screening. Most people don't know when they've got an early cancer – they're tiny, and patients don't really have symptoms. About half of cancers are diagnosed at a late stage, when they're difficult to treat.

What if you could be monitored routinely, or continuously, so that as soon as a tiny cancer arose, a beeper would go off? If we detect cancers much earlier, when they're more treatable, we'll save lives on a huge scale. Things are happening now that are working towards that world. We're developing chemical-based blood tests, looking for tiny molecules that have fallen from cancer cells. Cancer cells have a different metabolism to normal cells, they leak

out different waste, so people have developed technology that finds cancer waste products in your breath. Maybe in the not-too-distant future that'll be in every GP's office.

Or, perhaps it'll sit in your kitchen drawer. I think routine health monitoring won't have to happen in an NHS-type environment. Wearable technology monitors heart rate and blood pressure – maybe in 50 years you'll have a device that can monitor your cancer status.

What if you could have a smart toilet? If you identify what cancer cell waste products come out in urine and faeces, an in-built sensor in your toilet could light up at the early stages of disease. Scientists have developed nanotechnology – ever smaller particles and machines. What if I could introduce a nanoparticle into your bloodstream to patrol your body, bind to any early cancerous cells, and release a detectable chemical?

Wow. What about treating cancer?

When you do surgery, you can't leave anything behind – a couple of cells can grow into a new tumour. But it can be hard to see where a tumour ends and normal tissue begins, and the more you chop, the more you damage the organ. People are developing the iKnife, which is like a scalpel with a plasma jet, an intense ionising 'flame'. As it's applied to tissue, it vaporises cells, analyses molecules, and tells you whether you're cutting tumour or healthy tissue.

Immunotherapy is starting to come into real-life medicine. Cancer cells come up with ways to evade your immune system, so scientists take your white blood cells and reprogramme them by genetic editing, telling them how to find and attack tumour cells. They put those modified white blood cells back into you, to hone in on tumour cells and kill them off. In 50 years, you might not wait until people have cancer. Super white blood cells could patrol your body for your whole life, and snuff out cancers the moment they start – you'd never need to be treated.



Sustainability technology

Akshatha Veerendra is a Senior Sustainability Engineer at engineering consultants MWL.

Tell us a bit about your job.

I work in the sustainability team. We help with planning approval by certifying buildings to the required standards, and we use software to model buildings and analyse their energy efficiency. We produce energy and sustainability reports, make sure materials are sourced responsibly, and inspect sites. We also help throughout the life cycle of the building, to help reduce energy, carbon dioxide and waste, and to improve water efficiency.

What do you think the next big leap will be?

I think innovations in solar technology will be one of the main things. There's a lot going on in the solar industry. In the future, we'll have things like solar windows and solar transportation, like buses. We might even have solar-powered aeroplanes, like the Solar Impulse 2, an experimental solar-powered aircraft project. You'll have solar fashion, because there's a way to make anything solar – your mobile, your clothes – to capture energy and make it usable. You'll also have trees that can harvest solar power.

There's a lot of potential in the solar industry. A lot of research is going on. It'll be more environmentally friendly, there'll be more job opportunities in the STEM industry, and there'll be a better quality of life in 50 years.

Will we have better technology?

Yes. We'll have better technology and better resources, and we'll be able to give future generations better opportunities. Solar is our best option for renewable energy at the moment. It doesn't contaminate, it's green and unlimited.

What else can solar do?

It can purify water. Solar desalination is where you extract salt and minerals from water, to make it more drinkable. You could purify water that people can't drink. There's a lot of water scarcity, so I think it's the best thing you can give to the developing world, to help solve the water crisis.

What kind of technology would you use for that?

At the moment, solar desalination uses a combination of technology which uses membranes and sunlight-harvesting cells, to convert salty water into fresh drinking water. There's a lot of research going on in this field to make the technology more affordable and accessible.

What do you think is the biggest challenge to overcome?

One of the biggest challenges will be educating people

about sustainability and the impact this will have on our environment. To protect our ecosystem, we need funding for projects and research, and we need governments to understand the connection between ecology and economy. We need volunteers, we need STEM ambassadors, and we need more people to put in energy, time and resources.

Robotics

Dr Séverin Lemaignan is a Senior Research Fellow at the Bristol Robotics Laboratory.

Tell us a bit about your work with robots.

I supervise research on human-robot interaction. If robots understand what humans are doing, and respond by showing signals that a human will understand (like some form of emotional response or facial expression), it makes interaction as easy and natural as possible.

What's going to be the next big leap in robotics?

Robots already do interesting things, but they mostly work in well-designed environments like laboratories. One of the biggest challenges is to have robots and algorithms that are robust enough to work in the 'real world'. For example, to work effectively in schools, robots will need to understand what's going on – even if there are children making a lot of noise around them. The robot will need to focus on you if you talk to the robot, and not be disturbed by all the other activity. It's the same thing in hospitals, or our homes.

In the next 50 years will robots be in our everyday lives?

I think so, yes. I work with teachers to see how robots could be helpful in schools. We don't want to replace the teachers, but we want to provide support. For example, you could have more one-to-one learning – if one child is really struggling, instead of being lost in the middle of the classroom they could work with the robot. There's a strong need for that – we found that teachers are happy to have us test our assistants in their schools. There are opportunities to have robots in classrooms that don't just teach robotics, but help children to learn about a range of different topics.

Another place robots might play an important role is within elderly care. It's hard for older people to maintain good social interaction. We hope that with the help of robots they could have a lot more interaction, not only with robots but with each other. A robot could create opportunities for people to spend more time together and support richer social interactions.

What do you think is the biggest challenge to overcome?

The main challenge is that people's expectations of what robots can do are so far from reality! People think that





‘Sending technology into space can help us make good decisions about how to look after our planet’

robots can easily recognise people or talk to you – this is far from being the case. As an example, vocal assistants like Alexa became common fast – but they’re the result of maybe 20 years of research. To go from that to a robot, we multiply the complexity by, like, one hundred. There are so many more challenges to make a social robot alive compared to purely vocal assistants. We’re not there yet, we have many technical issues to solve, but a lot of people are working on getting robots into our homes and schools.

So, in 50 years robots will be everywhere?

Yes – we’ll have to get used to that.

Space exploration

Dr Kierann Shah is the General Manager of the National Space Academy, an education organisation which uses the context of space to tackle the science curriculum.

What will be the next big leap in space exploration?

In the immediate future, the next challenge is sample return. At the moment, the only samples we’ve brought back to earth from another rocky body were from the last Apollo mission, in 1972.

It’s tricky to have a robot travel to Mars, land on the surface, gather up a sample, and then launch it back to earth. If we could do that, it’d be a really big leap.

What would samples tell us?

The samples that came back with that Apollo mission are still being researched now. Their chemical make-up has been broken down so we can see what they’re made of, and understand the processes that formed them.

We could learn a lot about Mars. A lot of radiation from the sun gets to the surface because it doesn’t have a strong atmosphere. If there were any chance of life on Mars – and I’m not saying it would definitely be there – it would be killed by the radiation. Curiosity Rover got just below the surface, and Insights and ExoMars will try to dig down further. If we could place samples in front of experts like geologists, we could maybe see if there was an environment where life could survive.

How could technology in space change things on earth?

We’ve been using technology in space to gather data on things like the depth of ice at the poles, and deforestation.

Hopefully it’ll help us make good decisions about how to look after our planet.

We use satellites for smartphones – to use GPS-based applications like Google Maps, we’re in contact with at least four satellites. In practice, you’re probably connected with upwards of 20 satellites. We use it without thinking – even ambulances rely on satellite navigation.

Our weather predictions are benchmarked by looking at satellite images. We can look at things like storms, typhoons and hurricanes, and the potential damage they can do, so we can warn and help people. You could combine that information with communication, to not only have good stewardship of our environment, but to save lives as well.

There’s so much that access to space gives us, without us realising. I think it would be great if we all thought about it a little more – the more awareness ordinary people (and young people in Scouts) have about what technology could do, the more we can ask from it.

The UK Space Agency runs a yearly competition where young people come up with their ideas of how satellites could improve life on earth. The entries are really inspiring – from wristbands that keep surfers safe, to using drones to deliver medical supplies.

And the question everyone wants to ask – what’s next for the astronauts of the future?

We’ve had some long duration missions. Two astronauts have done a year on the International Space Station – they’re being studied to see how it affected them physically, and whether it’s something we can reasonably ask people to do.

The more we find out, the closer we get to a crewed mission, which is the dream I think a lot of us have. Some people think it’s better to just send robots, but I’m a bit of a romantic and I’d like to see humans land on Mars one day.

That would be amazing. When do you think that might actually happen?

That’s tricky! In the middle of the last century, they easily thought we would already be there by now... I think within the next 50 years it’s possible, if everyone works together in the right way. 🌱

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Passing the baton to A Million Hands

Listen in on a conversation between outgoing and incoming members of the Community Impact Group as they share insight about the benefits of connecting with Scouts' charity partners through the A Million Hands programme

Words: Jade Slaughter | Illustrations: Estelle Morris

A Million Hands reflects our ambition to mobilise a large number of people in support of positive social change. The project is led by the Community Impact Group (CIG), a group of young people aged 14 to 25 who choose a small number of social issues from a wide selection of charity pitches. They're then responsible for co-ordinating Scouts all over the UK to work on these issues for a period of three years.

As this year's A Million Hands project reaches a crescendo, with most events happening around June, a new

CIG has been elected to choose the charity partners for 2019. Here, a member of the new CIG, Emma Woolley, an 18 year old Scout from Hitchin, interviews current member Astrud Turner, 20, from Cumbria. Together, they discussed how it feels to hand over the baton, and the legacy of A Million Hands so far.

Emma: So what originally made you want to become involved in A Million Hands?

Astrud: My Explorer leader told me about the opportunity – he was always very proactive and would give us all the opportunities he could find. When I saw that it was a big national role, I thought I had absolutely no chance of ever being on it because at that point I'd only been in Scouts for about two years. But I really love doing community projects and policy work, and it just looked like a really great opportunity to get more involved. I managed to get on it and it's been amazing.

Emma: How much of the project were you able to shape?

Astrud: From the beginning, we could shape it ourselves – it was really good to see what ideas Scout HQ already had, but we were able to give a lot of input on these.



We got to make it what we wanted it to be, and then as it developed, we were able to adjust it. We didn't expect it to be as massive and well received as it was. When we talk to people at events and ask them if they've heard of A Million Hands, most of them have now – when we first started, nobody had a clue. Seeing it being embedded into everyone's programmes is great.

Emma: At what point did you realise it was actually going really well? Was there a specific project, an event, or something else?

Astrud: On the A Million Hands



Emma (left) talks to new member Astrud

‘Leaders can just get a resource and put it into their programme, and that’s the job done’



website, there’s a counter monitoring how many people have signed up to the project. Hitting 100,000 sign-ups was a huge moment for us. It’s such a big number – you can’t possibly imagine that many people, and the fact that they were all over the UK as well as in other countries. The next big thing was that we ran some training events for leaders. We went to a little Scout centre in the middle of nowhere, and we found that someone had travelled from abroad to come to the event! I can’t remember what country she was from, but she’d got a plane over for the day. We were all terrified because we thought, ‘Oh my gosh! Our presentation needs to be amazing to make it worth it for this woman.’

Emma: Apart from high-pressure presentations, did you anticipate any other challenges?

Astrud: We thought it might look like a lot of work for leaders because we had so many resources available.

There were so many potential things for leaders to read and do, that we thought they might just put it to one side and wouldn’t actually bother looking through it. But once we talked to people and got feedback, we saw that most of them actually loved all the resources. Leaders could just get a resource and put it into their programme, and that was the job done – it was actually a lot less work for them.

Emma: Did you think about leaders with different challenges, like those in rural areas?

Astrud: Definitely – I live in quite a rural area myself, so I’ve got a lot of personal experience of the issue. Whether it’s transport problems, trying to get everyone in the same place at the same time, or even just things like accessing facilities that not everyone has on their doorstep, it was a challenge I was acutely aware of. I think the resource pack can work for anyone in any area. We wanted to do things that don’t

require extensive facilities or transport links – things you can do wherever you happen to be, and however many people you can have in one place. We also wanted to make sure it was adaptable for everyone, even when there are practical problems. For example, we knew that if a group wanted to request a volunteer from a partner charity, it can be a lot harder to get a volunteer out to a Scout hut that’s half an hour from the nearest town. Our partner charities have been so receptive to it, they’ve been invested in making sure they can get to groups, whether it takes a day, a week, or a bit longer – they’ll ensure they get someone out there.

Emma: What do you hope for the future of A Million Hands?

Astrud: I’m really excited for the next CIG cohort, and for A Million Hands to grow. I think one of the main things I’d like to see is increasing the awareness of it even more – we still manage to go to events where some people haven’t heard of the project. When we tell them about it, they’re on board immediately, and really want to take part. As well as that, it would just be growing the projects, and keeping track of what everyone’s doing. We hear so many amazing stories of the good work people are doing – collecting all of those is so nice to see, and then they can be sent out to other groups for inspiration. Having that connection between all of the groups is really nice. I hope to see more of it in the future. 🌸



The new charity partners for A Million Hands will be published in the next issue of Scouting magazine, in July.

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Helpful herbs

Throughout WWII, Scouts made herbal remedies for the injured. Today, we can honour their legacy by putting our own green fingers to good use

Words: Aimee-lee Abraham | Papercraft: Becki Clark
Photography: Phil Sowell



Throughout history, Scouts have shown themselves to be resilient people – making the most of what's on their doorsteps, lending a hand and taking the time to appreciate the things others mightn't notice. It should come as no surprise, then, that during the 1940s – as war raged across Europe and medicine supplies ran critically low in the UK – they put on their walking boots, headed outside, and did something about it. They became herbalists.

Called upon by the Ministry of Supply, Scouts across the country set about harnessing a range of natural ingredients to replace the traditional pharmaceuticals no longer available to those in need. Together, they gathered things like horse chestnuts and broom tops, bagging them up into sacks bound for the battlefield, and for use in hospitals closer to home.

The operation was impressive in scale. Herbal Committees were set up at county level, distribution centres dispatched the materials needed, and Scouts were encouraged to work in partnership with landowners to take advantage of their untapped stock, turning the landscape into their very own community apothecaries.

Today, it's no longer of great national importance that Scouts forage for ingredients and make medicines in their spare time, but – as community herbalists Melissa Ronaldson and Rasheeqa Ahmad suggest – there is much that young people can learn from herbs, and real potential for them to reconnect with their history.

Melissa runs the Herbal Barge, a herbal clinic aboard a London houseboat, offering individual consultations, workshops and a pop-in apothecary. Practising as a

herbalist for nearly 20 years, she first became aware of her ability to understand and utilise plants when she had a child. Taking up an adult education course with little expectation beyond access to the crèche, she stumbled upon something very special. 'Within just a few lessons,' she says, 'I felt I had found the precise thing I needed to do with the rest of my life.'

Almost immediately, Melissa started noticing plants that could be collected and utilised, growing right under her nose. 'I'd always loved plants, but I hadn't understood them. Through that course, I was introduced to herbs I'd known all my life, and I started to see things differently. In my experience working with children and young people, I've noticed that they have similar reactions. They're fast learners – often very intuitive. Once they've learned to see and identify a plant safely, they can never unsee it. Meeting plants is not unlike meeting people. Once you know their faces, you'll always recognise them when you cross paths in the street.'

When Europe's biggest influx of migrants and refugees since World War II turned into an escalating refugee crisis, Melissa – much like the Scouts of wartime Britain – felt compelled to do something tangible to help. She headed straight to the heart of what became known as The Jungle: a refugee camp in Calais, France.

Initially, she assisted volunteers in the kitchens, advising chefs on how to best utilise common kitchen ingredients such as garlic, ginger and turmeric to yield their antimicrobial (infection-fighting) effects. Since then, she has become a valued helper on the ground in Calais and Dunkirk, working alongside traditional doctors and nurses to provide fully integrative treatments for refugees.

For a while, she dispensed remedies from the makeshift clinics volunteers had set up but when the camp was torn down in October 2016, things got considerably more challenging. Nevertheless, she persisted – filling up her van with supplies, and operating from the back of it. She still visits France regularly, dealing mainly with respiratory and skin issues from the backseat – things like coughs, colds, and allergies – 'the common issues you see in ordinary children in ordinary circumstances'. Her most popular items include a throat soother mild enough to be dispensed to babies, and a homemade chest rub that aids restful sleep, though she occasionally works with doctors to support those with more severe ailments too.

Despite growing accustomed to the harsh reality of the situation, Melissa is yet to become desensitised to the human stories behind the headlines.



Rasheega's bedtime brew

Before you can even think about sampling herbal remedies, you need to familiarise yourself with how plants taste, smell and feel. One of the simplest ways to start experimenting is with herbal teas.

Promoting peaceful sleep, chamomile, catnip and limeflowers make for the perfect bedtime brew, and is a great healthy alternative to the sugary builder's tea and hot chocolate you might usually indulge in on nights away. Sip slowly before everyone goes to sleep on camp, or to mark the end of your Scout meeting.

Time: 10 minutes

Ingredients

- ½ teaspoon dried chamomile flowers (purchased from a reliable source)
- 1 teaspoon limeflowers
- ½ teaspoon catnip

Equipment

- Teapot
- Spoon
- Kettle
- Mug

Instructions

- 1 Put the dried chamomile flowers, limeflowers and catnip in a teapot.
- 2 Mix them together using a spoon.
- 3 Carefully pour freshly boiled water into the teapot. Put the lid on.
- 4 Allow the herbs to steep for 10 minutes.
- 5 Strain the liquid into a mug. As you pour, take a moment to breathe in the aromas. What can you smell? What can you see? How do you feel?

'They want to rewrite the narrative around nature in cities, encouraging more people to get outside'

'There are countless examples of unspeakable heroism and resilience on the ground,' she says, 'but what people don't understand until they visit is that there's also a degree of normality. People have to get on with their lives because they have no choice.'

'A day that really stands out is the day I spent my birthday in the camp, before it was torn down. I'd been working non-stop, distributing medicines and doing consultations back to back, when one of the translators insisted I stopped to get a cup of tea at one of the makeshift cafés that had sprung up. When I got there, a crowd of refugees, translators and nurses – some of whom I'd never even met before – collected a load of Eid cakes and repurposed them as a birthday cake. Then they started to sing. I can't even describe what that felt like.'

Melissa's distribution works on a 'pay it forward' basis. Although she makes the bulk of the medicines herself, she's constantly looking for ways to make the operation more sustainable and consistent. Recently, she's been running more workshops and sharing her cough syrup recipe with other herbalists, who also run workshops for her. Those new to herbal medicine who would like to learn more pay a small donation to reimburse teachers for the materials used, and go home with a newfound skill for life.

In the meantime, the finished products are either passed back to Melissa to replenish her stock, or distributed in the UK as part of a similar project being launched in London by Rasheeqa Ahmad. Rasheeqa is a practitioner keen to take Melissa's model and apply it to the homeless community in the capital, who are often unable to access healthcare and prone to the same ailments Melissa sees in Calais. Together, they hope to make herbal remedies accessible to the people who would most benefit, and provide the people who attend their workshops with the skills they need to become more self-sufficient and intuitive. They also want to rewrite the narrative around nature in cities, encouraging more people to get outside more often. The key to this is allowing everyone to have a go, and as Scouts, we can help to facilitate this. Though we aren't in a position to donate supplies, we can still do more to empower young people to engage with nature, and use what they learn to do good in their own communities and beyond.

'Children and young people learn best with herbs when they're free to engage their senses. When they can taste, smell and touch. Once they're doing that, they're already engaged,' Rasheeqa says.

Melissa agrees. 'We're living in the post-Harry Potter generation. Young people love making potions. They love getting their hands dirty. They like playing. They like having the autonomy to explore and to try new things. They like being helpful. Herbs provide opportunities to do all that. And then there's the science of it. The practicality of it. The skills. I mean, it's on a plate, really.' 🌿

Feeling inspired? Check out our safety guidance below, then dive into the two recipes featured with your Scouts and see where they take you.

Safety guidance

- These recipes feature a herbal tea to sip and sample, and a balm which is applied topically to the skin. Check with young people and their parents before running the session to see if there are any allergies in the group, just as you would when running any cooking activity. It's important to be aware that some allergies would prevent young people from being in contact with the ingredients needed for the activity, ingesting them, or – in extreme cases – being in the vicinity of the activity.
- Adult supervision is required throughout, especially when working with heat.
- Make sure you choose the right type of stove to use in the calendula balm recipe. An electric stove is best, although alternatively you could use a stove with a supply of gas which will last for the duration of the activity. Make sure the stove is supervised and in a secure location.
- Remember that information on herbal remedies should not replace professional advice by a qualified medical practitioner. Minor health conditions such as mild skin irritation may be suitable for self-treatment. However, if you are worried about any health condition, it is always advisable to have a face-to-face consultation with a doctor in order to obtain a diagnosis and treatment advice. These recipes are complementary remedies, not cures. Remind your young people that they should see them as such, and never attempt to make their own herbal remedies unsupervised.

Rasheega's soothing calendula balm

Time: 30 mins (set-up, preparation and finish), 3 hours (infusion)

Calendula is an oil extracted from the yellow and orange flower heads of marigold. Mixed with a little oil and some beeswax, it transforms into a soothing balm with anti-inflammatory and antiseptic properties. Soothing itchy, inflamed or sunburnt skin, it can be comforting to apply after a long hike, or whenever the skin is feeling a little unloved. Make a batch together as part of your next residential or night away, and pop it in the first aid kit.

Ingredients

- Dried calendula (purchased from a reliable source)
- Organic plant oil – olive, rapeseed or sunflower seed will all do
- Beeswax pellets

Equipment

- Electric stove (or gas stove with enough gas to last for the duration of the activity)
- Sterilised jam jars
- Muslin cloth
- Strainer
- Measuring jug

Instructions

- 1 Loosely fill a sterilised glass jar with the dried calendula flowers.
- 2 Pour in your organic plant oil, fully covering the flowers.
- 3 Talk to your young people about how to use a stove safely.
- 4 Once you've finished your safety talk, gather together to place the filled jars over the stove in a pan of very gently simmering water. You should leave this to infuse for three to four hours, supervising throughout.
- 5 Strain the oil through a large square of muslin cloth placed over a strainer, carefully pouring the mixture into a measuring jug.
- 6 Measure the volume of your infused oil. For every 5ml of oil, you'll need 1g of beeswax. For example, if you have 100ml of oil, you'll need 20g of beeswax.
- 7 Place your jug of oil into a pan of gently simmering water.
- 8 Add your calculated weight of beeswax pellets. These will soon melt and merge with the oil.
- 9 Once the oil and wax have completely melted, remove from the heat.
- 10 Pour the mixture swiftly into your small glass containers. The mixture will set quickly as it cools.
- 11 Once the mixture is fully cooled and set into a balm, put lids on the jars and label them with the date, ingredients and instructions for use.



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How to handle challenging behaviour

When Scouts goes well, it's a joyous thing, creating connections and lasting memories. However, sometimes certain behaviours can present challenges. We spoke to authors and educators Paul Dix and Noël Janis-Norton to get their thoughts on how volunteers can help to promote positive behaviour

Words: Asad Zulfiqar | Illustration: Lucy Sherston

What is challenging behaviour?

Firstly, the term 'distressed behaviour' might be used instead. Challenging behaviour makes the behaviour about the difficulty it places on the adults, while distressed behaviour changes the narrative to focusing instead on the source of the behaviour: the young person's distress. The behaviour ranges across various forms of disruptive or anti-social behaviours, such as physical or verbal abuse, or anything else that presents challenges for an adult (and the young person too).

Why does distressed behaviour happen?

There is no 'one cause fits all' for distress, but the biggest reasons are the most obvious ones: fear, pain or anxiety. If a young person joins a new group, or feels afraid at home, or is being bullied, then they will very quickly become uncomfortable and eventually display this in their behaviour.

Beyond the more alarming causes, a lot of challenging behaviour can be borne out of simple curiosity. The type of behaviour that may be encouraged in general, may not be helpful to adults during specific situations. All behaviour is communication; trying to understand the source of the behaviour can help in trying to lessen their distress.

How should adults promote positive behaviour in young people?

Use descriptive praise and reflective listening. Instead of criticising their behaviour, frame your interactions with young people by pointing out specific parts of their behaviour that you want them to keep doing, such as 'You didn't interrupt me,' or 'You weren't bossy today'.

Reflective listening has two simple steps: try to understand how the young person is feeling, then speak to them about your understanding of their feelings. This will let them feel heard, prompt them to reflect on their feelings to new depths, and is useful to both the adult and the young person in forming a relationship.

What reactions could inadvertently escalate a situation?

Tutting, eye rolling, crossing your arms, letting the child know 'You've made me upset or angry' – anything that displays your own emotions while ignoring the young person's. Your own feelings are irrelevant to the situation, so leave your ego to one side. It is important to prepare for success, rather than trying to pick up the pieces if things go wrong.

How might our own life experiences affect how we react to distressed behaviour?

Massively. It's very healthy to be

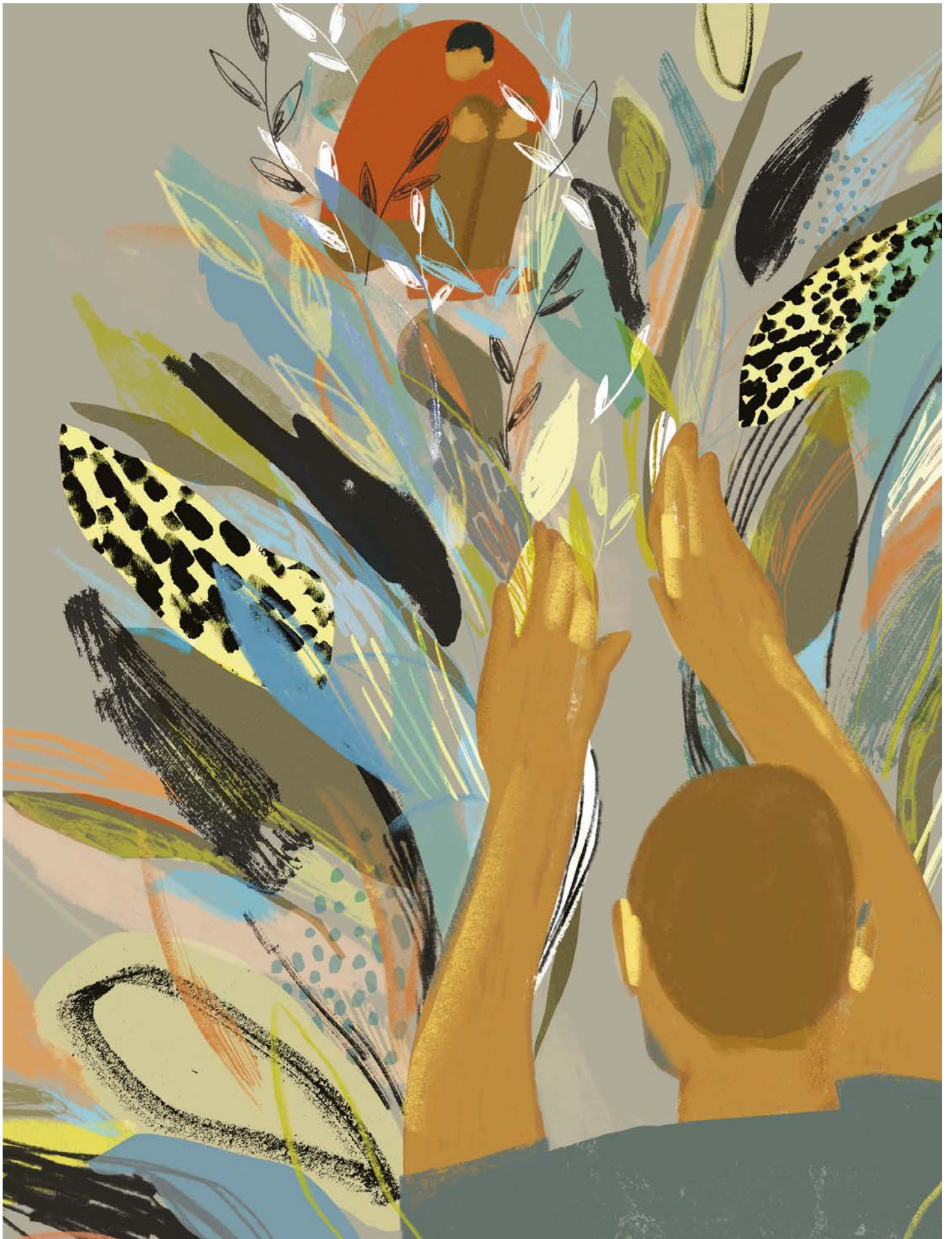
aware that everyone, yourself included, has unconscious biases. It's also very evident when you look at national statistics. More boys than girls are excluded; more working-class boys than middle- or upper-class boys are excluded; a disproportionate number of children of colour are excluded. Behaviour in boys tends to be louder and more boisterous than behaviour in girls, who can behave just as 'badly', so to speak, but less obviously and prominently than boys. It's easy as an adult leading a group of young people to focus on the more apparent behaviour, but not as helpful as catching all the behaviour.

This example focuses on gender biases, but we have biases that operate on a class and a race level, as well as other social characteristics. Unconscious biases can be specific to specific types of behaviour also; some adults may overreact to being interrupted, whereas they remain calm during physical violence among young people. It's important to catch these in ourselves, and plan to minimise them.

What reactions can effectively de-escalate a situation?

When you're aware of your unconscious biases, it's important then to be sure to plan your language. Instead of saying, 'You've dropped





‘Sometimes by simply being closer, the young person will relax their behaviour’

that piece of paper on the floor,’ which invites a defensive reaction, say, ‘I notice you’ve dropped a piece of paper,’ which invites conversation.

By planning your language as a group of volunteers, it makes you a team instead of individuals leading young people. You can’t get played off of each other, because you’re all focused and employing the same strategy and style. It’s important to not pass judgement: you are not the judge of these young people, but are meant to be leading them through activities.

One effective strategy is to speak calmly in a situation away from the group and ask a young person, ‘What’s going on?’ This avoids passing judgement and shows you are interested in finding out what they are struggling with, again inviting a conversation. You could also ask the young person, ‘How can we move on?’ Most young people are aware of appropriate natural consequences or ways they can restore, rebuild or repair relationships following their actions.

Four useful steps in de-escalation:

- Move nearer to the young person; sometimes by simply being closer, the young person will relax their behaviour.
- Instruct them to do what you want them to do instead of what you want them to stop doing, ending the instruction with a ‘please’. Avoid repeating yourself.
- Either remove an object if that is the source of the disruption, or remove the young person from the situation by taking them to the side and allowing them to calm down.
- When they’ve calmed down, however long it takes, revisit the

event and encourage them to reflect on what happened.

What are the best strategies to use after an incident of very distressed behaviour?

Remain calm, acknowledge the young person’s distress and focus on the outcomes you want to achieve in the activity you’re doing. Try to make time to ‘check-in’ with the young person later in the session; this can help to ensure they know you are not holding their behaviour against them. This also offers them a chance to move on and have a fresh start. Again, it’s important to leave your own emotions at the door.

Why does challenging behaviour affect leaders and other helpers?

We’re all human beings and so we all get affected by other people’s language. Of course, we’re going to have our feelings hurt in some way here or there. We won’t always be pleased with our group or certain members. However, we can’t let that get in the way when we’re still leading the group.


Don’t complicate matters; focus on the outcomes and make sure everyone, volunteers and young people alike, does the same. Make sure you talk with the other leaders in your section or group – often it’s reassuring to know that other volunteers have had similar experiences. This is also a good way to begin thinking about different strategies or solutions for the future.

How can I support young people to feel safer in their section?

Make them feel heard, seen and listened to. Encourage them to engage with the activities; let the

young people shape them. Try and have fun with them. If you can get them smiling they will be much more responsive than if they’re bored or distressed. Treat new members with extra attention if it makes them feel more welcome, and encourage them to connect with each other. It’s fine to break into little groups, but if they can mingle with others as well it will help grow their confidence.

Who can I go to for more advice and support with challenging behaviour?

If you are new to Scouts, ask your training advisor or manager about Module 15: Promoting Positive Behaviour. The Scouts also have a safeguarding team available to speak with. Contact safeguarding@scouts.org.uk or ring the safeguarding team on 0345 300 1818 (this includes an out-of-hours system for urgent calls). We understand that sometimes this will be a difficult call for you to make. We’ve also compiled various resources on challenging behaviour on our website, which you can find here: scouts.org.uk/challenging-behaviour-resources. 

Paul Dix is a best-selling author and educator who focuses on behaviour, and is the director of behaviour specialists Pivotal Education. His latest book, *When the Adults Change, Everything Changes*, is available in bookshops and online.

Noël Janis-Norton is a best-selling author, educator and big fan of Scouts, who focuses on behaviour. She is also the global director of Calmer, Easier, Happier Parenting and Teaching. Her latest book, *Calmer Easier Happier Screen Time*, is available in bookshops and online.



How to fix the plastics problem

Planet Earth is drowning under the weight of the plastic that humans have created. But there are things all of us can do to make a difference and try to turn the tide before it's too late

Words: Annabel Rose | Photography: Joby Sessions | Thanks to 1st Keynsham Chiltern Cub Pack

Since the first synthetic polymer was invented 150 years ago, it's become almost impossible to imagine a world without plastic. From the wrappers on our cereal bars to colouring pens and lunchboxes, plastic is everywhere: in our homes, schools, workplaces and meeting places. It's even hiding where you might not expect, in some tea bags, glitter and chewing gum.

But convenience comes with a price. Getting rid of plastic when we've finished with it is a major issue; some estimates suggest that up to half of our plastic is single-use. Landfill sites have limited capacity and can't deal with the amount of rubbish we're producing, while plastic waste is polluting our oceans.

As much as 8 million tonnes of plastic ends up in the sea every year – some blows from land, some is carried by rivers, and some is flushed down the

toilet. Plastic endangers animals when they get tangled in it or mistake it for food. Perhaps the biggest problem, though, is that plastic never really goes away; it takes at least 400 years to break down, but even then it doesn't truly degrade. Instead, it breaks into smaller and smaller pieces, which end up in our water supplies, food chains, and ultimately our bodies.

Our plastics problem is more prominent than ever – but what should we be doing about it? We've all heard of the 'three Rs', and know that we should try to reduce, reuse and recycle, but other actions are also gaining pace. Scouts across the UK (and around the world) are going further still by taking action to refuse, repurpose, rethink, repair and reform. The Scouts have also worked alongside the Canal & River Trust, supported by DEFRA, to launch some new plastic pollution resources to

support everyone to take action – in small ways and large.

'Our oceans are facing environmental disaster. Plastic is choking, starving and poisoning our seas and the creatures that live in them,' says Richard Harrington from the Marine Conservation Society. 'But we can all make simple changes and choices in our lives that will start to turn the plastic tide.'

'People don't always believe it,' says Amanda Keetley from Less Plastic UK, a family-run organisation based in Devon, which raises awareness of the issues caused by ocean plastic and suggests achievable ways people can cut their plastic usage. 'But individuals can make a big difference to plastic pollution because of how our daily actions add up over time. Your daily habits add up to make a massive difference.'



Reduce

The key to reducing your plastic use is something Scouts are already good at: being prepared. Whether it's packing cutlery and cups for camp, or bringing a reusable water bottle or tote bag, being prepared is the first step to a plastic-free life. Instead of clingfilm, try using foil (clean aluminium foil can often be recycled), tubs or boxes, or investing in some natural eco-wraps.

As Scouts, woggles are an important part of our uniform – but with over half a million Scouts in the UK, they make up a lot of plastic. Getting rid of all our woggles isn't always the most helpful thing to do. Instead, why not ask those moving on from your section if they'd like to pass their woggle down to a new Scout, or look into alternatives to phase in. You could encourage them to tie their necker using a friendship knot or use a plastic-free cord to tie a sailor knot.





Refuse

Plenty of other small changes can also help in the fight against plastic pollution, like politely refusing non-essential or single-use plastic items, including plastic cutlery with a sandwich, or plastic straws (if you don't need one).

Buying fruit or vegetables that aren't wrapped in plastic, choosing biodegradable glitter, and avoiding individually wrapped snacks can quickly reduce the amount of plastic you throw away every day.

As people start to realise how important it is to refuse plastic use, exciting ideas are emerging. The Refill campaign is working with water companies and other businesses to install refill stations in public places, making it easier to fill your water bottle when you're out and about. Other innovative solutions include Ooho! – edible packaging for liquid that's made from seaweed extract.



Reuse

Plastic bags (and bags for life) can, of course, be reused lots of times – you could even try repurposing a plastic wet wipe container to store them in. If you end up buying a plastic bottle of water, reuse this too – just make sure you wash bottles regularly, and recycle them if they become damaged.

Like many of the clothes we wear, Scout uniforms contain plastic. This means they shed tiny pieces of plastic (microplastics) when they're washed – and newer clothes shed more than older ones. Plastic and energy are also used in the production and transportation of our clothes, so try to avoid wasting these resources.

Reusing clothes is a great way to help – and save some money. When young people move on to a new section (or grow out of their uniforms), suggest they give their old uniforms to younger siblings or friends, or ask if there's already a system in place for passing on pre-loved uniforms.

Repair

But what if things are broken and can't be reused? Scouts have plenty of the skills needed to fix things, from practical skills using a hammer or glue, to the patience, teamwork and determination to get the project done.

Thanks to developments in technology, we also have inventions that make mending things easier – like Sugru, a mouldable glue that sets into silicone rubber. You can use Sugru to mend a range of different things – from shoes to phone chargers to fridge drawers.

'Sugru was invented to get people fixing and making things again,' says Jane ní Dhulchaointigh, Sugru's inventor, founder and fixer-in-chief. 'Sugru can save items from landfill by prolonging their lifespan, as well as allowing customisation to reflect the specific needs of individuals.' It's often possible to mend clothes and uniforms with basic sewing skills – ones many Scouts already have from sewing on

their badges. With some basic DIY skills, you could even fix items like furniture – this could be part of a DIY Activity Badge.

Sometimes, we don't have the skills to repair items – we need an expert. In 2009, Martine Postma started Repair Café, where people share their skills and fix items together. Now with over 1,600 Repair Cafés in over 30 countries, they're a worldwide phenomenon. Whether you've got a broken chair in Ghana, a broken printer in South Korea or a broken radio in Azerbaijan, you can find a Repair Café to save your item being thrown away.

Crucially, the volunteers at a Repair Café don't just fix things you leave behind. While they mend, you sit and talk, getting to know them, explaining your item, and providing an extra hand to hold screws or tools. We're fortunate to have many Repair Cafés in the UK, so the next time something breaks, why not ask for help fixing it, while helping to fix our plastic problem at the same time? 'Repair Café will open your eyes to the possibilities of repair,' says Martine. 'Come and give it a try!'

Recycle

When items are too broken or worn out to be reused, repaired or repurposed, recycling is the last resort. The town of Kamikatsu, in Japan, is an inspiring example of a community striving to live a zero-waste lifestyle. Their goal is to be waste-free by 2020. As well as *kuru kuru* shops, where you can leave unwanted items and take others for free, and a factory that upcycles old clothes into teddy bears, bags and clothes, everyone recycles as much as they can.

Over 80% of Kamikatsu's waste is recycled, because residents carefully wash their rubbish and separate it into 45 categories. It hasn't always been easy to get everyone on board. When the idea was first introduced 15 years ago people were opposed to it, but gradually adapted their behaviour. When recycling becomes normal, it turns into a habit. We don't have to separate our recycling very much – and very few of us have to separate it into 45 categories. If you live in England or Wales, you can use the government website to find out exactly what you can and can't recycle

at home; recycle for Scotland and recylenow will tell you what to recycle if you live in Scotland or Northern Ireland. While you should always check the rules for where you live, following these three tips will take your recycling efforts to the next level.

- Have a dedicated place to store recycling, and make sure that everyone in your meeting place, home or office knows where it is. Keeping it next to your bin reminds everyone to think before they throw.
- Always wash your recycling. Even if you put the correct items in your recycling, contamination (like food waste) could potentially ruin a whole load of recycling, condemning it to landfill. To save water, wash your recycling at the end of doing the washing up.
- Squash your recycling. By breaking down bulky items like cardboard boxes as much as possible, and carefully crushing cans and bottles, you can fit more into your recycling bins – and make it more energy-efficient for the vehicles that collect it.



Repurpose

If your plastic items can't be reused or repaired, upcycling could still save them from the bin. By adapting the item to use it for a different purpose, you're reducing waste and reducing the environmental impact of replacing it with new things. You might even find that you create something better than the item you started with.

Many companies are starting to upcycle unusual items, making bags out of bouncy castles, deckchairs from boat sails, and dog collars out of tyres. These can make really fun gifts, but

there's also plenty you can do at home or as part of an activity to repurpose and upcycle – without collecting bouncy castles.

Encourage your section to try turning a plastic bottle into a piggy bank, a plant pot, or a bird feeder. You could weave worn out plastic bags into a mat, plait them into bracelets, or use an iron to fuse them into coasters. With your creative skills (and the help of some research online or at a library), there's no limits to the treasures you could create with things that might otherwise have been thrown away.

Rethink

There's a lot we can do in our homes, classrooms, meeting places and offices to help solve the plastics problem. At the same time, we can use our voices to bring about change on a wider scale. We can encourage people close to us to rethink their attitude towards plastic by starting a conversation and sharing useful articles or tips that have helped you. The plastics problem is big, so the solution will involve more than individuals taking action. We need companies and governments to take action, too.

'Encourage your section to try turning a plastic bottle into a piggy bank, plant pot, or bird feeder'





Reform

Every time we buy something, we tell big companies what we think about plastic. If we can choose to buy our vegetables without plastic, or if we can pay more for plastic-free toiletries, we send companies the message that we care about the environment.

Companies realise that if they don't change, we'll buy from companies that do. It's important to remember that not everyone is in a position to make these kinds of choices – all anyone can do is their best.

We can also use our voices to raise awareness directly – by campaigning on a bigger scale. There are some great resources on the Scouts website, as well as on websites for other charities such as WWF, Kids Against Plastic and Greenpeace, which can help your section plan what they can do to encourage others to make a change.

'Before starting Kids Against Plastic, we'd never really appreciated what an impact we, as the younger generation,

can have,' say Amy, 15, and Ella, 13, who founded the organisation. 'Kids can actually have a very powerful voice, because we say things as they are and have the motive and drive to get things done (something that's sometimes lacked by our elders!). This unique voice also means that we get listened to... Not only does finding your voice help to get a message you're passionate about out there, it also gives you more confidence and helps with your everyday life.'

There are lots of ways to make your voice heard – you can choose to do something that plays to your strengths, or take on a new challenge to develop new skills for life. You can also take inspiration from some fellow Scouts, like 1st Ottery St Mary Scouts, who went to a town council meeting to encourage initiatives and events.

Amelie, 12, who took part, says: 'We stood up and spoke about the importance of reducing plastic waste within our town. Speaking in front of people in power was a great experience.' The 1st Johnston Scouts used their creative skills to

write and exhibit an award-winning article. They say, 'It was great working together learning about the problems... interviewing people and writing the article. We really enjoyed it and learnt so much – from the skills needed to be a good journalist through to the distance marine litter travels and how big the problem is across the world. So many local people had no idea until they saw our exhibition in the library, so we know we're already making a difference by raising awareness.'

The new Scout plastic pollution resources are a great way to encourage young people to take a stand against plastic. The resources were created alongside the Canal & River Trust, and supported by DEFRA, so have the expert information young people need to make a difference.

Check out amillionhands.org.uk/resources, where you can download resources for leaders and activity packs for young people, to help deliver the Community Impact Staged Activity Badge and tackle our plastics problem. ♻️



The benefits of being scared

Scouts have been telling scary stories at camp since the very beginning. But why do we like being terrified? We delve into why there's nothing quite like listening to a scary story around the campfire

Words: Jade Slaughter | Illustrations: Marija Tiurina

It's part and parcel of a successful night away: listening to someone tell a terrifying tale by flickering firelight, or whispering stories to each other in tents, faces lit from beneath with a torch.

With summer camps coming up, it's the perfect time to look into why we all love being scared. While fewer studies have been carried out on scary stories, lots have been done on horror films – so this was the first port of call.

According to Dr Glenn Walters in the *Journal of Media Psychology*, the three main factors that make horror films enjoyable are tension (built using suspense, mystery and terror), relevance (the story needs to relate to the viewer's real fear), and unrealism. Unrealism is particularly interesting; a number of psychological studies have found that horror films give

people a sense of control by placing psychological distance between them and the scary things that happen in the story.

Most people who view horror movies understand that the filmed events aren't real (or are 'unreal'), which gives them the psychological distance they need to enjoy them. To really enjoy a scary situation, we have to know we're in a completely safe environment. Feeling terror, while knowing no actual harm will come of it, is what makes it fun.

This is why camps are perfect for scary storytelling – young people should feel totally safe there. There are other theories too. One, which might date back to ancient Greek philosophy, is the notion of catharsis – that we watch frightening films, or listen to scary stories, as a way of releasing negative emotions.

There are also biological explanations. Fear can generate adrenaline, which in turn increases excitement and glucose (which is converted into energy). When scared, the body also releases oxytocin, which can help people feel closer to each other as the brain's survival instinct is to pair with another human to increase the chances of survival – a perfect way to help young people bond at camp! There are also longer-term benefits: by facing our fears in areas that are limiting us, for example, facing a fear of heights by watching something like Hitchcock's famous film *Vertigo*, we can build ourselves up to overcoming these fears in real life – such as by going rock climbing.

So we're sold on the benefits. To find out how to come up with great scary stories for camp, we spoke to the experts – the Ministry of Stories, a



creative writing centre for young people in East London. The Ministry was founded as a magical place where children and young people can get inspired to create their own writing, whether it's stories, poems, songs, films, or speeches. An example of this kind of inspiration is the Ministry of Stories' location, through a hidden door in the Hoxton Street Monster Supplies store, which requires a secret password.

The workshops are developed with professional writers, and (funnily enough) focus on conquering certain fears: fear of the blank page, fear of getting it wrong, spelling things incorrectly, messy handwriting, or not being sure of grammar. Instead, they focus on getting young people to think about their ideas. Miriam Nash, Writing Programme Leader for Schools, gives her tips for writing a scary story to share below:

- The first thing you need to do is set your scene with a strong piece of description. Where is your story going to take place? What does it look, smell and sound like?
- Next, start building tension. You don't go in with the scary event all at once; you build up a feeling of uneasiness and move towards it. A really good way to begin is to look around the room that you're in and choose one object, then think about a spooky thing that object could do. You could create something like a haunted radiator, for example, a telephone that starts calling itself, or a bin that starts burping! You should think about how you could build up to the weird thing that's going to happen with that object. So with the haunted radiator, is it going to first let out a sigh that you're going to explain away as the ordinary gurgling of pipes? Then is it going to get louder? Is it going to start moaning, or talking, or getting into the character's dreams?
- Next, think about the kind of character who would be interested in that object or would find it. So if we go with the haunted radiator, is it going to be discovered by a plumber? Then you want to ask yourself some questions about your character. Who are they? Why are they interested in the object? And the two most important questions to answer about your character: what do they most want in life, and what are they most afraid of?
- Young people can use their own fears for inspiration but, while it can be really interesting to write about personal fears, it can also be quite scary. The nice thing about being the author is that you get to be in control of everything. So it can be a fun, empowering thing to do – to write about something you're afraid of, while staying in control and getting to say how far it goes and when you want it to stop.
- An effective way to end a scary story is with a cliffhanger. Build up all that tension, so the reader or audience doesn't know what's going to happen next, and then leave them hanging. Another nice idea is to have the story neatly resolved, the monster banished, and then hint that actually, they might just come back...
- Remember – the most important thing is to just give it a go. Get it all out on paper, and then afterwards you can work out what's strong and what needs to be cut, because all writers edit their work. It's often helpful to share your story with someone else at that point too. The most important part, though, is to write it in the first place.

The lady of the lake

Here's a scary story sent in by Scout leader Neal Quinton... Will this chilling tale of forbidden love and a haunted lake inspire you to write your own?

Our local Scout campsite, Patshull Activity Centre, has a long history. Many a ghost story has been told about it, but on this occasion, I'll tell you about the lady of the lake.

It was a dark and stormy night, and the master of the house heard a knock at the door. A villager had come to tell him some dreaded news – his only daughter, who he'd hoped to marry into a wealthy family, had been seen kissing the lowly stable lad.

He tore away from the villager and sought out his daughter. To his dismay, instead of dismissing the claims as lies, she burst into tears and admitted she was in love with the boy.

Angry and bitter, the master summoned the stable boy and, ignoring his pleas, threw him into the windswept night. With nowhere to go and no money, he was destined to roam the fields in the cold rain: his chances were as bleak as the night.

The master told his daughter what he'd done, and raged at her for ignoring his wishes. She ran from the house and down the fields, towards the lake. As lightning lashed the water, she ran down the jetty and threw herself in. The lake was full due to the storm, and the water was in full flow. It dragged the lady towards the water wheel, closer and closer. Finally, she was drawn under the wheel and never seen again.

Sometimes, at midnight on certain days of the year, an unlucky person will catch a glimpse of the old millstone. And sometimes, the water runs red.

It may just be the sandstone. But some say it's the lady of the lake...





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To the drawing board

She may be an award-winning artist, but don't ask Clara Drummond to teach you how to draw. A darling of the art world shaking out her revolutionary feathers, this debut author knows that creativity lies just outside your door

Words: Hannah Ralph | Pictures: Dean Hearne/Kyle Books

'If there's one thing I wanted to get across in my book, it's that even a two-minute drawing is better than no drawing at all.' Clara's words are strong with sincerity – the voice of a woman who believes passionately in the practice she's preaching. This is, clearly, someone who cared about the power of putting pencil to paper long before she wrote a book about it.

The book in question, penned by Clara following the success of her first BP Portrait Award win in 2016, marks the start of a movement: swapping smartphones for sketchbooks, Twitter rants for diaries, scrolling for scribbling. An ode to the beauty of sketchbooks (something Clara has valued since her days as an art student) and the

benefits of having one, *Drawing and Seeing* is also about perfection – and why it's time to ditch it.

'We all struggle with perfectionism, with the blank page,' suggests Clara, no stranger to the expectation of an empty canvas. 'But learning from your mistakes is so much more valuable. When you think something



isn't good, that's usually the most interesting piece.' And it's true – if Clara wanted perfection, this would be a 'how to' book. Instead, this is a 'go do' book, full of experiments and ideas – an antidote to our picture-perfect-obsessed times.

But what does this have to with our young people? An awful lot, it turns out. In the World Economic Forum's list of Top 10 Skills, creativity has made the jump from the number 10 spot in 2015, to now being predicted as the third most important skill for employers by 2020. It's a key practice in the art of resilience (creatively working through tough situations), self-care (taking the time to do something that's purely for yourself), and self-realisation (discovering how you see the world).

'There's something very powerful about drawing, focusing on something so completely that you forget about everything else. That connection to yourself and the natural world is so important. You're drawing things how you see them – not how they look on Instagram.' Saying her biggest inspirations come from 'the wildflowers and wild animals of England', it's safe to say creating art out in the wild has become Clara's primary method. Now, she's keen to pass her tips onto The Duke of Edinburgh's Award participants embarking on their own adventures.

To those debating their expeditions' aims and project presentation, Clara says it's time to dig out a sketchbook. 'I think the idea is so exciting – not only being on an expedition, but also then having a drawn diary of the experience. It's the perfect place to draw from memory – to sketch that owl you glimpsed when back in the comfort of your tent, re-imagining it in a way only you can.' 🌿

Drawing and Seeing is out now.

Drawing tips to try with your section

Here are some exercises from Clara that you can use for inspiration – because starting is often the hardest part. Top tip: always write the place and date on drawings so you know when and where they are from.

Start simple (two minutes)

Choose your subject, let all other thoughts fall away and focus on looking. Draw swiftly, using different pressures and marks to describe what you see. Let the lines flow to the edges of the page. Take up as much space as you need.

Memory musings (four minutes)

Choose your subject. Look at it for two minutes without drawing: just concentrate on looking and not thinking. Then, with the charcoal, draw from memory for two minutes without looking at your subject at all.

Strange shapes (ten minutes)

Find a weed – any weed will do. Either draw it then and there, or bring it home and place it in a glass of water. I find plants easier to draw if there is a blank piece of paper or a wall behind them. Try to amplify, rather than diminish, the scale of your drawing.

Wax is back (fifteen minutes)

Choose a subject that has strong contrasts of light and dark. Draw on paper with a white crayon. You will need to make the marks quite heavy. Then, brush ink over the whole page to see your drawing appear. You can use a clean cloth to wipe away any excess ink.

That's handy (two minutes)

Place your non-drawing hand next to your sketchbook. Choose one colour crayon and draw your hand with one

continuous line. Draw right off the edge of the page. Try not to judge your drawing, just focus on capturing the main shapes of your hand.

Looking within (four minutes)

Sit in front of a mirror making sure that your face is well lit. Take two different coloured crayons and decide which will be your light and which will be your dark. Focus on where the areas of light and dark are and sketch your features.

Every cloud (four minutes)

You'll need a brush, a jam jar of ink, a jam jar of water and paper towels. Brush water over a double-page spread, then look up at the sky and find clouds to focus on. Start to draw the clouds with the ink, capturing what you see. Let this drawing dry before you turn the page.

Sticks and stones (five minutes)

Find a stick and, with a jar of ink, use the stick as a dipping pen to draw your chosen subject. Try to use the whole double-page spread and experiment with the different marks that you can make with this simple tool.

Portrait marathon (depends on group size)

Split your group into two parallel rows facing each other, one side for the drawers and one for the sitters. The drawing side sketches the person in front of them for two minutes while they keep still. Then everyone moves one seat to the left. Eventually, everyone will have drawn everyone else and you can compare.

Opposite, clockwise from top left: Making dark and light marks by varying the pressure you use; Using crayons to experiment with how colours affect each other; Drawing with charcoal and chalk over an ink wash; Making your own still life

'Be bold, have a go and risk your paper'

Samuel van Hoogstraten, 1627–1678



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Going above and beyond: Scouts edition

Support your young people in facing some of the typical personal challenges for their age group

Words: Jade Slaughter | Illustrations: Charlotte Leadley

Nobody who's been a teenager would ever say it's easy. Young people in the Scouts section are arguably facing one of the most challenging times of their lives, as they go through intense physical and emotional change and begin their journey into adulthood.

In our 'Going above and beyond' series, we hear from an expert on the type of issues young people in each section might face and how we can best support them. Daniel Jarrett is a child safeguarding specialist with experience across a range of young people's charities and services. As Scouts expands its reach to a wider group of young people than ever before, it's vital that we're aware of the issues young people may experience. This issue, Daniel focuses on the Scouts section. Read about how to support Beavers, Cubs and Explorers on the blog: scouts.org.uk/news.

Puberty

As a group of young people aged 10½ to 14, Scouts is prime time for young people to start experiencing puberty (changes usually start to occur around age 10 or 11 for girls and 11 to 13 for boys). Puberty is a series of natural changes that every young person experiences.

There's no way to predict how long a young person will take to go through puberty, but it can be anything from 18 months up to 5 years (so potentially most of their time in the section!). These social and emotional changes mean that young people are forming their own identities and learning how to be independent adults. They're developing their decision-making skills, and learning to recognise and understand consequences and responsibilities.

Opportunities to help:

- Adolescence is a time for young people to become more independent. Let everyone try plenty of activities that develop leadership skills and responsibilities, such as organising and running a fundraising activity. A guide to peer leadership in Scouts is available for you; it includes top tips on using Patrol Leaders in the Patrol and can be found here: scouts.org.uk/media/992868/Leaders-Guide-Scouts-rebrand-.pdf.
- Young people may become more sensitive about how they look and act. Respect their need for privacy, and try to understand their fear of embarrassment: you might need to take this into consideration if activities require changing clothing, for example, or them talking about



their personal choices.

- Puberty is also a time when role modelling body acceptance is really valuable. Young people are likely to compare their bodies to those of their friends, and may feel worried about their own development. The best thing you can do is show understanding and explain that bodies come in all shapes and sizes. Be careful of the behaviour you model: it's easy to call yourself 'fat' without thinking or to compliment someone's weight loss without knowing the circumstances of it.

- Young people going through hormonal changes may feel very angry. Help them let off steam, but be aware that extreme anger can be a sign of abuse – keep alert for other signs. Try to stay calm during angry outbursts, and wait for young people to cool down before talking about the problem.

- As bodies change, you might need to support young people to maintain personal hygiene. You can do this tactfully by referring to Victorinox's Scout Survival Skills Activity Badge resources, which include information on hygiene, here: scouts.org.uk/media/612690/Victorinox-Survival-Skills-Resource-Pack-Hygiene_FINAL.pdf. Useful information is also available via the NHS: nhs.uk/live-well/sexual-health/girls-and-puberty-faqs/ and nhs.uk/live-well/sexual-health/boys-and-puberty-faqs/.

Thinking about the future

As they move into secondary school, young people will start thinking (and often worrying) about their future. They'll face exams, and start making choices about what they want to study when it comes to their GCSEs, A-levels and potentially beyond – all



with a view to making their route to employment easier. Unsurprisingly, this can feel like a lot of pressure.

Opportunities to help:

- You can start relating badges to school subjects and careers in a casual way. If someone excels at their Communicator Activity Badge, for example, you could encourage them to explore other activities and information relating to the media and communications. Helping someone to discover their passions could change their life. You should also encourage Scouts to tackle subjects they find difficult. If someone thinks STEM (science, technology, engineering and maths) is only for geniuses, encourage them to go for their Scientist Activity Badge – understanding the science behind their favourite Scouts activities, for example, could prevent them from struggling in the subject all through school.

- In 2017, Childline reported an 11% rise in counselling sessions relating to exam stress over the previous two years. If you know someone in your group has an exam coming up, be supportive and help alleviate their worries by talking to them. Discourage the group from comparing exam results with each other, too, as it can make some people feel worse. Finally,

ensure they're exposed to people from a full range of different occupations, from people with PhDs to those without formal qualifications but who are skilled in their field, like carpentry. This should help them to see that they have plenty of choices, even if they aren't academic.

- Remember: Scouts is a place for everyone to have fun and forget their worries. Sometimes the best thing you can do is just distract everyone from school; they'll get enough pressure about their future while they're there, and will learn valuable life skills with you even if they don't always realise they are at the time.

Cyberbullying and social media

It's easy to think teenagers today are light-years ahead of most of us when it comes to using technology, but many of them don't know how to stay safe and happy online. A recent poll found that 35% of 11 to 17 year olds have been cyberbullied. The majority of Scouts will have their own phones and many will be regularly engaging with other people online – whether it's via Snapchat, Instagram or any other social media channel.

Opportunities to help:

- Make sure everyone knows that they can go to a parent, teacher or a trusted adult if anyone is upsetting them or making them feel uncomfortable online. You could also do a session on internet safety, showing everyone how to block/report people on various websites and emphasising the importance of taking breaks. At this age, they shouldn't be allowed on most social media sites (the minimum age for Snapchat and Instagram, for example, is 13) but lots of them will put fake ages on their accounts. Explain how easily accessible their

personal information is, and why they need to be careful about what they share.

- When used safely, with respect for others, social media can be a great tool of communication. But a sad fact is that social media addictions are becoming more and more common, as 'likes' and 'follows' have been proven to make our brains release feel-good hormones. However, going online all the time and seeing people's carefully curated, perfect versions of their lives can be upsetting for young people. Explain to everyone the difference between the fantasy images we see online and the reality of our everyday lives – nobody's life is perfect; we all have good days and bad days, and it's important to remember that.

- Try to find out if your group has a WhatsApp chat or similar online chat that you're not aware of. Be aware of online bullying – is someone being excluded from the group? Volunteers should not be in any groups with young people – it can be argued this would allow you to monitor it, but it poses a safeguarding risk and is against the Scouts safeguarding policy.

Gangs

The term 'gang' generally means a group of people who identify themselves through where they live or another identifying feature. They lay claim to 'their' territory and are willing to come into conflict with other gangs or individuals who enter that territory. They may also engage in criminal activities. Young people join gangs for various reasons, including respect, status, gaining friends, power, protection and a sense of belonging.

Changes in behaviour (how they dress, speak and engage with others) may be signs of someone becoming



involved in a gang – although can also be typical changes seen in teenagers. More information about gangs can be found here: parentinfo.org/article/gangs-signs-and-how-to-prevent-involvement.

Gangs are starting to attract and seek out younger and younger people.

If you're worried about gangs, it can be difficult to know what to do to help protect your Scouts. Whether they're thinking about joining a gang, are already involved in one or want to leave, they need help and support.

Opportunities to help:

- Make sure you're aware of who's picking who up after meetings, and who's hanging around outside. Gangs are starting to move away from secondary schools as they're already more aware of gang-related risks, and are moving towards primary schools, after-school clubs, sports centres and Scout groups, as they're often less well-guarded. Gangs know there's a group of young people all concentrated in a certain place at a certain time – keep your eye out in case the same people linger around.
- There are numerous complex reasons why young people are recruited into gangs; grooming, bullying or fear are often part

of the process. The risks are increased where a young person is particularly vulnerable, as they give them a sense of belonging. It goes without saying to look out for anyone who isn't fitting in as well with the rest of the section, ensuring you get them involved and making friends. Other young people who may be particularly at risk are those who come to Scouts with an older friendship group; anyone who has two phones or large quantities of money, new trainers or jewellery; anyone talking about meeting older friends (particularly older men) at the weekend; and anyone who seems overtired, withdrawn or aggressive for an extended period of time. You should also be aware if everyone starts to seem more afraid of one or more members of the section. If parents talk about being worried about gang involvement, encourage them to speak to the police.

- For further advice on gangs, you can contact the NSPCC: nspcc.org.uk/what-we-do/about-us/contact-us. Alternatively, reach out to local police to find out the specific risks in your area.

While it's great to be aware of all of these issues potentially facing young people, please note that it's not your responsibility to carry out extra work around them on top of your usual volunteer role.

If you're worried about someone in your section, it's best to contact your GSL or District Commissioner about support that you can signpost the Scout or their family to.

If any safeguarding or welfare concerns are identified in association with the above issues, you can contact the Safeguarding Team for advice: safeguarding@scouts.org.uk. 🌟

Picking a permit

Permits allow Scouts to take charge of their own adventures, from going climbing to spending nights away, while making sure everyone stays safe. They're not always the only option, so if you're planning an adventure, use this guide to find out whether a permit is right for you

Words: Annabel Rose | Pictures: Jess Connett, Ed Smith

Adventurous activity permits

The adventurous activity permit scheme allows Scouts to show that they have the skills and experience they need to lead an adventurous activity, without having to get an external qualification.

There are three types of this permit. Personal activity permits allow Scouts under 18 to carry out an activity for themselves; leadership permits allow you to lead an activity for one group; and supervisory permits allow you to supervise multiple groups, and supervise some activities remotely.

Deciding to apply

If you're considering offering an adventurous activity, the first thing to think about is whether you actually need a permit, or if another approach may work better for your group.

Lots of adventures don't require adventurous activity permits. Instead of climbing, for example, you could try bouldering – which doesn't require a permit and could be a really good way to introduce Scouts to different disciplines of climbing. Whether it's grass sledging, hiking (terrain zero), or land yachting, there are plenty of permit-free adventures.

If your chosen activity does require a permit, however, it doesn't necessarily mean you have to apply for one. You could search on Compass for a



permit holder, and ask them to help. Or you could use an external instructor.

Preparing

If you consider all the options and decide an adventurous activity permit is right for you, it's time to start thinking about training. What this involves will be very different for everyone, as it all depends on the individual applicant and the permit they're applying for.

To get a permit you need to hold a full adult membership role on Compass, and you need to have completed the appointment process and validated the getting started modules of the Adult Training Scheme. There are different ways to prepare for assessment; what you do will depend on the skills you already have. The best way to learn how to lead the activity for Scouts is to attend a training course – you can get training and support from Scout

Adventures centres, activity centres and campsites, or external providers.

It's also good to get as much experience as possible before being assessed for a permit. A good way to do this is to practise leading your activity with the support of a supervisory permit holder (if supervisory permits exist for your chosen activity). They'll be able to help you develop and improve your skills.

If your activity has an off season (a time of year when you might not typically do the activity – for example, kayaking in the winter) it's the ideal time to prepare and train as much as you can, so you're ready to apply for (and gain) your permit in time to do your activity with your group in the ideal conditions. Some permits take longer to gain than others – for example, if you remain in the UK while preparing for your winter

hillwalking permit, you might not gain all the experience you need in one year.

Getting your permit

To apply for an adventurous activity permit, you first need to approach a County Assessor, usually by contacting them using the assessor search in Compass. They will choose a method to assess your technical competence and knowledge of the Scouts' rules for the activity. They will then make a recommendation to the relevant Commissioner, who will assess your safeguarding and personal suitability, before issuing a permit on Compass. It's possible that your permit will have restrictions that reflect your abilities – for example, if you're only familiar with certain types of equipment, or able to lead a smaller group than a full permit would allow.

Once you have your permit, you're ready to help Scouts access adventurous activities. Make sure you consider all of the other elements of running the activity, including risk assessments, InTouch, and getting your activity approved by your District Commissioner. Many of the skills you've gained and demonstrated through your permit journey can be transferred to other activities, so you might want to consider working towards another permit, or supporting others on their journey to delivering adventure.

Your permit will have an expiry date – permits can last for a maximum of five years. Apply for a new permit before your current one expires. The assessor may use different methods to reflect your increased experience.

For more information on adventurous activity permits, visit members.scouts.org.uk/activitypermits. The guide 'A Clear Process: an introduction to the permit scheme' is also available on our website at scouts.org.uk/permitsprocess.

Nights away permits

Nights away permits allow adults in Scouts to show that they have the skills, experience and suitability to lead overnight events. The permits are flexible, with different levels: indoor, campsite, greenfield and lightweight expedition. Those holding a greenfield permit can also lead events in the other three categories, and those with a campsite permit can also lead indoor events.

There are no prerequisites to gaining a permit – you don't have to attend a module 16 or module 38 course, and validating these modules won't automatically grant you a permit. However, gaining the permit is one way of validating these modules – and these modules are one of the best ways to get the skills and knowledge you need. Helping to lead a residential event run by another permit holder is another useful way to gain experience.

To get a permit, you should apply directly to a Nights Away Adviser (NAA). You'll be assessed on four areas: technical competence, Scout Association rules, child protection and personal suitability. An NAA will

assess your technical competence, and your Commissioner will assess your child protection and personal suitability. Either may also check your knowledge of the Scouts' rules.

Once you have your permit you can take Scouts on overnight adventures. You must have a qualified first aider present at every event, and the approval of the responsible Commissioner, which you can usually request through the Nights Away Notification form (NAN). Volunteers with nights away permits can issue events passports to the same level as their permit, to enable Scouts and Explorer Scouts to lead a residential event for members of their own section.

Nights away permits have an expiry date, set by the District Commissioner when issued. You can renew your permit in the same way you initially applied, by passing a completed application form to your Nights Away Adviser. They will determine the best way to assess you, which might differ from your previous assessment(s).

For more, visit: members.scouts.org.uk/nightsawaypermits, or look at Rule 9.57 at members.scouts.org.uk/POR9.57. 🏠



10 ways to be a micro-volunteer

You don't have to give up a whole day – or even a whole hour – to make a difference. Share these ideas with your young people, for whenever they've got a spare few minutes to help make the world a better place

Words: Kate Evans | Illustrations: Pádhraic Mulholland



1. Donate some of your toys and books

In just a few minutes, you can have a look around your bedroom for any toys that you don't play with any more, or even free gifts from magazines or fast-food restaurants. Bag them up and your parents can donate them to a charity shop, to raise money for a good cause. Books are always popular second-hand purchases, too.

2. Pick up rubbish

Your local area will look so much better if you spend five or 10 minutes clearing up litter. Remember to wear protective gloves and be careful of any sharp edges. If you go out in a group it'll be more fun, and you'll achieve much more in a short time – you could even have a competition to see who can fill their bag with the most rubbish in 10 minutes. Don't forget to recycle as much as you can when you get back – sort out any plastic bottles, glass, tins, cans and paper, to limit the amount of rubbish that ends up in landfill.



3. Do a mini beach clean

Next time you're on a trip to the beach, spend a few minutes picking up plastic and other rubbish to help the environment and make it nicer for others visiting the beach. In 2018, the charity Surfers Against Sewage helped to organise 1,747 beach cleans – large and small – and more than 70,000 people picked up 117,076kg of rubbish that could otherwise have ended up in our oceans, damaging marine life.





4. Entertain your local toddlers

Feeling creative? Write a short story that's suitable for young people aged three or four. One of you could write the story while others draw pictures to help tell the story. You could then take it to a local playgroup or nursery for staff to read to them.



5. Fund a mammogram

In under a minute you can visit thebreastcancersite.greatergood.com/clicktogive/bcs/home and click the banner advert. At no cost to you, the companies listed on the page then pay the site for your visit. So far they have raised enough money to pay for 27,202 mammograms, which screen for signs of breast cancer.



6. Make a minibeast hotel

It'll only take a few minutes to gather up some small rocks or stones, twigs, dry leaves, moss and pine cones from around your garden or in a park to make a home for insects. If you're at home, you could also use old plant pots. The best minibeast hotels are made from as many different materials as possible, of varying sizes, so that creatures of all types can find somewhere safe to shelter. Bear in mind: they like rotting bark to eat, and remember to add a roof to keep your wildlife friends dry.



7. Run errands

If you have elderly family members, pop over and ask if there are any little jobs you can do while visiting with your parents or guardians. You could offer to sort out their recycling and put their bins out, walk their dog or feed their pets, do some shopping, or just sit and chat to them.



8. Use your green fingers

If there's a friend or neighbour who has restricted mobility, give them a hand with their gardening. If you're old enough you could offer to mow their lawn, pull up weeds, carry bags of garden waste to their recycling bin or even help cut back branches of shrubs and trees.



9. Donate to a food bank

Lots of families in the UK rely on foodbanks to help them have enough to eat. If you're able to, find out what items your local food bank is most in need of and when you're next doing the food shop, drop a few things off.

10. Help someone on the street

For just a few pounds, you can buy a hot drink or some hot food for a person sleeping rough. Some food apps, like Wriggle, allow you to buy a hot drink for someone in need at the quick tap of a button. ☘

Plan your next adventure at one of our activity centres.

With lots of activities to choose from there is something for everyone! We have a range of accommodation available including camping and indoor options.

Safe and supportive

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For boys and girls of all ages



Blackland Farm, Sussex
01342 810493 | blackland@girlguiding.org.uk

Foxlease, Hampshire
023 8028 2638 | foxlease@girlguiding.org.uk

Waddow Hall, Lancashire
01200 423186 | waddow@girlguiding.org.uk

girlguidingactivitycentres.org.uk

Activity Centres



WE DISCOVER, WE GROW

Girlguiding

Registered charity number 306016.

This activity contributes to the following badges:



Scout Environmental Conservation Activity Badge



Scout Creative Challenge Award

Scouts | Explorers

Build a bee house

World Bee Day, 20 May Help solitary bees by building them a nesting house out of salvaged wood

Time: 90 minutes

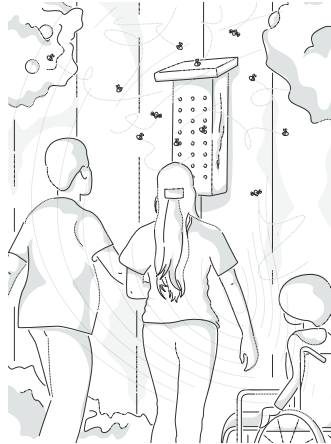
Equipment

- 10cm x 10cm x 35cm pine or other hardwood post
- 15cm x 15cm x 2cm pine or other hardwood board
- Extra scraps of wood for practising using the drill
- Measuring tape
- Pencil
- Saw
- Goggles
- Clamp for holding wood during drilling
- Drill and 8mm drill bit
- Sandpaper
- Weather-resistant nails
- Hammer
- Picture hanger and 2 nails

Instructions

1 Go to scouts.org.uk/safety for guidance on using saws and a simple risk assessment. Nobody should get too close to the bees and safety measures should be followed.

2 Explain to your section that they are going to make a nesting house for solitary bees. Let them know that in Britain there are 270 species of bee, about 250 of which are solitary bees. These bees are effective pollinators but tend not to live in colonies like bumblebees and honey bees do. The tunnels will be used by female solitary bees to lay their eggs. The exact size of the bee house isn't important, the measurements are a guide only – use whatever wood you can salvage.



3 First, the top of the bee house needs to be sawed off at a 20-degree angle, so that the roof of the house slopes slightly. This is to help protect the bee house from rain. The same should be done for the back edge of the piece of wood that will be the roof, so that it sits flat against the wall when you hang it up.

4 If you want neat rows (the bees won't mind), show the young people how to create uniform holes by marking them out first. Find the middle of the front side of the post, then measure 5cm down from the top and mark with the pencil. Measure 2.5cm outwards on both sides and make two more marks. This is your top row. Measure 2cm below the first row and make three marks underneath. Continue this process until you are about 5cm from the bottom. You can draw lines to make this easier.

5 Anyone who hasn't used a drill should practise first, after instruction and with supervision. Goggles should be worn and long hair tied back. Bees prefer laying eggs in deep tunnels, so ask the young people to drill the holes as deep as possible, at least 7cm.

6 Next, ask them to carefully attach the roof, so that it is flush with the back of the bee house. One nail hammered into each corner will hold it in place.

7 The house will need sanding. A small piece of sandpaper wrapped around a pencil is a good way to smooth the holes, and a ruler or small wooden block for the edges.

8 Once the hanger is attached using the hammer and nails, hang the bee house in a sunny location, ideally a south-facing wall or shed. Make sure nobody is allergic to bees. Without getting too close to the bees, help your section monitor the bee house to see how many bees use it. Get help to identify the bees you see and find out how to take part in the next Great British Bee Count here: friendsoftheearth.uk/bee-count.

More information:

Go to worldbeeday.org for more information. This activity links to Global Goal #15 Life on Land. Find out more here: sdgs.scouts.org.

Peer Leadership/Young Leaders could support the young people with marking out the holes, clamping the wood for drilling (checking it's tight, etc) and wrapping sandpaper around the pencil/ruler/wooden block.



The Great Step Forward

We're celebrating one hundred years of Scouts at Gilwell Park. To mark the occasion, we're holding an exciting new challenge event: The Great Step Forward

Take part by getting in a **team of four** and joining us at Gilwell Park on **20 July 2019**. Together, you'll complete a **25-mile hike**, taking in the beautiful local scenery and enjoying a mass celebration at the end – with BBQ, entertainment, goodie bags, and the chance to meet some of our celebrity ambassadors.

It is a perfect opportunity to raise important funds, learn new skills, and work towards a significant goal. All money raised will go towards developing the first official UK Scouts museum at Gilwell Park, as well as your local Scout Group. If you hit your target you'll have the opportunity to receive

40% of the fundraising money back to your group.

Registration is £29, with a minimum fundraising target of £250 per person. Entrants must be 16 or older to take part.

Once you've signed up, you'll receive a joining pack including a t-shirt and fundraising support and materials. You can expect a fully signposted route, medical and logistical assistance and three break stops with drinks and snacks. At the end you'll be congratulated with a medal and goodie bag, and entry to our afternoon celebration.

Sounds good? Great! We think you're going to love it.

To register, go to scoutadventures.org.uk/gilwell-100/thegreatstepforward

If you have any questions, email gilwell100@scouts.org.uk or call **02084337193**

Let's pave the way together

Engrave your special message in the Promise Path to support future generations of Scouts

To celebrate 100 years of Gilwell Park, we want to commemorate all that we've achieved together and reach the Swan Centre with your messages.

If we reach our goal, we'll raise over £30,000 for Scouts in the UK this year, helping more young people to achieve skills for life. The purchase of a large granite brick, for example, could allow us to start a new Cub Park in an area of deprivation and reach young people for generations to come.

To order an engraved brick, you can complete the form below, visit the website at fundraising.scouts.org.uk/promise-path-appeal or call us on 020 8433 7155.

Please read our Promise Path terms and conditions on the website.



Yes, I would like to support...

Please complete and return this form to: Freepost RTL8-YJYT-BHCL Promise Path, The Scout Association, Gilwell Park, London E4 7QW

Title: Forename: Surname:
Address:
 Postcode:
Telephone: Email:

Your inscription:

Please tick to choose your brick and write the message you would like engraved below. We will confirm your order with a certificate and you will have 10 days to make any changes to your inscription.

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Single clay brick 2 lines /
16 characters per line - £50

Square clay brick 3 lines /
16 characters per line - £100

Single granite brick 3 lines /
22 characters per line - £250

Square granite 4 lines /
22 characters per line - £500

Large square granite 5 lines /
26 characters per line - £1,000

Bespoke granite 6 lines /
26 characters per line - £1,500

I would like to make a gift of: Cheque (made payable to The Scout Association) ☐ Credit/Debit Card (please fill in below)

Type of card: ☐ Mastercard ☐ Visa ☐ Maestro ☐ VisaDelta/Electron

Names(s) on card:

Card no:

Card valid from: / Expiry date: / Security no: Issue no. (Maestro):

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Please use my details above to keep me updated on this campaign and any other fundraising communications from The Scout Association. We take data privacy seriously and do not pass your data onto any third parties. For full information on how your data is stored, you can visit our privacy policy on our website at fundraising.scouts.org.uk/privacy-policy.

This activity contributes to the following badge:



Air Activities
Staged Activity
Badge

Beavers | Cubs | Scouts | Explorers

Alpha Bravo Charlie

Learn how to spell and play word games using the phonetic alphabet

Time: 45 minutes

Instructions

1 Discuss the origins of the phonetic alphabet with your young people and how it is used in aviation today. The first phonetic alphabet was created in the 19th century with the aim of helping people who spoke different languages to communicate, by giving them one shared method of communication. By WWII, several variations existed on the battlefield, at sea and in the air, causing confusion. It wasn't until the 1950s that a single alphabet was set by NATO. The phonetic alphabet standardised the way international aircrews and air traffic controllers spoke to each other and is still in use today.

2 Share copies of the phonetic alphabet found on this page with the young people. Ask them to form pairs, then challenge them to learn their own name and their partner's name using the phonetic alphabet.

3 Ask a few young people to volunteer to share their partner's phonetic name. They could mix themselves up in the circle first, so the rest of the section have to identify who that young person's partner was based on their phonetic name.

A = Alpha

B = Bravo

C = Charlie

D = Delta

E = Echo

F = Foxtrot

G = Golf

H = Hotel

I = India

J = Juliet

K = Kilo

L = Lima

M = Mike

N = November

O = Oscar

P = Papa

Q = Quebec

R = Romeo

S = Sierra

T = Tango

U = Uniform

V = Victor

W = Whiskey

X = X-ray

Y = Yankee

Z = Zulu

Have a go at these games, using the phonetic alphabet:

Game 1: Pass it forward

Sit in a circle and choose a young person to start. This person thinks up a word to spell phonetically and whispers it to the person on their right. Repeat this around the circle until it reaches the final person, who reveals the word. Did they get it right?

Game 2: I spy

The whole section can play this traditional word game by replacing letters with their phonetic counterpart. For example: 'I spy with my little eye something beginning with Zulu.' The person who gets the answer right takes the next turn.

Peer Leadership/
Young Leaders
can help to
pronounce the
words if Beavers
or Cubs need
support), or they
could even run
the games.

This activity contributes to the following badges:



Beaver International Activity Badge



Cub International Activity Badge



Scout International Activity Badge

Beavers | Cubs | Scouts

Make a pan flute

Inti Raymi, 22 June Make your own pan flute and learn about the Inca Sun God and an ancient festival that's still celebrated in South America

Time: 30 minutes

Equipment (per person)

- Paper straws x 8 (or 8 pieces of wide/jumbo bamboo)
- Ruler
- Pen/pencil
- Scissors
- Card
- Glue
- Stickers (optional)

Instructions

1 Encourage the young people to explore beliefs and backgrounds different from their own by having a discussion about Inti Raymi, a traditional ceremony of the Inca Empire, which covered a lot of South America in the 1400s and 1500s. 'Raymi' means festival, and 'Inti' is the Inca Sun God. The Incas worshipped the Sun. Lots of indigenous cultures throughout the Andes (the mountains across the western edge of South America) still celebrate Inti Raymi today.

2 Give each person eight straws. Everyone should use a ruler and the note measurements to measure the straws, then mark with pencil and carefully cut them to size. Remember when cutting to use supervision appropriate to the age of the section.

3 Ask them to draw two rectangles on card – roughly 13cm x 3cm, to fit over the straws. Then use the scissors to carefully cut them out.



4 Ask the young people to put glue onto one rectangle.

5 Leaving about 2cm (or enough space to hold), everyone should then place their longest straw onto the sticky card. They should leave some straw poking out of the top, so they can blow across it.

6 Leaving a small gap, everyone should then place their second longest straw onto their sticky card. The top of the second straw should be in line with the top of the first straw, so they can blow across them both easily.

7 One by one, everyone should add the straws in length order. They should always leave a small gap between them, and the tops of the straws should always line up. When the straws are all in

position, there should be about 2cm of card left at the end (again, enough to hold).

8 Everyone should put glue on their other card rectangle, then stick their second rectangle on top of the line of straws, pinching it at each end to make two handles.

9 Now the pan flutes are made, everyone can be creative, using pens and stickers to decorate their flutes. Remember that they're going to be used to honour the Inca Sun God.

10 Everyone should practise blowing across the top of their pan flute. Can they make a tune? Can they get into small groups and make a tune together? What happens if everyone plays their pan flutes at once?

Note measurements:

Do (C) = 17.5cm
 Re (D) = 15.5cm
 Mi (E) = 13.5cm
 Fa (F) = 12.5cm
 So (G) = 11cm
 La (A) = 10cm
 Ti (B) = 9cm
 Do (C: octave above) = 8.5cm

Take it further:

Create a smaller pan flute by using fewer straws. To make the activity more accessible, young people can make the flutes in pairs, so that they have an extra pair of hands.

Peer Leadership/Young Leaders can help to prep materials, measure/mark and space the straws out.

Inspiring Generations

We're searching for our 100th sketch to be included in this amazing project

As part of our centenary year, Gilwell 100, acclaimed British artist Jeremy Houghton will be sketching 100 Scouts, each with a unique story that captures the diversity and breadth of the big Scouts family through a range of social backgrounds, ethnicities, ages, faiths, disabilities and genders, linked to the theme of leadership. The sketches will be consolidated into one magnificent piece of work, displayed at Gilwell Park.

Jeremy has been busy capturing lots of wonderful images, including our Chief Scout, and we are now searching for



Acclaimed British artist Jeremy Houghton



Dwayne Fields, Scout Ambassador

our final, 100th sketch. If you would like to be included in this amazing project or nominate someone special, we'd love to hear from you. In no more than 200 words, tell us why you or whomever you wish to nominate should be part of the Inspiring Generations campaign. You can accompany the nomination with a photo if you wish.

The successful person will be sketched by Jeremy and will receive the artwork, as well as a signed copy of a book that will be produced. The chosen person will be selected by an independent panel including Jeremy himself and we will contact the lucky person to make arrangements for the sitting.

Please send your nomination, no later than Friday 18 May, to gilwell100@scouts.org.uk.

Jeremy has kindly agreed to be our official Artist in Residence as we head into commemorating 100 years at Gilwell Park in 2019.

For more information about this exciting project, go to scoutadventures.org.uk/gilwell-100/inspiringgenerations and if you'd like to know more about Jeremy's amazing work visit jeremyhoughton.co.uk.



This activity contributes to the following badge:



Emergency Aid
Staged Activity
Badge

Beavers | Cubs | Scouts | Explorers

In case of emergency

Help young people feel confident talking to the emergency services



Time: 40 minutes

Instructions

1 Invite the young people to take part in a role-playing game that will help them practise talking to the emergency services when they're out on a hike or expedition. Discuss when and when not to call 999. For more information go to: scouts.org.uk/whentocall999.

2 Ask the young people what kind of scenarios they might face on hikes or expeditions that would require them to contact the emergency services. This could include someone becoming ill or injured, the group getting lost, or experiencing dangerous weather conditions.

3 To test older sections, use the location of an expedition in the snow, like on a winter hike or winter camp. For younger sections, suggest a setting near water – they could be hiking near a canal or on a beach.

4 Ask the group to split into pairs. Using their suggestions of possible emergencies, one person in each pair will pretend to ring 999, explaining the problem to the other person in the pair, who pretends to be the emergency services call handler and asks questions about the situation. The questions could include:

- What is your location, including the area/postcode?

- What is the phone number you are calling from?
- Please tell me about what has happened.
- What is the patient's age and gender? Do you know their medical history?
- What is the condition of the patient – are they awake/conscious, bleeding, breathing?

5 Challenge the young people to think about what they might see and learn how to explain to the emergency services where they are if there are no landmarks to use.

Take it further

Continue to practise with different scenarios. You could combine it with a visit to/from a local emergency service, such as mountain rescue.

Patrol Leaders could be a 'call handler', or discuss some situations in more depth and act out an example.

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This activity contributes to the following badges:



Beaver Gardener Activity Badge



Cub Naturalist Activity Badge



Scout Naturalist Activity Badge

Beavers | Cubs | Scouts

Make a plant prism

Build a rustic frame using sticks and twine to grow plants up

Time: 45 minutes

Equipment

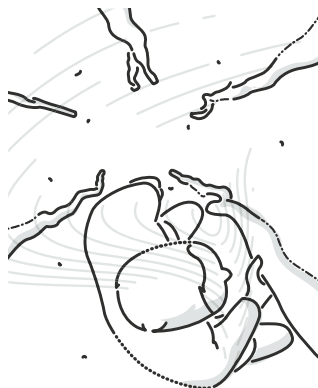
- At least five sturdy branches, like hazel or willow (about 2–3cm x 1–2m)
- Secateurs
- Ball of garden twine
- Scissors
- Large terracotta/stone plant pot (if not planting in the ground)
- Compost for planting (if using a pot)
- Climbing plants such as sweet peas, edible peas, runner beans, clematis or roses

Instructions

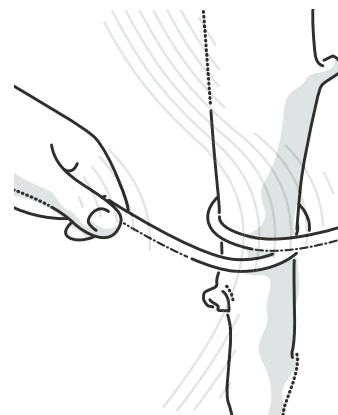
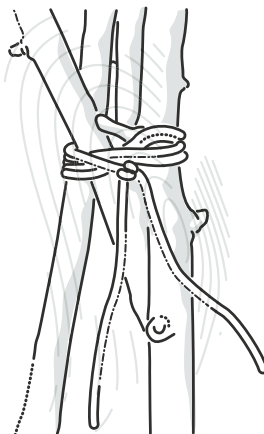
1 Gather the branches. Carefully using the secateurs, these could be foraged by young people from a hedgerow or taken from a garden, with permission. They should all be of similar length. One end of each branch should be cut into a point. Use supervision appropriate for the age.

2 Help the young people to choose a sunny spot outside your meeting place (if planting outside) or fill your plant pot with compost.

3 Show them how to push the branches into the soil so that they are the same distance from each other, to form a circle.

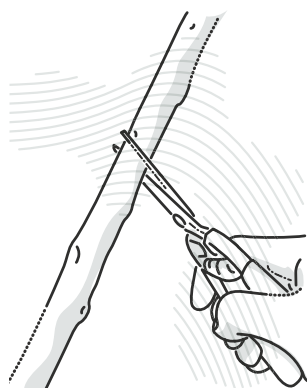
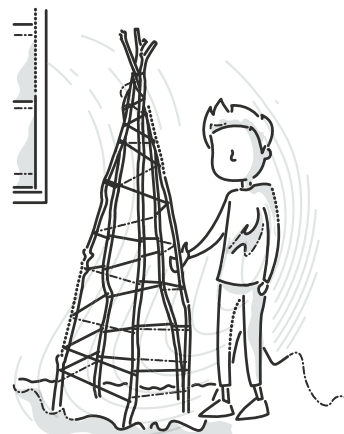


4 The young people should then pinch the tips of the branches together to form a shape like a teepee (a cone-shaped tent) and firmly tie them with a piece of twine about 20cm long.



5 Next, they need to tie the end of the ball of twine to one of the twigs, just beneath the top of the prism. Releasing a little twine from the ball at a time, explain how to pass it behind and then around the next twig, repeating this process and moving around and gradually down the prism. Ask them to tie the twine securely at the base.

6 Now for the planting. One plant should be placed in the hole in the ground next to each branch. Then water, wait and watch them grow!



Peer Leadership/Young Leaders could help to choose the right plant, assist with positioning and help tie twine, etc.



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Scouts
Hertfordshire

This activity contributes to the following badges:



Beaver Communicator Activity Badge



Cub Communicator Activity Badge



Digital Citizen Staged Activity Badge



Scout International Activity Badge

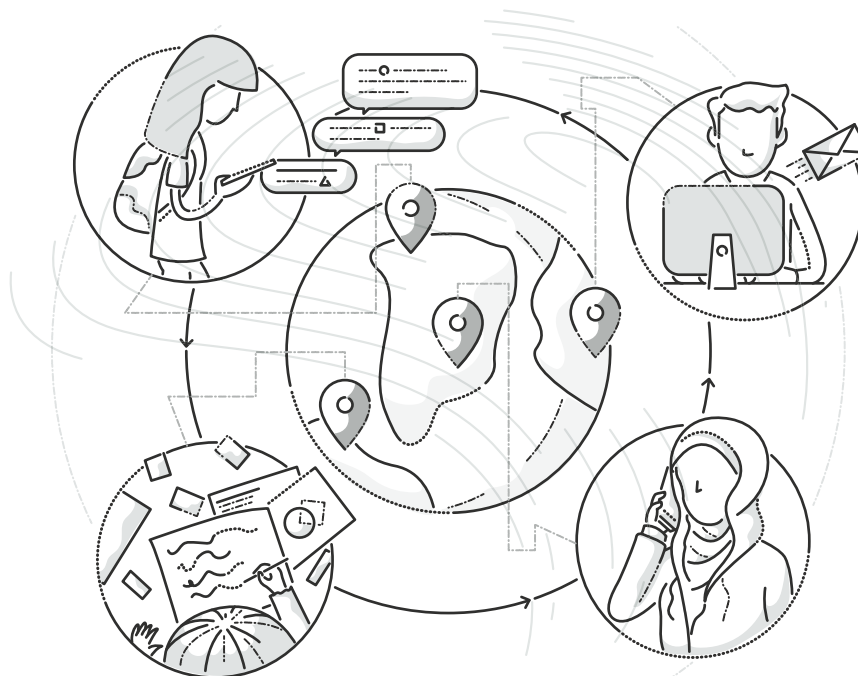


Scout World Challenge Award

Beavers | Cubs | Scouts | Explorers

Have a transatlantic Youth Shaped adventure

World Scout Jamboree, 22 July–2 August Challenge young people to find inspiration from their international peers in North America



Time: 60 minutes, spread over several sessions

Instructions

1 For guidance on making contact with Scouts in other countries, go to: scouts.org.uk/intlinks.

2 Discuss with your young people the importance of meeting people from different countries and cultures. The World Scout Jamboree is a great place to do this – some Explorers might be going to the 2019 World Scout

Jamboree in West Virginia.

3 The young people will contact Scouts from the host countries of Canada, Mexico and USA to get ideas for planning an outdoor activity at home in the UK.

4 The young people will ask their international friends about their favourite outdoor activities, then decide as a team which one to do themselves. They must be achievable, age-appropriate and not banned in the UK.

5 Once your section has completed the activity, reflect on it as a group – ask them what they liked about it and why, and if they enjoyed communicating with their international peers. They could send letters and pictures to let them know if they enjoyed the activities they suggested.

Take it further

North America in a bag is a programme of activities linked to North America. Register your section's interest at: scouts.org.uk/joininjamboree.

Peer Leadership/Young Leaders may be in a World Scout Jamboree unit. They could help with deciding which activity to do for point 4, and review what they have done for point 5.



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This activity contributes to the following badges:



Scout Survival Skills Activity Badge



Explorer Survival Skills Activity Badge

Scouts | Explorers

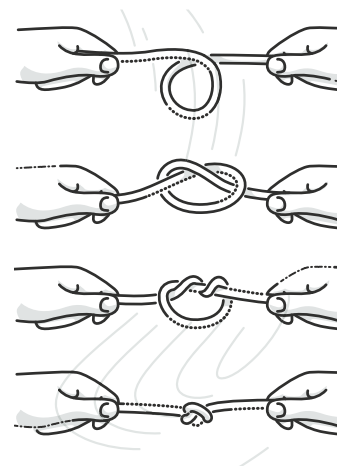
Make a rope out of nettles

Challenge your young people to make a rope using natural materials at their next camp



the fibres from the rest of the stems, and tease out the stringy fibres before leaving to dry.

3 Once the fibres are dry, ask everyone to gather a bunch of their fibres together and knot one end onto a twig or nail, to hold it in place. Then they can split the bunch into three equal sections and start to plait the fibres together, keeping it tight and even.



Time: 60 minutes
(over two days)

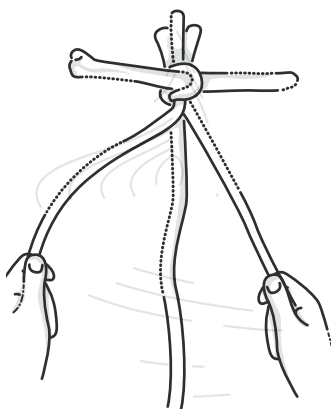
Equipment

- Gardening gloves

Instructions

1 Discuss with your Explorers that they're going to make something useful at camp without using plastic. Rope is not always available, so sometimes they might have to make their own. This can be done using plants such as grasses, rushes, nettles or other long plant stems.

2 The easiest way to make rope is to plait it, so ask the young people to find the longest nettle stems they can find – make sure gloves are worn and get permission first. Then soak them in water for a day. Then they need to pound them with a stone to separate



4 When approaching the end of one fibre, another length should be placed on top and fed into the plait. Only add one new length at a time, to avoid weakening the rope. When the rope is the required length, an overhand knot at the end will prevent it from unravelling. The end can be trimmed and the rope is now

ready. If a stronger rope is needed, three can be plaited together. Older sections could whip the end of the rope with twine to stop it unravelling.

Take it further

Challenge young people to think of things they could use the rope for, like hanging things up to keep them off the ground. How would it be useful in a survival situation? Perhaps as a makeshift stretcher for carrying someone who is ill or injured (this should only be attempted in an emergency, as it might not be strong enough). Other projects using natural materials at camp could include: whittling spoons or chopsticks out of wood, making a wall/screen, a travois/stretcher or a tripod pot hanger and hook. For guidance on knife safety go to: scouts.org.uk/knife-safety.

Peer Leadership: this activity ties environmental action into the programme.

This activity contributes to the following badges:



Scout Climber Activity Badge



Beaver Global Issues Activity Badge



Cub Environmental Conservation Activity Badge



Scout Cyclist and Hill Walker Activity Badges



Scout Adventure Challenge Award



Explorer Hill Walker and Mountain Biking Activity Badges



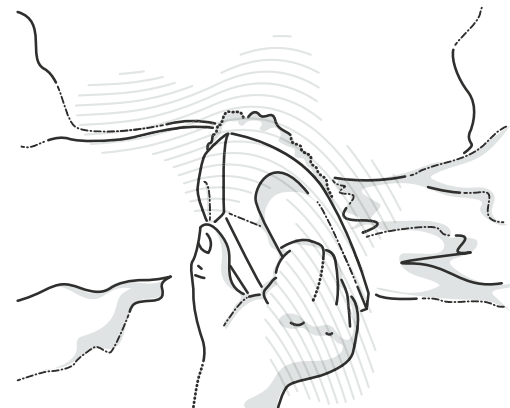
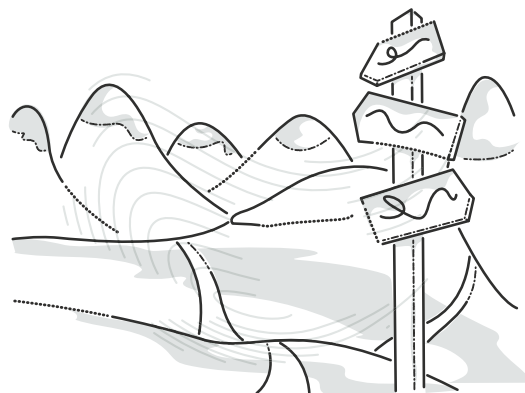
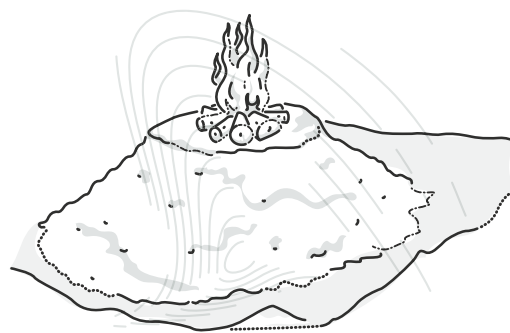
Explorer Survival Skills Activity Badge

Young Leaders could facilitate discussion groups and help younger members explore the Global Goals in point 4.

Beavers | Cubs | Scouts | Explorers

Deep impact

World Environment Day, 5 June Is your section protecting the environment when they're out and about?



Time: 30 minutes

Instructions

1 Ask your young people to think about any potential ways they might impact the environment during their Scout adventures. Examples could include: building campfires that might damage the ground, trampling undergrowth and tree saplings by not sticking to the path when going on hikes, or polluting streams and rivers when doing the washing up during their camps.

2 Next, ask them to share ideas for how they might be able to reduce their impact. This could include building a mound fire to limit the damage to the ground; using existing pathways, hiking trails, cycle tracks and climbing routes to avoid damaging plants; removing any chalk used for rock climbing; avoiding washing up near lakes, streams and rivers.

3 Talk to your section about the Global Goals, which are targets that people and

governments around the world are trying to achieve. Goal #14 is Life Below Water and #15 is Life on Land. How can they apply these to the way they interact with the environment? Go to sdgs.scout.org to find out more about the Global Goals and how to incorporate them into your activities.

4 Encourage the group to keep these things in mind whenever they are enjoying the outdoors, and consider asking them to write their own outdoor charter as a group.

This activity contributes to the following badges:



Scout Orienteer Activity Badge



Scout Geocaching Activity Badge

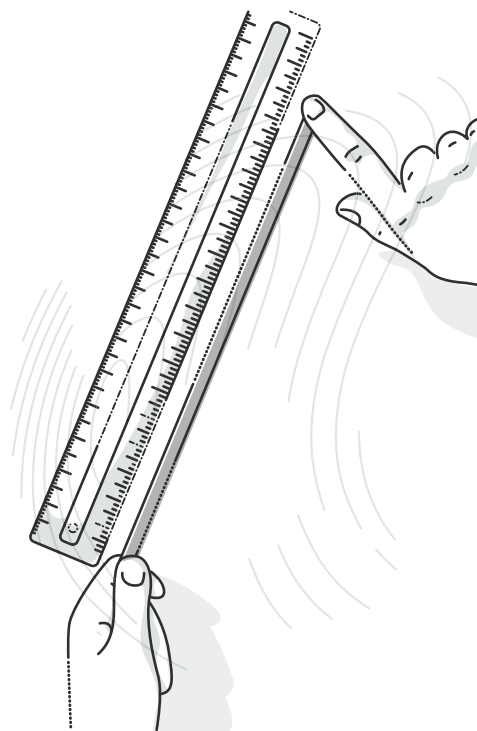
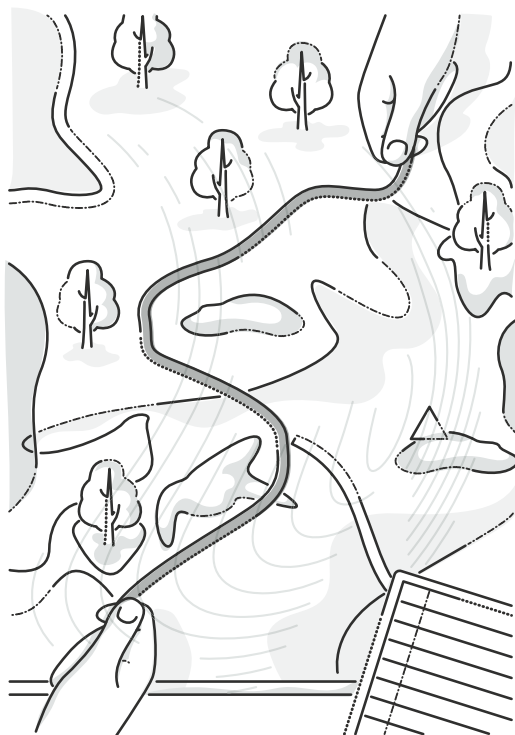


Scout Expedition Challenge Award

Scouts

Getting your bearings

Jamboree on the Trail, 11 May Use these simple steps to make sure you know how to navigate using a map before heading off on a hike



Time: 30 minutes

Equipment

- OS maps
- String

Instructions

1 Talk to your young people about JOTT (Jamboree on the Trail), an annual day for Scouts everywhere to hike together, whatever their age and wherever they are. Everyone is invited to participate in whatever way they can. You can find more information at jott.org.uk.

2 Let your section know that in preparation for planning their JOTT hike they

are going to be brushing up on their OS map-reading skills by practising how to measure distance and scale. Mobile map apps have made it easier to find our way around, but they aren't always available so it's important to maintain traditional navigational skills.

3 The young people can use a piece of string to measure distance. To do this, they need to carefully follow the path they will take on a map with the string, then measure the length of string that was needed to cover the route. The map's scale will determine the distance that the length of string represents.

For example, one inch might represent one mile.

4 There are lots of different things young people can do for their Scout Expedition Challenge Award – it doesn't just have to be a walk in a rural area. It could be an exploration or expedition using public transport or canoeing down a river, where they could also use the string method to measure the distance.

Take it further

Investigate the technology available to aid navigation. How is it different? Older sections could look at height as well as horizontal distance.

Peer Leadership: young people could lead their team (having been shown by a Young Leader or leader first), and teach others, or hold a forum or debate on traditional vs electronic navigation.

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This activity contributes to the following badges:



Beaver Global Issues Activity Badge



Cub Environmental Conservation Activity Badge



Scout Environmental Conservation Activity Badge

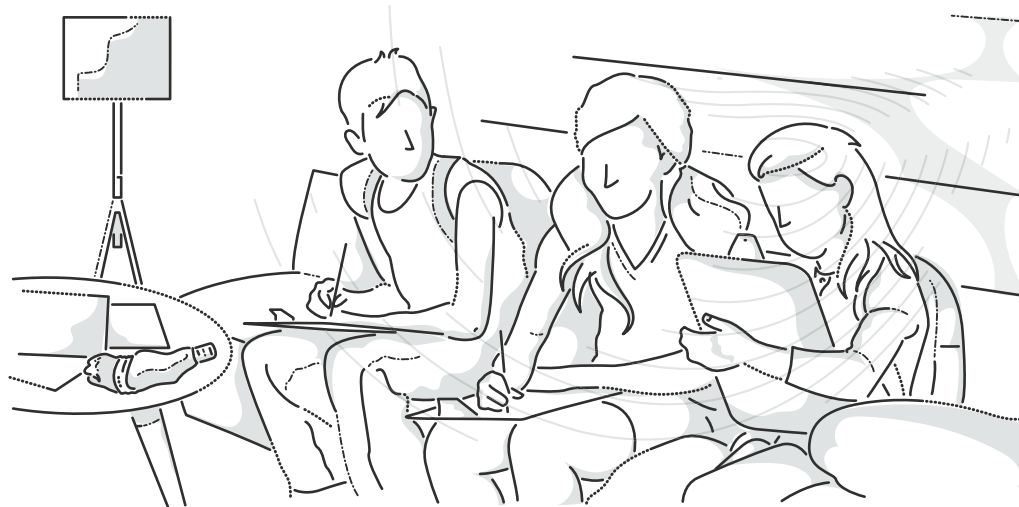


Explorer Global Issues Activity Badge

Beavers | Cubs | Scouts | Explorers

Take stock of plastic

World Oceans Day, 8 June Challenge your young people to keep a 24-hour plastic diary to see how much they use in everyday life



Time: 30 minutes
(over two sessions)

Equipment

- Plastic diary template (see page 9–10 of the Beaver/Cub activity pack: amillionhands.org.uk/resources)

Instructions

1 Discuss with your young people that World Oceans Day is when people around the world celebrate our oceans and draw attention to protecting them and the marine life that lives there. Younger sections could begin by thinking about what creatures live in the ocean.

2 Everyone is going to keep a 24-hour plastic diary, to audit how much plastic you use. Ask the young people to think about all the items they use in their day-to-day lives that have plastics in, such as plastic lunchboxes, food wrappers,

toys or water bottles. Some everyday items you wouldn't think have plastic in actually do, such as some teabags, clothing, and metal drink cans.

3 In groups, ask the young people to look around the room and see if they can identify different plastics. Come back together as a group and encourage them to share their findings. Were they surprised by how many plastic items they could find?

4 Give each person a copy of the plastics diary template to take home. Before the next meeting, they should record all of the plastics they use in one day. Challenge them to think about what they do with any plastic they throw away. Do they recycle it? They could also think about hidden plastics, like those found in clothes.

5 At your next session, ask the young people to look at their plastic diaries and discuss what they found with the rest of the group. Were they surprised by how much plastic they use in their everyday lives? Was there anything that they didn't know was made of plastic? Are there ways they could reuse, reduce or replace the plastics they use? Get ideas for reducing plastic waste on page 52.

More information:

This activity links to Global Goals #14 Life Below Water and #15 Life on Land. Go to sdgs.scout.org to find out more. Find the plastic pollution and waterways resource packs at: amillionhands.org.uk/resources.

Take it further:

The young people could set up or get involved in a community action project or plan a plastic-free camp.

Peer Leadership/
Young Leaders
could run the tasks
and present the
patrol's findings.

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This activity contributes to the following badges:



Cub Scientist Activity Badge



Cub Our World Challenge Award



Scout Environmental Conservation Activity Badge

Cubs | Scouts

Run the risk

Clean Air Day, 20 June This simple game will help young people understand how air pollution affects their bodies and health

Time: 30 minutes

Equipment

- Chalk
- Stopwatch
- Paper
- Pen or pencil

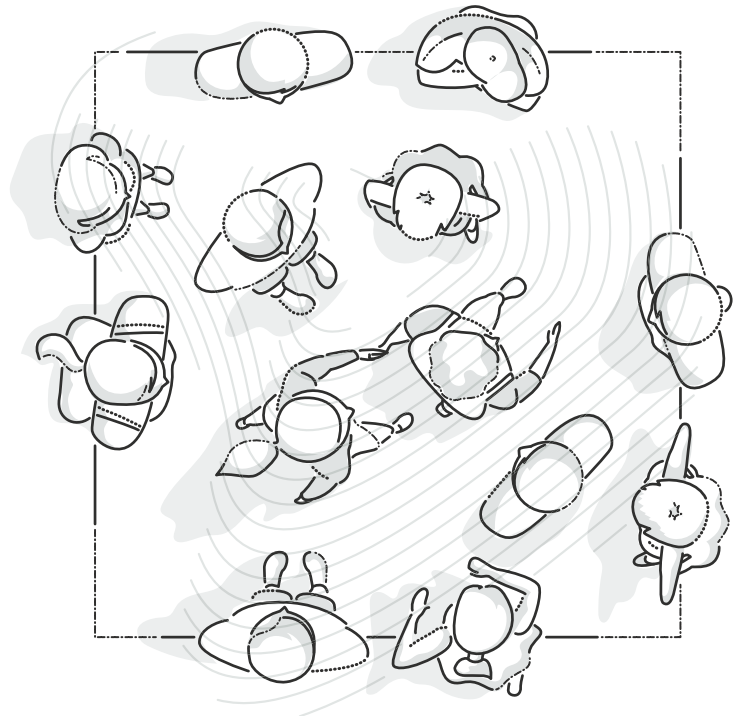
Instructions

1 Ask the young people if they know what causes pollution. Discuss Clean Air Day with them, aimed at raising awareness of pollution. Pollution is made up of chemical particulates in the air that we often can't see but are very harmful to our health. They can cause breathing difficulties and even serious illness. Air pollution is created by different things, like traffic, manufacturing and homes.

2 Let them know that they will be playing a simple outdoor game that will help them to understand the impact of air pollution on our ability to breathe. (It can also be played indoors.)

3 First, draw a chalk square 2x2 metres on the ground – this represents the lungs.

4 Ask all of the young people to space themselves out around the square and then stand still. Select one young person to be an 'oxygen molecule', and a group of about five young people to represent 'particulates' (air pollution).



5 Starting at the front, ask the young person representing the oxygen molecule to run slowly and carefully around the other young people, weaving in and out and passing through the 'lungs'. Time how long it takes and write it down.

6 Next, ask them to do it again, but this time they have to take a 'particulate' with them – they could link arms or hold hands. As the oxygen passes through the lungs, they leave the person who represents the particulate in the box and return to the front. Time how long this takes and write it down.

7 The oxygen should keep repeating this, taking another particulate with them each time and leaving them in the lungs. When they try to pass through the lungs, they will find it becomes increasingly difficult as it gets more polluted. This shows how much harder it is for oxygen to move around the body when the lungs are breathing in polluted air.

More information

Go to cleanairday.org.uk for more information on air pollution. This activity also links to the Global Goal #13 – Climate Action. Learn more at: sdgs.scout.org.

Peer Leadership/Young Leaders could lead a forum on how we can reduce pollution. Young Leaders could explain or demonstrate the activity.

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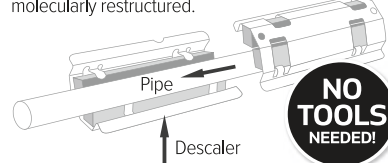
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