



SCOUTING

'We have a duty to our young people to consider issues
like the refugee crisis'

Human Kindness, page 37



Spring Term 2018

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It is important to note the differing structures of UK Scouting in England, Wales, Scotland and Northern Ireland. However, for ease of reading, this magazine refers to all variations of 'County'-level groupings simply as County.

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

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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Welcome back to Scouting!

What a winter it's been so far! I had the privilege of dropping into some incredible Scout events. Congratulations and thank you to everyone who attended and organised these – you made me feel so welcome.

Believe it or not, now is the time to look ahead to the spring term and begin your programme planning. You'll be pleased to hear we're not short of practical support this issue. We offer some surprising activities from around the world and great tips on urban foraging, as well as how to get prepared for summer.

Speaking of the future, we also hear from UK Chief Commissioner Tim Kidd about the progress towards a new strategic plan for Scouting. As our founder, Robert Baden-Powell, never failed to remind us, we are a movement and need to be prepared to continue to change with the times.

I strongly believe that Scouting has a role to play in supporting young people

in understanding the world around them. To help with this discussion, we take a look at new resources created to help young people and adults in Scouting explore the topic of refugees.

Scouting and fashion may not have always been natural bedfellows, but perhaps this is set to change. We hear from Christopher Raeburn, the award-winning British fashion designer and former Cub Scout. What an inspiration he is to the next generation.

All that remains is for me to say thank you for everything you do – we never take it for granted.

Bear Grylls, Chief Scout

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Tim Peake announced as new Scout Ambassador

We're delighted to announce that European Space Agency (ESA) astronaut, Major Tim Peake has been appointed as a new Scout Ambassador. Best known for spending 186 days on the International Space Station (ISS), he is also a former Cub Scout and an advocate of the power of Scouting to help young people develop skills for life.

Tim beat over 9,000 other applicants for one of six places on the ESA's new astronaut training programme and moved to Cologne to begin training. He was launched to the ISS in December 2015 and participated in the first spacewalk outside the ISS by a British astronaut in January 2016. In April 2016, he ran the 2016 London Marathon from the ISS treadmill.

'Scouting started me on an incredible journey. I remember being a Cub Scout and going out on early night hikes and my first sleepovers in the outdoors. Sleeping under the stars and looking up – that's when the big questions come up: "Wow look at that universe, look at the Milky Way, what's out there? How did life begin? Where did it all start? Where's it going?" I never dreamed that some day I would be looking at our beautiful planet from space. I went from spending nights under the stars to spending nights among the stars. Scouting set me on the right path at a young age,' says Tim.

Since returning to Earth, he has worked to promote space and science in schools, and STEM careers.



Cubs100 wins Third Sector Award

Cubs100 triumphed at the Third Sector Awards, winning Communications Campaign of the Year. This award is an amazing recognition not just for the staff and volunteers who worked on our centenary year nationally, but for the 150,000 Cubs and all the volunteers who worked so hard to make it such a success locally.

The next issue of Scouting magazine

Earlier this year, we announced that Scouting magazine was going termly and will be published three times a year at Easter time, and in July and November. The next issue of Scouting magazine will be published at the end of March 2018 and will coincide with the release of the strategic plan for Scouting beyond 2018. Turn to page 57 for more information on the next Scouting strategic plan from Tim Kidd.

YouShape 2018

We're all set for YouShape Month 2018! Even though Youth Shaped Scouting takes place all year round, in February 2018 we're focusing on supporting young people and volunteers to embed this traditional part of Scouting into everything they do, and celebrating the amazing examples of Youth Shaped Scouting already taking place throughout the UK.

During YouShape Month, we're encouraging all sections to run local activities that will help young people engage and shape what their Scouting experience looks like. Look out for more details in Scouting+ and head to scouts.org.uk/youshape for further ideas and resources.



A Million Hands Big Moment

From March to June 2018, Scouts across the UK will be taking action for their A Million Hands issue through the Big Moment. Use the Big Moment resources to plan your action starting now. Resources for all sections and issues can be found at amillionhands.org.uk/bigmoment.



Scouts and NCS pilot partnership

In July, The Scout Association and the National Citizen Service (NCS) announced a new three-year partnership to support more young people across England

The partnership will:

- support the growth of both organisations and offer new opportunities for social mixing
- help extend the reach of NCS beyond its core programme and support sustainable growth for Scouting
- offer new roles for NCS graduates to support the growth of Scouting in disadvantaged communities, increasing the reach to communities that stand to benefit most
- allow both organisations to test and learn new approaches that will improve outcomes for young people involved in Scouting and NCS and deliver good value for money.

Matt Hyde, Chief Executive of The Scout Association, commented: 'Marrying the scale, reach and 110 years of experience of Scouting with the resource and innovative delivery of NCS will mean we have an even greater impact on many more young people. We hope that NCS graduates will become the Scout volunteers of the future.'

Based on the target age range of the NCS programme (15–17), there will be consultation and communications with volunteers who are linked to the Explorer Scout section to test out ideas of how the two organisations can support each other locally.

Staying relevant for the future

Our proposed strategic plan for Scouting beyond 2018 includes a proposal for a brand review and we have been researching its viability. We spoke to young people and adults, both in the Movement and beyond, about how we talk about Scouting and about our public image. If we move ahead with a brand review as an action from our new strategy, it will be key to ensure our brand (ie our

logo, tone of voice and messaging) is still relevant, inspiring and helping us attract more adults and young people.

A team made up of volunteers, staff and young people from across the nations are leading this exploratory work. Further updates will be communicated through Scouting+ and we will remain in close consultation with Commissioners.

A warm welcome to our new Scout Adventurers!



We're pleased to announce that we have appointed two new Scout Adventurers: Karen Darke MBE and Sean Conway. These are individuals who've excelled in the world of outdoor adventure and want to pass on their passion and expertise to the next generation. They join fellow Scout Adventurers Rhys Jones, Mark Wood and Alastair Humphreys.

Karen Darke MBE is a gold-medal-winning Paralympic handcyclist and adventurer from Halifax in Yorkshire. She has crossed the Greenland ice cap on skis, hand-cycled across Patagonia,



swum the length of Japan and won gold in Rio 2016.

Sean Conway completed the incredible feat of swimming the length of Britain, from Land's End to John O'Groats. In 2016 he also finished an epic 4,200-mile odyssey around the coast of Britain. Sean's great uncle was Sir Charles Warren, who was instrumental in the development of Scouts with Baden-Powell, with whom he served in South Africa.

The Scout Adventurers will help promote Scouting at a national level.

Craig Turpie elected Chair of the World Scout Committee

In August, UK Commissioner for Programme Craig Turpie was elected Chair of the World Scout Committee at the World Scout Conference in Azerbaijan.

Craig's experience in youth programme, youth involvement, social impact and strategy development is extensive. In 2014 he was appointed UK Commissioner for Programme and has helped improve support for the 6–25 Programme and contributed successfully to the work of Team UK. He was also a member of the European Scout Committee from 2004 to 2013, successfully serving as its Chairperson for six years.

Tim Kidd, UK Chief Commissioner, commented: 'Craig's knowledge and understanding of Scouting around the world, coupled with his experience as UK Commissioner for Programme, is a great asset for the Movement. I'm sure you will join me in congratulating Craig on his success and offering him our support.'





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Ask Team UK

The UK Chief Commissioner and his team answer your questions about disclosure checks, YouShape Month, girls in Scouting and more!

Illustrations: Patrick George

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Why do we do disclosure checks and who needs one? How can someone help in Scouting before they get a disclosure?
Disclosures are an essential part of safeguarding young people in Scouting. The Appointment Process chapter in POR sets out in full which roles require a disclosure check, however, when people are added to Compass, the user will be informed if a disclosure check is required.

Scout Network members do not need a disclosure check, however, if they undertake any activity where they are taking on the responsibilities of an adult volunteer, they must hold the appropriate adult role for that activity and might then need a disclosure.

New or prospective volunteers can help before they get a disclosure, but

they must be supervised and cannot attend any overnight activities. 'Supervision' means they need to be within sight and hearing of someone who holds a valid disclosure.

Disclosures in Scouting need to be renewed every five years. Compass will automatically send reminders before your disclosure expires. It is essential that everyone who needs a disclosure has one.

Tim Kidd, Alex Peace-Gadsby, Graham Haddock, Stephen Donaldson and Gareth Watson
UK Chief Commissioner and Chief Commissioners of England, Scotland, Northern Ireland and Wales

We don't seem to have many girls in our Group. Why is that?

Believe it or not, there are still many members of the British public (over 50% according to some research) who are unaware that we welcome girls in Scouting.

We need to continue to look at how girls are welcomed into the Movement. Speak to parents in your local area and encourage them to send their daughters along to Scouts. Ensure any media coverage you get makes clear we are co-educational, whether this is via photographs or in the wording. Make sure every section has a



reasonable ratio of girls to boys. We are only able to truly achieve our plan, Scouting for All, if we get the message across that each and every child in the UK is welcome to join.

Kester Sharpe and Mark Tarry
Deputy UK Chief Commissioners

With YouShape Month around the corner, how can I get involved?

Speak to your Local Youth Commissioner to see if there are any local activities your young people can get involved in. For inspiration on how to make sure your section is Youth Shaped, head over to members.scouts.org.uk/youshape where you will find a range of activities to add into your programme from current and past YouShape events.

You can join in and share your thoughts during YouShape Month by using YouShape on social media. Search for the hashtag to see what other people are getting up to. By sharing our ideas, we'll enable more young people to shape their Scouting. If your young people are planning part of their programme, doing a YouShape-inspired activity, or reviewing past YouShape events, then YouShape 2018 is sure to be a success!

Hannah Kentish
UK Youth Commissioner



What is the purpose of National Scout Active Support Units?

There are a number of National Scout Active Support Units that support various activities in Scouting across the UK and overseas. Many provide support to section leaders and local Groups, while a few undertake specific specialised activities in partnership with UKHQ teams. For example, some support opening Scouting provision while others run activities at events.

A list of all the National Scout Active Support Units in the UK can be found at scouts.org.uk/sasu. To apply to join a National Scout Active Support Unit, simply contact the one you'd like to join directly.

Amir Cheema
UK Commissioner for Adult Support

Is there training available so that I am better equipped to support the full participation of disabled young people in my section? How do I access this training?

Module 36: Additional Needs of the Adult Training Scheme is currently under review as the terminology and content needs updating. In the meantime, for support in ensuring your programme is accessible, and disabled young people can fully participate, training can be requested from our Specialist Advisers for Inclusion and Diversity (SAID). The Specialist Advisers are a national team that supports District, County and Regional Scouting to ensure it's inclusive, accessible and as diverse as the communities in which we live. The team can deliver a variety of workshops, equipping adults in Scouting with the practical skills, knowledge and confidence needed to support inclusive Scouting. A core feature of all sessions focuses on effective communication.



Workshops can be requested on topics such as making reasonable adjustments, deaf-friendly Scouting and autism awareness by emailing diversity.inclusion@scouts.org.uk.

Amir Cheema
UK Commissioner for Adult Support

I'm organising an event in my County. How do I request someone from Team UK to come along?

A form to request a visit from a member of Team UK can be found at scouts.org.uk/connect. Your County or Regional Commissioner, or for Wales, Scotland or Northern Ireland, the nation's Headquarters or Chief Commissioner must be aware that you are making the request and approve it. Usually, Team UK members attend County, Regional or large-scale events, with County or Regional Commissioners attending District events, and County or District Commissioners attending Group events. Remember that diaries fill up quickly, so generally at least six months' notice should be given.

Kester Sharpe
Deputy UK Chief Commissioner

Ask a question

If you have a query for Team UK, head to scouts.org.uk/connect and complete the online form.



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Sarah Griffiths



John Smith



Nasrin Razzaq



Eileen Cummings

Spotlight on local Executive Committees

With Trustees' Week starting on 13 November, we take a look at these essential support roles

The success of Scouting is a result of the inspiring collaboration of young people, volunteers and parents who are a part of it. Within this community, local Executive Committees, comprised of adult volunteers, play an important role in ensuring Scouting keeps ticking over smoothly. The local Executive Committee is the glue that holds a Scout Group/District/County together. Committee members have lots of important responsibilities.

They are there to ensure that the Group/District/County complies with the Policy, Organisation and Rules (POR) of The Scout Association and the Safety Policy. They also protect and maintain any property and equipment owned by and/or used by the Group/District/County. They manage the Group/District/County's finances and provide insurance for people, property and equipment. They also promote and support the development of Scouting in the local area and ensure that a positive image of Scouting is maintained in the local community. They ensure that young people are involved in decision-making at all levels within the Group/District/County and are responsible for the opening, closing and amalgamation of sections and Groups when necessary.

So what's it like being on an Executive Committee? We spoke to a few members to find out.

Sarah Griffiths, County Executive Committee Member, Essex County
'I enjoy being an Executive member because of the people we get to work with and because I can see the work we do makes a difference. I enjoy the planning and seeing where we can take Scouting through the exciting projects we invest in. I have learnt so much, from how to chair meetings to get a good outcome for all, through to learning how people-management works. I don't think I would have been able to get as far in my career without these skills.'

John Smith, District Chairman, Sutton Coldfield West District
'My life in Scouting has, over the years taken different turns, all of which have been very good, but being a District Executive member/Trustee has been particularly rewarding. In this position, I have a responsibility to ensure local Scouting is taking place safely and legally, which is of paramount importance. This will ensure we give the young people every opportunity to achieve things in their lives.'

Nasrin Razzaq, Group Chairman, 16th Watford South Scout Group
'Being an Executive member has shown me how generous people are with their time, with helpers giving up so much to help with events. Watching children absorbed in various activities, laughing and chatting with the adults, as well as their fellow Scouts, is really satisfying. And as the Scouts grow into Explorers and take up leadership roles you can see the effort has paid off because the Scout Movement is contributing to the nurturing of responsible, caring young adults.'

Eileen Cummings, Group Executive Committee Member, 64th Birmingham
'For me, it's something different. It's community-based, which I find exciting. You can get involved in the development of the Scout Group. You can help to shape the future of it. And you can get involved in activities you wouldn't normally get involved in.'

For more information about local Executive Committees and support for Group Executive Committee members, head online to scouts.org.uk/execommittees and scouts.org.uk/groupexecsupport.



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‘Good teamwork means everybody playing their part and doing it well, not for applause but for the success of all.’

Lord Robert Baden-Powell

Features

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Unearth nature's bounty that's hidden around the city, waiting to be discovered... and devoured!



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UK Chief Commissioner Tim Kidd looks ahead to the Scouting strategic plan beyond 2018



London's living larder

In the second instalment of our foraging series, we take a stroll through the edible borough of Tower Hamlets, searching for hidden gems among the noise and the dirt

Words: Aimee-Lee Abraham | Pictures: Gareth Iwan Jones | Illustrations: Veronica Malatesta

At first, the woodland seems remarkably unremarkable; the setting no different to any other inner-city park anywhere in the world. Then a Scout spots a wild strawberry sprouting from underneath a stone and realises he may have stumbled upon something special. That's the thing with urban foraging: once you know what's hiding in plain sight, a routine walk can become a treasure hunt.

Standing here in the middle of Tower Hamlets Cemetery Park, the East London Scouts are on home turf. The borough – famed for its fried chicken shops and high rises – is home to a surprising number of green spaces.

The air is startlingly clear; the ground bustling with minibeasts. More recorded species of butterfly can be found here than anywhere else in the capital and edible plants bloom among the discarded crisp packets and cans. You just need to know what you're looking for.

Ken Greenway, manager of the park since 2003, is leading the lesson. As a child, he was fascinated by nature, and would often wander down to the pond, magnifying glass in hand, frequently forgetting to go home for dinner. As an adult, little has changed. He appears to look at the world in high-definition, reeling off the intricate history of every





plant the group passes, identifying species of spider by web alone. 'When cityfolk imagine wild food', he says, 'they often think of skip-diving, but there will be no rummaging through bins today.' Instead, the group will scavenge for smoothie ingredients, whizz them together, and take the leftovers home for tea. Starting slowly, Ken suggests leading with the nose – 'if you like the scent of a plant, you're likely to like the taste' – and warns of the precautions foragers need to take (turn to page 21 for tips).

The group starts with the most universally appealing plants, such as the candy-cane wild strawberries local Scout Alessandro insists taste exactly like sweet-shop lollipops, but soon they're moving on to braver choices, sampling fiery rocket and sour sloe berries. Ken explains how the foraging expert and writer Richard Mabey wrote that 'just one cautious bite (of sloe) will make the whole inside of your mouth creep' in his book *Food For Free*. Once this is known, everybody immediately starts plotting practical jokes. 'Can I give this to my little brother and tell him it's a grape I found?' asks Scout Daniel, eyes

on fire. The answer, of course, is 'no', though the group are encouraged to try it themselves. 'It's perfectly safe, but it tastes horrible,' Ken laughs. "'Do unto others as you would do unto yourself', that's what I always say.'

There's a collective intake of breath as Daniel agrees to try it. Breaking the green flesh between his teeth, he pauses for a moment before breaking into a big grin. He's surprised; it's less dreadful than he'd hoped and too inoffensive for use in sibling trickery. The berry tastes kind of familiar, and later, it becomes clear why: 'Raw sloe tastes a lot like eating a whole bag of Haribo Tangfastics, without brushing your teeth afterwards!'

In the next hour, the sun breaks through the trees and the group grows confident, asking questions and trying things readily. By the time they reach the edge of the park, they've rolled poor man's mustard between their fingers 'as if picking a bogey without flicking it'; made hand sanitiser out of soapwort, and chomped on mugwort – a bitter herb recognised for its use in Harry Potter potions. They even try stinging nettles, which

Above: Tower Hamlets Cemetery Park is home to many delicious specimens, all ripe for the (responsible) picking

Facing page: Ken introduces the Scouts to the edible flowers of the red valerian plant; preparing to nibble on nettles; the park is an unlikely Gothic setting





‘Raw sloe tastes like eating a whole
bag of Haribo Tangfastics...’

Daniel, Scout

‘If you like the scent of a plant, you’re likely to like the taste.’

Ken Greenway, manager at Tower Hamlets Cemetery Park



when grabbed and rolled firmly, are transformed from a ‘bundle of hypodermic needles’ into an agreeable snack. ‘We’re lucky that the active British nettle sting only stings for half an hour,’ says Ken. Even luckier that it can so easily be made safe to eat. In Java, there’s a nettle that can cause lockjaw and death. In Australia, there’s a nettle that can continue to harm its victim for years after the fact. No stings in sight, this batch tastes sweeter than the runner bean.

Suddenly, it’s time to enjoy the fruits of their labour. Ken balances his battery-powered blender on the grass, and the group gets to work, taking it in turns with the tasting and stirring. Alessandro takes on the role of chief herb-chopper, slicing and dicing the leaves into tiny pieces. Scout Isaac is chief taster, responsible for sweetening the goods with apple juice, and topping the whole thing with honey harvested from the cemetery’s very own ‘zom-bee’ bees.

The verdict? Wild smoothies, however grassy at first sip, are far more delicious than their supermarket equivalent. And

while foraging is unlikely to replace the convenience of the weekly shop, its value is clear. With a little patience and respect, Ken is certain that this small act can radically transform the way people view the urban landscapes they call home; living in harmony with the changing seasons, rather than battling against them. Contrary to popular belief, much of the city is edible, and even if you live in a high-rise on a council estate, you can usually access a bountiful selection of meal-enhancing goodies.

Heading towards the exit, some of them sporting muddy knees, all of them clutching paper bags bulging and green, the group feels a little lighter; their lungs full of fresh air; their bellies full of foraged herbs, and with the thrill of discovery. In a city park designed for the dead, life is abundant. It’s in the wild strawberries dancing on graves, in the bees that buzz, and – most tellingly – in the laughter bubbling from a whole new generation of Scouts, returning home with brand new stories to tell, and brand new skills to share. ♣

Urban foraging tips

A closer look at the urban landscape will show you that the city contains a wealth of free-flowing ingredients; rich in micronutrients and tastier than their supermarket cousins. We hope you're inspired to explore your very own concrete jungle, Scout Group in tow. However, it's important to remember that there are rules and guidelines that must be followed while foraging.

Pollutants and pests

When researching your potential spot, double-check to ensure it's not contaminated. In urban environments, you need to be especially wary of man-made pollutants, bearing the history and purpose of the site in mind. As a rule of thumb, steer clear of plants growing near petrol stations, busy roads, train stations, industrial plants and factories.

The area should be free from foul water and landfill, and the plants free from pesticides (check with your council to see what's used).

Regardless, always wash everything thoroughly, and avoid anything that

looks even slightly worse for wear. It's better to be safe than sorry. Where possible, stick to the dog-free section of the park, and remember that rats and city foxes cannot read the 'keep out' signage. Use common sense to decide where you pick and what you eat, avoiding anything that grows at the base of trees (prime pee spots!), and anything that you are not one 100% certain is safe.

Legality and sustainability

Trespassing is illegal, as is uprooting the entire plant without permission. To ensure you're foraging sustainably and legally, choose clear, communal spaces and never take more than a third of any plant, leaving plenty for others. Parks and woodlands, however accessible to the public, may still be privately owned. Check with the landowner and keep an eye out for any signs or terms of use present on-site.

In recent years, foraging has been accused of depleting natural resources. Sustainably done, this is not so.

Plant identification

It's best to go foraging with an expert in tow, at least for your first several sessions. Many safe plants have poisonous lookalikes and an expert is more likely to be aware of subtleties. Educate yourself and never pick anything you are even slightly unsure of.

Disclaimer

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Turn the page...

Head to page 22 for our guide to some of the edible plants you can find in the city landscape.

Facing page:
Explorer Scout Joel
follows his nose;
Scouts Daniel and
Isaac whizz up a
wild smoothie

Right: Common
knapweed is
delicious in salads;
nature blooms
between the
bridges and high-
rise buildings



What to look for: city plants

So-long, subpar salads! There is treasure to be found in all corners of the city.

1) Common mugwort (*Artemisia vulgaris*)

Other names: Wild wormwood, crone wort, St. John's plant.

Description: Many-branched perennial, reaching up to 5ft high. Reddish-brown flower-heads come in clusters, surrounded by fragrant leaves, and supported by a purplish stem.

Use: Great in teas and smoothies. Historically used as an anti-inflammatory, it lined the shoes of tired Roman foot soldiers.

Taste: Bitter, aromatic.

When to pick: Blooms July–September. Avoid during pregnancy, or if prone to hayfever.

2) Three-cornered leek

(*Allium triquetrum*)

Other names: Onion weed.

Description: Strap-like leaves resemble grass.

Stems are triangular and appear cross-sectioned, hence the name 'three-cornered'.

Flowers reminiscent of white bluebells, with a distinct, narrow green stripe down the petal centre. Smells of onion when crushed.

Use: Eat raw for maximum oomph, or simmer into stews.

Taste: Leek-like with a hint of chive.

When to pick: March–April.

3) Juniper (*Juniperus communis*)

Other names: Juniper berry/fruit.

Description: Small, yellow flowers erupt at the base of the leaves. Green cones of fruit appear in June, ripening blue-black by September of their second year.

Use: Plague-ridden England used juniper to purify barns and backstreets, believing it repellent to witches and serpents. Today, it can neutralise rich game, liven bland bread, and sharpen sauerkraut.

Taste: Ear-nose-and-throat clearing.

When to pick: Autumn. Avoid during pregnancy.

4) Common dandelion

(*Lentodon taraxacum*)

Other names: Blowball, clockflower, lion's tooth, swine's snout.

Description: Hairless, jagged leaves grow from the base. Hollow stems reach up to 30cm.

Flowers are sunshine yellow, seeds form delicate orbs.

Use: Blow on the seeds, harvest the leaves, dress with a drizzle of lemon. Brewed, the root provides a punchy, coffee-like pick-me-up.

Taste: Earthy, nutty leaves. Crunchy-sweet

flowers, delicious battered.

When to pick: Flowers February–November, abundant April–May.

5) Poor man's mustard (*Alliaria petiolata*)

Other names: Hedge garlic, garlic mustard, penny hedge.

Description: A biennial flowering plant. In the first year of growth, it forms a romantic rosette of heart-shaped leaves that smell of garlic when crushed. White, cross-shaped flowers emerge in year two.

Use: Young leaves can be used in salads, older leaves are best for cooking.

Taste: Zingy, warm, and cleansing to eat.

Garlic-like flavour.

When to pick: Spring.

6) Common soapwort

(*Saponaria officinalis*)

Other names: Sweet Betty.

Description: Straggling, hairless, perennial herb, growing up to 80cm tall. Simple stems have oval, pointed leaves. Pinky-white, tubular flowers bloom in clusters of six to 25.

Use: An edible, antibacterial cleanser. Simply crush and lather as you would soap. Popular in the Middle East, it forms the basis of halva (a sesame snack composed of crushed seeds and sugar).

Taste: Astringent, tea-like flavour.

When to pick: Spring–summer.

7) Stinging nettle (*Urtica dioica*)

Other names: Common nettle, nettle leaf.

Description: A perennial flowering plant with oval, toothed leaves. The dainty, sharp hairs are notorious stingers, but are perfectly harmless once exposed to heat.

Use: Delicious in soups, or wilted in the pan.

Taste: Similar to spinach.

When to pick: Spring–early summer.

8) Wild strawberry (*Fragaria vesca*)

Other names: Woodland strawberry, fraiser des bois.

Description: Perennial member of the rose family. Light-green leaves appear in threes, with toothed margins. Tiny red fruit bloom. These are shorter, squatter, and far superior to the supermarket strawberry.

Use: Delicious raw, or crushed into a syrup and lashed liberally over bitter greens.

Taste: Juicy, candy-cane sweetness.

When to pick: Everbearing, the fruit blossoms

whenever the weather is pleasant. Usually available May–October.

9) Wild rocket (*Diplotaxis tenuifolia*)

Other names: Perennial wall rocket.

Description: Salad rocket's wilder cousin.

Climbs walls, thrives in the unlikelyst of urban spots, clinging to pavement cracks and waste ground. Flowers are lemon-yellow.

Use: Emboldens the blandest of salads and makes a punchy pesto.

Taste: Surprisingly spicy, a single wild pepper-leaf can pack more flavour than a handful of the supermarket stuff, and needn't be seasoned to shine.

When to pick: Retreats in winter, otherwise available year-round.

10) Rose hip (*Rosa carina*)

Other names: Rose haw, rose hep, dog rose.

Description: Fruit of the thorny rose shrub. The plant is 1m–3m high, with hanging branches. Look for jawbreaker-sized, ornamental fruit. Typically red, and reminiscent of crab apples.

Use: Rich in Vitamin C, it was rationed during World War Two's citrus shortage. Delicious in marmalades, teas and syrups.

Taste: Tart, tangy.

When to pick: Late-summer–autumn.

11) English holly (*Ilex aquifolium*)

Other names: Common holly.

Description: Medium evergreen tree, with dark, glossy green and usually strongly spined leaves. Small, dull white flowers in spring are followed by showy red berries come autumn.

Use: Traditionally used for seasonal decoration (deck the halls, etc), the leaves and berries look especially beautiful weaved into wreaths.

Taste: Do not eat! Use for decoration instead.

When to pick: In the lead up to Christmas.

12) Sloe (*Prunus spinosa*)

Other names: Blackthorn.

Descriptions: Oval leaves, white flowers.

Produces a small, dark-blue berry, covered when young with a paler bloom.

Use: Great in cordials.

Taste: Sour, drying. Forager Richard Mabey warns 'one bite will make the whole inside of your mouth creep', while Daniel of the East London Scouts insists it's more like 'eating a bag of Haribo Tangfastics without brushing your teeth afterwards.'

When to pick: First frost.



- 1) Common mugwort
- 2) Three-cornered leek
- 3) Juniper
- 4) Common dandelion

- 5) Poor man's mustard
- 6) Common soapwort
- 7) Stinging nettle
- 8) Wild strawberry

- 9) Wild rocket
- 10) Rose hip
- 11) English holly
- 12) Sloe

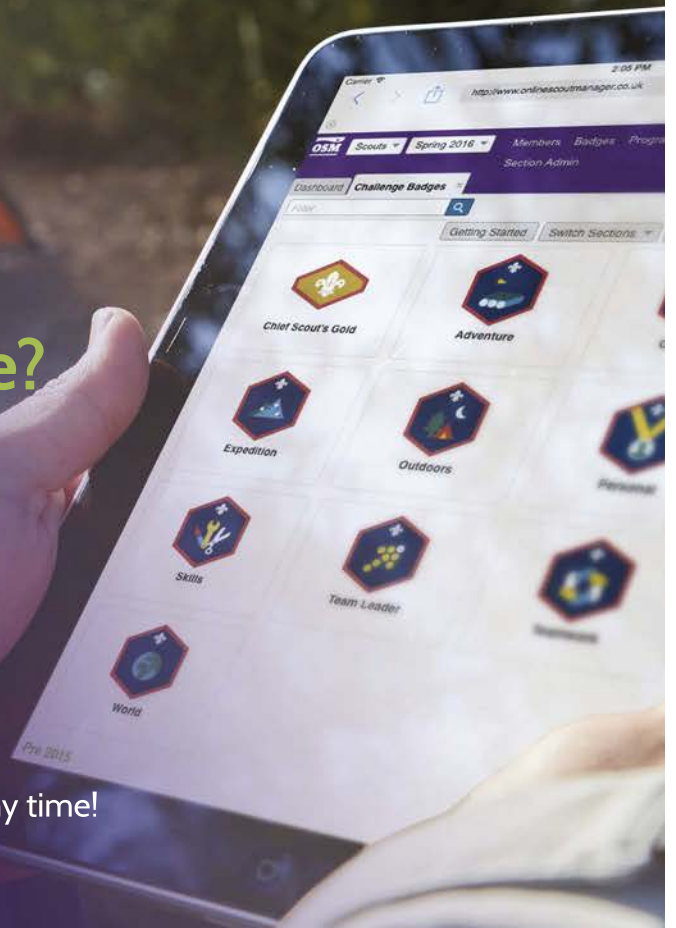


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Neil, Scout Leader, Oxley Park Scout Group

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'If I were Chief Scout...'

We asked Cubs what they would do if they could step into Bear Grylls' shoes for the day.
Here's what they had to say...



'I would install sweet machines in every Scout HQ.'

Illustration: Laura Wood



‘I would get more girls into Scouts.’

Illustration: David Plant

'I would change how far we have to hike.
I get too tired!'



Illustration: Dave Bain

'I would help people learn to swim, cook food over fires and survive in the woods.'



Illustration: Laurie Stansfield



‘I would invent a badge for being good.’

Illustration: Zoe Power

'I would have fewer indoor games and
do more things outside.'



Illustration: Sam Rowe

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Prime planting season is from mid-November to March, so be sure to bring your saplings indoors if a winter frost is forecast



Dig in!

Following on from last issue's introduction to The Woodland Trust's Free Trees campaign, here are some handy hints to get your planting off to the best possible start

You've received your free trees from the Woodland Trust and identified where you want to plant, but what do you do next? Rest assured, the Woodland Trust is here to help.

What you need

Once you've carefully selected where you're going to plant and have sought all the necessary permissions, you're ready to roll up your sleeves and get planting! Planting your trees needn't be complicated – all you need is a space to plant, a spade and a Troop of helpful young people! Prime planting season is from mid-November to March, so be sure to bring your saplings indoors if a winter frost is forecast before planting.

Planting your tree

When you're ready to plant your saplings, dig a hole slightly wider and deeper than the roots of your tree and loosen the soil around the edges.

Remove the pot and check your tree for its 'collar' – the mark around the base that shows where it first started to grow above ground. Place your tree in the hole and make sure the collar lines up with the top of the soil. Push back the soil and make sure the tree is sturdy but that the soil isn't too tightly packed. Every Woodland Trust tree pack comes with protective spirals and canes to keep away nibbling wildlife such as rabbits or squirrels. Push the cane into the ground next to the tree and place the spiral over the top, being careful not to break any branches. Twist the spiral firmly into the ground to prevent animals from climbing underneath.

Tree TLC

You'll need to weed your trees regularly – they'll grow much more quickly if they don't have competition for light and food from weeds and grass. If you can't visit them regularly,

pile a thick layer of bark chips, straw or mulch around the tree in a ring so that it doesn't touch the sapling, but stops or slows the weeds growing around it. Even a square of old carpet would work! You shouldn't need to water the trees unless there has been a prolonged dry spell. If at any point you think the trees might have become diseased or have insect infestations, contact the Woodland Trust directly to get some advice.

Haven't applied for your trees yet?

The Woodland Trust is giving away thousands of trees to schools and community groups in partnership with Sainsbury's, IKEA FAMILY, Yorkshire Tea and players of People's Postcode Lottery. To apply for your free tree pack, visit woodlandtrust.org.uk/freetrees. Share your planting pictures on Facebook and Twitter, tagging @WoodlandTrust and using #FreeTrees.



Expedition unknown

Even the best-laid plans can go awry, as Network member Oscar Williams discovered

Words: Oscar Williams | Illustration: Sophie Melissa

For our practice Queen's Scout Award expedition, we decided to venture out to the moorlands of Dartmoor. After a five-hour train journey, the market town of Totnes welcomed us with clear blue skies. We pitched our tents in sunny weather and went to sleep that night trusting the weather gods would be on our side for the rest of the expedition. But the scenario the next morning was very different: dense fog, heavy rain and winds at 40mph. Not exactly what we'd bargained for.

Our cosy sleeping bags became our refuge. We patiently waited for the miserable weather to pass but water kept pouring out of the sky and our tents blew around like carrier bags. As minutes turned into hours, our concerns rose – would we ever be able to start our expedition? The rain finally stopped and the wind subsided. Our team of five set off into the mist. After walking two miles, darkness began to set in and we decided to pitch our tents on the side of a hill.

The next morning we woke up and our GPS informed us that we had camped almost half a mile away from where we were meant to be. We were already behind our planned route so we decided to re-route our journey. We phoned our leaders to get their approval for our new route and off we went.

Our second day was more successful. The miles seemed to fly by and we were able to stick to our new game plan. But when the time came to find a suitable place to pitch our tents, we found ourselves in a conundrum.

We were at the top of a swampy hill. Our first thought was to walk down and find a drier patch of ground on the side of the hill. But we quickly ruled that one out because nobody wanted to sleep in a tent at a 45-degree angle. We could see a flat, dry patch of ground further down in the valley. Flat, dry ground – what could go wrong?

With our tents successfully pitched, the heavens opened yet again. We took shelter and called it a night, but just a few hours later, I was woken by one of my fellow campers.

I placed my hand on the floor only to feel a cold and wet ground sheet. Peering through the tent door, I realised my tent was floating on six inches of water. Water was gushing down the hillside and into our campsite.

We put on our raincoats, turned on our GPS tracker and tried to phone our leaders, but we couldn't get hold of them and the wind had already picked up. Heavy rain started to pour. Our attempt to move our tents resulted in a soggy pile of ripped canvas and broken poles. We had to make a decision and our only option was to walk off the moors that night.

But our challenges were far from over. The only bridge over the river was flooded and it was impossible to cross. Soaked and tired, we trembled through the knee-deep marshlands and walked the long way around the river. The only form of reliable navigation was my emergency hand-held GPS unit.

We spent two hours trudging through the bog. The chances of us getting to our pick-up point seemed to be getting slimmer by the minute. We erected our emergency shelter and huddled up for warmth until eventually – reluctantly – we sent out an SOS signal.

As the minutes passed, we sat in the bitter cold anxiously looking at our phone. Over the course of the next few hours, six emergency calls were made. To the best of my ability, I remained calm. It wasn't easy reassuring the rest of my team, who were all anxious and scared that the icy cold water and weather conditions would lead to hypothermia.

Finally, at 3.30am, a beam of light shone out through the darkness. A 4x4 and a team on foot had reached us. The sense of relief was immense.

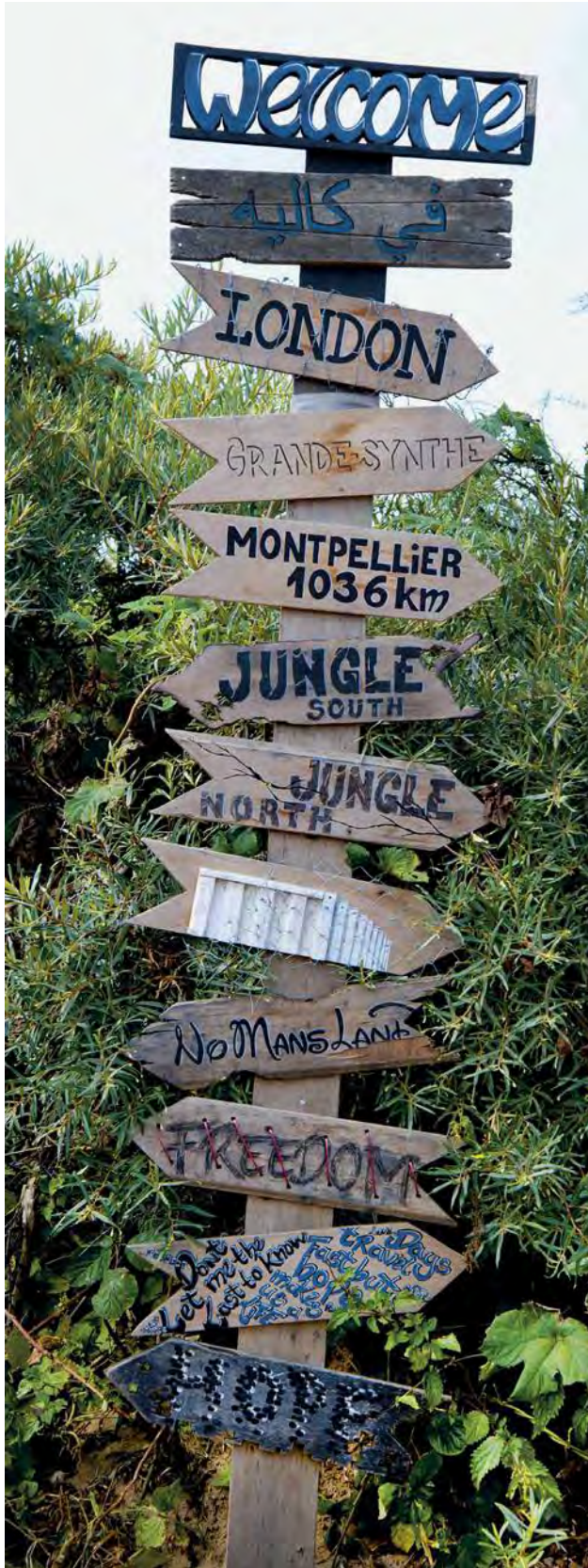
Our expedition had turned out to be a lot more demanding than any of us had anticipated, but our sense of accomplishment at having pushed through the many challenges was immense. We're already looking forward to our next adventure. 🍀

THREE SCOTTISH CENTRES, FORDELL
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Jenny Matthews/Panos

Human kindness

You can encourage empathy and understanding in your section with a new resource designed to help leaders and young people explore the refugee crisis

Words: Helen Pearce

Pictures: Brian Doherty, Alan Noake and WOSM

We're currently facing the world's biggest migration crisis since World War Two. In May 2017, the United Nations High Commission for Refugees reported that over five million Syrians are registered as refugees. Of those, over four million are fleeing to neighbouring countries such as Turkey, Lebanon, Iraq and Jordan, and more than a million have made the treacherous journey to Europe since 2011. In search of safety and a new life, they've been forced to flee their homes, friends and family.

In 2015, David Cameron, then Prime Minister, announced that the UK would welcome 20,000 refugees by 2020 and encouraged people to think about what they could do to help welcome these refugees to the UK. As the largest co-educational youth movement in the UK, the Scouts has an important role to play in supporting young people to understand these global issues and ensuring that we remain an open and inclusive Movement.

This is not a new topic for the Movement. In fact, UK Scouting has a long history of supporting and including displaced people going all the way back to the earliest days of the Movement. In August 1914, thousands of Belgians came to Britain to seek refuge from the First World War.





Scouts were instrumental in supporting other civilian organisations with this influx of people. For example, Scouts in Folkestone, one of the main arrival points, acted as guides for those arriving in the UK, leading them to centres where they could access support.

Scouting also supported the Kindertransport scheme from 1938 to 1940, welcoming displaced children to the UK. Many of the children had very little understanding of what was happening to them, having left their homes suddenly and alone. Settling into their new lives was incredibly difficult. Scouting was there to help; some children were welcomed into existing Scout Groups, and in areas where a large number of Kindertransport children lived, new Groups were created for them.

Then, following political unrest in Hungary in the late 1950s, Gilwell Park became a temporary refuge for Hungarian political refugees who were forced to flee their homes.

A pledge to help in Europe

With the current refugee crisis becoming an increasing concern across Europe, at the Joint

European Guide and Scout Conference in 2016, Scouts and Guides from across Europe agreed that they needed to do something about it.

They committed to playing an active role in the current migrant and refugee situation in Europe by continuing to encourage partnerships with humanitarian organisations that can support them in taking action and in producing educational materials for Guides and Scouts. They also committed to call on European institutions to take action to support human rights in response to the refugee situation in Europe, and to identify opportunities for joint work relating to human rights and the refugee crisis.

Kent County Explorer Scouts

Around the same time, with the EU referendum looming, local authorities in Kent began to discuss the possibility of Britain leaving the EU, and refugee camps being set up in Dover.

David Wraight, Assistant County Commissioner (International) in Kent and Explorer Leader at 38th and 40th Strood Explorer Scout Unit, and fellow Explorer Leader and Specialist Adviser for Diversity and Inclusion Tony Malone began to

Above: Senior International Officer Georgie Mavrakis introduces an Explorer Unit to the Refugee Response resource

Facing page: The Explorers familiarise themselves with the suggested activities, while Scouts in Greece offer support to refugees



‘One of the great things about our Explorers is they hate injustice – they’re passionate about making a difference.’

Tony Malone, Explorer Leader and Specialist Adviser for Diversity and Inclusion





‘Leading these activities for other young people has helped me gain confidence...’

Shaun, Explorer Scout, 38th and 40th Strood ESU

think about how they as Scouts could support the refugees if camps were set up in Dover after the referendum. ‘We were aware that French Scouts had been doing work in refugee camps so we started looking at what we might do in Kent.’ They felt strongly that they wanted to explore these issues with young people in Scouting and help refugees be part of the wider community.

‘If our Scout Values are to mean anything, we have a duty to our young people to provide an opportunity to consider issues like the refugee crisis, and to talk to our local refugee communities about what help we can provide. We already look at other issues, such as conservation, both in global terms and local action, and work with a range of other charities to raise our young people’s awareness, enabling them to take positive action. We need to remain alert to new crises and opportunities to assist,’ says David.

Tony goes on to say, ‘We began to wonder if Kent Scouts could set up a refugee group within a camp that was integrated with local surrounding Groups. That hasn’t happened yet but that’s where our heads are at.’

Support from Headquarters

Meanwhile, Georgie Mavrakis, Senior International Officer at The Scout Association Headquarters, had been approached by the Eric Frank Trust. Eric Frank was a refugee from Austria who fled during World War Two and arrived in the UK on his own aged 17. Eric was welcomed into Scouting and to show his gratitude for all of the help he received from the Movement, he set up the Eric Frank Trust, which supports young people’s social and leadership skills through Scouting and similar organisations. The Trust wanted to donate funding to a project that encouraged young people to explore refugee issues using a peer leadership model. They were keen for young people to be at the heart of welcoming refugees to the UK.

In 2016, lots of Groups contacted Headquarters wanting to know how they could help, including David and Tony. ‘Many Groups in the UK were collecting food or tents and sending them to Calais or Lesvos but many of them weren’t sure how to explore the topic in any depth with young people.

It was clear that, nationally, there was a desire to support this issue, either through direct action or through learning and understanding,’ says Georgie.

According to David, ‘Many leaders are keen to look at issues like the refugee crisis with their young people but perhaps lack the background knowledge.’

In light of this call for support, the Eric Frank Trust’s interest and funding, and the European Conference agreement, Georgie began to look at how to create a resource that would enable Groups to understand the issue and thus be in a better position to be able to take practical action. She contacted Oxfam, the organisers of Refugee Week, The British Red Cross, Refugee Action and Cafod about collaborating on a resource for Scouting that would be delivered by young people to their peers.

A Youth Shaped, peer-to-peer resource

Once a draft had been created, with David and Tony’s support, Georgie ran a workshop with some of the Explorers from 38th and 40th Strood Explorer Scout Unit. They discussed how the resources might be improved or adjusted and how they could be delivered throughout Kent County. The plan was for the Explorers to deliver the resource to their peers and to younger sections in Scouting. The response from this initial consultation was really positive. Tony pointed out, ‘One of the great things about our Explorers is they hate injustice. They’re really passionate about making a difference.’

One of the benefits of the peer-to-peer delivery model is that Explorers who are working towards their Platinum and Diamond Chief Scout’s Awards and their Queen’s Scout Award can meet some of the criteria by getting involved. ‘We’re using an element of the programme that already exists to address this important issue,’ says Georgie.

David agrees that this model is a great way to encourage young people to think about important issues while developing skills: ‘This type of resource, delivered in this way, is a useful tool for Explorer Scouts and Explorer Scout Young Leaders, supporting them in developing programmes





for their section. I have already seen that giving young people the opportunity to deliver these resources really challenges them to consider the topic and the action they want to take. It provides an excellent leadership opportunity while developing the young person's presentation skills and confidence.'

Shaun, Explorer Scout (38th and 40th Strood ESU) and one of the young people who received training to deliver the activities at Kent International Jamboree back in July, said: 'Leading these activities for other young people has really helped me gain personal confidence around talking in front of people that I don't know. I couldn't have done this before but because the refugee crisis is so important, I felt that I wanted to tell people about it. I am more confident about

talking and expressing my feelings to my peers now – Explorers and Scouts – both in my Group and at school.'

The resource covers different activities that focus on understanding the issue, planning action and taking action. It's designed around the community impact framework to support young people to take part in badge-linked activities that explore the topic of refugees, help young people understand how they can take action and help those delivering the activities become confident to approach global issues with young people. ♣

Find out more

To download the Refugee Response resource pack, visit scouts.org.uk/refugeeresponse. Turn to page 77 for extra tips and a sample activity.

Above: David and the Explorers discuss the resources; the Scout presence in the camps at Lesvos in Greece brings smiles to young refugees while other volunteers contribute to the relief effort

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Oxo cubes
for 'cup and
cooking'
– May 1942



FOR CUP AND COOKING

A different time

From buggy carts and boxing lessons, to Blitzed books and Anderson-shelter sandwiches, we look back at the most fascinating advertisements featured in Scouting magazine since its formation as The Headquarters Gazette in 1910.

Milk-in-a-tube, anyone?

Words: Aimee-Lee Abraham | Pictures: Simon Lees

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Clockwise from top left: Colman's claims 'mustard baths' can ease fatigue after hours of Scouting 'in the field' – Dec 1911; Icelandic tents for sale at a bargain price – May 1932; Hollywood heartthrob and ringside champion Jack Doyle encourages Scouts to take his 'boxing with brains' lessons – June 1935; B-P-approved telescopes developed – Sept 1911; Oxo cubes: an ideal pick-me-up for Scouts – Dec 1910

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A hot bath to which is added a couple of table-
spoonfuls or so of COLMAN'S MUSTARD.

© 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 258

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1st Size	2nd Size	3rd Size	4th Size	5th Size	6th Size	7th Size	8th Size	9th Size	10th Size	11th Size	12th Size	13th Size	14th Size	15th Size	16th Size	17th Size	18th Size	19th Size	20th Size
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Clockwise from top left: Jungle Book figurines – Nov 1932; 'Conjuring and stage illusions' are all the rage – March 1931; 'Blitzed Scout books' are unobtainable until after the war – May 1941; Jamboree cola – Sept 1957; the dawn of convenience foods: instant coffee and milk-in-a-tube – 1962; Be prepared: Hovis advises Scouts to pack an Anderson-shelter sandwich – Feb 1941




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Design for life

Former Cub and award-winning fashion designer Christopher Raeburn talks about his childhood and how he got where he is today

Words: Helen Pearce | Pictures: Mohamed Abdulle

Christopher Raeburn is an award-winning British fashion designer whose unique approach to fashion focuses on sustainability. A former Cub Scout at Ide Hill Cubs in Kent, he grew up in an environment that treasured creativity, invention and being in the outdoors. Over the years, he has become known for his innovative approach to fashion and the ethical integrity of his work. We spoke to Christopher about his childhood, his work and his experience as a Cub in Kent.

Tell us about your childhood

I grew up in a small village called Markbeech, near Hever Castle in Kent. It was four miles to the nearest shop so you basically had to make your own fun. My parents were really proactive in encouraging us to design and make things. My mum was always creative. When we were kids, she would make a lot of our clothes. My grandmother even made her own dress from a silk parachute! The 'make-do and mend' ethos very much runs in the family.

My father died of cancer when I was in my late teens. I am very grateful to have known him as long as I did. He was an emergency safety officer and used to work long hours and

commute up to Bromley from Kent. He would say to us that if we drew a technical drawing of anything, with all the measurements, he'd help us make it on the weekend. What an amazing way to bring up kids! It made us determined to do things well and to be precise. It was a bit bonkers really because we'd do technical drawings of whatever goes through an 11-year-old's head – a tree house, a robot, you name it! That was how he made time for us and taught us skills. I learnt to weld metal when I was about nine or 10 years old because that's what was happening that weekend!

Tell us about your brand

There are several parts to our collection. One of them is called Remade in England, and that's about deconstructing and reconstructing original military items – we've used utility items such as life rafts, blankets and hot-air balloons. What's wonderful about those pieces is that they're completely limited editions and every single one of them is made in our studio in East London.

We also have Reduced, which is all about organic cottons and now we're introducing a fully recycled part to the line as well,





for example, we have a bomber jacket made from plastic water bottles that have been ground down into pellets, then shredded into fibre and then rewoven into fabric. There's lots of development in the industry in this area – not just thinking about making a garment from recycled material but also thinking about what happens when it's no longer wanted or used, and that's where the subject gets really interesting.

It's important to me to make changes to the way people consume. People need affordable clothing – less of it but better quality – we don't need so much stuff! We cannot continue consuming in the way we currently are. If you buy something from Zara, maybe balance it with buying 50% of what you wear from charity shops.

Where does your inspiration come from?

For our upcoming spring/summer collection, I found this amazing book called *The Long Walk* about a chap that had walked with a group all the way from Siberia through to the Gobi desert in

India – about 4,000 miles. It was a really interesting starting point to imagine those different environments and the sort of practical garments you would need to endure them.

I once bought a survival life raft online – this thing arrived and it weighed half a tonne and when you pulled on the rope it expanded, and I knew straight away I'd be able to do a whole collection just based off that.

You partnered with Victorinox on the Festival Ready project...

Having been to many festivals, I was shocked at the level of waste, and in particular how so many tents are simply discarded. I wanted to create a range of festival-ready products made from recycled materials and made to last. So we created a capsule collection with Victorinox featuring 11 pieces, including tents, camping gear, a women's poncho, a men's gilet and a Swiss-Army knife, all from fully recycled material and designed to be functional and technical, as well as fashion-conscious.

Above: Christopher Raeburn's East London studio is a hive of innovation and creativity

Facing page: The award-winning designer incorporates utility, sustainability and contemporary design into his pieces; no mass production here – designs are hand-cut and stitched; Christopher as a Cub



‘As a student, I bought original jackets for £1 each and turned them into something contemporary and useful..’

Christopher Raeburn





What are your memories of Scouting?

I had two older brothers and we all did Beavers first and then Cubs. It was thoroughly good fun. The spirit of adventure, coupled with the way I was brought up, made a real impact on me. Collecting the badges and getting to do all those activities – it's great that at that age we could be so fastidious and want to learn so much. So as a platform or a foundation that I was able to build on from my youth, I think it was fantastic.

Was sustainability always the driving force for you?

If I'm perfectly honest, it was a love of fabric first. When I'm asked about my first memories of fashion, it was never reading old copies of Vogue, or making outfits for dolls. For me, it was that my father had this incredible German sniper's sleeping bag with sleeves and a zip that you could zip across the knees and tuck it up behind you like a snail. I remember being a seven-year-old kid and thinking that was absolutely incredible. And it's never really left me.

After Cubs, I spent seven years at Air Cadets where I'd been in close proximity to military materials and I suppose I'd always been into history, and when you tie all those things together, you've got a) a very geeky 18-year-old, and b) quite an interesting proposition. I couldn't afford to buy fabrics on a roll as a student so I bought original jackets that were sometimes 60 or 70 years old for £1 each and turned them into something contemporary and useful.

You also run workshops at your studio...

The studio is in a fantastic part of East London with a history of textile and garment manufacturing. We've been able to partner with a local charity initiative called the Stitch Academy, which promotes creativity and teaches skills. So far we have managed a bag-making workshop, along with various open studios and even a pop-up zoo (with inflatable animals!) and the sessions are free, inclusive and educational. I want the studio to become a creative and community hub and these activities are part of our initiative to give back. ♣

Above: As well as being a thriving workspace for his team, Christopher aspires to turn his studio into a community hub where locals can learn creative skills



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Preparing Better Futures

Society is changing and to remain relevant Scouting must continue to change with it, but what should we prioritise and where should we focus our efforts? UK Chief Commissioner, Tim Kidd (pictured top right) looks back on a Movement-wide consultation on the future of Scouting and ahead to the launch of a new strategic plan in spring 2018

Words: Tim Kidd | Pictures: Jo Denison, Claire Wood and Paul O'Connor

When I visit a Scout meeting on a Thursday night, the idea of a strategy for Scouting can sometimes feel quite remote. I know from experience that keeping 30 energetic Cubs engaged in the Scout Programme can seem like a big enough challenge. But actually, all of us feel the need to be connected to a wider story and to know that we are contributing to a bigger effort to improve lives and society as a whole. The power of Scouting is what we can do together as a Movement.

We've proved that in the delivery of Scouting for All, our 2014–2018 strategic plan. We have made huge progress, not least in recording our 12th year of membership growth. We're also working in 460 of the UK's most deprived areas, delivering our social impact campaign, A Million Hands, and we have appointed 137 local Youth Commissioners. These are achievements to be proud of, in each of our four strategic areas, and have only been possible because of the efforts of local teams of volunteers delivering great Scouting.

The world around us

But now we need to look ahead, this time to 2023. Society is changing. In often-fragmented communities, the pressures and expectations on young people are increasing. The future is uncertain. Scouting has never been so important in helping young people by developing the skills they need to succeed in life. Local, national and global politics are in flux and society has rarely felt more polarised. The effects have been felt

in local communities, especially affecting those on the fringes of society. Now, more than ever, Scouting has a powerful role to play in bringing communities together.

Developing a strategic plan together

For the last two years we've been talking to volunteers, young people, the general public and decision-makers about what Scouting needs to do to meet the needs of our changing society. Our consultation began in 2016 and has been gathering pace, culminating in our national conference, Summit17, attended by 700 members of staff, adult volunteers and young people in April 2017. We then proposed a draft strategic plan for further consultation in August. Throughout September and October, we asked adult volunteers, Scout Network members and Explorers to take part in meetings to discuss the initiatives that were being proposed. Thank you to everyone who contributed.

A proposed direction

The central idea in the proposed strategic plan is about preparing better futures. It's about how Scouting can improve social integration, social mobility, wellbeing and civic participation. It's about giving young people the best possible chance in life, helping them develop the character, practical and employability skills they need to succeed. However, we know this is only possible when we have well-supported and motivated volunteers supporting them. We also know that to attract a wide variety of volunteers and members from a wide

Our strategic objectives

Growth

Community impact

Youth shaped

Inclusion

Our plan of action

Programme

A fun, enjoyable, high-quality programme consistently delivered and supported by (digital) tools.

Support delivery of a quality programme

Review the offer for 14–25-year-olds

People

More, well-trained, better-supported and motivated adult volunteers, and young people, from diverse backgrounds.

Improve the volunteer journey

Extend our reach

Perception

Scouting is clearly understood, more visible, trusted, respected and widely seen as playing a key role in today's society.

Transform our image



‘Scouting helps young people develop skills for life. But that only happens when our leaders have the right training, tools and support they need to deliver a great programme. The consultation pointed to the fact that this needed to be at the heart of the proposed strategy and we are committed to making that a reality.’

Matt Hyde, Chief Executive



‘I’m excited about our proposed strategic plan because it has been shaped by so many people across the UK – young people and adults – and there has been a great energy in everyone’s input and ideas; and because it truly puts the Scout Programme at the heart of what we do.’

Ann Limb, Chair of the UK Board



‘We’ve done so much together to grow Scouting, reaching the people who can benefit most. Now it’s right that we look to the future. I’m especially proud of the role young people play in the development of the proposed strategic plan and that young people will continue to play while developing skills for life.’

Hannah Kentish, UK Youth Commissioner

variety of backgrounds, we need to improve the public perception of Scouting.

We have therefore identified three key pillars of work (please see the diagram on the facing page): Programme – a fun, high-quality programme which is consistently delivered and supported by simple (digital) tools; People – more, well-trained, better-supported and motivated adult volunteers and young people from diverse backgrounds; and Perception – where Scouting is clearly understood, more visible, trusted, respected and widely seen as playing a key role in today’s society.

Within the proposed strategic plan, there are some exciting ideas to help us achieve these aims. These include a review of our brand to ensure it enables further growth, and the increased use of digital to support time-pressed leaders, both in terms of training and programme planning.

Better support for our leaders

Throughout the consultation, our volunteers said we needed to equip adult volunteers, particularly those new to Scouting, with practical skills and knowledge. We therefore propose to help equip section leaders with the skills, tools and learning they need, making it more likely that all young people will receive a great programme.

Extending our reach

There are also some bold ideas about how to extend our reach, including extending Scouting in schools, in deprived areas and most notably, looking at the idea of exploring early years’ provision that would offer Scouting to those under the age of six. All of this work will need to be carefully developed in close collaboration with local Scouting.

What happens next?

Following consultation with the Movement, a final draft will go to the Board in January 2018. We will then aim to launch the new strategic plan in spring 2018. We are at an exciting moment in planning for Scouting’s future. We have listened carefully to our members, the public and wider society, and now need to clearly map out the challenges and opportunities that we’ll face in the years ahead. The real work begins in the spring when this thinking starts to become a reality.

Find out more

The draft strategic plan, as well as research and blogs from the consultation, can be found on scouts.org.uk/beyond2018. We have been working closely with Scouting in Scotland, Wales, and Northern Ireland to make sure that our strategies are aligned, and relevant to each nation. Contact your national headquarters for more information. 🍀

Looking for something different?



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Encourage children to connect the relationship between **food**, **energy** and **exercise**, and learn how good **hydration** benefits our bodies.

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GIVES
YOUNG
PEOPLE
The
SKILLS

THEY Need to
SUCCEED
in LIFE

#SkillsForLife

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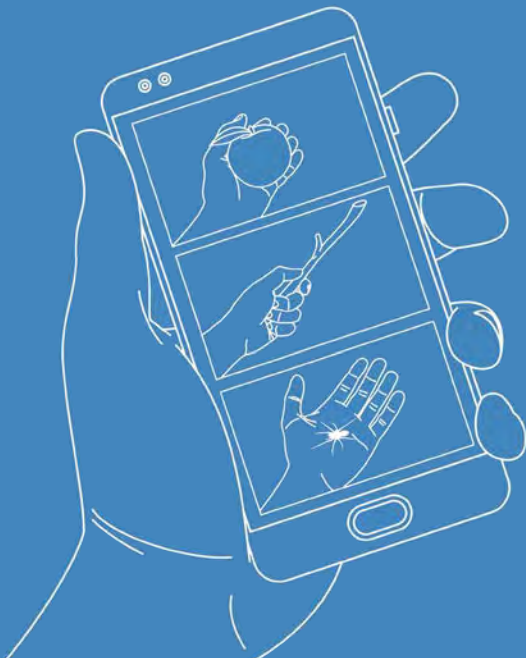
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In with the new

The new year brings with it a chance for change, so dust off your programme and try something new, says Beaver Leader and Scout Programme Officer Claire Bruce

Words: Claire Bruce | Pictures: Claire Wood and Oliver Edwards

January is not only a time for reflection, it's also a time to look forward – to think about the coming year's programme and what you would like to see your section achieve. What could you focus on developing to make your 2018 programme the best yet? Here are some ideas:

Review

The new year provides a brilliant opportunity to review your programme, finding out from your young people

what they want more (and less) of in the future. Getting feedback from your young people is important and them seeing their ideas come to life will make it all the more rewarding. Run a session with your young people to find out what they enjoyed doing the most to help you plan for the future. You could use the activity inspiration pack on scouts.org.uk/youshape.

You could also use the quality programme checkers to review how

things have been going in the past 12 months. They'll give you an indication of whether you're missing anything that could help you to deliver a higher-quality programme. Just making some small changes could have a big impact on your programme for the next year.

It's also important to recognise the things that are going really well. While there is always room for improvement, it's important as a leadership team to recognise what you have achieved and





to celebrate it. The programme checkers are available at scouts.org.uk/qualitychecker.

Forward plan and get organised

Allow yourself time to plan with your team. Remember to invite peer leaders, Young Leaders and any occasional helpers along to add extra value. Plan at least a term in detail, but consider putting together a rough outline of the year ahead. This will help you in busier periods later on in the year and will also help you to see which badges and awards you have covered. Having a flexible plan will also allow for you to develop the programme as you get young people's ideas and feedback throughout the course of the year.

While you are planning, start to think about some of the resources you might need, this will help to avoid those mad dashes to the supermarket on the evening before a meeting!

It's a good idea to have clear time limits for planning meetings, so that everyone attending knows exactly how long the meeting will be and to ensure you don't get too bogged down in the details or side-tracked. An agenda will help with this.

Once the team have finished writing the programme, challenge them to go away and to have another look at a couple of sessions each. Is there a way they could make these even better?

Delegate

It can't be stressed enough how important it is to delegate. Taking everything on yourself doesn't allow for a sustainable section. Don't be afraid to ask others for help. Everyone has different skills, knowledge and experience. Get all your leadership team involved and make it clear what everyone's responsibilities are. Your District may also have a programme supporter, such as an Assistant District Commissioner, who can help you.

Parents and carers are also a great place to go for support. If you don't already have a parent rota, consider setting one up. A skills audit is really useful: knowing what skills parents have will enable you to work out



Seeing their own ideas and feedback become a reality will make Scouting even more rewarding for young people

which sessions they will add most value to. A parents meeting can help identify parents and carers who might be good occasional helpers or section assistants. Remember, people like to volunteer in places that feel fun and encouraging.

Our partners, such as Pets at Home and Tesco, and our A Million Hands partners also offer opportunities and support. Go to scouts.org.uk/partners for more information.

Build relationships

Spend time with the section leaders of other sections. Not only will this help smooth the transition up for the young people in your section, but you will likely find you are having similar challenges. You may be able to pool

resources or run some Group or District events together to get cheaper rates. This also helps the young people in your section see that they are a part of something bigger.

Set expectations with your section

Use your next year's programme to reset expectations with your section and to continue to embed the Values of Scouting. Remember to plan time into your programme for your young people to reflect on their Promise and the Values of Scouting. You could consider renewing the Promise as a whole section – invite your young people to suggest a place and choose a date that is meaningful by putting their ideas in a box or voting.

Have a vision and share it

It's important to think about what you want to achieve in the next year. What do you want the young people in your section to say about Scouting? How would you like your leadership team to feel?

Remember, being a volunteer is a wonderful experience; you are actively changing lives by giving fantastic opportunities to young people. Using the new year as an opportunity to refresh and reinvigorate your programme and your approach will help you to feel more organised and in control, as well as enable you to deliver a programme that will provide your young people with memories and skills to last a lifetime. ♣



Around the world in eight awesome games

Transport budding travellers to faraway places with these international activities

Words: Jacqueline Landey | Illustrations: Pádraic Mulholland

You don't have to leave your Scout meeting place to take your section to fascinating and far-off destinations; playing a game from another country can be a portal into a new world. Global games give young people an opportunity to look into another country's customs and consider the lives of the people usually playing them. While sharing the joy from a faraway place, we discover that wherever we go, human beings connect through the power of play.

You can use these games to introduce young people to various cultures and support Beavers working towards their

International Activity Badge and all sections exploring the Global Programme.

You can adapt them to suit the ages, interests and abilities of your section. For instance, you could introduce the games to younger sections within a travel-themed structure: set out chairs or cardboard boxes in your meeting place as 'seats on a plane' and explain to your Beavers that, with these games, they're jetting off to discover the world. Alternatively, fill a suitcase or backpack with objects relating to that country for Cubs to explore, or print pictures from the country where

the game comes from and turn the prints into postcards.

For older sections, activities such as kho kho promote physical and mental wellbeing, not to mention teamwork skills. Those with an interest in folk heritage and dance may enjoy mastering tinikling, while those seeking quiet reflection can lean happily into the therapeutic benefits of activities like Japanese origami. You can find amazing origami tips and other global activity ideas online (scouts.org.uk/globalprogramme) but in the meantime here are a few games to get you started. Bon voyage!



Catch the Dragon's Tail from China

In Chinese folklore dragons are legendary creatures. They symbolise profound power and control over natural forces such as floods and typhoons. The Emperor of China used the dragon as a symbol of his power and strength.

To play

Players should form a human chain, placing their hands on the shoulders of

the young person in front of them. The player at the front is the dragon's head and the player at the back of the line is the dragon's tail. The aim is for the dragon's head to tag the dragon's tail, while the young people in-between try and stop this from happening. When the head catches the tail, the head becomes the tail and the young person directly behind becomes the dragon's head.

Luta de Galo from Brazil

Meaning 'fight of the roosters' in Portuguese, luta de galo is a two-person hopping game, faintly resembling rooster fighting. Once popular in Brazil, rooster fighting was thankfully banned in 1934 to protect animal rights. The fun and harmless hopping game, however, lives on.

To play

Two players tuck a necker or a scarf into a pocket or waistband (with

enough cloth hanging out for the other player to grab). Both players must cross their dominant arm across their chest (they're not allowed to use it). Hopping on one leg, they should both try to snatch the necker from their opponent's pocket – using only their non-dominant hand. If a player puts their other leg down or unfolds their dominant arm, they're out. The player who successfully keeps their necker/scarf wins.



Go-Go-Im from Israel

During summer in Israel apricot trees burst with fresh fruit. After devouring the sweet flesh, young people use the apricots' small smooth pits as 'go-gos'. As the game requires a large amount of go-gos, acorns or small stones could be used in place of apricot pits.

Each player needs their own shoebox with six holes of various sizes carefully cut into the lid. The smallest hole should be just a little bigger than the go-go, with the other holes increasing

in size. Each hole has a point value, ranging from 1 for the largest to 100 for the smallest one.

To play

From about five feet away, a player must toss a go-go into another player's shoebox. If they succeed, the point value of the hole determines how many go-gos that player must give. If they miss completely, they have to give up the go-go they threw to the box-holder.





Armenian Egg Jousting

Share the Armenian Easter egg-cracking tradition with your young people. In advance, boil eggs (enough for everyone in your section) for about 20 minutes.

To play

Two players face each other, each holding an egg in hand. They should tap the smaller ends of the eggs together until one egg cracks. The player whose egg cracks first loses. The winner goes on to battle the next egg-wielder. At the end of the game, use the eggs to make egg-mayonnaise sandwiches for the whole section!

Tinikling from the Philippines

Although similar to rope skipping, tinikling uses bamboo poles instead of rope, and once the movements are mastered, it's a beautiful dance. In fact, tinikling is the national dance of the Philippines. Its movements are inspired by the tikling bird – a bird that flits across the grass, dodging bamboo traps set by rice farmers. As most of us don't have a great deal of bamboo lying around, broomsticks make a good alternative.

To play

Two players hold the broomsticks while a third jumps in and out of the space between. The players holding the poles hit the poles on the floor, then raise them and then hit the poles together again, in a set rhythm. The jumper needs to hop over and outside the poles before the poles come together, making sure that their feet are not caught. For a demonstration, visit: scouts.org.uk/tinikling.



Korbo from Ethiopia

Enjoyed in Ethiopia since 1900, this aiming game was originally played on horseback. Today, no horses are required. What you will need is a 15m x 10m playing space, a hoop and a stick. Korbo is played in pairs – one sender and one thrower.

To play

The sender rolls the hoop in a straight line across the space. The thrower then

throws a spear-like stick (with blunt ends) at the rolling hoop, from a distance of around 10m. The thrower gets two points if the throw stops the hoop, and one point if it touches the hoop but doesn't stop it rolling. After three attempts the sender and thrower trade places. The player with the most points wins. To avoid accidents, make sure remaining players keep to the side when throwing takes place.



Australian Flag Puzzle Relay

The Australian Flag Puzzle Relay is a great way to familiarise young people with flags and their symbolism. And because this activity is enjoyed by Joey Scouts (Australia's Beaver Scout section equivalent) too, it's a great way of reminding your young people that through Scouts, they are part of a worldwide organisation.

To play

Print two copies of the Australian flag and cut each flag into blocks that can be puzzled back together. Place them

in two piles at one end of the meeting place, and ask the young people to stand at the other, divided into two teams. Give each team a die. Both teams should roll their dice at the same time, rolling until they get a six. A six means a team member can run to the other end of the meeting place to collect a puzzle piece. Once that player has returned, they should continue rolling until they've collected all the flag's pieces and put it together again. The team with the first correctly completed flag wins.



Kho Kho from India

Originating on the Indian subcontinent, kho kho is a tag game that became so popular in South Asia that The Asian Kho Kho Federation was established back in 1987.

To play

Two teams of nine players each play on a large, clear, flat space – this can be either indoors or outside. The chasing team must sit in a line between two poles on the field, facing in alternate opposite directions. One chaser must stay standing.

The running team are positioned outside the playing field and enter in groups of three. When the first three runners enter the field, the standing chaser runs, in only one direction, around the poles, to tag a runner. If a runner crosses the line to the other side, the chaser must tap the back of one of their seated teammates and shout 'kho', so that teammate can take their place and continue the chase.

Chasers can only move in one direction but runners can move in any direction

to avoid being tagged. When all three runners are tagged, three new runners enter. When nine minutes are up (or all the runners have been tagged), the first half of the game ends and the teams switch roles.

The chasing team gets a point for each runner tagged. The team with the most points wins (or the team that tags all opponents in the shortest time). For further instructions, watch this demonstration online: scouts.org.uk/khokho. ♣





A brand-new day

Give your St George's Day celebrations a well-earned refresh and make this an occasion that can be enjoyed by everyone

Words: Laura Steiner

Every year on 23 April, in honour of St George, the patron saint of Scouting, Scouts across the UK hold some form of celebration. Traditionally, St George's Day celebrations have consisted of parades and faith services and for some, these types of events remain popular, but for many Districts this tradition no longer fully engages or reflects the make-up of their members.

The guidance that follows incorporates examples from various Districts that might inspire you to try something a little different this year, ensuring your event is engaging for young people and welcoming to all.

Choosing a venue

St George's Day is a great opportunity

to bring people together and to promote Scouting in your community so it's important the venue for your celebration isn't exclusive. Events should be open to all, whatever their faith or beliefs. The use of a non-religious building or an open-air venue is a good starting point to ensuring the event is visible in the community and is welcoming to people of all faiths.

This year, West Wirral District decided to move their St George's Day event from a church to Wirral Country Park, a venue that is open to the public and not exclusively aimed at one faith.

'People were walking by and they would stop and talk to us,' said District Commissioner Phillip Richardson. 'Everyone could see young people

outside enjoying themselves. It was also a great opportunity for parents and carers to join in.'

Choosing a venue that was open to all was very positive. More Groups attended the event than ever before and, according to Phillip, so did the number of visits they received to their West Wirral website. 'For about two weeks after the celebration, the visits and enquiries to our website were around double what we normally expect to get.'

For Cambridge District, the venue they chose for their celebration this year was Abington Woods campsite. According to Group Scout Leader Chris Ward the day was focused on activities and adventure and having the

celebration in an open venue was 'more attractive for young people of different age ranges.'

Shaped by young people

Young people should always be able to mould their Scouting experience and St George's Day is no exception.

For the Blacktoft Beacon District, their approach to this event depends entirely on feedback from their young people. 'We are a very big District so during YouShape Month, we aim to engage the whole District to find out what we should do for St George's Day,' explained District Commissioner Linda Thelwell.

When she became District Commissioner five years ago, Linda knew she wanted to make St George's Day more of a celebration and she wanted young people to be at the forefront of shaping the event.

'We send leaders activity ideas and games they can use to get feedback from their young people.' For St George's Day, these activities focus on whether the young people enjoyed the event, which activities they should



bring back next year, and what aspects just simply didn't work.

This year's event took place at the Beverly Racecourse where the 13 Groups that make up the District gathered for a celebration. The day was filled with activities including archery, a craft activity tent and a climbing wall, among others – all activities that the young people chose for the event.

You can use the YouShape resources listed online to ensure your event is shaped by young people. Head to: scouts.org.uk/stgeorgesday.

Inclusive to all

To ensure that their event was welcoming to all members of their District, Scouts in Peterborough celebrated St George's Day this year with a multi-faith ceremony at the Ferry Meadows Country Park.

The decision to hold a multi-faith event came from District Commissioner Jacquie Smith, who wanted the event to be more representative of the District's diversity.

'Peterborough is diverse; our members reflect a variety of faiths and we

wanted to include and welcome everybody. So we decided to do something non-denominational. That way, everyone could feel represented during the service. And afterwards, we received some excellent feedback from people saying it was much more representative of what Scouting is and what we do,' said Adam Pallister, the District Communications Manager.

The Promise renewal

The Promise helps all young people and adults keep the Fundamentals of Scouting in mind. To ensure it's meaningful, it's important that every member can make the Promise in a way that truly reflects their personal beliefs.

To ensure your Promise renewals are inclusive, use the Promise posters available to download online at scouts.org.uk/stgeorgesday.

Always remember that St George's Day is the time of the year when we get to come together as a community and reflect on the principles that underpin the Scouting Movement. Ensuring that those celebrations are reflective of our diversity and of our Values is absolutely crucial to the future of Scouting. 🌿





Summer of fun

Want your section to have a camp they'll never forget?
Believe it or not, now's the time to start planning!

Words: Laura Steiner | Picture: Dave Bird

Winter has arrived, and while most people are thinking about their Christmas plans, for many of us it's time to start thinking about preparing for next summer. Now is the time to begin organising summer camps and jamborees, getting permits and preparing young people and parents. We've compiled a checklist of sorts with all you need to know to prepare for next summer's adventures.

Jamboree or camp?

Jamborees are often organised by Counties, Areas and Regions and normally include a mix of Groups from all over the UK as well as international Scout Groups. These large-scale camps offer a variety of pre-planned activities and entertainment for young people. You can find more information by searching for 'UK Scout Jamborees' online – there are plenty of options!

If you choose to run a camp of your own, there are a number of ways to find Scout campsites and activity centres. Scout Adventures has a network of national centres across the UK that can provide a range of residential and activity options. Visit scoutadventures.org.uk to find out more. You can also check out the Association of Scout and Guide Centres (ASGC) online at asgc.org.uk.

For Scouts and Explorers, you can present both options and ask them to vote for their preference. For Beavers, Cubs and Scout Network, you will need to check whether the jamboree has age restrictions before presenting it as an option.

Timeline

Any successful camp experience is subject to rigorous planning. If your section has chosen a jamboree, it's essential that you check deadlines for applications and payment. This information can usually be found online. Bigger jamborees will normally open their application process at least a year prior to the start date, so it's crucial you're ready to proceed with booking as soon after this as possible.

The next step is to gauge interest and to request the initial deposit. Many families will go away in the summer, so the more warning you give them, the easier it will be for them to include any Scouting adventures in their plans.

Costs

Costs for camps can vary wildly. Budgets should be fully considered in the initial planning stages and parents/carers should be informed as early as possible to help them plan and budget for the excursion.

If anyone finds the costs prohibitive, you may want to consider arranging fundraising events, such as bake sales, the Scout Post or sponsored challenges. For information about local raffles, lotteries, and other fundraising tips and activities, download the fundraising pack at scouts.org.uk/groupfundraising. Make sure you also talk to District/County teams to see what equipment and grants are available.

Permits

Spending nights away from home is a key part of the Scouting Programme. For all Scouting residential or camping experiences, it's essential that a Nights Away permit holder is present. For more information on the Nights Away Permit Scheme, visit scouts.org.uk/nightsaway.

No summer adventure is complete without some exciting activities. If you plan to lead your own activities, some will need specific activity permits. There is plenty of advice at scouts.org.uk/a-z and more information about the Adventurous Activity Permit Scheme can be found at scouts.org.uk/permitscheme.

Safety

Head to scouts.org.uk/safety for everything you need, from risk assessments and what to do in an emergency (Purple Card) to safe use of camping gas and avoiding ill health while away on camp.

Safeguarding

Fun and adventure are at the heart of every camp, but to ensure that these are possible, safeguarding our members must be a priority. To help you develop your safeguarding awareness, you can contact your County, Area or Region Safeguarding Awareness Coordinator.

Prior to camp, you could create a list of rules around behaviour, which is aimed at both young people and adults as a way to build a safe space away from home. Remember to ensure that your rules are aligned with the Yellow Card.

It's important to have the right ratio of adults to young people during these

trips. As a minimum, two adults must be present overnight. Recommended ratios for outdoor activities can be found in Policy, Organisation and Rules (POR) for each section. Also, don't forget that all adults, including parents/carers, staying overnight must be Disclosure and Barring Service (DBS) checked; these take time to process, so should be organised well in advance.

It's useful to have a parents/carers meeting beforehand so that they are aware of your programme and can raise any concerns. This might be the first time away from home for some young people, so make sure you get relevant information from parents, particularly if there are specific concerns, ailments or allergies. You can share your InTouch process with them too. Check out scouts.org.uk/intouch for guidance.

During camp, it's good to check in with every young person once a day and make sure you allow enough rest breaks for the wellbeing of all young people and adults. It's often easier for young people to talk to someone closer to their own age if they have any worries or problems, so if you have Explorer Scout Young Leaders supporting your camp this might be a task they can help with.

Useful resources for Young Leaders (such as the Orange Card) and information about training can be found at scouts.org.uk/youngleaders.

After camp, debrief with your Group. There might be things that happened on camp that weren't talked about at the time but should still be addressed. After debriefing make sure that any issues are followed up. 🌿

Nurturing confidence

Whether they're shy and introverted or brimming over with brio, helping everyone in your section thrive can be a real balancing act. Counsellor and psychotherapist Dr Sheri Jacobson offers advice

Words: Jacqueline Landey | Picture: Dave Bird

Developing young people's confidence is at the heart of Scouting. When young people believe in themselves and their abilities, they're better equipped to withstand adversity and pursue their dreams. In Scouting, it is essential that all young people always feel comfortable and supported.

To support you in your role as a volunteer, we spoke to Dr Sheri Jacobson. Accredited for 16 years with the British Association for Counselling and Psychotherapy (during which time she worked for MIND, MENCAP, the NHS and others), she is now the Clinical Director of Harley Therapy and a retired senior therapist with a PhD in Counselling and Psychotherapy and degrees in Cognitive Behavioural Therapy, Philosophy, Politics and Economics, and Social Anthropology. She shares her insights.

Do you have any tips for creating an environment where young people feel comfortable contributing their thoughts in a group setting?

Be wary of a 'thanks, next?' approach. It can make anyone feel dismissed. It's important for leaders to acknowledge and honestly appreciate contributions that are made, however small. Reflecting back works really well here. This is repeating back what the young

person said, the way you understood it. This not only makes sure their point has come across, but also helps them feel heard. Of course, if you aren't sure what they said, ask open questions.

If there is someone in a group who consistently dominates the conversation, is there a way to create more room for others to speak up (without putting a dampener on that young person's enthusiasm)?

There are many different reasons why some young people talk a lot. Some may be aware, while some may not. It is important to manage this carefully to avoid lowering self-esteem with negative comments.

There are different tactics you can try here. If you interrupt, do thank them for sharing, and again use reflecting back. This will soften the interruption and allow them to feel heard. Before they can begin to talk again, you can ask another young person a question. If the interrupting is really out of control, you could suggest that the two of you talk further afterwards. Make it a complimentary thing, and only suggest it if you have the time to carry through on the promise: 'You have so much to share on this maybe you and I can talk about it afterwards?'

If it's a need for attention that has them talking too much, you could always raise their confidence at the same time as opening the conversation up to others by gently interrupting them to ask them to ask the next question: 'You are very passionate about this topic, so actually, could you come up with the next question for us?' If they are the one asking the question, they then have to let others answer.

Is it advisable to encourage participation from someone who appears reluctant to speak?

Shy or introverted children, especially if they have anxiety, can really suffer if they are singled out or asked to speak up if they don't want to. So it's not really advisable to push them to do so. It would be better to slowly work to gain the child's trust as a leader, making time to ask him or her their thoughts one-on-one. This might eventually help them feel more trusting and relaxed in the group setting.

If a volunteer notices a young person who is more reserved than usual or appears to have gradually lost confidence, how can that volunteer let that young person know that they're there to listen?

Try to approach them about it so they



don't feel exposed or singled out. Then engage in a genuine, honest, and open-ended conversation – don't go into it being sure you know all the answers. Don't make assumptions, just point out your observations, allowing room for possibly being wrong so they don't feel judged. 'I could be wrong, but I noticed that you are a bit quieter than usual lately.'

Leave time for them to respond. Don't push them. You can ask if there is anything they want to talk about, and if they don't, then simply let them know they can talk to you in the future. Make it as easy as possible for them to talk to you, over a vague 'talk to me any time'.

Note from Scouts HQ: Remember to follow the Yellow Card at all times,

and if you have a serious concern about a young person, contact the Safeguarding Team at HQ.

Are there ways of phrasing things to encourage young people to persevere without putting undue pressure on them?

Young people need to know that adults and leaders trust their intelligence and instincts. If they feel they are being talked down to, or are being given an 'I know best' lecture, they are more likely to give up or withdraw interest. So consider starting any sort of encouragement by pointing out that you trust their own intelligence. 'You know what is best for you, and I respect that, but I really think you've been doing a great job and should consider finishing this.'

Don't overdo the praise. This comes across as insincere (as it often is). Praising in order to push a child to do something is not honest. Young people are the same as anyone. They want respect and honesty. So give balanced feedback. And ask good questions that begin with 'what' or 'how' ('why' questions tend to lead nowhere). A good question, followed by real, committed listening, can inspire anyone to move forward. And it can lead to you both realising what the real issue holding things up is.

What phrases or attitudes should we watch out for, and avoid, to create a positive and open atmosphere for young people to contribute their thoughts and feelings?

The word 'wrong'. If you hear young people using the phrase 'I'm wrong'



you might want to challenge it and introduce the idea of different perspectives. The 'wrong/right' mentality contributes to young people ganging up in groups or holding long-term grudges. Perhaps exercises designed to see other perspectives would be time well spent here.

How can we encourage young people to express their feelings?

The same way we do with each other as adults – by asking someone how they feel if we are genuinely interested. If you don't really want to know how a child feels, then don't ask. Young people are smart. If they can feel you are asking as you feel you 'should', they can feel even more alienated and withdraw. You might find 'how does that make you feel' – referring to something concrete – over 'how are you feeling today?' is a better way to get young people talking. You can work this into each meeting, one moment where you discuss something that has happened and how it's made them feel. This means if they are upset in the future about something personal, they might be more comfortable discussing it.

How can we use praise and acknowledgement to grow young people's confidence?

Keep the praise genuine. Learn good listening skills, and then ask good questions. Nothing helps someone feel acknowledged like a considered question followed by good listening.

Do you have any tips for volunteers wanting to give constructive criticism to improve and develop young people's skills?

Too many people think 'constructive criticism' is making one nice comment in order to pave the way for a list of what isn't working. It's especially

important not to use this approach with young people. It's far better to ask questions. 'I like what you did here, but I have questions about this other part. Could you explain what you were trying to do here?' This can lead to them figuring out for themselves what didn't work out and how they can improve it, and gives you a chance to compliment their problem-solving, which raises instead of lowers their confidence.

How can we encourage young people to persevere while ensuring they never feel pressured?

Give them tools so that they can feel in control and make choices for themselves. Teach them about SMART (Specific, Measurable, Agreed upon, Realistic, Time-based) goals, for example. It can help to give them the idea of a mountain that you can break down into boulders, then rocks, then pebbles. How can they break the goal they are trying to achieve into smaller goals, and what is the one small step (pebble) they need to do next?

Is there a positive link between setting attainable goals and confidence and if so can you tell us a bit about this link?

The brain's reward system ensures that each time we complete an assigned task we get a boost in dopamine levels leading to a positive sensation. We can therefore increase motivation through setting and achieving small goals. Dopamine levels can be increased with positive feedback, so you can establish a virtuous circle. If you fail to achieve a goal, try some self-compassion, and move on to the next small task to return to the positive cycle.

What are your top confidence-boosting tips?

Never compare young people or

compare finished projects. If you do give praise to raise self-esteem, give exact detail. So 'great project!' becomes, 'great project, I especially liked the way you compared the two methods and the pictures you included were very helpful'.

How can volunteers develop their own confidence in order to be a more positive role model for young people?

Do what you love. It sounds simple, but so many of us get so caught up in doing what looks good on paper, or what impresses our family and friends, we forget this simple maxim. Doing what you really love raises your energy, gives you more enthusiasm in life, and shows self-respect.

Pick one thing that you love doing and make a non-negotiable weekly commitment to it, whether it's a dance class or practising a foreign language online. It might sound unrelated to being a good leader, but it will change the way you come across.

Gratitude is another easy but proven way to feel better about yourself as it makes you focus on what is going right for you. But you do need to be consistent with it. Try attaching it to a daily habit like teeth brushing, coming up with five things you are grateful for as you brush.

Make it even more effective by then coming up with five things you accomplished in the last 24 hours, no matter how small, such as having a good conversation or making a nice lunch for yourself, for example. You can, of course, include bigger accomplishments, too. ♣

Guidance care of Dr Sheri Jacobson at harleytherapy.com.

Getty



Crisis talks

Here are six great support materials to help you explore the refugee situation with your section

Words: Helen Pearce

The recently released Refugee Response resource (read more about it on page 37) created by The Scout Association in partnership with The British Red Cross, Oxfam, Cafod, Refugee Week and Refugee Action, is an excellent tool to help you explore the topic of refugees with young people. Rather than launching straight into the subject, it could be useful to introduce them to it with some newspaper clippings, photographs, books or films.

It could also be helpful to bring in a map of the world so you can point out where exactly refugees are coming from, how far they have to travel and what methods of transport they need to take in order to arrive at their destination, as well as the risks many of them undertake to get there.

Over the page, we've gathered six great supporting books and films to help you introduce this issue to your young people.

Once your young people have been introduced to the topic, and you are all feeling more familiar with the subject matter, why not try the activity overleaf, which has been extracted from the Refugee Response resource? This activity will help your section to understand how it might feel to be forced to flee from your home at a moment's notice.

To download the full resource, visit scouts.org.uk/refugeeresponse.



Books

Reading excerpts of these books to your section – and encouraging further reading away from Scouting – can provide a great introduction to the refugee experience

My Beautiful Birds

Suzanne Del Rizzo

[Suitable for Beavers and Cubs](#)

If you've been wondering how to explore the refugee crisis with younger sections, take a look at this uplifting book. Del Rizzo's artwork is playful, and the story is full of hope. Sami, a Syrian boy, sits on the roof of his house, lovingly looking after his pigeons. But soon his family is walking away from their home, forced to flee to a refugee camp.



Refugee

Alan Gratz

[Suitable for Cubs and Scouts](#)

This powerful, action-packed novel tells the story of three children in different parts of the world at different points in history, seeking refuge. Josef is a Jewish boy in 1930s Nazi Germany, Isabel is a Cuban girl in 1994 and Mahmoud is a Syrian boy in 2015.

All three face unimaginable dangers as they flee their homes, in a novel about courage, survival, and the search for home.



A Land of Permanent Goodbyes

Atia Abawi

[Suitable for Explorers](#)

This young-adult novel is perfect for Explorers who would like to get a better sense of what it's like to be a refugee. It's a gripping story of refugees escaping from war-torn Syria, told by a foreign news correspondent who has experienced the crisis first-hand.



Films and animations

There are many films and animations online that can help you to explore the refugee crisis with your young people. Here are a few that we recommend:



BBC Learning – Seeking Refugee series: Ali's Story

[Suitable for Beavers \(use your discretion\), Cubs and Scouts](#)

A touching film in which 10-year-old Ali, who escaped the war in Afghanistan, describes the pain of being separated from his parents and the difficulties he faced adjusting to life in the UK. This film might be upsetting for more sensitive young people, particularly those of Beaver age.

scouts.org.uk/seekingrefuge



A Life on Hold: The Story of a Teenage Refugee

[Suitable for Explorers](#)

This film tells the story of everyday life for Omar, a 17-year-old Somali living in a refugee camp on the Tunisian border. Refugees in the camp live in limbo, unable to move on or return to their homes. They live in hope of resettlement and a new life in Europe.

scouts.org.uk/alifeonhold



Rain is Beautiful

[Suitable for Explorers](#)

This film documents the second part of Omar's journey. He's about to leave the Choucha refugee camp at the Tunisian border and fly to a brand-new life in Sweden. The film shows his arrival at the airport and the first steps of his resettlement in a new country, including getting his 'right to remain' signed and experiencing margarine for the first time.

scouts.org.uk/rainisbeautiful

This activity contributes to the following badges:



Community Impact
Staged Activity
Badge



Cub Global Issues
Activity Badge



Scout World
Challenge Award



Explorer Global
Issues Activity
Badge



Queen's Scout
Award, Chief
Scout's Diamond
Award, Chief
Scout's Platinum
Award

Thought about peer leadership?

Could one of your young people lead this activity for their section?

Beavers | Cubs | Scouts | Explorers

Refugee Response

Encourage empathy and understanding with this simple activity

Time 45 minutes

Preparation

Discuss what it means to be a refugee with your section in order to help them understand what it might be like.

Equipment

- paper
- pens

Instructions

1 Ask everyone to draw a suitcase on their sheet of paper and to then draw their five favourite possessions inside it. Once everyone has done this, tell them their suitcase is too heavy and they need to draw a line through one item.

2 Now they have four objects remaining. Tell the group that they have to remove/cross out an object from the suitcase of the person on their left. How does that make everyone feel?

3 Now they have three objects left. Tell the group that they have a rough journey on a bus and one of their objects breaks. Ask them to close their eyes and point to one object in their suitcase and cross it out. Did they find that hard?

4 Now they have two objects left. Tell the group that they have found a safe place to stay but it's very small so they can only keep one object. How do they make that decision?

5 Once everybody has just the one object in their suitcase, gather the young people together and discuss:

- how it made them feel when they lost their objects during their journey
- what kind of things they

considered when they had to choose just one object – how we might treat refugees knowing that they have had to flee their home and experienced our simulation for real.

Take it further

This activity could be the start of a community project as part of the World Challenge Award, the Chief Scout's Platinum Award, the Chief Scout's Diamond Award or the Queen's Scout Award.



This activity contributes to the following badges:



Community Impact
Staged Activity
Badge



Cub Our World
Challenge Award



Scout World
Challenge Award



Chief Scout's Silver
Award, Chief Scout's
Gold Award



Queen's Scout
Award, Chief
Scout's Diamond
Award, Chief
Scout's Platinum
Award

Explorer Scout Young Leaders

Your Young
Leaders could lead
this activity to
work towards their
mission 2.

Cubs | Scouts | Explorers | Network

Build a water pump

World Water Day, 22 March Use this mini model to spark discussion about access to clean water and sanitation around the world



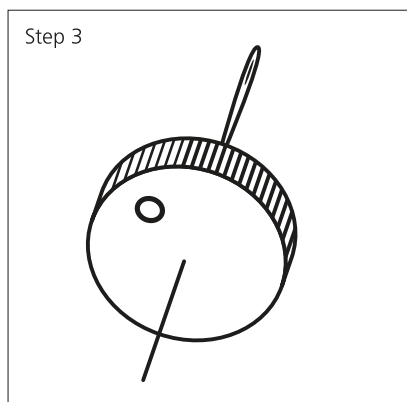
Time 30–40 minutes

Equipment

- a plastic bottle cap (that fits snugly inside the canister)
- drill
- safety goggles
- film canister
- cutters/sharp scissors
- nail
- hammer
- protective board
- bicycle spoke
- bicycle spoke nipple
- small piece of plastic, cut from a sauce bottle or similar
- 2p coin
- bucket of water

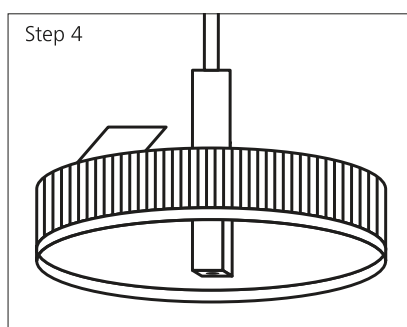
Instructions

1 Firstly, you need to make lots of holes. Take the bottle cap and drill a small hole (around the size of the end of a cotton bud) in the top, making sure it's off to one side – or you can help the young people do this, but make sure they're well supervised and that you've taken appropriate safety measures, eg everyone is wearing safety goggles and hands are out of the way.

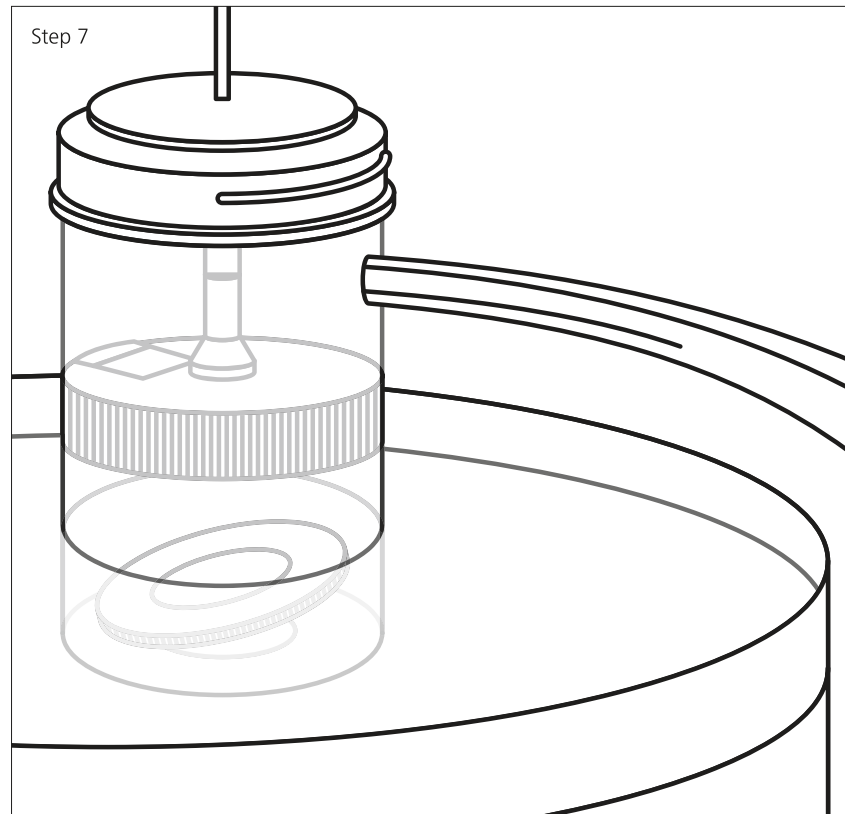


2 Next, drill a hole in the middle of the base of the film canister and carefully cut around it so you have a hole around the size of a 1p piece.

3 Ask your young people to make a small hole in the centre of the bottle cap and the film canister lid by taking a nail and carefully hammering it through the plastic. Make sure you have protected your work surface with a board first. These holes need to be wide enough to fit the bicycle spoke through snugly. Then they need to make another, larger hole for the water outlet in one side of the canister, up near the top edge. They can do this by working the nail the whole way through the hole and wiggling it around a bit, or by using a thicker nail.



4 Get a young person to insert the thread end of the bicycle spoke into the central hole in the bottle cap and fix it in place on either side using a bicycle spoke nipple.



5 Ask a young person to cut the piece of plastic into a small tab that is big enough to cover the larger hole on the bottle cap, as well as allow for excess that can be glued to the lid. They're using this plastic to create a flap (or valve) that will open and close.

6 Get them to place the 2p coin into the base of the canister – this will act as a suction valve. Next, they should position the bottle cap, complete with its bike spoke and plastic flap, into the top of the film canister, before wedging the canister lid onto the spoke. The lid should be the height of the canister away from the bottle cap so that it doesn't impede the bottle-cap pump reaching the bottom of the canister.

7 Now when they place the base of the canister into water and pump the spoke up and down, water will shoot out of the side outlet. The more

holes, ie outlets, the young people add to the canister, the more jets of water there will be!

8 Discuss the importance of access to clean water and sanitation with your section and how pumps are changing the lives of people living in the developing world. Why is access to clean water and sanitation so important and what more can be done to improve the situation?

Take it further

This activity could be a brilliant introduction to your larger-scale clean water and sanitation A Million Hands project. The discussions you have around the subject could provide great motivation for your Walk for Water in March. There are also helpful resources to support your project, created by our charity partner WaterAid, which are available to download online at amillionhands.org.uk.

This activity contributes to the following badges:



Community Impact
Staged Activity
Badge



Beaver Disability
Awareness Activity
Badge



Beaver My
Adventure
Challenge Award



Cub Disability
Awareness Activity
Badge



Cub Our Adventure
Challenge Award

Beavers | Cubs | Scouts

Play 'where's the whistle'

Founder's Day, 22 February In honour of B-P's birthday, delve into his Scouting Games book for outdoor inspiration

Time 10–20 minutes

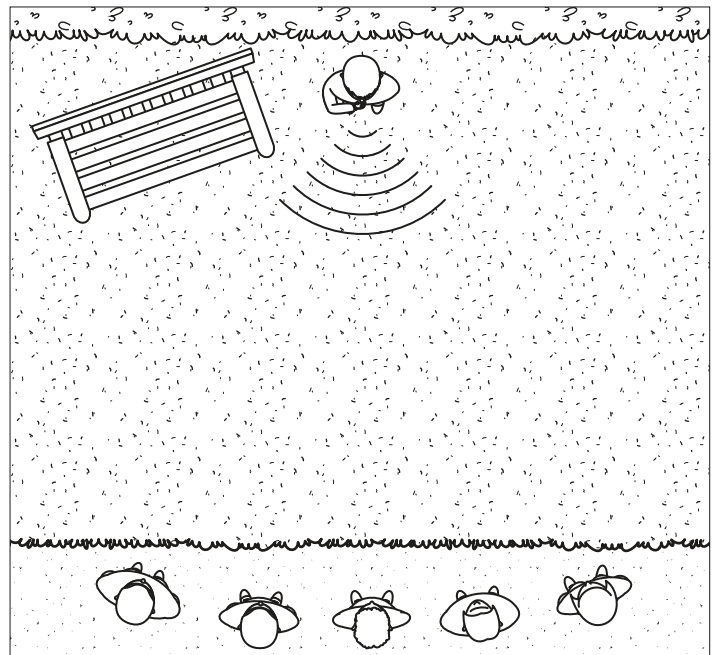
Equipment

- wide open space
- blindfolds or neckers
- whistle
- marshals (other volunteers, Young Leaders or young people)

Instructions

1 Choose a clear, open, outdoor space with even ground, such as a play park, field or school playground. Identify one young person to have the whistle and line up the other young people at one end of the space and ask each one of them to put on a blindfold.

2 Ask the young person with the whistle to head to the opposite end of the space and to blow their whistle in semi-regular, sharp bursts. The object of the game is for the blindfolded young people to follow the noise of the whistle and slowly make their way to it. As a safety measure, instruct young people to walk rather than run, and place marshals around the edge of the space, particularly in front of any potential hazards.



3 Once within reach, the young people should reach out and touch the arm of the whistle-blower, who can squat, duck and swerve out of the way, but who mustn't move their feet. Once they have made contact, the young person can remove their blindfold and exit the game.

4 Points are awarded in descending order, so the first person to finish earns the greatest number of points; the last person earns the lowest.

If a young person is weaving off course, the whistle should be blown more regularly to attract their attention back in the right direction. Marshals can also gently steer them back on the correct course.

Take it further

Have a reflective conversation about sight loss and disability using guidance from Guide Dogs on amillionhands.org.uk.

Thought about peer leadership?

This is a great activity for a young person to run during a session – both short and simple

This activity contributes to the following badges:



Digital Citizen
Staged Activity
Badge



Scout Fundraising
Activity Badge



Scout Teamwork
Challenge Award,
Scout Team Leader
Challenge Award



Chief Scout's
Gold Award



Explorer
Fundraising
Activity Badge,
Explorer Media
Relations and
Marketing Activity
Badge

Scouts | Explorers | Network

Hold a cèilidh

Burns' Night, 25 January Raise funds by hosting a traditional Scottish dance

Time 60–90 minutes

(with planning and prep over the course of several months)

Equipment

- a venue
- paper, pens and pencils or a computer
- music – a band or a sound system, eg portable speaker and a smartphone
- dance step instructions

Instructions

1 Begin by gathering your section and asking if they would like to celebrate Burns' Night in their Programme. Suggest organising a cèilidh for the local community or members of your District. Explain what a cèilidh is and from where it originates. This could be a fundraising event for a camp, international experience or for a charity. If your section wants to do this, discuss all aspects of the event, including what you will charge for tickets and, if fundraising, what your target sum is, and who/what you're raising funds for.

2 Identify which of your young people would like key organisational roles and deputise responsibilities, eg arranging the production and circulation of flyers/posters; decoration of the venue; ticketing and finances; sourcing



the music and any entertainment licenses; the learning and teaching of the dance steps, organising refreshments, etc.

3 Confirm a venue and date for your event. Next, encourage your flyer/poster team to collaborate to create something that conveys all the information about your event and follows the Scouting brand guidelines. This can be something they do by hand or digitally. Do they have a strategy for distributing the flyers/posters? Does your section or District have a website or Facebook page on which they can share the information?

4 Now for your dance team to learn the dances! They can find a breakdown of steps at scottishdance.net. Once

they've learned and practised it's up to them to teach the rest of your section and leaders so that they can support all the other guests at cèilidh. You can also encourage them to lead the dancing at the event.

5 Get ready to host your event. Ensure that all of your young people are comfortable in their roles and know what's expected of them. Make sure your team leaders are in place. Now have an amazing event!

Take it further

Some of the young people could film the event and create a video to post on social media to promote your section and the money you've raised. This could go towards their Digital Citizen Staged Activity Badge – digitalskills.scouts.org.uk.

This activity contributes to the following badges:



Community Impact
Staged Activity
Badge



Beaver Creative
Activity Badge



Beaver My Skills
Challenge Award



Cub Our Skills
Challenge Award



Scout Craft
Activity Badge

Beavers | Cubs | Scouts

Make a fortune-teller

Time to Talk Day, 1 February This old playground favourite has been given a new mental-health twist

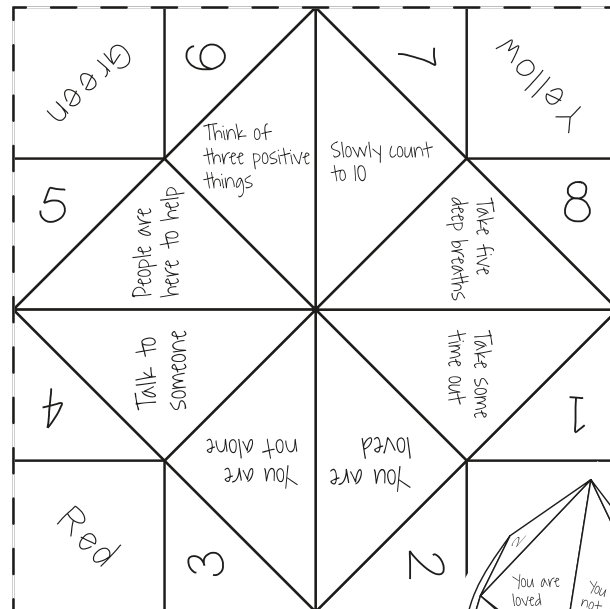
Time 30–40 minutes

Equipment

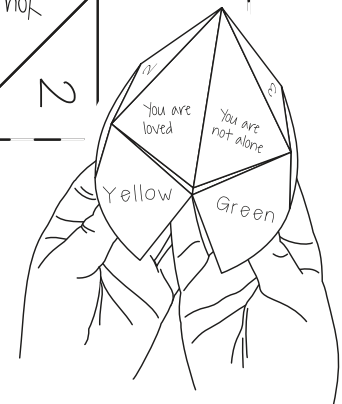
- paper squares (20cm x 20cm)
- colouring pens and pencils

Instructions

- 1 Give each young person a square of paper and ask them to fold it into a triangle.
- 2 Ask them to fold it in half again to form a smaller triangle, before unfolding it completely.
- 3 Next, they should fold each corner into the centre to make a smaller square.
- 4 After turning this square over so the flaps face down, they should fold each of the corners into the centre again to form an even smaller square.
- 5 Holding the square in front of them, they should fold it in half and then in half again before opening it back out to where they were at the end of step 4. On the rear side of the square they will find four square flaps, into which they can slip their index fingers and thumbs, and bring the corners together to make their fortune-teller.
- 6 Using a pincer movement, your section can now open



and close the fortune-teller. Before decorating, talk to your section about mental health and the sort of messaging they should include on their fortune-teller to make someone with mental illness feel soothed and supported.



- 7 Now, it's ready for decoration! The square flaps should be each be a different colour, and the inner triangular flaps should be numbered 1–8. Then on the flip-side of each triangle they can write a coping strategy, such as 'take five deep breaths' or 'take some time out'. The young people could also include messages of support such as 'you are not alone' or 'you are loved'.

Take it further

You can use this activity as an introduction to your mental health and wellbeing A Million Hands project. There are resources to support your project created by our charity partner, Mind – which also supports National Time to Talk Day – available online at amillionhands.org.uk. For guidance and support around emotional wellbeing, head to scouts.org.uk/emotionalwellbeing.

Thought about peer leadership?

Show your peer leaders how to do this activity and then ask them to run the activity in their groups.

This activity contributes to the following badges:



Beaver Global Issues Activity Badge



Beaver Teamwork Challenge Award



Cub Environmental Conservation Activity Badge



Cub Teamwork Challenge Award



Scout Environmental Conservation Activity Badge



Scout Teamwork Challenge Award

Beavers | Cubs | Scouts

Try junk modelling

Earth Day, 22 April Your section will learn all about the importance of recycling and that they can work wonders with a load of rubbish

Time 60–90 minutes

Equipment

- recyclable refuse items, eg cardboard tubes, egg boxes, cartons, plastic bottles and food trays etc
- scissors
- tape
- glue
- paint
- pens



Instructions

1 Encourage your section to gather recyclable items over a number of weeks. Advise them that this should be done safely and sensibly and that they should not collect glass, items with sharp edges or anything that could injure them if broken. Ask them to clean anything that is sticky or dirty beforehand.

2 Pile all of the gathered items into the centre of the room. Talk to them about the importance of recycling, both on a local and global level, and ask them to imagine what their community would be like if these items couldn't be recycled.

3 Divide your section into teams and challenge them

to create an innovative junk model with the refuse in front of them – it can be of anything they like, from wild animals or imagined monsters to robots, computers and super-villains' lairs! They could even focus on endangered species to tie in with Earth Day's theme this year.

4 Supervise their constructions, ensuring responsible use of scissors and glue, and then encourage them to finish the model with coloured paints or pens. When all the models are finished, why not arrange them for display and invite parents, carers and local residents to view them and perhaps even vote for their

favourite? You could charge a small fee for entry to your gallery to raise money for a charity or community project.

5 When the models are no longer needed, get the section to break them down and separate them into recyclable and non-recyclable items, and make sure they are recycled.

Take it further

Encourage your section to share what they've learned about recycling with the wider community, perhaps by starting a poster campaign, or to launch a new recycling project of their own that would benefit the local area.

This activity contributes to the following badges:



Community Impact
Staged Activity
Badge



Beaver Creative
Activity Badge



Beaver Disability
Awareness Badge



Cub Disability
Awareness
Badge

Explorer Scout Young Leaders

Your Young
Leaders could lead
this activity to
work towards their
mission 2.

Beavers | Cubs

Make sensory bags

Autism Awareness Week, 26 March Help your section to better understand autism with this quick and simple activity

Time 20–30 minutes

Equipment

- ziplock bags
- baby oil
- food colouring in a range of colours
- glitter, shiny confetti, sequins, plastic beads or gems, or sand
- water
- duct tape

Instructions

1 Before your meeting, familiarise yourself with the information available at scouts.org.uk/autism so that you're able to discuss autism with your section. The National Autistic Society also have lots of useful information at autism.org.uk.

2 Talk to your section about autism. Explain that it affects how people experience the world around them, it can cause a lot of anxiety, and that their senses may be over- or under-sensitive, or both. Then give everyone in your section a ziplock bag and ask them to squeeze in a couple of generous squirts of baby oil, before applying a few drops of food colouring.

3 Next, they can sprinkle in glitter, confetti, sequins, plastic beads or gems, and/or



sand if they wish. This is their sensory bag, so let them choose what goes inside it.

4 Now they can add a little water to their bag before carefully forcing out as much air as possible (without spilling the contents) and sealing it tightly shut. Add a layer of duct tape to the ziplock to make it leakproof.

5 Now they can squeeze, squish and mix up the contents of their bag, still being careful as the bag could burst. How do they feel when they're engaging with their sensory bags? And how do they think someone with autism might benefit from them? Might they find that it relaxes or reduces anxiety? Explain that everyone

with autism is different and that some may really dislike the sensory bags. Discuss what they might prefer with your section.

Take it further

Try playing a game where only half the players know the rules. Discuss how it feels, both from the perspective of those who don't know the rules and those who know the rules but can't understand why the others don't know what to do. This will provide some insight into the difficulties some people with autism have with picking up social rules. You can also explore and take action on the topic of disability, using the A Million Hands resource pack, which you can find at amillionhands.org.uk.

This activity contributes to the following badges:



Beaver
Experiment
Activity Badge



Cub Scientist
Activity Badge

Beavers | Cubs

Create colour-changing slime

STEM month, March Wow your section with a thermochromic reaction by making this glorious gloop

Time 30–60 minutes

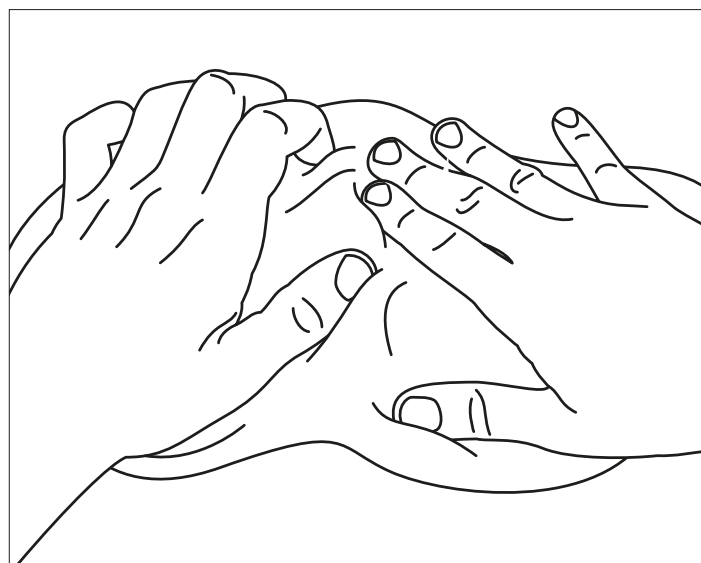
Equipment

- white PVA glue, 60ml
- water, 1tbsp
- thermochromic pigment (find online or at Maplin), 3tsp
- liquid starch (find online or at Lakeland), 60ml
- food colouring

Instructions

1 Firstly, discuss the colour scheme with your section. Thermochromic materials change colour depending on their temperature. Whatever colour your thermochromic pigment is will be the base colour of the slime when it's cold, whereas the food colouring you choose will influence the colour of the slime when it's hot. So if your pigment is blue and you choose red food colouring, you will have bluey-purple cold slime and pinky-red hot slime.

2 Ask a young person to tip the glue into a large bowl, and ask another to add the water and mix it until thoroughly combined. Next, a young person can add five drops of food colouring, before mixing it well,



and then another young person can add 3tsp of thermochromic pigment and stir it until completely mixed.

3 Get a young person to measure out 30ml liquid starch before adding it to the glue and mixing it till it's thick and slimy. Ask another young person to knead the slime with their hands before returning it to the bowl. The slime will most likely feel quite sticky, in which case gradually add more of the liquid starch and knead until it's not sticky any more. You'll probably need to use the full 60ml of liquid starch.

4 Now experiment! What happens when you put it on a glass full of ice or a mug of hot tea? How about when they breathe on it? How many other ways of making the slime change colour can the young people think of? Make sure that they don't put the slime across their faces or ingest any of it.

Take it further

Discuss the ways in which thermochromism is used within the wider world, for instance in bath thermometers or within children's bath toys. What other ingenious uses can your section think up?

Thought about peer leadership?

Delegate specific tasks to your peer leaders.

This activity contributes to the following badges:



Navigator Staged Activity Badge



Beaver Photographer Activity Badge



Beaver My Adventure, Beaver Teamwork Challenge Award



Cub Photographer Activity Badge



Cub Our Adventure, Cub Teamwork Challenge Award



Scout Teamwork Challenge Award



Chief Scout's Bronze, Silver and Gold Award

Suitable for Peer Leadership

Assign the creation of the books list to the peer leaders and ask them to run the activity.

Beavers | Cubs | Scouts

Go on a treasure hunt

World Book Day, 1 March Encourage your section to seek out items from their favourite stories in the world around them

Time 60–90 minutes

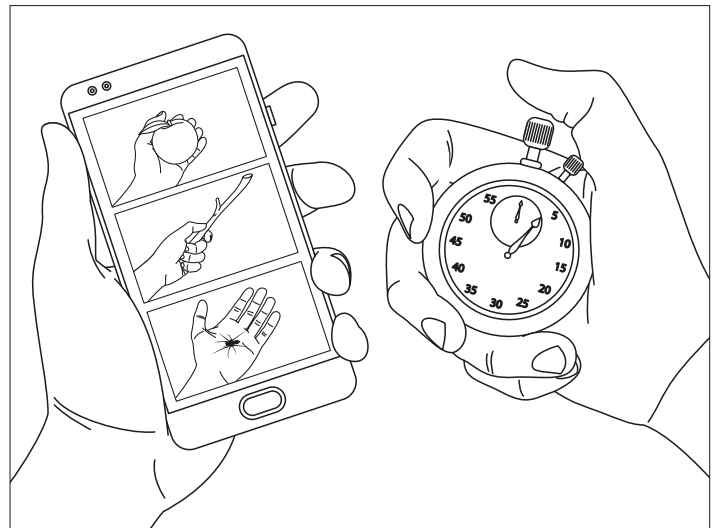
Equipment

- a list of 10–15 well-known books
- pens
- a digital camera or smartphone per team
- weather-appropriate clothing and footwear

Instructions

1 Create a list of favourite children's stories or young-adult fiction, depending on the age of your section – 10–15 books will be enough. Examples might range from Winnie The Pooh, The Gruffalo and We're Going on a Bear Hunt to James and The Giant Peach, Harry Potter, and The Lion, The Witch and The Wardrobe. If you're concerned that some of your Group won't know the books, try to include pictures of the books on the list.

2 Divide your section into teams of five and make sure there are two responsible adults for each team, as well as a means of capturing the 'treasure', eg a digital camera or smartphone. Give each team a list and tell them they have an



hour to tick off as many items from the list as possible.

3 Now this is where the treasure hunt differs from others: instead of telling the young people exactly what they have to find, they will have to take what they know of each book on that list and find something that represents it, eg a magic wand for Harry Potter, or peaches in a shop for James and The Giant Peach. All they have to do is take a picture of the item and tick it off the list.

4 As they return from their treasure hunt, make note of each team's time. Once

everyone has returned with the list and pictures, you can offer prizes for the highest number of 'treasures' snapped, the fastest time (also conditional upon a high number of items) and one for the most innovative item.

Take it further

To add an extra dimension, younger sections can do actions relating to the book in-between finding items of treasure. You could also encourage the young people to mark the items they find on a map – or indeed provide them with a marked map or grid references to help them practise their map-reading skills.

This activity contributes to the following badges:



Membership Award



Beaver Creative Activity Badge



Beaver My World Challenge Award



Cub Our World Challenge Award



Scout World Challenge Award



Chief Scout's Bronze, Silver and Gold Award

Explorer Scout Young Leaders

Your Young Leaders could lead this activity

Beavers | Cubs | Scouts | Explorers | Network

Make a new-year time capsule

The start of term Get 2018 off to a flying start by making pledges and promises for the year ahead

Time 30–60 minutes

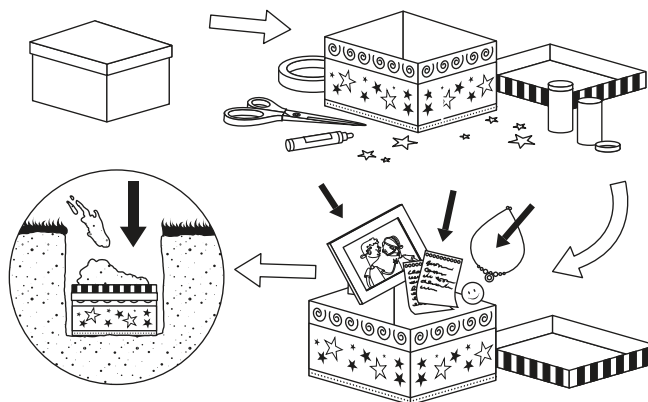
Equipment

- large jar (with lid), biscuit tin or sturdy shoe box
- wrapping paper, paint, ribbons, glitter, stickers
- glue
- paper
- pens
- memorabilia, eg photos, notes, badges, a necker, etc
- parcel tape
- thick plastic bag (only if you plan to bury your capsule)

Instructions

1 Find a suitable container to act as your time capsule – you need one that seals securely. Give your section the jar, tin or box and ask them to decorate it together. The time capsule should represent the personality of your section, so talk to the group about how they think it should look. They could incorporate the Promise into their decorations.

2 Ask the young people to make a label for the box that shows the name of your section and instructs anyone who finds it not to open it until January 2019. Stick it to the box.



3 Put the time capsule to one side to allow it to dry. Now you can all work on its contents. Give each young person a piece of paper and ask them to write their name, an interesting fact about themselves and their hopes, predictions or pledges for the next year on it. The latter should link to their Promise.

4 Put the pledges into the time capsule and add photos or mementos, before fitting the lid and sealing it with tape. Make sure young people understand that they won't be able to get the items back for a year and that there is risk of them getting damaged. Now discuss where to put it – could you bury it (remember to clearly mark the place), or hide it in your meeting place? Make sure

the leadership team knows exactly where it has been hidden. You could even put it somewhere prominent as a reminder of the pledges your young people have made.

5 After a year has passed, open it with your section and talk about the things they wrote and the progress they've made over the past year.

Take it further

Explore the Promise with your section – what it means to the young people and the wider Scout Movement. How can they ensure they fulfill their Promise throughout the year and – after the year has passed – what might they have done differently? How will this inform their choices for the next year?



1917 – 2017

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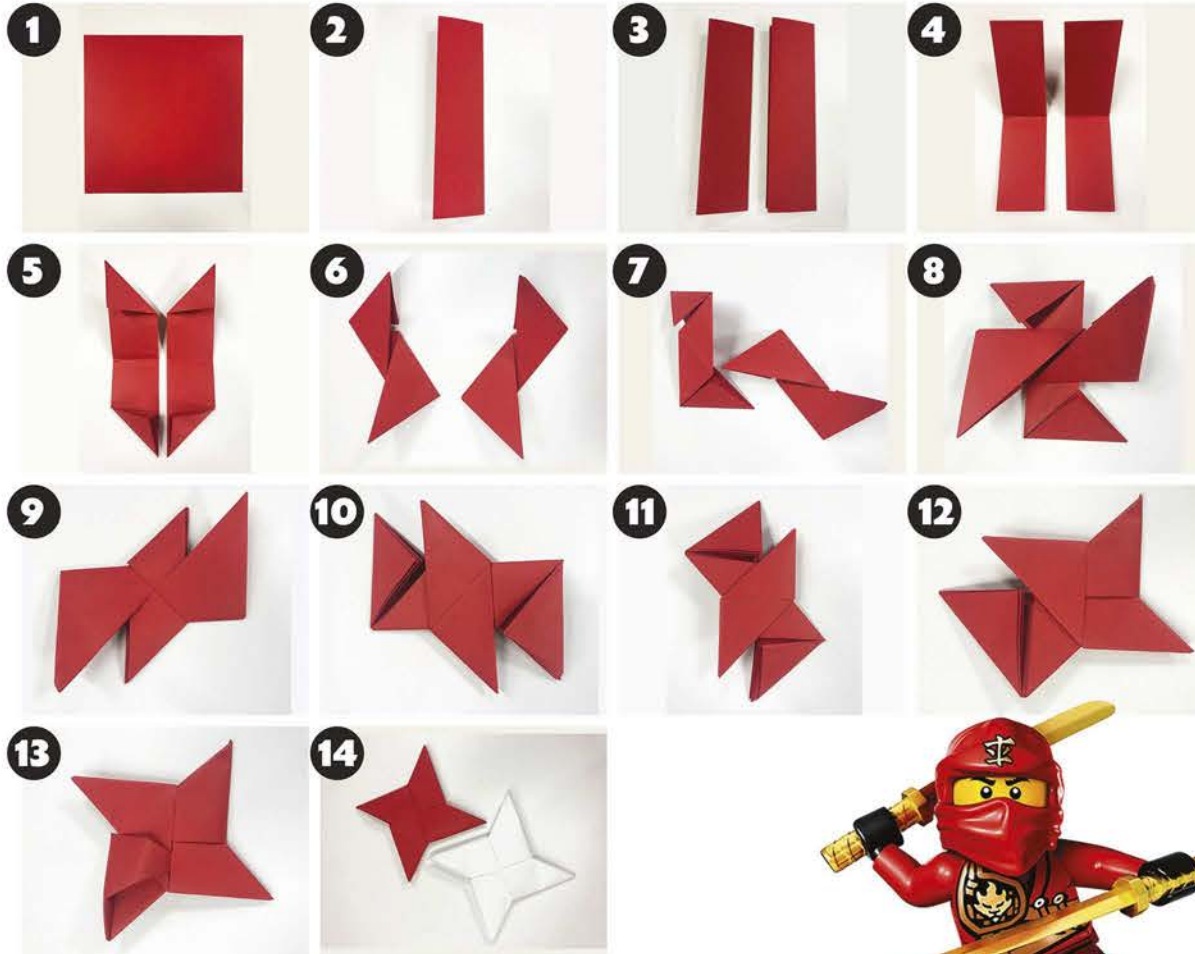


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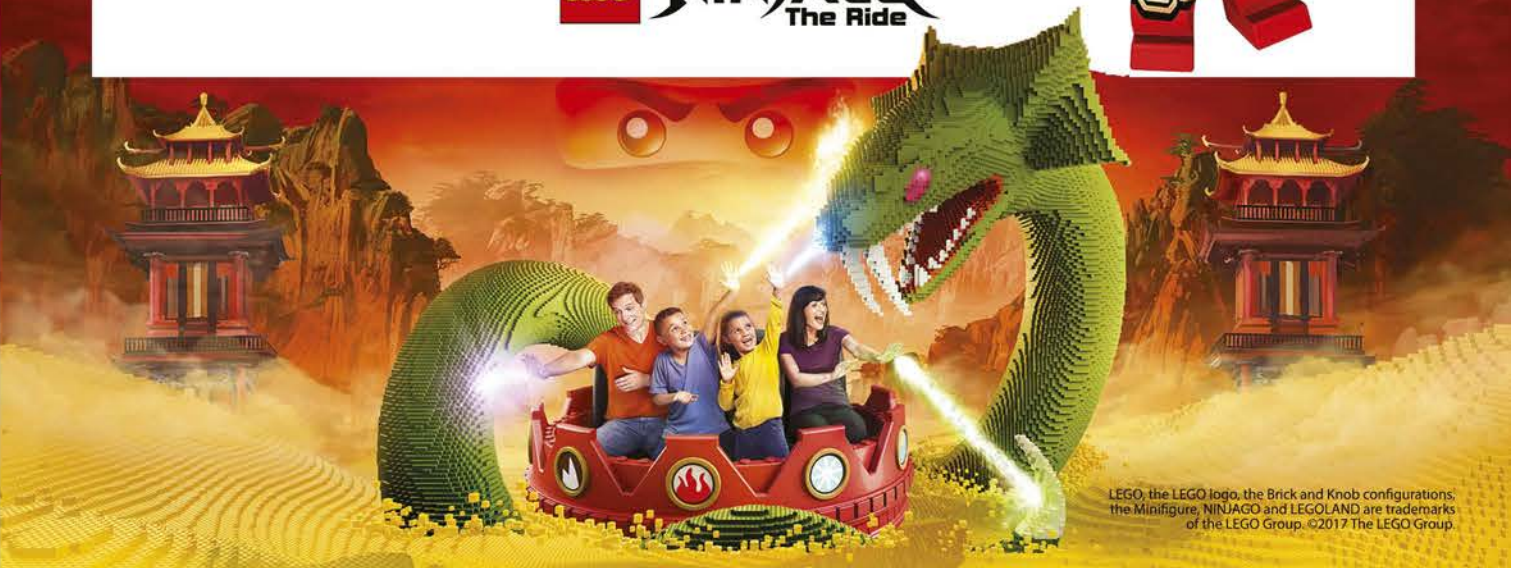


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