



Scouting

'Clothes are important. People with sensory sensitivities, who are physically disabled, have scars, or people who are plus-sized all need options that work for them'

More than an outfit, page 18



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It's important to note the differing structures of Scouts 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, mistakes might be made.

You can read Scouting magazine and Make.Do.Share. magazine online at scouts.org.uk/magazine. Follow us on scouts.org.uk/facebook. You'll also find us on Twitter @UKScouting and on Instagram @Scouts

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Chief Scout Bear Grylls

It's in challenging times that our kindness and courage matter most

Things are tough at the moment, and it's likely that they'll stay that way for a while longer. That's why our 'never give up' spirit is so important – I know we'll all rise to this challenge.

Let's take this opportunity to go beyond the basic ways of staying safe, making an extra effort to be considerate towards each other and those around us. That could mean contacting those we know who are alone and vulnerable, or just staying level-headed on social media. Scouts is a family. And like all families, we look after each other.

Without this family, where would we be? We wouldn't be trying new ideas, like the fantastic volunteers piloting Scouts for four and five year olds on page 42. A brilliant thing this has brought home is the power of learning through play. We speak with experts about how play leads to better problem-solving, a sense of belonging and better health on page 55. Ahead of Mental Health Awareness Week, we also share tips on supporting young people with anxiety.

This is a chance to remember why our planet is worth fighting for. We take a look at travel alternatives to help reduce climate change and chat to Dara McAnulty, a Scout from Northern Ireland who's won national awards for his blog on natural history and exploration.

When people ask me for advice, I say: always be kind and always be grateful, because we have so much to be thankful for. Take a look at how we're encouraging young people to keep gratitude diaries for a month.

I'm grateful to each and every one of you. Your commitment, kindness, and bravery during this difficult time is, quite simply, incredible. Thank you.

Your friend,

Bear Grylls, Chief Scout

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Some sections of this magazine, including adverts and features, were submitted for publishing pre-coronavirus crisis. Please check the government advice for up-to-date guidance.

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Delve into the world of play, no matter how old you are, and meet a play expert/human rugby ball...

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Young people are more anxious than ever. We share expert insight and practical advice on how we can support them better.

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Chris Breen, Wildlife Worldwide



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G E T C L O S E R T O N A T U R E

Pulling together

You're almost definitely aware of how the coronavirus is affecting the UK (and the rest of the world). This magazine's about to go to print, and at the time of writing (20 March in case you were wondering), face-to-face Scouts is suspended. The Great Indoors has just gone live, and volunteers across the UK are stepping up to (distantly) support young people and others in their communities.

We've been excitedly watching as people share their ideas for keeping Scouts going at a distance. From badges that work perfectly at home to technology that means meetings don't need to stop, you've been thinking on your feet and sharing your ideas so that everyone can benefit.

 iFactory Darren
@DataDazza

Chiseldon #scouts getting it done. #CoronaCrisis shut down? Not for Em and her troop. They've gone virtual. #ScoutingAtHome #zoom



 Hunsdon Scout Group
@HunsdonScoutGrp

Many badges lend themselves to this situation. Leaders' thinking caps should be on! International, Skills, Media, Communicator, Community Impact, Environmental Conservation, World... We just need to think a little differently.

The situation we're in isn't easy for anyone, but it's no surprise that Scouts are thinking beyond themselves and seeing it from the point of view of the people who are struggling the most. Between you, you've been sticking to government advice and rethinking how you can continue to thank the people working their socks off on the front line, reach out across divides to your loneliest neighbours, and help those struggling to access the essentials – all without getting too close to anyone else.

 Kath Brown
@psychokath

Replies to @matthyde and @UKScouting
@SheerwaterScout are clearing out the food stores to @TrussellTrust @WokingFoodbank and offering to loan tables so families have space for jigsaws and games

10:24 - 17 Mar 20 - Twitter Web App

 Emma Revie
@emmarevie - 6d
Replying to @psychokath @matthyde and 4 others
Amazing!!! Thank you
@SheerwaterScout

 Rob Murray
@RobMurray11
Replying to @matthyde and @UKScouting
@AbbeyScouts did a thank you message to our NHS staff & @scotgov for everything they do. On top of this we have sent virtual postcards to residents of a #paisley care home and in discussion about how we continue this relationship and support community further.
#CommunityImpact

And, through it all, you're sticking at it with the same sense of humour and give-it-a-go attitude as always. Nothing stops Scouts having adventures, nights 'away', and even planning (well) ahead.

 ACC Beavers East Lancs Scouts
@AccBeavers

Replies to @matthyde and @UKScouting
We're hosting a spring equinox virtual sleepover. Beavers making their beds up with sleeping bags. Read a book by torchlight to their teddy. Marshmallows over a candle or fruit dipped in sugar works as well. Make Breakfast and wash up. All in scouting necker! Tick badge bits!

 Kester Sharpe
@KesterSharpe
Replying to @matthyde and @UKScouting
My group are plotting & planning. Looking at (1) wkly family challenge activity (2) badge work & (3) online wkly meeting per section. Exploring the idea of virtual family camp in back gardens, linking up online. Already had local company offer 25 pizzas for our reopening party!

 LiverpoolCollegeScouts
@LivColScouts
So pleased that one of our Beavers has already got involved in #campathome and hoping to get our whole Group camping at home next weekend! Don't forget to send your pics of any Scouting activities you've completed from home! #thegreatindoors



 NorthumberlandScouts
@NorthlandScouts
Register Now #####
campathome.org.uk

#CampAtHome


This isn't the first time Scouts has had to bounce back in the face of international challenge. We know situations like these are where our values matter most and we've already been blown away by your amazing responses. A huge, huge thank you to everyone who's doing their bit. Please keep sharing your ideas and achievements with us.

We're doing all we can to support you and keep you in the loop. As we mentioned, we've launched The Great Indoors – over one hundred activities for young people to get stuck in to at home. Check it out at scouts.org.uk/thegreatindoors, and don't forget to share all you get up to (and tell your friends and family) with the hashtag #TheGreatIndoors.

Head to page 13 to hear from Tim Kidd, UK Chief Commissioner, who's got the lowdown on how the coronavirus is affecting Scouts. Of course, he can't time travel either – his answer was also written in March. The best way to stay up-to-date, as always, is to make sure you're signed up to receive the members emails. To check your preferences on Compass (and make sure 'Membership email' is switched on), click on 'My Profile', then on the 'Communications' tab. The edit button's in the top right corner.

An update on our strategy

We've come a long way since we launched our 2018–2023 strategy, Skills for Life: Our plan to prepare better futures. Two years in, we reflect on the progress we've made and look to what's on the horizon.

Improving our perception

We're continuing to drive the public's perception of Scouts, increasing our reach, relevance and reputation. With inspiring and innovative social media and campaigning, our communication's leading the sector.

Delivering skills campaigns

We've delivered a number of high profile campaigns on some of the key skills young people pick up at Scouts, such as empathy, active listening and resilience. Helping the public understand the benefits of Scouts, each campaign created more than 10 million impressions for our hashtag #SkillsForLife.

Supporting our uniform review

We've conducted one of the biggest consultations of its kind, presenting the findings from our research (involving 26,000 people) to the Board of Trustees, Team UK and Devolved Nations. The Board have given approval to start the next stage. We've also received several responses from potential fashion industry partners who'll support our next phase, including a design brief.

Launching a new website

The launch of our website has dramatically improved the digital experience, with a new interactive programme planning tool (turn to page 12 for a Q&A) while providing the public with clear and inspiring content about what we do.

Transforming our volunteer journey

Making volunteering easier and making sure it's fun for everyone

is at the heart of our strategy.

We want to make it easier to join as a volunteer, and make sure you have the support and thanks you need and deserve (including easy access to great learning). Since the launch of the strategy, we've spoken to thousands of volunteers across the UK and beyond about how it feels to volunteer with Scouts, to see what's going well and where things could be improved. We've also chatted to young people and future volunteers to help us see where there are opportunities, or new ideas. Thank you to everyone who's fed in – it's made a huge difference! Based on your experiences and insights, we've agreed a plan for what volunteering with Scouts should look and feel like, and what we need to do, create or change to get there. Over the next few months, we'll be sharing this with you and encouraging you to let us know what you think.

We know this is only the beginning. Over the following months and years, we'll be working hard together to try out these new ideas and make our hopes for the future a reality. But in the meantime, please keep doing everything you're doing!

Scouts for four and five year olds

We've been talking about the possibility of launching Scouts for four and five year olds for a while. It's part of our strategy to help (even younger) young people to get a head start in life. But before we can decide if this is the right decision, we're testing ways of delivering it – to measure the potential impact on their development, and to see what works.

External funds have enabled us to launch pilots in 28 sections so far, with more under way (bringing the total up to 40). Alongside consultations with 1,400 people at local events, we're trialling three types of pilot: Scout-led (within Scout groups), partner-led (run by early years professionals within organisations like schools and nurseries) and family-led (parents and carers take a hands-on approach). So far, we've tested 90 weekly programmes, reaching 340 young people and 100 adult volunteers: 55% are new to Scouts, and many are from communities that have been identified as underrepresented. Curious about how it's all going? Turn to page 42.





More time to make the switch to our new brand

A huge 'thank you' to everyone who's already switched over to our new brand.

Given the extraordinary circumstances the movement's facing, we've moved the brand transition deadline back by one year to **31 May 2021**.

This is to give members more time to make the changes. While it's still

important that we update our brand locally and nationally, we hope this eases the pressure on local Scouts, allowing you to focus on other critical issues and competing priorities. Brand support and resources are available at scouts.org.uk/brand.

You can still find out how to take action now at scouts.org.uk/maketheswitch and scouts.org.uk/updateyourbranding.

Get onboard with Scouts for Sustainable Development Goals (SDGs)

The SDGs cover 17 goals adopted by the UN, which aim to build a better world for people and our planet by 2030. They cover a wide range of topics from poverty to gender equality and climate action: all of which we already cover in the programme.

The Global Issues Activity Badge can be used as a great starter to get young people interested in these topics. For Explorers and Network, the Explorer Belt and Queen Scout expeditions would be the perfect opportunity to look at a specific SDG in depth. If you're using our A Million Hands resources, then you're already covering a variety of the SDGs and, over time, you'll see this highlighted on the online programme planner.

Whatever activities you choose to do, make sure you share what you're doing. As the world's largest youth movement, Scouts has a key role in helping us achieve the SDGs. Visit sdgs.scout.org to log your hours and join the 50 million other Scouts trying to make the world a better place.

A special thank you for when shops reopen – 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 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 volunteers in your household but only receive one copy of the magazine, order an additional card from Scout Store at shop.scouts.org.uk (it's free of charge but P&P applies).





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★ Find out more at <https://bit.ly/venuebookings>

**“We have noticed a huge difference
in the admin time and number of bookings
- we couldn’t do without it now.”**

Ross, Lapwing Lodge Outdoor Centre





*We need tea makers,
activity planners,
tidy-uppers and helpers
for as little or as much
time as you can spare.*

We meet every Wednesday evening to help Woodheath's 8- to 11-year-olds get going, get thinking and get stuck into all kinds of things to give them skills for life. Every now and then that may well mean using a compass, but more often than not it's about confidence, speaking up, thinking on their feet and going for it. Can you help?

23rdWoodheath.org.uk



We want to make creating on-brand materials as easy as possible. Our brand centre **scouts.org.uk/brand** has lots of templates, tools and resources to help with your communications and recruitment, including:

- guidelines on how we talk
- brand guidelines
- logo artwork
- local logo generator
- web-to-print templates
 - (including banners, posters, flyers, certificates, stationery)
- social media templates
- MS Office templates
- photo library
- videos

Ask Team UK

This issue sees the team tackling your questions on a range of subjects, including how Scouts is being impacted by coronavirus, how to get the most out of our digital programme planning tool, and tips for getting the right people onto your executive committee

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How will coronavirus affect Scouts?

We're living in really challenging times – not just Scouts; everyone – but I've been hugely impressed with the positive response I've seen from our young people and volunteers. You've been supporting each other, showing care and cooperation, sharing ideas on social media and living the values that keep this movement together. So let me just say thank you for that. It's in moments like these that our values matter most.

To answer your question: face-to-face Scouts activities and meetings are now suspended in the UK. That includes several national events that were scheduled to take place in the spring and the summer. Scouts itself doesn't need to stop, as you've all been showing over social media, but it's important that we all respect the suspension in order to keep everyone safe – that has to be our number one priority. I urge all volunteers to keep following government advice, particularly around washing your hands and social distancing. Go to scouts.org.uk/coronavirus to find all

our latest updates, as well as links to government advice. Please keep checking it as this situation develops very quickly all the time.

Although our face-to-face meetings are suspended, we're looking at some creative ways that Scouts can carry on, whether that's providing activities to do at home, or other ideas. We'll share more over email.

Scouts has been through difficult times before and we'll get through this one too. We can't set an end date at the moment, but one thing's for certain: I know you'll continue to support each other and we'll continue to support you at national level too. So let's keep showing those values. Oh, and one final thing – everything in this issue of Scouting was correct at time of press, so some of it won't be applicable to the current situation. Please check the latest government advice for guidance, and bear in mind that some activities can be adapted to our new indoors environment.

Tim Kidd
UK Chief Commissioner

I've heard about this new Programme Planning Tool. Tell me more...

When we consulted on our strategic plan, Skills for Life, members said they could use some help planning great programmes. That's why we've been working ever since to deliver a digital tool that makes life a little easier: not only allowing you to plan for the term, year (or multiple years!) ahead, but also helping young people reach their top awards along the way.

Sounds good. I often need an activity at the last minute – can the new programme planning tool help?

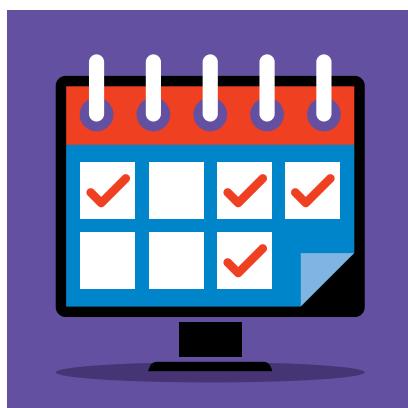
Absolutely. At scouts.org.uk/activities you can search for activities and filter the results to match things like age group, the time you have, and group size. You can also look at any Activity Badges or Challenge Awards your young people would like to achieve, to see which activities can help them get there. With nearly 600 activities on the site already and hundreds more to come, there's something for everyone.

Some of the activities have sections on 'Activity outcomes' and 'Reflection'. What's that about?

We're all committed to giving young people skills for life. That's much easier if we know what an activity is trying to achieve. We've listed the outcomes a young person should achieve from an activity under 'Activity outcomes' and included guidance on how they can reinforce it by 'reflecting' at the end. It's all about being more aware of why we're doing what we're doing, and celebrating what young people have achieved.

That makes sense. How are volunteers finding the activities more generally?

They seem to be going down really well. To date, 95% of those who have given us feedback have said they think the activities are 'high quality' and 'aligned to the Scouting method'.



What if I'm doing more long term planning? Is the tool useful for that?

We hope so. Go to scouts.org.uk/volunteers/planning-your-programme and we'll walk you through the process of building a programme for a term, year or number of years. Simply choose a pre-made 'off the shelf' programme or build your own from scratch. You can also set 'Goals' for each term so that – as you build your programme – you can see how close your young people are to achieving certain Activity Badges, Challenge Awards or top awards.

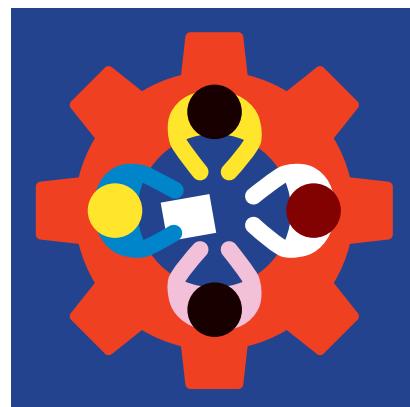
Fantastic! I really want to use the Programme Planning Tool with other volunteers and young leaders in my section. Can I do that?

We're working on it. The Programme Planning Tool will never be 'finished', because we'll keep developing new features and content as we learn more about what you like and don't like about it. We're committed to you being able to plan programmes collaboratively with other volunteers and, eventually, for you to see what other sections in your area and across the UK are up to.

Wendy Human
UK Commissioner for
Programme (Assurance)

What's the purpose of an Executive Committee and how can I get the right people onto it?

All Scout Groups and Districts have an Executive Committee to make sure young people get the most out of Scouts. Day to day, the volunteers on these committees function similarly to a board of governors at a school, making sure groups and Districts fulfil their charitable purpose safely and legally, and shaping decisions about how Scouts is run. It's important members come from all walks of life, bringing different skillsets and perspectives. But there are some skills to look out for when recruiting. Some – like being able to work in a team and



communicate clearly to solve problems – are generalised. Others – like having a background in law, or being good with money – are more specialised. As an existing Executive Committee, there may be areas where you're over and underrepresented, in terms of skills and backgrounds. Why not complete a strengths, weaknesses, opportunities and threats analysis (SWOT) to look at what's going well and identify any skills gaps? Then complete a development plan to tackle the changes you want to make. You might want to allocate tasks to smaller teams. If you're short of people, create a list of tasks that need completing, then ask fellow volunteers, friends and other contacts for help.

Don't forget: young people's family members are an often untapped resource, so check if they can help. Even if someone doesn't have the experience or expertise to fill a particular role, they might know of a perfect match. We've got loads of tips and tricks on how to bring new people into the fold in our story on the volunteer journey on page 68. The minimum roles that should exist within an Executive Committee – along with role descriptions, and info on the training and checks members must undergo – can be found at scouts.org.uk/execcommittees.

Good luck!
Amir Cheema
UK Commissioner for People

Everybody is kung fu fighting

Combining fitness with self-defence and huge mental benefits, martial arts have been practised across the globe for hundreds of years. Is it time you gave one a go?

Words: Jade Slaughter | Illustrations: Lisa Tegtmeier

With the summer holidays fast approaching, now's a great time for young people and volunteers to pick up a martial art.

For young people, it's a perfect time filler, and Cubs and Scouts have the added incentive of working towards their Martial Arts Activity Badge. Cubs need to learn a martial art for three months to qualify while Scouts need to practise one for six months, so you can get a decent way through the requirements during the school break.

For both adults and young people, the weather's warmer (always an incentive to get out of the house and move our bodies!), and, if meetings pause during the summer, it keeps everyone active and learning during the break.

Even if you're not keen on joining in yourself, learning about some of the different options can help you advise your young people about which one they could choose.

We spoke to some leaders and young people who are excelling in their chosen martial arts to find out why they picked theirs and what benefits they've experienced.

D'Arcy

Thai boxing

D'Arcy Emberson, 20, is from Durham. She's an Assistant Section Leader and Assistant District Commissioner, and has practised muay thai, MMA (mixed martial arts) and boxing.

D'Arcy: When I was a kid, my mum signed me up to ballet but I wasn't having any of it, so she sent me to MMA instead. I got my black belt at 11. Then I switched to a new gym and started Phoenix thai boxing.

Whereas some martial arts are more focused on drills and routines, muay thai's all about sparring. And, as you progress, you lose the protective wear, until you're wearing only hand wraps with your shorts and T-shirt. I did muay thai until I was 18 and a three-time British champion. And I was an inter-continental under-18 champion. Then I went to uni, which unfortunately didn't offer it. Because I was already somewhat trained in it – I knew how to throw a punch! – I decided on boxing. It went really well and I recently competed for Northumbria University. I've decided to have a break for now though.

I'm an Assistant Scout Leader and Assistant District Commissioner, in addition to studying, and I've got a big collection of injuries from martial arts. My kneecap pops in and out of place; I've fractured my eye socket and have permanent eye damage; my wrists click; I've got a weak ankle... But I won't stay out of martial arts for long. I'll probably go back to muay thai after uni. There are just too many benefits.

For a start, it's really honed my dedication. I trained four days a week for years, structuring my life around it, and that's really beneficial – it made me more productive. I'm also more mature than others my age because I always had quite a lot of responsibility. And when you're competing inter-continentially, you get used to staying focused under pressure.

You can tell the difference between the kids in my section who've done martial arts, and those who haven't. They just don't have the same discipline – they don't know to stop talking when someone else is talking, and they don't always have the same level of respect for people older than them. In every martial art I've done, you always give a lot of respect to people more senior than you. It's really helpful for Scouts.





Thomas and Charlie

Kickboxing and kung fu

Brothers Thomas, 9, and Charlie, 12, are from Mablethorpe, Lincolnshire. Thomas is a Cub Scout and does kickboxing. Charlie is a Scout, and does kung fu and kickboxing.

Thomas: I've done kickboxing for five years now. I'm the youngest black belt at my club!

Charlie: I've done kickboxing for five years and I'm a black belt too, and I've done kung fu for five years – I'm a black sash in that as well.

Thomas: Kung fu is boring.

Charlie: It's not boring. It's better for self-defence. I get to learn blocks, knife defence, and how to use weapons. I get to learn sword fighting!

Andrea (their mum): They've both done really well. Luckily, both the kung fu and kickboxing World Championships were in Manchester last year, otherwise we wouldn't have been able to afford for them to compete – the year before, they were in Portugal. Both boys did fantastically – Charlie won gold in the under 13s open hand category and Thomas won gold in his three categories.

Charlie: I think martial arts and Scouts have both given me better listening skills, teamwork skills and better concentration. It's good seeing how you progress.

Andrea: They've helped with so many things, particularly listening. It keeps their minds and bodies really active.

Thomas: I like winning competitions!

Charlie: My goal is to win more golds.

Thomas: Mine is... world domination.

'Martial arts and Scouts have both given me better listening skills, teamwork skills and concentration'

Rowann

Judo

Rowann Ford is from Redruth in Cornwall. She's an Assistant Section Leader and has practised judo for 36 years.

Rowann: I started judo when I was 10. My brother had started earlier but it wasn't considered 'for girls' – that made me want to do it even more! Its techniques allow you to lift and throw your opponents onto their backs, pin them down, control them and apply chokeholds or joint locks.

By 13, I was helping to run Redruth Judo Club and coaching. I became an area and national champion, started training with the British Judo Council (BJC) national squad, and gained my black belt at 17 years old.

Then, just before I started my A-levels, I became very poorly with carbon monoxide poisoning. I had a mini stroke that left me unable to walk and talk. But judo taught me to get back on the mat and learn all over again. I continued down the coaching path, gaining my 4th dan (three levels above black belt) and teaching kids.

In 2018, I took up competing again. By 2019, I'd become an International Masters Silver Medallist, a BJC National Gold Medallist and won BJC Top Junior Coach. I'm now back training with the BJC national squad

and hope to represent the British Judo Council abroad one day.

Judo, like Scouts, is a real family affair: my husband's a black belt, as is my son, Jago. He's a qualified coach and an Explorer – he's been in Scouts for nearly 12 years. My middle one, Tecca, has been in Scouts for eight years. She's a brown belt with a black stripe and took part in the Commonwealth Judo Championships. Arwen, my youngest, has been in Scouts for five years and just moved up from Cubs. She's a junior orange belt. They're all area and national medallists, all train with the BJC national squad and have represented them abroad.

In my group, lots of young people are doing martial arts for their Duke of Edinburgh's Award, and lots of young people in my judo club are working towards Martial Arts Activity Badges. They have so many benefits in common: friendship, new skills, a safe place to learn and fail, confidence and work ethos. Judo, in particular, gives tremendous amounts of courage and is fantastic for discipline. You also literally and figuratively learn to roll with the punches. My children are incredibly resilient – I think judo's played a role in that.



Other martial arts

Karate

Karate – which means 'empty hand' – originated in the 1400s, on the Japanese island of Okinawa. Many people believe karate was created when King Shō Hashi banned weapons on the island in order to prevent war, and people began using hand-to-hand combat to defend themselves. Today, there are around 100 million practitioners of karate around the world.

Aikido

Aikido was developed in the 1920s by Japanese martial artist Morihei Ueshiba, so that practitioners could defend themselves without injuring their attackers. In 1942, during some of the worst fighting in the second world war, Ueshiba said, 'To smash, injure, or destroy is the worst thing a human being can do. The real Way of a Warrior is to prevent such slaughter – it is the Art of Peace, the power of love.'

Tang soo do

Tang soo do was founded by Hwang Kee, who'd practised his native Korean martial arts of subak and taekkyon until Japanese occupation in the 1930s. The Japanese banned martial arts, so Hwang Kee escaped to China, scaling the Great Wall and distracting guards by throwing rocks. There, he learned kung fu. After the second world war, he returned to Korea and founded tang soo do with four other practitioners of kung fu and karate.

Fencing

Fencing originated in 15th-century Spain, when civilians began carrying swords for the first time. There are three forms of modern fencing, each using a different kind of weapon and different rules: foil, épée and sabre.

Jiu jitsu

Jiu jitsu (also known as jujutsu) was developed for fighting feudal Japan's samurai warriors and is perfect for defeating an armed and armoured opponent without using weapons. Because hitting samurai wasn't very effective, practitioners learned that the best methods for overcoming them took the form of pins, joint locks and throws. These techniques were developed around the principle of using an attacker's strength against them.

Kendo

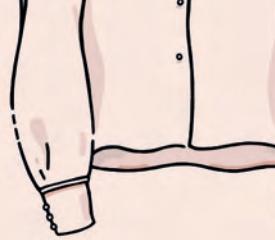
Kendo means 'way of the sword' and is a Japanese style of fencing developed around 1711. It's practised wearing traditional Japanese clothing and armour (bogu), using one or two bamboo swords (shinai). Kendo's different from European fencing in the way the sword is handled: strikes involve both the edge and tip of the shinai.

Taekwondo

Taekwondo is a South Korean martial art established in the 1940s and '50s, focusing on kicks. 'Tae' means to kick, 'kwon' means to attack with the hand, and 'do' translates as the 'art' or 'way'. All practitioners are expected to uphold the five tenets of taekwondo: courtesy, integrity, perseverance, self-control and indomitable spirit.

Wrestling

Wrestling is one of the oldest forms of combat in the world – it can be traced back 15,000 years through cave drawings. It's purely based on grappling techniques, doesn't allow punching or kicking, and there are three main types: freestyle, Greco-Roman and folkstyle. ☀



More than an outfit

Anyone who's ever felt a little bolder in a new coat or acted a little sillier wearing fancy dress knows the clothes we wear can affect how we feel and behave. Here, we explore the growing availability of inclusive clothing, the difference it's making to people's lives, and how it's helping them to be themselves

Please be aware that this article contains discussion about self-harm scars

Words: Annabel Rose | Illustrations: Kate Wilson

Most of us know that the clothes we wear can affect the way we feel. Sometimes it's simple. An itchy jumper may make someone feel irritable, or a pair of too-tight trousers may put someone off joining in with a spontaneous dance party.

In 2014, the idea of inclusive clothing made headlines as attention turned to the links between girls' participation in PE and the kits they were expected to wear. One study found that over a quarter of girls avoided sport because of the kit, and Jennie Price, head of Sport England, said they should be allowed to wear more comfortable clothes. Now, many anecdotal reports suggest that relaxing the rules (and involving young people in designing their kit) improves participation.

Of course, sometimes it goes deeper than comfort. Sometimes clothes

affect our thinking. Studies have found that wearing large hoods and capes made people more likely to give others electric shocks, and wearing a bikini made women feel ashamed, eat less, and perform worse at maths.

Two psychologists, Hajo Adam and Adam Galinsky, decided to investigate whether clothes really have power over how people see themselves and behave. They suggested a phenomenon called 'enclothed cognition' to explain how wearing clothes with symbolic meanings changes how we think and behave.

They did a series of experiments involving attention tests and white lab coats. In one, they found that people wearing lab coats made around half as many errors as those wearing their everyday clothes. In another, they told some people that the coats were

'doctor' coats and told others they were 'artistic painter' coats. Those wearing 'doctor' coats performed better than those wearing 'artistic painter' coats. The clothes people wore (and what they symbolised and meant to them) affected how they thought and performed.

Clothes are important. They're not just about looking good: they can affect how people feel, how they see themselves, and how they act.

Over the past few years, we've started to understand that the same clothes don't work for everyone. People with sensory sensitivities, people who are physically disabled or have scars, and plus-sized people all need options that work for them. Thankfully, there are more options than ever – and it's making a real difference to people's lives.





Sensory sensitivities

We use our senses to gather information about the world. People who struggle with sensory processing (for example, many autistic people) may be more or less sensitive to things that others don't think twice about, like finding perfume overwhelming or preferring strong-tasting foods. When it comes to clothes, there's plenty to consider.

Josefina Troncoso is an autistic artist and youth patron for the charity Ambitious About Autism. Clothes that work for her include 'fabrics that feel unusually soft, and loose clothing'.

Other things, including tight clothing, clothing with a lot of seams on the inside, and clothing made from stiff fabrics are a total non-starter for her.

Josefina says it's very common for autistic people to have specific clothing requirements. Some are common (like disliking seams inside clothes), but not everyone's preferences are the same.

'Some people can't stand the feeling of velvet, whereas I love it – as long as it doesn't have a viscose lining,' explains Josefina.

Things become difficult when people don't have as much choice in what they wear. Josefina had to wear a school uniform; she hated the formal version as it 'felt very constraining'.

At the time, she didn't have the knowledge or vocabulary about autism to understand what was going on.

'I think I just assumed it was meant to be uncomfortable,' she says.

It's not just about discomfort – often, 'the general public don't understand how clothing affects autistic people,' Josefina says. 'Sometimes it feels flat out painful. I can't help thinking about it even when I try to distract myself.'

As well as affecting our wellbeing and mental health, clothes can prevent people getting on with everyday things, like education. Josefina says that clothes 'absolutely' affect her ability to get on with day-to-day tasks.

'I can't even sit still,' she explains. 'If I'm at home, I have to spring back into my room to get changed.'

What about when clothes do work?

'I think I feel more normal? Happier?' Josefina ponders. 'Sometimes with particularly "me" items of clothing, especially when they're new, I get like a weird rush of happiness.'

'It's nice (and almost novel) to feel really comfortable, even though nobody decides what kind of clothing I wear anymore. I feel really grateful for clothes that work for me.'



'Some disabled people struggle to find clothes designed with bodies like theirs in mind'



Physical disability

Some disabled people can buy clothes from any shop, but others struggle to find stuff that's been designed with bodies like theirs in mind. Motivated by morals and profit, brands (including M&S, Seasalt and Nike) are responding to the demand for adaptive fashion, but small businesses were ahead of the trend.

Zayne Kalbouneh launched Tubie Kids because she was struggling to find clothes for her daughter who's tube fed. To connect her to her feed, 'we had to fully undress her, even if

we were out in public', says Zayne. Cutting holes in her clothes ruined them, left her exposed, and singled her out. 'Tubie Kids T-shirts look like normal clothing,' explains Zayne. 'You just lift the flap, attach the feed, and nobody can see anything.' The clothes feel special, too – there are fun designs, 'so children can have tops that look like standard clothing.'

Sibling team Jess and Dom set up Willow Bug because it was difficult to find clothes that worked for Jess' daughter, Willow, who has SMA (a condition that causes muscle weakness). When you spend your whole day sitting, zips, waistbands, seams and even small creases become really irritating and trousers can ride down at the back. Willow Bug's school trousers have a soft, zip-free waistband and they're higher at the back too.

Winter coats were another big issue for Willow. 'It was a huge struggle to get Willow's arms into the sleeves,' explains Jess. 'Once the coat was on, it was too bulky and made it difficult for her to drive her wheelchair'. Willow Bug's coats are shorter and less padded and have Velcro at the back – Willow slides her arms in and Jess fastens it. It's made a huge difference for Willow. Before, when it was cold, Willow never wanted to go out, but, with the coat, last year she could finally enjoy a snowball fight with her brother.

Tubie Kids and Willow Bug are making things easier for other people, too. 'I know how much the clothing's changed mine and Willow's lives,' says Jess. 'To hear others are benefiting too is great.'

Scars

According to The Children's Society, one in six young people have self-harmed in the last year. Not all self-harm causes scars (and not all scars are from self-harm), but some people choose clothes to cover scars.

Gray Crosbie is a contributor for the BBC's The Social, a digital platform that develops young talent. They shared Gray's poem 'Covering Scars With Summer Jumpers' last year. 'When I was younger, I used to cover my scars all the time,' Gray explains. 'It was a bit of a nightmare, especially when it was warm.' It also stopped them joining in, for example, with swimming. Self-harm 'wasn't





CALLING ALL HOUSEHOLD HEROES!

In light of the Coronavirus pandemic, our Children with Cancer UK Mini Superhero Challenge is adapting... We know units have been forced to suspend their meetings, schools have had to temporarily close and all manner of life is being conducted from home.

You and your Scouts can continue to help us fight the injustice of childhood cancer and help parents across the UK keep their children motivated, by taking on the Mini Superhero Challenge.

Our challenge is completely flexible based around the number 12; the average number of children and young people diagnosed with cancer every day in the UK. So whether your scouts are doing 12 chores for 12 weeks or completing the Mile a Day March for 12 days, they'll be a Household Hero in the eyes of those children and families dealing with the devastating impacts of childhood cancer.

Sign up to create your online fundraising page and receive a free online fundraising pack today!

superhero.childrenwithcancer.org.uk

020 7404 0808

fundraising@childrenwithcancer.org.uk
childrenwithcancer.org.uk/minisuperhero



Each member of your unit raising at least £12 will receive a very special 'Children with Cancer UK Mini Superhero' badge and feel proud that they're making a positive change and helping more children survive cancer.

Please share the details of our challenge with your parents and carers. It's a great way to keep children occupied with meaningful activities during this time of uncertainty.

How will you be a #HouseholdHero?



'When you feel OK about how you look, you find confidence. You can be who you are'

something I could talk about' says Gray. 'It was something I had to hide.'

Self-harm isn't shameful but whether scars are days or years old, 'It's hard, because so much of your history is there,' Gray explains. 'It can be quite scary knowing that people can see I have a history of self-harm; you feel quite vulnerable.'

There are things everyone can do to make it easier for people with self-harm scars. Avoid asking insensitive questions and, 'If you notice someone else asking an inappropriate question, say so, and check the person with scars is OK,' suggests Gray. People can also 'actively practise not staring'.

With time and welcoming environments, some people feel comfortable showing their scars. 'It was a very long process', says Gray. 'I still feel like I'm going through it sometimes'. At first, their decision 'was almost a protest' Gray explains. 'People might find it uncomfortable, but this is my body, this is what I have to put up with, this is just how it is.'

Ultimately, it's about choice. 'If people feel uncomfortable having their scars out, there should be options to keep them covered,' says Gray. Equally, 'If you feel happy with your skin and your scars, you should be able to wear your skin and feel OK. It's your body, and it's whatever you feel most comfortable with.'

Whether they're keeping them covered for work or wearing short sleeves in the summer, choice means that Gray can go about 'not even considering' their scars, and 'that's a much nicer place to be'.



Plus size

Size differences between shops can be frustrating, but many of us take for granted that we'll be able to find something that fits – a luxury that people with bigger bodies don't have.

Hollie Burgess (better known as HolliePlus) is a plus-size fashion blogger. 'It's improved over the past five years,' she says. 'Before, it was really hard to find fashionable clothing. There were only basic things – stuff that standard-sized people would just wear around the house.'

Not being able to find clothes that fit 'makes you feel like there's something wrong with you,' she says. As a teenager, it affected her socialising. 'What's the point in going clothes shopping, if I can't do what my friends are doing?' And when it came to parties, if she couldn't find nice clothing, she didn't want to go.

'As an adult, it seems a bit trivial,' says Hollie. She's clear that it's not about clothes (or appearances) determining self-worth. It's about being included. Things are getting better, but 'it comes with limitations' says Hollie. 'If I had a wardrobe malfunction today, if my jeans ripped or I spilled coffee, I'm 99% sure I couldn't go and find an outfit on the high street.'

Comfort zone

Nevertheless, small changes in the industry, such as plus-sized clothes becoming more widely available, are having an impact. 'It sounds dramatic,' Hollie says, 'but it's changed my life. When you're big you're always being told you're taking up too much space, all these negative things. When you feel OK about how you look, you find confidence. You can be who you are.'

There are still barriers, including cost and choice. The industry has a long way to go to include everybody, but positive changes are showing people they're valued. 'It's really nice,' Gray says. 'I remember when I didn't think this day would ever come.' ☺

Charities such as Mind have lots of information and support. Always follow the Yellow Card and pass on concerns about a young person.



Like the sun coming out

Young naturalist and activist Dara McAnulty has found inspiration and comfort in the natural world, especially as an autistic young person.

The former Scout and author of a forthcoming book of his journals talks to us about the central role that nature plays in his life

As told to: Aimee-lee Abraham | Photography: Elaine Hill

'The natural world always made sense to me in a way that people just didn't'

At the age of 12, wildlife enthusiast Dara McAnulty sat down at his keyboard and started a blog: Young Fermanagh Naturalist. It was an attempt to get all his thoughts down, and to share his passion for the 'beauty and wonder of nature; the challenges it faces, and the ways we can help'.

Over the days, weeks and months that followed, Dara watched in amazement as his writing quickly gathered support from some of the world's most eminent conservationists and environmental leaders.

Since then, he's captured the imagination of thousands of people around the globe, spoken at 10 Downing Street, and scooped up numerous awards for his contribution to conservation, including the title of BBC Springwatch's 'Unsprung Hero', Birdwatch Magazine's 'Local Hero' and, most recently, the prestigious RSPB medal – of which he's the youngest ever recipient – joining the likes of previous winners Sir David Attenborough and Bill Oddie OBE.

Dara talked to us about how his passion began with picking up feathers in the playground and took flight thanks to the support and encouragement of a very special Scout group – where he found himself at home in the company of other young people who shared his love of the landscape.

It all started with picking up feathers. Growing up in Belfast, I was used to being enclosed by massive buildings; to feeling contained and constrained. But there were trees lining our street. And a park to run around in. And there were plenty of pigeons that would drop feathers on the ground as they scurried past. As a small child, I'd pick those feathers up and I'd look at them for hours, marvelling at all of the subtly different patterns and colours, finding little bits of wonder in them. The more I saw, the more I wanted to learn.

My earliest memories fall into two categories: either I was spending time inside my own head, or I was among the creeping, crawling, fluttering wild things. I'm autistic, and the natural world always made sense to me in a way that people just didn't. I can still remember lying in bed with my parents, aged three, waiting to hear the early morning notes of the blackbird on the roof, harking from the kitchen extension. Whenever it came, I'd breathe a sigh of

relief, because it meant the day had started just like any other. There was symmetry to it. Clockwork.

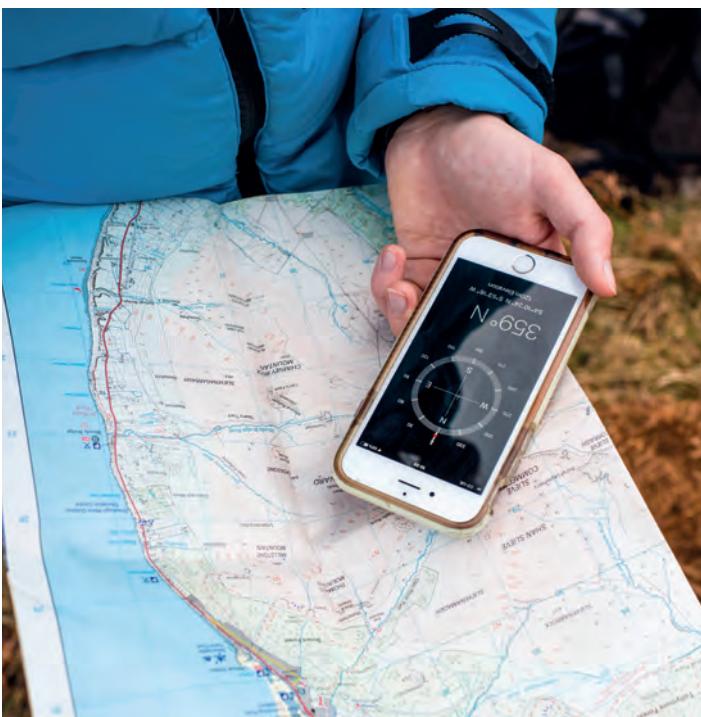
A lot of young people don't get the chance to get to know nature, because their parents think it's 'dirty'. I've seen parents warn their children: 'Don't touch that feather!' or 'Don't go near the mud!' I've lived in cul-de-sacs alongside families who keep their children indoors and empty-nesters who tend to their lawns with scissors. If you're raised to view nature as unclean and unpleasant, you might always see it that way, but if you're allowed to explore nature from a young age, the likelihood is you'll fall in love with it, and you'll continue to love it for the rest of your life.

It doesn't matter where you live or how much money you have; all you need to develop a better relationship with nature is to start noticing things. Start small. You don't need fancy equipment and you don't need to live in the countryside. Maybe, next time you're out on the street, you could listen out for the birds instead of automatically putting your headphones in. Or you could take a look at a street tree and pause to notice the details like the patterns in the bark.

Once you start noticing, you develop that sense of place; that connection. I've always believed that anyone can do this, because everyone is born into this world with an innate yearning to connect to nature. It's how your life unfolds as you get older that determines what happens next, I think; whether you'll pursue that connection or lose out on it.

I knew early on that my passions weren't typical. In primary school, it became apparent pretty quickly. No one else got quite so excited over a fallen acorn. And when I tried to show people the worms I'd found in the playground, they'd run away. I was badly bullied for a while. My inability to break through into the world of talking about football and Minecraft was not tolerated. But I found solace in writing down how I felt about nature. It made it more real.

I didn't start out planning to be an activist for our climate and environment, it was more of a graduation into that space. I guess it began with my blog. I started it in June 2016 as a way to process my thoughts, and was soon shocked and overwhelmed by the response to it from people all over the world. When I got a few followers, I moved onto Twitter because I wanted to really make sure that my message was heard.



Naturalist and environmental campaigner Dara has autism and has always felt more at home outdoors. He discovered kindred spirits during his time at Scouts but also the inner strength to become more sociable



'Scouts was a game-changer... I was surrounded by people who wanted to be outside as much as I did'

I've since met some wonderful people and have had extraordinary opportunities. I've pushed myself to the very limits of my comfort zone, doing things I was scared to death of doing not so long ago; things I'd previously felt so overwhelmed by I'd get palpitations and want to be sick.

When I won the RSPB medal for my contribution to bird conservation, I made the mistake of looking at the previous winners (who include some of my heroes, like Sir David Attenborough). I just couldn't believe I deserved it. I thought it was a joke at first! I'm so grateful, and I hope to use these opportunities to show people that those who are autistic can achieve amazing things if they're placed in a nurturing environment.

After I found out about the crisis our world is in, I couldn't stand by and do nothing, but I don't think campaigning is the magical elixir. We need a lot more than our voices. We need reforms to the education system. We need more places for young people to go. We need governments to listen. We need social justice. All of these things. Only then will nature be fully healed.

Scouts was a game-changer for me. For the first time, I was surrounded by people who wanted to be outside as much as I did. My leader, Tony, was the person who showed me the absolute wonder that could be found in pursuing my interests. He was so inspiring to be around, because he led by example and had all of these amazing outdoor skills which he'd share with us all. Seeing that other people could feel that connection to nature as intensely as I did made me feel less alone; it helped drive me forward.

Before Scouts, my experiences with nature had always been pretty insular. Being outside with other people was an entirely different experience. There was lots of time spent talking, and we'd go on big camps pretty much every month together. It helped me to develop my conversational skills, which were abysmal at the time! Now, I can stand up in front of crowds to talk about my passion for nature, which is an amazing improvement. I'd recommend Scouts to anyone: I think it's one of the best things you can do.

I recently started an Eco Group at my school. There are 18 of us, which is way more than I ever thought would show up. I was quite shocked at first. When we get together, I pass on a bit of knowledge about the creatures that live

near our school and what we can do to help them thrive. Recently, we looked at the local mudflat, and learned about all the waders and shellfish and seagulls who frequent it. It's been an amazing experience. In previous schools, I'd always tried to set a group up, but there was always a reason not to do it: like not having enough teachers to supervise, or problems with insurance.

Moving to the countryside when I was a bit younger was an incredible experience for me. For the first few nights, I could hardly sleep because I was distracted by the sound of the cows mooing in the field outside. I'd never heard anything like it in my life! If you are autistic, change can sometimes feel traumatic. But it depends on what sort of change it is. In this instance, it was such a profound improvement; I'd adjusted to my new surroundings within a week. Now, I go out into the forest with my family most days. If I didn't do that, I'd probably go insane. I don't know what I'd do without it. It's probably one of the best things I can do if I'm really stressed.

It's hard to choose a particular favourite landscape, because I seek out different things to suit particular moods. If I'm really anxious, I'll go out into the forest for a bit. If I need some peace and tranquillity, I'll go up a mountain. It's hard to explain, because it's not based on logic. It's how I am. When I wake up in the morning, my brain will tell me: 'OK, this is a day where I really need to go out and get into some woodland,' or 'This is a day where I could really do with being sat somewhere 700m above sea level.' It's instinctive, and I think it's something that you learn about yourself over time, the more you get to know the areas around you.

I have so many hopes and dreams for the future. I hope that our world begins to heal. I hope that the biodiversity crisis is resolved. I hope that people begin to listen to the scientists who are offering up solutions to these problems. I hope the education system is reformed, so nature can play a more prominent role within it. It can be hard not to feel disheartened when we look at the state of our planet, but I've seen dramatic changes happen before my eyes over the last few years in terms of attitudes. And young people are leading the way. We're finally waking up to the beauty and fragility of this world, and working so hard to protect it. It gives me a lot of hope.



Thinking
on your feet
starts on
a patch of
tarmac.



Playing
your part
starts in
the village
hall.



Feeling great
about yourself.
There isn't
a badge for
that, but there
should be.



When you
need a plan B,
you'll be
glad of that
orienteering
badge.



Asking
the big
questions at
Brockwell
Scout Hut.





It's hard to choose a favourite memory from my time at Scouts, but if I had to choose one, I guess I'd go for the woodpecker story. It happened on one of our camps. I was hiding just behind a holly bush as part of a game. When I took a step forward, a massive woodpecker flew out and scared the living daylights out of me. It was absolutely ginormous! It was actually the first woodpecker to be seen in this part of the world for a long time. You don't really get woodpeckers in Ireland, so it was a bit of a shock.

Throughout the rest of the camp, we'd be lying in our tents at night and we'd hear the knock-knock-knocking. I can remember it so clearly; this blur of red and white feathers. I was in a state of shock for about 10 seconds afterwards, to be honest, holding my breath. But standing there alone in the forest, realising what I'd just seen: it was spellbinding.

I'm not really sure how to describe the feeling I get when I'm out in nature. It's a multitude of different emotions, all flooding in at once. A mixture of contentedness, happiness, joy and wonder. All of them coming in at different ratios, and building up to this overwhelming feeling of amazingness.

It's impossible to describe the feeling in full. And it's impossible to simulate. When you feel yourself making that connection, you'll know. It's probably the best experience a human can have in this world.

Dara's debut book, *Diary of A Young Naturalist*, will be released on 25 May. Published by Little Toller Books, it's available to pre-order now. 



Let's talk about death

Many people would rather go through life ignoring it, but in talking more about death, we can be better equipped to deal with it. To mark Dying Matters Week, we talk to an expert and embark on a journey around the world to find out how we might be better at death while we're still living

Words: Jade Slaughter | Illustrations: Margaux Carpentier

Death is a topic that many of us cringe away from. Some people find it awkward, some upsetting, and others just think it's a bit of a downer. However, it's Dying Matters Week 11–17 May, which aims to 'place the importance of talking about dying, death and bereavement firmly on the national agenda'. It's time to be brave. To find out why so many people struggle to talk about the 'd' word – and why it's so vital that we do – I went to visit one of the new institutions cropping up to deal with the issue: a Death Cafe.

Death Cafes: from England to the rest of the world

In 2011, a web developer named Jon Underwood and his mother, psychotherapist Susan Barsky Reid,

held the first Death Cafe in their living room in Hackney. Noticing an increasing sense of societal discomfort in confronting the topic of death, Jon said, 'We have lost control of one of the most significant events we ever have to face,' and wanted the cafe to be an opportunity for strangers to come together and take back control. There was also tea and cake.

Jon believed that tea and cake were important for building a supportive environment for people to open up (a theory I can heartily get behind) and wrote it into the core requirements of a Death Cafe. Now, there are more than 10,000 Death Cafes across 69 countries – that's a lot of people drinking tea, eating cake and talking about death.

The Death Cafe I visited took place at the Almeida Theatre in Islington, on a cold, drizzly afternoon in January. Despite the weather (and the topic), the room was warm and bright, and the atmosphere cosy and convivial. The windows soon steamed up with the chatter of around 30 people, sat on tables of six and sharing plates of chocolate brownies. One of the foundations of Death Cafes is that they're safe, confidential spaces, so I won't divulge the specifics of what was discussed on our table, but I did grab Debbie Young, who runs the cafe, for an on-the-record chat.

Jade: So how did you end up running the cafe?

Debbie: Back in 2011, my business



'It makes me think – hmmm, maybe I should organise some of that! These are essential conversations to be had'

partner and I worked in the NHS, commissioning and running projects focusing on end of life care. We got involved in the Dying Matters Campaign, and Dying Matters Week, and realised that we were really passionate about the cause. We decided to leave the NHS so we could set up a business raising awareness around death and dying, and end of life planning. We were doing a lot of work training staff anyway, in doctors' surgeries and care homes, around how to have conversations with patients and families about death. But it felt like unless the public were also able to have those conversations, it's a bit of a one-way street. We wanted to reduce the stigma, the taboo.

The result was Gentle Dusk, which offers workshops to the workforce and the public on talking about death and end of life plans, and Future Matters, a volunteer-led community project where people can get peer-to-peer support to plan for end of life. Luckily, we were able to get funding quite quickly because we were already known and trusted by the people in the area because of our NHS work.

It was around then that we became aware of Death Cafes, and started attending them. We thought they were great but didn't think they were necessarily part of what we needed to do. Then, one Dying Matters Week, we thought 'Why not just run one?' because we're always looking for activities as part of the programme. That was our first one, three and a half years ago, and people loved it! They were immediately asking 'When's the next one?' and some people have come to all of them since. We started doing them quarterly at first, but the



Debbie Young started projects to help people discuss and plan for end of life

waiting list started getting long, so we increased them to every couple of months. It's amazing how many people – from all walks of life – want to attend.

Jade: It's a really diverse group here today. Before I came, I thought most people here would have recently suffered a bereavement or be living with a terminal illness – definitely an older crowd. But everyone's different ages, and everyone I've spoken to has had different reasons for being here...

Debbie: ...Which changes the topics that people talk about. The people at your table were quite young, so you discussed social media and digital legacies – what's left behind after we die, and how we can control that – which didn't come up on the other tables.

Jade: It was also a surprisingly uplifting experience. I didn't expect to come away feeling so positive.

Debbie: When you start running them, you think 'How is this going to

work? How can you sit with strangers and talk about death – isn't that going to be really sad?' But as you've seen, that isn't the case at all. Feeling uplifted is always part of the feedback – afterwards, people feel positive and empowered to talk to others about death. You hear difficult stories, too, about what happens when people haven't been able to talk about death with their loved ones, when what's left behind is messy and painful, and people aren't sure they're doing what their loved ones would've wanted them to do. It makes you want to go home and check in with your family and friends – what do they want to happen to them at the end of their lives?

Jade: Someone on my table was saying that after experiencing multiple tragic deaths and visiting the Death Cafe multiple times, they've now put plans in place with both their parents so everything's clear in the event of a terminal illness or sudden death: around care, power of attorney, funerals, legacies, all of it. It makes me think – hmmm, maybe I should organise some of that! It feels like these are essential conversations to be had.

Debbie: Of course! There are also other really important reasons to talk about death. We've been approached by quite a few medical students and junior doctors asking if it'd be appropriate for them to attend. They've had little or no training in how to talk about death, despite it being a big part of their professional lives: they've got to have those conversations, but they don't feel prepared or equipped to do it well. They come here to listen to people's

stories and work out how to approach those conversations in a way that's helpful for patients and their relatives.

Even in care homes, staff aren't always trained to discuss these things – and they sometimes just don't want to. They're scared of bringing it up. So you get into situations where people are dying and it's a crisis situation because it hasn't been talked about. No-one's asked them, 'When this happens, do you want to be taken to hospital? Who do you want with you?' You end up with people being taken to hospital and dying there, with no one around them, because they never got the chance to talk about their wishes. That's why we made free downloadable plans available on the Gentle Dusk website, so you can make end of life plans for yourself or with loved ones.

Jade: It's funny because we all experience death, and we all know what makes us feel better, but so few of us feel able to offer it. I experienced a death not long ago, and I found even people who seem really open in all other aspects of life didn't really want to mention it or talk about it. But I wanted to talk about that person – it was comforting to remember them.

Debbie: That's why it's important that anyone who fancies setting up a Death Cafe should give it a go. The Death Cafe website is brilliant because it gives you really clear guidelines on exactly how to do it – you don't need any qualifications, and you can start off small.

Jade: Has it all helped you feel more comfortable with death?

Debbie: Well, I understand people's fear – occasionally, late at night, I'll think about death and a panic will come over me. 'I can't die! I'm not ready!' And I'll try to think, 'Why? I'm happy, I'm living a good life'.



Jazz funerals in New Orleans involve many carnival traditions. Dancing is strongly encouraged, to help people express their feelings for the person who's died

But I know it's because I don't want to end up in a care home, in a plastic chair, full of regrets. It makes you think about what you want to achieve in life, and what decisions and plans you can make now, to make sure the end of your life is as you want it.

I'd like to be in a care home by the sea – I like outdoor swimming, so maybe there's a little swimming pool they could put me in – with wine, and always a cup of tea. It sounds more like a hotel, really. But that sounds nice. I think there I could be like, 'I've had a good life. I'm tired. I'm ready.'

If you're interested in running a Death Cafe with your group, get all the information you need at deathcafe.com/how.

Death in cultures around the world

Of course, death isn't exclusive to the UK – so how do other countries handle it? Here's a look at different cultures around the world and how they mourn, celebrate and remember when a loved one's life comes to an end.

USA

In New Orleans, Louisiana, jazz funerals are common. Merging a large range of funeral and carnival traditions, from those of Nigeria's Noruba people to Mardi Gras Indians, funerals are accompanied by a marching brass band that switches from sorrowful music and hymns at the start, to joyful,

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'Indonesian funerals are very expensive, involving the whole village and lasting anywhere from a few days to a few weeks. Families save for long periods of time to raise the money'

raucous beats at the end. Dancing's highly encouraged to both celebrate the life of the deceased and to express the attendees' strong emotions.

China

In China the symbolic colour of grieving is white, not black, so giving a Chinese person white flowers is considered very unlucky. Because there's an impression that young people in China no longer know how to express emotion properly, there's also a trend for hiring people to mourn at funerals. They learn facts about the deceased so they can authentically empathise and chat with other mourners, and make a big show of expressing their grief – wailing and sobbing, and helping other family members to feel comfortable doing the same.

Indonesia

In Tana Toraja in eastern Indonesia, death isn't looked on with dread like it often is in the west, but as an important, celebrated part of living. Indonesian funerals are very expensive, involving the whole village and lasting anywhere from a few days to a few weeks. Families save up for long periods of time to raise the money needed – until they have enough, which can take years, the deceased is referred to as 'sick' or 'sleeping' and is well-cared for in the family home. Their clothing is regularly changed, they're fed food and a solution of formaldehyde and water, and they're even taken out for trips.



In Japan, after cremation the bones are picked up with chopsticks

Japan

In Japan, 99% of deceased people are cremated. After the cremation, the deceased's relatives pick the person's bones out of the ashes and place them in an urn using large chopsticks. Sometimes, two relatives will pick up the same bone, which is the only time this is considered acceptable – it's a serious faux pas for two people to pick something up with their chopsticks together at any other time, as it reminds people of death. The bones of the feet are picked up first, and the bones of the head are picked up last. The average funeral in Japan costs more than 3 million yen (around £21,000). Because Japanese people are typically reserved when it comes to the topic of money, and particularly embarrassed to discuss it at a time of grief, most people only find out the cost after the funeral has happened.

South Korea

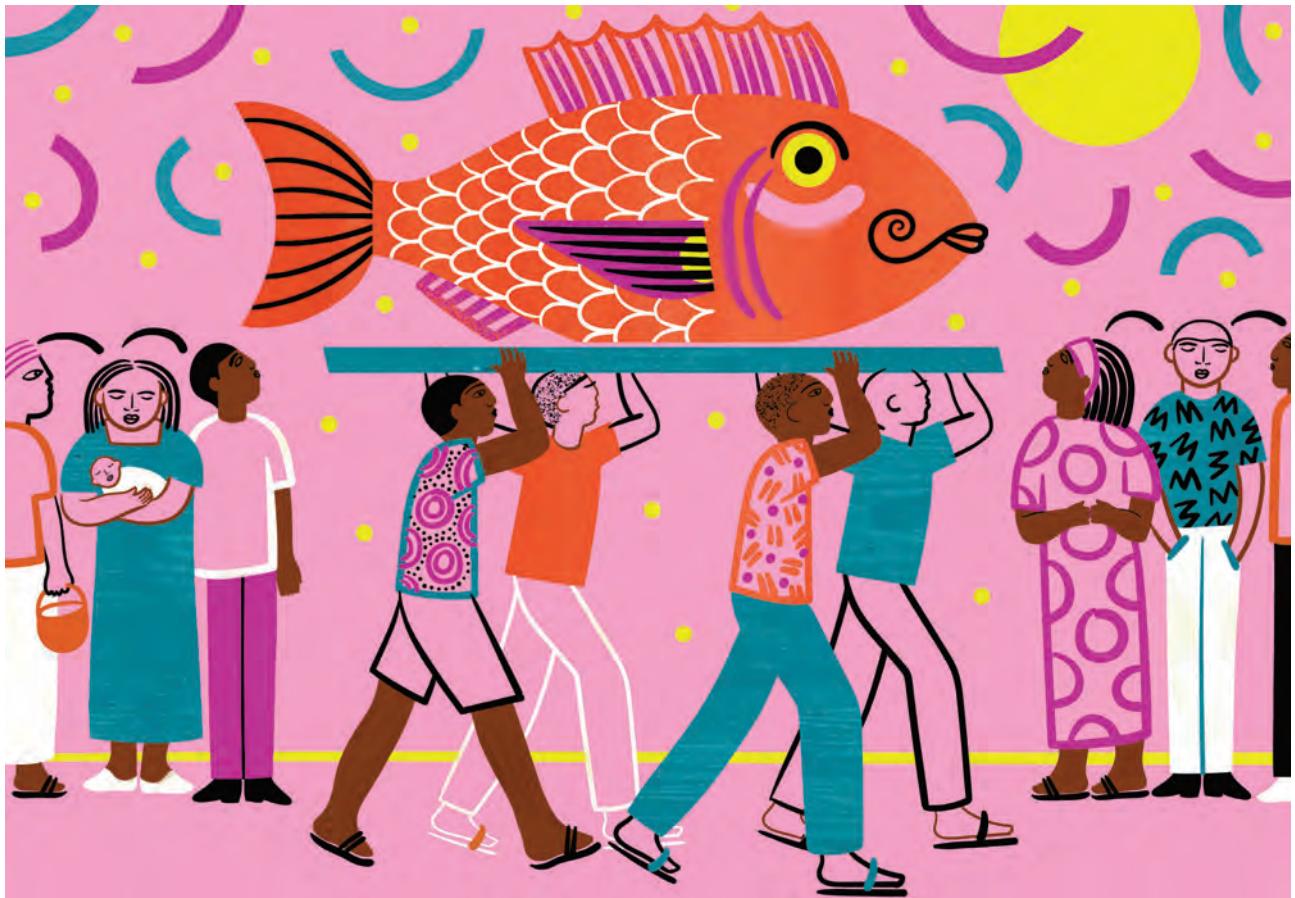
A law was passed in 2000 that said anyone being buried in South Korea had to be removed after 60 years. Because of this, cremation surged in popularity, going from four out of 10 people being cremated to seven out of 10 in just a decade. What's also increased in popularity is the practice of turning people's ashes into beautiful 'death beads', in turquoise, pink or black. These are displayed in glass vases around the home, and considered less creepy than traditional urns.

The Philippines

There are lots of unique funeral practices across the Philippines. When someone dies, the Benguet of north-western Philippines construct a special chair out of bamboo and place it by the main entrance of the house. They then blindfold the dead person – so they don't have to witness the suffering in the world – and place them on the chair for eight days, before burying them. Their neighbours in Tinguian do a similar thing but place a lit cigarette in the lips of the deceased. The Caviteño, who live near Manila, choose a tree as they near the end of their life. Once they've died, family and friends hollow out the tree trunk and bury them inside to return them to nature. Meanwhile, the Apayo, who live in the north, bury their dead under the kitchen to show everlasting love and affection.

Mongolia and Tibet

Sky burials are funeral practices where a corpse is chopped up and



In Ghana, coffins reflect a departed person's interests, profession or status. A coffin could take the form of an aeroplane or a Porsche to show wealth, a Bible if someone was very religious, or a fish for a fisherman.

placed on a mountaintop to decompose, so the elements – and animals, such as vultures – can dispose of it naturally. This is popular with Vajrayana Buddhists in Mongolia and Tibet, as they believe the soul moves on once a person is dead, leaving the body an empty vessel. Sky burials have been done for over 11,000 years and, according to a recent report, about 80% of Tibetans still choose it.

Madagascar

There's a famous ritual among the Malagasy people of Madagascar called 'famadihana', or 'the turning of the bones'. Every five to seven years, families take the bodies of loved ones out of the family crypt

and wrap them in fresh silk shrouds sprayed with wine or perfume, with the name of the deceased written on so they can always be remembered. A band then plays and family members dance with the bodies above their heads, drinking and chatting with them, before returning the bodies to the crypt at sunset. It's a chance to bring extended families together, to pass news onto the deceased and ask for their blessings, and to remember and tell stories of the dead.

Ghana

The Ga-Adangbe people of Ghana are famous for their spectacular coffins. These elaborate structures often represent the interests,

profession or status of the departed, and are meant to see them off into the next life in style. A coffin could take the form of an aeroplane or a Porsche (to show a well-travelled or wealthy person), a giant Bible (in the case of a highly religious person), a fish (for a fisherman), or something they just enjoyed in life, such as a Coca-Cola bottle or even a giant cigarette packet. In Ghana, coffin makers are regarded as important artists and their work costs around a year's salary. The funerals themselves are grand affairs that often cost more than weddings – they're advertised on huge billboards so that nobody in the community misses out. ☺



Films that spark Scout values

From brave orphans in a beautifully animated story to adventure seeking teenagers in a timeless eighties classic, our movie round-up has something for all sections

Words: Aimee-lee Abraham | Illustrations: Maria Suarez-Inclan





He Named Me Malala (2015)

Suitable for: Scouts and up

In October 2012, 15 year old Malala Yousafzai was riding the bus when a member of the Taliban came on board, asked for her by name and opened fire. It was an attempt to silence her for speaking out against a ban on girls attending school across Pakistan. But Malala survived, and she refused to keep quiet. Filmed over 18 months, this moving documentary accompanies the Yousafzais as they go about their lives in the aftermath, with Malala's subsequent rise to fame, her settlement into a new home in the UK, and the challenges she faces in juggling her global campaign work with being a teenager. In one scene, Malala holds power to account at a UN conference. In the next, we see her playfighting with siblings, blushing when asked if she plans to take anyone to prom, and fretting over a failed physics exam. Although everything about Malala's journey is spellbinding to watch, it's these tiny glimpses into her daily life that make this particular documentary so special. It reminds us that so many of our heroes are ordinary people, and that ordinary people are capable of extraordinary things.

Scout values: integrity, care, belief, co-operation

Paddington (2014)

Suitable for: Beavers and up

Michael Bond – author of the original Paddington books (later a TV and film series) – grew up in Britain during the second world war, and watched as his parents opened their home to evacuees fleeing persecution. Those early experiences shaped his views on the importance of kindness and hospitality, and ultimately inspired him to imagine the story of a bear who crosses oceans in shipping containers before ending up at Paddington station with nowhere to go, nobody to lean on, and nothing but a duffle coat and a suitcase stuffed with marmalade. That is, of course, until he meets the Browns, who take him under their wing – only to find themselves forever changed by this chance encounter with a walking, talking bear. On the surface, it's a charming film about a very clumsy bear and the sticky situations he finds himself in. But it's also a story about what it means to extend a helping hand to someone from a faraway land, the importance of belonging, and the sheer deliciousness of the humble marmalade sandwich: all things we should endorse and encourage the next time we break bread on camp.

Scout values: integrity, care, co-operation

Liyana (2017)

Suitable for: (Older) Scouts and up

Filmed in an orphanage in the Kingdom of Eswatini (formerly Swaziland), Liyana tells the story of five children who call it home and the paths that led them there. With the support of their teachers, they're encouraged to work together to turn past trauma into an original folk tale about a brave young girl who embarks on a perilous quest to save her twin brothers from danger. Weaving together sublime 3D animation and behind the scenes footage, the film is part documentary, part interactive storybook – seamlessly blending fact and fiction to offer a rare perspective, shaped almost entirely by the children's lived experiences. It's impossible to avoid that punch-in-the-gut sensation, seeing these bright-eyed and brilliant children reveal details of their difficult lives with candour. Leaders should be aware that it contains some topics not suitable for all young people (some children talk openly about losing family to HIV, for example; others of armed men stealing children in the middle of the night). But, for those who are mature enough, the film is educational in its content, remarkable in its execution and unforgettable in its messaging: hope always wins.

Scout values: integrity, belief, care, co-operation



Song of the Sea (2004)

Suitable for: Cubs and up

This film's beautiful hand-drawn animations breathe life into the most magical of Celtic myths, capturing the story of the selkies – mythical creatures capable of therianthropny: the art of changing from animal (in this case, seal) to human form. The story follows Ben, a 10 year old boy who lives with his father, Conor, sister, Saoirse, and sheepdog, Cu, in a lighthouse near the Irish shore. When Saoirse is brought into the world, his mother vanishes. People claim she died in childbirth, but to Ben, things can't be as they seem. Could it be that Saoirse – born mute – is not only responsible for Mum's disappearance, but a selkie in disguise? Why is Dad acting so weird? And what really lies beneath the depths of the sea that borders their home? Exploring grief from a child's perspective, this film might not be suitable for those who've lost a parent, especially recently. But in the end, it remains a powerful – and surprisingly funny – tale about finding our voices (literally and metaphorically), accepting how we feel (even when it's sad or scary), and doing everything we can to protect those we love.

Scout values: integrity, care, co-operation



The Goonies (1985)

Suitable for: (Older) Scouts and up

Though this '80s classic features several big scares and swears that will render it unsuitable for some young people, it remains an absolute favourite at camps and sleepovers – and it's not difficult to figure out why. It follows the treacherous trail of a group of kids who stumble upon a treasure map in their parents' attic. They then find themselves being pursued by a hook-slinging, car-chasing gang of criminals who also want dibs on the treasure. There are near-impossible clues to solve and labyrinths to navigate, crazy cool gadgets to try out and booby traps to dodge; pirate ships to climb aboard and crushes to win over – all the ingredients kids so dearly love. And beyond the (now-dated) special effects, over the top stunts and oversized props, there's a crucial message, too: about being yourself and standing by your friends and siblings – even if they're considered outcasts by the 'cool' kids – and making sure no one gets left behind. Because Goonies, like Scouts, never give up, never give in, and know that true friendship is worth more than its weight in gold.

Scout values: integrity, care, co-operation



My Life as a Courgette (2016)

Suitable for: (Older) Cubs and up

When we're introduced to nine year old Icare, aka Courgette, he's alone in his bedroom, surrounded by worn down crayons and spilled beer cans. Downstairs, his mother burps and yells at the TV. A ripped up family photo lies on the floor and an argument breaks out. After a terrible fight, Courgette finds himself sent to a children's home where, in the words of one long-time resident, 'Everybody's the same: there's no one left to love us'. What follows is a hilarious, heart wrenching insight into the care system, from the point of view of those within it. Blending wry dialogue with heartwarming stop-motion animation and a great soundtrack, it's a unique and irresistible tale of resilience, hope and humour in the face of life's bleakest scenarios; a testament to the power of the families we create for ourselves, geniously disguised as a harmless children's film. Suitable for adults (who'll be bowled over by its brilliance and tenderness) and young people (who will rightly miss some of the film's underlying themes, but gain lots nonetheless): we can't recommend it highly enough.

Scout values: integrity, care, co-operation



Mulan (1998)

Suitable for: Beavers and up

It's the 15th century and China is facing invasion from the Huns, a nomadic tribe keen to conquer the land. In an effort to gather defence, one man from every family is called to arms. But for the patriarch of the Fa family – a former warrior of great fame and respect – there are issues preventing him from fulfilling his duties. In old age, he cannot walk properly, and is certain to perish as soon as he steps into battle. That's when his brave daughter, Mulan – tired of being mocked for being too ambitious and too tomboyish – decides to go on a secret mission to prove her worth in a society she feels is yet to acknowledge it. One dark and stormy night, she prays to her family's ancestors for protection before fleeing into the heart of the conflict, dressed in her father's armour and disguised as a man. What follows is a classic Disney story of bravery, honour and a quest for love and truth – with a difference. Released at a time where the only other princesses on screen were mostly seen swanning around in big ball gowns and fainting at the feet of their admirers, it stood out for all the right reasons, and continues to show girls they can do anything.

Scout values: integrity, belief, co-operation



Beasts of the Southern Wild (2012)

Suitable for: Cubs and up

'The whole universe depends on everything fitting together just right. If one piece busts, even the smallest piece, the entire universe will get busted.' Set in the fictional landscape of the Bath Tub (often compared to areas of New Orleans after Hurricane Katrina), this is the tale of Hushpuppy, a heroic six-year-old who – faced with a changing climate that threatens to flood what remains of her childhood home – decides to fight back. Along the way, she must sail the seas, battle ancient creatures unleashed from the melting ice caps, and find her feet in an increasingly hostile world. It's a fable that's hard to describe, but don't let the quirky appearance fool you. Beneath the whimsy is a film of lasting depth: a celebration of friendship forged across generations, the power of imagination and the importance of never giving up. It's a tough watch in places, with moderate swearing and several harsh truth bombs that reveal the deep divide between the rich and the poor. But watch it with young people aged eight and above and it's sure to become a firm favourite.

Scout values: integrity, care, co-operation



The Boy who Harnessed the Wind (2019)

Suitable for: Scouts and up

It's 2001 in Malawi and the Kamkwamba family, like many others in the region, are struggling to make ends meet. Despite the burdensome financial costs, parents Trywell and Agnes try to keep on top of their children's education. But when 13 year old William is forced to leave school after they fall behind on his payments, he becomes determined to help not only his family but the whole community, who are all doing their best to deal with an escalating famine as violence and panic begin to break out. Inspired by instructions he finds in a library book, William becomes obsessed with the potential and wonder of basic engineering and building techniques, rising early and going to bed late in order to tirelessly research and work on a wind-powered device that he hopes will help to restore the land, and save as many people as possible while there's still time. What follows is an amazing true story of a real-life hero; a remarkable teen who harnessed his initiative and curiosity to change his community – before becoming one of the world's most famous engineers.

Scout values: integrity, co-operation

Reaching more young people

To give more young people the opportunity to experience the benefits of Scouts, we're trying it out with four and five year olds in different trial areas. We went to visit a group in Blackburn to find out how they're getting on

Words: Annabel Rose | Photography: Dan Kenyon

From the outside all looks calm, but inside, a school in Blackburn is bursting with noise and energy. Young people are arriving for Scouts, picking up spare neckers, handing in forms, and sitting in a (fairly) neat line. They're much smaller than the rest of their group, though, and they're wearing bright purple. They're not lost (and it's not a well-coordinated uniform rebellion) – One Voice Scout Group is one of 40 early years pilots trying out Scouts with four and five year olds.

The pilots are putting the idea of Scouts for early years to the test to find out what it could look like, what impact it may have on existing groups and volunteers, and its potential to

capture the imaginations of people who aren't (yet) part of Scouts. They focus on areas that are underrepresented in Scouts, exploring whether early years Scouts helps us extend into harder to reach communities and get the adults there on board, too.

Like any good researchers, we're making the most of the opportunity to try out a few different methods of delivery. In Blackburn, One Voice Scout Group is among the lucky few chosen to host a Scout-led pilot.

'We applied because we thought it could be an extra offering that could bring so much to our community,' Nisbah Hussain, Group Scout Leader,

explains. The adults in the group (some of whom work in early years settings) had noticed that young people 'seemed to be further behind in all sorts of skills,' including speech, dexterity, and even gross motor skills. 'I know the benefits Scouts can have,' Nisbah continues, 'especially in a community from a more disadvantaged area, and I thought an early years pilot could make a massive difference'.

Routine manoeuvres

Once Nisbah's welcomed everyone, the corridors spring to life. The four and five year olds know exactly what to do when they reach the library: put their coats away, sign in by finding their name badges, and gather in a





circle. Once everyone's settled, Tahseen and Sana (the adult volunteers, also known as Snowflake and Lightning) start the welcome song, and everyone (even the quietest of young people) takes it in turns to sing their name.

Routines like this are crucial for young children. They help them settle and create a safe, familiar space for them to challenge themselves. Each meeting is crafted around the same predictable structure so young people can focus on learning and play, without worrying about what might happen next.

Once everyone's settled and they've remembered last week's activity, it's time for a story. This week, they're reading *My Dream For Every Child* by Michelle Nkamankeng, an 11 year old from South Africa. Beginning every

meeting with a short story sets the scene and helps young people to engage, while boosting their language development and general understanding of the world.

'What do you think every child should have?' Tahseen asks. The answers range from practical ('beds to sleep in' and 'food') to the slightly less tangible ('family' and 'dreams').

With the help of an animation by Unicef, Tahseen and Sana explain the concept of human rights to the four and five year olds: 'They're the things children need to be happy and healthy.'

Onwards and upwards

Things don't stay still for long as everyone begins to decorate strips of paper to represent rights. Some of the children practise their letters,

and everyone gets to release their creativity.

A sunshine and flowers represent the right to play (and the idea that everyone should be able to go outdoors), woolly jumpers remind everyone of the right to warm clothes, and ice creams show the right to food (and, obviously, the right to freedom of thought when debating the best flavours).

The four and five year olds are keen to show the adults what they've drawn, and aren't shy about sharing their ideas. 'When we started, they were so quiet and withdrawn,' Tahseen laughs. 'They're so different now'.

Before long, 'join those to that' rings out around the room as the children transform their works of art into a giant paper chain. Then it's time to tidy



'It's all about encouraging young people to play, explore, give things a go and pick themselves back up when things get tough'

up and, again, a predictable routine makes the whole thing painless. Everyone knows what needs to happen, and it's also a handy sign that the session is nearly over – though no one's going home until the all-important stickers are awarded.

The adults hand out log books, and the young people proudly stick a sticker under 'Understanding our rights'.

Finally, it's time to award a 'star of the week' who will get the privilege of choosing how to say goodbye to everyone. This week's star opts for a high five; other popular choices have included fist bumps and waves.

When a plan comes together

None of the carefully crafted programme happened by accident. Scouts worked with We Are Futures (an education and youth engagement agency) and the charity Action for Children to make sure it aligned with England's compulsory standards for people working with children from birth to five.

As a result, it's all about encouraging young people to play, explore, give things a go and pick themselves back up when things get tough. Sound familiar? It's similar to your average Scouts' programme, which encourages young people to develop skills like problem solving, respecting

others, and valuing the outdoors. Most of all, it's a whole lot of fun.

One Voice's pilot has made a massive difference. 'One of the younger ones doesn't talk much at home – he was really struggling to interact with others,' Nisbah tells us. 'Now he comes to Scouts – he might not be the chattiest boy there – but he does everything.'

The young people's parents are full of stories about the changes they've seen. 'I wanted something that would push her out of her comfort zone a bit,' one mum explains. 'She was super shy; she'd get so anxious about new situations. I don't know what it is

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'What better place to start than with the parents already getting stuck in with their children?'

about here – I credit the leaders – but her confidence has grown.'

'Mine doesn't stop talking about it!' another explains. 'She wants to do it all at home – whatever they've been making, or doing, or practising. And the nature walks... when they went out in the dark with torches, she loved it. I'd never have thought of that! I even do this at home,' she laughs, as she puts her hand in the air, 'to make them shush.'

Taking it with you

This family's not the only one taking Scouts home. Homework gets a bad rep but the programme's full of linked ideas that are much more fun. They're designed to help parents and carers develop the home learning environment and create connections between a young person's learning and the adults who look after them. We're also hoping that by introducing parents and carers to Scout activities (and showing them that they're fun and not too scary), we'll encourage more to help out as volunteers.

Nisbah's a positive force, always on the lookout for solutions. The biggest challenge? Restricting the numbers. They're not taking any new members as the pilots have an end date, but, 'Lots of people have asked "When can we join?"' she says. The demand from young people is definitely there.

The biggest question on many people's minds is finding the leaders to meet that demand. We know we'd need more adult volunteers to make early years Scouts work – and that drawing from existing volunteers isn't an option. We also want to welcome volunteers from a wider range of



backgrounds... so what better place to start than with the parents already getting stuck in with their children?

We're not the first Scouts to use this logic. Countries who already have early years provision (including Northern Ireland, the USA and Denmark) say one of the many benefits is that it encourages more volunteers to give it a go. In the USA, 75% of parents who volunteer with Lions continue as their children move through the sections.

At One Voice Scout Group, there was no shortage of keen parents. 'We started with 16 children,' Nisbah says, 'and 14 parents came forward to help'. Other pilot groups have found that the early years programme attracts a different age of volunteers: lots of grandparents have the children when they go to early years. One Voice also gained a new volunteer whose children had already been through Scouts, who wanted to join because she works in early years.

Where do we go from here?

Things are going well at One Voice Scout Group, but it's important to remember that the pilots are only trials

– we're still exploring their impact, including whether they attract more adult volunteers and encourage people from underrepresented backgrounds to join Scouts.

We know it's important that any early years provision doesn't negatively affect existing sections, so we're also looking at how the pilots affect groups, Districts and Counties.

The Board of Trustees (the people who make the big decisions about Scouts in the UK) expect to make a decision about early years Scouts in July 2020. They'll either give the green light to develop a plan for rolling it out, ask people to continue piloting so they can learn more, or decide it doesn't work and reject the concept. Not all the evidence is ready yet (for example, we're waiting for an external evaluation), so we don't know what the Board will decide. If it's given the go ahead, though, it'll be optional, with a phased roll out so we can make sure the right support's in place. The decision on whether it starts in your area is likely to be down to local line managers.

Remember, you can't offer early years Scouts locally yet (no matter how exciting it seems) – groups don't have permission to start early years provision outside of these pilots. Unofficial provision is against our rules, could affect the pilots and wouldn't be insured. The existing Squirrels programme, run under a Memorandum of Understanding with Scouts NI, isn't affected by the pilots.

If you've got any questions or suggestions, we're all ears. Let us know what you think at: scouts.org.uk/early-years-feedback/ 

A moment of calm

Find out how the ancient art of origami can encourage a sense of calm and concentration, then have a go at folding your own – with a special design inspired by the large blue butterfly

Words: Annabel Rose | Paper design: Brook Gossen | Origami and photography: White on Rice

Origami is the art of transforming paper into a sculpture by folding, usually without a pair of scissors or glue stick in sight. Its history is a bit of a mystery. It's likely that people were folding other materials (like cloth) before paper was invented, but paper originated in different places at different times.

We think paper folding probably began in China or Japan. There's evidence of it around 1000CE: origami butterflies represented the bride and groom during Shinto weddings, Samurai warriors gave gifts decorated with paper folded into noshi (good luck tokens), and Chinese funerals involved burning paper folded into yuanbao (golden currency). Beyond a few mentions, though, much of its ancient history has been lost (or was never recorded in the first place).

One of the reasons origami's stuck around is because people have found new ways to share their ideas and patterns. One of the earliest paper folding instruction books we know about was written in 1797; since then, several key players have helped make sure it's remained popular.

Now it's easier than ever to get stuck in. A quick online search brings up thousands of instructions. There's something for everyone – from a simple penguin to intricate plants made from lots of sheets slotted together. It's up to you whether you focus on learning a few models by heart or try something new each time.

Origami's great for hand-eye coordination and fine motor skills (the fancy way of saying 'using information from your eyes to guide your hands' and 'using the little muscles in your hands and wrists'), which are essential for school and everyday life.

It's also a fun way to practise problem solving. Trial and error are folders' friends, and making a mistake isn't a big deal. The key to origami is taking a deep breath, flattening out the paper, and trying a different technique.

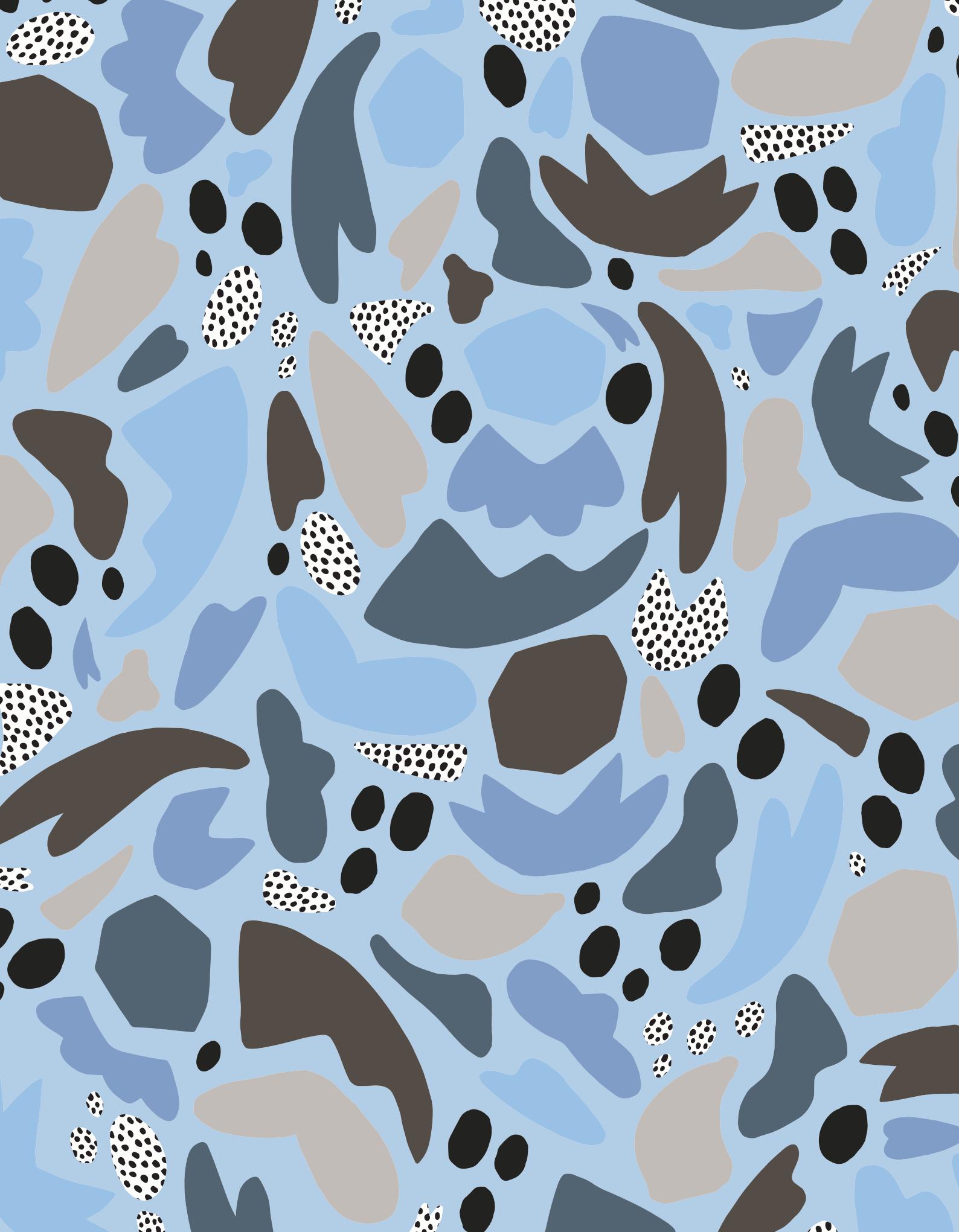
Origami can also boost wellbeing. It's used in both prisons and therapeutic settings as a positive coping skill. In one prison in America, prisoners folded 1,000 cranes for a peace memorial, while in Norfolk, a man spent his sentence crafting a swan from 2,500 folded prison forms.

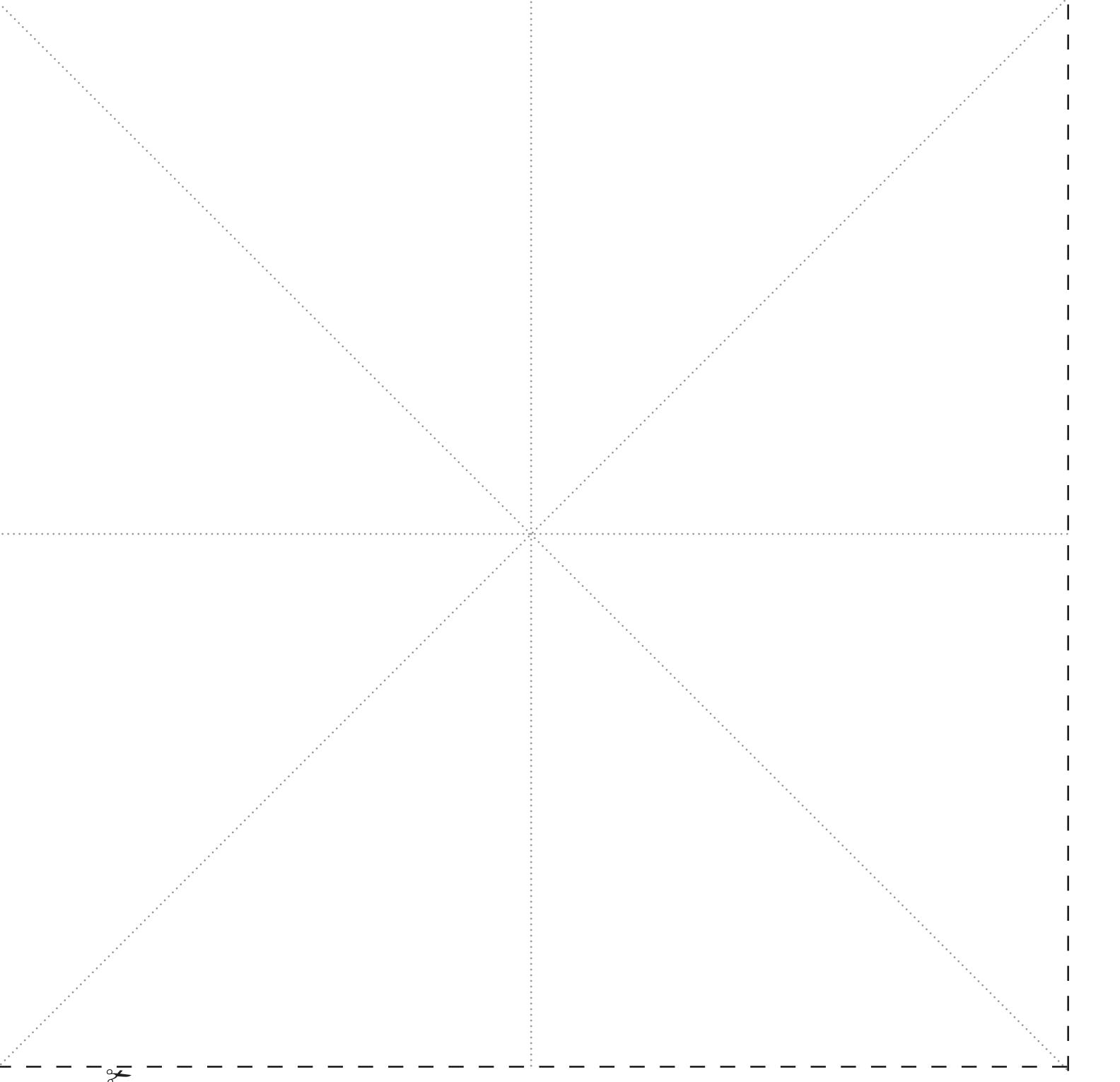
It's soothing to focus on the feelings of smooth paper and crisp folds under your fingers; origami helps people to slow down and ground themselves in the moment, and gives them the chance to learn from mistakes.

Some people even use origami as a form of 'focused attention' meditation. It also gives people the chance to have control over something and achieve things – models may seem small, but they can do a lot to boost someone's self-esteem.

Origami's a really flexible activity to slot into your programme. Of course, it's an obvious choice for Team Leader Challenge Awards and Creative and Artist Activity Badges, but it can also bring people together at the start of a meeting or help them calm down after a hectic game. Paper folding's also a great thing to have on hand for any unexpected gaps. It doesn't matter if you're in your meeting place or halfway through a hike – all you need is paper (or the tinfoil from your sandwiches). ☺







Did you know?

59

is the number of
butterfly species
in the UK

5

butterfly species have
become extinct in
the last 150 years

75%

of British
butterfly species
are in decline

4

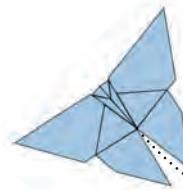
is the number of its life
stages: egg, caterpillar,
chrysalis, butterfly

How to make a traditional origami butterfly

Key

Mountain

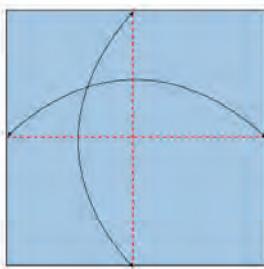
Valley



Mountain folds and valley folds

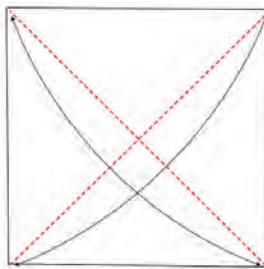
When the page is laid flat, mountain folds raise up from the paper, like a mountain. Valley folds appear to sink back into the paper, like a valley.

1



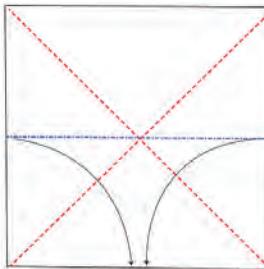
1. Valley fold and unfold along lines shown.

2



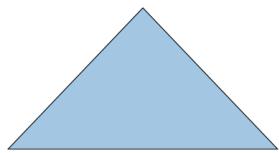
2. Valley fold and unfold from corner to corner through the center.

3

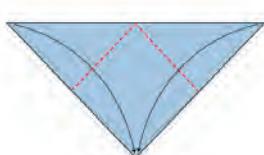


3. Mountain fold along the lines made in step 1, down towards the bottom edge.

4

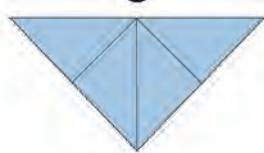


4. This will form a triangle.

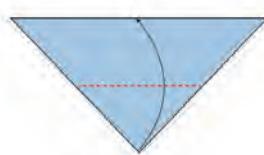


5. Rotate the model 180° and valley fold the top flaps down to bottom point.

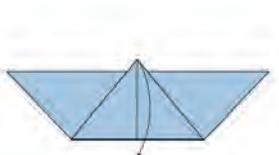
6



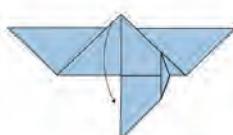
6. Flip the entire model over.



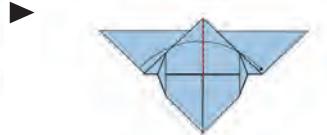
7. Valley fold the bottom point up above the top edge. Fold through all the layers.



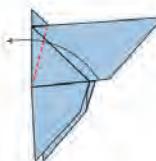
8. Fold the top right layer down. The right corner won't lie flat, but press it down to form the fold. See next step for final position.



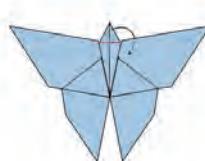
9. Repeat step 8 on left layer.



10. Fold entire model in half through the centre line.



11. Valley fold the wing up along line shown. Repeat on opposite wing.



12. Fold the top triangle down to form the head and complete your butterfly.



To play with all your might

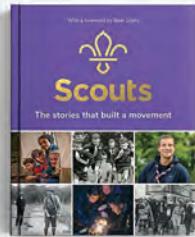
'Play is seen as frivolous, a waste of time, something only done in leisure time. And so, although we all naturally know how to play, over time, as adults, we forget.' Performance artist Anthea Moys shares her insights into the power of play and what can happen when we dare to take a more playful approach

Words: Jacqueline Landey

Anthea Moys vs The City of Grahamstown and
Anthea Moys vs The City of Geneva, 2013–14



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'Because we're actively engaged it demands our attention and response, making learning through play highly effective'

With speeding cyclists swishing past, Anthea Moys pedalled furiously – lycra tight, helmet on – pushing her way through a cycle race of 94.7km, going nowhere very quickly on her stationary exercise bike. Anthea has spent 80 minutes being chased by 22 thick-built men. She ducked and dived as they tackled, in a game of rugby in which she played the position of the ball. Anthea describes herself as tone-deaf – ‘I cannot sing to save my life’ – nevertheless, she got on stage in front of an audience of hundreds to sing a solo, in Xhosa: a language she doesn’t speak.

Anthea investigates ideas of failure in relation to play. Why not play a game you may lose? Why not try something potentially humiliating? Why not forget about failure, if the fear of failure stops you from taking part?

After spending time as artist-in-residence at the LEGO Foundation, she began a PhD that looks into changing the rules of games to explore different ways of playing together. Alongside teaching, research and making art, she runs play workshops, and calls herself a ‘play facilitator’, a job title she made up because that’s the job she wanted.

What is play?

For some, jumping off a cliff and paragliding over the Alps may be the highest form of play. For others, that’s the highest form of terror. Some find play in movement, others in keeping still; some on stage, some in an audience. It’s hard to define because we find it in so many wildly different things.

Be it through sport, exploring, storytelling, daydreaming, making things, climbing things, playing an instrument or socialising with friends, play is ultimately determined by the feeling something evokes rather than the activity itself, making it more of a state of mind than an activity. But according to Dr Stuart Brown, who’s spent his career studying play, there are some common properties to play which help us understand what it is, even though we all inherently know when we’re doing it.

It’s the thing that gives you joy. While doing it you lose all self-consciousness and sense of time, entering a state of focus, absorption and pure enjoyment, the thing psychologist Mihaly Czikszentmihalyi calls ‘flow’. It’s voluntary. When you’re doing it, you want to continue



Anthea taking part in the 94.7 Cycle Challenge, 2006

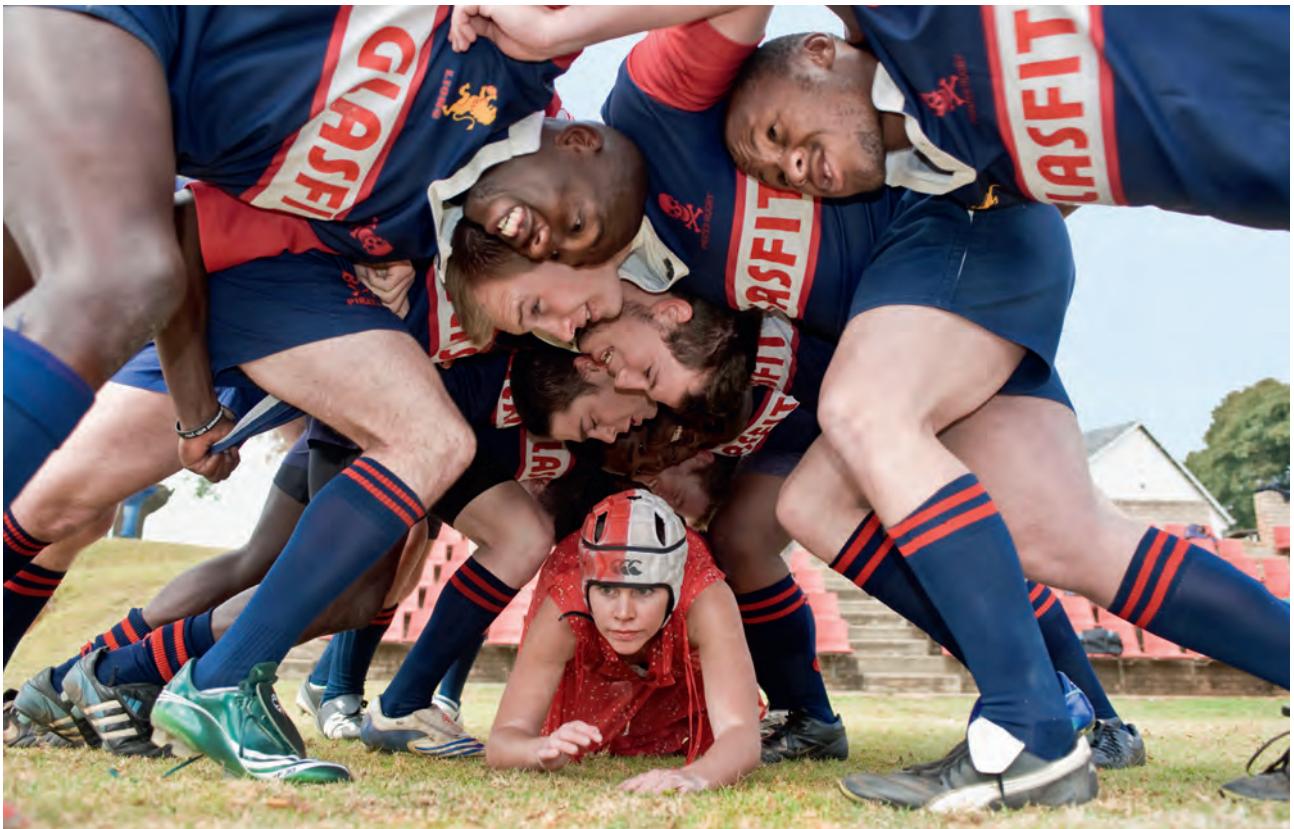
doing it and, rather than doing it to attain or achieve something, you do it for its own sake. Which is why some people think of it as a waste of time.

Although apparently purposeless, it’s hard to deny the benefits of play. Extensive research collated at the LEGO Foundation has found that the joy we feel while playing ‘invokes a state of positive affect that enables many higher cognitive functions’. Advances in neuroscience also show learning to be more emotional than previously thought, and because we’re actively engaged through play, it demands our attention and response, making learning through play highly effective.

Making connections

As young minds develop, play stimulates neural connections in the prefrontal cortex of our brain, helping to wire up the brain’s executive control centre, which helps us to regulate emotions and problem solve. Play helps us develop our fine and gross motor skills and, according to neuroscientist Jaak Panksepp, it builds pro-social brains ‘that know how to interact with others in positive ways’.

Although our play drive may not be as strong as we get older, because the brain isn’t developing as rapidly, neural



Playing with Pirates Rugby Club: Scrum! 2009, Photo by John Hodgekiss

connections continue to be made throughout life. Dr Brown says 'play promotes the creation of new connections that didn't exist before, new connections between neurons and between disparate brain centres... The genius of play is that, in playing, we create imaginative new cognitive combinations. And in creating those novel combinations, we find what works.'

Child's play

With exams to pass and then food to put on the table, play is put aside in the thick of growing up. And so, over time, play becomes less natural to us. Anthea says that in her play workshops, adults often 'feel shy to be silly or speak out or sing a funny song in gibberish – that's unsafe territory for them because they haven't done it in so long.'

'No one has given them time or space to do that, they may have been ridiculed as a child, or a teacher in the past told them not to do that because it's a waste of time and it's silly and they must grow up and take life seriously.'

'But in order to play, you need to feel safe,' Anthea explains, 'not only in the physical space but safe in the space of mind. When we're children, we play to keep on playing. We're in the sandpit and there are rules being made up and the

game keeps progressing and sometimes there's winning and losing, but it's more about playing to keep on playing. Then as we get older it's more about playing to win. But play is most generative when it's done for its own purpose.'

More of a process than a goal

For Anthea, art and play are intricately linked. She describes artists 'playing with paint on the canvas, playing with the material, until something emerges through the process. Which could also be said for scientists or anyone playing with materials in order to see what emerges from the practice of play, and process of experimentation.'

As a performance artist, she works with sport and games. 'Sport is like my paint and the rules of the game are like the materials I play with, to create new kinds of games and ways of relating to one another,' she says.

Whether she's working with rugby teams or groups of boxers, Anthea asks players 'to change the rules of the game for a particular amount of time, to accept another kind of game that isn't about winning. When they say "yes" to that, they're arguably opening themselves up to many more possibilities of being in the world and relating to one another.'



Playing with Pirates Rugby Club: Run! 2009, Photo by Ken Jerrard

Learning: a winning concept

Some of Anthea's play workshops have been called 'The Best Workshop'. Everyone gets a badge, a certificate and a medal saying 'Number One!'.

Continually challenging conventional ideas of winning and losing, in 2013 Anthea embarked on Anthea Moys vs – a work of performance art in which she spent three months training in six different disciplines: ballroom dancing, bagpipes, chess, football, karate and singing. For the final performance, she challenged each team to their own game – 'except, I didn't have a team,' she laughs. Up against 11 football players, eight karate black belts, two choirs, 'obviously I failed,' she admits with glee.

'But, it was amazing for me and the people who joined in and agreed to change the rules of the game for that time, to step into a world where it wasn't just about winning but about learning from each other, so the focus shifted from winning to learning, so the learning was the winning.'

The project revealed the possibilities of what can happen when we open ourselves up to new ways of playing. Despite losing the football game miserably, at half-time something extraordinary happened. About 25 people in the

audience, who had been watching her struggle against the professional football team, decided to band together and assist. The group of spectators ran onto the field to form a makeshift team to support Anthea. Some of them were artists wearing huge funny shoes. They played playfully and with all their might. They still lost, she explains, 'but the game expanded and became more inclusive. The audience became part of the performance; they were playing and making art too.'

Serious play in a serious world

Through her work, Anthea hopes to explore 'the question of how we go to that space of learning from each other, instead of trumping each other. Because then it becomes such fun!' But, she cautions, 'you have to play as if you're there to win, you have to take play seriously.'

What is serious play, though?

Anthea says it's what she's learnt from her friends over the years. 'It's how to say "yes", how to be open-minded, how to be kind instead of right, how to let other ways of being in the world emerge. It's about adopting a playful approach. Serious play asks, "how can we manage seriousness?", or rather "sit with it, look at it, work with it?"'

>



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Teach heart disease a lesson



'There are many reasons to be serious about the world, but we can also approach it differently, with a playful lens'

With no shortage of reasons in the world to be serious, Anthea's under no illusions that play will save the day. But she shows how play offers ways to unlearn destructive ways of thinking and being in the world, to reimagine alternative possibilities, to create something new.

Working with play

Dr Brown says that, 'though we have been taught that play and work are each the other's enemy, what I have found is that neither one can thrive without the other. Far from standing in opposition to each other, play and work are mutually supportive.'

Anthea puts this theory into practice. Some years ago, she was lecturing a group of third year students in college. They'd been given a year to do a creative development project but a month before the deadline, one student admitted he hadn't done any work. 'What have you been doing the whole year?' she asked. He said he procrastinates. 'Well,' she asked, 'what do you do when you procrastinate?' He began listing things. She told him to go and make a list of all the ways he procrastinated.

Soon he was bringing in list after list. He became a procrastinator collector, and turned his collection into a constructive procrastinator pencil set. On each of the 50 pencils, he engraved one of his procrastinations – 'search the internet for an inspiring desktop backdrop', 'lure someone into a religious debate', 'sharpen the other 49 pencils'. He sent the set to an award-winning Creative Branding Agency as a job application, and was soon offered the position of creative copywriter.

'That's what I mean by a playful approach,' explains Anthea. 'School tells us procrastination is bad but here procrastination became material for work, as opposed to something he associated with failure, which was causing him stress and making him feel awful about himself. The playful shift in his approach takes imagination; you have to take a risk to imagine another way of being in the world. 'We're not saying the world isn't serious,' she adds, 'the world is very serious and there are many reasons why we need to be serious about the world, but we can also approach it differently, with a playful lens – you know?'

For more info about play workshops and Anthea's work/play, visit antheamoys.com



Anthea's tips for taking a playful approach

If you're working with young people, they're the experts. So you need to:

- Listen. Really practise active listening.
- Ask lots of questions. One of the best questions is: Can you tell me anything more about that? Because people often just say one thing and they want to get it right or wrong, but try to create spaces where people can keep on talking and moving through things.
- Have fun. Start by setting a good example and not always taking life too seriously.
- Step into a sense of wonder and curiosity.
- Practise play with other volunteers; get a playgroup together where you can play and talk.
- Join a theatre group, because they practise play. That's part of their work. For theatre practitioners, serious play is part of saying 'yes' and embodying other characters to play the part. It's really a practice in pretend and we have to train that playful muscle. It's like a muscle in the brain that we need to constantly work. ♡

One good thing

Research shows young people who practise being grateful do better in almost every metric than their less grateful peers. We spoke to Dr Rangan Chatterjee, physician, author, presenter and podcaster, to learn more about the benefits and how to help give young people a much-needed mood boost. Then we asked some young people to write their own gratitude diaries and share them with us

Words: Aimee-lee Abraham | Photography: Philip Sowels

Life is a series of ups and downs, fraught with unpredictability, cruelty and chaos. It's also a collection of tiny, magnificent joys and almost unreasonably comforting comforts. Warm toast. Hot baths. Rain. Apple crumble. Lie ins. The sound of a whole room of seven year olds dancing and laughing at once.

If we forget to pay attention, we might not notice how much there is to be grateful for.

'Humans have something called a negativity bias,' explains Dr Rangan Chatterjee. 'But even when it seems like we've not had the best of days, I guarantee that something good will have happened. If you're not fully conscious of what that thing is, it's because the brain is a problem solver, constantly on alert.'

'Being highly tuned into the things that could cause us harm served our ancestors well; it enabled them to adapt and survive. But in the modern world, the reality is that most of us are living relatively safe lives. This bias, then – however useful in high stakes situations – is often working against us, causing excess stress and anxiety.'

Simple things

There's a simple and effective way to get out of this trap, though it might seem counterintuitive at first.

Studies show that keeping track of what we appreciate day to day can be a helpful tool to have in our arsenal – working like an antidote to counteract this bias and help us to look at things with a fresh perspective, especially on days when we're feeling stressed or a bit low.

Whether we're noticing the big things – like the air in our lungs, the food in our bellies and the hours spent with people we love – or just taking a few extra minutes to enjoy life's little luxuries, it's all about reprogramming our brains to look on the bright side, even when it feels like there's very little light.

'A regular practice of gratitude isn't some fluffy exercise,' Dr Chatterjee insists. 'It's an intervention which we know can increase our life satisfaction, lower the symptoms of depression and help with aspects of our physical, mental and emotional health. The reason I so often promote it – in my clinical practice and on my podcast – is because it's completely free of charge, and accessible to all in some form or another – pretty much without exception.'

Learning from my challenges

Building the Kessel Run
Millennium Falcon

* Be patient and use
the instructions



Casper, aged 8

SPACE CADET





'Perhaps most astonishingly of all, the results were long-term. Three months after the experiment, spirits were still higher'

Anyone can learn how to harness the benefits of gratitude. But, like most skills in life, mastering it early on can be a great preventative measure against unhelpful patterns that might otherwise form later on. This can help young people put themselves firmly in the driving seat of their emotions and behaviours from the starting line, instead of feeling like defenceless passengers left to navigate life's twists and turns with their hands off the wheel.

Long term benefits

If they can master this, other benefits may follow: in one of the most

significant studies conducted around gratitude and young people (so far), 221 young people aged 11 and 12 were split into groups.

For three weeks, one group set aside some time each day to write a list of the things they were grateful for, while the other group reflected on their everyday 'hassles'.

At the end of the study, the group who focused on the positives reported higher levels of optimism and life satisfaction, as well as lower rates of negative thoughts and emotions. They were also more 'socially inclined', and

more able to offer more emotional support to others. In other words, they were able to extend their gratitude, and watch the effects multiply. The same thing happened when 14 to 19 year olds gave it a go. And, perhaps most astonishingly of all, the results were long-term. Three months after the experiment was over, spirits were still higher.

Just imagine, then, how much of an impact we could have on young people's wellbeing if we started incorporating gratitude into what we do at Scouts, simply by running a micro-activity each week.

Interested in trying it out for yourself – at home with family, or out and about with your Scouts? Here are Dr Chatterjee's top tips for getting started on having a regular gratitude practice

Be specific about what you feel gratitude for

When we sit down to reflect at the end of our day, being specific about what we're grateful for helps us to commit these positive experiences to memory.

Let's say you're a busy parent, but today you had time to wake up early and have a coffee in peace. As you put pen to paper, try to replay the moment in your head, honing in on the details. How did the coffee taste? How did the mug feel in your hand? Perhaps you had time to listen to a favourite song or chat to someone you love while you sipped, or perhaps you were looking out the window. What did the world look like before most people had woken up? How did it make you feel?

The stories we tell ourselves in our mind shape our narrative of the world, so the more positive details you can recall, the better – even if what you write is short and sweet.

You can encourage young people to draw something that captures the moment, if they can't find the words or would prefer to express themselves in a different way.

Focus on people, not things

There are bound to be days where we're grateful for a new pair of shoes or fixated on an upcoming treat, and that's fine. But, where possible, try to focus on the people around you – how they add to your life and what you value about them – and you'll reap the benefits. Studies show this type of gratitude generates the most long-lasting positive feelings.



Make it easy for yourself

Humans are creatures of habit, so it shouldn't come as much of a surprise that we often need to 'parent' ourselves if we want to make things happen. Make it as easy as possible for yourself to do the action, until it becomes a habit.

At home, this might mean leaving your gratitude diary on your bedside table, with the empty page left temptingly open, and placed beside a pen, so you don't have to rummage through the kitchen drawer for a spare one.

With family, it might mean playing a gratitude game over dinner (like asking each other to name one good thing that happened that day), when you're already sat down all together.

At Scouts, it might mean incorporating gratitude into a game you already play, or a routine you already know like the back of your hand (like an 'opening' or 'closing').

It's all about removing what Dr Chatterjee calls the 'barriers to participation', and it's worth approaching much like you'd instruct a young person who needs help packing for their first camp, or completing their first badge.

It's all about breaking things down into steps, and then simplifying those steps as much as possible.

Download a gratitude diary template at: scouts.org.uk/gratitudediary. For more inspiration, you can find Dr Chatterjee's podcast – Feel Better. Live More. – at drchatterjee.com.

How to look after succulents

Entrepreneur, cacti connoisseur and founder of London's first cactus shop, Gynelle Leon, believes positivity is key to making dreams bloom. Here, she shares her wisdom on what Scouts can learn from taking care of cacti and about the resilience it took to make her dreams come true

Words: As told to Jacqueline Landey | Illustration: Alice Mollon

Cacti and other succulents are great for young people because they're not as intensive as a lot of houseplants, so if you're busy at school, and forget to water it for a few weeks, it's not going to die. Cacti are really resilient and I think that's a strong symbol to have around you. They're hardy but at the same time they bloom these absolutely lovely, precious and very delicate flowers – which goes to show, you can be both: strong but caring and delicate, too.

The most common mistake people make when looking after cacti is overwatering them. People can kill their plants with kindness. You should make sure the soil completely dries out before you water it again. Another problem is putting the plants in a pot with no drainage so when it's watered, the water keeps filling up instead of draining away from the plant and that rots the root.

My love for horticulture began while wandering through my grandmother's beautiful gardens in St Lucia as a child. My grandparents brought me up to appreciate plants and flowers, so I began painting and drawing them before moving onto photographing them. A few years later, I won the RHS photography prize.

I had always dreamed of being a florist, so while working a 9–5 office job as a fraud and compliance analyst, I studied contemporary floral design and worked in a florist's shop on weekends. Although I was exhausted, it didn't really feel like work because it was my passion.

It was on holiday in Morocco that I fell in love with absolutely massive cacti and succulents. When I came home, I wanted to add them to my collection, but I couldn't really find them anywhere until I stumbled across amazing ones at the Chelsea Flower Show. Usually, we just see the bog-standard ones. I'd never seen any that had flowers and I think that got me hooked.

After finding out how many species exist, I couldn't believe there wasn't a dedicated shop. Then it kind of just sparked an idea in my head: I should open one myself. I'd been working on my green fingers for years but seeing the demand for houseplants and cacti as customers came into the florist asking for them, I knew I was onto something.

I decided to jump in with both feet: I gave up my job and sold my flat to finance the business so I didn't have the





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www.shop.scouts.org.uk


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'Positivity is a massive part of success... If you're doing something new, you have to believe in yourself'

burden of a mortgage while trying to do all of this with no income! Taking my hands-on experience from working in the florist along with the technical knowledge I'd learned at college, I started attending the free business workshops available in London – from how to start a business to financial planning – so I could learn how to write a business plan (which is so important!).

I went to the library – the business library, the British Library, my local library. I was checking out everything I could on start-up businesses. I asked for help from anyone I could: mentors at the library and anyone who had a business. I would ask them everything and found that most people who owned a business really wanted to help.

I think positivity is a massive part of success.

It's infectious. If I questioned what I was doing I think everybody else around me would, too, so they might not have been as willing to help me. They might not have thought I believed in my idea enough.

I think if you're doing something, you have to believe in yourself, especially if it's new or different to you. I know there's a line between optimism and being delusional, but I think positivity is essential to keep going.

I knew following my passion would have a positive affect on my life and therefore on the people around me, because I would be a happier person, doing something I really love, bringing this dream to life. A positive outlook helps you to push one step further, learn a bit more and instil excitement in other people.

Positivity is a state of mind. You can be sad, angry, happy, stressed, but still have a positive outlook, and I think that's life-changing. We're all human, so shouldn't try and make ourselves happy all the time; there are going to be hard times. But knowing that things will get better and that everything is a learning experience, pushing you to do better in the future, really helps.

I think that's what positivity is: knowing that no matter how hard or stressful things are, it's not permanent. It makes you realise that even when you fail, they're not real failures – they're just learning experiences to help you succeed in the future. 



Caring for your cacti

- Give them as much sunlight as possible so always put them in the brightest place in your room (usually a windowsill).
- Give your cactus a season. When they're out in the wild, they obviously know when summer and winter is but when they're in our homes, we tend to give them the same amount of care all year round. To help them thrive and flower in the spring, give them a winter and a summer.
- Make the months between March and October the plants' summer and give them water about every two weeks. In the height of summer, probably once a week.
- When it comes to October, the plant is going to go into its dormant mode and that's when you could cut back on the watering. You might think that between October to March they could go without water but, because of central heating, you have to give it a few drops every few weeks to make sure the roots don't completely dry out.
- In houses with central heating, it's best to put all your plants in one place and then turn the heating down near to those plants, so you don't end up drying them out over the winter months.





Growing the family

Two hands are better than one. Four hands are better than two. But it's not always easy to find the right people to support you and your young people. Read on to hear from volunteers who've tried and tested various methods to help bring people in, and to find out more about the resources we've put in place to help you every step of the way

Words: Aimee-lee Abraham | Photos: Dave Bird

>



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SWAROVSKI OPTIK

'Research shows 45% of new section leaders are family members of existing or prospective youth members'

Perfecting the basics

Make it easy for people to find you

Let's start at the beginning. Is the building well lit and signposted? Is it easy to find the main entrance? Are your contact details clearly displayed, so passers-by know how to get in touch? We've put together a checklist to help you get the little things right: scouts.org.uk/venueticklist.

Spruce up your space (without breaking the bank)

If you share your venue with others, you might have limited control over how things are managed and decorated, but creating a welcoming atmosphere needn't require big budgets or lots of renovation work.

Take a look around. How does your space make you feel? Is it generally clean and tidy? Does it feel homely and welcoming?

If the space feels a bit tired, simple tweaks can work wonders – like putting a 'welcome' mat down on the doorstep or bringing in your own soap dispenser and towels if you know you're prone to running out.

Talk to your neighbours

Do your neighbours know who you are? Why not pop round to say hi or post some branded leaflets (available at scoutsbrand.org.uk) through their letterboxes when you next pass?

It's worth speaking to local businesses and service providers, too. Think about the obvious spots where activities tend to be advertised (like leisure



centres, libraries and doctor's surgeries), then branch out. You might find support from unexpected sources.

Our 'name generation' game (available at scouts.org.uk/namegenactivities) is designed to get you thinking about the people you know and the skills they have, so you can be sure you've exhausted your local community's full potential.

Keep your details up to date (and get on Google Maps!)

Google Maps allows people to get instant directions from their location to yours, which is good news for you and even better news for Doris down the road – who's probably fed up of being asked for directions by now.

District Commissioner for Willesden David Kitchen has put together a video tutorial to help volunteers make sure they're listed on Google Maps. You can find it at scouts.org.uk/addyourgroup.

Remember: it's equally important to make sure details are up to date on the group finder, so anyone who searches our website can find you pronto.

Getting family members involved

Family members are an amazing – often-untapped – resource, with a whole range of ideas, insights and skills to share.

In fact, research shows 45% of new section leaders are family members of existing or prospective youth members. So, before you cast that recruitment net far and wide, ask for a hand closer to home...

Try the four-week challenge

The four-week challenge is like a zero-commitment test-drive of Scouts, without the pushy car salesman.

In week one, family members come along to see what we do and how we do it. In weeks two and three, they take part on their own terms – leading an activity if they feel ready, sharing a skill or helping out with a specific task, like setting up the room or helping in the kitchen. In week four, they reflect on how things went.

Sometimes, they'll enjoy the experience so much that they'll sign up to become full-time volunteers on the spot (yay!). Or, they might decide to help out on a more occasional basis (also yay!).

Many groups on the ground have been reporting great success with this method. Take 4th Willesden, for instance, who were able to open Beaver, Cub and Scout sections by recruiting four parents through this method (watch a video about it here: scouts.org.uk/fourweekchallenge). >



'Keep an open mind about the sorts of jobs people can do and you could see a huge difference'

But even if they don't want to volunteer at the end, you'll build new relationships, learn about people's skills and motivations, and walk away with the knowledge and experience to make a more targeted approach in the future.

We've put together a guide to running the challenge, with specific actions to take each week. You can find it here: scouts.org.uk/fourweekchallenge.

Make family rotas part of your everyday

Many hands make light work, so why not break down what your group needs into little tasks, and set up a rota to share the load between you? Perhaps you'd prefer to stick to a traditional weekly rota, which you

could stick up on the wall for people to sign up to at your meeting place. Or maybe using a digital tool – like WhatsApp – would be more efficient.

Although some family members won't have time to spare on the ground, they might be able to do remote tasks – like setting up and managing the rota itself, or helping with admin. Try to keep an open mind about the sorts of jobs people can do – working to their strengths and preferences – and you could see a huge difference.

For example, 1st Trowbridge Beavers have been using family rotas for years to get the extra volunteers they need on a weekly basis. Today, over a dozen people who began helping on the rota have since become regular volunteers,

including several section leaders. And lots of family members help out by sharing their specialist skills less frequently.

We've set up a guide on how to put together a rota – including video footage of 1st Trowbridge in action: scouts.org.uk/familyrotas.

Invite family members to your next camp

We can talk about how great Scouts is until we're blue in the face, but a weekend of fun, adventure and skill-sharing will showcase this more than words ever could. That's where family camps come in.

We've put together a guide, with tips on what to do before, during and after

the event, as well as guidance around safeguarding procedures and DBS check process. Watch it here: scouts.org.uk/familycamps.

Get everyone together

Getting a bunch of adults in a room can be surprisingly effective, so why not invite family members to a Beaver Bistro, Cub Cafe or Scout Supper?

These evenings are jam-packed with activities, where family members come along to enjoy quality time with their kids while getting a taste of what we do, before listening to a short presentation.

For 4th Ashby, this method has been completely transformative. In just a few months, they've gained four new leaders, six new occasional helpers and several new executive committee members.

We've put together a bunch of helpful resources to help you try this method, including a PowerPoint presentation showcasing what Scouts is about, at scouts.org.uk/adulttalks.

Ask (and keep on asking)

If you've tried out some of the ideas above and generated lots of interest and enthusiasm, it's essential to take some time to convert that enthusiasm into solid help. You can help do this by making a really clear and positive ask.

Don't be afraid to tell people what you need. If someone's not ready to commit, that's okay. Keep the door open by letting them know they're always welcome to come back another day.

As you build these recruitment and engagement activities into your routine (rather than just relying on them in times of real need), there'll soon be another opportunity to invite people to take part.



Mastering the art of the welcome

Making people feel welcome and valued is vital if we want to retain volunteers...

Focus on the individual's motivations and needs

Think about the person in front of you. Are they already fairly familiar with the group, or visiting for the first time? Do they have a personal connection to Scouts, or are they completely new to the concept of what we do?

Whenever you're welcoming someone new, it's best to ask how they'd prefer to do things rather than making assumptions. Everyone's different, so meet people where they are, and make sure they have opportunities to ask questions.

Put your hospitality hat on

Smile. Save space for newbies to hang up their coats or bags. Show them where the loo is before they need to ask. Direct them to the tea and coffee stash so they can pour themselves a cuppa. These basics matter.

Just make sure that in giving people access to areas that are likely separate from the main hub of activity – like communal kitchens and toilets – you're never compromising on safety. As always, abide by ratios, look for

potential hazards, and make sure multiple volunteers are responsible for having 'sight and sound' of anyone who hasn't been DBS checked yet.

Consider buddying people up

When you're chasing after a bunch of seven year olds, you might not have time to check in on the new adult as much as you'd like to.

Buddy systems can help. Speak to existing volunteers to see if they'd be willing to keep an extra eye on the newbie while they're building up their confidence.

Be mindful of using 'Scout language' that might alienate newbies

Using formal titles can be intimidating to newcomers. When discussing what you need help with, focus on the task you need doing rather than the role you need to fill. And if you catch yourself using 'Scout language', like acronyms, explain what these mean so everyone knows what's going on.

Check in (and say thank you) often

It's important to check in on new people (and regulars!) to see how they're getting on and, crucially, to thank them for their time.

You don't need grand gestures to make an impact. For Derek of 10th Willesden, giving family members a certificate when they completed their four-week challenge worked wonders for morale. But even a quick text or a verbal 'thank you' at the end of the night can be massively effective.

It's all about showing people you appreciate them giving up some of their most precious resource to help young people: their time.

Share your success stories with us!

If you've found something that really works, we'd love to learn from it and share it with others. Let us know at volunteering.team@scouts.org.uk. 



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Generation dread

With anxiety disorders in young people on the rise, we take a deep dive with Cub Scout Leader and consultant clinical psychologist Che Rosebert to find out how Scouts and self-care can help

Words: Hannah Ralph | Illustrations: Luke Best



The Cambridge English Dictionary defines anxiety as 'an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future'. That's right; you've felt this before. We all have at some point: before a flight, or job interview, the first day of school. The question is... at what point does our worry become, well, worrying?

Anxiety or worry? Three ways to tell

Think of it like this: everyday worries and full-blown anxiety disorders are the difference between a seedling and the poison ivy it can grow into. Even the seeds of stress that we water regularly won't automatically flourish into something bigger, and that's thanks to a number of chemical, societal and biological factors that vary hugely from one individual to the next. Now, with anxiety disorders in the UK at their all-time highest levels in young people (up 48% in the last decade), it's more important than ever to recognise when the line is crossed.

1. Worry is specific; anxiety is everywhere

You're worrying about exam results. You're worrying about saying something stupid to someone you're trying to impress. You're worrying that you'll mess up your big speech. Anxiety, meanwhile, can be so indistinct that you could barely know where it's coming from at all. At its most severe, anxiety is the feeling of constant threat, even if it's one you've never actually seen: a chronic 'worse-case-scenario' that loiters, invisibly, at the door of every new social interaction or opportunity.

2. Worry can be productive; anxiety can't

Any worry is probably zapping a portion of your mental energy, but this can give way to actual problem solving. Think about the Scouts motto: be prepared. In most cases, this comes from addressing worries over what could go wrong, and putting measures in place in case they arise.

Anxiety, however, could never be called productive. Like being on a hamster wheel, around and around, it solves no problems; instead it makes them seem so insurmountable that fixing them becomes a psychological David vs Goliath.

3. Worrying is rational; anxiety is irrational

Anxiety can become all kinds of nonsensical, especially when being egged on by its trusty friends: paranoia, sensory overload and shame. A worry is wondering if you'll be fired because you fluffed a project at work; anxiety can be the gnawing belief that everyone at your work hates

you, the constant feeling that you're not good enough, and wondering when you'll be rumpled. By nature, anxiety expects the very worse, even if there are no, or minimal, roots for the concern.

The modern meltdown

So now we've established the difference, it's time to find out just why is it that so many of our young people are heading into diagnosable territory. 'Anxiety is a natural human response to being challenged; it's part and parcel of life,' says Dr Che Rosebert, Cub Leader at 4th Stoke Newington and a Consultant Clinical Psychologist. 'The aim is for children to feel supported enough that they can learn from their anxieties and not be overwhelmed by them. But before we can support, we have to first understand why.'

Pressure to succeed

The Pisa tests – usually a marker of a nation's smarts – revealed the UK was in the top five countries in the world for our children's (particularly girls') disproportionately high fear of failure. Correlate this with NHS data that one in five girls in Britain struggles with emotional disorders by the age of 19, and you can see the damage of what Che calls, 'continual assessment from an early age that teaches children that they are only valued if they achieve academically'.

This demand to constantly optimise their futures means our younger generation are carrying around economic anxiety long before they've joined the working world.

The cynical cycle

And what's there, right alongside this perfectionism? A dose of doubt so heavy that, while breaking their backs to achieve, the youth of today can sometimes suspect that their best efforts aren't actually leading anywhere. They're less worried about what's hiding under the bed, and, arguably more than any other generation before them, are instead kept up by worries over debt, the climate crisis, sexual consent, and their distrust of institutions and politics.

As Che says, 'Inequalities based on race, gender, class, wealth, sexuality, physical ability and religion all contribute towards the manifestation of anxiety' – and our youth are savvier to the issues than ever before.

Digitally depressed

Growing up in the digital age is no picnic. From gaming to social media, the line between the real world and the online world is blurry at best, bringing with it a level of hyper connectedness that leaves little room for escape. A UK study found that, on average, smartphone users unlock their phones 85 times a day, and use them for about

'Healthy people have a whole range of emotions, not just happiness and joy, but sadness, anger and fear, too'

five hours. 'A normal part of a child's development is comparison,' notes Che, 'but exposure to social media means that children are doing so against an unrealistic benchmark.' It's no surprise, then, that anxiety derived from comparison, distraction, sleep disruption and FOMO (fear of missing out) can all be linked to living our lives through our screens.

The pursuit of happiness

In Western culture, where negative emotions are policed and attaining happiness is a round-the-clock goal, kids can quickly end up believing that experiencing negative emotions equals failure. And with a societal framework that tends to protect against the negative in favour of perpetual positivity, how can our young people be expected to cope when darkness strikes? 'That's why I'm a huge fan of the Pixar film Inside Out,' says Che. 'It reminds us all that healthy people have a whole range of emotions, not just happiness and joy, but sadness, anger and fear, too.'

How to spot anxiety: telltale signs

Do you know someone who's withdrawing more and more from social situations? Maybe they're citing irrational phobias, fatigue or are unable to concentrate? Anxiety can appear in a number of forms just like these. It can, of course, creep up as a panic attack – visible displays of breathlessness and panic. There are other subtle signs, too, such as lack of appetite, restlessness or even clinginess; an overriding need to talk, overshare or disrupt.

Summertime sadness

Think the wintertime blues are the only time to be on the watch for symptoms of anxiety? Think again. SAD (seasonal affective disorder) is most commonly thought of as a depression triggered by the onslaught of darker, shorter days. But it is in fact possible to get it in the summer, especially for children with disrupted schedules as schools break for summer. It also can hit those forcing themselves to have fun in the sun, or those struggling with body image issues in the heat. You never know what people are going through.

First responders: three common scenarios and how to deal with them

We asked Che to share some situations from her conversations with leaders, about how to support young people who are experiencing anxiety:

1. During a group night, one of our Cubs locked themselves in the bathroom, where we could hear them breathing loudly. Their parents told us they've had panic attacks before.

You need to calmly get them to open the door, so they can breathe in time with you, slowly. Remind them they've felt this way before and it always gets better. Ideally, you'll find out about what happened to cause this panic, without jumping to conclusions or leading the conversation. It's about navigating the line between over or under reacting. If it's something within your power as a leader to control (like a bully), reassure them that action will be taken. Ultimately, repeat the events to the young person's caregivers at the end.

2. During the night on an international camp, one of the Scouts comes to tell us that another Scout is crying and wants to go home. What do we do?

Decreasing physical distress is key, by asking them to sit in a comfortable position, speaking calmly or asking positive questions (what can they think of on the camp that they have enjoyed?). Then it's about normalising homesickness – talking about a time you've felt homesick could work. If they still want to go home, you need to problem solve together, while making them feel in control. Do they simply need to hear the voice of a loved one? What would help them stay at camp a bit longer? You make the call home, tell the caregivers, and devise a plan together.

3. On a trip to the park on a section night, a Cub experienced a panic attack when approached by a dog off its lead. We had been made aware that they have a phobia of dogs. What's the right thing to do?

Phobias that cause extreme distress require, above all, calm. Don't reflect the young person's panic and speak in gentle tones. Remind them you're there and present with them, and that the situation's temporary. Don't rush them to feel better and keep a watchful eye on them until they're back with their caregiver, who should be notified of the events.



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Tips for managing anxiety

- **Don't dismiss it.** 'Don't worry', 'you'll be fine', 'calm down' – try to avoid this kind of talk. Let those experiencing anxiety know that fight or flight aren't the only options – encourage them to accept their feelings.
- **Never undervalue a good night's sleep.** The theme of this year's Mental Health Awareness Week (18–24 May) is sleep. Studies show a lack of it directly contributes to anxiety disorders (with sleep disruption present in nearly all psychiatric disorders).
- **Get a journal.** Journaling is a non-judgmental practice that's been proven to have many benefits for good mental health. Writing regular journal entries is helpful in processing and confronting difficult experiences, events and feelings.

- **Indulge in some 'ecotherapy'.** A fancy word for improving mental health by heading outside, this is perfect for Scouts. Spending time outdoors is proven to help with a variety of mood disorders, as well as lowering blood pressure and levels of the stress hormone cortisol.
- **Talk to someone.** Whether it's a family member, friend, teacher or Scout leader, remember that there's nothing more therapeutic than sharing the load with an understanding confidant. Mind, Anxiety UK and No Panic all operate helplines. 🏹



Travel vs planet

One transatlantic flight emits more carbon dioxide than a year's worth of driving or eating meat. So, if you love to travel, is it possible to both explore the planet and protect it?

Words: Jacqueline Landey | Illustration: Cristian Malagón García



You step onto a plane – flick through the channels, eat your pre-prepared meal, nod to the stranger beside you – and a few hours later, you're riding curls of blue waves on the other side of the world. Camping in a red desert under moonlight. Entering a pine forest thick with mist. Edging up

onto the precipice of a mountain, and there, peering out at the birds and streams and valleys below, you find yourself panting: 'Wow.'

Travel can illuminate nature's diversity, enriching our lives with opportunities to appreciate the world in all its glory.

And so, coming to terms with the fact that the way we jet to all those majestic, far-flung destinations is a key culprit in the fight against global warming can feel like a hard loss.

Plane shame

By burning fuel, airplanes emit CO₂ and other harmful greenhouse gases high up in the atmosphere. The aviation industry produces around 2% of global CO₂ emissions, which may not seem that shocking until learning that less than 10% of the world's population has been on a plane.

In addition, low or non-existent taxes on aviation fuel means low fares and even more flights. Despite advancing technology and more fuel-efficient engines, the rapid and increasing growth of the air travel industry suggests that when it comes to the damaging environmental impact of flying, there's no end in sight.

Today, we know more than ever before about the terrifying effects of carbon

emissions and global warming, and so you may feel a pang of guilt when eyeing a flight to your next destination, before remembering that YouTube clip of a polar bear scrambling from one melting iceberg to the next.

In Sweden, they've come up with a term for the feeling: 'flygskam', meaning flight shame. The anti-flying movement encourages people to stop flying in order to lower carbon emissions. It's kicked off a worldwide movement of people who've vowed to go flight-free.

Is there hope for clean fuel alternatives?

Because the process of generating biofuels is a driver of deforestation, green fuel alternatives are destructive in other ways. And while electric flights may sound like a hopeful alternative, producing electricity and batteries has an environmental impact, too, and the battery-operated technology needed to fly large aircraft simply doesn't exist yet, so this is unlikely to happen anytime soon.

So, what can we do?

- Go flight-free. Make your pledge at flightfree.co.uk.
- Commit to fewer flights, fly direct (because taking off uses more fuel than cruising, fewer take-offs mean less carbon), and never choose business or first class, where carbon emissions are 3–4 times higher per passenger.
- Some call it an excuse to continue polluting, but carbon offsetting allows you to offset the emissions from your flight by paying extra to invest in environmental projects (like planting trees, installing solar panels or funding renewable energy), which reduce carbon dioxide by the same amount. You can do this by paying an additional charge when booking a flight or through a non-profit such as atmosfair.de. Some airlines and travel companies promise carbon offsetting on all their trips, so do your research to find the ones that do.
- Cruises are carbon culprits too, but there are more environmentally friendly seafaring alternatives. To deliver her speech at the UN climate conference, climate activist Greta Thunberg sailed across the Atlantic in a yacht. There's also a growing number of people who book places on cargo ships. There are websites that can help you do this.
- Travel by train. Aside from biking or walking, it's arguably the most environmentally friendly way to travel, with the added perk of enabling you to admire the scenery. In Sweden, it's led to a hashtag, #tågskyrt: 'train brag'. For train travel tips, visit seat61.com.
- If you can't take the train, go by car; especially if it's electric, carrying more than one person and when exploring nearer to home. 

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Take action on loneliness

Consider how people cope with loneliness and come up with a project to support people who are lonely in your community

**Time:** Session+**Location:** Indoors**Cost:** £££**Equipment**

- Coping with loneliness information sheet: scouts.org.uk/copingwithloneliness
- Loneliness ideas sheet: scouts.org.uk/lonelinessideas
- Pens/pencils
- Flipchart paper
- Sticky tack
- Sticky dots (optional)

Before you begin

- You could run the 'Company and kindness' plan action activity to develop knowledge of the topic.
- Cut out the project ideas using the ideas sheet, for young people to use for inspiration (decide which ideas to include for the age group).
- You could contact local organisations for more ideas, and look at 'lonely, not alone' (lonelynotalone.org/get-involved), a website about youth loneliness.

Instructions

- 1** Read the 'coping with loneliness' information sheet and discuss the reflection questions. If there's time, you could role play to highlight some strategies to avoid loneliness and create a list of 'top tips' for avoiding feeling lonely.
- 2** Split everyone into equal teams and give each team 5 minutes to list people who might be lonely in their community. Ask them to discuss why they thought that person might be lonely. Answers might include: older people, adult or young carers, people with a disability, homeless people, those in very rural areas, people with mental health issues, migrants or refugees, people moving to a new area or school or those who have suffered a bereavement.
- 3** Research from the British Red Cross found that 81% of people thought they could do a kind act to help people who were lonely. The group should then consider the

people they identified and list at least one action they could take to help. Someone should record feedback and actions on a large sheet of paper.

4 Give each team an idea from the Loneliness ideas sheet and ask them to discuss it then report back to the rest of the group. Have a vote to add the idea to the list if it would help people in their community.

5 The whole group should then decide on the project they want to do. This could be done through discussion or using sticky dots or ticks on a flipchart to decide on the most popular project. Why not get even more creative and have the group come up with their own inventive way of voting?

6 The group should plan their project using the following questions to help them:
Who do they plan to help?
How will they contact/reach these people? What are they planning to do? What difference will it make? What will they need to make it happen? Do they need to do any fundraising or apply for funding?
How long will it take? What are the challenges? How can these be overcome? What do they need to do to ensure the activity is safe?

Agree as a group the plan of what they are going to deliver.

Take it further:

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Cubs | Scouts | Explorers

Channel your inner journalist

Rewrite the news around homelessness, to show there are solutions and that together we can change people's attitudes and solve it

Time: 60 minutes

Location: Indoors

Cost: £££

Equipment

- Press articles sheet:
scouts.org.uk/rewritethenews
- National and/or local newspapers
- Colouring pens/pencils
- Plain paper

Before you begin

- Split the group into teams of 4–6.
- Explain that they will be looking at how homelessness is portrayed in the media and how this might affect what people think about it.
- Ask the groups to discuss what stories journalists might write about homelessness, or what stories they themselves have read or heard. Discuss whether these stories paint people affected by homelessness in a positive or negative light.

Instructions

1 Print the press articles sheet and a few example articles referenced inside as a backup. Hand out 2–3 newspapers or a copy of the press articles to each group (if there are no relevant stories in the paper).

2 Give the teams a few minutes to look through and find any stories about people who are homeless.

3 Do the articles talk about the causes of homelessness and what can be done about it? Ask each team to choose one article that doesn't and discuss what would make it more balanced. They could think about: What's the overall tone? Does it say why a person became homeless?



(eg losing a job, rising rent, relationship breakdown). Does it offer solutions?

4 Each team should take 10–15 minutes to reframe the article. They can choose how they do this: rewrite it; discuss and retell it out loud; design a storyboard. How could the tone and messaging be improved? They should consider the way that homelessness or any person experiencing homelessness is spoken about. Is there information missing? Does the article mention any barriers the person faced, such as their rent increasing, or not being able to access support from the local council? Can they create a way for this person's story to end positively, or provide hope for how to tackle homelessness?

5 Ask for volunteers to share their newly written articles with the group, and explain their changes.

6 Send some of the group's rewritten articles to the journalists who wrote the originals and explain why

they made the changes. The journalist may respond, or the letter could be printed in the newspaper for other readers to see. Check the rewritten articles first, to make sure they're accurate and appropriate before sending them. If you're unsure of any of the facts, take them out.

Take it further

Put together articles about issues around homelessness from the group's local area and display these at your meeting place or other venue – young people can tell guests their ideas and inspire the community to take action. Young people could also be the journalists in their local community, writing stories about homelessness by researching online or contacting amillionhands@crisis.org.uk.

The stories should be well-rounded and contain positive messages to improve public understanding. They could produce a booklet or magazine to send to their local paper or MP on how to reframe homelessness and re-enforce the fact that we can end it.

Leaf animals

THIS ACTIVITY IS ALL ABOUT STAYING FOCUSED AND TRYING NEW THINGS

00:32

Leaf animals

Look at leaves in a different way and use them to make an animal collage.

Suitable for: 6-8s | Takes: 50 mins

[Leaf animals >](#)

Switch off challenge

Take on the switch off challenge to find a healthy balance between time on and away from screens.

Suitable for: 10-18s | Takes: 15 mins

[Switch off challenge >](#)

Mark my words

Never lose your place in a book again, thanks to this monster bookmark.

Suitable for: 6-8s | Takes: 20 mins

[Mark my words >](#)



Fabulous fancy frames

Craft a frame for a photograph that makes you smile then make a gallery for everyone to admire.

Suitable for: 6-8s | Takes: 45 mins

[Fabulous fancy frames >](#)



Dear future me

What does the future hold? Use your imagination to send a postcard to your future self.

Suitable for: 6-8s | Takes: 10 mins

[Dear future me >](#)



An in-tents year

Get creative and make a colourful calendar to show off your best photos.

Suitable for: 8-10s | Takes: 1 hr

[An in-tents year >](#)

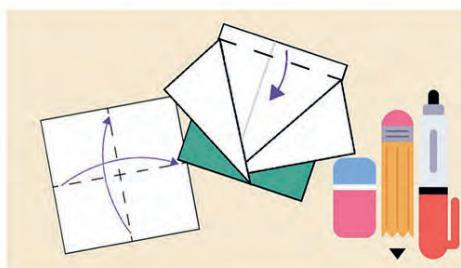


Weekly wins

Make diaries to record little victories, as we work out what wins do for our wellbeing.

Suitable for: 10-14s | Takes: 25 mins

[Weekly wins >](#)

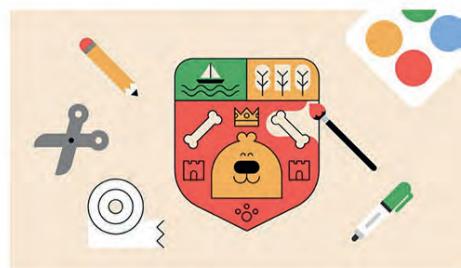


To foldy go

Fold for fun in this traditional origami challenge and design your own outfit.

Suitable for: 10-18s | Takes: 25 mins

[To foldy go >](#)



Changing your coat

Understand your local coat of arms, then make your own shield.

Suitable for: 8-10s | Takes: 1 hr

[Changing your coat >](#)



Lolly stick catapults

THIS ACTIVITY IS ALL ABOUT BEING A TEAM PLAYER AND DEVELOPING SKILLS

01:08



We know the days and weeks ahead are going to be difficult for families across the UK. While we normally love the great outdoors, we've pulled together some inspired indoor activity ideas for families of all shapes and sizes.

scouts.org.uk/the-great-outdoors

Beavers | Cubs | Scouts | Explorers

Walk and talk: become a wellbeing ambassador!

Get outside, go for a walk and use a chatterbox to start conversations about wellbeing

Time: 60 minutes

Location: Indoors

Cost: £££

Equipment

- Coloured pens/pencils
- Paper or light card
- Sticky notes, whiteboard or flipchart
- Pens
- Five Ways to Wellbeing chatterbox

Before you begin

This activity involves young people using Five Ways to Wellbeing chatterboxes. If your group has not made these before, use the Five Ways to Wellbeing chatterbox activity on the programme planning tool as a guide. It might be a good idea to make new ones, so the group can think of new questions.

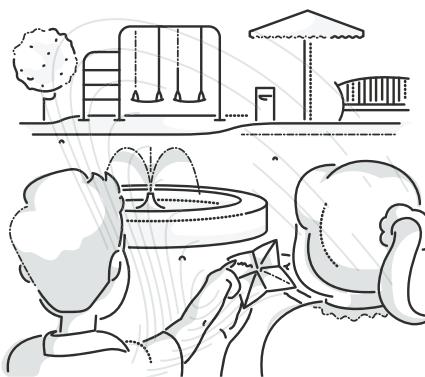
Explain that this activity will give the group an opportunity to become 'Walk and Talk Ambassadors'. They will use the chatterbox as a fun tool for themselves and others to think about the Five Ways to Wellbeing.

Instructions

- 1 The group should identify some questions they could ask each other about mental health and wellbeing to start a conversation. Ask the group to focus on open questions that will get people talking – by using words like what, when, why, how, where?

Some examples could include:

- How do you look after your wellbeing?



- Where do you feel happiest?
- How do you connect with others?
- When did you last learn something?
- Why should we share our feelings?
- Where would you go for support?
- How are you feeling today?

- 2 Ask the young people to write each of their ideas on sticky notes, a whiteboard or flipchart. Once you have collected all of these ideas, ask the group to pick their favourite questions and take a moment to think about what their own response might be if they were asked these questions by a friend. (You could run this step as a vote: using a show of hands and a tally to identify the group's favourite 5 questions.)

- 3 If they don't already have chatterboxes, your group should make them and add their own favourite questions. Once the chatterboxes are ready, young people should pair up, go out for a walk (for guidance and support on walking, go to scouts.org.uk/a-z) and take

it in turns to ask and answer the questions using their chatterboxes. The young people should answer using full sentences and ask follow up questions when possible, to keep the conversations going.

4 If you have time, ask the young people to switch partners and have another chat. (You could aim for 5–10 minutes for each chat and pick a specific route for the walk in advance, to make sure everyone is able to focus on their conversations and their partner's answer.)

5 The final step is to task your group with arranging to have a 'Walk and Talk' with at least 5 different people in their lives, using their chatterboxes to promote the Five Ways to Wellbeing. Remind everyone they should only talk to people they trust and feel safe with, like a parent/carer, sibling, family member or friend.

Take it further

Why not include this idea as an icebreaker activity at a group camp or District activity? Bring the chatterbox with you and use it to start conversations. You might also want to bring it with you when meeting new people to start a conversation and promote the Five Ways to Wellbeing. You could keep a chart in your meeting place to keep count of how many conversations you've had or any great ideas heard while promoting the Five Ways to Wellbeing.

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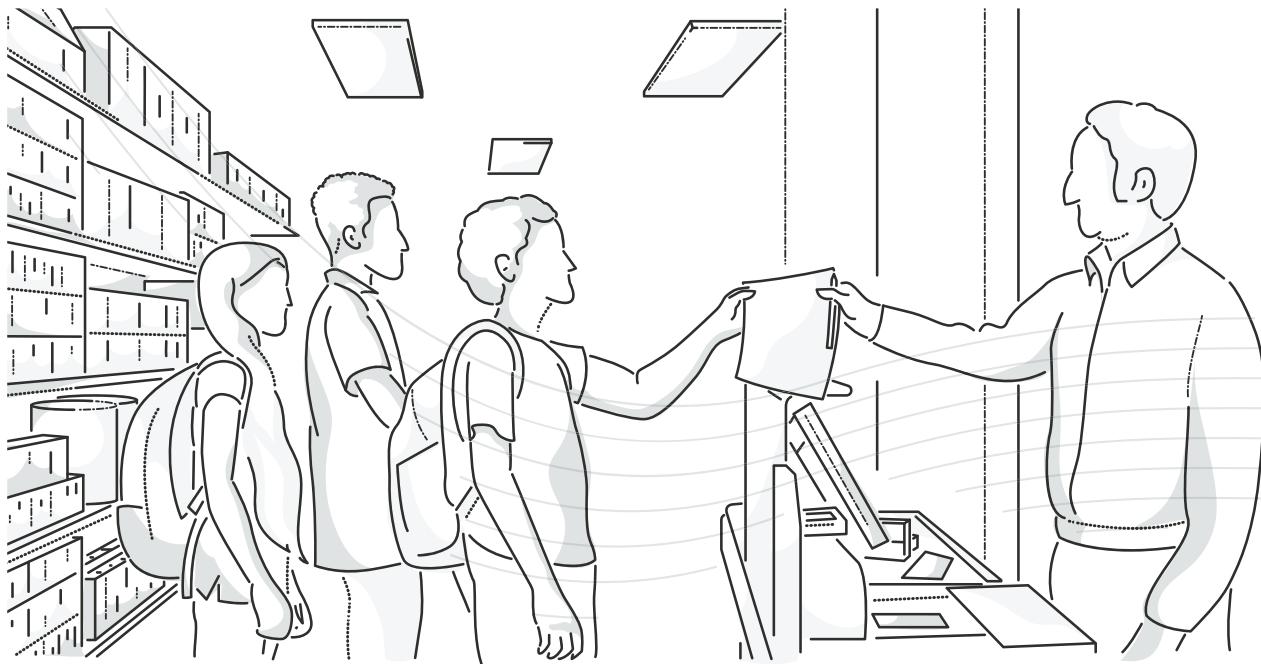
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Cubs | Scouts | Explorers

Community autism pledge

Get shops and businesses near you to commit to being autism-friendly to create a more accessible and inclusive local community for all

**Time:** 60 minutes**Location:** Indoor / Outdoor**Cost:** £££**Equipment**

- Big Five Things sheet scouts.org.uk/fivebigthings
- Copies of your autism-friendly charter (enough for each shop/business you're going to visit)
- Paper
- Pens

Before you begin

If your group hasn't already completed 'the autism-friendly charter' activity, take a look at how to create one; this should be a list of actions and steps that people can take to create a more autism-friendly community. If you need some help, have a look at the Big Five Things resource, which looks at common challenges that autistic people might face.

Instructions

1 Split the group into teams of 3–4. In these teams, think about places in your community that could be more autism-friendly, eg shops and supermarkets or community spaces like libraries or community centres.

2 As a whole group, plot a safe route through your community (for guidance on walking and further support go to scouts.org.uk/a-z) to ask the local shops and businesses on your list to sign up to your autism-friendly charter.

3 In teams, go to the places you have picked and talk to staff (ideally, the manager or senior staff) about why it is important that they take action to create an autism-friendly community. You can use the Big Five Things poster to help the conversation flow.

4 Ask the shop/business to sign your autism-friendly charter. If the staff are unsure how to put these actions in place, they can visit autism.org.uk to find out more.

5 Make a list of all the places that signed up, and make sure you tell people that they have – use social media, talk to your local MP, write to your local newspaper, host an event or simply tell friends and family. Make sure you let the businesses who signed up know what you're up to, to check they're happy!

Take it further

After a few weeks, check in with the places that signed up to see their progress. If they need support, use what you've learnt to help. Why not write to national organisations and ask them to commit to making all their shops autism-friendly?

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Details of these organisations can be found in our privacy statement at www.mr-fothergills.co.uk/privacy

Beavers | Cubs | Scouts | Explorers

Forced to flee: a solidarity walk

Go on an interactive walk as a group to follow one family's escape from conflict

Time: Session+

Location: Outdoors

Cost: £££

Equipment

- Paper envelopes
- Plain paper
- Forced to flee resources pack, available at: tinyurl.com/saemt9u or by emailing: Scouts@savethechildren.org.uk



Planning your walk

1 As a group, discuss what everyone has learned so far about refugees and displaced children from the previous activities. Can they imagine how it would feel to have to leave home and walk to safety? What challenges might people face?

2 Explain that one way we can put ourselves in the shoes of people who are forced to flee from conflict is by walking in solidarity with them (for more guidance and support on walking, head over to: scouts.org.uk/a-z). Discuss where and when you might hold a walk – you'll need to include four places to stop along the way. As a group, decide how far you'll walk – it should be a challenge but not impossible. What do they think they'll need to take with them on their walk?

3 Explain that, during the walk, they will hear more about the journey of Rani, a boy whose experience is based on real young people who have had to flee conflict, and had to make some of the same difficult decisions he did.

4 Discuss how you could use the walk to raise awareness of refugees and displaced children. Could you hold an event at the end of the walk and invite friends and family, or your local MP? How could they spread the word using the local media, social media or Scouts?

During the walk

1 Share the resources from the pack at each stage. Encourage the young people to work together to make decisions. You may wish to give different people different information to encourage them to communicate and share with each other.

2 While you're walking, discuss how different they might feel if they didn't have a choice about the walk. Remind them that while Rani is a refugee who has left his home country, many people who flee conflict stay in the same country and move to different areas. How would they feel if they didn't know when – or if – they'd be able to go back?

After your walk

1 Read the real stories behind Rani's journey, and discuss how Scouts can support refugees and displaced children and talk about what you've learned.

2 At your next meeting, ask the group how they've used the walk to spread the word about the challenges facing refugees and displaced children. Make a commitment about how you'll all share what you've learned.

Take it further

Base your walk on the distance real people have to walk to safety, eg a refugee from Myanmar might walk 64 miles to Bangladesh; a refugee from South Sudan could walk 250 miles to get to Ethiopia. The group could divide the distance between them. You could also share live social media updates from your walk so people can follow along. Make sure you use **#AMillionHands** and tag **@savechildrenuk** and **@UKScouting**.



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FOR YOUR WORLD

From grey to green

Encourage your community to grow their own herbs or wild flowers, provide wildlife-friendly spaces and spread happy messages

Time: 60 minutes

Location: Indoors/outdoors

Cost: £££

Equipment

- WWF Food for Thought poster: scouts.org.uk/foodforthought
- WWF What is Biodiversity? poster: scouts.org.uk/vwhatisbiodiversity
- Colouring pens/pencils
- Scissors
- String
- Recycled lolly sticks or round pebbles
- Donated plants
- Recycled plant pots
- Recycled plastic bottles
- Old wellies or colander
- Gardening gloves
- Peat-free compost (ideally organic)

Before you begin

Get out and about in your community to see if anyone will donate some plants to help with your project. Try garden centres, supermarkets and allotments. Why not ask people in your community if you could recycle their old plant pots to use for your project? The activity you choose to do with your group will depend on the plants that are donated. You can do one, two or all three of the ideas. Whatever you do, wear gloves when gardening and always wash your hands afterwards.

Instructions

- 1 Start by introducing the plants that have been donated (you may need to research these online or in a gardening book). Explain the significance of growing your own using the Food for Thought poster, the significance of wild flowers in giving local wildlife a home using

the What is Biodiversity? poster and the positive impact plants can have on our wellbeing (there's a reason flowers are given to celebrate, mark a special occasion and to cheer us up).

- 2 Help your group to fill planters with the compost and to plant the donated plants/herbs.

3 Now, encourage the group to make little signs, made from recycled wooden lolly sticks or pebbles to put into the planters, encouraging people who find them to pick them. Younger groups might need your help with writing but they can decorate the signs themselves.

Herbs on the high street

You might write...
Sprinkle some parsley on your salad.
Add basil to a vegetarian lasagne.
Make tea with a handful of mint.

Create a buzz

You might write...
We're creating a buzz in [the name of your town]. These important plants will provide food, a home and a place to breed for our local bees, butterflies and other pollinating insects.

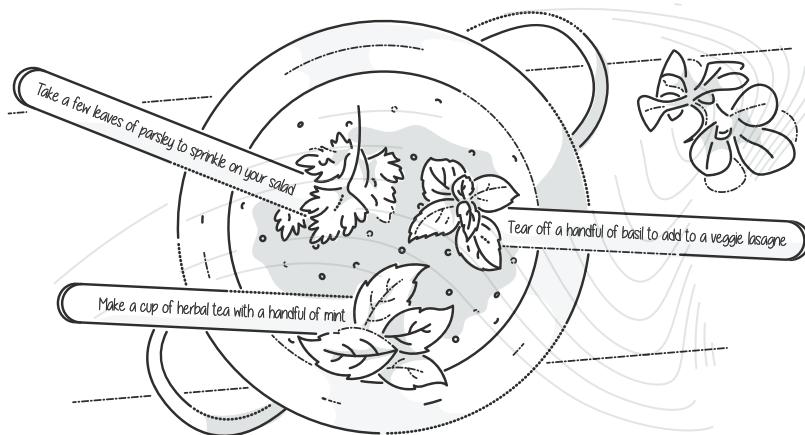
Happy plants

You might write...
We planted this here to say...
You are blooming awesome!
I be-leaf in you!
You had me at aloe!
You got this – encourage-mint!
I'm rooting for you!

- 4 Sign off with the name of your Scout group. You may choose to add a social media handle if this is something your group uses. Go to your chosen places and leave the planters for people to discover. (Make sure you have permission to place your planters in the area you'd like to have them first.)

Take it further

Take photographs and videos of what you've done and interview people in the community to ask what they think. (Make sure people are happy to be photographed, recorded or quoted and only use content that you have permission to use.) See if you could encourage your community to let your group manage a piece of land (like a community allotment) where you can grow food and bring in members of the community to find out more about Scouts and A Million Hands.





Dalmatian White



Summer King

purplea
Candy Mountainobscura
Dusky Maid

Dalmatian Purple



grandiflora Carillon



Elsey Kelsey



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ferruginea



purplea Alba



Dalmatian Peach

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Directory

Whether you're looking for an exciting excursion or overnight stay, or assistance with badge creation, our Directory section will point you in the right direction.

To advertise in the Directory, please contact John Billinghurst
on **0117 300 8517** or email john.billinghurst@immediate.co.uk

Appropriate Scout Association authorisation is required by leaders and adults running activities and events, even when using products and equipment supplied by commercial companies. Inclusion in this listing does not imply endorsement by The Scout Association.

Activity centres

KESWICK SCOUT GROUP HALL

The hall is in the centre of Keswick. Fully equipped kitchen, toilets & shower.

Price £10.00 per person per night

For further details contact:

Gill Reader

[1st Keswick Scout Group Treasurer]

bobandgill44@btinternet.com

Phone 017687 72073

Activity centres

KESWICK SCOUTS' CAMPING HUT

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3 miles from Keswick.

For further details contact:

Gill Reader

[1st Keswick Scout Group Treasurer]

bobandgill44@btinternet.com

Phone: 017687 72073

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the New Forest National Park

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butcherscoppice.org.uk



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What would your dream badge look like, if it could be anything? We asked 1st Keynsham Chiltern Cub Pack to design theirs, then we brought their creations to life using 3D rendering. You'll see a few more in future issues.
Download a template and share your own designs with us at scouts.org.uk/fantasybadge



Jack, 10 – The Mars Badge
'I like it because you have to go to space.'

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