

Hedgehogs

Nest meeting

Resources pack





About the resources

These Hedgehog Nest Meetings have been specially developed for young people aged four to five years old. They are designed to be fun, inclusive and grounded in teaching skills for life – helping young people develop through practical, engaging and creative activities and are therefore split into six themes:

1. **Adventure** - these meetings encourage exploration through physical activity.
2. **Creativity** - these meetings develop imagination and problem solving skills.
3. **Helping Others** - these meetings increase empathy and social skills.
4. **Outdoors** - these meetings place value on nature and understanding the world around us.
5. **Skills** - these meetings focus on developing young people's specific skills such as baking, to help young people become more independent.
6. **Around the World** - these meetings immerse young people in a range of different cultures and beliefs.

The meetings are designed to encourage young people to:

- Participate - in a range of activities, indoors and outdoors
- Learn - taking responsibility, reflecting and learning by doing
- Achieve - through sticker rewards



Hedgehogs

Nest meeting



Meeting:

A1: Magical tree trolls

Theme:

Adventure

Activity sticker:

Tree trolls

As part of this activity, young people will learn to **value the outdoors** more and **try new things**. This meeting will also enhance their **problem-solving skills** and give them an opportunity to become more **independent**. They will **move and handle** a range of natural **materials** and use them in an **imaginative** way.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images
- ☐ Teddies or puppets of foxes and a tree troll
- ☐ Pieces of wood
- ☐ Leaves
- ☐ Stones
- ☐ Mud
- ☐ Grass
- ☐ Twigs
- ☐ Any other suitable items including bags to put the tree trolls into
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Deep dark forest (5-10 minutes)

Once upon a time there lived Brianna and Louis. They were two very giggly, sneaky foxes. Because they were still babies, they were called cubs.

Every night, Brianna and Louis loved to go for a walk along the streets. One evening, they came across a dark mysterious forest. 'Shall we go in?' said Brianna. 'I'm not sure' said Louis, looking very scared and chattering his teeth. 'Oh, come on, let's go for an adventure - it will be fun!' said Brianna, as she held Louis' hand.

So off they went into the deep dark forest and they could hear all sorts of sounds. What's that noise?

'Twweettawoooo....' (owl)

'Wooooooo....' (wolf)

'Nibble scratch' (hedgehogs)

'Squeak squeak' (mouse)

Louis realised the forest wasn't so scary after all. But then they heard something say: 'Hello, who's there?'

To Louis and Brianna's surprise, the voice came from a magic tree. It was a friendly, magical tree troll. 'Make a wish and it will come true' said the tree troll.

What will you wish for?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of foxes
- A tree troll you prepared earlier, or show the photo below

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Brianna and Louis.

Leader(s) and helpers can ask young people to guess the sounds before telling them what lurks and creeps in the forest.

Leader(s) and helpers can surprise the young people by showing them your tree troll.

Ask young people to make a wish.



Take action!

(Middle of meeting - 35 minutes)

Making a tree troll (30 minutes)

Inform the young people that they are going to the local forest or park to make their own tree trolls just like Brianna and Louis. After young people put on their coats, remind them of the road safety procedures (included in the training pack) and to always listen to the adults they are with.

Show the young people the tree troll you made for the story. Help them to find things in the forest that they use to make their tree trolls. e.g. bits of wood, leaves, stones, mud, grass, twigs.

If time is limited or weather is not permitting, you could prepare these beforehand.

Once the tree troll resources have been collected, spread the items across a flat surface. Encourage young people to use their imagination and ideas from the story, to independently make their own tree trolls.

Return to headquarters with the tree trolls. Please allow time for the young people to wash their hands.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

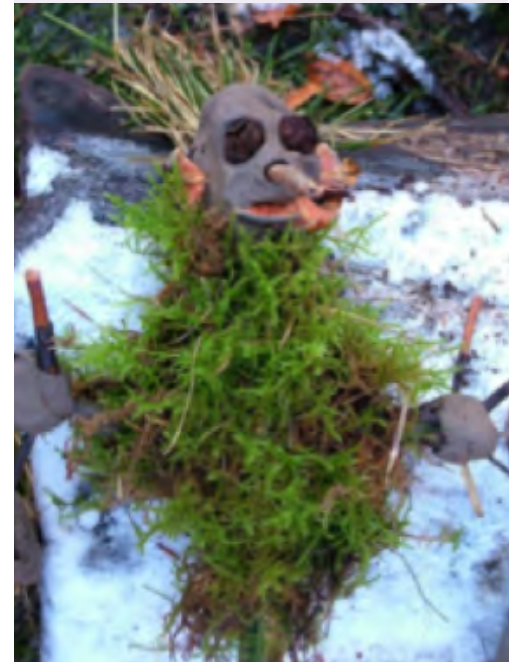
If there's time...

If you have time left over, you could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Road safety checklist to read to young people
- Out in the woods checklist to read to young people (both included in the safety pack)
- Wood
- Leaves
- Stones
- Mud
- Grass
- Twigs
- Any other suitable items including bags to put the tree trolls into

Leader(s) and helpers may give young people ideas for good places to hunt for forest resources. Praise young people for their finds, their creative ideas and for making connections between the items they find and the story they listened to.





Reflect

(End of meeting - 5 minutes) (time may be limited so the reflection can be done in the park or forest)

Round up

Gather the group to sit in a circle. Have each young person share their magical tree troll with the rest of the group. Encourage young people to explain their ideas and make a wish to their tree troll. Ask if they think Brianna and Louis would like their tree trolls. If you have time remaining, you could ask your young people to finish the story. What do they think Brianna and Louis might have wished for? What could have happened next?

Reward

Ask young people what they enjoyed and what they have learned from today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Tree Trolls
- Sensory Adventure Pictures
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their tree trolls home to share with family and friends. Encourage the young people to place their magical tree trolls outside, take a photo of their new home and to ask their family members to make a wish.

Resources:

- Tree trolls





Dear parents and carers,

In today's meeting, we listened to a story about a magical tree troll that could grant wishes. We also had fun making our own tree trolls. By participating in today's activities, your child earned an **Adventure Challenge sticker**.

Please encourage your child to use their tree trolls to share what happened in the story, and to talk about the other activities they participated in.

You may wish to encourage them to find a suitable outdoor home for their tree troll and take a photo to share at the next meeting. They could also ask family and friends if they would like to make a wish to their tree troll.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

A2: Let's feed the birds

Theme:

Adventure

Activity sticker:

Making a bird feeder

As part of this activity young people will learn to **value the outdoors** more, **try new things** and enhance their **problem-solving skills**. It will give them an opportunity to be **imaginative**, gain a better understanding of **the world around them**, and develop their **moving and handling skills**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Puppets/images of birds or toy birds
- ☐ Images of common garden birds (robin, crow, chaffinch, house sparrow, blue tit, black bird, owl etc) printed in pairs – one to display and one to cut in half if playing the matching pairs game
- ☐ Bowl for worms
- ☐ Dry pasta quills or short pieces of wool (worms for the game)
- ☐ Empty milk cartons (parents and carers to provide – give advance notice)
- ☐ Pens
- ☐ Lolly sticks (for the perch)
- ☐ Plastic bottle lids
- ☐ String to hang the bird feeder up
- ☐ Children's scissors
- ☐ Decorative materials
- ☐ Seeds
- ☐ Parent letters

Safety checklist

Ensure that you are aware of and have actioned the following:

- Activities are risk assessed so that risks can be minimised
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- Use a dustpan and brush to pick-up any sharp objects or rubbish, and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.



Note for leader: Before the meeting, please ask parents and carers to provide milk cartons for this week's meeting.

Let's get started!

(Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Birdlife

Once upon a time there lived Rajit. He was a big bird and loved to fly up, up, up into the sky. He would see lots of interesting things. Let's hop onto his wings and have a look.

Rajit was feeling really hungry, so he decided to look for some food. 'Yummy, I can see worms' he said, so he dived down from the sky and munched on some delicious worms. Wow, that was very quick Rajit. But he looked really sad 'I'm still hungry and I need to feed my family' he said.

You could encourage young people to empathise with Rajit by asking them how they think he is feeling by making links to how they feel when they are hungry. Okay, let's see if we can collect some more worms for Rajit.

Worm relay

I'm going to place a bowl of worms onto the table. You're going to stand up and form a line. When I say 'GO!', the first person 'flies' up and collects one worm, then goes to the back of the line. The next person does the same, then the next and the next until there's no more worms. Ready, steady GO!

Learning about birds

What kind of bird do young people imagine Rajit to be? How many different types of birds can the group name? Show the group some images of different birds. Have they seen them before? Do they know their names? What else do they know about these birds? You could use the RSPB website to learn about common garden birds.

Did you know that kind people leave bird feeders outside their houses to feed the birds just like Rajit so they don't go hungry? How do you think we can show kindness to the birds?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Puppet
- Images of birds or toy birds
- Bowl for worms
- Dry pasta quills or short pieces of wool (worms for the game)

Leader(s) and helpers can guide everyone to say hello to Rajit. Encourage the young people to role play and mimic saying hello to Rajit and describing the things he can see.

Leader(s) and helpers can guide young people to participate individually. If you have a large group, separate the young people into teams. If appropriate, make it into a race. Cheer them on during the game.

Leader(s) and helpers can encourage the young people to contribute ideas.

The RSPB website has guidance on when and what to feed garden birds <https://www.rspb.org.uk/birds-and-wildlife/advice/how-you-can-help-birds/feeding-birds/when-to-feed-garden-birds/>



Take action!

(Middle of meeting - 20 minutes)

Bird feeders (15 minutes)

Show young people an example of a bird feeder already made. Spread the resources across a flat surface and encourage young people to use their imagination and ideas from the story, to independently create their own bird feeders.

Adult support and prompts may be required at times, but the emphasis should be placed on young people using their creative skills and independence to create their own bird feeder for Rajit and his family.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

If you have time left over, you could play another game with the entire group. See the list of games (included in the training pack) for game ideas, rules and resources.

You could play **Matching Pairs** using the pictures of the birds the group have been learning about. Cut the images in half (not a straight cut, use a jagged line so they fit together). Place one half of all the cards spread out on to the floor. Young people work in teams, taking it in turns to collect half a card and look for its matching half on the floor. The team with the most complete cards wins.

Resources:

- Empty milk cartons
- Pens
- Lolly sticks (for the perch)
- Plastic bottle lids
- String to hang the bird feeder up
- Children's scissors and glue or tape
- Decorative materials
- Seeds
- Images of birds, cut jaggedly in half

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making their own bird feeders using the resources available.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle. Have each young person share what they have learned by sharing their bird feeder with the rest of the group and explaining their ideas. Complete the story with each young person saying how their bird feeder will help Rajit and his family.

Reward

Ask young people if they had a good time and to share what they enjoyed, then hand out the activity stickers for the Hedgehog Sticker Log Books. Provide additional stickers (optional) to stick onto young people's clothing.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Bird feeders
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Young people take their bird feeders home to share what happened in today's meeting and place in a communal area at home, an outdoor space or even in school to feed the local birds. Encourage them to take a photo of their bird feeder in its new home.

Resources:

- Bird feeders





Dear parents and carers,

In today's meeting, we listened to a story about Rajit the bird and learned about how we can help birds by giving them food. We also had fun making bird feeders. By participating in today's activities, your child earned an **Adventure Challenge sticker**.

Please encourage your child to use their bird feeder to share what happened in the story, and to talk about the other activities they participated in.

You may wish to help them find a good home for their feeder so they can help birds in their local area and take a photo that they can share with the rest of the group.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

A3: We're going on a treasure hunt

Theme:

Adventure

Activity sticker:

Treasure hunt

As part of this activity, young people will have more **courage to tackle challenging activities**, **try new things** and enhance their **problem-solving skills**. The treasure hunt clues will help give them a **better understanding of the world** as well as opportunities to develop their **listening, understanding** and **communication skills**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Treasure map
- ☐ Fictional treasure map
- ☐ Clues for the treasure hunt
- ☐ Special cave – cardboard box with leaves
- ☐ Twigs
- ☐ Shiny sparkly materials and gold chocolate coins
- ☐ Pre-cut cardboard shapes covered in tin foil (if playing torch treasure hunt game)
- ☐ Hedgehog pictures with clues
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.



Note for leader: Before the meeting you should place pictures of hedgehogs (with clues) in visible areas for young people to find as part of a treasure hunt trail.

Let's get started!

(Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos relating to the activity.

Treasure hunt (5-10 minutes)

Today we're going on a special kind of adventure...

We're going on a treasure hunt. We're going on a treasure hunt.
We're going to find some treasure. What a beautiful day. Oh no! An ocean. A big, wet, ocean. We can't go over it. We can't go under it. Oh no! We've got to swim through it!

Splish splash, splish splash, splish splash.

We're going on a treasure hunt. We're going on a treasure hunt.
We're going to find some treasure. What a beautiful day. Oh no! Sand. Warm, golden sand. We can't go over it. We can't go under it. Oh no! We've got to stomp through it!

Stomp stomp, stomp stomp, stomp stomp.

We're going on a treasure hunt. We're going on a treasure hunt.
We're going to find some treasure. What a beautiful day. Oh no! Grass. Tall, wavy grass. We can't go over it. We can't go under it. Oh no! We've got to go through it!

Swishy swashy, swishy swashy, swishy swashy.

We're going on a treasure hunt. We're going on a treasure hunt.
We're going to find some treasure. What a beautiful day. Oh no! A cave. A deep, dark cave. We can't go over it. We can't go under it. Oh no! We've got to through it!

What's that?!

Okay Hedgehogs, lets go on an adventure to find out what's inside that deep, dark cave.

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Treasure map
- Examples of your own treasure – things you find special or precious

Leader(s) and helpers can ask young people if they know what the word treasure means. Do they own any treasure? Emphasise that treasure can be anything as long as it is special to them. Show young people a treasure map – ask if they know what this is. Then, read the story in the style of Michael Rosen's 'We're going on a Bear Hunt'.

Leader(s) and helpers can encourage young people to participate and to stand up to do the physical actions along the way.

Leader(s) and helpers can ask young people what they think could be in the cave? Encourage them to give a range of ideas.





Take action!

(Middle of meeting - 20 minutes)

Going on a treasure hunt (20 minutes)

Show young people the map with the treasure again and say we are going to use this map to look for treasure around the building and possibly outside (weather and time permitting - if you take the young people outside, please ensure you follow the safety procedures included in the training pack).

Beforehand, place pictures of hedgehogs (with clues) in visible areas for young people to find as part of a treasure hunt trail.

Clues for the treasure hunt could be:

1. I have six legs, four wings and make a buzzing sound (bee).
2. I like to live on land and water. I hop around all the time (frog).
3. I used to be a caterpillar. Now I have four wings and am really colourful (butterfly).
4. I am tiny, make a squeaking sound and have a really long tail (mouse).
5. I hang upside down to sleep and am a mammal with wings (bat).
6. I have no arms or legs and I like to slither through grass (snake).
7. I have spiky prickles all over my back, I'm very small and can't see very well, but I'm really good at hearing and smelling (hedgehog).

After the young people respond correctly to each clue, encourage them to take on the role of each animal by mimicking their sounds and actions, then direct them to the next area of the treasure hunt.

The final destination of the treasure hunt should be the 'cave' or a treasure chest. This is the box with leaves, shredded paper, twigs and other items. Young people take turns to dig for items of treasure.

Ask each young person to collect a twig, leaf or shiny item from the cave as their piece of treasure to take with them to the round up.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

Resources:

- Fictional treasure map
- Clues for the treasure hunt
- Safety checklist if going outside

For the special cave:

- Cardboard box with leaves
- Twigs
- Shiny sparkly materials
- Gold chocolate coins
- Hedgehog pictures with clues

Leader(s) and helpers may surprise the young people by asking them to find the hidden 'treasure' in the cave – gold chocolate coins or similar items.

Then, encourage them to find something they think of as treasure – this might be something natural or something shiny – something they find interesting, special or precious to them.





If there's time...

If you have time left over, you could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Torch treasure hunt goes well with this meeting theme. This game needs to be played in the darker evenings and requires designated outside space. You will need pre-cut cardboard shapes covered in tin foil. The leader hides the animals outside, the young people go out with their torches to try and find the shapes. You can vary this in different ways – for example, put numbers or letters on the shapes and ask them to identify these (e.g. go and find a circle with a number 3 on it, etc).

Resources:

- Pre-cut cardboard shapes covered in tin foil

Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person share their twig or item from the cave to the rest of the group and explain why they chose that item as their treasure. Ask each young person to describe what they enjoyed about today's meeting and how they feel after going on a treasure hunt.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Objects from the cave
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up, Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Challenge each young person to create a treasure hunt for their family at home, by taking one item from the cave e.g. twig or leaf, to hide or bury in a suitable place at home either indoors or outdoors and take a photo to share next time. Alternatively, they could collect their own treasure at home – things they find special – and take a photo or bring something in next time.

Resources:

- Chosen object from the cave





Dear parents and carers,

In today's meeting, we listened to a story about a treasure hunt. We also had fun going on our own treasure hunt. By participating in today's activities, your child earned an **Adventure Challenge sticker**.

Please encourage your child to use their findings from the treasure hunt to share what happened in the story, and to talk about the other activities they participated in.

You may wish to help them organise their own treasure hunt for their friends and family. You could also ask your child to find their own treasure, things they find special, and take a photo to share it with the rest of the group.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

A4: Minibeast hideaway

Theme:

Adventure

Activity sticker:

Minibeast hideaway

As part of this activity young people will become better at **working in a team**. They will enhance their **physical development** by **moving and handling** the parachute and gain a better understanding of nature in **the world around them**.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Image of a toad |
| <input type="checkbox"/> | Image of a bat |
| <input type="checkbox"/> | Real minibeasts in a shoebox |
| <input type="checkbox"/> | Images of a variety of minibeasts printed out |
| <input type="checkbox"/> | Parachute |
| <input type="checkbox"/> | Parent letters |

Safety checklist

Ensure that you are aware of and have actioned the following:

- Activities are risk assessed so that risks can be minimised
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- Use a dustpan and brush to pick-up any sharp objects or rubbish, and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Minibeast hideaway (5-10 minutes)

Once upon a time there were three creepy, crawly bugs called minibeasts. Their names were Kaz, Rollie and Lou. Shall we have a look at them to say hello?

The three little minibeasts went everywhere together. They loved to crawl under the ground to go on secret adventures.

One day, Kaz, Rollie and Lou went crawling along the ground chasing after each other. They were having great fun!

All of a sudden, they heard a scary noise. I wonder what it could be? It was a toad! 'Quick, let's hide behind this hideaway stone so the toad can't see us' they said. So, they hid behind the stone and kept really quiet. Phew, the toad has gone.

The three little minibeasts carried on crawling and having fun. Then suddenly, they heard another scary noise. What's that?

It was a bat looking for some minibeasts to eat. Oh no!

'Quick, let's hide behind these hideaway stones so the bat can't see us' they said. So, they hid behind the stone and kept really quiet. Phew, the bat has gone.

What type of mini-beasts do you imagine in this story? What different types of minibeasts can you name? What minibeasts have you discovered hiding in your garden? Show the group some pictures of minibeasts to see if they can name them.

You can find printable minibeast postcards here <https://www.tes.com/teaching-resources/blog/investigating-minibeasts-eyfs>

How can we help the minibeasts find more places to hide?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Minibeasts (in a shoebox or matchbox)
- Image of a bat
- Image of a toad

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Kaz, Rollie and Lou.

Leader(s) and helpers can guide young people to pretend to be minibeasts crawling around.

Leader(s) and helpers can guide young people to sit back in the circle. Place the minibeasts on a tray with clear visibility.

Resources:

- Printed images of different minibeasts to show to the group





Take action!

(Middle of meeting - 20 minutes)

Minibeast hideaway (15 minutes)

1. Rain, sun and air makes plants grow

Start by getting young people used to controlling the parachute. Reveal the parachute and everyone should grab a piece of it tightly without letting go.

Tell the group that the minibeasts need plants to hide under. What helps plants grow? Rain! Tell young people they are going to create rain to make the plants grow.

Start with gentle rain (make tiny ripples) and gradually get heavier and faster until there is a rainstorm! Then gently again.

Tell young people that the sun has come out and also a rainbow! Make a rainbow by firstly crouching down, before standing up all at once, stretching arms up above heads, holding on tight to make a mushroom shape like a rainbow. Practise this a couple of times, getting more and more co-ordinated every time.

2. Hedgehog hunt

Oh no! The minibeasts have spotted a hedgehog! Ask the group what hedgehogs like to eat. List minibeasts (worms, slugs, snails, beetles, ants, woodlice, spiders, centipedes, caterpillars etc). Allocate each young person with a minibeast name (there should be more than one of each). Check they know their names. Practise making the rainbow (mushroom shape) again and then start the game.

Every time the parachute is high and makes a rainbow, call out a minibeast name. Only those minibeasts let go of the parachute and run to the other side. Leaders and helpers act like hedgehogs and try and catch the minibeasts as they run across the middle (open ground) until they are safely hidden away at the edge of the parachute.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

Resources:

- Parachute
- Blanket

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their physical skills, listening, teamwork and communication to create their own ending for the story, by playing parachute games inspired by minibeasts hiding in nature.





If there's time...

If you have time left over, you could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Hide and seek would go particularly well with this meeting, or **Human Kim's game**. Ask young people to run or walk around the room, pretending to be one of the minibeasts they have learned about today. When the leader calls out 'stop' all young people stand still with their eyes closed. The leader taps a young person on the shoulder and they crawl into a ball and are covered with a blanket. All other young people open their eyes and try to work out who is missing.

Reflect

(End of meeting - 5 minutes)

Round up

Gather the group to sit in a circle. Ask the group to describe one thing they enjoyed about today's meeting. Is there anything the group could do to help minibeasts in their own gardens? Where do you think they would like to hide? Discuss ways they could build their own minibeast hideaways using items from the outdoors.

Reward

Ask young people what they enjoyed and what they have learned from today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person should continue the three little minibeasts story with their family and friends. They could have a go at finding minibeasts in their garden and creating a minibeast hideaway in their own garden using items they find outdoors.





Dear parents and carers,

In today's meeting, we listened to a story about three little minibeasts. We also had fun playing parachute games inspired by minibeasts surviving in nature. By participating in today's activities, your child earned an **Adventure Challenge sticker**.

Please encourage your child to share what happened in the story, and to talk about the other activities they participated in.

You may also wish to help your child discover the minibeasts hiding in their own garden or out and about, and help them create little hiding places for these minibeasts, using natural materials.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

A5: Minibeast party

Theme:

Adventure

Activity sticker:

Minibeast party

As a result of this activity, young people are likely to **care more about others**. This meeting also allows them to gain a better understanding of **the world around them**, as well as giving them opportunities to **explore different materials** and be **imaginative**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Real snail in a shoe box
- ☐ Basic black outlines of minibeasts
- ☐ Images of different minibeasts and sturdy card (one per young person) if playing find the minibeast game
- ☐ Brightly coloured pens
- ☐ Crayons or paint
- ☐ Glue
- ☐ Safety scissors
- ☐ Other available craft materials in bright colours such as:
 - Pre-cut shapes on bright coloured paper
 - Glitter and stickers
 - Feathers and pompoms
 - Googly eyes
- ☐ Parent letters

Safety checklist

Ensure that you are aware of and have actioned the following:

- Activities are risk assessed so that risks can be minimised
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- Use a dustpan and brush to pick-up any sharp objects or rubbish, and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Sid's surprise party (5 minutes)

Once upon a time there was a snail called Sid. He was a very grumpy old minibeast who never had any fun.

His friends and family would try everything they could to cheer him up, but nothing seemed to work. Can you think of any ideas to cheer Sid up? Let's have a go!

One day, his friend Dina decided to have a 'bright and bold' fancy dress party to surprise Sid. She invited all of the minibeasts in the garden. Bright and bold means that everyone at the party needed to decorate themselves with bright colours and shapes. Sounds like fun. Maybe that would cheer Sid up.

If it's a 'bright and bold' fancy dress party, we'll all need to create some mini-beasts wearing some very bright colours!

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Snail (in a shoebox or matchbox) or an image of a snail

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Sid.

Leader(s) and helpers can guide young people to pretend to be minibeasts cheering up Sid. Encourage them to come up with ideas e.g. telling him jokes, buying him a present, giving him a hug.

Leader(s) and helpers can guide young people to describe bright colours e.g. yellow





Take action!

(Middle of meeting - 20 minutes)

Decorate a minibeast (15 minutes)

Show the young people some boring black and white outlines of various minibeasts (e.g. ladybird, spider, ant, earthworm, beetle, woodlice, earwig, centipede, caterpillar etc). Can they identify what creature each minibeast is? Have they ever seen these creatures out and about?

It is their job to dress these minibeasts ready for Sid's surprise party! Remember, the brighter the better because we want to really cheer Sid up.

Young people pick their favourite minibeast to dress. Spread the resources across a flat surface and encourage young people to use their imagination and ideas from the story, to decorate their own bright and bold minibeasts that would help cheer Sid the snail up.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

If you have time left over, you could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Find the minibeast would work well with this meeting. You will need enough sturdy card for each young person. Under one piece of card, secretly stick a picture of a minibeast. Spread the cards face down on the floor whilst the young people run around. Once all the cards are down, ask the young people to stand on a card. When everyone is on a card the young people should turn the cards over and see who has found the minibeast. Can they all name the minibeast that has been found? Use all the different minibeasts to help test their minibeast vocabulary.

Resources:

- Basic black outlines of minibeasts
- Brightly coloured pens, crayons or paint
- Glue
- Safety scissors
- Other available craft materials in bright colours such as:
 - Pre-cut shapes on bright coloured paper
 - Glitter and stickers
 - Feathers and pompoms
 - Googly eyes

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by decorating their own minibeasts.

Leader(s) and helpers can encourage young people and give praise for realising ideas and making connections. Encourage them to explain their ideas.

Resources:

- Images of different minibeasts
- Sturdy card (one per young person)





Reflect

(End of meeting - 5 minutes)

Round up

Gather the group to sit in a circle. If you have time and the weather is good, you could take your minibeasts outside for an outdoor party.

Pretend to surprise Sid and cheer him up at the 'bright and bold' fancy dress party. Put on some music or sing a song and encourage each young person to dance with their decorated minibeast image to try and cheer up Sid the snail. Can they match their dance moves to their minibeast? Then, sit back down and ask each young person to explain their minibeast ideas.

Reward

Ask young people what they enjoyed and what they have learned from today, then hand out the activity stickers for the **Hedgehog Sticker Log Books**.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Decorated minibeasts
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up, Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their decorated minibeast image home to continue the story with their family and friends. Encourage young people to try and find the minibeasts they learned about today whilst out and about.

Resources:

- Decorated minibeasts





Dear parents and carers,

In today's meeting, we listened to a story about Sid the snail who had a bright and bold surprise fancy dress party. We also had fun creating bright and bold costumes for lots of different minibeasts. By participating in today's activities, your child earned an **Adventure Challenge sticker**.

Please encourage your child to use their decorated minibeast to share what happened in the story, and to talk about the other activities they participated in. They could create even more minibeasts and host a party of their own. Can your child spot any of the minibeasts they learned about today whilst out and about?

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

A6: Sensory caterpillar

Theme:

Adventure

Activity sticker:

Making a sensory caterpillar

As part of this activity young people will learn to **value the outdoors** and develop their **communication skills**. This meeting will teach them about **the world around them** by helping them **understand** and **communicate** using their senses.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images / teddies / puppets of caterpillars
- ☐ Variety of food with interesting sensory properties
- ☐ A tray
- ☐ Tea towel or blanket
- ☐ Variety of everyday or natural sensory objects (if staying indoors)
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Greedy caterpillar (5-10 minutes)

Once upon a time there lived a friendly caterpillar called Susan.

She was a greedy caterpillar who loved to eat and eat and eat. She loved her food and all the different tastes available! She also loved to explore and experience lots of different sights, smells, sounds and textures.

One day, Susan went for a stroll to find some food to eat.

Let's go on an adventure and see if we can find some food around the room for Susan to eat.

Great stuff! Let's come back to the circle.

What have we got here? Lots of tasty food for Susan to eat. Let's take it in turns to taste, (if appropriate) touch and smell the food. Does it make any interesting sounds?

Susan is still hungry. She wants to go for a stroll to see what interesting things she can find. Shall we go with her?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of caterpillars

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Susan.

Leader(s) and helpers can guide young people to stand up and look around the room for hidden food e.g. apple, flowers, leaves, berries.

Leader(s) and helpers can guide young people to sit back down. Place the caterpillar food on a tray with clear visibility for everyone. Ask the young people to name and describe the food. Encourage the group to taste, smell, hear (movement) and feel the food.

Leader(s) and helpers can encourage young people and give praise for taking risks and making connections with their senses. Encourage them to explain their experiences.





Take action!

(Middle of meeting - 15 minutes)

Making a sensory caterpillar (10 minutes)

Ask the group to put on their coats, remind them of the safety procedures (included in the training pack). If the weather does not permit, you could collect objects in advance, hide them around the room and complete the activities indoors.

Show the group lots of interesting, natural objects they could collect around them on a tray as inspiration. They should be varied according to the remaining senses – touch, sound, sight. Ask young people to identify which body parts relate to each sense (i.e. What do we use to smell things? What do we use to see things? etc). Spend a little time exploring them. Then, split the group into three smaller teams, each working with an adult.

Allocate each team one of the following senses: sight, touch and sounds. Challenge each team to go off and bring back objects that stimulate their allocated sense. 'Collect objects that sound / feel / look interesting or unusual'.

Spread the resources across a flat surface and encourage young people to use their imagination and ideas from the story, to create a giant sensory image in the shape of a caterpillar (you could use strips of fabric or rope to create an outline for them to fill in). Each segment of the caterpillar should be made up of objects that are similar in some way. It is up to young people to decide which objects to group together.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

If you have time left over, you could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Kim's game would go particularly well with this meeting. Arrange a variety of the sensory objects you've collected on a tray (around 10 is plenty). Give all the young people a few minutes to look at and memorise the items but not move them. Cover the tray with a blanket or tea towel and remove one item. Show the items to the young people, they have to guess which item is missing. Which of their senses does that item most relate to (i.e if it feels interesting they will say touch)?

Resources:

- Sensory objects

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their communication, creative skills and independence to explore and group the objects to create their own ending for the story, by making sensory caterpillars.

Leader(s) and helpers can encourage young people and give praise for realising their ideas and making connections between objects and senses. Encourage them to explain their ideas.

Resources:

- Tray
- Tea towel or blanket





Reflect

(End of meeting - 5 minutes)

Round up

Gather the group to sit in a circle around the sensory caterpillar. Give young people some time to experience the objects using their senses. Each young person then picks one object they find interesting and explains why. Ask the young people what they enjoyed about today's meeting.

Reward

Ask the young people what they enjoyed and what they have learned from today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their chosen item from the caterpillar home to share and continue Susan's story with their family and friends.

Resources:

- Sensory object for young people to take home





Dear parents and carers,

In today's meeting, we listened to a story about Susan, the greedy caterpillar and then experienced some new tastes. We also had fun making our own sensory caterpillar by exploring, finding and collecting our own interesting objects and experiencing the way they feel, smell, look and sound. By participating in today's activities, your child earned an **Adventure Challenge sticker**.

At the end of the meeting, your child picked an object that they found interesting. Please encourage your child to use their object to share what happened in Susan's story, and to talk about the other senses they experienced today. Maybe you could continue this sensory journey with them, at home.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

A7: Red and Rookie

Theme:

Adventure

Activity sticker:

Creating a trail for Rookie

As part of this activity, young people will be more **physically active**, have more **courage to tackle challenging activities** and will enhance their **problem-solving skills**. It will challenge their **communication** and **language skills**, develop their **physical movement** and enhance their awareness of **the world around them**.

Resources for session:

- | | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Puppets/teddy/image of squirrels |
| <input type="checkbox"/> | Twigs |
| <input type="checkbox"/> | Shoeboxes |
| <input type="checkbox"/> | Leaves |
| <input type="checkbox"/> | Cones |
| <input type="checkbox"/> | Conkers |
| <input type="checkbox"/> | Feathers |
| <input type="checkbox"/> | Stones |
| <input type="checkbox"/> | Blanket |
| <input type="checkbox"/> | Colouring sheets of squirrels |
| <input type="checkbox"/> | Pens |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Follow that trail (10 minutes)

Once upon a time there lived Red and Rookie and they were the best of friends. Can you guess what animal they are?

As best friends they loved to challenge each other with fun and exciting activities, so one day, Rookie decided to play hide and seek. But first, to give Red a clue, he laid a trail in the woods for Red to follow to see if he could find him.

I wonder what Rookie used to make the trail? Oh, what can you see in front of you? Let's follow this big trail to see if we can find where he's hiding.

Look, there he is! Great job everyone! Now, it's Red's turn to create a trail for Rookie.

How can we each make our own trail?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Puppets, toys or images of squirrels

Leader(s) and helpers can arrange the objects into a big trail around the room for the young people to follow.

Leader(s) and helpers can ask the young people to describe what they can each see. Guide the whole group to follow the trail around the room. At the end of the trail they find a teddy squirrel hidden under a blanket.





Take action!

(Middle of meeting - 20 minutes)

Red's trail (20 minutes)

Spread the resources across a flat surface either reusing the items from the previous activity or with additional items. Encourage the young people to use their imagination and ideas from the story, to independently pick up the objects to make their own trails for Red. If the weather permits, this activity can also be taken outside.

Once they have created their trails, ask each young person to colour in an image of a squirrel and say this will be Red hiding at the end of the trail and get them to place the image at the end the trail. Lastly, ask the young people to work together to follow each other's trails.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

If you have time left over, you could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Fox is about would go well with this meeting. One person is chosen to be the fox, he or she has a blanket. All other young people are squirrels and they must scurry around until a leader says, 'Fox is coming'. All squirrels, except the fox, curl up in a ball on the floor and close their eyes. The fox then puts the blanket over one squirrel. The leader tells the young people to open their eyes and guess which squirrel the fox has put in his pie!

Resources:

- Twigs made into arrows to show the direction
- Shoeboxes
- Leaves
- Cones
- Conkers
- Feathers
- Stones
- Colouring sheets of squirrels
- Pens

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their sense of direction and independence to find their way around each other's trail.

Resources:

- Blanket





Reflect

(End of meeting - 5 minutes)

Round up

Ask the young people to stand by the trail they have made. Have each young person share how they made a trail for Rookie to follow. Ask them where Red was hiding and what they enjoyed about this activity.

Reward

Ask young people what they enjoyed and what they have learned from today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Colouring in sheet of Squirrel
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Young people take their colouring-in sheet home to share what happened in today's meeting. Encourage them to create a trail in their garden or home, then hide the image of the squirrel (or another object) at the end of the trail for family members to find and take a photo to share with the group.

Resources:

- Colouring in sheet of a squirrel





Dear parents and carers,

In today's meeting, we listened to a story about two squirrels called Red and Rookie who loved playing hide and seek. We also had fun creating our own trails for others to follow. By participating in today's activities, your child earned an **Adventure Challenge sticker**.

Please encourage your child to use the colouring in sheet of the squirrel to share what happened in the story, and to talk about the other activities they participated in.

Maybe you could help your child create their own trail in your garden or around your home, to see if family and friends can follow it and find the squirrel hiding at the end!

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

A8: Sensory adventure walk

Theme:

Adventure

Activity sticker:

Sensory adventure

As part of this activity, young people will learn to **value the outdoors** and be more **physically active**. This meeting also teaches them about **the world around them** by helping them **understand** and **communicate** using their senses.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images
- ☐ Teddies or puppets of hedgehogs
- ☐ Children's magnifying glass – one per young person
- ☐ Craft materials (paper, pencils, decorative)
- ☐ Sensory / adventure pictures
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Hedgehog adventure story (10 minutes)

Once upon a time there lived Lucy, the hedgehog. Everyone let's say hello to Lucy.

Lucy was feeling bored, so she decided to give her friend Bobbie a call. She waited for the phone to ring until Bobbie answered. 'Hello' said Bobbie. 'Hello' replied Lucy. 'I'm bored' said Lucy.

'Shall we go for a walk?' said Bobbie. 'That sounds like fun – lets go on an adventure!' said Lucy.

Lucy and Bobbie put on their coats and met each other outside their homes. 'I'm so excited!' said Lucy.

Bobbie is hiding something in his pocket. I wonder what it could be?

Oh, it's a magnifying glass – wow! What do we use them for? Looking closely at things. Bobbie is going to show Lucy how to look through the magnifying glass during their adventure walk. They are using their senses to see, smell, hear and touch all sorts of things...

Okay Hedgehogs, let's go and join Lucy and Bobbie on their adventure walk. I wonder what things we will see, smell, hear and touch?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of hedgehogs
- Children's magnifying glass – one per child

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Lucy.

Leader(s) and helpers can help the young people put on their coats.

Leader(s) and helpers can encourage the young people to wave to Bobbie. Prompt young people to mimic or act out the characters and their phone conversation.

Ask young people to guess what's hiding in Bobbie's pocket.

Helpers can help surprise the young people with a magnifying glass. Ask young people to describe the sort of things Lucy and Bobbie can see through the lenses. Provide visual prompts if required.





Take action!

(Middle of meeting - 30 minutes)

Sensory adventure walk (15 minutes)

Please note, during wet weather conditions, or if there are any accessibility constraints, this activity can take place indoors.

After the young people put on their coats, remind them of the road safety procedures (included in the training pack) and to always listen to the adults they are with.

Take the young people for a walk to the local shops, park or venue in the immediate vicinity for no longer than **10-15 minutes**. Give each young person a magnifying glass to explore what they can see during the walk. Also encourage them to listen out for sounds, sniff for different smells and feel for interesting things around them.

Adult support and prompts using the senses may be required at times, but the emphasis should be placed on young people using their sense of adventure and independence to create their own ending for the story, by going on a sensory adventure.

Return to headquarters to draw an image of something interesting they may have seen/smelt/touched during the walk – e.g. trees, flowers, cars, houses. Encourage them to colour/decorate their image.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

If you have time left over, you could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Captain's coming would work well with this meeting as it develops their listening skills. Young people do actions to various commands called out by the leader such as Captain's coming (salute) and man the lifeboats (row boat). Port and starboard refer to each side of the room. Whenever one of these is called young people run to the respective side of the room. The last one there, or to follow a command correctly, is out.

Resources:

- Children's magnifying glasses
- Road safety checklist (see training pack)
- Craft materials: paper, pencils, decorative items like stickers





Reflect

(End of meeting - 5 - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person share their picture with the rest of the group. Encourage young people to describe what they sensed during the adventure walk (touched, saw, smelt) and ask them how Lucy and Bobbie would feel after seeing all of these things.

Reward

Ask if everyone had a great time today and what they enjoyed, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Sensory Adventure Pictures
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their decorated sensory images home to share with family and friends. You could challenge young people to experience a new taste by eating something for the first time. They could take a photo of this to share with the rest of the group.

Resources:

- Adventure pictures





Dear parents and carers,

In today's meeting, we went on a walk to touch, see, smell and hear all sorts of different things and decorated sensory images to show this. By participating in today's activities, your child earned an **Adventure Challenge sticker**.

Please encourage your child to share their sensory images with their family and talk about what happened on their walk.

You could help your child experience their sense of taste by encouraging them to try food they haven't eaten before. They could take a photo of this food and describe how it tasted to their family, friends and the rest of the group.

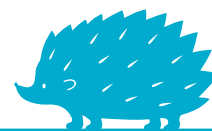
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

C1: Parachute fun

Theme:

Creativity

Activity sticker:

Making parachutes

As part of this activity, young people will develop **courage** to **tackle challenging activities** by building on their **problem-solving skills**. It will give them an opportunity to **explore and use different materials** to **design** and create their parachutes.

Resources for session:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images / puppets of a man and woman (Mr and Mrs Cool) |
| <input type="checkbox"/> | Play parachute |
| <input type="checkbox"/> | Image of person landing using a parachute |
| <input type="checkbox"/> | List of parachute games |
| <input type="checkbox"/> | Tissue paper or similar material cut into 8-inch squares |
| <input type="checkbox"/> | String / wool, pipe cleaner |
| <input type="checkbox"/> | Sticky tape |
| <input type="checkbox"/> | Sharp pencils (for adults) |
| <input type="checkbox"/> | Small chair |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Really cool parachute (5-10 minutes)

Once upon a time there lived Mr and Mrs Cool.

They lived in a really cool part of town and had a really cool house. Mr and Mrs Cool loved to eat really cool food and play, yes, you guessed it... really cool games.

I wonder what really cool games they loved to play? Can anyone think of any games?

Mr and Mrs Cool loved to play parachute games because they liked going up really high to the sky and using their parachutes to land back on the ground. Have a look at this! (show image)

Wow, that's really cool!

What's this? It's a play parachute. Let's have some really cool fun!

Meeting Leader takes out a play parachute and plays two to three parachute activities from the list of games in the training pack.

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images / puppets of man / woman

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Mr and Mrs Cool.

Leader(s) and helpers can support young people to mention games that they like to play at home and school and pretend to play them.

Leader(s) and helpers can show the group an image of a person using a parachute to land on the ground.



Take action!

(Middle of meeting - 20 minutes)

Mini parachutes (15 minutes)

Inform the young people that they are going to make mini parachutes and new characters for the story. This is because Mr and Mrs Cool would like their friends to join in all the parachute fun. Encourage young people to name and describe their parachute characters during the activity.

Instructions for leader(s) and helpers:

1. Use sharp pencils or pins (adults only) to pierce holes into the four corners of the tissue paper squares.
2. Help the young people thread the wool into each hole to leave a short piece of wool (around 15-20 cm long) hanging down.
3. Remember to tie a knot at the top of the string to secure it onto the tissue paper.
4. Support the young people to create their pipe cleaners for their parachutes.
5. Use another piece of wool to tie the ends of the four pieces of wool together with the pipe cleaner character.
6. Cover the tissue paper holes with tape.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Any of the **parachute games** would go particularly well with this meeting. An easy one to play is **Run if...** Everyone stands around the outside of the parachute and shakes it up and down together in rhythm. The leader shouts a series of questions (i.e. run if you're wearing blue or run if you're five years old etc). The young people have to run under the parachute and swap places.

Resources:

- Pipe cleaners
- Tissue paper or similar material cut into 8-inch squares
- Wool / string
- Sharp pencils (to pierce holes in paper)
- Sticky tape

Leader(s) and helpers may provide hands-on support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own mini parachutes and characters for the story.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person place their mini parachute on a chair or stool in the middle of the circle. They then pretend the characters are jumping from the sky (from the chair) and landing onto the ground. Ask the young people what they enjoyed about today's meeting and if they think Mr and Mrs Cool would like their parachutes.

Reward

Ask everyone what they enjoyed most about today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Mini parachutes
- Chair or stool
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up, Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their parachute person home to share and continue their version of Mr Cool's story with their family and friends.

Resources:

- Mini parachutes





Dear parents and carers,

In today's meeting, we listened to a story about Mr and Mrs Cool and played parachute games. We also had fun making our own mini parachutes. By participating in today's activities, your child earned a **Creativity Challenge sticker**.

Please encourage your child to use their mini parachute to share what happened in Mr and Mrs Cool's story, and to talk about the activities they participated in. Maybe you can help them find somewhere high up, where their parachute person can safely perform a jump for you to see.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

C2: Jelly worms

Theme:

Creativity

Activity sticker:

Making jelly worms

As part of this activity young people are more likely to make **meaningful friendships**, **try new things** and **feel happier**. Their **physical development** is supported through **moving and handling** the jelly.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images / teddies / puppets of worms
- ☐ Jelly straws
- ☐ Plates or tissues for the straws
- ☐ Worms cut out of ordinary paper and newspapers if playing wriggle, wiggle worms game
- ☐ Worm colouring in sheets
- ☐ Parent letters

Safety checklist:

- Remember to do a risk assessment and activity notification (if applicable)
- Food safety - see checklist in training pack and check for allergies
- Ensure that everybody's hands are clean – they have washed them with soap or hand wash to kill any germs. Ensure young people understand that even if they've already washed their hands, they must wash their hands again if they: blow their nose; cough or sneeze into their hands; touch their hair, any cuts or any spots and go to the toilet
- Remember your **first aid kit** and **emergency contact** details
- Young people are supervised with one adult to every six young people plus the leader in charge

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Harriet, the busy worm (5-10 minutes)

Once upon a time there lived Harriet. She was a very busy worm who had lots of friends. Every day she had something different to do. She liked it that way, because she was a busy worm.

On Monday, she went to the park with Sammy.

On Tuesday, she baked a cake with Brianna.

On Wednesday, she went to the shops with her mummy.

She was a very busy worm. But on Thursday and Friday, she couldn't decide what to do.

Oh, I wonder what Harriet the busy worm can do on these days? Maybe she can play with some other worms. How exciting!

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, puppets or teddies of worms

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Harriet and her friends.

Leader(s) and helpers can guide the young people to act out the actions on each day of the story.

Leader(s) and helpers can ask the young people to decide what they'd like Harriet to do on Thursday and Friday, then support the young people to think of actions for the activities they suggest.



Take action! (Middle of meeting - 20 minutes)

Making jelly worms (15 minutes)

Show the young people examples of the jelly worms you have already made. Inform them that these worms are friends of Harriet's. They are going to make some more of these worms, so Harriet has lots of friends to play with on Thursday, Friday and beyond.

Due to time restrictions, please prepare the jelly worms at home and keep them in the straws for the meeting. Before the meeting, pour jelly mixture into a set of standing straws, then place the straws into a fridge for 4 hours. Allow enough time for the jelly to set for today's meeting.

Give each young person two to three straws filled with jelly. Guide them to gently squeeze along the bottom to the top of the straws to make the worms wriggle out. Encourage the young people to play out friend scenarios with their worms before eating them.

Place colouring sheets of worm characters on the table and encourage the young people to colour them in.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could adapt **Flip Flap Fish** into wriggle, wiggle worms by cutting out wriggly worm shapes from ordinary paper instead of fish shapes. Young people then stand at one end of the room and take it in turns to use a newspaper to 'flap' the worms from one end of the room to the other without actually touching the worms. How many worms will join Harriet at the other side of the room? This can also be done as a relay race with three or four worms going at the same time.

Resources:

PLEASE CHECK FOR ALLERGIES AND DIETARY REQUIREMENTS

- Jelly straws
- Plates or tissues for the straws
- Worm colouring in sheets
- Pens

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own worm characters for Harriet to play with.



Resources:

- Wriggly worms cut out of ordinary paper
- Newspapers



Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person share their worm colouring in sheets. Ask the young people what games Harriet would play with her new friends and to describe one thing they enjoyed about today's meeting.

Reward

Ask young people what they enjoyed and what they have learned from today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Jelly straws
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes home their image of the worm(s) to share with their family and friends and to continue Harriet's story.

Resources:

- Worm colouring in sheets





Dear parents and carers,

In today's meeting, we listened to a story about Harriet the worm. We also made jelly worms and completed some colouring in sheets. By participating in today's activities, your child earned a **Creativity Challenge sticker**.

Please encourage your child to use their colouring in sheets to share what happened in Harriet's story, and to talk about the other activities they participated in. You might want to ask them to think of all the wonderful describing words they could use to describe how the jelly felt in their hands. Squishy? Sticky? Slippery? Slimey? Sloppy? Smooth? You might even wish to make some jelly at home and enjoy some messy, sensory play-time with them too!

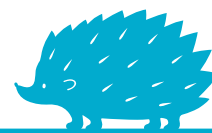
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

C3: Hedgehog cupcakes

Theme:

Creativity

Activity sticker:

Making hedgehog cupcakes

As part of this activity, young people will learn **practical skills** have an opportunity to become **more independent** and **responsible**. Following recipes and instructions will help develop their **listening** and **attention** skills.

Resources for session:

☐ Sign-in images for opening ceremony

☐ Stickers

☐ Hedgehog Sticker Log Books

☐ Recipe (see below)

☐ Ingredients for cake (see below)

☐ Cooking utensils (if not supplied by Scouts headquarters)

☐ Pens

☐ Parent letters

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Safety checklist:

Do a kitchen risk assessment, check for allergies and ensure that you are aware of the following:

- You avoid the use of knives at all times – if essential use round-headed safety scissors or a lettuce knife
- Wires from electrical equipment are not hanging down – someone could accidentally pull on them and injure themselves
- Boiling or hot water is never left in a kettle or in a pan – in case it gets spilt
- Sharp utensils are never left in soapy water to prevent young people cutting themselves
- There is nothing next to the hob that could catch fire
- The gas is always immediately turned off after cooking
- Pan handles are never sticking out when using the hob – someone could knock into them and get burnt
- You always remember to use oven gloves
- Everyone remembers to tidy up as they go along – a messy kitchen is a dangerous kitchen

For good kitchen hygiene, make sure you have followed the safety procedures:

- Everybody's hands are clean – they have washed them with soap or hand wash to kill any germs
- Young people are wearing aprons and their hair is away from their face or tied back
- All equipment is clean, and you have scrubbed down any surfaces with an antibacterial cleaner
- If young people have any cuts, you have covered them with a special blue plaster

Ensure young people understand the following:

- Even if they've already washed their hands, they must wash their hands again if they: blow their nose; cough or sneeze into their hands; touch their hair, any cuts or any spots and go to the toilet
- They must never do any cooking without the help of an adult
- They must always ask an adult to help them use equipment safely
- They must always ask an adult when they want to put food in and take food out of a hot oven
- They must never run in the kitchen



Let's get started!

(Start of meeting - 12 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Hedgehog tea party (2 minutes)

Once upon a time there lived Karen the hedgehog. Today was a very special day because it was her birthday. She was going to be 4 years old. To celebrate her birthday, Karen's mummy and daddy organised a tea party and we are all invited. How exciting!

What can we bring to Karen's tea party to celebrate her birthday?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Helpers are encouraged to assist the young people when handling the ingredients.

Leader(s) and helpers can help the young people to come up with food items for the party by using actions and words.

Take action!

(Middle of meeting - 40 minutes)

Hedgehog cupcakes (30 minutes)

Show the young people an example of some hedgehog cupcakes for Karen's birthday tea party. Spread the ingredients across a flat surface and encourage young people to use their listening skills to follow the recipe and participate in the baking. Remind them of the safety procedures (included in safety checklist on page 1).

Option 1:

Pre-prepare the cupcakes at home using the recipe below. Have the young people decorate the cupcakes to create the hedgehogs' face on top of each cupcake.

Option 2:

If you have enough time, create the cupcakes from scratch with the young people, following the recipe below (recipe should yield 24 cupcakes):

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their hedgehog cupcakes.





Take action!

(Middle of meeting - 40 minutes)

1. Set the oven to 190C, Gas Mark 5.
2. Tip the butter into a bowl and beat it until softened.
3. Add the sugar, flour, salt, eggs and milk and whisk until the mixture is smooth.
4. Use a traditional-style ice-cream scoop, or spoon, to divide the mixture between all the paper cases.
5. Place both muffin tins in the oven and bake for 15 minutes.
6. Then, swap over the position of the tins over and bake for a further 3-7 minutes, until both trays of cupcakes are a light golden colour.
7. Remove the tins from the oven.
8. Leave the cupcakes to cool in the tins for a few minutes, then transfer them to a wire rack to cool.

For the icing:

1. Place the chocolate and margarine in a microwave safe bowl and microwave for about 1 minute.
2. Take out and mix if not yet melted.
3. Put it in again until it's completely melted and combined. Be careful not to burn it.
4. Place mixture into a large bowl and add the icing sugar, soured cream and golden syrup and whisk until all well combined.
5. Spread the chocolate icing over the cupcakes generously.
6. Chop the Flake® bars into about 2.5cm (1 in) pieces and open up so that you have thin spikes.
7. Start poking them into the icing, leaving space for the face.
8. Place the chocolate chips at the front of the cake for the eyes and noses.

Resources:

Ingredients (CHECK FOR ALLERGIES)

- 250g unsalted butter, softened
- 250g caster sugar
- 250g self-raising flour
- Pinch of salt
- 4 medium eggs
- 4 tablespoons milk
- 2 x 12-hole muffin tins, lined with paper cases

For the icing:

- 85g dark chocolate, chopped
- 40g margarine, at room temperature
- 150g icing sugar
- 65g soured cream
- 1/2 tablespoons golden syrup
- 2 Flake® bars (or similar food item to create hedgehog spikes)
- Chocolate chips for the eyes and nose

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources. **Captain's orders** with bug actions would go particularly well with this meeting. Young people do actions to various different bug-related commands – e.g. collect the honey (buzz around), spin a web (make star shapes with bodies), march like an ant (march along in a line), make a cocoon (curl up into a ball on the floor), flutter like a butterfly (emerge from cocoon and spread their wings). The anthill and beehive refer to each side of the room. When one of these is called children run to the respective side of the room. Last one there is out.





Reflect

(End of meeting - 5 minutes)

Round up

Gather the young people to sit in a circle to enjoy Karen's birthday tea party. Sing happy birthday to Karen and then ask the young people if they think Karen would enjoy these cupcakes.

Reward

Ask young people if they had a great time at Karen's birthday tea party and share what they enjoyed most. Then, hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog cupcakes
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Young people take any extra cupcakes home to talk about their learning from this meeting and to share with friends and family. Parents and carers are provided with the recipe in case they'd like to make these at home with their child.

Resources:

- Hedgehog cupcakes





Dear parents and carers,

In today's meeting, we had a tea party for Karen's birthday and we baked lots of hedgehog cupcakes. By participating in today's activities, your child earned a **Creativity Challenge sticker**.

Please encourage your child to talk about the tea party and how the cakes were made. You may want to have a go at making some at home, using the recipe below and take a photo of any cakes your child bakes to share with the rest of the group.

We look forward to next week's meeting!

Hedgehog Meeting Leader





Hedgehog Cupcake Recipe:

1. Set the oven to 190C, Gas Mark 5.
2. Tip the butter into a bowl and beat it until softened.
3. Add the sugar, flour, salt, eggs and milk and whisk until the mixture is smooth.
4. Use a traditional-style ice-cream scoop, or spoon, to divide the mixture between all the paper cases.
5. Place both muffin tins in the oven and bake for 15 minutes.
6. Then, swap over the position of the tins over and bake for a further 3-7 minutes, until both trays of cupcakes are a light golden colour.
7. Remove the tins from the oven.
8. Leave the cupcakes to cool in the tins for a few minutes, then transfer them to a wire rack to cool.

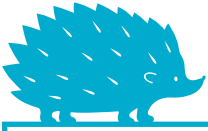
For the icing:

1. Place the chocolate and margarine in a microwave safe bowl and microwave for about 1 minute.
2. Take out and mix if not yet melted.
3. Put it in again until it's completely melted and combined. Be careful not to burn it.
4. Place mixture into a large bowl and add the icing sugar, soured cream and golden syrup and whisk until all well combined.
5. Spread the chocolate icing over the cupcakes generously.
6. Chop the Flake® bars into about 2.5cm (1 in) pieces and open up so that you have thin spikes.
7. Start poking them into the icing, leaving space for the face.
8. Place the chocolate chips at the front of the cake for the eyes and noses.



Hedgehogs

Nest meeting



Meeting:

C4: Jungle
life

Theme:

Creativity

Activity sticker:

Making jungle
salt dough characters

As part of this activity, young people will enjoy **trying new things** and will enhance their **problem-solving skills**. After this meeting, they are likely to understand more about animals and their habitats in **the world around them** and be more **imaginative** by **exploring and using** an unfamiliar **material**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images of different jungle animals for the story
- ☐ Four pieces of card each with a different jungle animal on it if playing the corners game
- ☐ Green leaves
- ☐ Ingredients for salt dough (see below)
- ☐ Pens
- ☐ Parent letters

Safety checklist:

Do a kitchen risk assessment, check for allergies and ensure the following:

- Wires from electrical equipment are not hanging down - someone could accidentally pull on them and injure themselves
- Everyone remembers to tidy up as they go along – a messy kitchen is a dangerous kitchen

For good kitchen hygiene, ensure the following:

- Everybody's hands are clean – they have washed them with soap or hand wash to kill any germs
- Young people are wearing aprons and their hair is away from their face or tied back
- All equipment is clean, and you have scrubbed down any surfaces with an antibacterial cleaner
- If young people have any cuts, you have covered them with a special blue plaster

Ensure young people understand the following:

- Even if they've already washed their hands, they must wash their hands again if they: blow their nose; cough or sneeze into their hands; touch their hair, any cuts or any spots and go to the toilet
- They must never do any cooking without the help of an adult
- They must always ask an adult to help them use equipment safely
- They must never run in the kitchen

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Out in the jungle (5 minutes)

Once upon a time there lived Michael and Rosie. These two little jungle friends loved to go out on walking adventures around their jungle home. Oh, I wonder what type of jungle creature Michael and Rosie are?

What animals do you know that live in the jungle? Do you know what these animals are called? (tigers, elephants, monkeys, snakes, lizards, frogs etc)

Wow! Today they're off to the jungle. They're going to hide and creep around the jungle to look at the different animals. How exciting! But who will they meet in the jungle? Hang on a minute, what's that noise?

Sssssssssssss! It's a.... snake!

Roooarrrrrr! It's a... tiger!

Snap snap snap! It's a... crocodile!

Oo ooo ah ah! It's a... monkey!

Oh, what fun! Would you like to join Michael and Rosie in the jungle?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of animals from the jungle.

Leader(s) and helpers can encourage the young people to say hello to Michael and Rosie.

Leader(s) and helpers can encourage young people to imagine what jungle animal Michael and Rosie are. Show them images of jungle animals to help them.

Pretend to creep through the jungle and making the sounds. Encourage the young people to join in. Have them guess each animal character before saying what they are.





Take action!

(Middle of meeting - 20 minutes)

Salt dough jungle characters (15 minutes)

Show the young people an example of a salt dough jungle animal character creeping around the jungle hiding behind the bushes (leaves and twigs). Explain that salt dough uses ingredients their parents will have in their kitchen and with it they can create all kinds of wonderful things.

Spread the salt dough ingredients across a flat surface and encourage young people to use their listening skills to follow the instructions. Remind them of the safety procedures (included in the training pack).

Instructions:

1. In a large bowl, mix the salt and flour together.
2. Gradually stir in water and a few drops of the brown food colouring.
3. Mix well until it forms a doughy consistency.
4. Sprinkle some flour onto the table.
5. Hand each young person an even amount of the dough to place onto the table.
6. Encourage them to knead the dough with their hands until it is smooth and combined.
7. Encourage the young people to create their jungle animal characters with the salt dough and other natural or dried food materials like twigs, pasta, rice or dried fruit and nuts (as long as there are no food allergies to these).

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

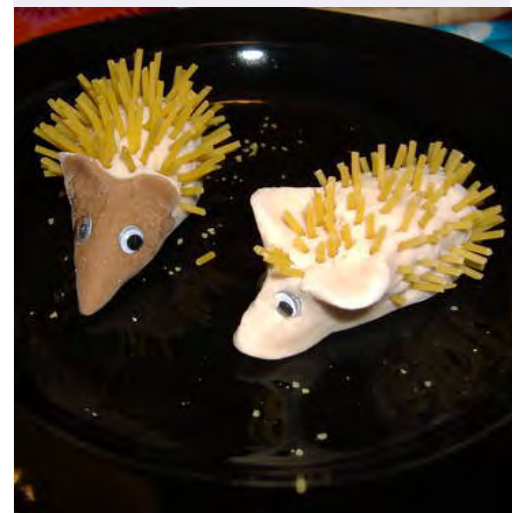
Resources:

CHECK FOR ALLERGIC REACTIONS TO SALT DOUGH

- Green leaves (for the characters to crawl around in - optional)
- A cup of salt
- 2 cups of flour
- A cup of water
- Brown food colouring (optional)
- Small twigs, different dried pasta shapes and rice for fur.

Leader(s) and helpers can support young people to listen effectively and follow instructions correctly by watching and asking them questions to check.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their jungle characters.





If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Corners could work well with this game. 4 pieces of card each with a different jungle animal should be placed in each corner of the room. Leader closes eyes and counts to 5. Young people run to a corner of their choice. Leader calls out an animal (or makes a sound that represents that animal) and all young people in that corner are out. Game continues until one person is left.

Resources:

- 4 pieces of card each with a different jungle animal on it

Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle to join Michael and Rosie and creep through the jungle. Place the green leaves in the middle of the circle to create a mini jungle for the characters to crawl around. Ask them what animals they can see and make the sounds.

Resources:

- Jungle salt dough characters
- Green leaves
- Hedgehog Sticker Log Books
- Stickers
- Parent letter

Reward

Ask the young people if they had a great time in the jungle today, what they enjoyed most and what they learned. Then, hand out the activity stickers for the Hedgehog Sticker Log Books.

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Share it!

(Activity at home)

Activity at home

Young people take the salt dough characters home to dry overnight. Encourage them to talk about their learning from this meeting and to share their jungle experience with friends and family. Can they create their own adventure story for their salt dough characters to go on? Parents will receive the instructions for making salt dough in case they'd like to have a go with their young person at home.

Resources:

- Jungle salt dough characters





Dear parents and carers,

In today's meeting, we went on an adventure to the jungle with Michael and Rosie and made salt dough jungle characters which you can dry out overnight or place in the oven at 180C. Salt-dough is a clay-like material that uses everyday ingredients you will find in your kitchen cupboards. By participating in today's activities, your child earned a **Creativity Challenge sticker**.

Please encourage your child to talk about what they saw and heard in the jungle with their family and friends. You may wish to use the instructions below to create more salt dough characters at home. If you do, don't forget to take a photo or bring them along to the next meeting.

Salt dough recipe

- Ingredients
- A cup of salt
- 2 cups of flour
- A cup of water
- Food colouring (optional)
- Small twigs or spaghetti pasta (if making a hedgehog)

Instructions:

1. In a large bowl, mix the salt and flour together.
2. Gradually stir in water and a few drops of the food colouring.
3. Mix well until it forms a doughy consistency.
4. Sprinkle some flour onto the table.
5. Place an even amount of the dough onto the table.
6. Knead the dough with your hands until it is smooth and combined.
7. Create your character with the salt dough and any other objects (for example we used twigs or dried pasta shapes for our hedgehog spikes).
8. Leave to dry overnight.

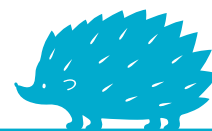
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

C5: Tidy-up hedgehogs

Theme:

Creativity

Activity sticker:

Making a tidy-up hedgehog

As part of this activity young people are more likely to play an **active role in their community**, value the **outdoors** and show **leadership** and **role model** skills. They will develop their **expressive art and design skills**, **exploring and using** a range of recyclable **materials** in **imaginative** ways.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images / teddies / puppets of hedgehogs
- ☐ Recyclable objects to be scattered around the room like litter and then used to create hedgehogs:
 - Cardboard boxes (one per child) for the tidy-up hedgehog
 - Extra cardboard
 - Crisp and chocolate wrappers
 - Yoghurt pots
 - Plastic bottles
 - Bottle lids (or buttons)
 - Drinking straws
- ☐ Parent letters

Safety checklist:

- Ensure that you are aware of and have actioned the following:
- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
 - Young people are supervised during the activity and given instruction in the safe use of any equipment used
 - Young people are supervised with one adult to every six young people plus the leader in charge
 - Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
 - Young people thoroughly wash their hands after each activity
 - Any spillage is cleaned up immediately and the floor is in a dry, safe condition
 - Leaders and helpers watch young people for any allergic reaction to materials used
 - Glues and adhesives are water-based and non-toxic
 - Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
 - Any faulty or damaged scissors are disposed of immediately
 - When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
 - A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Litter bugs (5-10 minutes)

Once upon a time there lived a hedgehog called Alana. She was a very friendly hedgehog who loved going to school.

Alana and her daddy just moved to a new town. She was very excited to be going to school again, because it had been a while and she missed playing with other young hedgehogs.

On the first day of her new school, Alana was a big brave girl. Even though deep down she was worried about making new friends, she held her head up high and walked into school on her own.

On the walk to her new school, Alana was shocked at all the litter she walked past. Who was responsible for leaving all this rubbish lying around? Why didn't they use a bin?

Alana decided to do something about all the litter. As she walked to school, she collected the litter in a bag. Can you help Alana collect all the litter?

Young people collect the litter you have placed around the room. Ask the group if they know what Alana could do with all the rubbish? Why is it important to put rubbish in the bin? Why is it important to recycle?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of hedgehogs
- Recyclable objects scattered around the room like litter:
 - Cardboard boxes
 - Extra cardboard
 - Crisp and chocolate Wrappers
 - Yoghurt pots
 - Plastic bottles
 - Bottle lids (or buttons)
 - Drinking straws

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Alana.

Leader(s) and helpers can ask young people to collect the litter quickly and bring it back to the circle.

Leader(s) and helpers can guide young people to respond to these questions, then take them to the activity area.



Take action! (Middle of meeting - 25 minutes)

Friendly hedgehogs (20 minutes)

Show the young people an example of a tidy-up hedgehog you made from recyclable material. This will be one of Alana's new school friends and these hedgehogs don't drop litter! They recycle and use bins.

Spread the recyclable items the group collected across a flat surface and encourage young people to use their imagination and ideas from the story, to create their own hedgehogs out of the plastic bottles and cardboard boxes. Ask the young people to give their tidy-up hedgehog character a name.

Instructions:

1. Build the body: cut out a circle on the side of a cardboard box, big enough to slide a plastic bottle in (this will be the nose)
2. Cut out four feet shapes from the spare cardboard. Glue or tape these to yoghurt pots or card tubes for legs and fix to the body
3. Cut out rows of spikes and individual triangles or straws and stick these onto the body (these are the spikes)
4. Prop the spikes up using cardboard tents.
5. Paint the hedgehog and stick down the eyes and nose using stickers, cardboard circles or bottle tops.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

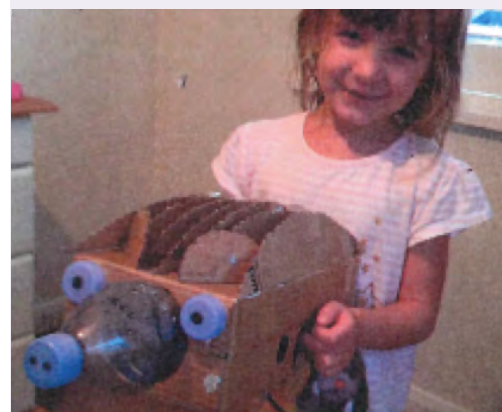
You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources. You could play **Traffic lights**, a fun five minute game. The leader calls out commands – either red, amber or green. Young people walk around in a circle. If the leader calls red - everyone stops, amber – everyone walks and green – everyone runs.

Resources:

- Cardboard boxes with holes already cut into them (see instructions)
- Extra cardboard with rows of spikes and feet shape either drawn on or cut out already
- Yoghurt pots
- Plastic bottles
- Bottle lids (or buttons)
- Straws
- Brown and black paint
- PVA glue
- Parcel tape
- Scissors
- Black and white stickers for eyes and nose
- Pens

Leader(s) and helpers can encourage young people and give praise for realising ideas and making connections. Encourage them to explain their ideas.

Leader(s) and helpers may provide support and prompts using the instructions above and by providing pre-cut shapes if necessary, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making their own tidy-up hedgehogs.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their tidy-up hedgehog to the rest of the group and explains their ideas. Ask the young people why it's important to use a bin and recycle, and what they enjoyed about today's meeting.

Reward

Ask young people what they enjoyed and what they have learned from today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Tidy-up hedgehogs
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their tidy-up hedgehogs home to share and continue Alana's story with their family and friends. Could they help their parents and carers with their household recycling? Or could they even encourage their family and friends to join them on a litter-pick?

Resources:

- Tidy-up hedgehogs





Dear parents and carers,

In today's meeting, we listened to a story about Alana the hedgehog who decided to keep her home town clean by picking up litter. We also had fun making our own tidy-up hedgehogs using some recyclable materials we collected. By participating in today's activities, your child earned a **Creativity Challenge sticker**.

Please encourage your child to use their tidy-up hedgehog character to share what happened in Alana's story, and to talk about the other activities they participated in.

You may wish to involve them in your own recycling activities by helping sort your recycling into categories or you may even encourage them to organise their own litter-pick in their local area.

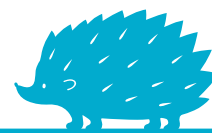
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

C6: Seed art

Theme:

Creativity

Activity sticker:

Making seed art

As part of this activity young people will be more open to **trying new things**. They will understand more about **the world around them** and will use their **imagination** by **exploring and using natural materials** creatively.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images of unusual flying creatures (mythical and real) you could include dragonfly, hummingbird, giant moth, bat, flying squirrel, unicorn, phoenix, dragon etc
- ☐ Paper with the outline of a bird
- ☐ Various seeds
- ☐ PVA glue
- ☐ Pots
- ☐ Googly eyes (optional)
- ☐ Parent letters

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Flying high (5 minutes)

Once upon a time there lived Harry the bird.

Harry had two fluffy wings made of feathers. He loved to fly up to the sky, and around and around in big circles.

Harry had lots of friends, who he calls his 'flying friends' and they would go on magical flying adventures together. What types of flying creatures might his flying friends be?

One day, they found a magic carpet and off they went. They were flying high into a magical garden with unicorns. Oh, I wonder what they got up to?

Before it was time for bed, Harry waved goodbye to his 'flying friends' then settled down for some yummy seeds to eat.

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of unusual flying creatures

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Harry. Can young people tell you what creatures they imagine his flying friends to be?

Leader(s) and helpers can guide young people to act out actions from the story, particularly flying and being in a magical garden.



Take action!

(Middle of meeting - 20 minutes)

Bird seed art (15 minutes)

Show the young people an example of the bird picture you made from seeds. This will be one of Harry's new flying friends. Ask young people to think of all the flying creatures they know of. You could show them some images of unusual flying creatures (these could be both mythical and real – make sure you ask which are real and which are made up) they may not have seen or heard of before as inspiration for their pictures.

Pour the seeds into pots and encourage young people to use their imagination and ideas from the story, to glue the seeds to the image of their chosen flying creature. Ask the young people to give their flying friend a name.

Tidy up time (5 minutes)

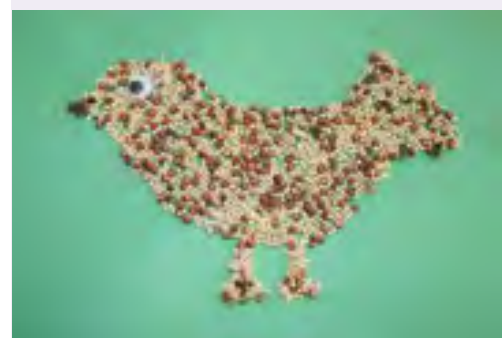
Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources. You could play **Matching pairs** with the images of flying creatures you have been using. Cut the pictures in to two pieces (not straight cut, more jagged so they fit together). Place one half of each of the cards on the floor. Young people work in teams taking it in turns to collect a half, and look for its matching half on the floor. Team with the most complete flying creatures wins. Can they tell you which of their creatures are real and which are made up?

Resources:

- Images of unusual flying creatures (mythical and real) You could include dragonfly, hummingbird, giant moth, bat, flying squirrel, unicorn, phoenix, dragon etc
- Outline of a bird or other flying creatures
- Seeds
- Googly eyes (optional)
- Pots for seeds
- PVA glue



Leader(s) and helpers may need to provide hands on support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making their own flying friend.

Resources:

- Images of unusual flying creatures (both mythical and real) cut in half. Could include dragonfly, hummingbird, giant moth, bat, flying squirrel, unicorn, phoenix, dragon etc



Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their flying friend to the rest of the group. The group then pretend to be Harry and his friends, flying around and enjoying magical adventures. Ask the young people how they think it might feel to be able to fly and what they enjoyed about today's meeting.

Reward

Ask young people what they enjoyed and what they have learned from today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Creature seed art
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their flying friend home to share and continue the story with their family and friends. They could have a go at some seed art of their own.

Resources:

- Creature seed art





Dear parents and carers,

In today's meeting, we listened to a story about Harry the bird, who loved to fly up high. We also had fun making our creatures out of seeds. By participating in today's activities, your child earned a **Creativity Challenge sticker**.

Please encourage your child to use their seed creatures to share what happened in Harry's story, and to talk about the other activities they participated in. You might even encourage them to do some bird watching at home or out and about for inspiration to create even more bird seed art at home.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

C7: Face food

Theme:

Creativity

Activity sticker:

Making face food

As part of this activity young people will be more likely to **try new things**, develop their **practical skills** and **independence**. They will **explore and use an unfamiliar material imaginatively** and develop their **listening** and **attention skills** along the way.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images / teddies / puppets of faces
- ☐ Mirrors
- ☐ Flour
- ☐ Raisins / nuts / sultanas
- ☐ Rolling pins
- ☐ Bowls
- ☐ Piece of wood or suitable surface
- ☐ Parent letters

Safety checklist:

Do a kitchen risk assessment, check for allergies and ensure that you are aware of the following:

- You avoid the use of knives at all times – if essential use round-headed safety scissors or a lettuce knife
- Wires from electrical equipment are not hanging down - someone could accidentally pull on them and injure themselves
- Everyone remembers to tidy up as they go along – a messy kitchen is a dangerous kitchen
- Young people are supervised with one adult to every six young people plus the leader in charge

For good kitchen hygiene, make sure you have followed the safety procedures:

- Everybody's hands are clean – they have washed them with soap or hand wash to kill any germs
- Young people are wearing aprons and their hair is away from their face or tied back
- All equipment is clean, and you have scrubbed down any surfaces with an antibacterial cleaner
- If young people have any cuts, you have covered them with a special blue plaster

Ensure young people understand the following:

- Even if they've already washed their hands, they must wash their hands again if they: blow their nose; cough or sneeze into their hands; touch their hair, any cuts or any spots and go to the toilet
- They must never do any cooking without the help of an adult
- They must always ask an adult to help them use equipment safely
- They must never run in the kitchen

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Let's face it (5 minutes)

Once upon a time there lived a boy called Mike.

He was 4 years old.

One day, Mike went on a train with his mummy and little sister to visit his granny. He was very excited to see his granny because she was lovely and gave him tasty treats.

Granny would always remind Mike and his sister to be kind to themselves by saying these words:

I like myself. I'm glad I'm me.

There's no one else I'd rather be.

I like my eyes, my ears, my nose.

I like my fingers and my toes.

Inside, outside, upside down.

From head to toe and all around

I like it all. It's all me.

And me is all I want to be!

Mike and his sister surprised their granny by making her some face food so she could feed the birds in her garden.

I wonder if she'll like the face food. Let's find out!

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Mike and his family.

Leader(s) and helpers can guide young people to play along with actions from the story and touching the body parts mentioned in the story.





Take action!

(Middle of meeting - 20 minutes)

Face food (15 minutes)

Show the young people an example of the face food you made from pastry. As a group, mix the ingredients together to create a pastry dough. Each young person is given a small ball of dough to create their face. Encourage them to look at their face in a mirror to help them during this activity. Can they make happy or silly faces and copy these?

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Mirrors
- Flour
- Raisins / nuts / sultanas
- Piece of wood or suitable surface
- Rolling pin



Leader(s) and helpers may need to provide hands on support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making their own face food.



Reflect

(End of meeting - 5 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their face food to the rest of the group. Ask the group what Mike's granny would say about the faces and what they enjoyed about today's meeting.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books. Provide additional stickers (optional) to stick onto young people's clothing.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Face food
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their face food home to share and to place in their garden or an outside space.

Resources:

- Face food





Dear parents and carers,

In today's meeting, we listened to a story about Mike who went to visit his granny. We also made fun face food to feed his granny's birds. By participating in today's activities, your child earned a **Creativity Challenge sticker**.

Please encourage your child to share what happened in Mike's story and help them to place the face food (uncooked pastry) in the garden, or in an outside space. Uncooked pastry is a great food to feed birds.

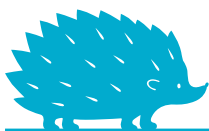
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

C8: Let's be creative

Theme:

Creativity

Activity sticker:

Creating a story character

As part of this activity, young people are more likely to **care about others**. This meeting develops their ability to **make relationships** and **manage their feelings and behaviour**.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | A doll and a small selection of toys to help tell the story |
| <input type="checkbox"/> | Emotion visuals (happy/sad/worried faces) |
| <input type="checkbox"/> | Wool |
| <input type="checkbox"/> | Twigs |
| <input type="checkbox"/> | Sparkles |
| <input type="checkbox"/> | Pens |
| <input type="checkbox"/> | Play dough |
| <input type="checkbox"/> | Toilet rolls |
| <input type="checkbox"/> | Lolly sticks |
| <input type="checkbox"/> | Tissue paper |
| <input type="checkbox"/> | Stones and other craft materials |
| <input type="checkbox"/> | Pens |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

It's playtime! (10 minutes)

Once upon a time, there lived a little girl called Carrie and she was 5 years old.

Carrie and her family had just moved to Cricklewood. At first, Carrie was HAPPY about the move, because she now had a nice big bedroom and lots of new toys.

However, she soon realised that because she was living in a new town, she didn't know anyone because all of her friends lived in her old town. She felt SAD. Oh dear, what should Carrie do?

Carrie's mummy decided to take her to an indoor play centre. The play centre had giant slides, carousel rides and a soft play ball pit. At first, she was HAPPY but she soon got really WORRIED because she didn't think anyone would want to play with her or be her friend.

Oh dear, what can we do to help Carrie?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Toys (from Carrie's new bedroom)
- Emotion visuals (happy/sad/worried faces)

Leader(s) and helpers can help young people to wave hello to Carrie and have the young people play out her feelings at each stage of the story by using happy and sad facial expressions.

Show emotion visual for happy, sad and worried faces and encourage the young people to imitate.





Take action!

(Middle of meeting - 17 minutes)

Carrie's new friends (15 minutes)

Show young people an example of a character you have made using craft materials. This is Bob, Carrie's new friend in the story. Inform them they will each be making new friends for Carrie out of the materials they can see. These new characters will join Carrie at the play centre and they're going to be 'super kind' to her.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Human Kim's game would work well as it encourages young people to think about the other members of the group. Ask young people to run or walk around the hall, they can pretend to be an animal. The leader says stop and all young people stand still with their eyes closed, the leader taps a young person on the shoulder and they crawl into a ball and are covered with a blanket. All other young people open their eyes and try to work out who is missing.

Resources:

- Wool
- Twigs
- Sparkles
- Pens
- Play dough
- Toilet rolls
- Lolly sticks
- Tissue paper
- Stones and other craft materials

Leader(s) and helpers can encourage young people to think about how they could create a character that that looks friendly and kind.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for Carrie's story, by making friends for her to play with.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person use their new character dolls to say kind things to Carrie. Inform them that friendship is so important, and we must always be kind and help others, especially if they are new. Ask them how Carrie feels now that she has all of these friends? What have the young people learned today?

Reward

Ask everyone what they enjoyed most about today and how they are going to be super kind to other young people that may be feeling sad or worried. Then, hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Story characters
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up, Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Young people take their story characters home to share what happened in today's meeting. Encourage them to spread friendship and kindness to everyone they meet.

Resources:

- Story characters





Dear parents and carers,

In today's meeting, we listened to a story about a girl called Carrie and how she felt when she moved to a new town. Then we created kind story characters so we could practise being friendly and welcoming to other children. By participating in today's activities, your child earned a **Creativity Challenge sticker**.

Please encourage your child to use their story character to share what happened in the story, and to talk about the other activities they participated in.

You may also wish to help them create even more kind story characters, or ask them to use their kind character to show you how they would respond to another child that was feeling sad or worried.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

H1: Save the hedgehogs

Theme:

Helping others

Activity sticker:

Making a 'save the hedgehogs' poster

As part of this activity, young people are more likely to **play an active role in their community**, **value the outdoors** and show **leadership** and **role model** skills. Teaching empathy towards animals develops **personal, social and emotional skills** and increases their **understanding of the world**.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images, teddies or puppets of a boy and a girl to help tell the story |
| <input type="checkbox"/> | Hedgehog factsheet (see below) |
| <input type="checkbox"/> | Large paper |
| <input type="checkbox"/> | Leaves (optional) |
| <input type="checkbox"/> | Hedgehog face/body outline |
| <input type="checkbox"/> | Pens |
| <input type="checkbox"/> | Glue |
| <input type="checkbox"/> | Any other suitable craft materials |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Save the hedgehogs (5-10 minutes)

Rayna and Lucas are best friends at school. They do everything together. They eat their lunch together, play outside in the playground together, do their homework together and have playdates after school together. They are the very best of friends!

One day, they decided to play a game to see how many hedgehogs they could find on their way to school. To their surprise, they couldn't find any hedgehogs. When Rayna and Lucas asked their teacher why there weren't any hedgehogs anywhere, he said the hedgehogs were asleep because they are nocturnal animals. He also said there are fewer hedgehogs around because there's not enough slugs, worms and insects for them to eat and people keep forgetting to be kind to hedgehogs.

What can we do to remind people to help save the poor little hedgehogs?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images
- Dolls or puppets of a boy and a girl

Leader(s) and helpers can ask the group to wave at Rayna and Lucas. Role play eating lunch, playing in the playground, doing homework and playdates. Encourage young people to demonstrate all the ways they show they are friends with someone.

Leader(s) and helpers may help young people role play the story's events and pretend to look for hedgehogs.

Leader(s) and helpers can ask, 'What do the young people know about hedgehogs?' Use the factsheet below to help them learn more.

Leader(s) and helpers can explore the young people's ideas about how best to save hedgehogs.



Take action!

(Middle of meeting - 17 minutes)

Save the hedgehogs posters (15 minutes)

Spend a little time telling the group some facts about hedgehogs using the factsheet. You could play true or false asking young people to stand or sit depending on whether they think a fact is true or false.

Show young people an example of a Save the Hedgehogs poster already made. Spread the resources across a flat surface and encourage young people to use their imagination, ideas from the story, and any facts they've learned to independently create their own Save the Hedgehogs poster.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

You could play **Find the hedgehog**. You will need enough sturdy card for each young person. Under one piece of card stick a picture of a hedgehog. Spread the cards face down on the floor whilst the young people run around. Once all the cards are down, ask the young people to stand on a card. When everyone is on a card the young people should turn the cards over and see who has found the hedgehog. Every time the hedgehog is found, ask the group if they can remember any facts they've learned about hedgehogs.

Resources:

- Large paper
- Leaves (optional)
- Hedgehog face/body outline
- Pens
- Glue
- Any other suitable craft materials

Leader(s) and helpers can encourage young people to think about how they could create a character that that looks friendly and kind.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the kindness story, by making posters.



Resources:

- Hedgehog image
- Sturdy card (one per young person)



Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle. Have each young person share their poster with the rest of the group and explain their ideas. Complete the story with each young person deciding where they want to place their poster. Ask the young people what they have learned about hedgehogs today and to describe how they think the hedgehogs would feel if they knew about the posters.

Reward

Ask the young people which part of today they enjoyed the most, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Posters
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

To help raise awareness of endangered hedgehogs, young people take their posters and the hedgehog factsheet home to share what happened in today's meeting and place their poster in a communal area at home, an outdoor space or even in school.

Resources:

- Posters
- Hedgehog Factsheet





Hedgehog factsheet



Hedgehogs are wonderful creatures that inhabit our gardens in the UK, and there are many friendly facts about hedgehogs for young people that you might like to know. Here are some of the fascinating things that your little ones might want to hear about.

Little legs walk far!

When hedgehogs are out to forage in the evening, they can travel for up to 2 miles, that's a long way for little legs.



They can protect themselves...

The hedgehog has a vulnerable stomach, which is why it curls up into a spiky ball when predators such as badgers are around.

Milk makes them sick!

Hedgehogs are actually lactose intolerant, so milk should never be left out for them, water is perfectly fine.

Hedgehogs can hibernate...

Hedgehogs have the ability to hibernate (although not all do), which makes them one of only three mammals that hibernate in the UK. Hibernating means that they hole themselves up and stay in a dormant state for winter.

They like to live alone...

Hedgehogs venture out on their own after only four to seven weeks of nurturing from their mother. They usually then spend their entire lives alone with the exception of pairing up to mate with another hedgehog.



Hedgehogs are a gardener's friend...

Hedgehogs have earned this reputation because of their eating habits. Not only do they enjoy berries and fruit but the staple of their diet is made up from pests that are common in our back gardens such as beetles and caterpillars. This helps preserve the fruit and vegetables you may have growing in your gardens.



They don't use their eyes to hunt...

They hunt primarily using their hearing and smell because their eyesight is not very good, although they can see quite well in the dark.

They have over 5,000 spikes!

Hedgehogs have around 5000 to 7000 spines on their back. These can be raised and lowered to respond to threatening situations. Each quill/ spine lasts about a year before dropping out and being replaced.



Their long snout is useful...

Hedgehogs have a really long snout to help them hunt. It is even ahead of their mouths as it makes it easier to forage for their staple diet of insects, worms, caterpillars and berries.

They are called 'hedgehogs' for a reason...

The 'Hedge' part of their name comes from where they build their nests hedges, bushes and shrubs. The 'hog' part comes from the small snorting/ grunting sound they make which is similar to a pig/ warthog.



There isn't just one species of hedgehog...

There are 15 different species of hedgehog in the world. Each are similar but have small characteristic and habitual differences. The UK only has one native species, the European Hedgehog.



They weren't always called hedgehogs...

The hedgehog was not always called a hedgehog. Before this they were called Urchins which led to the naming of Sea Urchins.

They like night-time best!

Hedgehogs are nocturnal which means that they sleep in the day and only come out at night.





Dear parents and carers,

In today's meeting, we listened to a story about Rayna and Lucas who decided they wanted to save the hedgehogs after finding out they were in danger. We also had fun learning about hedgehogs and making our own Save the Hedgehogs posters. By participating in today's activities, your child earned a **Helping Others Challenge sticker**.

Please encourage your child to use their poster, and the Hedgehog Factsheet to share what happened in the story, and to talk about the other activities they participated in.

Please also help them find a place where they can display their poster to educate other people about hedgehogs. You may also wish to take a photo of their poster in its new home, so they can share it with the rest of the group next week.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

H2: Sharing a shell

Theme:

Helping others

Activity sticker:

Sharing a shell

As part of this activity young people are more likely to make **meaningful friendships**, **care about others**, have **respect** and act as a **role model** to others. They will **use materials imaginatively** whilst developing their **personal, social and emotional awareness**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images, teddies or puppets of crabs
- ☐ Images of emotion faces
- ☐ Big shiny blanket or material
- ☐ Painted seashells (one each)
- ☐ PVA glue (or similar)
- ☐ Pipe cleaners
- ☐ Googly eyes (optional)
- ☐ Parent letters

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Sharing a shell (5-10 minutes)

Once upon a time there lived a crab called Alex. He loved to crawl along the seafront to look for tasty food to eat. Alex also loved to sunbathe, play games and swim in the sea.

But there was one thing that made Alex feel sad. He didn't have a shell to keep him warm when he was cold, or to hide under when he felt scared.

Alex had been searching for a shell for days but couldn't find anything. What can we do to help him? Let's go for a walk to see if we can find a shell.

Look, there's an extra big shell for Alex. Hooray!

Oh dear! Some of the other crabs were looking for shells along the beach. They were feeling really sad because they couldn't find any shells.

What do you think Alex did to help the other crabs?

He decided to do some 'good sharing' and invited the other crabs to join him under his shell. Come on, let's all go under!

Everyone stands under the shell (big shiny blanket or material) and walks towards the next activity.

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of crabs

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Alex.

Leader(s) and helpers can guide young people to role play actions from the story whilst showing emotion cards, particularly when Alex is feeling sad, happy and kind-hearted.

Leader(s) and helpers can guide young people to stand up, look around the circle and the room for a shell. Return to the circle and show a shiny piece of material or blanket (the shell). Guide young people towards saying 'good sharing'.



Take action!

(Middle of meeting - 20 minutes)

Crab friends (15 minutes)

Show the young people an example of the seashell crab you made earlier from the materials. Spread the resources across a flat surface and encourage the young people to use their imagination and ideas from Alex's story, to create their own crabs from the materials.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Painted seashells (one each)
- Pipe cleaners
- PVA glue (or similar)
- Googly eyes (optional)

Leader(s) and helpers may need to provide hands on support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create their own seashell crabs.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their seashell crab to the rest of the group and places it in the middle of the circle. Arrange the group to hold Alex's large shell (shiny blanket / material) above the seashell crabs, to act out 'good sharing.' Complete the reflection by asking the young people why it's important to help others and share with our friends.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Seashell crabs
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their seashell crabs home to share and continue Alex's story with their family and friends.

Resources:

- Seashell crabs





Dear parents and carers,

In today's meeting, we listened to a story about Alex the crab, who shared his shell with other crabs who didn't have a home. We also had fun making seashell crabs for the story. By participating in today's activities, your child earned a **Helping Others Challenge sticker**.

Please encourage your child to use their seashell crabs to share what happened in Alex's story, and to talk about the other activities they participated in. They could even use their crab to make up more stories about sharing. Maybe you could also help them practise their sharing skills with their own friends and family, just like Alex the crab.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

H3: Kindness puppet show -
part one

Theme:

Helping others

Activity sticker:

Kind
puppets

As part of this activity, young people are more likely to **show more care and respect to others**. This meeting will give them greater confidence in **making relationships** and in **managing their own feelings and behaviour**.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images, dolls and a teddy or puppets of boys and girls to help tell the story |
| <input type="checkbox"/> | Lolly sticks |
| <input type="checkbox"/> | Tissue paper |
| <input type="checkbox"/> | Pre-printed faces and clothing |
| <input type="checkbox"/> | Wool (for hair) |
| <input type="checkbox"/> | Fabrics |
| <input type="checkbox"/> | Pipe cleaners |
| <input type="checkbox"/> | Pens |
| <input type="checkbox"/> | Glue |
| <input type="checkbox"/> | Craft materials |
| <input type="checkbox"/> | Paper |
| <input type="checkbox"/> | Pencils |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Spreading kindness (5-10 minutes)

Once upon a time there lived a girl called Mary. Every day, Mary loved to play with her favourite teddy bear. Can you think of a name for her teddy?

Today was different because Mary was feeling very sad - she couldn't find her teddy anywhere. Oh dear! She looked everywhere but couldn't find it. She decided to ask her friend Raffie to help her find the teddy. Raffie helped Mary search high and low, then hey presto! Raffie found the teddy. Hooray!

Mary was so happy she gave Raffie a big hug for being so kind. Does anyone know what it means to be kind?

Mary heard her daddy calling her, so she rushed off to go home. Raffie was now feeling sad because he had no one to play with. Where's Mary gone? Then along came Loll who said, 'don't worry, I'll play with you.' Raffie and Loll had so much fun playing games! How kind of Loll to play with him. I wonder what games they played together.

After a while, it was time to go home so Loll waved goodbye. But when she was walking home, she fell over. Oh dear, but there's no one around to help her!

How can we show kindness to Loll?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, dolls and a teddy or puppets of boys and girls to help tell the story

Leader(s) and helpers can ask the group if they can think of a name for Mary's teddy and use drama to mimic the actions and characters of the story.

Leader(s) and helpers may show sadness on face for young people to demonstrate back to you. Then, show happiness and ask the young people to join in with the 'hooray!'

Leader(s) and helpers may provide the young people with examples if they are unable to explain what kindness is.

Leader(s) and helpers can ask young people to make up some of the games for Loll and Raffie. Helpers could remind young people of games they like to play.

Leader(s) and helpers can wave goodbye to the character then show sadness when he falls over.



Take action!

(Middle of meeting - 20 minutes)

Kindness puppet making (15 minutes)

Show young people an example of a puppet already made. Your puppet is Loll's character in the story. Inform them they will each be making two stick puppets out of the materials they can see. Their puppets will be new characters in the story and are going to be 'super kind' to Loll. Encourage young people to name and describe their puppets.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Lolly sticks
- Tissue paper
- Pre-printed faces and clothing
- Wool (for hair)
- Fabrics
- Pipe Cleaner
- Pens
- Glue
- Craft materials
- Paper
- Pencils

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the kindness story, by making puppets.

Leader(s) and helpers can encourage young people and give praise for realising ideas and making connections. Encourage them to explain their ideas.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person use their puppets to perform an act of kindness to Loll. Next, pass kindness around the circle where everyone takes it in turns with their puppets to be kind or helpful to the next set of puppets. Ask the group how they feel after the puppet show and what they have learned about being kind to others.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Puppets
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

To continue spreading kindness, young people take one of their puppets home to share what happened in today's meeting and perform acts of kindness with family and friends.

Resources:

- Kindness puppet
- *Please keep the second puppet the young person created for the next meeting





Dear parents and carers,

In today's meeting, we listened to a story about three friends called Mary, Raffie and Loll who are very kind to each other. Then we made puppets and used them as characters in the story. By participating in today's activities, your child earned a **Helping Others Challenge sticker**.

Please encourage your child to use their puppet to share what happened in the story, and to talk about the other activities they participated in. You may ask them to use their puppet to show you how they will show kindness to others in future.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

H4: Kindness puppet show - part two

Theme:

Helping others

Activity sticker:

Kindness in my community

As part of this activity, young people are more likely to play an **active role in their community**, have more **courage to take risks** and will develop their **role model** skills. The performance will help develop their **speaking**, and **physical moving and handling** skills.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images, teddies or puppets of hedgehogs
- ☐ Kindness Puppets (created last meeting)
- ☐ Risk Assessment (see training pack)
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Spreading kindness everywhere

(5 minutes)

Using the puppets from the last meeting, reintroduce Loll's character to the group.

Hello everyone! Remember me from our last meeting? Thank you for being so kind when I fell over. It made me feel really happy. Today we're going on a special visit. We're going to cheer some people up at (INSERT PLACE) by singing our lovely hedgehog songs and performing our kindness puppet show.

It's going to be good fun, so let's get ready.

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of hedgehogs

Leader(s) and helpers can wave hello to Loll. For any young people missing from the last meeting – encourage those that were present to recap on the full story.





Take action!

(Middle of meeting - 30 minutes)

Kindness puppet show (20-30 minutes)

After young people put on their coats, remind them of the road safety procedures (included in the training pack) and to always listen to the adults they are with.

Take them for a pre-arranged excursion to the local community centre, hospital ward or residential home. If this is not possible, invite the local community and/or family members to the meeting.

Use the following as a draft guide schedule for your Puppet Show:

1. Sing the **Hello Hedgehogs** song
2. Each young person introduces their puppet character
3. Puppet Show: repeat Mary's Kindness story (last meeting)
4. Continue the puppet show with Loll's Kindness story
5. Take turns for each puppet to pass kindness around the group
6. Encourage audience participation – e.g. feedback on their enjoyment of the show
7. Sing the **Goodbye Hedgehogs** song

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Puppets for puppet show
- Road safety procedures (see training pack)

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own puppet show.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person share their favourite part of today's puppet show. Ask each young person to describe what they enjoyed about today's meeting and how they feel after performing the kindness puppet show.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Puppets
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

To continue spreading kindness, young people take their remaining puppet home to share what happened in today's meeting. They are also encouraged to perform acts of kindness with family and friends.

Resources:

- Kindness puppet





Dear parents and carers,

In today's meeting, we performed a puppet show about three friends called Mary, Raffie and Loll who are very kind to each other. We used puppets we had made as characters in the story. By participating in today's activities, your child earned a **Helping Others Challenge sticker**.

Please encourage your child to use their puppets to share what they have learned about kindness, and to talk about the puppet show they performed in. You may also encourage them to use their kindness puppets, and possibly to create more puppets, to perform their kindness story to other family members or friends.

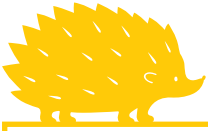
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

H5: Fundraising superstars!

Theme:

Helping others

Activity sticker:

Fundraising skills

As part of this activity young people are more likely to play an **active role in their community**, **care about others** and act as a **role model** to help others and make a positive difference. Their **personal, social and emotional awareness** is developed, as is their **understanding of the world**, especially in terms of **people and communities**.

Resources for session:

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images, teddies or puppets of puppies |
| <input type="checkbox"/> | Stars made out of salt dough |
| <input type="checkbox"/> | PVA glue |
| <input type="checkbox"/> | Craft decorations |
| <input type="checkbox"/> | Ribbons |
| <input type="checkbox"/> | Pens |
| <input type="checkbox"/> | Emotion cards |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Star the puppy (5-10 minutes)

Once upon a time there lived a puppy called Nics. He was a very happy puppy who loved to play ball games in the park with Asha, his sister.

One day, Nics and Asha were playing in the park. They were having a great time!

Asha noticed another puppy all by himself. He was very little and looked very sad.

'Hello, I'm Asha, what's your name?' said Asha. 'My name is Star, nice to meet you.' said the little puppy. 'Would you like to play with us?' said Asha. 'Of course!' said Star.

Asha, Nics and Star played lots of games and had so much fun! I wonder what games they were playing?

When it was time to go home, Star began to look sad again.

Oh dear! 'What's wrong Star?' said Nics. 'I'm really sad because I don't have a warm kennel to sleep in at night. I don't have a home.' Asha and Nics gave Star a very big hug, which made him feel a bit better.

Nics looked at Asha and said, 'What can we do to help Star and other animals like him find a new home?'

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of puppies
- Balls

Leader(s) and helpers can encourage young people to wave, whilst saying hello to the characters.

Leader(s) and helpers can guide young people to play out the actions from the story whilst showing emotion cards, particularly when Nics, Asha and Star are feeling happy and sad.

Leader(s) and helpers can ask the young people what games the puppies played?

Leader(s) and helpers can guide young people to talk about fundraising.



Take action!

(Middle of meeting - 20 minutes)

Superstar fundraisers (15 minutes)

Show the young people an example of the star you decorated earlier using the materials. Inform them they will be making lots of these stars to take home and sell to their family and friends. By becoming superstar fundraisers, the money they raise will go towards a local animal shelter or your group's chosen charity.

Before the Meeting:

Due to time constraints, please prepare the salt dough stars before the meeting. Use salt, flour and water to create the dough, then pre-cut the dough into star shapes and leave them out dry overnight. Remember to piece a hole into the point of each star. Once the stars are dry, paint each star for each young person to decorate.

During the Meeting:

Spread the resources across a flat surface and encourage the young people to use their creativity and imagination to decorate their own stars.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Salt dough stars
- Paint
- Decorative craft materials to sprinkle onto each star
- Ribbon or string
- Pens
- PVA glue (or similar)

Leader(s) and helpers may need to provide hands on support and prompts, particularly when threading the ribbons into each star but the emphasis should be placed on young people using their creative skills and independence to create their own stars.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their decorative stars to the rest of the group and places it in the middle of the circle. Ask them what they think Star the puppy, would say about the decorations, then ask the young people to make a wish so Star finds a new home. Complete the reflection by reminding the young people to sell their stars to fundraise.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Salt dough stars
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their stars home to sell to their family and friends.

Resources:

- Salt dough stars





Dear parents and carers,

In today's meeting, we listened to a story about Star, the puppy who had no home. We also discussed how fundraising can help animals like Star find a new home. By participating in today's activities, your child earned a **Helping Others Challenge sticker**.

In light of Star's story, our Hedgehog Nest will be raising funds for _____ charity. We have made lots of little stars for the young people to sell to their family and friends for £_____ each.

Please support your child by selling their stars to as many people as possible and returning the funds raised to the next meeting. Many thanks!

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

H6: Helping my community

Theme:

Helping others

Activity sticker:

Get well soon cards

As part of this activity, young people are more likely to play an **active role in their community** and **care about others**. This meeting will enhance their **understanding of the world** by teaching them it is important to care about **people in their community**.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images, teddies or puppets of hedgehogs |
| <input type="checkbox"/> | Folded card |
| <input type="checkbox"/> | Tissue paper |
| <input type="checkbox"/> | Craft materials |
| <input type="checkbox"/> | Glue |
| <input type="checkbox"/> | Childrens' scissors |
| <input type="checkbox"/> | Pens |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Hope you feel better (5-10 minutes)

One day, Bobbie the hedgehog was out and about wandering around town. He was searching the grounds for delicious food to eat. I wonder what hedgehogs eat?

They eat insects, worms and even slugs! Ewww. But this helps him keep strong and gives him energy.

On his way to the park, Bobbie heard a loud sneeze, groaning and people coughing. He looked up and noticed he was walking past the main hospital. Bobbie climbed up and looked in the window. He recognised his friend Louisa. She looked very sick.

Bobbie wanted to do something kind to help Louisa feel better. I wonder what he can do? Any ideas?

Bobbie decided to make her a really nice, shiny, colourful, happy get well soon card to make her feel better.

What can we do to make other young people in our local hospital feel better?

(This can be changed to doctor's surgery if more appropriate)

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of hedgehogs

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Bobbie. Explain that a hedgehog's long snout helps them sniff out food. Imitate the sniffing actions Bobbie would make.

Leader(s) and helpers may help young people to guess what hedgehogs eat.

Leader(s) and helpers may provide pre-recorded sounds of people coughing and sneezing – or ask the young people to mimic these sounds.

Remind them that when they cough or sneeze themselves they should always catch their germs in a tissue to stop them spreading.





Take action!

(Middle of meeting - 30 minutes)

Make get well soon cards (15 minutes)

Show the young people your example of a get well soon card and say this is what Bobbie gave to Louisa. Spread the resources across a flat surface and encourage young people to use their imagination and ideas from the story, to independently create their own get well soon cards.

Off to the post box (optional) (5 minutes)

Ask young people to put on their coats, remind them of the road safety procedures and to always listen to the adults they are with.

Post the cards in a large envelope by taking the young people for a walk to a local post box in the immediate vicinity.

It would be a good idea to liaise with a local hospital, care home, hospice or children's ward, prior to the meeting who would be happy to receive the get well soon cards.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Hygiene Charades would go particularly well with this meeting. Help young people get the motions right by playing hygiene charades. One young person picks an action for hygiene, such as brushing teeth, coughing into a sleeve or taking a shower. Then the young person acts out the hygiene habit without using any words. The other young people guess what action is being portrayed and then you talk about the proper way to do each hygiene habit.

Resources:

- Folded card
- Tissue paper
- Craft materials
- Glue
- Children's scissors
- Pens

Leader(s) and helpers can encourage young people and give praise for realising ideas and making connections. Encourage them to explain their ideas.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making a get well soon card.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle. Have each young person share their card with the rest of the group and explain their ideas. Do they think Louisa from the story would have liked their card? Ask them to describe what they enjoyed about today's meeting and why.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Ask young people to use their get well soon cards to share what happened during this meeting with their family and friends. What did they enjoy? Why did they make get well soon cards?

Resources:

- Get well soon cards





Dear parents and carers,

In today's meeting, we listened to a story about Bobbie, a hedgehog who made a get well soon card for his sick friend Louisa. We also had fun making get well soon cards to cheer up other children being treated at our local hospital. By participating in today's activities, your child earned a **Helping Others Challenge sticker**.

Please encourage your child to use their get well soon card to share what happened in the story, and to talk about the other activities they participated in. You may wish to help them think about other types of greetings cards they could make for their friends and family, to make them feel loved, cared for or appreciated.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

**H7: Cheering up
my community**

Theme:

Helping others

Activity sticker:

**Making cheery
faces**

As part of this activity, young people are more likely to **care for others**, support their **personal wellbeing** and understand how they can make more **meaningful friendships**. They will have **increased self-awareness** and understand how to **manage their feelings and behaviours** more effectively.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images, teddies or puppets of a kangaroo for the story
- ☐ Paper plates
- ☐ Cotton wool
- ☐ Tissue paper
- ☐ Glue
- ☐ Craft materials
- ☐ String to hang faces up
- ☐ Parent letters

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Cheer up Roo! (5 minutes)

Roo the cheerful kangaroo loves to hop and bounce to every place he goes to. He's a happy kangaroo who likes to cheer everyone up in his community.

In the mornings Roo hops to the shops to collect some milk and says hello to everyone. In the afternoons, he hops over to the farm to eat some delicious grass for lunch (yum yum!). Then in the evenings, Roo hops into his bed for a good night's sleep. Good night Roo.

One morning, Roo woke up and was just about to hop out of bed, to enjoy his day. But when he tried to get up, he felt sad, so he was not able to get up or hop anywhere, and he stayed in bed.

Roo's mummy, daddy and all of his friends tried to cheer him up by telling him jokes and tickling him, but nothing seemed to help.

What can we do to cheer Roo up?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of a kangaroo

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Roo. Young people wave and say hello to each other. Act out the story – hop around happily, pretend to eat, curl up to sleep.

Leader(s) and helpers may help young people think of ideas to make Roo feel better





Take action!

(Middle of meeting - 20 minutes)

Make cheery faces (15 minutes)

Show the young people your example of a cheery face on a paper plate and ask if they think this will help cheer Roo up. Spread the resources across a flat surface and encourage young people to use their imagination and ideas from the story, to independently create their own cheery (or funny and silly) faces for Roo.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Sleeping kangaroos would work well with this meeting. All young people lie down and pretend to be asleep, while an adult walks around them. Any caught moving are out.

Alternatively, you could play **Musical Statues**, where young people jump around like kangaroos while the music plays and freeze when the music stops. If they wobble or move they are out. When young people are out, they try and make the kangaroo statues move by making silly faces at them, to make them laugh.

Resources:

- Paper plates
- Cotton wool
- Tissue paper
- Glue
- Craft materials
- String to hang faces up

Leader(s) and helpers can encourage young people and give praise for realising ideas and making connections. Encourage them to explain their ideas.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making a cheery face.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle. Have each young person share their cheery face with the rest of the group and explaining their ideas. Complete the story with each young person pretending to give the cheery faces to Roo. Encourage the young people to hop around because they have helped to cheer him up.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Cheery faces
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage young people to take their cheery faces home to spread happiness into the community. Hang their cheery face up in a communal area either inside the home or in an outside space.

Resources:

- Cheery faces





Dear parents and carers,

In today's meeting, we listened to a story about a sad Kangaroo called Roo. We made cheery faces to try and cheer him up. By participating in today's activities, your child earned a **Helping Others Challenge sticker**.

Please encourage your child to use their cheery face to share what happened in the story, and to talk about the other activities they participated in.

You may also wish to help them find a good home for their cheery face, so they can spread happiness to friends or family.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

**H8: Sharing
is caring**

Theme:

Helping others

Activity sticker:

**Caring for
my community**

As part of this activity, young people are more likely to play an **active role in their community**, **care about others** and show **leadership** by acting as a **role model** to help others and make a positive difference. This meeting will help them **understand the world around them** better by showing them how important it is to care for **people in their community**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images, teddies or puppets of a rabbit
- ☐ Donations from young people's families: small soft toys, toothpaste, tinned food, clothing, practical items
- ☐ A ready-made care package
- ☐ Boxes/baskets/bags
- ☐ Light packaging materials
- ☐ Tea Towel and tray if playing Kim's Game
- ☐ String
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Young people are supervised with one adult to every six young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Note for leader: Before the meeting, provide parents and carers with the Care Package Donations List (included below) so they know what they can donate. You may also want to research local food banks and contact representatives so you can share who you will donate care packages to, following the meeting. More ideas and advice can be found here <https://www.trusselltrust.org/get-help/emergency-food/food-parcel/> and you can find a local foodbank here <https://www.trusselltrust.org/get-help/find-a-foodbank/>

Let's get started!

(Start of meeting - 25 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Spreading kindness (5 minutes)

Once upon a time there lived a rabbit called Russo. He was a very kind rabbit who liked to help people whenever they were feeling sad.

One day, it was very windy. As the winds became stronger and stronger, some of the rabbit nests in the forest got blown away. This meant that lots of little bunny rabbits in the community didn't have a place to call home, which made Russo feel very sad.

Russo decided to take action and do something kind for his community by helping the homeless rabbits. I wonder what he could do?

He decided to find them new homes and make care packages for the rabbits. Care packages are donations of toys, food and other things that are no longer needed to help cheer other people up.

How can we do the same for our community?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of a rabbit

Leader(s) and helpers can ask the group to say hello to Russo.

Make wind sounds and show sadness on your face for young people to demonstrate back to you.

Leader(s) and helpers can ask young people how can Russo be kind to the other rabbits?



Take action! (Middle of meeting - 20 minutes)

Care packages (15 minutes)

Show an example of a care package you have made. Inform them that just like Russo in our story, they will be making their own care packages to help people in their local community. Spread the resources into organised sections across a flat surface. Guide young people to create their own care packages.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

Resources:

- Donations from young people's families:
 - Small soft toys
 - Toothpaste
 - Tinned food
 - Clothing
 - Practical items
- Boxes/baskets/bags
- Light packaging materials
- String

Leader(s) and helpers can encourage young people and give praise for realising ideas and making connections. Encourage them to explain their ideas.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their independence to create their own care packages.



If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

You could play **Kim's game** with one of the care packages a young person has made. Arrange a variety of objects on a tray and give all the young people a few minutes to look at and memorise the items, but not move them. Cover the tray with a blanket or tea towel and remove one item. Show the items to the young people and they have to guess which item is missing.

Resources:

- Tea towel
- Tray



Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person share and explain their care package choices. Ask the group what they think Russo would say about their care packages. How have they been kind today and how did that make them feel?

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Care packages
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Leader(s) can arrange to take the care packages to the local food bank or organise for a representative to collect the packages in a meeting and personally thank the young people.

Share it!

(Activity at home)

Activity at home

Ask young people to share what happened during this meeting with their family and friends. What did they enjoy? Why did they make the care packages? Could they encourage them to donate items as well?





Donations needed for care packages

In our next meeting, we will be creating care packages that will be donated to our local food bank to help people in the area. To create these packs, we need parents and carers to donate items they no longer need, could easily replace or have multiples of. These should not be expensive or difficult to replace, but useful everyday items that you could find at the back of your cupboard. Possible ideas for donations could include:

- Cereal
- Soup
- Pasta
- Rice
- Tinned tomatoes/ pasta sauce
- Lentils, beans and pulses
- Tinned meat
- Tinned vegetables
- Tea/coffee
- Tinned fruit
- Biscuits
- UHT milk
- Fruit juice or squash
- Toiletries – deodorant, toilet paper, shower gel, shaving gel, shampoo, soap, toothbrushes, tooth paste, hand wipes
- Household items – laundry liquid detergent, laundry powder, washing up liquid
- Feminine products – sanitary towels and tampons
- Baby supplies – nappies, baby wipes and baby food
- Small toys
- Clothing



Dear parents and carers,

In today's meeting, we listened to a story about a helpful rabbit called Russo, and learned about how we can help others by donating the items you kindly provided to our local food bank. Thank you for your contributions, we had a lot fun making care packages and they are going to a very good cause. By participating in today's activities, your child earned a **Helping Others Challenge sticker**.

Please encourage your child to talk about the activities they participated in today. You may also help them tell other family and friends about their care package to encourage them to make, and donate, a care package themselves.

Visit <https://www.trusselltrust.org/> for more ideas, information and to find food banks in your local area. If you create any care packages, remember to take a photo so they can share it with the rest of the group.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

O1: Hibernating hedgehogs

Theme:

Outdoors

Activity sticker:

Making a hedgehog home

As part of this activity, young people will learn to **value the outdoors** more, enhance their **problem-solving skills** and show **leadership** by acting as a **role model** and making a positive difference. By learning about animals and their natural habitats and behaviours, they will come to better **understand the world around them**.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images, teddies or puppets of hedgehogs |
| <input type="checkbox"/> | Strong cardboard boxes |
| <input type="checkbox"/> | Newspaper |
| <input type="checkbox"/> | Dry grass |
| <input type="checkbox"/> | Twigs |
| <input type="checkbox"/> | Leaves |
| <input type="checkbox"/> | Childrens' scissors (or adult support for sharp scissors) |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Harry the hedgehog story (5-10 minutes)

Once upon a time there lived Harry, the hedgehog. Everyone let's say hello to Harry.

Harry was a very friendly hedgehog who had lots of friends, including Sam, Holly and Baz. These were Harry's very special friends. They would go everywhere together to have lots of fun. Oh, I wonder what things they did to have fun?

But when the weather started to get cold, Harry and his friends would feel tired, so they'd wander off, each curl up into a ball and have a nice, long sleep.

The days, weeks and months went by, then all of a sudden, it was springtime! Wakey, wakey everyone, rise and shine! Sit up Hedgehogs and welcome back. Hang on a minute, who's missing from the nest? Let's see if we can find out by gently lifting up this blanket. Great! Welcome back everyone.

Harry the hedgehog and his friends slept for a really long time during the cold winter months. How can we make sure they're nice and warm next time, when it's cold outside?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of hedgehogs

Leader(s) and helpers can encourage young people to wave whilst saying hello to Harry. Young people wave to Harry's friends.

Leader(s) and helpers can encourage young people to describe some fun activities for the hedgehogs and play them out? Remember to add movement and actions e.g. dancing, to emphasise the story.

Encourage young people to yawn, stretch, and then use their bodies to curl up on the floor and pretend to sleep.

Place a blanket or coat over one of the young people and quietly ask them to pretend to keep still under the covers when everyone else wakes up.





Take action!

(Middle of meeting - 20 minutes)

Make a hedgehog house (15 minutes)

Show the young people an example of a hedgehog home you have made for Harry. Spread the resources across a flat surface and encourage young people to use their imagination and ideas from the story, to independently create their own hedgehog homes for Harry and his friends.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

Resources:

- Strong cardboard boxes
- Newspaper
- Dry grass
- Twigs
- Leaves
- Children's Scissors (or adult support for sharp scissors)

Leader(s) and helpers may help young people make connections with the story. What could they include in their house to make the hedgehogs more comfortable? What do they have in their rooms?

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making a home for the hedgehogs.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Sleeping hedgehogs would go particularly well with this meeting. All young people lie down and pretend to be hedgehogs asleep in their new homes. An adult walks around them, any caught moving are out.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle. Have each young person share their hedgehog home to the rest of the group and explain their ideas. Encourage young people to name the home and ask them how Harry and his friends would feel in their new home. Ask them to describe what they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog homes
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

To keep a local hedgehog nice and warm, young people are encouraged to take their 'hedgehog homes' with them to place in their own garden or an outside space and take a photo of their hedgehog home in situ.

Resources:

- Hedgehog home

Hedgehogs can be a little fussy about where they live. The box needs to be out of direct sunlight and the front entrance should be out of the wind. More tips can be found here

<https://www.rspb.org.uk/get-involved/activities/give-nature-a-home-in-your-garden/garden-activities/giveahogahome/>





Dear parents and carers,

In today's meeting, we listened to a story about Harry the hedgehog, and how he liked to sleep through the cold winter months. We also had fun making a winter home for a local hedgehog. By participating in today's activities, your child earned an **Outdoors Challenge sticker**.

Please encourage your child to use their hedgehog home to share what happened in the story, and to talk about the other activities they participated in.

You may wish to help them find a good place for their hedgehog home so they can help hedgehogs in their garden or local area and take a photo that they can share with the rest of the group. Hedgehogs can be a little fussy about where they live so make sure their hedgehog home is out of direct sunlight and the front entrance is out of the wind. More tips can be found here <https://www.rspb.org.uk/get-involved/activities/give-nature-a-home-in-your-garden/garden-activities/giveahogahome/>

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

O2: Spot the hedgehog food

Theme:

Outdoors

Activity sticker:

Making bugs

As part of this activity young people will learn to **value the outdoors**. They will gain a better understanding of **the world around them** and by creating play dough bugs, they will develop their **moving and handling skills** and **imaginatively** apply their experiences in nature.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images / teddies / puppets of hedgehogs |
| <input type="checkbox"/> | Shoebox (or similar) with real bugs |
| <input type="checkbox"/> | Children's magnifying glasses |
| <input type="checkbox"/> | Pipe cleaners |
| <input type="checkbox"/> | Playdough |
| <input type="checkbox"/> | Craft googly eyes |
| <input type="checkbox"/> | Paper (or card) |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions / allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Time for dinner (5-10 minutes)

Once upon a time there lived Riana and Mitchell.

They were two little hedgehogs who loved to play outside and go for adventures, especially in the dark.

One evening they were going for a wander, when Mitchell said, 'I'm hungry' as he rubbed his tummy. Riana looked at him and said, 'Don't worry Mitchell, let's see if we can crawl around and find some food delicious food.' But what should they have to eat?

Come on, let's have a crawl around for some food for the hedgehogs?

Oh dear! There's no food in here, what shall we do?

Resources:

- Images for self-registration
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images
- Teddies or puppets of hedgehogs.

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Riana and Mitchell.

Leader(s) and helpers can guide young people to tell you the things that hedgehogs eat: examples include: worms, beetles, slugs, caterpillars, earwigs and millipedes.

Leader(s) and helpers can encourage the young people to pretend to be hedgehogs crawling around looking for food.



Take action!

(Middle of meeting - 20 minutes)

Making bugs (15 minutes)

Inform the young people that they are going outside to find some food for Riana and Mitchell. After they put on their coats, remind them of the road safety procedures and to always listen to the adults they are with.

Please note, during wet weather conditions, or if there are any accessibility constraints, this activity can take place indoors.

If time is limited, prepare the materials beforehand, by placing real worms or bugs in a designated area or shoebox for the young people to find. Return to headquarters make playdough bug and worm characters based on the real ones they have seen.

Help the young people wash their hands and settle down for the closing ceremony.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Helpers can support with putting on coats.

Leader(s) can inform group of road safety procedures and bring risk assessment.

Resources:

- Torches
- Children's magnifying glasses (ideally one per child)
- Pipe cleaners
- Playdough
- Googly eyes
- Paper or card (for wings)

Leader(s) and helpers can help the young people use torches to find things that hedgehogs like to eat and use the magnifying glass to look for worms and bugs. Encourage them to use their imagination and ideas from the story whilst looking for bugs.



Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their sense of adventure and independence to create their own worms and bugs.



Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person place their bugs in the centre of the circle. Young people then pretend to be the characters of Riana and Mitchell, by crawling towards the bugs and picking them up with their hands. Ask the young people what they enjoyed about today's meeting.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Playdough bugs
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their playdough bugs home to share and continue Riana and Mitchell's story with their family and friends, and to teach people about hedgehogs.

Resources:

- Playdough bugs





Dear parents and carers,

In today's meeting, we listened to a story about two little hedgehogs called Riana and Mitchell. We also looked for real bugs and made hedgehog food (more bugs!) out of playdough. By participating in today's activities, your child earned an **Outdoors Challenge sticker**.

Please encourage your child to use their playdough bugs to share what happened in Riana and Mitchell's story, and to teach their friends and family what they have learned about hedgehogs.

You may even consider leaving some food and fresh water to encourage hedgehogs to visit your garden. The RSPCA advises leaving out tinned dog or cat food (not fish-based) and crushed dog or cat biscuits. Never leave milk out for a hedgehog as it will make them very sick. If you are lucky enough to see a hedgehog in your garden, don't forget to take a photo to share with the group!

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

O3: Build a bug house

Theme:

Outdoors

Activity sticker:

Building a bug house

As part of this activity, young people will learn to **value the outdoors** more, have more courage to **tackle challenging activities**, enhance their **problem-solving skills** and develop their **team working** skills. They will develop their **understanding of the world** as well as their **physical moving and handling** skills.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Real bugs (two to three) |
| <input type="checkbox"/> | Children's magnifying glass (ideally one per child) |
| <input type="checkbox"/> | Pine cones |
| <input type="checkbox"/> | Sticks |
| <input type="checkbox"/> | Leaves |
| <input type="checkbox"/> | Twigs |
| <input type="checkbox"/> | Wood |
| <input type="checkbox"/> | Bricks (adults only) |
| <input type="checkbox"/> | Slates (adults only) |
| <input type="checkbox"/> | Camera phone or iPad |
| <input type="checkbox"/> | Stones |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Note for leader:

Before this meeting, please ask the parents to provide items for the bug house e.g. twigs and stones.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Bug house (5 minutes)

Once upon a time there lived a bug called Charlie.

He was a tiny little bug who lived under a tree with hundreds of other tiny little bugs.

One day, Charlie received a letter from his friend Naomi. She was coming to visit him with her family. Naomi has lots of other bugs in her family – over one hundred of them.

Oh dear! Charlie would love to see Naomi, but he doesn't have enough room under the tree.

What shall we do to help him?

Resources:

- Images for self-registration
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Bugs

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Charlie. Show them the bugs you collected earlier.

Leader(s) and helpers can encourage the young people to crawl around and pretend to be bugs.

Leader(s) and helpers can guide young people to tell you what they can do to help Charlie find room for Naomi.



Take action!

(Middle of meeting - 20 minutes)

Making a bug house (15 minutes)

Inform the young people that they are going to use the materials they brought in to make a house for Charlie. It will be so big everyone will be able to have a place to snuggle up and sleep. They'll make the house in the park or a suitable outdoor space. After they put on their coats, remind them of the road safety procedures and to always listen to the adults they are with.

Please note, during wet weather conditions, or if there are any accessibility constraints, you could construct the bug house indoors and move it outdoors later on.

Encourage young people to use their imagination and ideas from the story to build the house. Provide full support to help the young people decide on the structure of the bug house and then as a group, build the layers to create the bug house. If any young people brought items in from home e.g. stones or twigs, ask them to take turns to place these items into or on the structure. Take photos of how the bug house developed throughout the process.

Return to headquarters

Help the young people wash their hands and settle down for the closing ceremony.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Captain's orders with bug actions would go particularly well with this meeting. Young people do actions to various different bug-related commands – e.g. collect the honey (buzz around), spin a web (make star shapes with bodies), march like an ant (march along in a line), make a cocoon (curl up into a ball on the floor), flutter like a butterfly (emerge from cocoon and spread their wings). The anthill and beehive refer to each side of the room. When one of these is called children run to the respective side of the room. Last one there is out.

Helpers can support with putting on coats

Leader(s) can inform group of road safety procedures and bring risk assessment

Leader(s) and helpers help the young people use the magnifying glass to look for bugs.

Resources:

- Children's magnifying glass (ideally one per child)
- Pine cones
- Sticks
- Leaves
- Twigs
- Wood
- Bricks (adults only)
- Slates (adults only)
- Stones
- Camera phone or iPad



Leader(s) and helpers can support whilst young people wash their hands.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Show the young people any photos the Meeting Leader may have taken with their camera. Have each young person describe what they can see in the photo and if they think there would be enough room in the house for Naomi, Charlie and their families. Ask the young people what they enjoyed about today's meeting.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up, Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person shares what happened in the story with their family and friends. Encourage them to show their parents the bug house. Maybe they could build another one in their garden, school or a local communal area.





Dear parents and carers,

In today's meeting, we listened to a story about a tiny bug called Charlie. We also made a bug house, so Charlie had lots of room when his friends and family wanted to stay over. By participating in today's activities, your child earned an **Outdoors Challenge sticker**.

Please encourage your child to show you the bug house they helped create and to share what happened in Charlie's story. You may even encourage them to use their new construction skills to build more bug houses, in your garden or at school.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

O4: Worm hunt

Theme:

Outdoors

Activity sticker:

Making twig worms

As part of this activity, young people will learn to **value the outdoors**, **try new things** and be more **physically active**. This meeting will also enhance their understanding of **the world around them** whilst encouraging them to practice their **physical moving and handling skills**.

Resources for session:

- | | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Image or prop of a worm |
| <input type="checkbox"/> | Real bugs (two to three) |
| <input type="checkbox"/> | Twigs |
| <input type="checkbox"/> | Wood |
| <input type="checkbox"/> | Bricks (adults only) |
| <input type="checkbox"/> | Wool |
| <input type="checkbox"/> | Pipe cleaners |
| <input type="checkbox"/> | Small googly eyes (optional) |
| <input type="checkbox"/> | A real worm in a box |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Micha the colourful worm (5 minutes)

Once upon a time there lived a worm called Micha.

She was the most colourful worm in the whole wide world. Micha loved to wear bright colours because this would cheer up her friends and family.

The thing is, I can't seem to find Micha, that's why we didn't say hello to her earlier. Where could she be?

Let's go and find her!

Resources:

- Images for self-registration
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images or prop of a worm

Leader(s) and helpers can guide young people to guess where she could be.



Take action!

(Middle of meeting - 20 minutes)

Worm hunting (15 minutes)

Inform the young people that they are going outside to find Micha the worm and all of her friends. After they put on their coats, remind them of the road safety procedures (in the training pack) and to always listen to the adults they are with.

Please note, during wet weather conditions, or if there are any accessibility constraints, this activity can take place indoors.

Sprinkle several multi-coloured pipe cleaner strips over a grassy area (or around the room if indoors). The young people have one minute to find as many as they can. They may find the colourful ones straight away but may need support to find the green camouflaged ones.

After playing the game twice, hand each young person a set of twigs to create their own worms. Repeat the game above, but this time use the worms made of twigs.

Return to headquarters

Help the young people wash their hands and settle down for the closing ceremony.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play more games with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

You could adapt **flip, flap, fish** into **wriggle, wiggle, worms** by cutting out wriggly worm shapes from ordinary paper instead of fish shapes. Young people then stand at one end of the room and take it in turns to use a newspaper to 'flap' the worms from one end of the room to the other without actually touching the worms. How many worms will join Micha at the other side of the room? This can also be done as a relay race with three or four worms going at the same time.

Helpers can support with putting on coats.

Leader(s) can inform group of road safety procedures and bring risk assessment.

Resources:

- Twigs
- Wool
- Pipe cleaners
- Small googly eyes (optional)



Leader(s) and helpers can support whilst young people wash their hands.

Resources:

- Worm shapes cut out paper
- Newspapers



Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Ask the young people to give their worm a name. Ask them if they managed to find Micha from the story. Surprise them by showing the young people a real worm and saying that this is Micha. Ask the young people what they enjoyed about today's meeting. Give the following facts about worms and ask if they think these are true or false (all true):

- The average worm lives for four to five years
- There are around 2700 different types of worms
- Worms can eat the equivalent of their own weight in a day

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Twig worms
- Real worm
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person shares what happened in the story with their family and friends and looks for worms whilst out and about.

Resources:

- Twig worms





Dear parents and carers,

In today's meeting, we listened to a story about a colourful worm called Micha. We also had fun finding worms and making worms out of twigs. By participating in today's activities, your child earned an **Outdoors Challenge sticker**.

Please encourage your child to use their twig worm to share what happened in today's story, and to share some of the interesting facts they learned about worms. Maybe they could take you worm hunting whilst out and about?

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

05: Noughts and crosses

Theme:

Outdoors

Activity sticker:

Noughts and crosses

As part of this activity, young people will learn to **value the outdoors** and enhance their **problem-solving skills**. It will give them an opportunity to be **imaginative** by **exploring and using different materials** to create their games.

Resources for session:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images, puppets or teddies of pandas |
| <input type="checkbox"/> | Chalk and small blackboard or whiteboard and pen |
| <input type="checkbox"/> | Pine cones |
| <input type="checkbox"/> | Sticks, leaves, twigs |
| <input type="checkbox"/> | Stones |
| <input type="checkbox"/> | String |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions / allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Bernie the panda (5 minutes)

Once upon a time there lived a panda called Bernie.

Bernie was a very big panda. She had black and white fur, a big belly, sparkling eyes and a shiny nose. Bernie lived far away in the mountains in a place called China.

One day, Bernie was feeling bored, so she went into the mountains to play a game with her family. Her daddy said, 'let's do a vote to decide on which game we'll play.'

They decided to play a game of noughts and crosses but couldn't find the game anywhere. Does anyone know what game that is?

Let's go and find the game!

Resources:

- Images for self-registration
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, puppets or teddies of pandas
- Chalk
- Small blackboard or whiteboard and pen

Leader(s) and helpers can encourage young people to wave, whilst saying hello to Bernie.

Leader(s) and helpers can encourage the young people to play out the activities and do a vote with the group.

Leader(s) and helpers can show the young people on a whiteboard or blackboard noughts and crosses board.



Take action!

(Middle of meeting - 20 minutes)

Noughts and Crosses (15 minutes)

Inform the young people that they are going to search the forest, park or garden (suitable outside space) to look for pine cones, twigs, stones and other materials. They will be making their own noughts and crosses games. After they put on their coats, remind them of the road safety procedures (in the training pack) and to always listen to the adults they are with.

Please note, during wet weather conditions, or if there are any accessibility constraints, this activity can take place indoors by hiding materials around the room.

Return to headquarters

Help the young people wash their hands and settle down for the closing ceremony.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play a knock-out noughts and crosses tournament with the entire group. Alternatively, see the **list of games** (included in the training pack) for game ideas, rules and resources.

Helpers can support with putting on coats.

Leader(s) can inform group of road safety procedures and bring risk assessment.

Resources:

- Pine cones
- Sticks
- Twigs
- Stones
- Leaves
- String



Leader(s) and helpers can help the young people look for objects. If time is critical, prepare the area beforehand by placing twigs and other items around the space. Provide support to help the young people create their noughts and crosses games. Use the string to tie and secure the twigs at the corners. Encourage the young people to use their imagination and ideas from the story to play along with Bernie and her family.

Leader(s) and helpers will need to provide hands on support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own noughts and crosses game.

Leader(s) and helpers can support whilst young people wash their hands.



Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person share and display their noughts and crosses game to the rest of the group. Ask the group if they think Bernie and her family would like the game they made. Have them each describe one thing they enjoyed about today's meeting.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Noughts and crosses game
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their game home to play with family and friends and share Bernie's story.

Resources:

- Noughts and crosses game





Dear parents and carers,

In today's meeting, we listened to a story about Bernie the panda. We also made a Noughts and Crosses game out of materials we found outdoors for Bernie to play when she was feeling bored. By participating in today's activities, your child earned an **Outdoors Challenge sticker**.

Please encourage your child to play the game with you and their other friends and family (you may have to remind them of the rules). You may even encourage them to set up a noughts and crosses tournament or think of other games that could be made by collecting objects found outdoors.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

O6: Faces of nature

Theme:

Outdoors

Activity sticker:

Making faces of nature

As part of this activity, young people will learn to **value the outdoors** and be more likely to **try new things**. This meeting will enhance their **imagination** and give them an opportunity to **explore and use** different natural **materials** to create faces.

Resources for session:

- | | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images of faces |
| <input type="checkbox"/> | Mirror |
| <input type="checkbox"/> | PVA glue |
| <input type="checkbox"/> | Cardboard cut into oval shapes |
| <input type="checkbox"/> | Flowers |
| <input type="checkbox"/> | Twigs, leaves, pine cones |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions / allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

All of me! (5-10 minutes)

Once upon a time there lived a boy called Jack. He was a very proud boy, who loved to look into the mirror every day and smile at his reflection.

Jack also loved to walk through the park every day and sing the song his mummy taught him:

(Do the actions with the group)

My hands are for clapping *(young people clap their hands)*

My arms can hug tight *(young people hug themselves)*

My fingers can click *(young people try to click fingers)*

And can turn on the light *(young people pretend to turn on the light)*

My legs are for jumping *(young people stand up and jump)*

My eyes help me see *(young people each look into the mirror)*

This is my body, *(young people point at themselves)*

And I love all of me! *(young people point at themselves with a big smile)*

Jack would see faces everywhere in the park. But these were not the faces of people. These were the faces in nature: the trees were smiling back at him; the leaves were waving hello and the birds were singing along to the song.

Shall we go and find some faces in nature?

Resources:

- Images for self-registration
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Mirror and images of different faces e.g. the images used by the young people to sign in

Leader(s) and helpers can encourage young people to say hello to Jack and participate in the actions from the poem. Remember to use the mirror so everyone looks at their reflection.



Take action!

(Middle of meeting - 20 minutes)

Faces of nature (15 minutes)

Inform the young people that they are going to make a face out of materials from nature. Show them an example of one you made earlier. After they put on their coats, remind them of the road safety procedures and to always listen to the adults they are with.

Please note, during wet weather conditions, or if there are any accessibility constraints, this activity can take place indoors by collecting items from nature beforehand and placing them around the room to be explored and discovered.

Firstly, ask young people if they can see any faces hidden in the surroundings (maybe in the trees, clouds etc). Then, have some sensory fun. Ask young people to show you where their nose, eyes, hands and ears are. Then ask them to use each of these, and their four senses, to explore their surroundings.

- What can they see?
- Then, close their eyes and describe what they can smell?
- What can they hear?
- Hand them some leaves, flowers, twigs, small stones and any other items from the area and, keeping their eyes closed, describe what they can feel.

Return to headquarters

Help the young people wash their hands and settle down for the closing ceremony.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Helpers can support with putting on coats.

Leader(s) can inform group of road safety procedures and bring risk assessment.

Resources:

- Leaves
- Twigs
- Flowers
- Pine cones
- Small stones
- Cardboard cut-out for face
- Camera phone or iPad
- PVA glue



Leader(s) and helpers can help the young people collect leaves, flowers, twigs, small stones and any other items for their nature face. Use the PVA glue to stick the leaves and other items onto the cardboard cut-out. Remind the young people where their eyes, nose and mouth are. Encourage young people to use their imagination and ideas from Jack's story.

Leader(s) and helpers will need to provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own faces of nature.

Leader(s) and helpers can support whilst young people wash their hands.



Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person share their experience by showing their faces of nature to the rest of the group. Ask the young people if they think Jack would like their faces of nature and to describe one thing, they enjoyed about today's Hedgehog meeting.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Faces of nature
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes home their face of nature to share with their family and friends and to continue Jack's story. They could make more faces, maybe inspired by their favourite people.

Resources:

- Faces of nature





Dear parents and carers,

In today's meeting, we listened to a story about Jack, a boy who used all his senses to find faces in nature. We explored the outdoors using our senses and we also made faces out of things we found outside, in nature. By participating in today's activities, your child earned an **Outdoors Challenge sticker**.

Please encourage your child to show you their face of nature and to share what happened in Jack's story. You might even encourage them to make more faces of nature, maybe even some family portraits, using things they find out and about.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

07: Behind the trees

Theme:

Outdoors

Activity sticker:

Looking behind different trees

As part of this activity, young people will learn to **value the outdoors** and be more **physically active**. This meeting will also enhance their understanding of **the world around them**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images of trees
- ☐ Images of squirrels
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions / allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Where's Megan? (5 minutes)

Once upon a time there lived a squirrel called Megan.

She loved to play in the forest. Every day, she played hide and seek with her brother Bobsta. They had great fun counting and then finding each other up high in the trees.

One day, when it was Megan's turn to sneak off and hide, she made sure she was hiding in a place her brother could not find her. Rather than going up high in the tree branches, she found somewhere on the ground and hid behind the biggest, oldest tree in the forest.

Oh, I wonder if we could find her? Let's go and see.

Resources:

- Images for self-registration
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of squirrels

Leader(s) and helpers can encourage young people to say hello to Megan and Bobsta and participate in the actions.

Leader(s) and helpers can encourage young people to look for Megan around the room.





Take action!

(Middle of meeting - 20 minutes)

Finding Megan (15 minutes)

Inform the young people that they are going for a walk around the block to see if they can see a big, old tree that Megan might be hiding behind. After they put on their coats, remind them of the road safety procedures (in the training pack) and to always listen to the adults they are with.

Please note, during wet weather conditions, or if there are any accessibility constraints, this activity can take place indoors using props and images to represent trees.

Just before you set off, tell the young people there are many kinds of trees. We can tell the difference between trees by looking at their leaves, their fruits and their trunk. Show the young people images of two or three different trees in the area. They are going to see if Megan is hiding behind one of these trees.

During the walk encourage young people to use their imagination and ideas from the story. **Hide the image of a squirrel (Megan) next to or behind one of the trees for the young people to find.**

If you are in a safe place (away from roads, like a park), you could play a game of hide and seek amongst the trees.

Return to headquarters

Help the young people wash their hands and settle down for the closing ceremony.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Find the squirrel would go particularly well with this meeting. You will need enough sturdy card for each young person. Under one piece of card stick a picture of a squirrel. Spread the cards face down on the floor whilst the young people run around. Once all the cards are down ask the young people to stand on a card. When everyone is on a card the young people should turn the cards over and see who has found Megan the squirrel.

Helpers can support with putting on coats.

Leader(s) can inform group of road safety procedures and bring risk assessment.

Resources:

- Images of trees
- Images of squirrels

Leader(s) and helpers will need to provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to enjoy the walk around the block.

Leader(s) and helpers can support young people to look for Megan behind the trees.

Leader(s) and helpers can support whilst young people wash their hands.

Resources:

- Sturdy card
- Image of a squirrel





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Where was Megan hiding? Ask the young people if they think it took a long time for Bobsta to find Megan. Which tree would they have chosen to hide behind? Have the group describe one thing they enjoyed about today's Hedgehog meeting.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage the young people to share what happened in today's meeting and to play hide and seek outdoors with their friends and family at home.





Dear parents and carers,

In today's meeting, we listened to a story about Megan, the squirrel who loved to play hide and seek in the trees. We went for a walk to see if we could find where Megan was hiding and learned about different trees along the way and then had a game of hide and seek. By participating in today's activities, your child earned an **Outdoors Challenge sticker**.

Please encourage your child to share what happened in today's story and to play hide and seek with you at home. Maybe you could help them discover the different types of trees you have in your garden, or on the way to school.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

O8: Wildlife in the garden

Theme:

Outdoors

Activity sticker:

Finding wildlife

As part of this activity, young people will learn to **value the outdoors, try new things, take more risks** and become more **independent**. This meeting will also enhance their **physical development** through **moving and handling** wildlife.

Resources for session:

- | | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images of garden |
| <input type="checkbox"/> | Images of squirrels |
| <input type="checkbox"/> | Containers to collect bugs |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions / allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home**.

Who's in the garden? (5 minutes)

Once upon a time there was very nice peaceful garden. It had a pretty pond, lovely flowers and wildlife, like bunny rabbits and lady birds, that would come to visit.

Whisky frisky, Hippity hop

Up he goes to the tree top!

Whirly, twirly, round and round

Down he scampers, to the ground.

Furly, curly, what a tail

Tall as a feather, brood as a sail

Where's his dinner? In the shell

Snappity, crackity, out it fell.

I wonder what that could be?

It's a squirrel! Shall we join her in the garden?

Resources:

- Images for self-registration
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of squirrels

Leader(s) and helpers can encourage young people to follow the poem and where possible, add actions.

Leader(s) and helpers can encourage young people to guess what could be in the garden?





Take action!

(Middle of meeting - 20 minutes)

Finding wildlife (15 minutes)

Inform the young people that they are going for a walk to a local garden, park or suitable outdoor space to see if they can find wildlife. They are going to put bugs, plants and any other living things into their containers. After they put on their coats, remind them of the road safety procedures and to always listen to the adults they are with.

Please note, during wet weather conditions, or if there are any accessibility constraints, this activity can take place indoors using props and images to represent an indoor garden.

If time is limited, prepare the materials beforehand, by placing real worms or bugs in a designated area or shoebox for the young people to find.

Return to headquarters

Help the young people wash their hands and settle down for the closing ceremony.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each child a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Captain's orders with bug actions would go particularly well with this meeting. Young people do actions to various different bug-related commands – e.g. collect the honey (buzz around), spin a web (make star shapes with bodies), march like an ant (march along in a line), make a cocoon (curl up into a ball on the floor), flutter like a butterfly (emerge from cocoon and spread their wings). The anthill and beehive refer to each side of the room. When one of these is called children run to the respective side of the room. Last one there, or to do the correct action, is out.

Helpers can support with putting on coats.

Leader(s) can inform group of road safety procedures and bring risk assessment.

Resources:

- Containers to collect bugs
- Alternatively, images to create an indoor garden

Leader(s) and helpers may provide support and prompts at times, when collecting different wildlife, but the emphasis should be placed on young people using their independence and sense of adventure. Toward the end of the session **ask the young people to show each other the wildlife they collected in the containers.** Remember to release the bugs after the session.

Helpers can support whilst young people wash their hands.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Ask the young people the names of the different wildlife they collected in their containers. Did anyone see the squirrel from our story? Have the group describe one thing they enjoyed about today's meeting.

Reward

Hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage the young people to share what happened in today's meeting and to explore wildlife in outdoor spaces.





Dear parents and carers,

In today's meeting, we listened to a story about a squirrel hopping around a garden. We then went for a walk to collect wildlife (bugs, flowers, insects) and placed them into little containers. By participating in today's activities, your child earned an **Outdoors Challenge sticker**.

Please encourage your child to share what happened in today's story and to explore more living things in outdoor spaces near you. Maybe next time you take one of your usual walks, they could see what interesting things they can collect (and release again at the end of the walk).

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S1: I can do many things

Theme:

Skills

Activity sticker:

Helping myself

As part of this activity, young people will be given opportunities to become more **independent**. They will build their **self-confidence** and **self-awareness** and enhance their **health and self-care** skills.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images, teddies or puppets of hedgehogs or dolls for the story
- ☐ Pre-printed hands (optional to draw around young people's hands)
- ☐ Colouring pens
- ☐ Hair brushes
- ☐ Objects to put into cupboards
- ☐ Coats to put on and take off
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Young people are supervised with one adult to every six young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Helpful hedgehog (5-10 minutes)

Once upon a time there lived Zac and Goola. They were born on the same day, almost at the same time, by the same mummy. This made them twins. Hello Zac. Hello Goola!

Even though they were twins, Goola was really tall and Zac was really small. How strange. But this made them extra special and they loved being brother and sister.

Zac was really small, but he was super confident and liked to do things for himself. From brushing his hair, to putting on his clothes and cleaning his room, Zac was great at doing things by himself. Every time Goola, his sister, would try to help him, Zac became even more brave and would keep trying.

He would always say: 'I can do many things!'

Every now and then Zac would ask for help, but he would always try his best to do it by himself first.

One day, Zac was trying to climb up a hill, and he was having a really tough time getting to the top. But do you know what? He never gave up, because he used his paws to help himself.

What do you think happened next?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of hedgehogs

Leader(s) and helpers can encourage young people to wave whilst saying hello to Zac and Goola.

Leader(s) and helpers can encourage young people to role play some of Zac's activities. Remember to add movement and actions to emphasise the story.

Encourage young people to continue role playing actions from the story.





Take action!

(Middle of meeting - 20 minutes)

Helpful hedgehog hands (15 minutes)

Show the group an example of a completed Helpful hedgehog hand with the words 'I can do many things' written on the palm of the printed hand. Inform them that they are just like Zac, because they can do many things. Every time a young person completes an activity, they colour in one finger/thumb on their printed hand.

Activities can include:

- Brushing their hair
- Putting their coat on and off
- Placing objects or toys into a cupboard
- Giving a piece of paper to an adult

Spread the resources across a flat surface and encourage young people to use their independent skills and bravery to be super confident and complete the activities.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Run if ... would work well with this meeting. Everyone stands around the outside of the parachute and shakes it up and down together in rhythm. The leader shouts a series of questions related to things young people may be able to do independently (i.e. run if you can do a rollypolly, run if you can remember all the words to heads shoulder knees and toes, run if you can count to 10, run if you can tie your shoelace etc) and the young people have to run under the parachute and swap places.

Resources:

- Pre-printed hands (optional to draw around young people's hands)
- Colouring pens
- Hair brushes
- Objects to put into cupboards
- Coats to put on and take off

Leader(s) and helpers may set young people challenges that show they are independent. Encourage them to tell you things they can do independently as well. Help them make links to their home and school life. Give lots of praise and encouragement.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by completing activities that show what they can do.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle. Have each child share their Helpful Hedgehog Hand to the rest of the group. Encourage young people to describe some of the activities and ask them what they enjoyed about today's meeting. Remind them that it's okay to ask for help, but they should always try their best and never give up.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Helpful hedgehog hands
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage young people to take their Helpful hedgehog hands home to share what happened in today's meeting with their parents. How can they continue to be brave and do things for themselves at home? They could create another hand and continue colouring in fingers each time they learn a new skill or complete a task at home without help.

Resources:

- Helpful hedgehog hands





Dear parents and carers,

In today's meeting, we listened to a story about Zac, a hedgehog who enjoyed doing things on his own. We also had fun making helpful hedgehog hands and seeing how many things we could do on our own. By participating in today's activities, your child earned a **Skills Challenge sticker**.

Please encourage your child to use their helpful hedgehog hand to share what happened in the story, and to talk about the other activities they participated in.

You may encourage them to show you all the tasks they can already do, confidently and independently. You may also like to help them think of more things they would like to have a go at, and even make another helpful hedgehog hand, using their other hand, so they can continue to keep track of all their achievements.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S2: Knot tying

Theme:

Skills

Activity sticker:

Making wish knots

As part of this activity young people will build their **practical skills** and become more **independent**. This meeting will enhance their **health and self-care skills** and improve their **self-confidence**.

Resources for session:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images of a girl |
| <input type="checkbox"/> | Hair brushes from home (parents and carers to provide) |
| <input type="checkbox"/> | Twigs |
| <input type="checkbox"/> | Pieces of ribbon |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 15 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Bailie (5 minutes)

Once upon a time there lived a little girl called Bailie. She was five years old.

Bailie was always in a rush. Every time she did anything it was always too quick. From eating her food, to brushing her teeth and walking to school or doing her homework. Rush, rush, rush!

There was one thing that made Bailie different from her friends and family. She had long curly hair that went all the way down to the ground. Every morning, when Bailie was getting ready for school, she would rush around and brush her hair very quickly.

One afternoon, when Bailie was on her way home, the weather wasn't so great. It was windy and rainy, and everything was blowing everywhere, even Bailie's hair!

When she got home her hair was in such a tangle with so many knots. Oh dear! She used a brush to untangle the knots and then brushed her hair slowly.

Bailie decided to tie her hair up in a bow using some ribbon. But first she needed to learn how to tie a knot...

How can we help Bailie tie a knot?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of girl
- Hair brushes

Leader(s) and helpers can encourage young people to say hello to Bailie and play out the actions and movements within the story.

Leader(s) and helpers can ask young people if they know how to brush their hair themselves. Can anyone demonstrate?



Take action!

(Middle of meeting - 20 minutes)

Wish Knots (15 minutes)

Show the young people examples of the wish knots you have already made. Ask them what they look like (a Christmas tree, a feather or a fern branch). Inform them that they are going to learn how to tie knots, so that they can help Bailie tie her hair. If they like, they can also make wishes whenever they look at their wish knots. Spread the ribbon and twigs across a flat surface. Guide the group, ensuring each young person has full support to tie knots around the twigs.

You may wish to keep a visual record of all the skills your group are mastering when working towards this badge. You could ask each young person to stick one of their wish knots to some paper and write (if they are able to) 'I can tie a knot', underneath. This could form part of a wall display or be stuck directly into their log books.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Ribbons pre-cut into different lengths
- Twigs

Leader(s) and helpers may provide support and prompts, but the emphasis should be placed on young people using their creative skills and independence to tie knots.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Ask the young people to show their wish knots to the rest of the group. Do they think this will help Bailie tie her hair? Encourage the group to share one thing they wished they could do and to describe one thing they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Wish knots
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage the young people to use their wish knots at home to share what happened in today's meeting and to explore tying knots at home. They should think about other things they wish they could do, maybe they can practise these in a future meeting.

Resources:

- Wish knots





Dear parents and carers,

In today's meeting, we listened to a story about a girl called Bailie who had wild curly hair. We then learnt how to tie knots to help Bailie tie her hair by creating wish knots. By participating in today's activities, your child earned a **Skills Challenge sticker**.

Please encourage your child to use their 'wish knots' to share what happened in today's story and encourage them to continue tying knots at home. You might also discuss some of the things they wish they could do, and start practising those too.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S3: Let's play the music and dance

Theme:

Skills

Activity sticker:

Making instruments

As part of this activity, young people will build their **problem solving** and **practical skills**. This meeting will enhance their ability to be **imaginative** and **explore** the sounds they can make from a range of different **materials**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Image, teddy or puppet of a cat for the story
- ☐ A range of instruments e.g. recorder, xylophone, drums, shakers, triangle
- ☐ Homemade instruments out of toilet roll, tins and similar materials or everyday items like spoons and pans that can be used to create noises (If accessing musical instruments is difficult, you try downloading musical instrument apps to your phone or tablet)
- ☐ Cardboard tube (a big paper towel roll or a small toilet paper roll)
- ☐ Rice, dried lentils, dirt, small pebbles (depending on the sounds you want your shaker to make)
- ☐ A small piece of baking paper
- ☐ Sticky tape or decorative tape
- ☐ Decorations
- ☐ Any other suitable craft materials for instruments
- ☐ Parent letters

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 25 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Let's play the music! (15 minutes)

Sammy was a musical cool cat! He was really good at playing musical instruments. His music was so good, that everyone would get up and dance.

Oh, I wonder what musical instruments Sammy has today?

Just like Sammy, let's play some music and dance. To do this, we'll go around the circle so we can take it in turns to play the instruments, whilst the rest of us can dance.

Now that we have each played an instrument, did you know that Sammy the cool cat, was really good at listening for sounds. Let's close our eyes and listen out for the sounds!

Oh dear, there's no music playing anymore. How can we keep Sammy entertained?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of a cat

Leader(s) and helpers can encourage young people to wave whilst saying hello to Sammy

Leader(s) and helpers can place a range of instruments into the middle of the circle and name each instrument e.g. recorder, xylophone, drums, shakers, triangle or homemade instruments out of toilet roll, tins, straws and similar materials. You could also encourage young people to find ways to make noises with their bodies or with everyday items like spoons and pans or use a musical app on your device.

Leader(s) and helpers can encourage everyone to dance along. Can they adapt their dance moves to match the sound?

Young people close their eyes and the Hedgehog Leader picks one young person to play an instrument. Everyone else must guess the sound. Repeat for two or three times.





Take action!

(Middle of meeting - 20 minutes)

Make a musical instrument (shakers and rain makers) (15 minutes)

Show the group an example of a musical instrument you have made to entertain Sammy. Spread the resources across a flat surface and encourage young people to use their imagination and ideas from the story, to independently create their own musical instrument for Sammy.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Musical statues, using some of the young people's handmade instruments, would work well.

Resources:

- Cardboard tube (a big paper towel roll or a small toilet paper roll)
- Rice, dried lentils, dirt, small pebbles (depending on the sounds you want your shaker to make)
- A small piece of baking paper
- Sticky tape or decorative tape
- Decorations
- Any other suitable craft materials for instruments

Leader(s) and helpers can encourage young people and give praise for realising ideas and making connections. Encourage them to explain their ideas.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making musical instruments.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle. Have each young person share their musical instrument with the rest of the group and explain their ideas. Encourage young people to play their instruments and dance. Ask if they think Sammy would have been pleased with their shakers and rain makers.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Musical instruments
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage young people to take their instruments home to share their experience from today's meeting and to entertain their families with their musical skills.

Resources:

- Musical instrument





Dear parents and carers,

In today's meeting, we listened to a story about a musical cat called Sammy. We also had fun making and playing, musical instruments. By participating in today's activities, your child earned a **Skills Challenge sticker**.

Please encourage your child to use their musical instrument to share what happened in the story, and to talk about the other activities they participated in.

You may also encourage them to play their musical instruments to family and friends, or help them create more sounds using everyday items in your home. If they do make another musical instrument, remind them to bring it along to the next meeting, so we can all listen and dance along to their new sound.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S4: Making food art

Theme:

Skills

Activity sticker:

Food artist

As part of this activity young people will learn about **healthy lifestyles** and build their **practical skills**. This meeting will give them an opportunity to **move and handle** food and **explore and use** different edible **materials** in **imaginative** ways.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images of a tortoise
- ☐ Range of fruit, veg, edible plants and herbs
- ☐ Images of where these come from / how they grow
- ☐ Food art images for inspiration
- ☐ American pancakes
- ☐ Safe, blunt knives and cutlery
- ☐ Tooth picks
- ☐ Scissors
- ☐ Paper plates
- ☐ Parent letters

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Safety checklist:

Do a kitchen risk assessment, check for allergies and always ensure the following:

- Activities are risk assessed so that risks can be minimised, and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar.
- You avoid the use of knives wherever possible – use round-headed safety scissors or have adult use blunt knives
- Use a dustpan and brush to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way
- Everyone remembers to tidy up as they go along – a messy kitchen is a dangerous kitchen

For good kitchen hygiene, ensure the following:

- Everybody's hands are clean – they have washed them with soap or hand wash to kill any germs
- Young people are wearing aprons and their hair is away from their face or tied back
- All equipment is clean, and you have scrubbed down any surfaces with an antibacterial cleaner
- If young people have any cuts, you have covered them with a special blue plaster

Ensure young people understand the following:

- Even if they've already washed their hands, they must wash their hands again if they: blow their nose; cough or sneeze into their hands; touch their hair, any cuts or any spots and go to the toilet
- They must never do any cooking without the help of an adult
- They must always ask an adult to help them use equipment safely
- They must always ask an adult when they want to put food in and take food out of a hot oven
- They must never run in the kitchen





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Feeding Otis (10 minutes)

Once upon a time there lived a tortoise called Otis.

Every day Otis would go for a stroll through the woods. He loved to stretch his legs and say hello to all the other living things in the woods.

Today Otis was looking for some food to eat. I wonder what a tortoise like Otis likes to eat? Does anybody know?

Tortoises like to eat plant-based foods. This means they eat mostly plants and vegetables.

Let's have a look at some of the things Otis found to eat during his walk. Someone must have planted these for the animals to eat: (you may have different vegetables – please adapt accordingly)

- Fresh vegetables
- Dandelions
- Fresh fruit
- Herbs

What do you like to eat? What's your favourite fruit? Vegetable? Do you know where they come from? Why is it so important to eat healthy food?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of a tortoise
- Range of fruit, vegetables, edible plants and herbs
- Images of where these come from / how they grow

Leader(s) and helpers can encourage young people to say hello to Otis and act out the actions and movements within the story.

Leader(s) and helpers can encourage young people to touch and smell the vegetables, then pretend to eat them. If appropriate, and there are no allergies, ask the young people to sample some of the fruit and vegetables.





Take action!

(Middle of meeting - 20 minutes)

Food art! (15 minutes)

Introduce them to Otis, your tortoise made of food (Google food turtle for lots of easy ideas!)

Spread the food you have out onto a flat surface in front of you. To celebrate the wonderful world of fruit and veg, tell young people they are going to have a go at creating some art using the food in front of them. It is up to them what they create but if they struggle for ideas, have some easy ideas and images on hand to guide them and get them started. Shop bought American pancakes are great for easy food art as they can be cut into any shape.

Remind the group about washing hands and ensure they do not use any of the knives, tooth picks or scissors – ask the leader(s) or helpers for this.

You may wish to keep a visual record of all the skills your group are mastering when working towards this badge, so don't forget to take photos of their colourful creations to display on the wall.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Food art images for inspiration
- American pancakes
- Safe, blunt knives and cutlery
- Tooth picks
- Scissors
- Paper plates

Leader(s) and helpers may provide support and prompts to ensure that the group works safely and hygienically with the food, but the emphasis should be placed on young people using their creative skills and independence to create their own food art.





Reflect

(End of meeting - 10 minutes)

Round up

Display the art around the room as if is an art gallery. You may wish to invite parents in to enjoy the exhibits. Ask the young people to explain their food art to the rest of the group. Have each young person describe one thing they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Food art
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage the young people to use their healthy food art to share what happened in today's meeting with their family and friends.

Resources:

- Food art



Dear parents and carers,

In today's meeting, we listened to a story about a tortoise called Otis who liked to eat lots of healthy fruit and vegetables. We learned about where this type of food comes from and then had a go at creating some colourful, healthy food art. By participating in today's activities, your child earned a **Skills Challenge sticker**.

Please encourage your child to use their food art to share what happened in today's story. You may also want to encourage them have a go at creating some healthy food art with you in your kitchen at home. If you do, make sure you take a photo before eating it all up!

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S5: Let's get baking

Theme:

Skills

Activity sticker:

Making hedgehog biscuits

As part of this activity, young people will build their **practical skills** and become more **independent**. Following instructions develops their ability to **listen** and **pay attention**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Recipe (see below)
- ☐ Ingredients for biscuits (see below)
- ☐ Parent letters

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Safety checklist:

Do a kitchen risk assessment, check for allergies and always ensure the following:

- You avoid the use of knives at all times – if essential use round-headed safety scissors or a lettuce knife
- Wires from electrical equipment are not hanging down – someone could accidentally pull on them and injure themselves
- Boiling or hot water is never left in a kettle or in a pan – in case it gets spilt
- Sharp utensils are never left in soapy water to prevent young people cutting themselves
- There is nothing next to the hob that could catch fire
- The gas is always immediately turned off after cooking
- Pan handles are never sticking out when using the hob – someone could knock into them and get burnt
- You always remember to use oven gloves
- Everyone remembers to tidy up as they go along – a messy kitchen is a dangerous kitchen

For good kitchen hygiene, ensure the following:

- Everybody's hands are clean – they have washed them with soap or hand wash to kill any germs
- Young people are wearing aprons and their hair is away from their face or tied back
- All equipment is clean, and you have scrubbed down any surfaces with an antibacterial cleaner
- If young people have any cuts, you have covered them with a special blue plaster

Ensure young people understand the following:

- Even if they've already washed their hands, they must wash their hands again if they: blow their nose; cough or sneeze into their hands; touch their hair, any cuts or any spots and go to the toilet
- They must never do any cooking without the help of an adult
- They must always ask an adult to help them use equipment safely
- They must always ask an adult when they want to put food in and take food out of a hot oven
- They must never run in the kitchen





Let's get started! (Start of meeting - 12 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Hedgehog tea party (2 minutes)

One day, three little hedgehogs decided to have a tea party. They had lots of drinks and decorations for the party, but there was something missing. They didn't have any food.

What can we make for the hedgehogs' tea party?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Leader(s) and helpers can encourage the young people to come up with food items for the party. What do they like to eat at a party?



Take action!

(Middle of meeting - 40 minutes)

Hedgehog biscuits (30 minutes)

Show the young people an example of some hedgehog biscuits for the hedgehogs' tea party (the hedgehog toppings are optional – you may decide to decorate your biscuits in another way).

Spread the ingredients across a flat surface and encourage the young people to use their listening skills to follow the recipe and participate in the baking. Remind them of the safety procedures and when they should wash their hands during baking (i.e. before and after cooking, if handling raw egg, if they sneeze or cough or touch their hair during baking).

Option 1:

Pre-prepare the biscuits at home using the recipe below (easy biscuit recipe found here <https://www.bbcgoodfood.com/recipes/easiest-ever-biscuits>).

Have the young people decorate the biscuits to create the hedgehogs' eyes, nose and spikes (easy decoration ideas here <http://allrecipes.co.uk/recipe/38907/hedgehog-biscuits.aspx>).

Option 2:

If you have enough time, create the biscuits from scratch with the young people, following the recipe below:

1. Heat oven to 200C/180C fan/gas 6 and line a baking sheet with baking parchment.
2. Put the butter in a bowl and beat it until soft and creamy.
3. Beat in the sugar, then the egg and vanilla, and finally the flour to make a dough.
4. If the dough feels a bit sticky, add a little bit more flour and knead it in.
5. Scoop up the mixture using a tablespoon, so all the biscuits are uniform; shape into teardrop-shapes. Flatten the pointed side of each one to form the 'face'. Arrange biscuits on baking trays.
6. Transfer the whole mat or the individual biscuits to the baking sheet and bake for 8-10 mins or until the edges are just brown.

Resources:

Ingredients (CHECK FOR ALLERGIES)

To make 24 biscuits:

- 200g unsalted butter, softened
- 200g golden caster sugar
- 1 large egg
- ½ tsp vanilla extract
- 400g plain flour, plus extra for dusting

To decorate (optional):

- 170g chocolate or chocolate chips
- 300g of chocolate sprinkles or a packet of digestive biscuits to crumble up for the topping

Leader(s) and helpers should remind young people they should always wash their hands before and after handling food.

Leader(s) and helpers may provide support and prompts at times to ensure young people remain safe and hygienic, but the emphasis should be placed on young people using their creative skills and independence to create their hedgehog biscuits.





Take action!

(Middle of meeting - 40 minutes)

7. Cool on the baking trays for 10 minutes before removing to cool completely on a wire rack.
8. Crush digestive biscuits into crumbs, or empty the chocolate sprinkles into a bowl.
9. Melt chocolate in the top of a saucepan over simmering water, stirring frequently and scraping down the sides with a rubber spatula to avoid scorching.
10. Dip the top of each hedgehog in the melted chocolate, spreading to fully coat the 'body'. Press them, chocolate-side down, into the biscuit crumbs or chocolate sprinkles to finish the look. Arrange hedgehogs on a sheet of greaseproof paper to set, for about 30 minutes.
11. Transfer the remaining melted chocolate to a piping bag or plastic bag with a corner snipped. Pipe chocolate onto the pointed end of each hedgehog for eyes and a nose.

Leader(s) and helpers may support young people by checking they are listening effectively and following instructions safely.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle to enjoy the hedgehog tea party. Ask them if they think the hedgehogs would enjoy these biscuits.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hedgehog biscuits
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Young people take any extra biscuits home to talk about their learning from this meeting and to share with friends and family.

Resources:

- Hedgehog biscuits





Dear parents and carers,

In today's meeting, we listened to a story about a hedgehog tea party and then learned how to make hedgehog biscuits. By participating in today's activities, your child earned a **Skills Challenge sticker**.

Please encourage your child to use their hedgehog biscuits to share what happened in the story, to talk about the baking and decorating they participated in and to impress their friends and family with their new culinary skills.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S6: Sensory skills

Theme:

Skills

Activity sticker:

Sensory skills

As part of this activity young people will develop their courage to **take risks**. Using their senses to better **understand the world around them** will build their **self-confidence** and **self-awareness**.

Resources for session:

<input type="checkbox"/>	Sign-in images for opening ceremony
<input type="checkbox"/>	Stickers
<input type="checkbox"/>	Hedgehog Sticker Log Books
<input type="checkbox"/>	Images of a mole
<input type="checkbox"/>	Blindfolds
<input type="checkbox"/>	Feely boxes to put objects in with a hole cut into the top
<input type="checkbox"/>	Flower (real or artificial)
<input type="checkbox"/>	Pinecone
<input type="checkbox"/>	Seashell
<input type="checkbox"/>	Leaf (real or artificial)
<input type="checkbox"/>	Rock
<input type="checkbox"/>	Stick
<input type="checkbox"/>	Sandpaper
<input type="checkbox"/>	Craft foam
<input type="checkbox"/>	Velcro
<input type="checkbox"/>	Cotton pad
<input type="checkbox"/>	Double sided tape
<input type="checkbox"/>	Parent letters

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Our senses (10 minutes)

Once upon a time there lived a Mole called Molly.

She loved to find things to eat and to say hello to all her friends. The problem was, Molly was almost blind! She lived underground in her tunnel home, the sun was too bright. But Molly had her other senses. She had a long snout, so she could smell things really well. She also had two big strong paws which she used to touch everything around her and dig tunnels which kept her warm and safe. She was a very happy mole even though she couldn't see much!

Most of us can **see, hear, taste, touch** and **smell** things.

Let's use the blindfolds to see what it feels like to be Molly the Mole.

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of a mole
- Blindfolds
- Sensory objects

Leader(s) and helpers can encourage young people to say hello to Molly and point to their nose, eyes, fingers, and ears.



Take action!

(Middle of meeting - 20 minutes)

Round one: how nature feels (15 minutes)

<https://www.prekinders.com/tissue-box-science/>

Put one item in each box.

- flower (use real or artificial)
- pinecone
- seashell
- leaf (use real or artificial)
- rock
- stick

Spread out the picture cards in front of the group so they can see all of the cards. One by one, have the young person reach into a box, feel an item, and guess what is inside. They will match the picture card to that box and repeat the same with each box. When they are done, pull the objects out of the boxes to see if their guesses were correct. You can come up with other items to put in the boxes using interesting objects lying around. Make picture cards by taking a photo of the objects you are using.

Round two: Feely boxes

<https://www.prekinders.com/texture-touch-boxes/>

Repeat, but this time focus on different textures rather than objects. Choose six texture items and put one item in each box. You will need two of each texture to place one in the box and one on the table. For example, two pieces of sandpaper, two pieces of cotton, etc.

Young people will:

- Touch each item on the table first
- Reach into a box, feel an item, and guess which item on the table feels the same
- Pull the item out of the box to see if they were correct
- Repeat with each item

These texture items are a good starting point:

- sandpaper
- craft foam
- Velcro
- cotton pad
- double sided tape (stuck to the bottom of the box, so they feel one sticky side)

You could then develop their team and communication skills by having them walking blindfolded with a guide. Have a young person put on a blindfold and walk around the room to retrieve objects and

Resources:

- Feely boxes to put objects in with a hole cut into the top
- Flower (real or artificial)
- Pinecone
- Seashell
- Leaf (real or artificial)
- Rock
- Stick
- Sandpaper
- Craft foam
- Velcro
- Cotton pad
- Double sided tape (stuck to the bottom of the box, so they feel one sticky side)

Download feely box cards

here <https://prekinders-wpengine.netdna-ssl.com/wp-content/uploads/2013/08/feelybox.pdf>

Leader(s) and helpers may provide support and prompts, but the emphasis should be placed on young people using their creative skills and independence.





Take action!

(Middle of meeting - 20 minutes)

guess what they are just by touching them while holding on to a guide's arm or by listening to verbal instructions. For safety, leader(s) could guide the young people around the room in response to the directions. How did it feel? Did they use any more senses whilst blindfolded?

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Pin the tail on the donkey or **blind man's bluff** would go particularly well with this meeting.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person describe one thing they enjoyed about today's meeting. How did it feel to be blindfolded? Do we use our other senses enough when we can see?

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Sensory objects
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage the young people to share what happened in today's meeting with their family and friends, and maybe set up a similar game at home.





Dear parents and carers,

In today's meeting, we listened to a story about a Mole called Molly who couldn't see very well and used her other senses to find her way around. We then played some games to see how Molly might have felt and to practise using our other senses. By participating in today's activities, your child earned a **Skills Challenge sticker**.

Please encourage your child to share what happened in today's story, and talk about the other activities they participated in. Maybe they can set up some feely boxes for you to test out your own sense of touch!

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S7: Let's go to the shops

Theme:

Skills

Activity sticker:

Off to the shops

As part of this activity, young people will build their **practical skills**, their confidence to **try new things** and give them opportunities to become more independent. They will **understand the world around them** better.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ If creating a pretend shop indoors, you'll need a range of products with price tags
- ☐ £2.00 for each young person (ask parents and carers beforehand) or play money to spend in your pretend shop
- ☐ Pens
- ☐ Paper for shopping list
- ☐ Glue
- ☐ Pictures of items either easily available in your local shop or products available in your pretend shop
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions/allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Adult to young person ratio when outside the regular meeting place is one adult to every four young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents and carers given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience
- The involvement of leaders and helpers in outings should be welcomed. However, they should not be left in sole charge of young people. Leaders and helpers should be adequately briefed in the safety arrangements for the trip and relevant safeguarding policies applied. Appropriate disclosure checks should be in place

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Note for leader: You can either run this meeting with an excursion to the shops or without. If you decide to take a trip to the shops, ask parents and carers to bring £2 in for their young person to spend. If you don't visit the shop, you can set up your own pretend shop, with play money and a range of food products.

Let's get started!

(Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos relating to the activity.

Off to the shops (5 minutes)

Once upon a time there lived a boy called Chip. He was 4 years old. Every Saturday morning, Chip would go to the shops with his mummy.

His mummy would visit the supermarket, the toy stores, the fruit and veg market and clothes shops to buy all sorts of things.

Before leaving for the shops, his mummy would ask Chip to help her make a shopping list. Does anyone know what a shopping list is? Why would Chip and his mum need to make a shopping list?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Leader(s) and helpers can wave hello to Chip.

Leader(s) and helpers can encourage young people to describe the sorts of things Chip and his mum would buy from the shops.





Take action!

(Middle of meeting - 20 minutes)

We're off to the shops! (15 minutes)

Inform the group that they're going on a trip to the local shops (or to the shop you have created indoors). Show the young people Chip and his mummy's shopping list (one you prepared earlier). Guide them to each make a shopping list of their own by picking an image and then sticking that image (or writing the word) of the healthy item they will be purchasing on a piece of paper.

If taking an excursion, ask young people to put on their coats, and remind them of the road safety procedures (included in the training pack) and to always listen to the adults they are with.

Take the young people for a walk to the local shops in the immediate vicinity for no longer than 10-15 minutes. Give each young person their £2.00 and with adult support, encourage them to hand over the money themselves.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

The '**I went to the shops and I bought...**' memory game would go well with this meeting. One young person starts by saying 'I went to the shops today and bought...' something beginning with A (e.g. apple). The next person continues by saying the previous item (apple) and then something beginning with B (e.g. banana).

Continue around the class, working through the alphabet, adding one more item to the end of the list each time. Alternatively, use names of items from the shopping list if the alphabet is too difficult for your group.

Resources:

- £2.00 for each young person (ask parents and carers beforehand)
- Pens
- Paper for shopping list
- Glue
- Pictures of items from the shops

Leader(s) and helpers can support young people to choose an item to purchase from the shop. Why have they picked that item in particular?

Note: Depending on the Hedgehog Nest, it may be more suitable for the adults to collate the money and purchase two or three items on behalf of the whole group.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their independence to purchase an item from the shop.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Have each young person share their shopping list and the item they chose to purchase from the shop with the rest of the group. Encourage young people to describe what they saw during the walk and ask them how Chip and his mummy would feel after buying these things.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Purchased items from the shops
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes the item they purchased home with them, and their shopping list, to share with family and friends.

Resources:

- Shopping list
- Items purchased from the shop





Dear parents and carers,

In today's meeting, we listened to a story about Chip going on a trip to the shops. We also had fun making our own shopping lists and going to the shop to buy something. By participating in today's activities, your child earned their **Skills Challenge sticker**.

Please encourage your child to use their shopping list and purchase to share what happened in the story, and to talk about their trip to the shops with their friends and family. Maybe in the future, you'll encourage them to help with your shopping trips.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S8: Listen up!

Theme:

Skills

Activity sticker:

Listening skills

As part of this activity, young people will build their **problem solving** and **practical skills**. This meeting will enhance their **listening** and **speaking** by giving them an opportunity to practise how to **communicate** effectively.

Resources for session:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Doll or girl puppet for the story |
| <input type="checkbox"/> | Paper cups |
| <input type="checkbox"/> | Childrens' scissors |
| <input type="checkbox"/> | String |
| <input type="checkbox"/> | Colouring pens and pencils to decorate the paper cup |
| <input type="checkbox"/> | Visuals to show happy and sad faces |
| <input type="checkbox"/> | Example paper cup phone |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Singing Veronica (10 minutes)

Once upon a time there lived a girl called Veronica. She had the most beautiful voice in the world and she loved to sing!

Everywhere she went she sang a song. 'Lalalala.' This would cheer everyone up around her and made her feel really happy.

But one day, Veronica had been singing so much, she lost her voice! Oh no. This made her feel very sad because all she could do was whisper into people's ears. To cheer herself up, she decided to play Chinese whispers with her friends.

Let's do the same!

First, I'm going to whisper something into one of your ears, then you're also going to whisper into the next person's ear until it reaches around the circle. The very last person says out loud what they heard.

Guess what? Veronica has her voice back. Hooray! She decides to make a phone call to tell her best friend Shaun. Unfortunately, Veronica can't find the phone anywhere.

Let's see if we can find it for her...

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Doll or girl puppet
- Visuals to show happy and sad faces

Leader(s) and helpers can encourage everyone to say hello to Veronica.

Leader(s) and helpers can encourage the young people to hum a melody, sing 'lalalala' or even their favourite song.

Leader(s) and helpers can play Chinese whispers. If appropriate play Chinese whispers again and ask a young person to initiate the game. Parents and carers could even take part in the game.

Encourage the young people to search the room for the phone, until one of the finds you example paper cup phone then guide them towards the next activity.



Take action!

(Middle of meeting - 20 minutes)

Making a phone for Veronica (15 minutes)

Show the group an example of a phone that you have already made from paper cups and string. Inform them that they are going to make a phone for Veronica. Spread the resources across a flat surface and encourage young people to use their imagination and ideas from the story, to independently create their own phones.

Once the phones have been made, demonstrate how to make a phone call with one young person at each end of the string: one holding their cup in place to their ear, and the other speaking into their cup. Ask the young people to take it in turns to make phone calls to each other. Remind them to use great listening skills and take turns to talk.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Captain's commands would work well in this meeting. Young people do actions to various different commands – e.g. Captain's coming (salute), man the lifeboats (row boat), port and starboard refer to each side of the room. When one of these is called young people run to the respective side of the room. Last one there is out.

Resources:

- Pre-made paper cup phone
- Paper cups
- Children's scissors
- String
- Colouring pens and pencils to decorate the paper cup

Leader(s) and helpers can encourage young people and give praise for realising ideas and making connections. Encourage them to explain their ideas.

Leader(s) and helpers may provide support and prompts at times, but the emphasis should be placed on young people using their creative skills and independence to create their phones.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the young people to sit in a circle. Have each young person show their phones to the rest of the group. Tell them that Veronica has found her phone and ask them to use their phones to give her a call. Encourage them to sing a song down their phone because that will make her happy.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Paper cup phones
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Young people take their phones home to share what happened in today's meeting and have phone calls with their family and friends.

Resources:

- Paper cup phones





Dear parents and carers,

In today's meeting, we listened to a story about Veronica, a girl who loved to sing but was sad when she lost her voice. Then we played Chinese whispers and made paper cup phones. By participating in today's activities, your child earned a **Skills Challenge sticker**.

Please encourage your child to use their paper cup phones to share what happened in the story, and to talk about the other activities they participated in. Maybe they could use their paper cup phones to phone their friends and family to tell them all about what they did today.

We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

S9: My story

Theme:

Skills

Activity sticker:

Sharing my story

As part of this activity, young people will be given opportunities to build their **confidence and self-esteem**. By better understanding their backgrounds and cultures, they will also increase their **self-awareness**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images / teddies / puppets of butterfly / dog / bee / duck
- ☐ Ink pad for finger prints or paint for hand / foot prints
- ☐ Pencils
- ☐ Colouring in pencils
- ☐ A3 paper
- ☐ Parent letters

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Who are you? (5-10 minutes)

Cookie the butterfly came out of his cocoon.

For the first time ever, Cookie flew up, up, up, high into the sky with his new beautiful wings.

He flew past a big tree, and he heard a funny noise: 'zzzzzzzz.'

Cookie asked, 'Who are you?'

'I'm a bumble bee,' replied the bee.

Cookie smiled and flew away.

Then, he flew passed a field, and he heard another funny noise: 'woof, woof'.

Cookie asked, 'Who are you?'

'I'm a dog,' replied the dog.

Cookie smiled and flew away.

Then he flew past a pond. Cookie heard yet another funny noise: 'quack, quack'.

Cookie asked, 'Who are you?'

'I'm a duck,' replied the duck.

Cookie smiled and flew away.

Then, he flew past a park. Cookie saw some pretty things among the greenery.

Cookie asked, 'Who are you?'

'I'm a flower. I have been waiting for you to eat some of my nectar!' Replied the flower.

Cookie smiled and flew down onto the flower and ate some of the nectar. Yummy!

After Cookie had eaten some of the delicious nectar, he flew into a Hedgehog nest meeting and saw some young people.

He's here now! He wants to ask you, 'Who are you?'

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images, teddies or puppets of butterflies, bees, ducks and dogs

Leader(s) and helpers can encourage young people to wave, whilst saying hello to each character.

Leader(s) and helpers can guide young people to stand up and look at the images as they follow the story. During the story encourage young people to act out different actions.

Leader(s) and helpers can guide the young people to respond by saying the name. Give an example: 'My name is...' You could ask each of them to pretend to shake hands with Cookie. You could explain why people do this.





Take action!

(Middle of meeting - 20 minutes)

All about me (15 minutes)

Show the young people an example of the **'all about me' sheet** you created and filled in earlier. They will be filling in their own sheets to tell Cookie a bit more about themselves. Inform them that everyone is different and has special qualities. Encourage the young people to use their imagination and ideas from the story, to create their own sheets.

Activities for **'all about me' sheets**:

- Young person draws and colours in their face.
- Writes their name and age.
- Makes finger prints (or even hand and foot prints) on the sheets using the ink.
- They could write or draw pictures of their favourite things or family members.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Ink pad or paint for hand/foot prints
- Measuring tape (if young people want to be measured)
- Pencils
- Colouring in pencils
- A3 Paper

Leader(s) and helpers may provide support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create and complete their sheets, embracing all of their beautiful, interesting and unique differences!





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their **all about me** sheet to the rest of the group. Pretend you are speaking to Cookie the butterfly and encourage the young people to introduce themselves again, giving more information about themselves this time. Ask the young people what they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- 'All about me' sheets
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their **all about me** sheets home to share and continue Cookie's story with their family and friends.

Resources:

'All about me' sheets





Dear parents and carers,

In today's meeting, we listened to a story about Cookie, the butterfly who was enjoying exploring his new world and meeting lots of new faces. Then we thought about how we would introduce ourselves to Cookie and had fun creating **all about me** sheets. By participating in today's activities, your child earned a **Skills Challenge sticker**.

Please encourage your child to use their activity sheet to tell you their name, what they look like, and to show you their finger prints. You might encourage them to take any opportunities to practise introducing themselves to new people, using the information they gathered on their **all about me** sheets. You might also help them ask questions to find out new things about their friends and family.

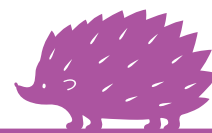
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

**W1: Elephants dancing
in India**

Theme:

Around the world

Activity sticker:

**Indian
Dancing**

As part of this activity young people will develop **respect for others**, including those from backgrounds different to their own. This meeting will also support young people's **physical development** and will help them learn more about **people and communities** in **the world around them**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images / teddies / puppets of elephants
- ☐ Images of an Indian family
- ☐ World map
- ☐ Decorations (flowers, party poppers, plastic jewels)
- ☐ Flute sound effects from phone
- ☐ Mats or towels for yoga poses
- ☐ Parent letters

Safety checklist:

- Remember to do a risk assessment (see training pack)
- Remember your **first aid kit** and **emergency contact** details
- Young people are supervised with one adult to every six young people plus the leader in charge
- Ensure chairs and tables stored safely and minimise any potential for falls on solid or sharp objects
- Reduce tripping or slipping hazards
- Ensure the boundaries and limits are understood and the rules are understood by all
- Ensure all equipment is in good order

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Note for leader (optional):

Before the meeting, invite a member of the Indian community to read the story (or share their own). They may also like to join in the dance activities and to answer any questions the young people may have about India.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Elephant dance (5-10 minutes)

When grandad Raj came to visit from India, his granddaughter Anja knitted him a woolly hat and his grandson Ravi gave him a cardigan and some slippers.

'Grandad, can you tell us a story about India?' said Anja. 'Yes, of course!' said grandad.

'A long time ago, when I was a little boy, I saw elephants walking through the streets. There was a big street party and the elephants were dressed in the most beautiful silk cloths and jewels.

The streets were paved with flowers and smelt so nice. There were fireworks going off in the background, bells ringing and gongs chiming. Everyone was cheering as the elephants walked by.

But there was one thing missing. Do you know what that was?

There was no music! I decided to get my flute out to play some music. Everyone danced, even the elephants. One of the elephants turned to me and said 'Namaste'- that means 'hello'! She turned away then carried on dancing.

Come on, let me show you how other children in India dance!'

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- World map
- Images of an Indian family
- Images, teddies or puppets of elephants
- Decorations – flowers, plastic jewels

Leader(s) and helpers can encourage young people to wave, whilst saying hello to each character. Show them a world map and help them find India.

Leader(s) and helpers can guide young people to stand up and pretend they are at the street party looking at the elephants and cheering.

Encourage the young people to guess what could be missing. Then play the flute sound effect.

Leader(s) and helpers can guide the young people to say and clap out the syllables: NA-MA-STE. You could show them how people in India say it. Namaste is usually spoken with a slight bow and hands pressed together, palms touching and fingers pointing upwards, thumbs close to the chest. In Hinduism, it means 'I bow to the divine in you'.

Support the young people to dance around like elephants.





Take action!

(Middle of meeting - 20 minutes)

Indian dances (15 minutes)

Explain that Indian people love to dance! Show them this clip from a Bollywood movie <https://www.youtube.com/watch?v=2bn9JloqY70>

How is Indian dancing different to the dancing they may have done here in the UK. How is it similar? Tell the young people you are going to do some Indian dancing yourselves.

Show young people two YouTube clips of children in India dancing.

1. Bollywood wedding dance https://www.youtube.com/watch?v=-uPfnYI_fKw
2. Yoga prayer time dance <https://www.youtube.com/watch?v=thyyXkN3A2M>

Support young people to learn some of the moves and dance along. Can they point out any differences between the dances? Indian wedding dances are an ancient tradition and help people celebrate the joy and happiness of getting married. Yoga is a very spiritual tradition and helps Hindus feel closer to their gods (like praying).

Play Musical Yoga Mats

This game works well with larger groups of young people. In a circle, lay out some yoga movement cards on top of towels or mats. You can find free downloadable yoga poses here <https://childhood101.com/yoga-poses-kids/>

Press play on an upbeat song (preferably Indian or Bollywood style) and let young people dance around the mats in a circle. When the music stops, young people take the pose of whatever mat and yoga card they land on. This could be made more competitive, if appropriate, by taking away a mat each time so whoever doesn't get a mat is out and can control the music for the next round, switching for each round.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Indian Musical Statues would work well, using Indian music and the dance moves they've learned during the meeting.

Resources:

- Mats (one per person) or towels to lay down for yoga (if you don't have access to these you could remove any floor-based yoga poses from the yoga pose cards).
- Access to YouTube and screen with sound

Leader(s) and helpers may need to provide hands on support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by dancing along with the Indian children.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their favourite Indian yoga or dance move to the rest of the group. How do the young people think India is different to here? Remind them there are Hedgehog Nest (Scout) meetings taking place like this all over the world, including India. You could read out some facts about other children in India and ask young people to stand up whenever they hear something that is like them.

Lots of Indian children...

1. Are vegetarian (you could tell them how cows are sacred animals and are allowed to wander through the streets, causing traffic jams)
2. Believe in a god or gods (there are lots of different religions in India but many are Hindu)
3. Love animals (people from the Jaine religion believe in non-violence to all living things and even sweep the ground in front of them so they don't kill any insects)
4. Love watching movies (they have a big film industry called Bollywood)
5. Like playing football (soccer)... cricket... badminton... board games...

The idea is to get all the young people standing so they see how similar they are to Scouts in India.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Flute music
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Encourage the young people to share what happened in today's meeting with their family and friends, and show them some of their new dance moves!





Dear parents and carers,

In today's meeting, we listened to a story about Indian elephants. We also had fun learning about India, yoga and dancing along to Bollywood music. By participating in today's activities, your child earned an **Around the World Challenge sticker**.

Please encourage your child to share their new dance moves and knowledge about India. Maybe you could have a go at some yoga together by attending a family yoga class or through a yoga video on YouTube.

We look forward to next week's meeting!

Hedgehog Meeting Leader

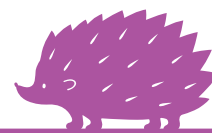
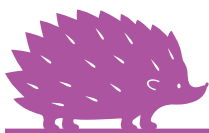


Hedgehogs



Hedgehogs

Nest meeting



Meeting:

W2: Jungle down under!

Theme:

Around the world

Activity sticker:

Making Aussie Snakes

As part of this activity young people will be more likely to **see themselves as an international citizen**. This meeting will enhance their **imagination**, allow them to **explore and use a range of materials** in a creative way and learn more about **the world around them**.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images / teddies / puppets of a kangaroo / a koala bear / a snake |
| <input type="checkbox"/> | Images of an Australian family |
| <input type="checkbox"/> | Paper plates |
| <input type="checkbox"/> | Tissue paper |
| <input type="checkbox"/> | Card for the eyes and tongue |
| <input type="checkbox"/> | String (optional - to hang the snakes) |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Note for leader (optional):

Before the meeting, invite a member of the Australian community to read the story (or share their own). They may also like to join in the activities and to answer any questions the young people have about Australia.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Walking in the jungle (5-10 minutes)

Petra was excited. She had just arrived in Australia with her family. They just got off an airplane which took hours and hours to get to Australia. Petra and her family were greeted by her Auntie Roo.

'G'day everyone and welcome to 'down under' ' said Auntie Roo as she greeted everyone. 'Hello Auntie Roo,' said Petra. 'Why is Australia called 'down under'?' Auntie Roo showed Petra a map of the world and said, 'Australia is on the other side of the world, down under from where you live.'

The next day, the family went for a walk in the Australian jungle with Auntie Roo. Shall we join them?

We're walking in the jungle, walking in the jungle. STOP! What's that? Listen carefully... It's a kangaroo. Let's hop around!

We're walking in the jungle, walking in the jungle. STOP! What's that? Listen carefully... It's a koala bear. Let's have a bear hug!

We're walking in the jungle, walking in the jungle. STOP! What's that? Listen carefully... It's a hanging snake. Sssssssssssss!

What else can we see in the jungle?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- World Map
- Images of an Australian family
- Images / teddies of a kangaroo
- Images / teddies of a koala
- Images / teddies of a snake

Leader(s) and helpers can encourage young people to wave, whilst saying hello to each character. Show them a world map and help them find Australia.

Leader(s) and helpers can guide young people to stand up and pretend they are walking through the jungle. Show images of the animals as they are mentioned in the story.

Leader(s) and helpers can guide the young people to guess what else they may find in the Australian jungle.



Take action!

(Middle of meeting - 20 minutes)

Aussie snakes (15 minutes)

Show the young people an example of the snake you made out of the materials. They will be making their own snake characters to live in the Aussie jungle. Inform them that everyone is different and has very special qualities. We can learn a lot from our friends in Australia. Encourage the young people to use their imagination and ideas from the story, to create their own hanging snakes.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Paper plates
- Tissue paper
- Card for the eyes and tongue
- String (optional – to hang the snakes)

Leader(s) and helpers may need to provide hands on support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making their own snakes.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their snakes to the rest of the group. Encourage the young people to pretend to be snakes slithering through the jungle and make the 'ssssssss' sound of a snake. Remind them there are Hedgehog Nest (Scout) meetings taking place like this all over the world, including Australia. Ask the young people what they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Aussie snakes
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their snake home to continue the Aussie jungle story with their family and friends.

Resources:

- Aussie snakes





Dear parents and carers,

In today's meeting, we listened to a story about a family visiting Australia. We also had fun learning about the Australian jungle and making snakes. By participating in today's activities, your child earned an **Around the World Challenge sticker**.

Please encourage your child to use their snakes to share the story and talk about the other activities they participated in. Has anyone in your family ever been to Australia? If so, maybe you could encourage them to share some stories about their trip 'down under'.

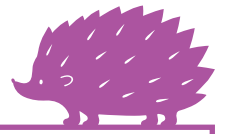
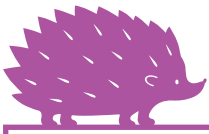
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

W3: Going to the beach

Theme:

Around the world

Activity sticker:

Making a passport

As part of this activity young people will become more **independent**, develop their **practical skills** and encourage them to **think of themselves as international citizens**. This meeting will also give them opportunities to learn about **the world around them**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images of a beach / plane / car / people walking on the sand
- ☐ Your passport
- ☐ Printable passport template
- ☐ World map
- ☐ Sticker or pins
- ☐ Optional: a suitcase and some props to show you what you might pack for a summer holiday
- ☐ Parent letters

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Sand on the beach (5-10 minutes)

It was a bright sunny day in Crinkle Town, so Aron's mummy decided to take the family to the beach. First, they packed their bags and off they went. Oh, don't forget your bucket and spade!

I wonder how they travelled to the beach? Let's decide how they'll travel to the beach... It could be by plane, train, car or even by foot. How exciting!

When Aron's family arrived at the beach, they took their shoes off, walked along the sand and began to sing:

Sand at the beach
Sand at the shore
Sand in the ocean
On the ocean floor.

Sand in the desert
Sand on the ground
Sand in a sandstorm
Blowing around!

Sand on an island
Sand in the sea
Sand in a sandbox
For you and for me!

The question is where did they go to the beach? Sometimes people go to the beach in this country, and other times people fly to another country by aeroplane to go to the beach.

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of a beach, plane, car, people walking on the sand

Leader(s) and helpers can encourage young people to wave, whilst saying hello to each character. Show them the images as you read the story.

Leader(s) and helpers can ask the young people to decide how they will travel to the beach.

Leader(s) and helpers can guide the young people to stand up and act out walking through the sand, singing and clapping along to the song.





Take action!

(Middle of meeting - 20 minutes)

Passports ready! (15 minutes)

Ask young people if they've ever left this country and travelled to another? How did they get there? Has anyone ever been on a plane before? A ferry maybe? A coach? Explain that to visit another country they will need a passport which includes their photo. Show them yours. Use the template to make passports and draw a self-portrait inside.

Show them a map of the world. Where have they all been? Mark these with pins or stickers. Where would they like to go? They could write down some countries they would really like to visit in their passports.

Pretend you are all going to a far-away country. Where would everyone like to visit? Each young people picks a country and thinks of one thing they'd need to take with them. Then, play the **'I went to the shops and I bought...' memory game** but replace it with 'I went on holiday and I took...'.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Printable passport templates
- Map of the world
- Pins or stickers
- Your passport
- Optional: a suitcase and some props to show what you might pack for a summer holiday

Leader(s) and helpers may need to provide hands on support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making their own passport.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Young people pretend to pack their suitcases and board the plane to their dream destination. Arrange chairs to reflect the real-life aeroplane experience. Talk them through the whole experience right up until they reach their destination. Then, ask them to close their eyes and describe what they can see in their chosen dream destination. Ask the young people what they enjoyed about today's meeting and visiting their dream destination.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Passports
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their passport home to continue Aron's story with their family and friends.

Resources:

- Passports





Dear parents and carers,

In today's meeting we listened to a story about a family visiting the beach. We also had fun learning about and making our own passports. By participating in today's activities, your child earned an **Around the World Challenge sticker**.

Please encourage your child to use their passport to share the story and talk about the other activities they participated in. Maybe you could share some of your own travel stories with them, or encourage them to ask family and friends about far-away places they might have been to. It might help to look at photos of these places together, so that they can start to visualise what the different countries look like.

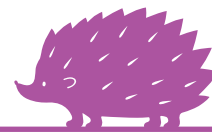
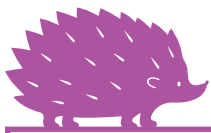
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

W4: Where in the world?

Theme:

Around the world

Activity sticker:

Making a party hat

As part of this activity young people will be more likely to **consider themselves as an international citizen** and develop **respect for others**, including those from backgrounds different to their own. This meeting will also encourage them to learn about **the world around them**.

Resources for session:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | World map |
| <input type="checkbox"/> | Large box |
| <input type="checkbox"/> | A flag |
| <input type="checkbox"/> | Traditional healthy food from the country |
| <input type="checkbox"/> | Teddy dressed in the country's clothing |
| <input type="checkbox"/> | Pom poms |
| <input type="checkbox"/> | Feathers |
| <input type="checkbox"/> | Craft jewels |
| <input type="checkbox"/> | Paper plates |
| <input type="checkbox"/> | Music for the welcome party |
| <input type="checkbox"/> | Colouring pens or crayons |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Note for leader (optional):

Before the meeting, decide on a country you would like to base this meeting on. Choose one which has a strong and easily accessible cultural identity or a country linked to the group's ethnic origin or interest. In addition, before the meeting, invite a person from the country to join in the activities and to answer any questions the young people may have about this country.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

What's in the box (5-10 minutes)

What's in the box?

What's in the box?

Tell me, tell me

What's in the box?

I wonder what it could be?

Could it be a magical box?

Maybe full of surprises

Lots and lots and lots

What's in the box?

What's in the box?

Tell me, tell me

What's in the box?

Shall we have a look and see?

Oh, it's some food from another country. Let's have a taste.

And now it's a picture of people in a different country.

It's a teddy dressed in traditional clothing (or another item) from this country.

Oh, a flag! What country could this be?

Well done! It's a great place to live! And guess what? We have people coming from (country name) to visit us. How can we make them feel welcome?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- World map
- Large box with items from your chosen country
- These items may include:
 - A flag, traditional food, teddy dressed in the country's clothing
 - Image of people from the country

Leader(s) and helpers can encourage young people to think about the country.

Leader(s) and helpers can support young people to take items out of the box with their eyes closed, then guess what could be inside the box.

Leader(s) and helpers can guide young people to look at the world map and show them where this country is. Guide them towards saying they'll have a welcome party!



Take action!

(Middle of meeting - 20 minutes)

Party hats (15 minutes)

Show the young people an example of the hat you made from the materials. Inform them that they will be throwing a welcome party for the guests. Their party hats will represent the colours of the country's flag. Inform them that everyone in the world is different and has very special qualities. Encourage the young people to use their imagination and ideas to create their own party hats.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

You could play **Matching pairs** using flags from around the world. Cut the flags in to two pieces (not straight cut, more jagged so they fit together). Place one half of all the flags spread out on to the floor. Young people work in teams taking it in turns to collect half a flag and look for its matching half on the floor. The team with the most complete flags win. Bonus points to teams who can correctly name any of the countries represented by the flags.

Resources:

- Pom poms
- Craft jewels
- Paper plates
- Feathers
- Colouring pens or crayons
- Printed flags cut in half

Leader(s) and helpers may need to provide hands on support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making their own party hats.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person puts on their party hat and pretends to hold a welcome party, with music and traditional healthy food from the country to welcome the guests. Inform them that everyone is different and has very special qualities. We can learn a lot from our friends in other parts of the world. Ask the young people what they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Party hats
- Hedgehog Sticker Log Books
- Music
- Traditional food from the country (healthy)
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their party hat home to talk about the country with their family and friends.

Resources:

- Party hats





Dear parents and carers,

In today's meeting, we learnt about another culture and made party hats to welcome guests from a different part of the world. By participating in today's activities, your child earned an **Around the World Challenge sticker**.

Please encourage your child to use their party hats to talk about the activities they participated in and what they learned today. You might want to encourage them to continue to keep discovering other countries and cultures by trying lots of international cuisines.

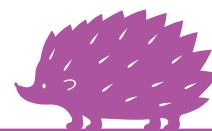
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

W5: Deep blue sea

Theme:

Around the world

Activity sticker:

Making a cardboard sea

As part of this activity young people will develop their **practical skills** and work as **part of a team**. This meeting will encourage them to use their **imagination** to explore **the world around them**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ World map
- ☐ Large cardboard boxes, pens or paint, scissors, string, buttons, tape and glue
- ☐ Sea creature colouring templates
- ☐ Coloured card
- ☐ Images of sailor / boat / underwater creatures such as seahorse / jellyfish / turtle / blue whale
- ☐ Binoculars
- ☐ Parent letters

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

A sailor went to sea (5-10 minutes)

Once upon a time there lived a sailor called Shanise. She was a sailor who loved to sail her boat around the Caribbean islands.

Does anybody know where the Caribbean is? Let's have a look on the world map. Look at all this water. Most of the world is covered in water. These are the seas and oceans.

One day, Shanise decided to sail her boat along the sea. The sun was shining, and she was really happy, so she decided to sing this song:

A sailor went to sea, sea, sea,
To see what she could see, see, see,
But all that she could see, see, see,
Was a seahorse swimming in the sea, sea, sea.

A sailor went to sea, sea, sea,
To see what she could see, see, see,
But all that she could see, see, see,
Was a jellyfish swimming and a seahorse swimming in the sea, sea, sea.

A sailor went to sea, sea, sea,
To see what she could see, see, see,
But all that she could see, see, see,
Was a turtle swimming and a jellyfish swimming and a seahorse swimming in the sea, sea, sea.

A sailor went to sea, sea, sea,
To see what she could see, see, see,
But all that she could see, see, see,
Was a blue whale swimming and a turtle swimming and a jellyfish swimming and a seahorse swimming in the sea, sea, sea.

Shanise is enjoying her time out at sea. Look at all these wonderful sea animals! If we can't go under the sea ourselves, how can we see these sea creatures in real life?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images or toys of a sailor
- World map
- Images of seahorse, jellyfish, turtle, blue whale
- Binoculars

Leader(s) and helpers can encourage young people to say hello to Shanise, think about where the Caribbean is and to explore the map.

Leader(s) and helpers can support young people to sing along to the song, act out the actions as you show them images of the sea animals.

Leader(s) and helpers can guide them towards the next activity.



Take action!

(Middle of meeting - 20 minutes)

Make a box aquarium (15 minutes)

Before the meeting, take some large cardboard boxes (depending on the size of the group) and cut the front section out so they resemble fish tanks. In the top, cut several slits along the length of the box.

<http://madebyjoel.com/2010/06/wall-hanging-box-aquarium.html>.

Explain to the young people they are going to work as a team to fill these aquariums with sea creatures from the story (fish, seahorses, jellyfish, turtles, wales etc). Provide them with templates to decorate and also encourage them to draw their own on card. Have images of amazing sea life scattered around and on the walls for inspiration. Some young people could decorate inside the boxes with sea scape backdrops. Cut out all the fish and using tape (or by creating small holes) hang them to string or wool. Thread this through the slit in the box and tie or stick a button to the top. That way young people can move their fish along the scene and bring them to life.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

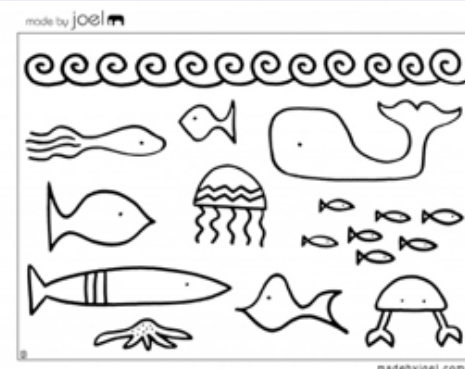
If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Large cardboard boxes
- Pens or paint
- Scissors
- String or wool
- Buttons
- Tape and glue
- Sea creature colouring templates
- Coloured card
- Other craft items for decorating sea creatures

Leader(s) and helpers may need to provide hands on support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create the box aquariums.



<http://madebyjoel.com/wp-content/uploads/2010/06/Made-by-Joel-Underwater-Creatures-Coloring-Sheet-Free-Printable-Template.pdf>

<http://madebyjoel.com/wp-content/uploads/2010/06/Made-by-Joel-Modern-Fish-Designs-Coloring-Sheet-Free-Printable-Template.pdf>



Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Ask the young people to share the sea creature they made with the rest of the group and explain their ideas. Retell the story, using the aquariums as a puppet show and making the hanging sea creatures dance along with the song. Ask the young people what they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Cardboard box aquariums
- Hedgehog Sticker Log Books
- Stickers
- Music
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their cardboard sea creature home with them to share what happened in today's meeting. They could research other interesting sea creatures in books or online and create their own underwater gallery on their wall at home.

Resources:

- Deep blue sea creature





Dear parents and carers,

In today's meeting, we sang a song about Shanise, the sailor who went to the deep blue sea. We also had fun creating our own sea creatures and hanging them in our cardboard box aquariums. By participating in today's activities, your child earned an **Around the World Challenge sticker**.

Please encourage your child to show you their deep blue sea creature and to share what they learned about our oceans. Maybe you could encourage them to keep exploring underwater, by finding even more interesting sea life in books or online. They could even draw these creatures to create their own aquatic gallery on their wall.

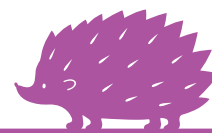
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

W6: Festivals

Theme:

Around the world

Activity sticker:

Making Diwali hand dishes

As part of this activity young people will develop a deeper understanding of their own **beliefs and attitudes** and have more **respect for others**, including those from backgrounds different to their own. In doing so they will learn about the **people and communities** that exist in **the world around them**.

Resources for session:

- | | |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images of Ram / Sita / a monkey |
| <input type="checkbox"/> | Fairy lights (or a torch) |
| <input type="checkbox"/> | Air dry clay (white) |
| <input type="checkbox"/> | Assorted clay tools or skewer |
| <input type="checkbox"/> | Knife and textured items for stamping |
| <input type="checkbox"/> | Rolling pin |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Note for leader (optional):

Before the meeting, invite a member of the Indian community to read the story (or share their own). They may also like to join in the activities and to answer any questions the young people may have about India.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

The Story of Diwali (5-10 minutes)

Once upon a time there lived a prince called Rama and his wife called Sita.

One day a wicked king with ten heads and twenty arms came along. He took Sita away from Rama and said he's never bringing her back.

Oh dear! What should he do? How do you think he's feeling?

Rama searched EVERYWHERE for his wife Sita. Where could she be? Let's try and find her.

Suddenly a monkey came out from nowhere to help Rama find Sita. He looked everywhere for her. Where could she be?

The monkey eventually found Sita and he told Rama about where she was. Rama rescued her from the wicked king and everyone was very happy! On their way back home, it was very dark. Too dark to see anything. The local people used candles to help Rama and Sita see in the dark. Then, they celebrated with dishes full of yummy treats!

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of Rama, Sita and a monkey
- Torch or fairy lights

Leader(s) and helpers can encourage young people to wave, whilst saying hello to each character. Act out the events of the story.

Leader(s) and helpers can guide young people to stand up and pretend to search everywhere for Sita. Ask the young people where could she be?

Leader(s) and helpers should turn the lights off and turn on fairy lights (or a torch)



Take action!

(Middle of meeting - 20 minutes)

Make a Diwali hand dish (15 minutes)

Explain that we are going to make a dish like the ones from the story. They can take these home for their parents to use either by filling them with food or using them as a candle holder.

Show them an example of a hand dish you made in advance, then help the group create their own.

<https://mypoppet.com.au/makes/kids-craft-mid-century-ceramic-hand-dish/>

1. Knead clay to soften and get rid of air bubbles
 2. Roll out a slab of clay to about 5mm (1/4") thickness
 3. Trace around hand with pointy tool or skewer
 4. Cut away excess clay
 5. Smooth edges (if the clay is getting a little dry, smooth edges with wet fingers)
 6. Don't forget to sign and date the back at this stage
- Then it's time to get creative!
7. Use assorted shaped tools to stamp shapes into the clay. If young people struggle with this you could mark out the fingers and nails for them and let them design the rest. They should try to personalise their design so it reflects them and their personality or interests
 8. Curve the edges of the hand shape up slightly to create a concave dish shape
 9. Leave to dry for at least 24hrs (drying time will depend on the weather, and could take up to 2 days to dry fully)

The clay is fully dry when it has all turned white and there are no damp grey spots. Then it's time to paint. You could do this in a future meeting or you could give the unpainted hands back to the young people to take home and paint.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Your example hand dish, pre-made
- Air dry clay (white)
- Assorted clay tools or skewer, knife and textured items for stamping
- Rolling pin

Leader(s) and helpers may need to provide support, prompts, and encouragement for young people to find ways to personalise their design, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making and decorating their own hand dishes.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their hand dish to the rest of the group. Do they think Rama and Sita would enjoy their festival celebration? Ask the young people what they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Hand dishes
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their dish home to continue the Rama and Sita story with their family and friends. They may even wish to paint them once they have dried out fully.

Resources:

- Hand dishes





Dear parents and carers,

In today's Hedgehog Nest Meeting, we listened to a story about Rama and Sita, the Diwali story. We also had fun making traditional hand dishes to celebrate the festival.

These dishes are a lovely keepsake and could be used for food or even to hold a candle. They will only need a day or two to dry out. Then, you may wish to help your child paint them using acrylic paint. You may also wish to seal them using a waterproof sealant, such as Mod Podge or similar, so they will last forever. More help and info can be found at <https://mypoppet.com.au/makes/kids-craft-mid-century-ceramic-hand-dish/>.

By participating in today's activities, your child earned an **Around the World Challenge sticker**. Please encourage your child to use their hand dish to share the Diwali story and talk about the other activities they participated in. We hope you enjoy using your child's hand dish for your own celebrations!

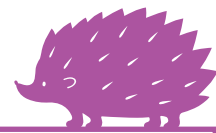
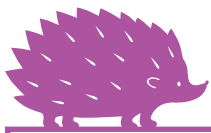
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

W7: Giving thanks

Theme:

Around the world

Activity sticker:

Toasting s'mores

As part of this activity young people will develop their **practical skills**, **value the outdoors** and understand what makes a **meaningful friendship**. They will understand more about the **people and communities** that exist in **the world around them**.

Resources for session:

- ☐ Sign-in images for opening ceremony
- ☐ Stickers
- ☐ Hedgehog Sticker Log Books
- ☐ Images of people getting off a boat/ Native American
- ☐ World map
- ☐ Wood and matches for bonfire
- ☐ Marshmallows
- ☐ Digestive biscuits
- ☐ Milk chocolate bars (indoor option: pre-printed thank you cards, decorative craft materials, colouring pens, PVA glue)
- ☐ Parent letters

Safety checklist:

Ensure you have the following:

- A first-aid kit
- A fully charged mobile phone pre-set with emergency contact numbers
- Details of any medical conditions / allergies of any of the young people
- Medication for any of the young people (epi-pens, inhalers, etc.)
- Other items likely to be needed, such as water, baby wipes and sun cream
- A risk assessment
- A list of the young people on the trip, including emergency contact details
- Wristbands for young people with the contact details of the leaders
- Road safety checklist and Out in the woods checklist to read to young people (included in training pack)
- Young people are supervised with one adult to every six young people plus the leader in charge
- At least one leader on the outing should have a current first-aid qualification
- Leaders and helpers briefed on their roles and what to do in the event of a young person going missing, having an accident or becoming ill
- Parents given full details of the outing, including transport arrangements, cost, additional clothing that may be required, and the learning that young people will gain from the experience

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.

Note for leader:

Before the meeting find a safe place to build a fire and get the wood and lighters ready in advance. If appropriate, you could build one in advance which can be safely lit with the young people. You may wish to invite helpers along to the s'more thanks bonfire.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

The story of Thanksgiving (5-10 minutes)

A very long time ago a group of people from this country, England, boarded a boat and sailed all the way to a country called America.

Does anyone know where England and America are? Let's have a look on the world map.

When the people arrived in America, they were very excited to explore this new land. I wonder what they got up to?

One day, they decided to chop wood to make a fire. They wanted to use the fire to keep warm and to heat up some food. However, they didn't know how to. They soon became hungry and very cold.

Oh dear! What should they do?

Suddenly a very kind man came out from nowhere. He was a Native American. The very kind man with a warm heart helped make a fire to keep everyone warm and gave them lots of food. They were no longer hungry.

What do we say to people when they have been kind to us?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- World Map
- Images of English people getting off a boat
- Image of a Native American

Leader(s) and helpers can encourage young people to wave, whilst saying hello to each character. Show them a world map and point to England and America.

Leader(s) and helpers can guide young people to stand up, pretend to explore the area, chop wood and act out the other activities.

Leader(s) and helpers can guide the young people to respond by saying thank you.





Take action!

(Middle of meeting - 20 minutes)

S'more thanks (15 minutes)

A s'more is a traditional night-time campfire treat popular in the United States and Canada, consisting of a marshmallow and a layer of chocolate sandwiched between two pieces of graham cracker, also known as a wagon wheel. National S'mores Day is celebrated annually on August 10.

Take the group outdoors to build a bonfire to give thanks and toast s'mores. Remember to remind them of the road safety procedures before you leave (included in the training pack).

Method

1. For each s'more, take two digestive biscuits and lay pieces of the chocolate bar on top of one
2. Toast a marshmallow (or two) to gooey perfection on the campfire or barbecue
3. Place the melted marshmallow(s) on top of the chocolate, before squishing the second digestive biscuit on top to form a deliciously gooey sandwich

When all the young people have made their s'mores (see https://www.scoutadventures.org.uk/sites/default/files/2018-05/Smares_0.pdf), go round the bonfire and ask them to tell you all something they are grateful for then say thank you together after each person.

Return to headquarters and wash hands.

Indoor alternative

If weather is not permitting, young people can make thank you cards. Show the young people an example of the thank you card you created earlier. They will be making their own thank you cards to give to someone who has been kind to them. Allow time for them to decide who they'd like to make their card for. Inform the young people that it's important to always be thankful for everything we have and when people are kind, we should always say thank you. Encourage the young people to use their imagination and ideas from the story, to create their own thank you cards.

Resources:

- Wood and matches for bonfire
- Digestive biscuits (two per child)
- Milk chocolate (a few segments per child)
- Marshmallows (a few per child)
- Skewers for toasting (one per child)

Resources:

- Pre-printed card
- Decorative craft materials
- Colouring Pens
- PVA glue

Leader(s) and helpers may need to provide hands on support and prompts encouraging young people to find ways to personalise their design, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by making their own thank you cards.





Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Ask them what the Native American would say about their s'more thanks / thank you cards. Remind them to always give thanks for everything they have. Ask the young people what they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Thank you cards (if applicable)
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their s'mores / thank you cards home to continue the story of thanksgiving with their family and friends.

Resources:

- Thank you cards (if applicable)
- S'mores





Dear parents and carers,

In today's meeting, we listened to a story about the American tradition of Thanksgiving. We also had fun having a S'more thanks bonfire. By participating in today's activities, your child earned an **Around the World Challenge sticker**.

Please encourage your child to share the Thanksgiving story, what they are thankful for and talk about why it's always important to give thanks. They may wish to give special thanks to someone in particular by making them a thank you card, drawing a picture or writing a letter.

You may even want to make your own yummy S'mores together, at home, either over a campfire https://www.scoutadventures.org.uk/sites/default/files/2018-05/Smares_0.pdf or simply putting marshmallows, chocolate bars and digestive biscuits in the microwave <https://www.wikihow.com/Make-Smares-in-a-Microwave>. They are very yummy indeed!

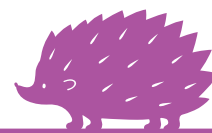
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

W8: Respecting others

Theme:

Around the world

Activity sticker:

Understanding our rights

As part of this activity young people will gain enhanced **personal wellbeing** and be more likely to **consider themselves as an international citizen**. This meeting will also encourage them to have more **self-confidence and self-awareness** and learn about **the world around them**.

Resources for session:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Basic right colouring in sheets printed |
| <input type="checkbox"/> | Crayons or colouring pencils |
| <input type="checkbox"/> | Blu tack for sticking rights on the wall |
| <input type="checkbox"/> | Strips of coloured paper |
| <input type="checkbox"/> | Glue |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Know your rights (5-10 minutes)

Gather young people and watch this animation, explaining young people's rights:

<https://www.youtube.com/watch?v=V1BFLitBkco> animated story

Read My dream for every child (by Michelle Nkamankeng a child author from South Africa found here <https://www.unicef.org/tinystories/>)

My dream for every child is for them to want to dream to achieve the talent they are good at.

And I wish every child can go to school because education is important.

And I wish for every child a peaceful home, and when a child is sick I wish a person can take care of him/her.

And I wish every child can have fun with no wars and that all the children who don't have blankets, socks, jerseys could keep warm.

And I wish every child who wants to write a book does not go off-track.

And I wish every child can feel safe at home and outdoors, and I don't want anyone to be harmed.

And I want every child to inspire others with their talents and to be themselves without showing off.

What do you wish every child in the world had?

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of young people from around the world
- Access to YouTube

Leader(s) and helpers can encourage discussion after this poem about what young people think every child should have and what every child needs.





Take action!

(Middle of meeting - 20 minutes)

Colour my rights (15 minutes)

Print out the colouring sheets found here https://resourcecentre.savethechildren.net/node/8580/pdf/coloring_book-1.pdf. Spread them out on a flat surface in front of the group. Ask young people to come up, one by one, and pick the right(s) they wish every young person had access to. Young people colour sheets in and stick them on the wall. Once the wall is full of rights, focus on one and ask young people to think what might happen if they didn't have this right?

Then, ask young people to think of all the rights they have. Using strips of paper, they make a paper chain with each chain representing a different right. Can they write something or draw a picture to represent that right?

Play this animated song We've All Got Rights to remind them along the way...

https://www.youtube.com/watch?v=LN_70HXxd5Y

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

Resources:

- Basic white colouring in sheets printed
- Crayons or colouring pencils
- Blu Tack for sticking rights on the wall
- Strips of coloured paper
- Glue

Leader(s) and helpers may need to provide support and prompts, but the emphasis should be placed on young people using their creative skills and independence to create their own ending for the story, by colouring their rights and making their own paperchains.





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their paperchain to the rest of the group. Tell them you are going to write your own story, like the one they heard earlier. Go around the circle and ask the young people to say one thing they wish for every young person. They can use the rights on the wall, or their paper chains for inspiration if they get stuck. Ask the young people what they enjoyed about today's meeting.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Colouring in sheets
- Paperchains
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their paperchain home to share what they've learned with their family and friends.

Resources:

- Paperchains





Dear parents and carers,

In today's meeting, we learned about the UN Convention on the Rights of the Child. We also explored what these rights should include and identified the rights we have ourselves. We also thought about what we wished every child in the world had access to.

By participating in today's activities, your child earned an **Around the World Challenge sticker**. Please encourage your child to use their paperchains to share the story and talk about the other activities they participated in.

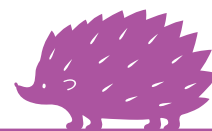
We look forward to next week's meeting!

Hedgehog Meeting Leader



Hedgehogs

Nest meeting



Meeting:

W9: Cultural differences

Theme:

Around the world

Activity sticker:

Understanding my culture

As part of this activity young people will be more likely to **consider themselves as an international citizen**, develop **respect for others**, including those from backgrounds different to their own, and gain a deeper understanding and confidence in their own **beliefs and attitudes**. They will learn about some of the different **people and communities** that exist in **the world around them**.

Resources for session:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Sign-in images for opening ceremony |
| <input type="checkbox"/> | Stickers |
| <input type="checkbox"/> | Hedgehog Sticker Log Books |
| <input type="checkbox"/> | Images of babies from all over the world |
| <input type="checkbox"/> | Paint or ink for printing hands |
| <input type="checkbox"/> | Big sheets of paper |
| <input type="checkbox"/> | Hand, foot or heart shaped outlines for creating collages and hand print posters |
| <input type="checkbox"/> | Cultural images for collages |
| <input type="checkbox"/> | Scissors |
| <input type="checkbox"/> | Glue |
| <input type="checkbox"/> | Beanbag or hackysack ball (optional) |
| <input type="checkbox"/> | Parent letters |

Safety checklist:

Ensure that you are aware of and have actioned the following:

- Activities are risk-assessed so that risks can be minimised and the first aid kit is accessible
- Young people are supervised during the activity and given instruction in the safe use of any equipment used
- Young people are supervised with one adult to every six young people plus the leader in charge
- Only small amounts of art materials are allowed at any one time and look out for young people putting materials into their mouths
- Young people thoroughly wash their hands after each activity
- Any spillage is cleaned up immediately and the floor is in a dry, safe condition
- Leaders and helpers watch young people for any allergic reaction to materials used
- Glues and adhesives are water-based and non-toxic
- Only round-headed safety scissors are used, scissors are counted out and in and are properly stored
- Any faulty or damaged scissors are disposed of immediately
- When making holes in materials, use a pointed pencil and support underside of material with 'Blu Tack' or similar
- A dustpan and brush are used to pick-up any sharp objects or rubbish and ensure all rubbish is collected in an appropriate container or bag and disposed of in a safe way

Helper guidance:

Whilst the Hedgehog Leader takes the session, parents and carers (helpers) are welcome to participate and support their young people during the activities. See guidance notes below for ideas on how to involve parents and carers. Anyone without a Scout DBS needs to be within sight and hearing of an adult with a Scout DBS; there should always be a minimum of two adults with young people.





Let's get started! (Start of meeting - 20 minutes)

Opening ceremony (10 minutes)

Sit in a circle to sing the **Hello Hedgehogs** song.

Greet everyone individually as they **sign in**. Each young person is encouraged to independently find an image of a hedgehog with their name or photograph on, stand up, and put the image onto a designated display area to mark themselves as being present.

Recap on the previous meeting by asking the group what happened last time they met. Hand out reward stickers to young people for participating in the **activity at home** and share any photos they may have taken.

Ten little fingers and ten little toes

(5-10 minutes)

(adapted from the book by Mem Fox and Helen Oxenbury)

There was one little baby who was born far away
And another who was born the very next day
And both of these babies, as everyone knows,
Had ten little fingers, and ten little toes.

There was one little baby who was born in a town,
And another who was wrapped in an eiderdown,
And both of these babies, as everyone knows,
Had ten little fingers, and ten little toes.

There was one little baby who was born in the hills,
And another who suffered from sneezes and chills,
And both of these babies, as everyone knows,
Had ten little fingers, and ten little toes.

There was one little baby who was born on the ice,
And another in a tent, who was just as nice.
And both of these babies, as everyone knows,
Had ten little fingers, and ten little toes.

Once upon a time you were all born,
Some late at night, some at first dawn.
You're all very different, and yet we all know,
You've all still got ten fingers and you've all got ten toes!

Around the world, and here in the UK there are lots of different people, from different backgrounds. The world would be very boring if everyone was the same! But what does make us all the same? Yes, we are all human beings and we all have ten fingers and ten toes!

Let's see how everyone here is different and the same.

Resources:

- Images for sign-in
- Stickers

Helpers could share any photos of activities done at home on their phone to help young people talk about what they did.

Helpers can sit in the circle and encourage young people to use their listening skills and imagination to respond to the story being told.

Resources:

- Images of babies from all over the world

Leader(s) and helpers can encourage young people to respond to the story and play along with the actions. Every time the story mentions fingers and toes young people wiggle theirs.





Take action!

(Middle of meeting - 20 minutes)

Friendship comes in many colours

(15 minutes)

Create some large sheets of sugar paper with outlines of either hands or feet drawn on them to link with the story. Using your knowledge of the young people in the group, find lots of cultural images from magazines or printed from the internet so they can create a collage about their cultural background, sticking them inside the hands or feet outlines.

Write the statement 'Friendship comes in many colours!' around a heart on a large sheet of paper. Have a variety of coloured paints or ink pads. Invite each young person to pick a colour that best reflects them and / or their culture. They print their hands onto the sheet around the edge or inside the heart. Display on the wall to celebrate friendship within the group.

Tidy up time (5 minutes)

Listen to the tidy up song (included in the training pack) as young people clear away resources and craft materials. Encourage independence by giving each young person a role or responsibility during tidying up time.

If there's time...

You could play a game with the entire group. See the **list of games** (included in the training pack) for game ideas, rules and resources.

You could play a game of **Takraw** (a game from Thailand). Takraw is similar to a hackysack. A takraw is a ball about the size of a grapefruit made from woven rattan, and it's quite hard. Using a hackysack or a beanbag, get players to stand in a circle and pass the ball around, using their hands, heads, feet, legs, and shoulders (In Thailand they can't use their hands). How many passes can the group get?

Takraw games often break out on the street among strangers waiting for a boat or a bus. This multicultural game might draw 40 or 50 people before the boat or bus arrives to take away some of the players.

Resources:

- Paint or ink for printing hands
- Big sheets of paper
- Outlines for creating collages and hand print posters
- Cultural images for collages
- Scissors
- Glue

Leader(s) and helpers may need to provide support and prompts, but the emphasis should be placed on young people using their creative skills and independence to place their hand prints in or around the heart.



Resources:

- Hackysack ball or beanbag





Reflect

(End of meeting - 10 minutes)

Round up

Gather the group to sit in a circle. Each young person shows their collage to the rest of the group and tells them something about their culture. Ask the young people what they enjoyed about today's meeting. Remind them that everyone is different but we all still have ten fingers and ten toes.

Reward

Ask the young people to tell you what they found most enjoyable today, then hand out the activity stickers for the Hedgehog Sticker Log Books.

Closing ceremony

Sing the **Goodbye** song and wave to each young person within the group as they leave. Hand out the parent letters.

Resources:

- Collages
- Hedgehog Sticker Log Books
- Stickers
- Parent letters

Helpers can sit in the circle during the **Round up**, **Reward** and **Closing ceremony** to help young people respond to instructions and contribute to discussions.

Share it!

(Activity at home)

Activity at home

Each young person takes their collage home to share what happened in today's meeting. They ask questions about their cultural background and continue to add pictures to their cultural collages.

Resources:

- Collages





Dear parents and carers,

In today's meeting, we had fun learning about our different cultures. We also had fun creating our own cultural collages. By participating in today's activities, your child earned an **Around the World Challenge sticker**.

Please encourage your child to show you their collage and to talk about the activities they participated in. You may also want to encourage them to ask questions to better understand their cultural heritage. You could help them find more images so their collage can keep growing, and celebrating their sense of cultural identity.

We look forward to next week's meeting!

Hedgehog Meeting Leader

