

SCOUTS TAKING THE LEAD

A GUIDE TO HELPING SCOUTS DEVELOP LEADERSHIP SKILLS

[SCOUTS]



CONTENTS

SECTION ONE - BEING IN A TEAM	06
• What is a team?	07
• Your role in a team	09
• Working as a team	09
• Supporting others in your team	10
• Reaching decision as a team	10
• Planning programmes and events	11
• Team meetings	13
SECTION TWO - SELF DEVELOPMENT	14
• What are you aiming for?	15
• Did you reach your target?	15
• Finding information (Find it out!)	16
• What do others want?	16
• What do things cost and who pays? (How much?)	17
• Speaking in small groups	19
• Keeping personal records	20
• Standards and codes of conduct	22
SECTION THREE - LEADING A TEAM	24
• How to lead (It's not what you do but the way that you do it)	25
• Delegating - Involving everyone	26
• Gaining respect	27
• Teaching skills	28
• Dealing with challenging behaviour (Sort it out!)	29
• Risk Assessment (Watch out!)	30
• Running an activity	33
SECTION FOUR - THE WIDER PICTURE	34
• Explaining Scouting to others	35
• Getting Scouting in the media	36
• How Scouting helps you	37
• What is your community?	38
• Explorer Scouting and the Young Leaders' Scheme	40
APPENDIX OF RESOURCES	41
• Scavenger hunt	42
• What is a team?	43
• Team meetings - role descriptions	44
• Resource sheet - tower	45
• Origami water bomb	46
• Observer checklist on teamwork	49
• Ideas galore	50
• Your money or your life role cards	50
• Nuclear rescue planning sheet	51
• Find a campsite	52
• Just a Minute topic cards	53
• Fitness record sheet	54
• Option cards	55
• Activities checklist	56
• Risk assessment form	57



INTRODUCTION

The future leaders of our communities are the young people who are currently in our Scout Troops. From that very first experimental Scout camp on Brownsea Island in 1907, the Scout Movement has built a reputation for being able to develop leadership skills in young people. Adult leaders play a significant part in developing these leadership skills and this resource aims to provide a wide range of activities to help you.

Scouts Taking the Lead is designed to help adult leaders like you develop leadership skills with young people in the Scout Troop. It will help you promote the active participation of your Scouts in the day to day running of your Troop. It will help to increase their participation in the decision-making processes of The Scout Association – at local, national and international levels. And, most importantly, it will help young people become better leaders, both within Scouting and in preparation for their adult roles in society.

Scouting is for young people and so representing their views in the running of the Scout Troop, as well as the wider Movement, is imperative. In all of our sections, the active involvement of our youth Members in section decision-making is key to ensuring that leaders deliver what their Members want. In Beavers this may simply involve asking them as a group what they would like to do for their Bonfire Party. In Cubs, it may involve a group decision about where they should go for their annual Pack Holiday.

In our three senior sections, the need for active involvement in decision-making and leadership becomes more important. We also have a responsibility to help our Scouts, Explorer Scouts and Scout Network members develop some skills of leadership, whether as a Patrol Leader in the Scouts or as the Chairperson of the District Explorer Scout or the County/Area Scout Network.

This resource is divided into four sections:

1. BEING IN A TEAM

In this first section we look at some of the issues raised by being in a team.

2. SELF DEVELOPMENT

In the second section, we encourage the development of the attributes of a good leader.

3. LEADING A TEAM

Here we provide opportunities that allow the Scouts to move towards the responsibilities of leadership.

4. THE WIDER PICTURE

In this final section, we encourage our Scouts to take the skills they have learned on to Explorer Scouting, the Young Leaders' Scheme and into the wider world.

The activities should be fun! They are all designed to be run as stand-alone activities and could form part of the weekly meeting night programme. Some of the activities could alternatively be brought together as part of an activity weekend for the section e.g. a Troop or District Leadership training weekend.

Use this book

- at Troop meetings
- for Patrol Leaders' training
- as an Assistant District Commissioner/Assistant County Commissioner/Assistant Area Commissioner

01

INTRODUCTION

Scouts are members of a range of different teams, in Scouting, at school and in their sports and hobbies.

Before developing the skills needed to lead a team, it is helpful to develop a better understanding of what a team is and does, and why we work in teams. The activities in this section explore these issues.

Firstly we look at what a team is and why we have teams. We then look at teamwork and how we operate within a team including team meetings and the decision-making process within the team.

We then investigate some of the things that good teams do including planning tasks, and planning programmes and events.

CONTENTS

- What is a team?
- Your role in a team
- Working as a team
- Supporting others in your team
- Reaching decisions as a team
- Planning programmes and events
- Team meetings

WHAT IS A TEAM?

A team is a group of people working together with a common purpose or objective.

Of course, unless the team members know what that objective is, they cannot be expected to work towards achieving it together.

In these activities we look at the benefits of teamwork, how teams work and how you can get the best from your own teams.

INTRODUCTORY EXERCISE



Activity: Warm up activity



Time: 10 minutes



You will need:

A copy of the resource sheet (included in the appendix)
A pair of scissors



Advance preparation:

Cut all the letters up.
Cut up the four words and place a pile of letters on each word.
Make sure that all the letters are mixed up.



Programme Zones: Creative Expression



Awards/badges covered: Creative Challenge

During the activity:

Give each of the four teams a word and a random pile of letters. Once they have done this they must find those with the letters that they need and swap for ones that they don't need. Once this is done get them to put the words into a phrase that they think makes sense.

After the activity:

Ask the groups if they worked as a team. They are only very quick questions and so should only be discussed for 30 seconds. If so, what tasks did everyone undertake? Did they work well together? Did they all come up with the same answer? What do they think the phrase means?



Activity: Lego tower



Time: 30 minutes



You will need: For each group, approximately 100+ construction bricks (eg Lego) in different colours
copies of instruction cards (These can be found on the Resources Sheet)



Advance preparation: You will notice that one of the cards has an additional instruction on it. It is important that other members of the team do not see this card as it will jeopardise the success of the activity. Only one member of the group should be given this card. The other group members receive copies of the card with the general instructions.



Programme Zones: Creative Expression



Awards/badges covered: Creative Challenge

During the activity: Observe the team working. You may need to remind them about working without talking. How does the person with the 'special' instruction react when the other members of the team seem to be ignoring this rule?

After the activity: If you have more than one team working on the same task, measure the height of the towers and declare a winner.

Discuss how the team members felt about achieving the task. Did they realise that one member of the team had a slightly different agenda? How did that person feel/react, particularly towards other members of the team? Did this create any tensions within the group? If so how did the team get over these?



Activity: Who's in my team?



Time: 30 minutes



You will need: Three large sheets of flipchart paper (A1 size) and marker pens



Advance preparation: None



Programme Zones: Community



Awards/badges covered: Community Challenge

Activity description: This activity is aimed at getting members of each team to think about what makes a good team and what makes it effective.

1. Start this session with a general discussion about teams they know. Ask one of the group members (or a facilitator) to make a list on one of the sheets of paper.
2. Then ask the group to describe any teams of which they are a part. Ask another member of the group to record the results.
3. Finally, ask the group to identify what makes effective and ineffective teams.



After the activity:

- Was there some general agreement on what makes effective and ineffective teams?
- Were the Scouts surprised at how many teams they are each in?
- Can they name a really effective team? Why is it effective?

YOUR ROLE IN A TEAM

A team is only as effective as its individual members. Each team member brings a different set of qualities, skills and attributes to contribute to the overall team dynamics.

Imagine a football team in which all eleven players were goal-keepers but none of them were mid-field players: not a recipe for success.

It is therefore important to identify the strengths of each of the team members so that different tasks can be undertaken by different team members, using their individual strengths to benefit the team.



Activity: Water bombs



Time: 45 minutes



You will need: (for each team)
25 x 210mm paper squares.
One copy of instructions per team member.
Flipchart and pens to record comments from Scouts.
(please see appendix)



Advance preparation: Copies of instruction sheet (1 per team member)



Programme Zone: Creative Expression



Awards/badges covered: Creative Challenge

Activity description:

1. Using the equipment provided the team has to make as many water bombs as possible in the time allocated (10 minutes).
2. After ten minutes, the team stops and counts how many completed water bombs have been made.
3. The leader then challenges the Scouts to increase their productivity by each Scout being allocated one particular part of the process – thereby making a 'production line'.
4. After a further ten minutes, ask the teams to stop. Each team should then compare its results with its earlier efforts.

After the activity:

The leader then summarises by asking the team which was more efficient – everyone working individually or everyone working as a team with a specific role?

WORKING AS A TEAM

This session is designed to help Scouts understand what it is like to be part of an effective team.

Explain to the Scouts that a good leader works with their team, uses the skills that everyone has, delegates responsibility and lets people get on with the job they have been given.

The following activity will give your teams a chance to prove themselves. It is best to use one Scout, Young Leader or leader who will not take part in the exercise, but will take notes on how the team operates.



Activity: Tallest flagpole



Time: 40 minutes



You will need: Bamboo canes, elastic bands, string, flag, copies of the Observer Checklist (please see appendix)



Advance preparation: Make copies of the Observer Checklist. Get equipment ready for each team.



Programme Zones: Creative Expression, Outdoors and Adventure



Awards/Badges covered: Creative Challenge, Pioneer

Activity description:

Teams are to build the tallest flagpole using the equipment provided in the given time (30 minutes).

During the activity:

Remember to ensure that the observer, who should be a Scout, is marking off aspects of teamwork on the checklist.

After the activity:

At the end of this time, spend a further 10 minutes to allow teams, with observers, to report back on their successes. Focus particularly on the following:

1. The method of achieving the task and quality of the end result.
2. The teamwork required to achieve the task, in particular those headings shown on the Observer Checklist.

HELPFUL HINTS:

Emphasise that the answer lies in the power of the group, which is always greater than the strength of several individuals working in isolation on the same task.

“ A GOOD LEADER WORKS WITH THEIR TEAM AND LETS PEOPLE GET ON WITH THE JOB ”

SUPPORTING OTHERS IN YOUR TEAM

An important aspect of leadership is teamwork: the ability to work with others to achieve a shared goal. Working in small groups is a fundamental part of the Scout Method. Many Troops use the Patrol system and the flexibility of this system allows individuals to work with others in different ways to recognise others' differences. Valuable knowledge can be gained from recognising working methods of small groups in different stages of development.



Activity: Group juggling balls



Time: 20 minutes



You will need: Roughly one juggling ball (or tennis ball) per person.



Advance preparation: None



Programme Zones: Creative Expression



Awards/badges covered: Circus Skills

Activity description:

The group forms a circle of about 5m diameter. Throwing the ball(s) across the circle in turn (see diagram), they must aim to get as many juggling balls as possible moving around the circle for as long as they can in an entertaining way!

Every time a ball is dropped, the performance should be evaluated and a method of improving or overcoming difficulties tried. For example, they could stand further apart or closer together, try more sympathetic throwing, making eye contact before throwing and so on.

As well as being a good introduction to advanced juggling, the group should learn some useful teamwork principles.

“WORKING IN SMALL GROUPS IS A
FUNDAMENTAL PART OF THE SCOUT METHOD”



REACHING DECISIONS AS TEAM

This activity allow the Scouts to work as a team, plan and organise what they are going to do and review how successful they were at achieving their goal. This apparently straightforward activity highlights the need for effective planning.



Activity: Sheep and shepherds



Time: 30 minutes



You will need: 8m length of string, 4 tent pegs, whistle, blindfolds



Advance preparation: Mark out a 'pen' with string and pegs, a 2m x 2m square on a large piece of open ground.



Programme Zones: Creative Expression, Outdoor and Adventure



Awards/badges covered: Creative Challenge

Activity description:

One of the Scouts (the shepherd) is given a whistle and the rest (the sheep) are given blindfolds.

The Scouts are told that they have 20 minutes to come up with a communication system using the whistle only. The shepherd must then guide the sheep into the pen once the sheep have been blindfolded and placed individually at random places facing random directions around the field.

As much or as little guidance as necessary can be given in order to facilitate the planning stage, which is the bulk of the activity. For example, Scouts may need to allocate signals to determine which sheep is being called, which direction to proceed and for how long. If the task is to be undertaken successfully, clear signals will need to be made and the planning discussion will have to be well organised. Every individual in the group will need to understand the commands used.

The shepherd then has 10 minutes to get all the sheep successfully into the pen.

After the activity:

How well did the team do? Did the shepherd achieve the task? Did the sheep all remember the signals? Before the activity what decisions did the team have to make? How important were the decisions made? What support did the team offer to each other? Was it all one way?

PLANNING PROGRAMMES AND EVENTS

Planning programmes and events does not fill the average Scout with enthusiasm. Yet Scouts often say that there are other things that they would like to do. This is an opportunity to allow them to be creative and plan their own programmes.

It is important to try and make any planning sessions as active as possible and the following activities have been designed to make programme planning fun.



Activity: Ideas explosion



Time: 30 minutes



You will need: Post-it Notes and marker pens



Advance preparation: None

Useful resources:

www.scouts.org.uk and www.scouts.org.uk/pol



The Troop Programme

The Troop Programme Plus

Scouting magazine and Scout Supplements



Programme Zones: Community

Activity description:

1. Each Scout is given a pad of Post-It Notes and a marker pen.
2. A Scout, Young Leader or adult leader calls out a Programme Zone.
3. Scouts then have three or four minutes to write down as many ideas on different Post-It Notes and stick them on the wall.
4. Repeat for each Programme Zone, giving three or four minutes for each (perhaps a little longer if ideas are generating well!)

As an alternative suggestion, you could prepare five large sheets of paper with a different Programme Zone written on each one. As the Post-It Notes are completed, the Scouts stick them onto the sheet of paper marked with the Programme Zone relevant to that specific activity or idea.

HELPFUL HINTS:

The six Scout Programme Zones are:

- **Outdoors and Adventure**
- **Fit for Life**
- **Beliefs and Attitudes**
- **Creative Expression**
- **Community**
- **Global**



Activity: What?



Time: 30 minutes



You will need: Large roll of paper (e.g. plain wallpaper) and marker pens, Blu-tac/masking tape.



Advance preparation: Stick large roll of paper onto a wall.

Useful resources:

www.scouts.org.uk

www.scouts.org.uk/pol

The Troop Programme

The Troop Programme Plus

Scouting magazine and Scout Supplements



Programme Zones: Community

Activity description:

1. Write the words 'Balanced Programme' on the left-hand side of the paper and draw six arrows coming from it.
2. After each of the arrows write the name of each of the Programme Zones.
3. Now invite the Scouts to suggest ideas for each of the strands (see diagram).
4. After each suggestion, draw another arrow coming from each one and ask the 'What...?' question again (in other words, 'What are we going to do to achieve this?').



Activity: Ideas galore!



Time: 30 minutes



You will need: Copy of the Ideas galore! worksheet (please see appendix)



Advance preparation: Copy Ideas galore! worksheet

Useful resources:

www.scouts.org.uk

www.scouts.org.uk/pol

The Troop Programme

The Troop Programme Plus

Scouting magazine and Scout Supplements



Programme Zones: Community

Activity description:

1. Using the worksheet, ask Scouts to work in small groups to think about the things that they have done recently. They should then complete the section 'things that we liked before...' with the top three things they liked for each Programme Zone. The Scouts may need some help in identifying, which activity falls into each zone and in some Troops not all zones may have been visited recently.
2. Using the same technique, allow the Scouts to 'go mad' and think of all of the things that they may wish to do. They may need some method of initially recording these ideas before transferring the 'top three' onto the worksheet in section 'Things that we want to do ...'
3. Again the Scouts should repeat the process for some ideas both new and old for other ideas such as camps and activity days etc.

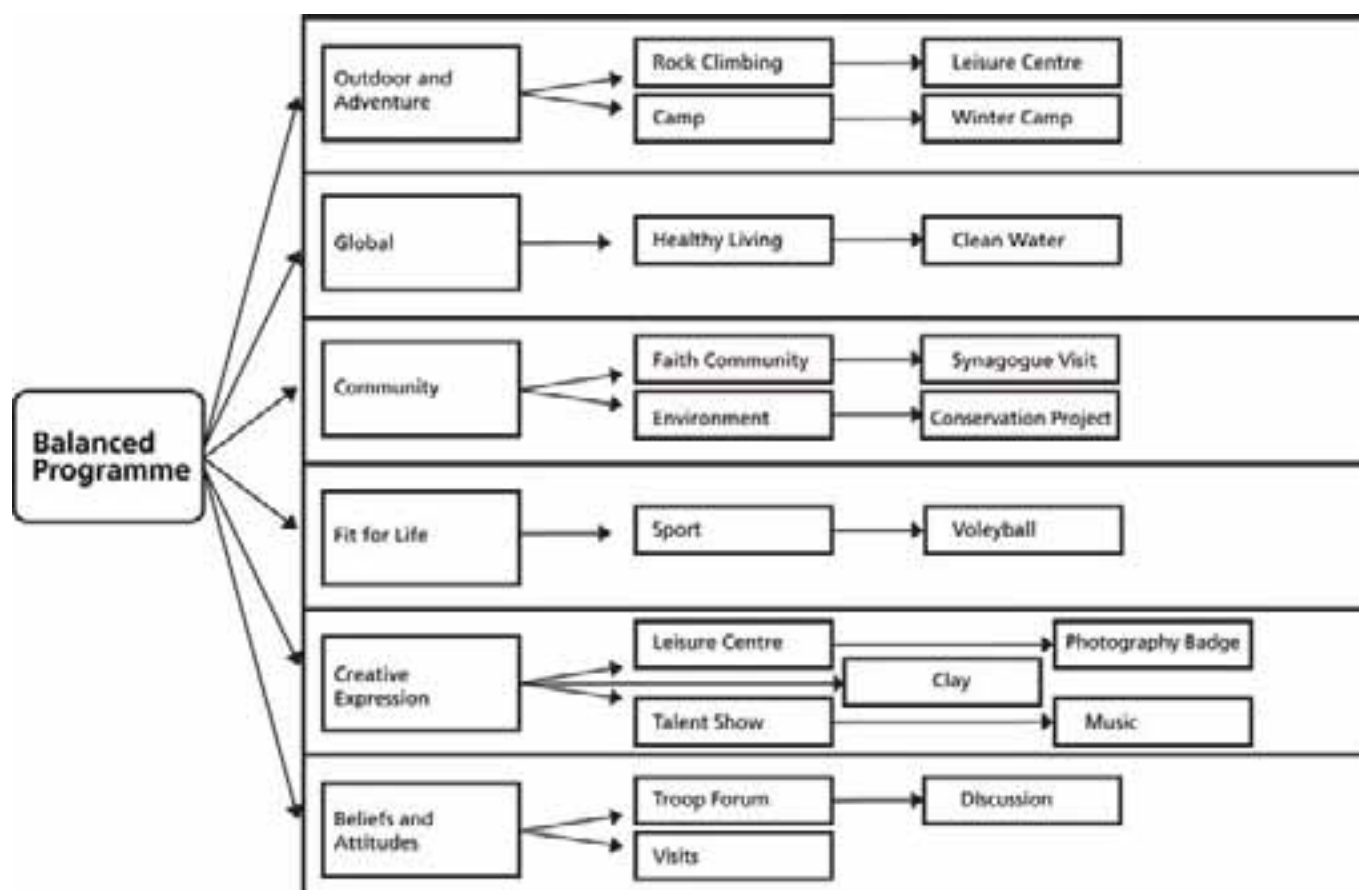
After any of the previous activities in Planning Programmes and Events and check that the following is done:

The output from your planning activity needs to be collated by the Troop Leadership Forum to produce the Troop's programme. Make sure that some of the Scouts are involved in this process and can start to take ownership for some of the activities.

“ INVOLVING SCOUTS IN THE PROGRAMME PLANNING PROCESS GIVES THEM OWNERSHIP OVER THE ACTIVITIES ”

Be prepared to be flexible to the Scouts' requests and make sure that a Troop Leadership Forum is planned shortly after these planning activities to act upon the ideas generated. Remember that if the Scouts don't see any action they will think it was a waste of time!

Further suggestions for Programme planning can be found in Chapter 1 of *The Troop Programme*.



TEAM MEETINGS

It is important that everyone has the opportunity to be involved in the decision-making processes in the Troop. For younger Scouts this allows them to have their say, for example, on what activities they would like to do at Troop night. For older Scouts it helps them develop their skills in areas including listening, communication, decision-making, interpersonal, negotiation, and representing others.

Every Troop should hold a Troop Forum regularly – a meeting of the whole Troop. All Scouts, Young Leaders, leaders, and helpers in the Troop can be members of the Troop Forum. It is recommended that your Troop should also have a Troop Leadership Forum – a meeting of the Patrol Leaders and older Scouts with one or more adult leaders. It should be involved in the day-to-day running of the Troop.

Additionally you might have other forums for specific aspects of Troop life – eg programme planning, camp planning, public relations and publicity and links with Cubs and Explorers. Each Patrol could have its own Patrol Forum to plan its activities or make recommendations to the Troop Leadership Forum.

Hopefully your Troop will also have the opportunity to contribute to the District and/or County Forums, as well as other meetings outside Scouting where young people's views are sought.



Activity: Your money or my life



Time: 40 minutes



You will need: Role descriptions (one for each person), option cards



Advance preparation: Copies of the Role Description sheet, role and option cards. (see appendix)



Useful links:

www.christianaid.org.uk
www.savethechildren.org.uk



Programme Zones:

Creative Expression, Global, Community

Activity description:

1. Explain that in any team meeting, some members will have particular roles – eg chair, secretary/note taker, timekeeper, and delegate from another meeting.
2. Explain that you are about to 'role play' a meeting of the Troop Leadership Forum. Your Scout Troop has raised about £200 in a sponsored walk. You are going to discuss how the money should be spent.
3. Each person is given a 'role' card for the role they are going to play in the meeting, and an 'option' card with a particular view to express.
4. At the end of the meeting, it is important that the group decides how its money is to be spent.

TEAM MEETINGS - ROLE DESCRIPTIONS

Chair (sometimes referred to as Chairman or Chairperson)

The Chair arranges the order of the meeting; seeks the views of members; assesses the 'feeling' of the meeting on specific matters being discussed; keeps the meeting in order; summarises its views; ensures every member is clear about the decisions made. The Chair might ask the meeting to vote on an issue to reach its conclusion.

Secretary/Note taker

With the Chair, arranges the agenda (or list of topics for discussion). The Secretary is usually responsible for reminding people when a meeting is taking place. He or she keeps a note of decisions, and actions to be taken after the meeting. These are often referred to as 'minutes'.

Treasurer

The Treasurer is responsible for looking after the money. He or she is accountable to the organisation for keeping records of how the money is spent.

Timekeeper

A Timekeeper might be used to help the Chairman ensure that there is a time limit on each area of discussion and that timings are adhered to. His or her role is to make sure that everything gets discussed in the time available.

Delegate

Attends the meeting as a representative of other people who are not attending – eg to represent a Patrol or another Forum.



02

INTRODUCTION

Before taking responsibility for leading any team, there are key skills which need to be learned by the individual. These are covered in this second section.

Firstly, we consider the importance of setting objectives prior to any activity. This is followed by tools to assist in developing evaluation and review.

Finding information, representing others and effective budgeting are essential planning skills and can be applied when organising any activity from a simple game during a Troop meeting to a week's annual summer camp.

Speaking in small groups develops personal confidence. As leaders it is important that young people are confident in being able to put forward their points of view.

We then look at keeping personal records, which will introduce the concept of recording progress. Finally, standards and codes of conduct will help in setting some personal and Troop standards.

CONTENTS

- What are you aiming for?
- Did you reach your target?
- Finding information (Find it out!)
- What do others want? (What did you say?)
- What do things cost and who pays? (How much?)
- Speaking in small groups
- Keeping personal records
- Standards and codes of conduct

WHAT ARE YOU AIMING FOR?

The purpose of this activity is to develop skills to establish realistic and worthwhile aims and objectives given the constraints and opportunities which the resources available present.

Imagine a mountaineering party setting out on an expedition without knowing which mountain they are about to climb. They wouldn't get very far and the members of the party may all have different ideas about what they hope to achieve.

This activity aims to demonstrate the importance of setting clear objectives right from the initial planning stage.



Activity: Shelter



Time: One hour



You will need: For each group, poles, rope or string, ground sheet or cover for the shelter.



Advance preparation: Equipment ready for each group.



Programme Zones: Outdoors and Adventure, Creative Expression



Awards/badges covered: Outdoor Challenge

Activity description:

Teams have 35 minutes to build a shelter large enough to accommodate their whole team.

After the activity:

- Did the team manage to complete the shelter?
- Did all members of the team work together?
- Were all the resources used?

Review the shelter by using these questions:

- Was the shelter large enough for the whole team?
- Is it waterproof? (Test with a bucket of water).
- Is it windproof? (Give it a good shake!)
- Would it provide shelter from the heat of the sun?
- Is it insect-proof?

It is likely that some (or all) of these conditions will not be met. The Scouts may complain that they didn't know what was expected of them and this is a good time to explain how important it is to set objectives before the start of any activity.

DID YOU REACH YOUR TARGET?

Scouts often have activities to complete within certain constraints (time, money, resources) and therefore need to be able to not only estimate times etc. but to understand why things did not go as well as they might have hoped. Through this activity Scouts will be able to make individual judgements on how successful the task has been and how improvements could be made next time.



Activity: Nuclear rescue



Time: 30 minutes



You will need: Chairs, Patrol boxes marked out area, stop watch, planning sheet (see appendix)



Advance preparation: Mark out area



Programme Zones: Outdoors and Adventure, Creative Expression



Awards/Badges covered: Creative Challenge

Activity description:

1. The Scouts are split into small groups or Patrols and told that they will all have to cross a spillage of nuclear waste across the meeting hall floor.
2. They have a set of equipment to transport their team across this spillage (this might include chairs, Patrol boxes etc), to safety.
3. If any of the team member's falls in the contaminated area they go back to the start or incur penalty points.
4. Before the start of the game the rescuers must decide how they are going to do the activity and estimate how long it will take this being critical to the success of the activity.

After the activity:

The Scouts should then review how they got on.

- What could be changed to make the rescue quicker?
- How much faster could the rescue be with practice?
- Could the arrangement of the members of the group play a part?

The emphasis from the leader should be on review and how this plays a part in setting your initial targets.

- What went well?
- What could have been better?
- How could things be changed?
- What needs to be remembered next time when planning for this event?
- Would it have been useful to have used a planning sheet? (A sample planning sheet has been included in the appendix as a resource.)

HELPFUL HINTS:

When you review the activity at the end and get each team to review their performance, compare results.

FINDING INFORMATION (FIND IT OUT!)

All Scouts should be involved with finding information whether it is the name of the new Patrol member or how to tie a bowline and the purpose of the knot. The following activity will encourage Scouts to question and find solutions so as to allow them to take a more active part in taking leadership responsibility.



Activity: Campsite finder



Time: 40 minutes



You will need: National, County & District Campsite Directory, pens, paper. Ordnance Survey maps, copies of the Find a Campsite resource sheet included in the appendix. Access to the Internet would extend this activity considerably.



Advance preparation: At least one copy of the Find a Campsite resource sheet per Patrol/team. (You will need to write/type in your choice of geographical area, based on the Ordnance Survey maps you have available). You could also change various aspects of the selection criteria.



Useful links: www.scouts.org.uk



Programme Zones: Outdoors and Adventure, Creative Expression



Awards/badges covered: Outdoor Plus Challenge, Camper

Activity description:

Teams are given the Find a Campsite resource sheet and told to locate a camp site within a specific geographical area which will meet as many of the needs as possible.

HELPFUL HINTS:

Use of the Campsite Directory on www.scouts.org.uk would be an excellent resource for this activity.

WHAT DO OTHERS WANT?

This activity will help Scouts learn to listen to members of the Patrol or group and pass on the collective view. Scouts often listen to others – but do they hear what is being said?



Activity: Discussion carousel



Time: 15 minutes



You will need: One chair per person



Advance preparation: Chairs are placed in two concentric circles, the outer circle of chairs face inwards, the inner circle of chairs face outwards. There should be the same number of chairs in each circle so that everyone is facing someone they can talk to.

Choose an appropriate topic for discussion (e.g. What should the local council be doing for young people?)

Come up with some other topics so that the activity can be done more than once.



Programme Zones: Creative Expression



Awards/Badges covered: Creative Challenge

Activity description:

Give everyone a short time to consider their views. Now give the inner circle one minute to tell the person sitting opposite what they think. The outer circle must listen and not say anything.

Then swap over so the Scouts in the outer circle speak while those in the inner circle listen.

At the end of the second minute stop all discussions. Everyone will now move places. The inner circle now each move one seat clockwise while the outer circle move one seat anti-clockwise.

Now ask the inner circle to tell their new partners what their previous partner's views were. After a minute, change roles again. The outer circle now tells their new partner what their previous partner's views were.

“ SCOUTS OFTEN LISTEN TO OTHERS. BUT DO THEY HEAR WHAT IS BEING SAID? ”



Activity: Patrol Forum



Time: 60 minutes



You will need: Pens & paper



Advance preparation: None



Programme Zones: Creative Expression

Activity description:

Scouts, as a Patrol or small group, gather together and discuss what they would like to do in the next twelve months. The team leader listens to these ideas and then passes the information on to the Troop Leadership Team. The Scout Leader then reports back to the Troop as a whole the ideas that the group has put forward. The Scouts then indicate if they agree that the views passed were theirs or that of their representative.

HELPFUL HINTS:

This activity would provide a useful basis for programme planning. It may be helpful to have an adult on hand during the report back session who can make a record of the Scouts' suggestions

WHAT DO THINGS COST AND WHO PAYS? (HOW MUCH?)

These activities will help Scouts appreciate the value of money and help them to focus on budgeting for camps and expeditions.



Activity: The Price is Right



Time: 30 minutes



You will need: Pens and paper, a collection of items (as described below, or names of the items each written on A4 card/paper)



Advance preparation: Collection of common camp items (or names of items written on A4 cards) and a list of the prices for each item



Programme Zones: Outdoors & Adventure, Creative Expression



Awards/badges covered: Camper

Activity description:

1. Using a number of everyday items, some food-based and others that you would find at camp, the leader asks Scouts to identify their price.
2. With a small group (four or five) the Scouts can play against each other on an individual basis. With larger numbers the Scouts will need to be arranged in Patrols or teams.
3. A representative from each Patrol or team will then take it in turn to be the contestant, changing over with another member of the team at each round.
4. The contestants come forward and the compère's assistant produces an item e.g. a tin of beans. The game show host then asks the contestants to guess the price.
5. Each contestant writes the price on a piece of paper and on the compère's command reveals their bid to the 'audience'. The contestant with the exact or closest price wins the item. Anyone bidding over the price has gone 'bust' and their bid is disqualified.
6. The contestant returns to their seat and another Scout from each team becomes the next contestant. At the end of the game the individual or team with the most items wins.

Suggested items that would be good to bid on may be a:

- tin of baked beans
- box of cereal
- wooden tent peg
- box of matches
- hike tent
- Union Flag
- Camping Gaz cartridge
- nest of billies
- ball of sisal
- Patrol tent

HELPFUL HINTS:

- The game show host/compère needs to have some sparkle!
- Here is an opportunity for a bit of creativity on the part of the leaders. A waistcoat and a bow-tie for the compère and perhaps a long blonde wig for the glamorous assistant?



Activity: Insurance payout



Time: 45 minutes



You will need: Pens and paper, a collection of camping/home shopping catalogues, large flipchart paper, flipchart/marker pens, scissors, glue sticks. This activity could be extended through the use of the Internet.



Advance preparation: Sufficient catalogues for each team



Useful links: Catalogue suppliers:

- Scout Shops Limited
Lancing Business Park, Lancing, West Sussex BN15 8UG
01903 755352
www.scouts.org.uk/shop

- Field & Trek Plc
Langdale House, Sable Way, Laindon, Essex SS15 6SR
0870 777 3124
www.fieldandtrek.com

- Blacks
Unit B, White Herons Farm, Forest Road, Colgate, West Sussex
RH12 4TB
0800 056 0127
www.blacks.co.uk

- Costwold Outdoor Ltd.
Kemble Business Park, Crudwell, Malmesbury, Wiltshire
SN16 9SH
0870 442 7755
www.cotswoldoutdoor.com

- Millets
Customer Service Department, The Outdoor Group Limited, Mansard Close, Westgate, Northampton NN5 5DL
01293 852853
www.millets.co.uk



Programme Zones: Outdoors & Adventure, Creative Expression



Awards/badges covered: Camper, Quartermaster

Activity description:

The Scout stores have burnt down and all of the equipment has been lost. The Scouts have been charged with buying the new equipment and must decide how to spend the insurance payout. Unfortunately the equipment was under insured and the insurers have only allocated £5,000 to spend.

Working in Patrols or small groups the team members must to decide what to buy, but at the same time take into account the following facts:

- Only half of the Troop (15 Scouts) have ever been to camp.
- The Cub Pack always uses Patrol tents to camp and likes to cook centrally.
- The Troop has planned a hiking expedition to Derbyshire later in the year.
- The Troop summer camps are always held on 'green field' sites.

The Scouts should be given a 'pile' of current camping catalogues that contain price lists to help them make their decisions. Other catalogues (particularly the Argos catalogue) may also help in their decision-making.

The Troop leadership team should be on hand to offer advice on suitability and durability of equipment. Ensure that the Scouts understand that the cheapest/most expensive is not always the best option.

The Scouts should create the final shopping list in the form of a collage.

After the activity:

Review what has been purchased. Has anything been missed off the list? Were any compromises needed?

HELPFUL HINTS:

The insurance payout amount can be flexible as needs dictate.

SPEAKING IN SMALL GROUPS

Scouts who are embarking on a leadership role within the Troop need to be able to express themselves. They will be asked to attend meetings and will be encouraged to give their points of view.

These activities will help Scouts gain confidence in speaking to an audience through expressing their views and feelings.



Activity: Soapbox



Time: 30 minutes



You will need: Stop watch (list of potential topics, as a standby)



Advance preparation: (Standby topic cards)



Programme Zones: Creative Expression, Beliefs and Attitudes

Activity description:

1. Each Scout has to speak for 60 seconds on a subject of his or her choice.
2. You can provide a list of topics in case one or two Scouts cannot think of a subject e.g. My favourite book, Food I like to eat etc.).

After the activity:

Pick out a couple of good points from the speech, and try to give each Scout a target to encourage them to develop their oral skills. Remember to praise first, set targets and then praise again.



Activity: Just a Minute!



Time: 30 minutes



You will need: Stop watch, topic cards.



Advance preparation: Prepare topic cards (see appendix)



Programme Zones: Creative Expression, Beliefs and Attitudes

Activity description:

1. This activity is based on the well-known Radio 4 programme Just a Minute. A Scout is given a topic at random (or the leader could pick a subject he or she knows the Scout is good at i.e. fishing).
2. The Scout then has to try and talk for a minute without hesitation, repetition or deviation.

3. If another Scout notices that the speaker has broken one of these rules then they may challenge the speaker.
4. If the challenge is correct then he or she gains a point and then takes over the subject for the remainder of the minute.
5. The speaker at the end of the minute gains a point.

HELPFUL HINTS:

Some example topic cards have been included as a resource.

MICROFITNESS CHALLENGE

Use these exercises to help your Scouts learn about keeping personal records (see opposite).

Speed test

Cross ten times between two lines marked on the ground or floor nine metres apart. Each line is to be crossed or touched by one foot. (Record time taken in seconds).

Sit-ups

Lie on your back with legs bent and feet about 50 cm apart. Place hands to the side of the head. Ankles should be held by a partner so that heels are kept in contact with the floor. Sit up, curling trunk and head and turn until one elbow reaches opposite knee. Then return to starting position and repeat exercise to the opposite side. Score ceases if a rest is taken. (Record number of sit-ups).

Burpees

This is a four count movement. Start standing upright, then bend to crouch position placing both hands flat on the floor; jump both feet backwards and together (into a push-up style position). Jump feet forward to return to crouch and then stand upright. (Record number of times participant stands upright in 30 seconds).

Stamina run

Twenty laps of a rectangular circuit 12 metres by 8 metres, each corner should be marked by a small object to avoid 'cutting corners'. (Record time taken in minutes and seconds).

Ball speed bounce

Using a netball or size five football, stand behind a line two metres from a flat wall. Hold the ball with two hands against chest. The ball is thrown with two hands to rebound from the wall into both hands, the participant remaining behind the two metre line. (Record the number of successfully caught balls in 30 seconds).

Standing broad jump

Feet may be placed in any position behind the edge of a take-off line, but may leave the ground only once in an attempt to jump onto the feet. (Record distance from take-off line to nearest point of body touching the ground).

Push-ups

Lie face down on the floor, hands under shoulders, palms flat on the floor. Straighten arms to lift body, locking elbows and leaving only palms and toes on floor. Bend elbows until only your nose touches the floor, then push to straighten arms. Repeat, keeping body straight from head to ankles. Score ceases if a rest is taken or the body sags. (Record the number of push-ups).

KEEPING PERSONAL RECORDS

This will help introduce Scouts to record keeping and developing these skills to make personal records, e.g. their own Scouting progress or a diary to organise their time efficiently. These skills are developed further in the Fitness Challenge.



Activity: Microfitness challenge



Time: 40 minutes each session



You will need: Stop watch; tape measure; pens; football or netball; line markers (cones or chalk); gym mat/sandpit; Fitness Record Sheets. (see appendix)



Advance preparation: Copies of Fitness record sheets (one per Scout)



Programme Zones: Fit for life



Awards/Badges covered: Fitness Challenge, Physical Recreation

Activity description:

1. Set up a number of activities around the Troop meeting place such as sit-ups, push-ups, etc.
2. Before the Scouts start they should take a note of their pulse rate and record this on paper.
3. They then undertake each of the activities and record their pulse at the end of each. They should also make a note of the number of sit-ups and so on.
4. At the end of all the activities they rest for five minutes and then take their pulse again.
5. The Scouts then repeat the activities a week/fortnight/month later to see if they have improved their performance. The Scouts need to keep their paperwork so that they can compare the results.
6. If you wish, the Scouts could take and record their pulse at the start and end of, and at various times during, a normal active Troop meeting. They could also draw a chart of their measurements during the meeting

HELPFUL HINTS:

- If a gym mat or sandpit is not available, then a substitute activity should be used in place of the standing broad jump.
- Ensure that the Patrol and personal records are used for a purpose for example making presentations at a parents' evenings, using the information to present awards and badges.

STANDARDS AND CODES OF CONDUCT

This activity will help Scouts recognise the need for rules and codes of conduct. It should also give them ownership in setting new standards and reviewing existing standards. While at Scouts the young people need to know when not to cross the line, but knowing where the line is can be difficult.



Activity: Rules, rules, rules



Time: 60 minutes



You will need: Pens, paper, flipchart paper, flipchart and marker pens



Advance preparation: None



Programme Zones: Community, Beliefs and Attitudes

Activity description:

1. In a small group discuss with the Scouts the rules we come across in every day life for example: football rules, school rules, rules at home, highway code etc.
2. Now ask the Scouts to identify why we have rules and the importance of rules.
3. Next look at the Scout Law. Are these rules different from the ones you have just been discussing?
4. Now consider the rules that you would set for your own Troop. Collect ideas about a Troop Code of Conduct.

Items you may wish to consider are as follows:

- What should Scouts wear?
- Should Scouts have mobile phones?
- When should they turn up?
- How should they behave?
- What do the Scouts expect of the leaders?
- What are the consequences of breaking the rules?

It may be useful to capture this code and present it to the whole Troop for approval. It can then be displayed in the Troop meeting place.

“ SCOUTS NEED TO KNOW WHEN NOT TO CROSS THE LINE, BUT KNOWING WHERE THE LINE IS CAN BE DIFFICULT ”

HELPFUL HINTS:

- These activities could be very effective in developing a Code of Conduct (particularly useful in a Troop where discipline can be issue), but is essential that both leaders and Scouts agree the code for it to be effective.
- You may wish to extend this activity to also create a Camp Code of Conduct that both Scouts and their parents/carers could sign up to before the camp.



LEADING A TEAM

03

INTRODUCTION

So far we have identified what it means to be in a team and looked at gaining some personal skills in the section on personal development. It is now time to start helping your Scouts develop some of the skills of leadership.

We start by understanding what a leader does. We then look at delegation and how this can be used to utilise individual skills within the team. A vital skill of being a leader is gaining the respect of their team.

We also provide an activity to reflect upon how a leader deals with those difficult people in their team. We look at developing the skills of team members and also cover the important area of risk assessment.

Finally, we encourage Scouts to have a go at leading an activity. This should be carefully structured and supported by an adult who will work closely with the individuals to ensure that the planning is thorough and all necessary safety considerations are taken into account. The activity could range from running a training session during a Troop meeting to organising an overnight camp.

A good leader keeps a team together. He or she needs to be good at:

- planning tasks
- checking out what happened
- sharing the leadership
- getting resources
- co-ordinating the team
- representing people
- communication with the team
- being sensitive to the needs of team members
- helping others learn
- listening to people
- setting an example

Team members will work better if they like their leader. One of the main reasons they like their leader is because of the way they treat team members. Individual team members work better if their leader gives them responsibility, uses their skills, helps them to learn things, reassures them if situations are new or frightening, and generally takes care of them. A team will respect a leader who is fair and who listens to the individual members.

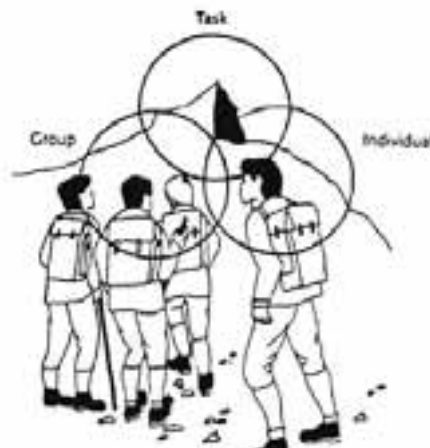
The three circles on the section resource represent the task that has to be done, the group that will do it, and the individuals that make up the team. The good leader ensures that achieving the task is balanced against the needs of each individual member of the group and the group as a whole.

This ties in with different styles of leadership covered by the section on How to lead.

CONTENTS

- How to Lead (It's not what you do but the way that you do it)
- Delegating (Involving everyone)
- Gaining respect
- Teaching skills
- Dealing with challenging behaviour (Sort it out)
- Risk assessment (Watch out!)
- Running an activity

LEADERSHIP SKILLS



HOW TO LEAD (IT'S NOT WHAT YOU DO BUT THE WAY THAT YOU DO IT)

Scouts need to realise that being a leader can mean many different things at once. There are many different styles along the way depending on the activity that is being carried out, the team carrying out the task, timescales, resources available and so on.

This activity will allow the Scouts to understand that there are different styles of leadership. It will help them review good and bad leadership skills and plan the leadership styles they will use with their teams.



Activity: Leadership style bases



Time: 60 minutes



You will need: Equipment for bases (e.g. knotting ropes, camping stove, fuel, matches, maps, compasses)



Advance preparation: Set up bases, brief leaders



Programme Zones: Outdoor and Adventure, Creative Expression

Activity description:

The leaders set up four practical activity bases. These could be:

- how to tie a bowline
- how to light a stove
- how to cook using tin-top pancakes
- how to take a compass bearing
- how to solve a riddle
- how to set a map.

Each leader delivers their activity with a different leadership style. (For each one of the following activities, there will need to be one person observing the leadership and team dynamic. This should be a different person each time).

1. Directive leader

In this exercise, the leader gives firm and clear instructions and is clearly in charge.

2. Supportive leader

In this exercise, the leader adopts a style that gives subtle hints, suggestions, persuasion and guidance without taking decisions 'from the front'.

3. Democratic leader

In this exercise, the leader makes sure that team decisions are taken by the agreement of the whole group – sometimes compromise is necessary to get everyone to agree and sometimes, you do not get your own way.

4. Passive leader

In this exercise, the leader adopts a subtle form of leadership. The leader lets the group get on with things and only intervenes if there is a risk involved or personal safety is at risk.

After each base: After each activity base discuss the leadership style that was used.

- Was it effective in this situation?
- When else might it be effective?
- When would it not be effective?

After the activity bases:

Having completed all the activity bases, gather the Scouts in a plenary to consider and discuss the following questions:

- Which leadership style did they like the best?
- What are they called?
- Do we have a need for each of these leadership styles?
- When would we use them?
- How well did the team work together?
- Was anybody making it more difficult for the team?
- Did anyone try to take over?
- Was everyone involved?

HELPFUL HINTS:

Don't tell Scouts the purpose of the activity prior to the start. Ensure the leaders manning the bases understand the purpose of the activity and the leadership style adopted at each base so as they can effectively evaluate each style.

DELEGATING (INVOLVING EVERYONE)

A leader needs to identify and understand the strengths and weaknesses of the individual team members. In this way, he or she can utilise the strengths of the individuals by delegating tasks that they can perform, whilst developing their weaker skills in other areas through training and coaching. A team works effectively when all members of the team feel valued and able to contribute.

This activity aims to develop skills to identify strengths, weaknesses and motivation levels in a team and to help leaders delegate appropriate tasks to specific individuals.



Activity: Multi-task skill-o-rama



Time: 60 minutes



You will need: Paper, pens, stove, gas, gas lamp, rope, bandage, billy, water, garden canes, telephone book, map, compass, flags



Advance preparation: List of tasks for each Patrol and equipment available



Programme Zones: Outdoor and Adventure

Activity description: You will need to provide each team with a list of a large number of tasks. A sample list of such tasks is given below.

- Make a hot drink.
- Draw a picture of your meeting place.
- Tie a bowline and a reef knot.
- Put a sling on a member of your Patrol.
- Tie a knot in a piece of spaghetti.
- Collect natural objects to form the name Baden-Powell.
- Write out the Scout Promise.
- What is the Scout Motto?
- Perform a short song about Scouts.
- Light a gas lamp.
- Build a freestanding flagpole.
- Recite the alphabet backwards.
- Set a map.
- Using the finger spelling alphabet, spell out 'I like my Patrol Leader.' Scouts could refer to the *Scout Skills Cards* for the alphabet, available at www.scouts.org.uk/shop
- Find out the telephone number of the nearest doctor.

Before undertaking these tasks, the leader of the team should look at the list, discuss the tasks with his or her team and identify appropriate people to carry out the task. The leader should be able to justify his or her decision.

During the activity:

It is always helpful, during an activity of this nature, to ask some independent observers to watch what is going on and take down some brief notes:

- What is the leader doing?
- What style of leadership has been adopted? (The leadership style may change during the course of the activity. Why did it change?).

- Did the leader delegate tasks?
- Are all the individuals contributing to the group and the task?

After the activity:

At the end of the activity review the tasks and the decisions made on the success of the activity.

HELPFUL HINTS:

This is best presented as an inter-team challenge without an emphasis on the 'leadership' role or the fact that it is going to be observed. In this way, the leader will act in a 'normal' manner, rather than applying the skills of leadership because he or she knows that this is the purpose of the activity.

GAINING RESPECT

A vital part of leadership is gaining the respect of peers and giving your peers the respect they deserve. Respect is never automatic - it has to be earned. It is also important to remember that respect is a two way process: you give respect and thereby earn back the respect you have shown.

The following activities will look at this vital aspect of leadership.



Activity: Celebrity search



Time: 20 minutes



You will need: Celebrity posters



Advance preparation: Preparation of posters, putting up posters on wall.



Programme Zones: Creative Expression



Awards/Badges covered: Creative Challenge, Beliefs and Attitudes

Activity description:

1. As a group, the Scouts should be asked to look at the posters of well-known personalities that have been attached to the wall in the meeting place. This list should comprise people who are currently well known in society.
2. Each poster should contain the name, picture and some wellknown facts about the person to inform any Scouts that may not know the person already (see examples). Each poster should be spaced well apart around the room making best use of the space available.
3. After the Scouts have had time to read the posters they should be asked to make their minds up and stand by the station of the person they respect. A leader should then ask a selection of Scouts to say why they have chosen that location, drawing from them the fact that different people respect people for different reasons.

HELPFUL HINTS:

Potential celebrities could include:

- Sportsmen/women (Paula Radcliffe/Steve Redgrave/ Ellen MacArthur)
- Footballers (Michael Owen/David Beckham)
- Politicians (Nelson Mandela)
- Musicians (Bob Geldof/Bono)
- Religious Figures (Pope Benedict XVI/ Dalai Lama)
- To find pictures for your posters, you may be able to find them in newspapers or magazines; but if you have internet access use a search engine (e.g. www.google.co.uk) and enter the name of the celebrity.

“ RESPECT IS NEVER AUTOMATIC... IT HAS TO BE EARNED ”



Activity: Super Scout



Time: 30 minutes



You will need: Roll of plain wallpaper/lining paper, marker pens, scissors, glue stick, newspapers/magazines.



Advance preparation: None



Programme Zones: Creative Expression, Beliefs and Attitudes



Awards/Badges covered: Creative Challenge

Activity description:

Working as a Patrol or small group and using a roll of wallpaper/ lining paper, draw around a Scout using a marker pen. Using drawings and cut out pictures from magazines make 'Super Scout'. This Scout should show on it all of the traits that the Scouts can identify that would make them respect him/her. For instance some Scouts may think that they should respect someone who is brilliant at knots whilst others may identify with a caring disposition. In both these cases these can be presented with drawings e.g. a rope in his/her hands or a large heart in the middle of the chest.

Follow this activity with a plenary, where each group can explain to the others why they have put things where and why.

Allow a short time in the plenary group for Scouts to reflect on the ideas presented. This time may be used to talk quietly to someone sitting close by or in individual reflection.



TEACHING SKILLS

One important aspect of leadership is in teaching others and sharing your skills. These activities will give the Scouts practice in communicating and ensure that they can explain things and therefore get their message across effectively.

Activity: Back to back

Time: 10 minutes

You will need: Paper, pens, cards with simple shapes on them

Advance preparation: Produce cards with shapes (see resource sheet, please see appendix)

Programme Zones: Creative Expression

Awards/Badges covered: Creative Challenge

Activity description:

Scouts should pair up and sit back to back with their partner. One of them is then given a card with a simple figure on it. The other Scout is given a blank piece of paper and a pencil. The Scout with the drawing should then instruct their partner how to draw the shape in front of them using clear instructions. After evaluating their performance, swap roles.



A page of shapes for the Scouts to use is included in the appendix

Activity: Blindfold task

Time: 30 minutes

You will need: Blindfolds, relevant equipment for task (e.g. hike tent), flipchart paper, marker pens.

Advance preparation: None

Programme Zones: Outdoor & Adventure, Creative Expression

Awards/Badges covered: Creative Challenge

Activity description:

- Ask Scouts to get into groups of around six.
- All but two or three are blindfolded.
- Using verbal instructions only, the team should carry out a task e.g. pitch a hike tent or a string trail etc.

After the activity:

A good deal of useful feedback can be drawn from the experience of the Scouts who were blindfolded and the instructors feelings of frustration.

A list of tips on 'How to Instruct' could then be drawn from Scouts.

“ A TEAM WORKS EFFECTIVELY WHEN ALL MEMBERS FEEL VALUED AND ABLE TO CONTRIBUTE ”

DEALING WITH CHALLENGING BEHAVIOUR (SORT IT OUT!)

During their time in Scouts, young people will meet and have to get on with many different people. Sometimes they will meet people who behave differently to them. These activities will let the Scouts see that some people behave differently to them and that they must be tolerant as well as ensuring they work within the rules



Activity: Sort it out!



Time: 20 minutes



You will need: Nothing!



Advance preparation: None



Useful links:

See factsheet FS 315066, *Promoting Good Behaviour in the Scout Group*



Programme Zones: Community

Activity description:

- Working in groups of three, ask the Scouts to role play a situation in which a Scout is talking to another about his/her challenging behaviour.
 - One Scout plays the role of the Scout who is being the nuisance.
 - One Scout plays the role of the leader.
 - The third Scout is the observer (who does not take part in the role play, but provides feedback at the end)
- Spend about five to ten minutes in role play, during which the leader explains to the disruptive Scout that his/her behaviour is not acceptable.
- When the role play has finished, all three Scouts discuss what happened.

These questions may help:

- Did everyone keep their cool?
- Did the leader explain the problem clearly?
- How did the Scout who was being a nuisance feel about it?
- Did they arrive at a reasonable resolution?

HELPFUL HINTS:

There should be some suitable control to stop the Scout who is 'being a nuisance' from getting carried away with their acting!

NB: You should be aware that there may be underlying reasons for difficult behaviour. If you want more information about managing challenging behaviour visit the Special Needs pages on scouts.org.uk/specialneeds



Activity: Rewards



Time: 20 minutes



You will need: Flipchart paper, marker pens



Advance preparation: None



Useful links: See the factsheet FS 315066 *Promoting Good Behaviour in the Scout Group*



Programme Zones: Community

Activity description:

- Hold a group discussion to devise a scheme to reward good behaviour in your Troop.
- The ideas for this should come from the Scouts themselves and then be agreed by the Troop Forum. Some ideas to get you going are:
 - Patrol league table including red and yellow card offences
 - Free tuck for Patrol of the month
 - A trophy awarded each week or month
 - Scout of the year award
 - A visual gauge e.g. thermometer that gets 'hotter' the better each Patrol does.



Activity: Candle power



Time: 60 minutes



You will need: Slow-burning candles, marker pen.



Advance preparation: Put a mark on each candle at a point where it will take approximately 60 minutes to burn to.



Programme Zones: Beliefs and Attitudes

Activity description:

A conduct candle is an immediate and visual way of rewarding good behaviour. Use one candle for the whole Troop, or for the best effect give one to each Patrol.

Ask each Patrol to light their candle at the start of the meeting, and tell them that anyone misbehaving during the meeting has to blow out their candle.

An extinguished flame will be relit after an allotted penalty period. Candles that burn to the mark are rewarded with a small prize.

HELPFUL HINTS:

The idea behind this activity is to reward good behaviour that is consistent with the qualities encouraged by the Law and Promise. Individuals and groups (Patrols) will soon become aware of how their actions can affect the outcome for good or bad.



Activity: Top tips



Time: 20 minutes



You will need: Flipchart paper, marker pens



Advance preparation: None



Useful links: See the factsheet FS 315066 *Promoting Good Behaviour in the Scout Group*



Programme Zones: Community

Activity description:

Ask the Scouts to list on flipchart paper six 'top tips' for dealing with challenging behaviour. This could develop into a debate from which you could produce a Troop code of conduct. (See Section 2 - Standards and Codes of Conduct).

NB: You should be aware that there may be underlying reasons for difficult behaviour. If you want more information about managing challenging behaviour visit the Special Needs pages on www.scouts.org.uk

RISK ASSESSMENT (WATCH OUT!)

The main purpose of these activities is to raise the awareness of risks for older Scouts who may be placed in leadership roles away from adults e.g. on a hike, out and about in the local community or on a Patrol camp. Activity or team leaders should be able to identify risks and take steps to minimise risks to others.



Activity: Spot the hazard



Time: 30 minutes



You will need: Paper, pens, local newspapers, Risk Assessment sheet. (see appendix)



Advance preparation: Collect/purchase local newspapers, copy blank Risk Assessment sheet. (see appendix)



Useful links: www.rospea.org.uk
Factsheet FS 120000, *Activities – Risk Assessment*



Programme Zones: Outdoor and Adventure, Community



Awards/badges covered: Outdoor Plus Challenge, Community Challenge

Activity description:

1. Distribute a local newspaper to each team (or individual). Ask the Scouts to look through the newspaper to identify potential hazards in any of the news articles. Some of the articles may themselves refer to particular hazards, others may infer potential hazards.
2. Use a blank Risk Assessment sheet to complete a risk assessment for one of the particular hazards they have identified, noting particularly the actions they would take to control the risk.

HELPFUL HINTS:

Here is an example of the kind of article the Scouts might be expected to find in the local newspaper:





Activity: Risk scenarios



Time: 30 minutes



You will need: Nothing



Advance preparation: Selection of appropriate scenarios



Useful links: www.rosa.org.uk
Factsheet FS 120000, *Activities – Risk Assessment*



Programme Zones:
Outdoor and Adventure, Creative Expression.



Awards/badges covered: Outdoor Plus Challenge,

Activity description:

1. Role-play with a difference. Mime a scene and just before something dangerous is about to happen stop the action. What happens next?
Suggested scenarios may be:
 - Building an aerial runway
 - Abseiling
 - Using a saw to cut down a small tree
 - Lighting a fire
 - Swimming in a river
 - Lifting a heavy box of camping equipment.
2. The Scouts should be encouraged to think of all the possible risks and what could be done to minimize them.

HELPFUL HINTS:

The activity leader could introduce each scenario by explaining what is about to be mimed, perhaps even giving some 'coaching' about what is happening during the mime. For example, Ian is properly attached to the safety rope which is being held by Joanna who is belaying. He has tied off the abseil rope at the top of the crag and he now attaches the figure of eight descender onto the abseil rope and clips the figure of eight into his harness using a karabiner.

STOP THE ACTION

What hazards might there be?



Activity: Assessing the risk



Time: 40 minutes



You will need: Equipment relevant to the hazardous scenarios (eg billy, Camping Gaz stove, ladder, hand axe, methylated spirit stove).



Advance preparation: Set up scenarios, copy the Risk Assessment resource sheet



Useful links: www.rosa.org.uk
Factsheet FS 120000, *Activities – Risk Assessment*



Programme Zones: Outdoor and Adventure, Community



Awards/badges covered: Outdoor Plus Challenge, Community Challenge

Activity description:

1. Set up a number of hazardous scenarios around the meeting place or campsite.
2. Ask the team to identify the risks and what they are going to do to make the situation safe. Use the example risk assessment as a guide.
3. Suggested scenarios may be:
 - boiling a billy of water on a Camping Gaz stove
 - climbing a ladder to change a light bulb
 - chopping wood using a hand axe
 - lighting a methylated spirit stove

HELPFUL HINTS:

Ensure the scenarios are set up in a well-controlled area.

“ THE POLICY OF BEING TOO CAUTIOUS IS THE
GREATEST RISK OF ALL ”

Jawaharlal Nehru (1889-1964)

Wheelbarrow Risk Assessment

Hazard	Who might be harmed?	Is the risk adequately controlled, or is more needed?	Review and revision
Traffic	All involved	1. Motor traffic diverted. 2. All participants to wear high visibility vests. 3. Local Police notified.	
Wheelbarrow	All involved	1. Briefing to participants. 2. First Aid provision. 3. Spectators kept back from road.	

Exaple of a simple Risk Assessment

Step 1	Step 2	Step 3	Step 4
Hazard	Who might be harmed?	Is the risk adequately controlled, or is more needed?	Review and revision
Water	All involved	1. Can everyone swim? 2. All participants to wear buoyancy aids. 3. Supervision by competent person. 4. Provision of safety boat. 5. Spectators kept back from the water's edge.	
Slipping hazard	All involved	1. Briefing to participants. 2. Warning signs at entry and egress points. 3. Supervision at entry and egress points. 4. Spectators kept back from water's edges.	
Striking head on canal bottom, sides or rafts	Instructors and participants	1. Provision of helmets. 2. Check depth of water.	

RUNNING AN ACTIVITY

The ability to run an activity brings many of the skills of leadership together which have been developed in this publication. These include organising people to take part, resources, time, perhaps seeking permission for the activity and making sure that it is carried out safely.

Here is an opportunity to plan an activity which can then be implemented and, afterwards, reviewed.



Activity: Planning an activity



Time: 30 – 60 minutes (depending upon activity chosen)



You will need: Pens, paper, copies of the Activity Checklist. (see appendix)



Advance preparation: None



Useful links: Activities Index www.scouts.org.uk

Activity description:

The Scouts will need to identify an activity that they would like to run (either as individuals or as a pair/small group).

This could be:

- a game or activity (For small groups or whole Troop)
- a pioneering project
- a day's cycle expedition
- an overnight hike or camp.

HELPFUL HINTS:

- The Activities Checklist (included in the appendix) could be used when planning such an activity. A similar checklist could also be generated in a discussion with a group of Scouts. This checklist is clearly not exhaustive but could be a method of identifying with a Scout who has not run an activity before. With an inexperienced Scout, confidence (either lack of, or too much) could be the biggest issue and will need to be dealt with sensitively.
- The whole point of this exercise is not just to plan an activity but to get the Scout(s) to actually run the activity for his or her peers and that everyone has fun. This will only happen if the Scout undertakes an appropriate level of challenge from which they can grow and does not 'bite off more than they can chew'. Depending on the nature of the activity, many of the skills highlighted in this publication will be used in this module. Constructive feedback should be given to the Scout on how well they did and perhaps any areas for development highlighted.

INTRODUCTION

Having developed skills of leadership within the Scout Troop, it is now time to look at the wider picture. Much of what Scouts do and learn is transferable to the outside world. This final section offers some suggestions as to how this can be achieved.

We start by considering how Scouts would go about explaining the benefits of being a member to others. This is particularly relevant when recruiting Cub Scouts but could equally be applied to other organisations and letting people know what Scouts actually do!

We then look at practical ideas of how young people can raise the awareness of Scouts within their community. Knowing your community is important and we look at ways of finding out more about the local area.

Being a Scout can have a strong positive influence on a young person and we look at how to get this message across in applications, interviews and to potential employers.

Finally we look at Explorer Scouting and the Young Leaders' Scheme and ways in which young people can prepare for their future Scouting beyond the Scout Troop.

CONTENTS

- Explaining Scouts to others
- Getting Scouts in the media
- How Scouting helps you
- What is your community?
- Explorer Scouting and the Young Leaders' Scheme

EXPLAINING SCOUTING TO OTHERS

It is easy to assume that everyone knows what Scouts do – because we know! Even those who have been involved in Scouting before can find it difficult to describe our aims.

In this section, we aim to consider the ‘selling points’ of the Troop and how this can be conveyed to others, particularly Cub Scouts and other young people approaching Scout age who may be interested in joining.



Activity: Smile for the camera!



Time: 1½ hours



You will need: Digital camera, computer, colour printer, pens, flipchart paper, display boards, posters.



Advance preparation: None



Useful links: www.scouts.org.uk



Programme Zones: Creative Expression



Awards/badges covered: Creative Challenge, Public Relations, Photography, IT Staged Activity Badges

Activity description:

The object of the activity is to create a recruitment presentation, principally for Cub Scouts (but which could also be used when talking to other young people who may be interested in joining). Scouts are given the task to produce a creative presentation on Scouting. They should be supplied with a variety of resources and they should be allowed to compile a record of their view of Scouting activities.

HELPFUL HINTS:

- Clearly, the quality of the preparation will have an impact on the quality of the presentation. Allow plenty of time for this. Choose an opportunity to show Scouts taking part in activities. These could be set up for a photo shoot.
- The presentation could be put together on Powerpoint or could comprise still photographs as a display. If the desired outcome is to be used as a recruitment tool, it is important that it conveys the correct messages.



Activity: So you want to join the Scouts?



Time: 30 minutes



You will need: Computer, television, video/DVD player, posters, display boards, script.



Advance preparation: Preparation of script, presentation etc.



Programme Zones: Creative Expression



Awards/badges covered: Creative Challenge, Public Relations, Entertainer

Activity description:

1. Using the presentation compiled in the section: Smile for the camera! for example, the Scouts will make a presentation to a small group of Cub Scouts or prospective members, informing them of the benefits of joining Scouts.
2. Choose the target audience, the occasion and the purpose of the presentation carefully. Practice timings and don't make it too long if it is a talk. Make it visual.

After the activity:

Review the impact your presentation made. How would you develop it? Don't throw all your good work away. Use it again and carry on promoting the adventure of Scouting.

HELPFUL HINTS:

The presentation should last no longer than 30 minutes and should be a combination of talking and visual images (which might be a Powerpoint presentation or video/DVD), followed by an opportunity for questions to be asked of the Scout presenters.

“EVEN THOSE WHO HAVE BEEN INVOLVED IN SCOUTING BEFORE CAN FIND IT DIFFICULT TO DESCRIBE OUR AIMS”



GETTING SCOUTING IN THE MEDIA

If we believe that Scouting is a worthwhile activity, then we ought to be doing something positive and proactive to make sure that everyone else knows about it. One of the best ways of doing this is to tell the media (local press or local radio). Unfortunately, many of the reports that end up with the media are 'bad news' stories – mountain rescues, torrential weather at camps.

Handled properly, your Troop activities have great potential to raise the profile of your Troop, giving Scouting a more positive image. It could turn your Scouts into local media personalities. You could get a high local profile, more recruits, and the opportunity to show the general public the fun, adventure and excitement of Scouting.



Activity: Press release



Time: 45 minutes



You will need: Paper, pens, computer (preferable), Press Release advice 'Have I got news for you!' from *Shouting for Scouting*.



Advance preparation: Download (or order) *Shouting for Scouting* from the Scout Information Centre.



Useful links: Search for *Shouting for Scouting* on www.scouts.org.uk



Programme Zones: Creative, Expression, Community Awards/Badges covered:

PUBLIC RELATIONS

Activity description:

Write a new press release about a recent Troop event that is newsworthy.

HELPFUL HINTS:

- Find out press deadlines and send the press release on the appropriate day. Follow it up with a phone call.
- Remember that your press release may also be appropriate for:
 - parish/community newsletters
 - local youth and community publications
 - local radio stations.
- Produce a list of positive news events based on the Troop's forthcoming programme. What activities would make good public relations (community service, fund-raising, expeditions, international opportunities).
- Your District, County or Area Media Manager may be a useful contact, both to advise on what is newsworthy and also with a name of a contact at the local press.

Press Release



Scouts in ambulance drama!

The 4th Blankshire Scout Troop have been finding out about the London Ambulance Service on a recent visit to the Ambulance Station. The Scouts visited the Ambulance Station on Tuesday 5 July as part of their Community Challenge Award in which they are encouraged to explore one aspect of how the local community works and is organised to the benefit of its members.

The Scouts, aged from 10½ to 14, were shown around the Ambulance Station by Divisional Officer Graham Card who showed them a range of emergency vehicles including a Major Incident Vehicle.

The Scouts were also shown the equipment carried in an ambulance and were given a demonstration of some of the equipment in operation.

As part of their weekly Scout Troop meetings the Scouts have been learning First Aid and were given the opportunity to try out their skills on a resuscitation manikin.

For more information, please contact: David Griffiths

Telephone: 0845 300 1818
e-mail: info@blankshire-scouts.org
4th Blankshire Scout Group
Group Scout Leader: Steve Clark 4, The Avenue, Blanktown, Blankshire BL0 1AA
Telephone: 012 345 6789 E-mail: steve@btinternet.com



Activity: Positive PR



Time: 40 minutes



You will need: Paper, pens, video camera and/or voice recorder.



Advance preparation: Setting up the activity area as a recording studio.



Useful links: *Shouting for Scouting*



Programme Zones: Creative Expression



Awards/badges covered: Public Relations

Activity description:


1. Conduct a mock radio or television interview about Scouting. One or two Scouts can be the interviewer(s), Another one or two can be the interviewees. If possible use a video camera or cassette recorder to record the interviews.
2. There will need to be two distinct groups – those who are planning the questions and those who are answering them. Spend a short while setting the scene, if possible arranging the area to look like a recording studio.


HOW SCOUTING HELPS YOU


Scouts often don't think the activities they do during Troop meetings give them skills to use in the outside world. However we aim to prepare Scouts to take a constructive part in their local, national and international communities.

This activity will enable Scouts to identify what they have learnt and see how they can use these skills in a positive way.

 **Activity:** CV

 **Time:** 60 minutes

 **You will need:** Marker pens and large format paper (wall-paper/lining roll), leader or Scout Network member per Patrol, pens and paper.

 **Advance preparation:** Download copies of *Making Connections* (per team/ individual) from the Information Centre

 **Useful links:** Factsheet FS 315250, *Making Connections*

 **Programme Zones:** Community

Activity description:

- Working as Patrols or in small groups and using a large sheet of paper (wall-paper/lining roll) & marker pens, Scouts should identify the following:
'The top 10' list of activities they like to do at Scouts and what they have learnt from them.
Some examples might be:
 - Camping – Living with other Scouts.
 - Cooking on a fire – Time planning a meal/buying food to a budget.
- A supporting leader should work with the Scouts and identify the qualities that the Scouts possess and how they are used in life outside Scouting. For instance living and working with other people, time and household management, being a good sport, learning a skill, leadership. Scouts should then be encouraged to write their own Scouting CV and discuss it with a leader.

HELPFUL HINTS:

The Scouts may need to be encouraged to review activities that relate to life-skills and not simply make a list of games.



First aid is just one of the skills learnt at Scouts that can go straight onto a CV.

WHAT IS YOUR COMMUNITY?

If we are preparing Scouts to be part of their local community then it is important that they understand more about the community in which they live. Appreciating the complexities of their local communities will help them to identify their place within it and how to make people in their local area more aware of what Scouting is about and what Scouts do.



Activity: My community



Time: 15 minutes



You will need: Dictionary, flipchart paper, marker pen



Advance preparation: None



Programme Zones: Community



Awards/badges covered: Community Challenge

Activity description:

1. Start with a plenary to help each Scout understand what a community is, or at least to find out what each person thinks community means to them.
2. Read a dictionary definition (eg '...an organised political, municipal, or social body; a body of people living in same locality; a body of people having religion, profession etc in common...' From *The Concise Oxford Dictionary*). Ask Scouts to work in pairs to consider the following questions:
 - Why do people want to live in communities?
 - What do communities offer a person that living alone does not?
 - To which communities do the Scouts feel that they belong?
3. Ask each pair to record on a large piece of paper the major points made in the paired discussion. Return to plenary after 10 minutes to share results.



Activity: Community Code



Time: 30 minutes



You will need: Large (A1) white card, marker pens (assorted colours).



Advance preparation: None



Useful links: www.countrysideaccess.gov.uk



Programme Zones: Community



Awards/badges covered: Community Challenge

Activity description:

Scouts are asked to produce a Community Code poster. Show an example of the Countryside Code. What aspects would the Scouts want to see in a Community Code?

Suggestions may include:

- respecting our neighbours
- keeping the streets clean and litter free
- reducing noise pollution.

Allow small groups to produce posters illustrating their Community Code. These can then be displayed in the meeting place.

HELPFUL HINTS:

Use this sample Community Code as a starting point if the Scouts don't come up with ideas straight away.



Activity: Mapping the community



Time: 30 minutes



You will need: Large scale map of your locality, A to Z (or similar street directory), Troop address list, District directory (or list of Scout Group/Explorer Scout Unit meeting venues)



Useful links: www.ordnancesurvey.gov.uk



Programme Zones: Community



Awards/badges covered: Community Challenge

Activity description:

1. Obtain a large-scale map of your locality
2. Pinpoint the home of all members of your Troop (including Leaders).
3. Also mark on it, the location of all the other Scout Groups and Explorer Units in your District.

HELPFUL HINTS:

• As an alternative, purchase a jigsaw map centred on your meeting place – obtainable from Map Marketing Ltd, 92-104 Carnwath Rd, London SW6 3HW. (Allow a couple of weeks for delivery).

• The maps are based on the Ordnance Survey Landranger 1:50,000 scale, centred on the postcode of your choice. Piecing it together will certainly draw on your Scouts' knowledge of their local community.



Activity: Scavenger Hunt



Time: 1 hour



You will need: Pens, scavenger hunt sheets (see appendix)



Advance preparation: Produce scavenger hunt sheets relevant to your local area.

**Programme Zones:** Community**Awards/badges covered:** Community Challenge

“ APPRECIATING THE COMPLEXITY OF THEIR
LOCAL COMMUNITY WILL HELP SCOUTS TO
IDENTIFY THEIR PLACE WITHIN IT ”

Activity description:

Prepare in advance a list of questions/challenges based in your locality (see sample). Send the Scouts out in small groups of four to seven, the object being to discover the answers by going to the locations listed.

Set a time limit for teams to collect items/answers.

**Activity:** Photo quiz**Time:** 20 minutes**You will need:** Ordnance Survey map of the area, photographs of local features.**Advance preparation:** Photographs of local features**Useful links:** www.ordnancesurvey.gov.uk**Programme Zones:** Community**Awards/Badges covered:** Community Challenge**Activity description:**

Give the Scouts photographs of prominent local features and ask them to identify each of the locations on the map using grid references.

As a further challenge, can they identify the point from which the photographs were taken?

**Activity:** Photo trail**Time:** 60 - 90 minutes**You will need:** One camera per team (digital, disposable or Polaroid), a list of local landmarks/features.**Advance preparation:** List of local features/landmarks that can be visited within the time available.**Programme Zones:** Community**Awards/Badges covered:** Community Challenge**Activity description:**

1. Issue each Patrol/team with a camera and a list of features within the neighbourhood.
2. Their challenge is to take of photo of their Patrol/team at each location.

EXPLORER SCOUTING AND THE YOUNG LEADERS' SCHEME

As Scouts approach the age of 14 they should be encouraged to start thinking about transferring to Explorer Scouts. What do the Scouts know about their future options? Here is an opportunity to find out.



Activity: Moving on



Time: 30 minutes



You will need: Copies of *The Unit Programme*, television, video, copies of the Everyday Adventure series available on www.communitychannel.org if possible, an Explorer Scout/Young Leader, Explorer Scout Leader or District Young Leaders Unit Leader.



Advance preparation: Cue video to the section on Explorer Scouting.



Useful links: www.scouts.org.uk



Awards/Badges covered: Moving-On Award

Activity description:

1. Hold an informal discussion about Explorer Scouting and the Young Leaders' Scheme.
2. Explain about how the Young Leaders' Scheme works and the training modules that form part of becoming a Young Leader.
3. Look at the Duke of Edinburgh's Award Scheme, particularly with regard to the Service section and how developing leadership further will help to complete this section of the Award.



APPENDIX

- Scavenger hunt
- What is a team?
- Team meetings - Role descriptions
- Build a tower
- Origami water bomb
- Observer checklist on teamwork
- Ideas galore
- Your money or your life role cards
- Nuclear rescue planning sheet
- Find a campsite
- Just a Minute topic cards
- Fitness record sheet
- Option cards
- Activities checklist
- Risk assessment form

SCAVENGER HUNT



In your teams, find the answers to the following questions:

1. The website address for The Scout Association
2. The number of lamp posts in Clifton Road
3. The time that the first 79 bus (heading towards Edgware) arrives at Iceland
4. The price of a litre of unleaded petrol at the Total petrol station
5. The telephone number of the public phone box in Kenton Road
6. The monarch in whose reign the post box was made
7. The name of the Headteacher at Glebe Middle School
8. The width of the width restriction in Charlton Road
9. How many bungalows in Winchester Road?
10. The name of the firm of accountants on the corner of Winckley Close
11. The name of the church in Loretto Gardens
12. What army units meet at the TA Centre in Honeypot Lane?
13. The time of the last post on Saturdays from the pillar box in St. Paul's Avenue

Please ensure that you return to the Scout headquarters within one hour.

WHAT IS A TEAM?



T	O	G	E	T	H	E	R
E	V	E	R	Y	B	O	D
Y	A	C	H	I	E	V	E
S	M	O	R	E			



Together
Everybody
Achieves
More

TEAM MEETINGS - ROLE DESCRIPTIONS

**Chair** (sometimes referred to as Chairman or Chairperson)

The Chair arranges the order of the meeting; seeks the views of members; assesses the 'feeling' of the meeting on specific matters being discussed; keeps the meeting in order; summarises its views; ensures every member is clear about the decisions made. The Chair might ask the meeting to vote on an issue to reach its conclusion.

Secretary/Note taker

With the Chair, arranges the agenda (or list of topics for discussion). The Secretary is usually responsible for reminding people when a meeting is taking place. He or she keeps a note of decisions, and actions to be taken after the meeting. These are often referred to as 'minutes'.

Treasurer

The Treasurer is responsible for looking after the money. He or she is accountable to the organisation for keeping records of how the money is spent.

Timekeeper

A Timekeeper might be used to help the Chairman ensure that there is a time limit on each area of discussion and that timings are adhered to. His or her role is to make sure that everything gets discussed in the time available.

Delegate

Attends the meeting as a representative of other people who are not attending – eg to represent a Patrol or another Forum.

BUILD A TOWER

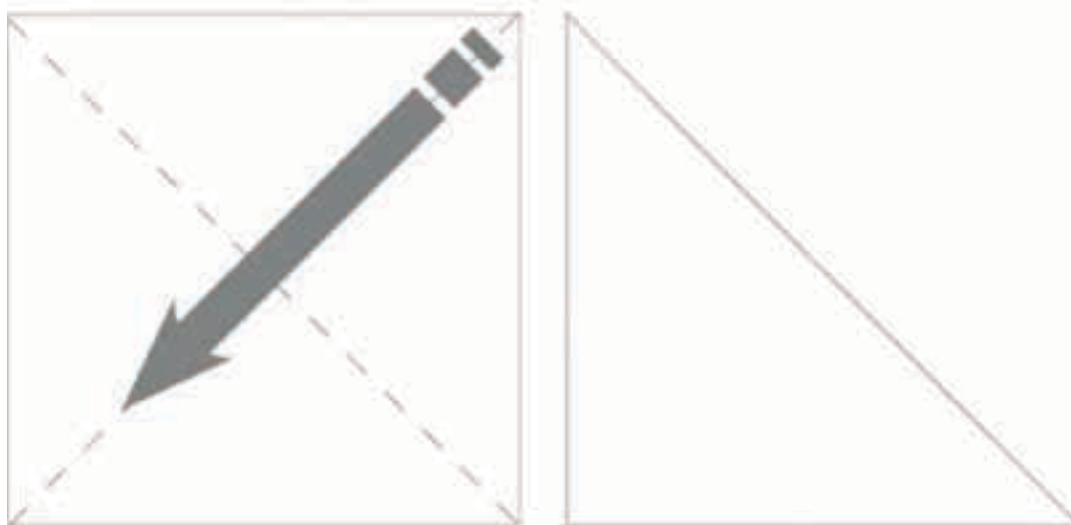


<p>Lego tower instructions</p> <ul style="list-style-type: none"> • This activity is to be accomplished without any talking in the group. • You have 10 minutes to complete the task. • The objective is to build the tallest free-standing tower using the construction bricks provided. 	<p>Lego tower instructions</p> <ul style="list-style-type: none"> • This activity is to be accomplished without any talking in the group. • You have 10 minutes to complete the task. • The objective is to build the tallest free-standing tower using the construction bricks provided.
<p>Lego tower instructions</p> <ul style="list-style-type: none"> • This activity is to be accomplished without any talking in the group. • You have 10 minutes to complete the task. • The objective is to build the tallest free-standing tower using the construction bricks provided. 	<p>Lego tower instructions</p> <ul style="list-style-type: none"> • This activity is to be accomplished without any talking in the group. • You have 10 minutes to complete the task. • The objective is to build the tallest free-standing tower using the construction bricks provided.
<p>Lego tower instructions</p> <ul style="list-style-type: none"> • This activity is to be accomplished without any talking in the group. • You have 10 minutes to complete the task. • The objective is to build the tallest free-standing tower using the construction bricks provided. 	<p>Lego tower instructions</p> <ul style="list-style-type: none"> • This activity is to be accomplished without any talking in the group. • You have 10 minutes to complete the task. • The objective is to build the tallest free-standing tower using the construction bricks provided. • You must make sure that each layer of the tower is built using a different colour of brick from the one immediately before.

ORIGAMI WATER BOMB

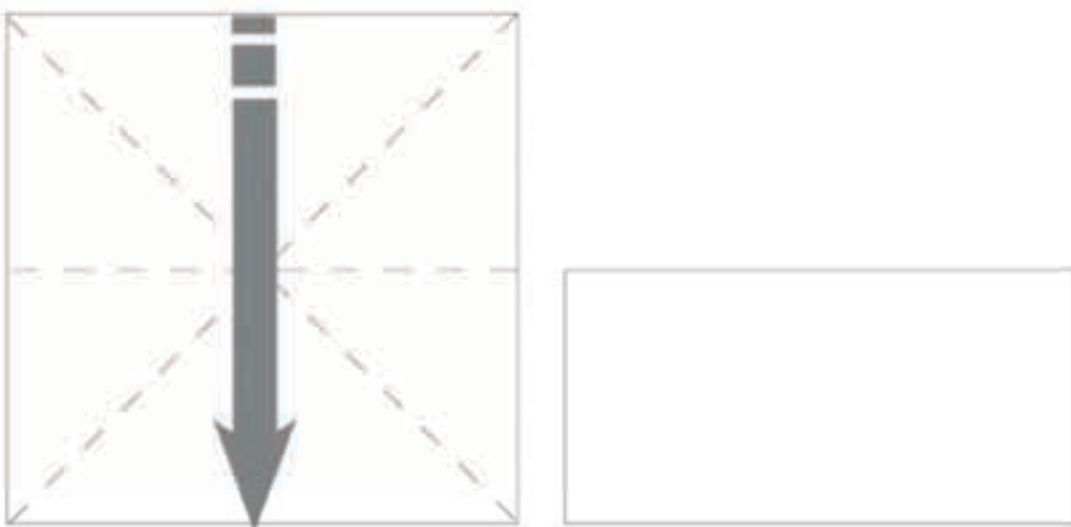


1. Fold one corner to the diagonally opposite corner, crease and unfold.

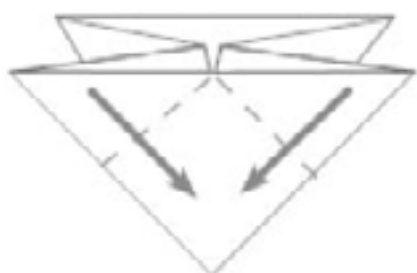


2. Repeat with the other diagonal corners.

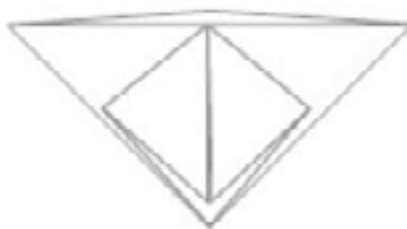
3. Turn the paper over and fold one side to the opposite side, crease and unfold.



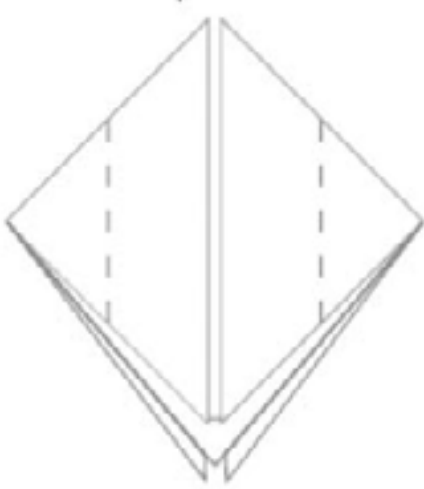
4. Fold the two corners to the bottom



5. Fold the two corners behind



6. Fold the two flaps behind



7. Fold the side flaps inwards



8. Fold the small flaps



9. Tuck these flaps into pockets



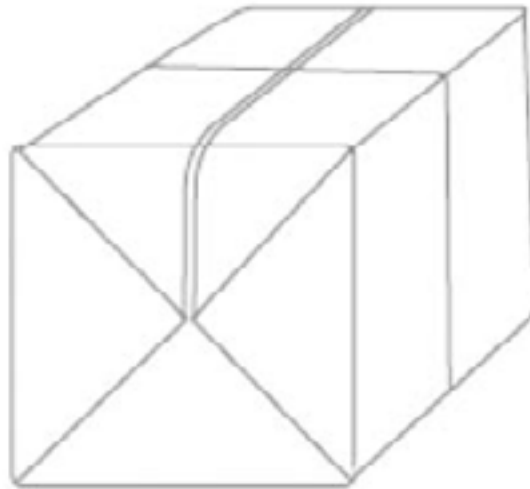
10. Like this



11. Hold the model like this and blow



12. The water bomb is complete



OBSERVER CHECKLIST ON TEAMWORK



Team members: _____

	Yes	No
Did everyone understand the task? Notes:		
Did the team work together? Notes:		
Did a leader emerge? Notes:		
Did the team work without conflict? Notes:		
Did the team plan what they were going to do? Notes:		
Did everyone have an opportunity to contribute? Notes:		
Did the team members listen to one another? Notes:		
Did everyone agree with the decisions made? Notes:		
Was everyone involved? Notes:		
Did the team achieve the task? Notes:		

IDEAS GALORE



Activities that we have done and enjoyed:

Outdoor and Adventure	Outdoor and Adventure	Outdoor and Adventure	Outdoor and Adventure	Outdoor and Adventure	Outdoor and Adventure

Activities we would like to do:

Outdoor and Adventure	Outdoor and Adventure	Outdoor and Adventure	Outdoor and Adventure	Outdoor and Adventure	Outdoor and Adventure

YOUR MONEY OR MY LIFE - ROLE CARDS



Photocopy, cut out and use these cards in your activities.

Chair	Secretary
Treasurer	Timekeeper
Delegate	Delegate

NUCLEAR RESCUE PLANNING SHEET



Team members: _____

Event/activity description
Objectives (What do we hope to achieve?)
Resources available (What equipment/people/money have we got?)
Timescale (How long will it take?)
Plan (Who is going to do what/when? Will a diagram help?)
Success criteria (How will we know if we have achieved our objective(s)?)

FIND A CAMPSITE





Your Scout Leader would like to organise a Troop camp during the half-term holiday and has asked for your help in trying to find a suitable campsite.

The Troop Forum has suggested a number of activities they would like to do during the camp and these have been listed below.

There are also some other important factors to consider. These have also been included in the list below.

Which campsite would you recommend and why?

Selection criteria	
Campsite should be within two hours driving from Scout meeting venue	
Within 30 minutes of a town (availability for food shopping)	
Mains water, toilet and washing facilities on site	
Space for camping	

Activities	
Canoeing	
Rock climbing (indoor, climbing wall or outdoor crags)	
Pioneering	
Football	
Hiking (Terrain 0)	

Preferred campsite: _____

JUST A MINUTE TOPIC CARDS



<p>Just a minute Speak for one Minute on the following subject without hesitation, repetition or deviation.</p> <p>My Patrol</p>	<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Baden-Powell</p>
<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Computers</p>	<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Spiders</p>
<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Fish</p>	<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Football</p>
<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>School</p>	<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Holidays</p>
<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Camping</p>	<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Christmas</p>
<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>Fame</p>	<p>Just a minute Speak for one minute on the following subject without hesitation, repetition or deviation.</p> <p>The Environment</p>

FITNESS RECORD SHEET



Name: _____

Events	Dates			
	//		//	
Speed Test	s	s	s	s
Sit Ups				
Burpees				
Stamina Run	ms	ms	ms	m
Ball Speed Bounce				
Standing Broad Jump	cm	cm	cm	cm
Push-ups				
Pulse Rate (before events)				
Pulse Rate (5 min after events)				

OPTION CARDS



<p>You think that the money should be spent on replacing camping equipment in the Scout Group. You do not have enough tents for all the Scouts to go away to camp together. A new tent will cost £180.</p> <p>You can always change your mind if you think that there is a more important need.</p>	<p>One of the Cub Scouts comes from a disadvantaged family. She has never been able to afford to go on outings and she desperately wants to attend the Pack visit to Disneyland, Paris but cannot afford it. The trip costs £195.</p> <p>You can always change your mind if you think that there is a more important need.</p>
<p>You have recently seen an advertisement on the TV that has shown you how £200 can make a difference to a village in Africa by providing clean water for them.</p> <p>You can always change your mind if you think that there is a more important need.</p>	<p>An appeal to help street children in Columbia has just been launched in your school. You know that £200 will help save 10 children.</p> <p>You can always change your mind if you think that there is a more important need.</p>
<p>The children's ward at your local hospital is trying to raise £200 to replace toys and games for the patients.</p> <p>You can always change your mind if you think that there is a more important need.</p>	<p>You think the money should be spent on the Scouts who took part in the sponsored walk ~ perhaps by subsidising the next camp.</p> <p>You can always change your mind if you think that there is a more important need.</p>

ACTIVITIES CHECKLIST



Objectives (What do we hope to achieve?)
Resources required (What equipment/people/money do we need?)
Timescale (How long will it take?)
What preparation is needed? (Booking venues/Information to participants etc.)
Who needs to be informed? (Scouts/Parents/Scout Leader/GSL/DC)
Risk Assessment (What might go wrong? What precautions can you take? What will you do if something does go wrong? Do you need a Home Contact?)
Success criteria (How will we know if we have achieved our objective(s)?)

RISK ASSESSMENT FORM



Activity: _____

Step 1	Step 2	Step 3	Step 4
Hazard	Who might be harmed	Is the risk adequately controlled, or is more needed?	Review and revision

Activity days	13
Area	36
Ball speed bounce	20
Beliefs and Attitudes	11, 19, 22, 27, 29
Behaviour	29
Blindfold Task	14, 28
Budgeting	14
Burpees	11, 20
Camps	16, 17, 37
Challenge	10, 38, 39
Codes of conduct	13, 22, 29
Communicating	7, 28
Community Challenge	7, 11, 13, 30, 31, 38, 39
Community	15, 22, 29, 30, 34, 36, 37, 38, 39
Cooking	13, 37
County	7, 9, 10, 36
Creative Challenge	7, 9, 10, 11, 13, 15, 16, 27, 28, 35
Creative Expression	15, 16, 17, 19, 27, 28, 31, 35, 36
Cub Scouts	34, 35
CV	37
Challenging behaviour	13, 24, 28
Decision making	9, 13
Delegation	24
Discussion carousel	13, 16
District	36
Duke of Edinburgh's Award Scheme	9, 40
Entertainer	35
Explaining Scouting to Others	34, 35
Explorer Scouting	11, 34, 40
Fit for Life	21
Fitness Challenge	21
Global	13
Group	10, 16
Ideas explosion	11
Insurance	17
IT Staged Activity Badge	35
Personal records	21
Law and Promise	9, 13, 14, 29
Leader	14, 24, 26
Leadership skills	7, 11, 22, 24, 25, 30, 33, 35, 36, 40
Media	11, 34, 36
Moving-On	40
Moving-On Award	40
Organise	9, 11, 15
Outdoors and Adventure	15, 16, 17, 26, 28, 30, 31
Outdoor Challenge	15, 17, 30, 31
Patrol	16, 29, 30, 37, 39
Patrol Forum	13, 16
Patrol Leaders	10
Personal development	14, 24
Personal skills	24
Photography	35
Physical Recreation	21
Pioneering	10

Plan	12
PR	36
Press Release	11, 36
Public Relations	35, 36
Quartermaster	17
Record keeping	14, 21
Resources	25, 33
Respect	14, 27
Risk Assessment	13, 24, 30, 31
Rules	22
Running an activity	24, 33, 35
Scavenger Hunt	9, 10, 13, 38
Scout	10, 28
Scout Troop	34
Scouting CV	37
Scouting magazine	13
Section	10, 24
Shelter	15
Sit ups	20
Small Groups	37
Standards and codes of conduct	14, 22
Teaching skills	10, 27
Team	15
The Troop Programme	11
The Troop Programme Plus	13
Training Modules	13, 40
Troop activities	36
Troop Code of Conduct	14, 22
Troop Forum	15
Troop Leadership Forum	15
Troop Leadership Team	13, 16
Troop meetings	36
Troop Night	10, 12
Troop's programme	9
Young Leaders' Scheme	34, 39
Young people	22, 29, 34, 35

REFERENCES

The Troop Programme (The Scout Association)

The Troop Programme Plus (The Scout Association)

Troop Essentials (The Scout Association)

Team Building Through Physical Challenges (Human Kinetics) Donald R. Glover/Daniel W. Midura

ISBN: 0-87322-359-4

More Team Challenges (Human Kinetics) Donald R. Glover/Daniel W. Midura

ISBN: 0-87322-785-9

Leadership with Young People (Russell House Publishing) Peter Barnes

ISBN: 1-903855-07-1

Participation – Spice it Up! (Save the Children Fund)

ISBN: 1-84187-062-5

Everyday Adventure - a six part series available on www.communitychannel.org

Resources available from the Scout Information Centre

Tel: 0845 300 1818

email: info.centre@scout.org.uk

www.scouts.org.uk/scoutbase

Activities - Risk Assessment (FS 120000)

Making Connections (FS 315250)

Promoting Good Behaviour in the Scout Group (FS 315066)

Shouting for Scouting



2nd Edition, first issue July 2009
Copyright © 2009
The Scout Association



THE SCOUTS TEAM

The Scout Association
Gilwell Park, Chingford, E4 7QW

Tel: 0845 300 1818
Email: email@scout.org.uk
www.scouts.org.uk

Copyright 2009 The Scout Association, Registered Charity numbers 306101
(England and Wales) and SC038437 (Scotland)