

SKILLS FOR RESIDENTIAL EXPERIENCES (38)

Trainer's Notes

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

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

England and Wales: Disclosure and Barring Service (DBS)

Scotland: Disclosure Scotland (DS) Protecting Vulnerable Groups (PVG) Scheme

Northern Ireland: Access Northern Ireland (Access NI)

For ease of reading, this resource refers only to 'Disclosure check', to cover all of the above. More information on issues relating to safeguarding and disclosure checks can be found at scouts.org.uk.

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Who is Skills for Residential Experiences for?

This module is for Section Leaders and Supporters who may organise or support residential experiences for young people as part of their role in Scouting. It is intended to provide an introduction to the skills related to running residential experiences and linked to the skills needed to gain a Nights Away Permit.

What does this material contain?

The module contains material that covers the objectives relating to the practical aspects of skills for residential experiences. Each session covers a different subject area through a task, activity or practical demonstration and these can be delivered in any order.

How is this module validated?

The validation of this module is based on an individual's ability to meet the validation criteria as set out in the Training Adviser's Guide and the Adult's Personal File. This means that the individual will need to demonstrate the practical skills needed when running a residential experience that they have acquired in a number of different ways.

What information is provided?

This module contains course-based learning. This could be run through a series of sessions, or as a day or evening course. It can also be run alongside other training during a residential weekend.

This module is split into eight sessions which cover the core areas of the Nights Away Permit Assessment, and will help participants to gain and consolidate skills. This training does not automatically qualify a participant for a Nights Away Permit. It is an opportunity to learn and develop the skills needed for the Nights Away Permit Assessment.

This module is an additional module and not an obligatory module for a Section Leaders' Wood Badge.

Session details

Introduction (10 minutes)

- 1 Administration (1 hour 30 minutes)
 - 2 Venue (1 hour 35 minutes)
 - 3 Programme Planning (1 hour 10 minutes)
 - 4 Staffing (1 hour)
 - 5 Catering (1 hour 35 minutes)
 - 6 Fire (2 - 3 hours)
 - 7 Wellbeing, Health and Safety (1 hour 35 minutes)
 - 8 Equipment and Skills (4 - 6 hours)
- Close (10 minutes)

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

Planning considerations

The participants for this module will have varying roles and experience within Scouting. Some might be (or have been) a leader or commissioner and may have a lot of Scouting experience. Others may have had very little involvement and this may be their only role in, or experience of, Scouting. When considering what methods to use, trainers should take into account the nature of the location, number of participants, and the need to appeal to learners with different learning styles. Where methods suggested in the notes are adapted it is advisable to consider the balance of all the methods used.

The number of participants on the course will determine your ways of working. If you have a large number, it is recommended that you use facilitators to provide greater support in smaller group work.

While using the module you will see the following symbols:



Trainer input – guidance on what to deliver to the participants, to help you structure the training sessions.



Trainer note – background notes for your reference on task design and aims of tasks and ideas for running activity sessions.



Task – activities or discussions for participants to undertake.



Report back – participants providing feedback to the whole group on the activity or discussion they have been undertaking. This is usually facilitator-led.

Objectives:

To enable adults to acquire the appropriate skills to plan and run successful residential experiences for the young people in their section.

- 1 Describe the planning process for a residential experience.
- 2 Identify the main elements of effective administration of a residential experience.
- 3 Explain how to prepare and co-ordinate a programme of activities for a residential experience.
- 4 Know to choose and prepare staff for a residential experience.
- 5 Demonstrate how to choose, use and maintain the right equipment for a residential experience.
- 6 Demonstrate the most common practical skills used during a residential experience.
- 7 Identify the key factors in ensuring the health, happiness and safety of self and others during a residential experience.
- 8 Demonstrate an understanding of the significant risks likely to be present on a residential experience and how to manage them
- 9 List the catering requirements of a residential experience.
- 10 Explain how to evaluate the effectiveness of a venue for a residential experience.

Methods

A series of sessions

This module can be delivered as a series of training sessions during an evening, day or weekend, or as a series of individual sessions which form part of a wider residential training experience.

If this is run as a weekend, many of the objectives could be covered through participants planning the weekend beforehand. These can then be put into practice during the weekend. A series of sessions could be run as a programme of training within a Group or District, especially if there are specific events to plan for. This will encourage participation and team growth.

One to one training

This module may be delivered on a one to one basis by a trainer, or someone with sufficient experience to take an adult through the subject areas, for example a Nights Away Adviser. In this case the timings and methods will need to be reviewed and revised to suit the participant. Please remember it is not good practice for the person providing the learning to also validate against the assessment criteria.

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

Resources and associated reading

- [FS140048](#) First Aid and Accident Books
- [Safety Checklist for Leaders](#)
- [FS320007](#) Managing Fire Safety
- [Camping Gas](#) Guidance for Safe Use
- [FS320003](#) Food Safety in Scouting
- [FS120626](#) Avoiding Ill Health at Camp
- [FS950000](#) Promoting Good Sexual Health Within Scouting
- [FS185092](#) Alcohol and Scouting
- [FS320005](#) The Right to Smoke Free Scouting
- [FORMNAN](#) Nights Away Notification
- [FS120081](#) Activity Information Form
- [FS120083](#) Family Nights Away
- [FS120072](#) Youth Hostelling
- [FS120800](#) Nights Away Permit Scheme
- [Yellow card](#)
- [A Complete Guide to Scouting Skills](#). This is available to buy from Scout Shops.
- [Nights Away: An adult's guide to camping, hoildays, expeditions and sleepovers](#). This is available to buy from Scout Shops.

Safety

[Scouts.org.uk/safety](https://scouts.org.uk/safety) is where you will find a variety of resources about camping, buildings, practical skills, planning, assessing risk and emergencies.

Other resources may also be found for each of the relevant sections on scouts.org.uk so check for new and updated versions.

You may wish to use some of these resources for sessions or have copies of publications or factsheets available for viewing.

Introduction



Trainer input (10 minutes)

Cover the domestic arrangements such as fire exits, toilets, phones, tea and coffee etc. Introduce the course staff. It may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.

Outline the course to the participants by explaining what they will cover. This module is for Section Leaders and Supporters who may organise or support residential experiences for young people as part of their role in Scouting. It is intended to provide an introduction to the skills that are related to running residential experiences and linked to the skills needed to gain a Nights Away Permit.

This module is split into eight sessions which cover the core areas of the Nights Away Permit Assessment, and will help leaders to gain and consolidate skills. This training does not automatically qualify participants for a Nights Away Permit. It is an opportunity to learn and to develop the skills needed in future assessments for a Nights Away Permit.

Explain that there are eight core skills involved in running a residential experience, and that they will cover all of these during the training sessions.

- planning a residential experience
- ensuring effective administration of an event
- preparing and coordinating a programme of activities
- choosing and preparing staff
- choosing, organising and maintaining the right equipment
- ensuring the health, happiness and safety of self and others
- identifying and managing risks associated with residential experiences
- organising good catering
- making the best of the venue

You may wish to include an icebreaker (a short introductory activity) at this point.



Trainer note

The following sessions can be run in a number of different ways, and the material can be adapted to suit the participants and the training scenario. If you are running the course as part of a residential weekend, be sure that all the areas are covered at some point during the weekend.

It may be useful to run each of the sessions as part of the preparation process for planning a section or Group residential experience. In this case the content should be tailored to suit, but you must ensure that the participants understand the differences in the needs of young people in different age ranges and at different types of events, while planning for their own event.

If the participants are split into groups it is useful for them to keep these groups throughout the course as this will help with continuity and team building. This is especially true if they are planning for a real life experience. It will be useful if the working groups are sectional so the work completed during the module can then be used for running an actual event.

Session 1 - Administration

Objectives

- 1 Describe the planning process for a residential experience.
- 2 Identify the main elements of effective administration of a residential experience.

Topics covered

- planning timetable
- information to and from parents
- nights away permits and notifications
- budgets, accounts and camp banks
- InTouch

Key message

The key to planning a residential experience is to start well in advance. The right information and notification must be given to parents, young people, leaders and commissioners for the event.

Residential experiences should aim to be self-financing, so a budget needs to be established early. Leaders in charge are the experience or event organisers, and they should be able to create a budget and calculate costs and fees, to make satisfactory banking arrangements and produce accounts. A camp bank also helps young people to control their spending.

An income and expenditure sheet will help with planning and can then be used to see how well the experience did against budget. This can help with planning similar events in the future.

For all Scouting events and activities it is important that an InTouch system is in place.

Resources

For this session you require the following resources:

- large roll of paper (for example wallpaper lining paper)
- coloured pens and pencils
- paper
- copies of Appendix 1: Budget Planning (if relevant)



Task (20 minutes)

Remind participants that residential experiences, and camping in particular, are very much part of Scouting, an activity undertaken by most Members at one time or another during their 'Scout life'. Time and effort can be invested in them so it is important to get it right for all concerned.

Split the participants into groups and give them each a roll of paper. Ask them to devise an events timeline for planning a residential experience, from the moment they decide to organise one, to the end of the event.

After ten minutes ask the participants to discuss in their groups who they think needs to be communicated with and when. They should then add this to their timeline in a different colour.



Trainer note

A similar activity is run in the Introduction to Residential Experiences module, so you may wish to adapt this task accordingly.

The purpose of the task is to get the participants to start their planning process. At this point, it does not matter what they have or have not included, as it is the start of the planning process. By using a large visual aid, they can add to and delete items on it throughout the training, using different colours to denote different tasks or areas. This means that by the end of the training the participants should have a comprehensive planning tool they can use for the future.



Report back (25 minutes)

Using the task they have just done, get the groups to report back, drawing out the main points and summarise the communication as follows (providing examples where appropriate):

Advanced publicity

It is recommended that initial notification of an event or experience is at least six months in advance. This is a way of helping families appreciate the value of the event, and keeps the date marked in their calendars in advance.

As the event draws closer

Families differ hugely in their ability to process and respond to information. The more regularly and widely they communicate what is happening and what they need, the more likely it is that they will get a response. As well as just sending letters to parents, try holding open evenings or using other channels of communication to remind them. Information to give to parents:

Hold a parents meeting to give all the information needed to and also to have opportunity for parents to ask their questions. Some of the areas to cover may be:

- consent form/invitation to events
- nights Away information
- kit list
- balance of money needed, including ways to pay and when to pay, and any hardship fund available
- safety and safeguarding
- InTouch and communication procedures

Joining instructions

These usually confirm the arrangements for the event and can also provide a kit list and notification forms so families have full instructions for the event.

Activity information forms

These are for families to fill in to enable leaders in charge to collect any medical information they need about those attending in one place. It is also useful to state on here what treatment/precautions might be taken in an emergency and what medication may be available. The form could also include any dietary requirements, which may be due to food intolerances or because of cultural or religious needs. Explain that every residential experience will require a similar planning process and that a successful event means starting well in advance. The amount of planning time will vary according to the scale of the event. If a popular venue needs to be secured they will need to plan at least six months in advance, whereas an overseas trip may take over a year to plan for.

InTouch

For all Scouting events and activities it is important that an InTouch system is in place. This is to ensure everyone involved is aware of how communication will take place and that there is an effective system in place in the event of an emergency.

Spend ten minutes discussing with participants the systems they currently use, what systems they would like to use and the pros and cons of these. The most up to date information can be found at scouts.org.uk/intouch or from factsheet [FS120075](#).



Trainer input (10 minutes)

Residential experiences should aim to be self-financing so it's important to establish a budget early on.

Ask the participants to brainstorm the main budget areas to consider when drawing up costs of camp.

Introduce participants to **F.A.S.T.** This covers potential expenditure.

Food - everything from food and drink to refuse sacks and toilet rolls. About 4 - 6 pounds per head per day is a realistic aim whether it's Beaver or Explorer Scouts. However, it will also vary depending on where they shop.

Activities - this needs to cover everything from planned days out, to craft materials and prizes.

Site - this covers the cost of the venue or any camping fees. This should be set fairly early on.

Transport - this can vary hugely, and may include travel to and from the venue and also any travel during the event.

As part of the budget planning leaders in charge also need to know what people can afford to pay. It will probably be useful to know what else is going on outside of Scouting as this may also have an effect on what families are willing to pay for.

A policy will be needed on what leaders and other adults contribute financially. If they go free, as they are contributing their time and skills, this needs to be budgeted for, but also communicated at the outset so that everyone knows what the policy is.

Hardship funds - there may be funds available locally and nationally to help those who are unable to afford the full fees and you should be aware of whether it is relevant for your event, and how it can be administered and communicated with discretion and sensitivity.



Task (20 minutes)

Ask the participants to draw up a simple budget for a residential experience. They need to think about F.A.S.T. and estimate costs and plan for uncertainty of numbers attending.



Trainer note

This task is a simple budget planning exercise to help participants feel confident in budget planning. Two scenarios and a template are available in Appendix 1 but alternative scenarios could be created.

If your participants are preparing for a real experience you should have all the information they may need to plan a budget, or ask them to come prepared with the information they need to use.

Handling finances correctly is a very important job which often gets overlooked in the excitement of the event.

In their groups ask participants to spend five minutes discussing what they think are the rules and guidelines for handling money, before, during and after the event. What do they consider best practice to be? Ask them to feedback and cover the following:

- payments should never go through a personal account
- bank accounts require more than one signature
- records need to contain both receipts and expenditure
- produce a spread sheet to itemise both receipt and payments
- issue receipts to both participants and leaders
- Try and reimburse legitimate expenses as soon as possible
- decide if expenditure incurred during the event will be reimbursed during or at the end of the event
- decide how a camp bank will be operated (if used)
- if not used decide how 'pocket money' will be kept secure
- notify parents of the upper limit for 'pocket money'
- review the receipts and expenditure at regular interval
- make a plan of what you intend to do with any surplus funds

During the event

- keep track (if possible) on a copy of the receipts/payments spread sheet (this helps to identify cost you might not have anticipated)
 - have a sealable folder for any receipts/expenditure acquired during the event
 - try and reimburse legitimate cost as soon as possible
 - make sure that the procedure for operating for operating the camp bank is followed
 - make sure all money is kept in a secure place
-

After the event

- return any camp bank or pocket money as soon as possible
- reimburse legitimate cost as soon as possible (if decided upon)
- complete the income and expenditure spread sheet
- complete the plan for surplus funds
- submit accounts to treasurer

Other useful things to note

- make a note of what food was popular – this will be useful when compiling future menus
- keep the non-perishable food for future events
- review the unexpected expenditure for future events

To summarise, let participants know that in this session they have demonstrated timeline planning for a residential experience, and looked at budget planning and the financial aspects of administration for a residential experience.

Session 2 – Venues

Objectives

- 1 Describe the planning process for a residential experience.
- 2 Evaluate the effectiveness of a venue for a residential experience.

Topics covered

- choosing a site/venue
- knowledge of area
- rules and regulations
- transport
- planning a layout
- leaving a venue

Key messages

There are various options when it comes to finding a venue for a residential experience and each has its own advantages and disadvantages.

It is good practice to have a checklist for assessing a site or venue and to visit it before committing to booking. This checklist should also include travel.

Resources

For this session you require the following resources:

- flipchart and paper
- pens and pencils
- paper
- copies of Appendix 2: Camp layout (if relevant)



Task (15 minutes)

Choosing a venue

Split the participants into their groups and ask them to devise a checklist for choosing and assessing the suitability of a venue.

Considering the features of the residential experiences, what should they look for, what do they need to know in advance about the experience and about the venue?



Report back (10 minutes)

Using the task they have just done, get the groups to report back on their checklists.

Their checklists should include:

- type of residential experience
- time of year
- purpose of experience
- age of participants
- leaders' capabilities and skills
- facilities needed
- facilities at venue
- amenities nearby
- access at the venue
- rules and regulations of the venue
- emergency facilities
- activities at the venue
- transport to venue – how do we get there?
- transport for equipment



Trainer input (10 minutes)

Two of the factors affecting the success of a residential experience are where they choose to go - the place and the environment, and the layout of the site - making sure that the basic facilities are available and well planned.

There are various options when it comes to finding a suitable venue for a residential experience and each has its own advantages and disadvantages.

In an open discussion, ask the participants where they would look for potential venues and draw out the following:

Other leaders

Talking to other leaders who have experience of running similar events is a good start, as their experience is invaluable. They could also ask other volunteers like Nights Away Advisers. Each individual will have their 'favourite' places so remember to follow your checklist.

The Internet

This is an invaluable tool for researching locations and determining possible venues. Remember that commercial venues may not be suitable to Scouting activities.

Scout Adventure Centres

The Scout Association has several national Scout Adventures Centres with the specific aim of providing resources to enable Scouts to take part in residential and outdoor activities.

Scout venues and campsites

There are also local Scout venues and campsites all over the United Kingdom and, of course, in other parts of the world.

Prohibited and restricted camping areas

This list is arranged by location and gives details of the venue and the reason why it should not be used, or used with caution. They should consult this in the early stages of planning.

The reasons they are prohibited may be due to geographical circumstances, for example being prone to flooding or can be found next to a firing range, or because an adverse experience has been recorded against it. Information can be found at scouts.org.uk/prohibited.

Scouting magazine

Scouting magazine carries adverts for venues in the back pages of most editions.

Note: facilities listed in the advertising pages of the magazine do not come with national endorsement, leaders must still undertake the same checks as if they sourced the site themselves.

Choosing your site

The choice of where to go depends on several factors: cost and accessibility of transport to get there, the purpose of the event, the time of the year and so on.

There are other sites and places such as National Trust properties, privately owned land and public sites which can be used. However, all of these will need to be checked against the above list and permission granted before setting up camp. If they wish to camp on common land or other local areas, make certain that local bye-laws do not prohibit camping. Scouts do not have the right to camp anywhere they like!

Local attractions and activities

Most venues are able to supply information about local attractions and activities and in some cases can help with booking them. The local Tourist Information Centre and libraries are also a good source of information about the locality.

It is also good practice to visit a site before you book it so that you can be sure it meets with requirements.



Task (15 minutes)

Split the participants into their groups and ask them to think about transport to a residential experience. Ask the group to discuss the pros and cons of using the following methods:

- getting there on your own
 - using parents
 - group/section minibus
-

- hired bus/coach
- public transport



Report back (5 minutes)

Using the task they have just done, get the groups to report back on their lists, and try to pull out some of the following details:

Payment

- make sure there is a transport budget available
- work out how the fuel will be paid for
- make sure private vehicles are insured properly (road tax, and number of people they can carry)
- if hiring transport ensure use of a reputable company

Drivers

- do the drivers have the correct licence to drive the vehicle used, and with any trailers if being used?
- if travelling long distances, decide if they need more than one driver
- plan if they will require a driver for the whole of the event
- if the driver is involved in activities, there may be a need for someone else to drive home
- ensure have they undergone the correct safeguarding checks

Seating arrangements

- need for child car seats?
- are there seatbelts?
- is there enough room for passengers to be comfortable and safe?

Transporting equipment

- separate transportation for kit and equipment?
- make sure vehicles are not overloaded
- are there appropriate arrangement for transporting gas bottles or other dangerous substances?
- is there room for trailers on site?
- are there parking facilities?

Checking vehicle

- need to make sure any vehicles used are in a suitable condition (roadworthy/seaworthy etc.)

Lifts from parents

- if using parents to take young people from other families, make sure there is enough room and that the driver can cope with children, and that there is some kind of recognition or reward for them
 - make sure you have parental consent and the correct safeguarding checks have been completed. If parents giving lifts are not occasional helpers, make sure that it is clear when seeking parental consent that the parent giving the lift has not been through our safeguarding checks
 - if the event is local, ask parents to drop young people off, as they would for a normal weekly meeting
-

Greener alternatives

- if possible and convenient public transport should be considered. There may be group discounts available
 - van for equipment while leaders and young people use public transport
 - think about how many adults you may need to escort the young people if using public transport
- make the journey part of the event by including bike ride or hike



Task (15 minutes)

Explain to participants that a layout for the residential experience is an important part of planning. If they are indoors, then this has a larger effect on their make their decisions, but the same principles apply.

Prepare a large visual using Appendix 2, which is a campsite layout with all of its components. Ask participants



to put each of the components, thinking about the advantages and disadvantages.

Trainer note

The purpose of this task is to get participants to think about the site itself and to draw out any rules and regulations, good practice and advice when planning the layout. The suggested method uses a campsite as an example.

Alternatively you could use a variety of venues, real or fictional and get each group to run the task on each of the different types of venue (greenfield, campsite, indoor venue, lightweight camping). If you have local campsites you could use these and include pictures or visits to the site, to make it more interactive. If the training is taking part on a residential weekend you could incorporate this into the set up for the weekend to make it an active learning experience.

If the participants are planning a real experience they should use the maps and information they have from these venues and include a visit to the site. This could be asked for in advance of the training.



Report back (15 minutes)

Using the task they have just done, get the groups to report back on their lists, use the large visuals where necessary. While doing this you should draw out the following key points:

- separation of male and female, young people and adults
 - distances between areas
 - space for recreation
 - kitchen close to water supply
 - central area with things like First Aid, Quartermaster's stores
 - dining shelter/area should be close to kitchen to stop food going cold, but not in line with smoke from the fire if outside
 - latrines should be downwind of the camp but not too far away and downstream if camping by water
 - washing area should be positioned between latrines and camp
 - water points should be positioned where any spill water can drain away
-

- separate male/female, young people and adult areas for personal washing
- features such as trees, lakes and power cables
- appropriate siting of gas and other cooking appliances together with suitable ventilation



Trainer input (10 minutes)

Discuss with participants what activities they could do with young people before the experience, to involve them in planning the layout. This could include the following:

- an actual dummy run setting up a camp
- using photographs and ordinance survey maps to create a scale model
- creating a small scale paper model
- games and quizzes

Hiring indoor premises

If using an indoor venue they need to check whether utilities are included. Equipment and electrical appliances should be checked to ensure they are safe to use. The equipment may vary so they need to ask – there may be cutlery when you visit but it might not be included in their package. They also need to ensure that there is space indoors for activities if the weather prevents activities outdoors.

You should be able to see the premises risk assessment, this will help inform your event risk assessment. Make sure you are familiar with any emergency procedures for the building and what warning systems are in place for both fire and carbon monoxide.

Rules and emergency procedures

Whether indoors or on a campsite, they need to check what the rules and regulations are, and what emergency procedures and facilities are in place. Ensure that everyone is aware of these.

Packing up

Packing up after the event is a skill. It's amazing how much mess can be made. By keeping things tidy as you go, it will be easier to leave the site in a good condition without too much extra time needed. You will need to consider the following:

- pay bills
 - pack personal kit
 - collect all equipment and check site
 - invite warden/caretaker to check to make sure they are happy
 - report any safety concerns
 - sweep and dispose of all litter
-

If they have hired or borrowed any equipment make sure they made an exact list of what it is, the condition on collection, and when it needs to be returned.

In summary, let participants know that in this session they have demonstrated how to plan a checklist for venues and assess suitability, assess transportation to a residential experience and plan a layout for a venue. Ask if there are any questions.

Session 3 – Programme Planning

Objectives

- 1 Describe the planning process for a residential experience.
- 2 Know how to prepare and co-ordinate a programme of activities for a residential experience.

Topics covered

- identifying resources
- tailoring programme to needs and abilities
- safety rules and guidance

Key messages

There are similarities and differences when planning a programme for a residential experience from a weekly programme. The content of the programme will differ dramatically from section to section but there will be similarities in the way the programme is constructed.

Residential experiences are one of the ways leaders can add to the provision of the Balanced Programme for their members.

Activities need to be appropriate to the age range and follow The Scout Association's activity rules.

It is always sensible to plan for alternative arrangements in case of wet weather or extreme temperatures.

Resources

For this session you require the following resources:

- copies of the Essentials books for Beavers, Cubs, Scouts, Explorers, Network
- copies of Appendix 3: Programme Planning
- paper, sticky tape, pliable adhesive
- flipchart, paper and marker pens
- card
- resources available at scouts.org.uk/safety
- any other resources that may help in programme planning



Task (40 minutes)

Explain that the session looks at planning a residential experience Programme and the importance of linking that programme into the section's balanced programme. The participants will focus on what they will have to do and what they have to consider when planning a programme, and explore the different elements that make up that programme.

Split the participants into their groups. Each group will be given a residential experience scenario, a programme planning template and a selection of resources. Each group needs to prepare a programme.

Remind the participants that residential experiences are one of the ways leaders can provide a Balanced Programme for their members.

They may decide to construct the Programme around:

- the Programme Themes (Outdoor and Adventure, Skills and World)
- a Scouting award or badge such as the Challenges or Activity Badges
- a specific theme
- the activities available on, or near to, the site
- the skills of the leaders
- ideas from the members

Cover with participants the following areas they should also consider when putting together a Programme (more information can be found in the Nights Away book):

- games
- entertainment
- camp fires
- beliefs and attitudes
- appropriate ceremonies and inspections
- the elements of safely running any of the above



Trainer note

For this task you need to ensure that you have all the relevant resources available for participants to plan a programme. Some participants may have done the Planning a Balanced Programme module. It would be useful to have this information when planning this session. This task aims to pull out the similarities and differences when planning a programme for a residential experience from a weekly programme.

Example scenarios are provided in Appendix 3 and example programmes can be found in the Nights Away resource or any of the sectional programme and programme plus books.

However you could produce your own, which may be relevant to the area, or the participants. You can also use this task to produce a programme plan for a real residential experience that the participants may be involved in.



Report back (30 minutes)

Using the task they have just completed ask the participants to feed back to the group the Programme they have planned for their day, including the reasons for their choices.

Throughout the feedback, draw out that a good programme comprises of a number of distinct elements, all of which need to be considered.

Flexible - being able to adapt to opportunities, and not be too rigid with timings.

Variety - making sure there is something of interest for all young people.

Involvement - making sure it is what the young people want.

Achievable - Setting challenges that can be achieved. Suitability for the age and abilities of the young people.

Pace - planning for times for quiet reflection as well as frenetic activity.

Badges - a residential experience can be an ideal opportunity to cover the requirements in a fun and practical way.

Contingencies - making sure they plan for wet and hot weather, and have alternative programme ideas to hand.

Potential safety considerations - safety rules and risk assessments.

Remind participants that appropriate safety rules should be followed, and this can be done through risk assessments and through the guidance and support offered from HQ. Signpost participants to [Scouts.org.uk/safety](https://www.scouts.org.uk/safety) where you will find a variety of resources about camping, buildings, practical skills, planning, assessing risk and emergencies.

Sections

Briefly discuss with participants some of the differences between the sections when running residential experiences. Encourage participants to share their own experiences.

Beaver Scouts

The Beavers may be nervous and excited when they first arrive. For many this will be their first night away from home on their own. Allow time for them to set up their sleeping space and get ready for bedtime later. Run activities that can be done until everyone arrives e.g. treasure hunts, scavenger hunts or energetic games.

Use the venue to make the event different to weekly meetings by incorporating outdoor and creative activities. When playing games use a mixture of the Colony's favourite games and new ones. Although Beavers Scouts may enjoy running around make sure they don't exclude those who don't wish to be active.

Beavers Scouts need more supervision and support. The opportunity for spare time should be kept to a minimum. Provide a number of activities, but ensure there is always supervision. Use evening activities to calm the Beaver Scouts down. Quiet songs and stories, or even a film may help.

Include sufficient free time for leaders to relax while others are running activities. Beaver Scouts can be tiring!

Cub Scouts

Cub Scouts will be excited as they arrive and eager to explore the site. Always build in time to relax and play spontaneous games. Planning day trips to local places or day hikes is also useful. Helping to pitch tents or playing wide games can help burn off some excess energy. Cub Scouts will nearly always get up early on the first morning

so provide activities or a scavenger hunt to keep them occupied until breakfast. By the second day they will probably begin to get tired, so try and include some slower paced activities.

Spare time should be kept to a minimum, as often this is when injury, accidents and unhappiness occur. Provide a number of activities, but ensure there is always some kind of supervision.

Scouts

There are many different types of Scout camp, including Patrol camps, Troop camps, hiking, Jamborees and International camps. Each will require different types of programme to ensure that the most is made of facilities, needs and abilities of the Scouts and in order to meet the objectives of the event.

Patrol camping allows the young people, with minimum supervision to camp together, cook their own food and organise what they do. Troop camps are more traditional and take place over a long weekend or week. Often they are an annual opportunity for Scouts to put into practice the training they have had.

Hiking camps can be a great test of teamwork, decision-making and navigation skills for Scouts. As well as contributing to badge requirements they can be good preparation for the Chief Scout's Gold Award.

Explorer Scouts and Scout Network

Explorer Scouts and Scout Network residential experiences can take many different forms depending on the aim of the event. An adventurous activity weekend will involve minimal time in camp and maximum time doing activities. A weekend designed to develop Scouting skills will require a more detailed programme. Static camps can be a straightforward pitch and run activities programme, with plenty of time to relax in between. Lightweight camping means that part of the programme should be good route planning.

Explorer Scouts and Scout Network should take more responsibility for running their experience.

Family camps

Family camps are a great opportunity for people to get together and enjoy Scouting activities as a family. They can help create a bond between leaders and families and often have the benefit of attracting new volunteers. The programme needs to balance energetic items with quieter periods. Most of all it must be fun.

Session 4 – Staffing

Objectives

- 1 Describe the planning process for a residential experience.
- 2 Know how to choose and prepare staff for a residential experience.

Topics covered

- personal enquiries
- identifying event team and roles
- managing event team
- ratios of adults to young people

There are a number of key responsibilities to take on at any residential experience. In the younger three sections, adults usually fulfil these roles. In Explorer Scouts and Scout Network, the young people themselves can begin to take some responsibility.

If you invite people to come and help, they should feel useful and valued. By delegating various roles and responsibilities, the event leader can maintain an overview and respond to emergencies.

It's important that all team members are approached with enough time for the appropriate safeguarding checks to be completed.

Resources

- [Safety Checklist for Leaders](#)
- sticky notes
- pens and pencils



Task (30 minutes)

The first step in selecting a team is to decide what skills you need and then what roles are needed.

Split the participants into their groups. Ask the participants to think of as many as possible examples of the skills that are needed on a residential experience to write them on a sticky note. Get them to think back to the programmes they have planned and what skills might be needed there.



Trainer note

This activity repeats some of the work done in the Introduction to Residential Experiences module, so if you are running the two courses together you may wish to adapt or combine the task.

You should start the activity with lots of random sticky notes and end with them arranged into events teams, thus allowing participants to think visually about planning their team.

If the participants are planning for a real experience they could then include a step where they match the skills to the volunteers they have available. This will then show them where they need to recruit volunteers.

Examples of skills may include:

- supervising activities
- running activities
- cooking
- cleaning
- driving
- administration
- games
- washing up
- erecting tents
- carrying out inspections



Trainer input

Bring the participants back to discuss. Highlight to the participants that the exercise they have completed is the start of the process of selecting a team. Once they know what skills are needed, they can start to think about the team and divide up the tasks and responsibilities. Having the flexibility to divide the tasks and skills between the numbers of volunteers you have, means people can take on as much or as little responsibility as they want. Try to stay focused on the tasks and skills, rather than roles or titles.

Things to consider include:

Ratios - it is important to consider the ratios of adults to young people as outlined in POR, signpost to www.scouts.org.uk/ratios.

Limits - there may be upper or lower limits of participants allowed, depending on the number of adults available, budget or site limitations.

The Event Leader - this will be the leader who is overall in charge of the experience or event. They may delegate responsibilities to the team, but they are responsible for making the final decisions and ensuring everything goes to plan.

Leaders - it's useful for young people to have a face that is familiar to them, but they don't have to rely purely on the leadership team. They could draw on District and County teams, other Groups or Scout Active Support Units.

Families - parents and relatives are often willing to help out, and The Big Adventure method encourages this.

Safeguarding - they need to ensure that any adult at your event has had the appropriate safeguarding checks, so advance planning is important.

Young people - older Scouts, Explorers and Scout Network members and Explorer Scout Young Leaders could also play a part in the leadership team, whilst remembering they are youth members.

The Nights Away Permit Holder - someone on the team must hold a permit suitable for the experience or event.

First Aider - there must also be someone who is the designated First Aider and has the relevant training.

Safety overview - there needs to be a leader in charge to monitor the overall safety of all or each separate part of the camp activities. Please see the Safety Checklist for Leaders for further guidance.



Task (10 minutes)

Managing the Team

Once a team is assigned, someone needs to manage them. Ask the participants to spend five minutes thinking about how they make they make the most of their team and what they might need to do before during and after the event.



Report back (10 minutes)

Ask the participants to feedback and ensure that the following points are covered:

- involve all helpers in the programme planning
- have regular and clear communication
- hold meetings close to the time of the event
- give appropriate training, both general and specific, to all helpers
- ensure all adult participants and Young Leaders know who is the leader in charge for safety purposes
- ensure there are regular updates throughout the event
- create daily duties/rotas
- provide opportunities for down time during the event
- take time to evaluate the event
- don't forget to thank your supporters and volunteers

To summarise, let participants know that in this session they have demonstrated how to assess the requirements needed for a staffing team for a residential experience and look at how they could allocate roles and how they manage the teams they recruit.

Session 5 – Catering

Objectives (1 hour 35 minutes)

- 1 Describe the planning process for a residential experience.
- 2 Describe the catering requirements of a residential experience.

Topics covered

- preparation of a menu
- food safety and hygiene
- equipment and skills
- waste disposal

Key messages

A well thought out and delivered menu can make a good event a great one. A good menu is not only capable of keeping young people well fed but gives them the opportunity to develop the skills required to cater for themselves.

If meals are provided centrally then the menu should be devised to deliver the balanced diet within the capabilities and equipment at the team's disposal. The caterer must ensure that no one is made ill as a result of poor catering. Food hygiene can be tackled simply if you are aware of the issues.

Resources

- large versions of Appendix 4 and copies to hand out
- copies of Appendix 5: Food requirements
- paper
- pens and pencils
- flipcharts
- [Food Safety in Scouting Factsheet \(FS320003\)](#)
- [Camping Gas - Guidance on Safe Use Factsheet FS120347](#)
- [Avoiding Ill Health At Camp Factsheet \(FS120626\)](#)
- [Meth burning stoves guidance Factsheet FS120348](#)
- [Party/Fiesta Tents Guidance Factsheet FS120344](#)



Trainer note

The following three tasks aim to get participants to think about catering requirements, from participant needs, safety, budget and equipment. This is then followed by information about planning a kitchen and food hygiene. The three tasks could be run together with a feedback session at the end, if there are adequate facilitators.

An alternative method would be to provide each group with a budget or a bag of ingredients and ask them to provide a cooked meal for their group and one member of the training team, thus allowing them to plan the whole process for real. This could be made fun by having categories to judge the meal by and prizes for the winner.

If the training is part of a residential weekend you could also ask participants to set up the catering areas for you, and give the plenary information as feedback on what they have done and highlight any causes for concern.



Task (15 minutes)

Explain to the participants as with all aspects of Scouting, the key to successful catering on a residential experience is planning. A well thought out and delivered menu will go a long way to ensuring a great experience for all. A menu is not only capable of ensuring well fed young people but will also train the young people in the skills required to cater for themselves.

To help them understand the requirements of a good menu they are going to undertake the following task. Around the room have different day programmes pinned up on the wall.

In pairs, the participants will be given a set of cards with meals on. They should go to each programme and decide which meals should go with which programme.



Trainer note (15 minutes)

The programmes and cards are available in Appendix 5. The aim of the task is to get the participants to think about what meals are suitable depending on the type of residential experience and the programme they have planned. There is no right or wrong answer.

What is important is what they have considered and the reasoning behind their choices.



Report back (10 minutes)

Bring the participants back as one group. Using the task they have just done, go through and outline what the main considerations should be. You can do this visually by using the prepared cards or a flipchart, or moving around the room.

Ask participants the reason they put the meals where they did, and draw out the important information they need to consider when planning a menu.

This should include the following:

- the approximate numbers of young people and adults
 - any special dietary requirements or allergies, as stated by parents and adults (considering cultural or religious needs)
 - the programme for the camp, activities, timetable etc.
-

- the style of catering i.e. central or Patrol
- the cooking equipment/facilities available (considering cultural or religious needs)
- accessibility to shops in the area
- storage capabilities e.g. size of stores, fridges/cool boxes
- budget available
- water supply available
- the elements of safely running the chosen style of catering

Task (15 minutes)



Using scenario from Appendix 6 ask participants to work out the food requirement and budget for a meal and a day.



Trainer note

This task is about getting the participants to consider how much food they might need, and also the budgetary requirements, in a fun way. During the feedback session you can give the groups points for whoever gets the closest and prizes to the winning group. They need to think about how much food the young people and adults might consume. The worksheet is based on experience, and you may wish to prepare your own or use another method.

If they are planning for a real residential experience, use the time to do proper research, give them information sheets and support them in devising their food requirements and budgets.



Report back (10 minutes)

Bring the participants back together and run through the requirements they have written down. Remind participants that they need to order enough food so that no one goes hungry, but to be careful about over ordering. In real life they would plan for a week, as some food could be used over several days.

There are guidelines in the book *Nights Away*, and many experienced Scouters will have their own lists built from experience. Use their knowledge!



Task (15 minutes)

Explain to the participants that planning the menu is only part of the planning they need to do for catering. They already know that planning the menu has to be done in conjunction with the programme so that it supports what they are trying to do on the event by providing appropriate nutrients in the right time scale.

However they also need to think about the skills and experiences of those cooking the equipment/facilities at their disposal and the numbers that they are catering for.

Split the participants into their previous tutor groups. Using the same scenario they have already planned a programme for, each group needs to consider the following:

- what equipment will be needed?
- what do they need to know?
- what restrictions might there be?
- what needs to be considered during the experience?
- what safety considerations need to be made?

Think about the three areas:

- kitchen
- food storage
- dining



Trainer note

The participants should use the scenarios they have already been given, and planned a programme for. This will help them in the progression of planning a residential experience. However the question could also be a generic one and used as part of the checklist process. If they are planning a real experience then the process can be run using the real life scenario.



Report back (15 minutes)

Bring the participants back as one group, and ask them to feedback their lists. Using the task they have just done, go through and outline what the main considerations should be.

Expand on relevant points as you go through and draw out the key questions that should form a good checklist.

This should include the following:

What equipment will be needed?

- what they will cook on – fire, stove, and cooker
 - enough utensils, pots and pans
 - water boiler
 - food
 - food storage facilities
 - washing up items
 - dining area equipment
-

What might they need to know?

- is there a water supply?
- is the area they will use big enough?
- what equipment is there already (indoor?)
- waste water disposal on site (camping)
- waste disposal
- stores/shops nearby to restock
- are fridges/freezers available?
- how will they transport food?

What restrictions might there be?

- amount of food they can carry (lightweight expedition)
- type or size of cooking facilities
- no water supply
- use of fires

What do they need to consider during the residential experience?

- hygiene and cleanliness of utensils
- hygiene and cleanliness of cooks
- kitchen layout
- waste disposal
- floor and food preparation surfaces
- where will people eat?
- fire precautions and exits
- things are put away after each meal so that the surfaces are kept clear and tidy and this enables things to be located easily.

how to safely use different types of cooking equipment



Trainer input (5 minutes)

In summary, cover the following points with participants:

Where and when to buy

This will depend on the availability of local stores, transport and storage capabilities, equipment and the length of the event.

If it's a short experience they can purchase all the provisions beforehand. For longer experiences they may need to plan in a shopping trip during the event.

Going shopping

The advantages of a person actually going to the shops during the event:

- quantities can be adjusted
- less likely to have wastage or leftovers
- can restock on other consumables as they run low, such as washing up liquid

The disadvantages are:

- they will need to take extra money on the experience
- one or two team members will have to go off site each time you shop
- depending on the area, the products that they want may not be available

Delivery

There are a number of options now available to shop online depending on where you are in the country and you could have provisions delivered. The advantages of this include being able to:

- work out quantities and place the order in advance
- pay online, so less petty cash is needed at the event
- keep all adult supporters on site

The main disadvantage of shopping online is that once ordered you either can't change your mind or are limited to 48 or 24 hours before the delivery to make any amendments. Therefore if you want to change the menu or quantities you have less flexibility.

Tuck shops

Most campsites operate a site shop with plentiful supplies of the things that young people like to eat.

If there isn't one at the venue, they might want to run a small tuck shop, so they need to plan for this in the budget, communication and staffing.



Trainer input (20 minutes)

Explain to participants there are some essential aspects of food hygiene and safety that they must be aware of, and ensure that their teams are following.

There are Food Safety Laws and Regulations that affect food and food safety. The rules are simple and straightforward and common sense. To ensure the safety of our young people it is imperative to follow these rules, and most can be easily achieved through proper planning.

Food hygiene

Discuss with the participants the need for the highest standard of cleanliness and hygiene at all times if they are handling food, and cover the following points.

Food poisoning

This is an unpleasant gastric illness, which usually occurs within a few hours to a few days of eating contaminated or poisonous food. Symptoms develop in a few hours or up to three days later. The symptoms of food poisoning may include:

- vomiting
- diarrhoea
- fever
- nausea
- stomach pain

The main causes are waterborne viruses, bacteria, insecticides or chemicals and poisonous plants.

How is bacteria passed on?

Bacteria can be transported to food by:

- unwashed hands
- dirty utensils
- dirty dish cloths
- rubbish
- cross contamination
- undercooked food
- incorrectly stored food
- rats and other vermin

This is why cleanliness and regular hygiene-related routines are so important.

High risk foods

High-risk foods are those generally intended to be eaten without any further cooking, which would destroy harmful food poisoning bacteria. High-risk foods include cooked meat and poultry, cooked meat products, egg products and dairy foods. The ways of reducing risks include:

- keeping food covered wherever possible
 - not using damaged or dirty equipment
 - cleaning and sanitising with anti-bacterial spray all work surfaces, before and after use
 - handling food as little as possible
 - keeping raw and cooked foods separate at all stages of preparation (separate chopping boards), storage and distribution
 - preventing insects, animals and birds from entering or living in food preparation or storage areas
 - good personal hygiene - washing hands, covering wounds and not wearing jewellery
 - ensuring waste food and refuse is removed from food preparation areas regularly
 - do not allow dried foods to become moist, as this will encourage the growth of bacteria and moulds
 - destruction of bacteria within food can be achieved by thorough cooking
-

Storing food

All food must be kept covered to prevent contamination or access by vermin. All food containers need to be kept raised off the ground. Dry food stores should be dry, cool, well lit, clean and ventilated. Food should always be stored off the floor. Refrigerators should be clean, not overloaded and kept at a temperature of between one and three degrees.

Kitchen layout and safety planning

Ensure an efficient layout to reduce risks from the cooking equipment. Adequate ventilation is vital together with precautions against fire and carbon monoxide such as fire extinguishers and carbon monoxide detectors. The cooking area should be away from the general walkway to prevent others coming into contact with hazards such as boiling water, knives and fire

Preparation, cooking and cooling of food

Good hygiene practice during food preparation is important in the prevention of food poisoning the handling of food should also be kept to a minimum. Work surfaces should be clean and tidy, spillages and waste food must be cleared away promptly.

Thorough cooking of food is important to destroy harmful bacteria. Food should reach a temperature of at least 70C in the centre. After cooking, the food should be eaten as soon as possible and if food is to be refrigerated after cooking, it should be cooled as quickly as possible and then placed in the refrigerator. Re-heating of pre-cooked dishes should be avoided where possible. If food is to be re-heated, it must be heated through, achieving a minimum centre temperature of 70C.

Washing

Participants should ensure that the washing up is done in hot water and that the water is regularly changed as it gets dirty and cold. A good supply of clean tea towels will be necessary.

Disposal of waste

Suitable receptacles should be provided both inside and outside food premises for the disposal of waste food. Dustbins must have a close fitting lid, in order to prevent access by vermin and flies, and to prevent the spread of smells. All refuse containers must be emptied and cleaned regularly.

They will need to find out what the rules of the venue are for disposing of food waste, and if there are no facilities, they will have to take it home with them.

Recycling

Where there are recycling facilities on camp every effort should be made to recycle as much as possible in the way of bottles, tins, plastic etc.

Grease traps

Greasy waste needs to be disposed of carefully. They could place it all in a waste container and take it to a main drain if available. Alternatively they could make their own grease trap.

Pest control

Regular checks of the kitchen and storage areas must be carried out to ensure that they are pest free. Dispose of any food that shows signs of pest damage. Pest control is important to prevent the spread of disease, wastage of food and to comply with the law. The easiest way to avoid pest problems is not to leave any food or rubbish where it may attract them.

Water

It is important to know where the water supply comes from. Sites served by a private water supply, which has been subject to recent excessive rainfall, may give rise to contamination.

On lightweight camps, they will need to think about obtaining water on the move, so inform participants of where to find guidance on how to do so safely. When in doubt about water quality or source, always boil water for drinking.

To summarise, let participants know that in this session they have demonstrated how to plan the requirements needed for catering for a residential experience and they have looked at the different elements they need to consider when thinking about the catering hygiene on a residential experience.

Take any questions the participants may have and conclude the session, by signposting them to appropriate places or people, such as the Nights Away book, that can give them further information, especially on things like the costing menus or direct them to scouts.org.uk/safety



Trainer note

This part of the session has been written as trainer input as several tasks have been completed throughout the rest of the session. Alternatively Food Hygiene and Safety could be run as a task or a quiz. Ask participants to split into groups and to discuss the following topics: food hygiene and food poisoning; storing, preparing and cooking food; kitchen hygiene and waste disposal. During the report back any information can be covered and questions answered.

Session 6 – Fire

Objectives

- 1 Demonstrate the practical skills most commonly used during a residential experience.

Topics covered

- preparation
- types of fire
- woodpiles
- Lighting and extinguishing fires
- cooking over fire

Key messages

Fire lighting is an important basic skill in Scouting. It is important in cooking, keeping warm, camping and as a focal point for various activities.

Knowing how to prepare, lay and light different sort of fires is important. It is equally important to know how to extinguish a fire and to clear the fire place correctly.



Trainer note

This session is a practical session that should cover all the elements of fire lighting. This can be delivered as a specialist session by a specialist trainer or as a series of bases. It could also be incorporated into a series of activities that take place throughout a weekend. Timings listed are only an estimate.

The session should incorporate some practical activity allowing participants to have a go. For example, the session could be run as an activity in the evening, where the participants learn to make fire, cook their evening meal, and a camp fire is run as the evening's entertainment.

There are no specific trainer notes for this, but the following needs to be covered:

- basic advice for fire lighting
 - safety information
 - where to light a fire
 - restrictions on campsites
 - turving the fireplace
 - woodpiles
 - wood, and its different grades
 - equipment for building a fire
 - firelighters
 - pyramid fire
 - altar fires
 - trench fires
-

- extinguishing a fire and clearing up
- carbon monoxide
- barbecues

Cooking with fire

- Homemade ovens
- Open fires
- Backwoods cooking

Campfires

- maintaining fire
 - seating
 - ceremonies and entertainment
 - campfire leader
-

Session 7 – Wellbeing, Health and Safety

Objective

- 1 Describe the planning process for a residential experience.
- 2 Identify the key factors in ensuring the health, happiness and safety of self and others during a residential experience.

Topics covered

- risk assessment
- first aid and medical equipment
- emergency and accident procedures
- health, welfare and hygiene
- inspections
- homesickness

Key messages

Ensuring the experience is run safely need not be an arduous task but attention to detail is will mean that accidents and illness are avoided and other risks are managed, as far as is reasonably practicable.

Communication is a vital component. Just because you are prepared, you shouldn't assume everyone else is. Make sure you assemble a team that have the necessary skills and experience, and adequately brief the other adults on all aspects. Also ensure that young people are aware of safety information and hygiene factors.

Risk assessments are essential tools to assist in ensuring an experience passes without serious incident and encourages you to plan carefully and to document your plans. Even at the best planned events there will be accidents and first aid should be provided and all details recorded in an accident book.

Poor behaviour often results from poor programme planning, so keep young people active and informed.

Resources

- copies of the yellow and orange cards – Young People First
 - copies of the green card – Scouting and alcohol
 - copies of Appendix 6: Accident Quiz
 - optional: First Aid kit and contents
-



Trainer note

Many of the topics covered in this session cover information that participants may already have covered in previous training. Tasks and plenary should consolidate this knowledge, and get them to think about how they put this into practice. Food hygiene and safety is covered in the catering section.

The participants should already have covered risk assessments during the Mandatory Safety module. Information covering activity risk assessments is in the Running Safe Activities module.

Including a risk assessment practical task will help embed and reinforce learners understanding. You should base this on a residential experience scenario such as checking a venue for its suitability and risks or on an activity they may have planned during the programme planning stage.

This session can be delivered as trainer input, but it can be adapted using examples, pictures or scenarios or the venue around you to make the session more interactive and visual. You could make it more informal by asking participants about their fears or sharing their experiences.



Task (20 minutes)

Explain to participants that, as with weekly meetings, during a residential experience it is important to have identified any hazards and assessed the risks.

Remind the participants that risk assessments should be thought of as a tool to assist them in ensuring that the event passes without serious incident and encourages them to plan all aspects of the event carefully, including what to do if something unexpected does happen.

Ask the participants to go around the site they are in and identify as many risks as they can.

For each risk they identify they must come up with actions to minimise the risk.



Report back (15 minutes)

Bring the participants back as one group, and ask them to feedback. Expand upon relevant points as you go through.

The key to dealing appropriately with risks is to identify them and take action to minimise them by:

- taking precautions (fire buckets)
- supervision (use of axes)
- adequate briefing (cooking on wood fires)
- observation (watching to make sure washing hands)

They should also be aware of where to find and plan the following:

- safety needed on visits and outings
- non-emergency procedures
- fire precautions
- emergency procedures
- insurance

Point out that this is especially important for indoor venues, which may have their own rules and regulations to follow.

Cover with participants effective risk management is not something that is simply a form filling exercise before the event, but an ongoing process. It may require adaptation during an event due to changes in circumstances and will require regular reminders to young people as to safe practices.



Task (20 minutes)

Residential experiences are very different from normal home situations. The team has to manage the impact of this through planning health, safety and welfare to identify and deal with any issues.

Explain to participants that residential experiences result in adults and young people having much closer contact than at a normal section meeting. Adults therefore have a greater responsibility to ensure that young people are safeguarded and protected from harm.

Split the participants into groups. Handout the yellow cards to participants and ask them to go through each point and decide what it means in the context of a residential experience and what good practice they could put in place. Remind participants that the yellow card sets out a code of behaviour which is essential for all adults to follow.



Trainer note

The participants should already have covered basic safeguarding during the Mandatory Safeguarding module. Therefore this session should summarise the key information and put it into the context of a residential experience. This topic is one that most leaders will want information on so spend time allaying any fears and answering questions they may have. It may be useful to have someone with safeguarding knowledge run this part of the session if the trainer is not confident in dealing with the questions that may arise.

The participants may have several questions on this topic, and want to have time devoted to answering questions and putting the information into context for a residential experience. Ensuring that young people are safe is of paramount importance. You may want to allow extra time at the end or expand on the key points as you go along.



Trainer input

Under the 1989 Children Act, leaders have a duty of care towards the young people in their custody. This means that adults should adopt a common sense approach when dealing with injuries and illnesses. If leaders act

reasonably when dealing with a problem, it is unlikely that they can be accused of unreasonable action after the event.

Stress to the participants the consent of a parent or carer is required before a doctor can carry out any procedures on a young person. Remind them that the yellow card provides them with details of the Policy of The Scout Association 'to safeguard the welfare of all young people by protecting them from neglect and physical, sexual and emotional harm'.

Sexual Health Guidance

Cover with participants the sexual health guidance and the needs of young people (FS950000 Promoting Good Sexual Health within Scouting), which may be relevant during a residential experience. This is of particular importance if working with the older sections.

Welfare

Cover with participants the issues may arise with young people on a residential experience.

These include home sickness, bullying, bed wetting, health and hygiene and minor injuries. Information is provided below, but before having these discussions think about the young people you have and how they may find the topic. You'll need to choose a suitable method, this could be in small groups, or by sharing information with parents as a few examples.

Privacy

A key message to young people should be about respecting each other and each other's property. This includes being tidy, and regular routines or inspections can help people keep their belongings together.

Personal hygiene

Many young people will happily not wash for days. They may need to be reminded morning and night, so build the routines into the programme. Young people will get dirty - it's all part of the fun. But you need to ensure that it does not become a risk to health.

Similarly young people should be strongly encouraged to use the toilet facilities provided and to treat them with respect and leave them clean and tidy.

Any inappropriate behaviour needs to be dealt with sensitively and in line with the normal practices and the yellow card. They should deal with it promptly and fairly in order to prevent issues escalating. A camp code of conduct is a good idea.

Homesickness

Keeping young people active will often help. It may also be useful for young people not to bring mobile phones, or to have policy on their use. Homesickness tends to arise at the end of the day when tiredness sets in. When dealing with it, try to entertain the young person and allay any fears, focussing on the positives like what you might be doing the following day.

There will be times when there is nothing you can do but call the parents. They may be able to talk to the young person and settle them down, or in the worst case scenario will have to come and take the young person home. They should consider this when planning, and if you have a few young people who have never been away before, try to keep the venue within easy travelling distance to the regular meeting place.

Bedwetting

This can affect young people in all sections and dealing with it needs to be done in consultation with parents and the young person. They may not know before the event that there is a problem.

It should be dealt with sensitively and without drawing attention, and they can plan for such occasions by building routines into the day and having spare sleeping gear available.

Smoking, alcohol and substance abuse

Cover the topic with participants, and discuss that in the first instance it is important that adults set a good example to young people and should not be seen smoking or drinking in front of young people. You should also remind participants of the contents of the green card – Scouting and alcohol (checklist for leaders) and the reasons behind the policy. Alcohol impairs the senses and many incidents and accidents involve alcohol. They should also be mindful of any cultural or religious consideration when considering whether alcohol should be allowed on site. Best practice is not put yourself in the position in the first place, and to remember your duty of care.

It's now against the law to smoke in public places, including tents and marquees. Ground rules should be established with adults and older sections.

If they find young people with substances they should remove the substances, record details of the incident and seek further advice from the relevant persons.

Young people with additional needs

It is important for leaders to ensure that these young people are accepted and valued as individuals and that their additional need is recognised. As part of planning, the leaders should have found out from parents if there are any needs that need to be addressed, and work with the parents to find suitable adaptations to allow the young person to safely participate.

Examples of good practice include the following:

- talking to the young person and their parents
- ensuring that they have full written details of any additional needs conditions and medical requirements for the young person
- obtaining a clear unemotional account of the extent of support the youngster will need throughout the camp or time away from home
- checking out the venue and facilities to ensure they are appropriate
- exploring the possible ways a young person's needs can be met
- knowing any restrictions (equipment/access etc.) when planning for activities and training events
- Sharing all the information with the other leaders and members of the staff support team

Further advice is available from <https://members.scouts.org.uk/supportresources/search/?cat=377>



Task (20 minutes)

Accidents and First Aid

Explain despite planning and management of risks there will be accidents and the majority of these will be minor ones: cuts, grazes, scratches, minor burns/scalds, stings, bumps and sprains. First Aid should be provided for such incidents in the usual way and, where felt necessary, details recorded in your accident book.

The Scout Association has a procedure that must be followed for accidents and another for emergencies.

Run the quiz, (Appendix 6) which consists of questions based upon the facts that are available from the various factsheets available on [scouts.org.uk](https://www.scouts.org.uk). It is a good way of reminding participants of the facts that they should already know.



Trainer note

There are many ways of running this quiz. The most appropriate method will depend on your venue, the participants, available time, and the variety of methods used in the rest of the session.

Methods could include the following:

- Giving the quiz out as a worksheet for participants to complete in their own time and go back through the questions in a plenary session. With this method it may also be useful to have copies of information and factsheets available so people can look up the information for themselves.
- Asking people to raise hands or shout in response to the questions which can be presented on a visual display or read out loud.
- Placing the questions around the room and asking people to indicate in answer - either with red and green sticky dots, pieces of pasta etc. whether they think the answer is true or false.
- Getting participants to move to an appropriate corner/end of the room to indicate what answer they believe is correct.



Trainer input

Insurance

All members of The Scout Association are insured through Unity Insurance Services while taking part in properly approved Scout activities provided they follow the rules in POR. The personal accident and medical expenses policy provides benefits to its members in the event of an injury, but this is not an income protection policy, so adults should look at their individual circumstances carefully.

There is also protection for leaders and others against any claims made by members under their control. It also covers similar claims by parents or third parties alleging legal liability arising out of injury, loss or damage during an authorised Scout activity.

Failure to follow POR, especially ensuring they have the correct approval for an event may mean that insurance will not cover them.

Employers' liability- If they pay someone to do a job they need to have this. This may also exist where there is an implied contract. They have a responsibility to ensure that the 'work place' is safe.

Non-member children - This insures children under 18 who are not members of the Movement. These young people usually take part in activities because they accompany parents who are leaders or helpers. The County can arrange this.

Short period use - When they borrow or hire something it needs to be covered by insurance. Check whether they need to cover or if it's included in the price of hire.

Travel insurance - Travel insurance must be in place to cover medical, personal liability, personal effects and cancellation costs incurred during a trip in the UK or overseas.

To summarise, let participants know that in this session they have demonstrated how to carry out risk assessments; how to ensure they follow the safeguarding policies on a residential experience and demonstrated their knowledge on accident reporting and First Aid.

Take any questions the participants may have and conclude the session, by signposting them to appropriate places or people, such as the Nights Away book, that can provide further information.

Session 8 – Equipment and practical skills

Objective

- 1 Demonstrate how to choose, use and maintain the right equipment for a residential experience.
- 2 Demonstrate the most common practical skills used during a residential experience.

Topics covered

- equipment lists
- preparation, storage and maintenance
- tents (including lightweight, marquees, mess tents, traditional Patrol tents)
- stoves/cooking equipment (petrol, paraffin, methylated spirit, camping gas)
- lamps (petrol, paraffin or camping gas)
- axe and saw – safe use and maintenance
- gadgets – construction and use
- knots and lashings (to go with the gadget making)

Key messages

One of the first things you should consider when planning a residential experience is what equipment you might need.

If you have your own equipment you should check it before you leave. When checking you should make sure it is safe to use.

Equipment should only be used by those who know how to use it or under the supervision of such, following all safety precautions.

Training and practice are very important for your staff team.



Trainer note

This session is a series of practical sessions preceded by a session about planning equipment needs.

This can be delivered as specialist sessions by specialist trainers or as a series of bases.

It could also be incorporated into a series of activities that take place throughout a weekend. Timings listed are only an estimate. A whole skills day could cover most of these elements.

The session should incorporate some practical activity allowing participants to have a go. More activities can be included if relevant.



Task (20 minutes)

Split the participants into groups and using scenarios they have already planned for ask them to think of all the equipment they might need for their residential experience. Ask them to list these under the following headings:

- dining shelters
- sleeping areas
- latrines and washrooms
- general items
- activity/programme activity
- kitchen and cooking

After 15 minutes ask them to highlight what young people could bring as part of their kit.



Trainer note

The participants should link this task in with the other tasks/scenarios they have already planned for. This will help them in the progression of planning a residential experience.

However the question could also be a generic one and used as part of the checklist process. If they are planning a real experience then the process can be run using the real life scenario.



Report back (15 minutes)

Bring the participants back as one group, and ask them to feedback.

Explain to the participants that when drawing up a list of equipment they need to think about:

- what is already on site
- what the Scout Group, District or County can provide
- what can be obtained or hired locally
- what each participant can bring
- what each adult can bring

Checking equipment before leaving

If they have their own equipment they should check it before leaving. Large items such as tents, ropes or canoes should be checked at least six weeks before. If there are any defects or parts missing this then gives plenty of time to repair or get new parts.

Any equipment that is hired or borrowed should be inspected before it is taken. Any defects or faults should be noted and agreements made as to who will rectify it. This is especially important when hiring as it may affect a deposit being refunded.

Safety

They should ensure all equipment is safe to use. If in doubt have it serviced or dump it.

Particular attention should be paid to gas or fuel and any life-saving equipment. It should be serviced in accordance with manufacturer's instructions and checked by someone who is familiar with it. Individual items that are designed for specific purposes should not be used for anything else. Training should be given on how to use equipment.

Storing equipment

When returning from an experience, equipment needs to be put away properly and carefully checked so people can use them next time. Cooking utensils should be properly washed and dried so as not to attract vermin or bacteria.



Task

A series of practical skills, safety and maintenance information sessions should be run on the following:

- tents
- stoves
- lamps
- axe and saw
- gadgets



Trainer note

There are no specific trainer's notes for the specialist sessions, but the following needs to be covered:

Safe use, maintenance and storage:

- choosing a tent
 - lightweight tent
 - marquees
 - mess tent
 - traditional Patrol tents
 - storm settings
 - tent pegs
 - brailing
 - striking
 - shelter building
-

Stoves and lamps

Safe use, maintenance and storage:

- fuel
- safety precautions
- petrol stove
- paraffin stove
- methylated spirit stove
- lamps

Camping gas lamps

Safe use, maintenance and storage

Knives, axe and saw (this could be run alongside the fire session)

Safe use, maintenance and storage

- knives and the law
 - using knives and safety
 - hand axe
 - felling axe
 - bow saw
 - types of ropes
 - caring for ropes
 - basic knots
 - lashings
 - camp gadgets
 - structures
 - packing a rucksack
 - orienteering
 - toilet building
 - water purification
-

Close

Resources

For this session you require the following resources:

- The Adult's Personal File
- Information on the Nights Away Permit



Trainer input (10 minutes)

Thank participants for attending the training sessions, and for taking an active part.

Remind participants that attending the session is only part of completing their training for this module – for those undertaking the module as part of their training plan they also need to validate their learning.

Explain that validation means showing that they can put what they have learnt into practice in their Scouting role. You may also wish to hand out the relevant module page from the Adult's Personal File, which sets out the validation criteria for this module.

It may be necessary to explain the local process for validating the module at this point.

It may also be appropriate to talk about the Nights Away Permit Scheme and assessment.

Cover:

- the reason for the Permit Scheme
- assessment process
- training and support
- using the Permit
- applying for a Permit
- local contacts



Trainer note

You may wish to give participants a copy of the module summary sheet from the Adult's Personal File.

Whether it is necessary to explain your local process for validation will depend on the situation of your participants, and how much information has been given to them before attending the training. It is important to ensure that by the time participants leave the session they should understand what they need to do to validate the module, and who they will be validating it with.

It is also useful to give information about the local Nights Away process and Permit Assessment.

Appendix 1: Planning a budget case study 1

No of Scouts: 12 Explorers

No of Adults: 2 Leaders

No of nights: 4 nights. Arrive at 10am on Monday leave at 5pm on Friday

Cost of transport: Group minibus costs 25p per mile and can carry 12 people. There is a total of 48 miles to the campsite. There is also a bus that goes past the site. This costs £25 for a return ticket, £13 for a single ticket.

Site fees: 3 pounds per head per night to camp

Activity fees: Site charges £18 for the use of pioneering equipment for raft building. If the Scouts want to go hiking you will need to purchase maps at £5 each. A climbing session with an instruction costs £36 an hour for 6 people. You have promised the Scouts that there will be plenty of opportunities for activities

Food: The Scouts will purchase their own food and you will give them a budget from the main account for the event. The average cost of Breakfast is £2 per head. Lunch and supper are 3 pounds per head. This does not include any snacks or drinks.

Other: Your Group Scout Leader has given you £100 for this event

	Total for 12 Explorer Scouts	Cost per head	Total for 12 Explorer Scouts	Cost per head
Food				
Activities				
Site fees				
Transport				
Total				

What should you charge each Scout who wants to attend?

Appendix 1: Planning a budget case study 2

No of Scouts: 36 Cub Scouts

No of adults: 2 Leaders, 4 assistants

No of nights: Week camp. Arrive 12 noon Monday 12 noon. Leave on Sunday 2pm

Cost of transport: Coach hire costs £400. This would cover the journey there and back with a driver. The site is 75 miles away.

Site fees: 120 pounds fixed costs plus £1 per head if camping. Residential centre costs £400 fixed rate and has 5 rooms with 8 beds in and 2 rooms with 4 beds in.

Activity fees: there are no pre-arranged activities for the centre. You will need to plan you programme.

Food: the local supermarket will deliver food with a £10 delivery charge. The average cost of breakfast is £2 per head. Lunch and supper are £3 per head. This does not include any snacks or drinks.

Other: your Group Scout Leader says there is no money the Group can add to this event, but tells you that last year a similar event used a budget of £1,500.

	Total for 12 Cub Scouts	Cost per head	Total for 12 Cub Scouts	Cost per head
Food				
Activities				
Site fees				
Transport				
Total				

What should you charge each Scout who wants to attend?

Appendix 1: Planning a budget case study 3 (blank)

No of Scouts:

No of adults:

No of nights:

Cost of transport:

Site fees:

Activity fees:

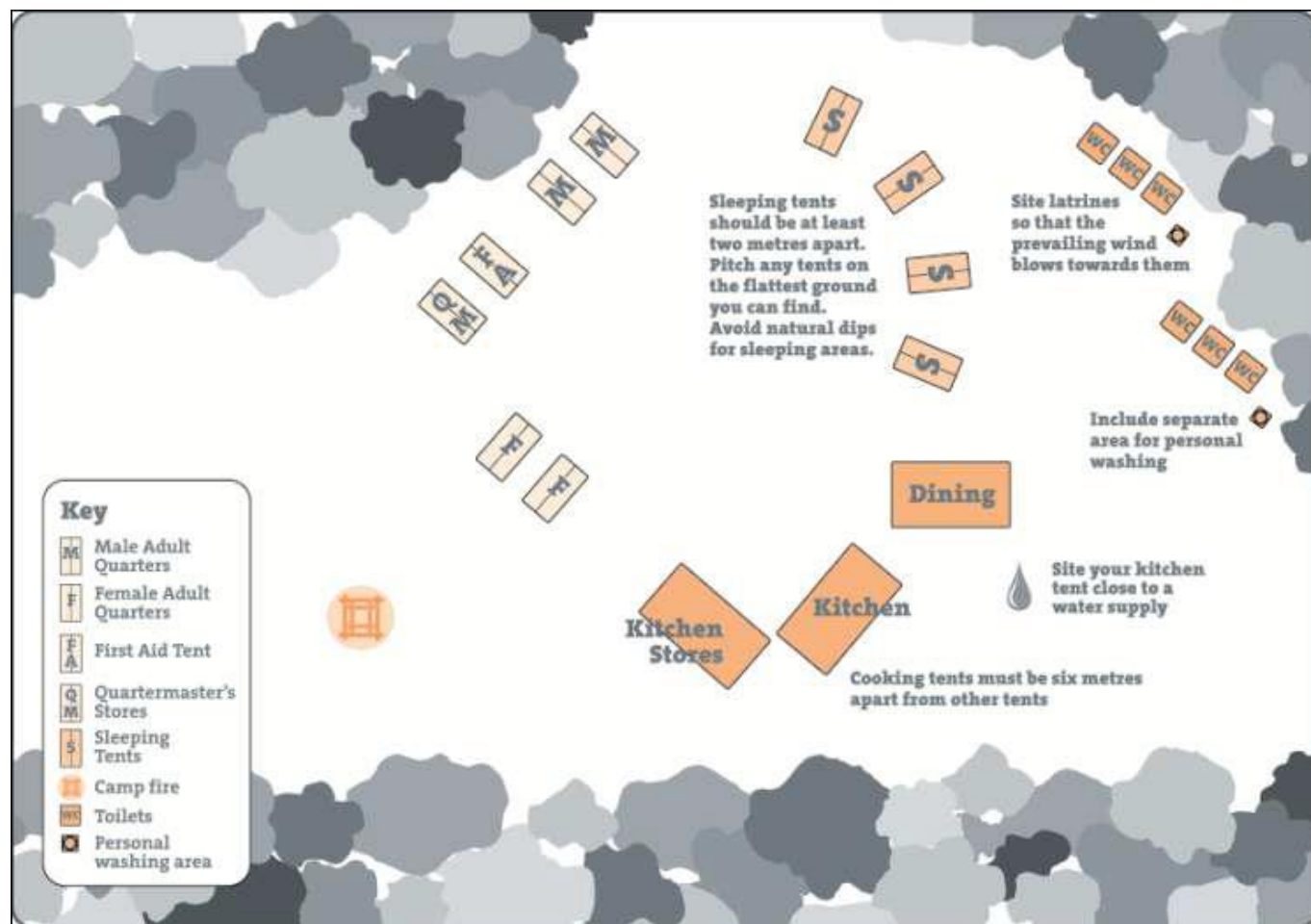
Food:

Other:

	Total for	Cost per head	Total for	Cost per head
Food				
Activities				
Site fees				
Transport				
Total				

What should you charge each Scout who wants to attend?

Appendix 2: Camp layout



Appendix 3: Programme Planning

Scenario 1

Who: Beaver Scout Sleepover 16 Beaver Scouts, 1 Explorer Scout Young Leader, 2 parent helpers, 1 Beaver Scout Leader, 1 Assistant Beaver Scout Leader

Where and when: Weekend. Scout Meeting

Other info: The Scout meeting place is situated on the edge of a village next to an area of heathland. It is on a busy main road which is at the front and there is only room for two cars to pull off into the parking area at the side of the hut. Six of the Beaver Scouts have never stayed away from home.

Scenario 2

Who: 4 teams of between 4 - 6 Explorer Scouts

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

Other info: Practice for their Silver Duke of Edinburgh's Award expedition. This is their first expedition alone and one of the group suffers from bad asthma.

Scenario 3

Who: 16 Cub Scouts, 2 Cub Scout Leaders, 2 Explorer Scout Young Leaders and 2 parent helpers

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

Other info: The site is a District campsite. There is a bus service that runs once an hour into the local village and beyond finishing at the leisure centre. Cooking is permitted on open fires.

Scenario 4

Who: Group Camp including 5 Beaver Scouts, 20 Cubs Scouts, 30 Scouts. A team of adults yet to be recruited.

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

Other info: The event is supported by the Group Scout Leader, Scout Leader, Assistant Scout Leader, Cub Leader, three Assistant Cub Scout Leaders and a Beaver Scout Leader as well as an Explorer Scout Leader. Travel to camp using Group minibus with the assistance of leaders and parents' cars. The nearby town are holding their May festival at the weekend.

Scenario 5

Who: A Scout Troop, of 17 accompanied by a Scout Leader and Assistant and two parents

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

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

Other info: Scouts travel to the camp themselves. They are keen to do some practical skills and maybe some activities towards their Outdoor Plus Challenge.

Appendix 4: Food Game

Breakfast for a group of Scouts who are about to go on a morning hike	Eggy bread and sausages, cereal and hot drink
Lunch for a group of Explorers on a lightweight expedition	Boil in the bag meal Instant chocolate dessert Tea and coffee
Dinner for a group of Scouts cooking for themselves	Baked potato and sausages Chocolate banana
Breakfast for a group of Beaver Scouts on their first day	Pot holes: fried eggs in hole on the bread
Lunch for a group of Cub scouts who will be visiting a place of interest	Pack lunch Sandwiches and fruit
Beavers, Cubs and Scouts on a Group Camp	Spaghetti bolognaise
Before a day out	Cereal and milk
Lunch before go home from Group Camp	Left over buffet

Appendix 5: Food Requirements Scenario

You have 25 Scouts and six leaders. For day two of your residential experience the Scouts will be having an action packed day of activities so you have planned the following:

Breakfast: a hearty breakfast is needed, so you plan to offer a cooked breakfast of sausages, eggs, bacon and beans or porridge.

Lunch: they will need to top up their energy, ready for the afternoon so you are thinking about making a soup and sandwiches to keep them going.

Supper: after such a busy day a warming stew or chilli with rice and potatoes is what you want to offer, with pudding and custard for desert.

You also need to think about snacks and drinks. You have a £200 budget – what will you buy?

Bread	£1 a loaf 18 slices in a loaf
Bacon	£2.99 packet 12 rashers a packet
Baked Beans	48p a tin (415g) or 4 pack for £1.70
Butter/Margarine	£1 for a 250g pack
Cereal	Average of £2 for a 750g pack
Coffee (Instant)	£2 for 100g £3 for 250g
Cheese	£3 for 400g
Gravy	95p 100g carton that makes 10 pints
Milk	£1.25 for 4 pints £2.25 for 8 pints
Minced beef	£2.87 pack 500g pack
Porridge Oats	84p for 1kg pack
Potatoes	£1.50 for 1kg pack
Rice (savoury)	£1.35 for 1 kg
Sausages	– small £2 for pack of 20

Soup	80p for 100g tin £2 for dried soup mix that makes 2 litre of soup £1.50 litre of fresh soup
Stewing meat	£3.49 for 440g
sponge pudding	54p for 300g tin £1.99 for 400g steamed pudding £1.99 for pudding mix make yourself
Sugar	98p for 1kg
Vegetables	Tomatoes - £1.50 per kg Peas – 40p a tin or £1 for 1kg frozen Broccoli - £1.50 per kg Carrots – 90p per kg Mushrooms -£1.99 per kg Cabbage – 50p each (500g)

Appendix 5: Food Requirements

'An army,' it is said, 'marches on its stomach.' If this is true for an army, it is even more true for a bunch of healthy young Scouts and particularly so if they are at camp or on an expedition and thus out in the open air, burning up even more energy than they normally do.

Undoubtedly, practice makes perfect and after several years' camps, most leaders can be expected to get it right - but that's not good enough because in the meantime, people will either be hungry (and in this condition, cold and misery are never far behind) or you will be buying too much food and wasting both it and the money that it cost.

The following list of foods and their quantities are the result of many years of experience and should, hopefully, short-circuit the above conundrum.

Bread	Allow 1 loaf per day for six persons
Bacon	2 rashers per head per meal
Baked Beans	60g (2oz) per head
Butter/Margarine	60g (2oz) per head per day
Cereal	15-18 servings per 750g box
Coffee	(Instant) 60g (2oz) per gallon (18 cups)
Cheese	8-10 salad servings per 500g (16oz)
Gravy	8 servings from 1 pint
Milk	1 pt. per head per day
Minced beef	150-180g (5-6oz), raw, per portion
Porridge Oats	45g (1 ½oz), dry, per portion
Potatoes	250g (8oz), unpeeled, per portion
Rice (savoury)	45-60g (1- 2oz), uncooked, per portion
Sausages	– small 4 per head (as part of breakfast)
Soup	1 pt. per head
Stewing meat	150-180g (5-6oz), raw, per portion
Sponge pudding	3 to 4 servings from a 500g (1lb) pudding (and pro rata)
Sugar	60g (2oz) per head per day
Vegetables	120-180g (4-6oz) per portion

Appendix 6: Accident quiz

1. **Prioritise the order of people who you need to think about at an accident?**
 - a) The casualty
 - b) The bystanders
 - c) You

 2. **At what point should you consider getting assistance when you encounter an accident?**
 - a) when the casualty has worsened
 - b) immediately
 - c) after assessing the situation

 3. **If you are concerned about a casualty what should you do?**
 - a) consult a more experienced First Aider
 - b) call an ambulance
 - c) phone NHS Direct or a doctor

 4. **What should you do after the incident?**
 - a) carry on with the event
 - b) have a pint/coffee
 - c) write a full report

 5. **Which of these accidents should be reported to Headquarters/DC/CC immediately?**
 - a) A Scout has fallen over a bruised knee. He is not taken to hospital
 - b) A Cub fell over and banged his head and has now been taken to hospital just in case
 - c) A cook felt sick and has gone to see the doctor down the road
-

6. **Does the Event Leader need a First Aid qualification?**
- a) Yes
 - b) No
 - c) Don't know
7. **Can you give young people paracetamol?**
- a) Yes
 - b) No
 - c) It depends
8. **What should you do if the coach taking young people home breaks down ten miles from its destination?**
- a) Nothing
 - b) Inform parent via the InTouch system in place
 - c) Report to HQ/CC/DC
9. **Which of the following are suitable for a First Aid kit?**
- a) Plastic bag stored in the leader's tent
 - b) Green plastic box with a white cross
 - c) Cardboard box labelled First Aid – one in every tent.
-

Appendix 6: Accident quiz with answers

1. **Prioritise the order of people who you need to think about at an accident?**

- a) The casualty
- b) The bystanders
- c) You

Answer c, b, a

You should first ensure that you don't put yourself at risk, then make sure the bystanders aren't risk and then deal with the casualty.

2. **At what point should you consider getting assistance when you encounter an accident?**

- a) when the casualty has worsened
- b) immediately
- c) after assessing the situation

Answer - b

You should get assistance as soon as possible.

3. **If you are concerned about a casualty what should you do?**

- a) consult a more experienced First Aider
- b) call an ambulance
- c) phone NHS Direct or a doctor

Answer – b

If in doubt always call an ambulance. Although a more experienced First aider may help, there is no guarantee.

4. **What should you do after the incident?**

- a) carry on with the event
- b) have a pint/coffee
- c) write a full report

Answer – c

Although the event needs to continue, you need to ensure a full report is written in as much details as possible.

5. **Which of these accidents should be reported to Headquarters/DC/CC immediately?**

- a) A Scout has fallen over a bruised knee. He is not taken to hospital
- b) A Cub fell over and banged his head and has now been taken to hospital just in case
- c) A cook felt sick and has gone to see the doctor down the road

Answer – b and c

The accident procedure ensures that Headquarters is informed of any accident which required medical intervention by a doctor, dentist or at a hospital. (This allows insurance related procedures to be carried out. In particular, a claim may only be made on the Association's Personal Accident and Medical Expenses policy if it has been reported. A hospital visit is recommended if:

- a person feels drowsy after a knock on the head
- a cut continues to bleed profusely
- a young person shows severe symptoms of common illnesses. Ensure/signpost participants to where to find information on accidents and reporting.

6. **Does the Event Leader need a First Aid qualification?**

- a) Yes
- b) No
- c) Don't know

Answer - b

It is required that at least one member of the leadership team for any residential experience either holds a full adult First Aid qualification or has attended a First Response in the last three years but that does not have to be the leader in charge.

7. **Can you give young people paracetamol?**

- a) Yes
- b) No
- c) It depends

Answer - c

When First Aid treatment is given, the adult must act as 'a responsible parent would do in the circumstances.' In practice this means that they must give a young person the same treatment that they

would receive at home. In First Aid terms this might include the provision of pain relief (paracetamol/Calpol or similar) for headaches, or the use of cooling gels for the treatment of minor burns.

In order to administer First Aid, leaders must obtain the permission of the parents/carer before the event and when any medicines are administered, leaders must record the full details in the First Aid log. Best Practice is to provide parents with a form to sign listing everything, including any medications, in the First Aid kit.

It is important that leaders know about aversions to any treatment or product and any allergies that the young person or adults attending the residential experience may have.

Special attention is needed to people who are receiving treatment which involves prescription medicines. Ask parents of younger members to provide sufficient dosage in a safely packed and clearly marked container, which states the name of the person, the name of the drug, any storage requirements and the frequency and size of dosage. The designated First Aider must keep a written record of all these details and also of each administration and store the medication securely.

8. **What should you do if the coach taking young people home breaks down ten miles from its destination?**

- a) Nothing
- b) Inform parent via the InTouch system in place
- c) Report to HQ/CC/DC

Answer – b

9. **Which of the following are suitable for a First Aid kit?**

- a) Plastic bag stored in the leader's tent
- b) Green plastic box with a white cross
- c) Cardboard box labelled First Aid – one in every tent.

Answer – b

First Aid kits should be practical for use, clearly marked, dust and damp proof and stored in an accessible position.
