

No Limits

Selected Beaver Scout articles from No Limits Magazine - 1999 - 2002

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We must try through our Beaver Meetings and activities to raise a generation who will take an active part and intelligent interest in conserving the land and all that lives in. The key, is your enthusiasm as you introduce your Beavers to the natural world.

We are not trying to become expert naturalists, nor are we trying to train our Beavers to be experts. Our aim is to teach them to use their faculties to the fullest (so they can) marvel, wonder and delight in all of creation around them.

Outdoor activities

Play Matching Games as you walk. You can give your Beavers cards of different colours and ask them to look for things to match the colours they have. Or you might give them objects with different textures to match - a piece of bark, some steel wool, a chunk of carpeting, a small tangle of wool. You can do the same with shapes.

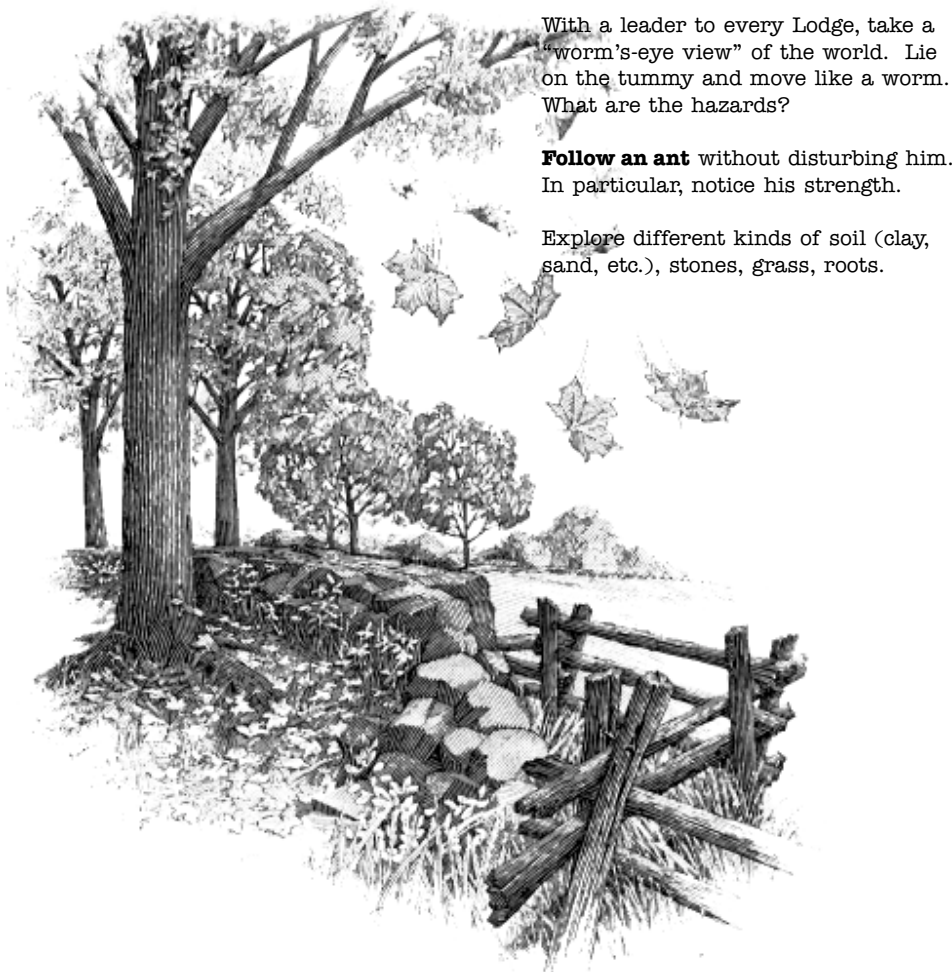
Cut out cards in different shapes and give each Beaver a distinct shape to find along the way.

Give Beavers some exercise in listening. Ask them to be quite and listen to the smallest sounds of the forest or park.

Play Feeling Games to practise the tactile sense. Ask each Beaver to pick up a rock and explore it with Their hand - feel its shape, texture (smooth or rough), ridges, bumps and indents. What colour is the rock? When the Beavers think they know their particular rocks well, ask them to put their "pets" in a pile. Mix them all up and challenge each Beaver to try to pick out his/her own rock.

Explore dandelions and leaf piles. What's hiding there?

Collect "bugs". Each Beaver needs a pill bottle or film canister. Show the



Have your Beavers ever..

- listened to a slug chewing a cabbage leaf
- lifted a big stone and guessed exactly what the disturbed denizens are doing?
- watched how young rabbits, calves or lambs obey their mothers? .
- found out how many different sorts of grass they can collect?
- watched ants carrying weights 10 times as big as themselves?
- watched a spider mending its web? discovered anything which makes eyes and mouth and hearts open wide?

Beavers how to pick up bugs on a piece of twig (to avoid squashing them in their hands) and transfer from twig to bottle. Encourage them to examine the bug's appearance and observe its behaviour. When the exercise is over, have them put the bug back where they found it.

Go on a Litter Chase in a park. Back at the meeting place, sort their pickings and count how many cans and what kind, how many pieces of paper and what they're from, etc. This might lead to a meaningful poster-making activity

How many things can a Beaver put into a film canister? Tell the Beavers the things must be whole (a pebble or an ant is okay, for example, but not a broken piece from a twig).

With a leader to every Lodge, take a "worm's-eye view" of the world. Lie on the tummy and move like a worm. What are the hazards?

Follow an ant without disturbing him. In particular, notice his strength.

Explore different kinds of soil (clay, sand, etc.), stones, grass, roots.

Buy some inexpensive magnifying glasses and teach the Beavers how to use them. Then examine grass, leaves, bark, feathers, soil, and bugs (How many legs? How many parts to the leg? Wings? Body parts? How is this bug different from others? Compare a bug's body and a human body).

Play Kim's Games with twigs, leaves, seeds or flowers. Lay the materials in front of the Beavers and give them some time to look at what's there. Ask them to close their eyes. Remove an item, then ask them to open their eyes and tell you what is missing.

Adopt a tree. Visit a nature reserve, for example, and ask each Beaver to select "his/her" tree. Visit the tree several times during the year. Encourage each Beaver to get to know their tree with questions like:

How does your tree look? feel? smell? taste? sound?

Are there any mammals, birds or insects that use your tree?

If your tree could talk, what stories do you think it would tell?

Look at your tree from different viewpoints: from close up and far away; from upside down and lying on the ground, etc.

Does your tree have any relatives close by?

Is your tree alive? How can you tell? How does your tree get food, water, air? How does it survive in the winter?

Does your tree lose its leaves in autumn? What happens to the leaves when they fall from the tree?

Does your tree have visitors? How do they come to your tree (fly, walk, crawl)? Do they come to eat? play? rest? find shelter? live?

Pretend that you are your tree on a windy day; on a sunny day; in winter after a heavy snowfall; at night; etc. Make leaf and bark prints from your tree. Try to draw the kind of roots it has.

Compare the tracks of cat and dog. Let the Beavers make tracks in sand or soft soil. What do your tracks look like when you walk, run, carry something, tiptoe, etc. ?



While on a ramble or in a nature reserve, play I Spy Homes. How many animal homes can the Beavers find? Start with easy ones like a bird's nest or spider web. Let the Beavers think of and look for others.

Nature crafts

Some of the best nature crafts come from the Beavers themselves. Let them use the natural objects they've collected and their imaginations to come up with their own creations. Then, allow enough time for the Beavers to tell you about them. Here are a few other ideas.

Make a Nature Notebook.

Glue coloured construction paper over the cover of a small notebook. Glue on a dry pressed leaf. Protect by covering with clear contact paper.

Create Butterfly Wings. Give each Beaver or lodge a large cardboard butterfly and ask them to decorate one wing with natural materials (stones, twigs, leaves, moss, etc.). After five or 10 minutes, ask them to decorate the other wing by copying the first one. Remind them that butterflies have wings that are a perfect match.

Pet Rocks are always fun to make.

Wash and dry the rock. With acrylic or tempera paint, make a sad face on one side and print "Please turn me over." On the other side, paint a bright happy face and the words: "Ah, that feels better!"

Finish with varnish. Whether the Beavers make a Pet Rock or this variation, encourage them to tell you a story about their critter.

Let the boys make themselves a name tag from a branch slice. First sand the wood, then write their name on it. Glue a safety pin to the back. Finish with varnish.

Amnesia

Play this game for fun - helps to develop observation and to have players interpret what they have seen.

Description

Announce to the Colony that a person has been found wandering in the local shopping centre suffering from a loss of memory. The articles displayed on the table are the only clues to the persons identity. Each Lodge is to examine the articles (which can remain visible during the whole game), and try to deduce as much as possible about the person what the person is like, what activities the person has taken part in, where they might go for help in identifying him or her. Give Lodges about 10 to 15 minutes to complete this task. Have each team read out its findings to the others.

Equipment

A varied collection of articles which might be found in someone's pocket or purse: membership cards; business cards; foreign coins; theatre tickets; bus, train, airline tickets; appointment records. The items should be chosen to give some idea of the supposed person's age, interests and recent activities - but, should avoid giving his or her name, or the name of anyone who might be able to identify him or her directly.

Stick Game

Play this game for fun and to develop fitness.

Description

The first player is handed six short batons. He lays them out on the ground like rungs of a ladder - at any distance apart to suit himself

He then runs forward, stepping between the rungs, and just before the last baton takes a running leap. The rest of the players follow suit, each trying to out jump him. They cannot interfere with the arrangement of the batons.

The first player may be allowed a second jump if another player beats him. Other players may also want a second jump. Consider the effect of giving the batons to the shortest player. By placing them to fit his stride, he will probably be able to compete favorably with taller players - they would have to shorten their stride to step between the batons.

Equipment

6 batons for each group involved. Batons could be simple things like painted doweling or rotted newspapers.

Capture the dispatches

A wide game played at night. Add a touch of humour by making the 'dispatches' jokes

Description

Two blindfolded players are seated in the inner circle. They are equipped with flashlights and there are a number of dispatches laying in the circle.

The other players, a few at a time, try to creep from the outer circle to pick up one dispatch and return to the outer circle. If heard by a listener, one of the two players in the center, and illuminated by the flashlight, they replace the dispatch and return to the outer circle. Players can creep in several times, whether successful or not, to pick up a dispatch. Player with the most dispatches is the winner. To ensure that all have equal chance, Lodges should go in, one Lodge at a time. After the game, players could read the dispatches that they 'captured'.



Ripples

Capture the fort

Fun - but can help to develop players' ability to handle a soccer ball.

Description

Divide the players into two teams - challengers and defenders.

Defenders form a circle, facing out, by joining hands with their captain in the center.

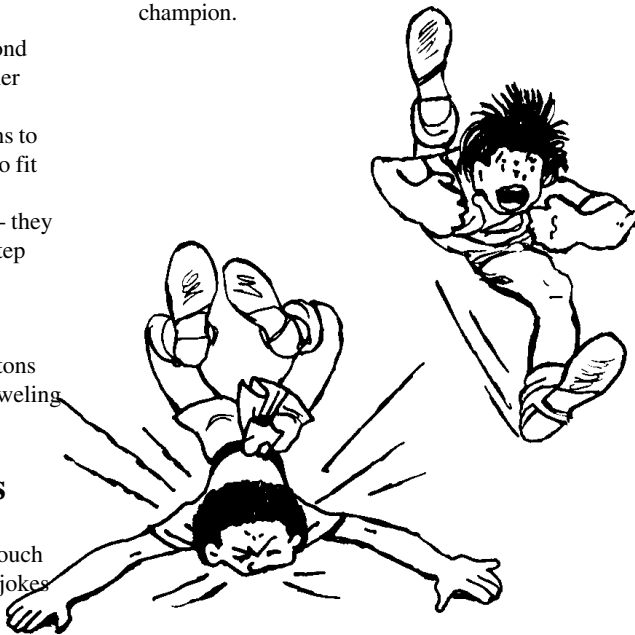
Challengers surround this 'fort' at about 8 or 10 metres from the fort. They try to kick a soccer ball into the fort either between the legs of defenders or over their heads. If it goes over the heads, the captain may catch it and throw it out. When a ball touches the ground inside the fort, defenders and attackers change places. Consider using an extra ball if defenders are too efficient in their defense of the fort. Attackers may find that a good passing attack is useful - good for teamplay.

Foursome tug

Strenuous fun.

Description

Four players compete at a time. If using the circular rope, they space themselves out equally. If the two knotted ropes, they pull at N, S, E and W positions. Our cups are placed on the floor - about 1 to 1.5 metres from each player when they have taken up the tension in the rope. On signal, each player tries to pick up his cup. The first to do so wins. Put a time limit on this game - 60 seconds. Each Lodge gains a point depending on the success of their champion.



Jump the shot

A fun circle game.

Description

Players in circle. Leader or player in the middle. Leader swings the rope with a soft weight on it - keeping it close to the floor, below the players knees. Each player jumps over the rope as it passes him, if the rope or the weight hits him, he is eliminated for that round, in which case the last player left is the winner; he is given a penalty point so that the player with fewest points is the winner; or he reports to a leader, answers a skill-testing question and returns to the game.

Curio collectors

An outdoor observation game.

Description

Curios can be any kind of natural phenomenon - a tree struck by lightning, an animal's footprint, a patch of bull rushes, a tree with most of its branches on one side, a beaver lodge, etc. Name a curio. Players scatter and the first one to find the curio gives a shout. The others gather to see the curio. After any discussion, name another curio. Repeat the process until game is called. You may want last curio to be where you will hold a picnic. If desired, first player to spot each curio can be given a point for his Lodge.

Dark square

Play this for fun.

Description

Players stand at one end of the hall in Lodges. While they watch, draw a square about 1 metre by one metre (larger or smaller depending on the number in the group) at the other end of the hall. Turn out the lights. Each team must try to get as many of its players as possible into the square before the lights are turned on again. The one with the most players in the square wins.

Cooperate art

Fun way to develop creativity.

Description

Play this game in Lodges. Each group is seated or standing around a table. Each player starts to draw a picture on the paper in front of him. When the word 'change' is given, each player moves one space to the left leaving his paper behind. He starts to work now on the paper in front of him. This cycle continues until each player has moved completely around the table. Give each team the chance to display the results of their efforts.

Boatrace

Promotes learning to work as a team.

Description

'Crews' or teams should consist of about 6 players. The Coxswain of each crew straddles the pole (boat) at its 'stern'. He faces forward. The rest of the crew straddles the pole in front of the coxswain and facing the coxswain.

At the word 'GO' the crew, holding on to the pole, runs backward along the course with the coxswain guiding his crew with commands - 'Go right'.

The crew should try to keep in step and the coxswain is allowed to call the pace. The first crew, or the one that completes the course in the shortest elapsed time, is the winner.

Crews would be advised to start relatively slowly. Variations: Could be played in

shallow water or snow.

Equipment

One pole for each crew. Pole should be long enough so that each member of the crew can straddle it.

Photo - geography

Develop knowledge of community.

Description

Collect a number of photographs of landmarks in the vicinity of the meeting hall. Photos should show subtle hints of where they were taken, for example:

- a bus stop shot from below - only sky for backdrop.
- very small part of well-known building.
- one letter of a sign.
- scene that is out of focus
- view down a side lane

Photographs could be cropped. Each patrol should have a complete set or clear photocopies.

Teams are given boundaries within which the landmarks will be found. You may wish to also set a time limit on the game. Winner could be team that locates most landmarks in given time or all landmarks in shortest time.

Shadows

Observation game.

Description

Hang a sheet over a doorway with a strong light behind it.

One team of players goes behind the doorway.

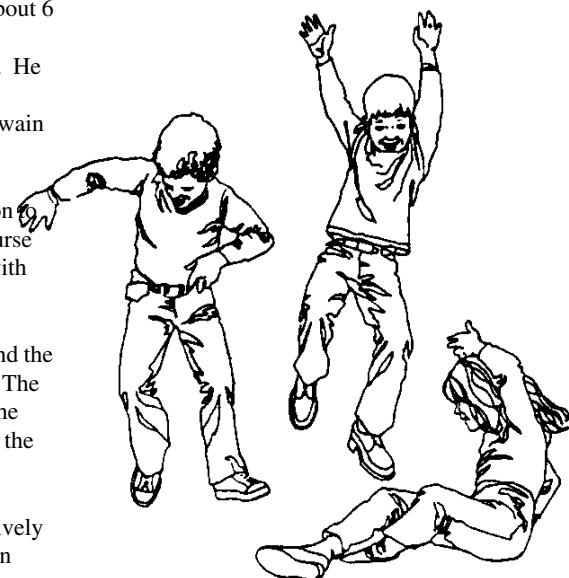
On signal, one player from the team walks between the light and the sheet - as close to the sheet as possible.

He may disguise his style of walking - but may not make any other changes. Players on the other side of the sheet try to guess his identity.

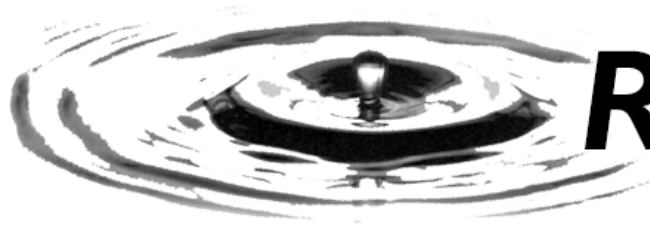
Variation - provide a box of old clothes so that players can change their appearance.

Equipment

Sheet and a strong light.



Treasure Hunting



Ripples

A great way to spend an afternoon in your local park or around your town or village is to involve your Beavers in a treasure hunt. It needs some planning and the assistance of some of your Units Scouts or older Cubs to assist and guide your Lodges to the discovery of the treasure

A treasure hunt is essentially a race to a given place and the location of the 'Treasure'. The winners of a treasure hunt are usually the Lodge who have the most ingenuity and skill. The skill involves the cracking of codes and clues coupled with basic map reading skills and a quick thinking mind.

The setting up of a treasure hunt involves a bit of work on the part of the organiser. Storylines have to be developed and translated into a believable hunt. The trouble with most treasure hunts is that they can develop into a 'follow the leader' hunt if all the clues follow each other. Lodges just wait for another Lodge to break the code or discover the location of a clue and follow them. This can be avoided by using simple coded messages so that it takes time to solve a clue or by setting teams off from different points meeting up only on the last clue. It is better to set up your treasure hunt with the aid of a simple map rather than relying on a deep knowledge of certain features in an area such as bridges, churches etc.

Using a map each of the Lodges have the same advantage and the assistance of an adult or perhaps a Sixer or some Scouts they should be able to seek the treasure with ease. The hunt should provide an enjoyable challenge for all, not disillusion them because it is too difficult to discover the treasure.

A treasure hunt suggestion

This outline of a treasure hunt can be adopted to an location.

The first thing that is necessary is to make a simple map of the play area. The map should include all the areas that clues will be found and where the treasure is located. This can be made by tracing over an existing map however in your final map delete most of the detail such as contour lines etc. The final map should have the look of an old map whereby only the important features are shown.

Storyline

It is necessary to develop a storyline on which the whole treasure hunt will hang. The storyline allows the Lodges to get into the spirit of the hunt. It also adds credibility to the hunt. A treasure hunt can be based on a number of storylines Celtic Treasure buried as a gift to the Sun God - this might involve clues written in Ogham and drawings on stone. You may also have the location of clues linked to the shadows cast by the sun etc.

Pirate treasure usually buried by Bluebeard or some other famous pirate. Brilliant story line for a seaside location

Medieval Treasure hunt based around Viking raids and such thing as the Ardagh chalice or Book of Kells finds. Highwayman Treasure based around the location of the booty of Red Eyed Dick who was caught and hanged before he could collect his hoard of treasure. The suggested treasure hunt would suit the highwayman storyline more than any other.

Clues

Clues can take many forms they can be rhyming clues, coded clues, clues on the bottom of bottles, clues in pictures etc. You should endeavour to use as many different locations and types of clues as possible rather than a typed card at each location. This helps the storyline and adds to the mystery of the hunt. A variety of different types can also aid the different levels of expertise in each Lodge. Those who are good at coded messages don't have the advantage everytime.

Types of clues

Reflection

When you write a clue in hand writing and then copy it by reflecting it in a mirror the result is a scrawl of swiggle lines that can be deciphered by reflecting the scrawl in a mirror. Usually you can use this only once in your treasure hunt. The same effect can be used by reflections in rivers or pools of water,



Water

Water can be used in a lot of ways. You could hide a clue under water in a bottle that you have to fish out. Hide it under a waterfall, under bridges, panning of silt to collect pieces of tile, buckets to carry water to a lever to lift a door etc.

Tiles

Clues can be written onto tiles which are then broken and have to be put together like a jigsaw to reveal clue. A drawing on a tile could show location of next clue.

Bottles and glasses

The bottom of bottles and glasses or closed bottles hanging on a string or in the front window of a shop can provide some interesting locations for clues.

Graveyards

Graveyards offer a wealth of places to hide clues. You can use such things as brass rubbings on gravestones, dates on stones, or clues based around the inscriptions on the gravestones. You could get really morbid and write clues on bones obtained from the local butcher and placed in a graveyard.

Shops

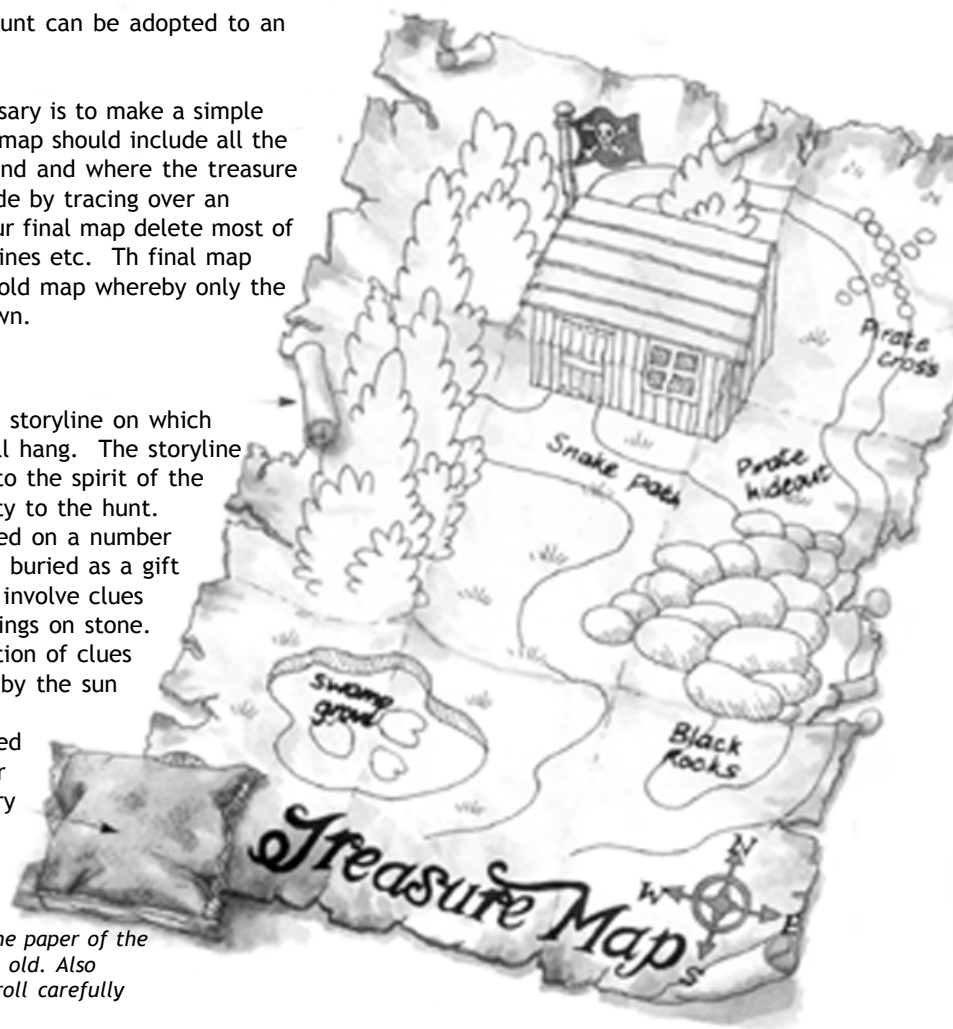
All manner of different shops within a town can be ideal places for placing clues. It is not necessary to have them inside the shop so creating a disturbance. The shop window can be an ideal place or a community notice board inside a big supermarket.

Directional devices

Such things as weather vanes, sun dials, sign posts can provide ways of directing Lodges to the next location. You could also use a telescope (made from a cardboard tube) or a sighting stick fixed in a tree from which the next clue can be sighted.

Treasure Map

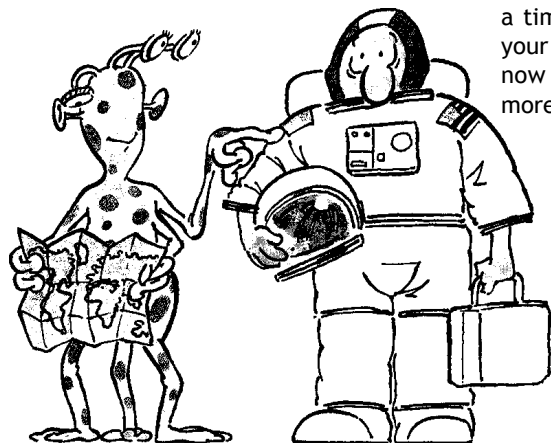
The final clue in your treasure hunt should lead you to the location of the 'Treasure map'. The treasure map explains where the exact location of the treasure is. The map should contain only the bear details e.g. a map of a field, the location of a beech tree, etc. On the map should be written instructions of how the treasure can be found - 10 paces from the tree in a southerly direction, 4 paces east, 6 north, 2 east, Treasure buried 4 feet under..... this type of approach adds the final mystery to the game. Having a big chest 4 feet under the ground, full of treasure (sweets and drinks) puts the final cap on it.



Use tea bags to age the paper of the map and make it look old. Also tear the edges and roll carefully

Space

-the final frontier



Manual dexterity

Provide each Beaver with a pile of beans or marbles, and a can. Ask them to pick up the marbles as fast as possible (one at a time), putting them into the can. Let your Beavers try it a second time, only now while wearing gloves. How much more difficult is it?



Docking

Place a number of empty tins on the floor. Line up each Lodge and blindfold the first player. The player carrying a chair is directed by the lodge to a tin. The player must then place the leg of the chair in the tin for a successful dock. When successful the Beaver removes blindfold and carries chair back to next player in turn.

can be small pieces of brightly coloured or luminous modelling clay or small pebbles covered in luminous paint. They are scattered at the end of the trail. You could also have different coloured sand and different coloured pebbles so that two or three different trails could be set up in the same area but leading to the same place.

Speed

Measure off a distance and challenge your Beavers to run as fast as they can, back and forth, in a set time period. Make a "colony speed record" by adding up all the times taken to complete the runs.

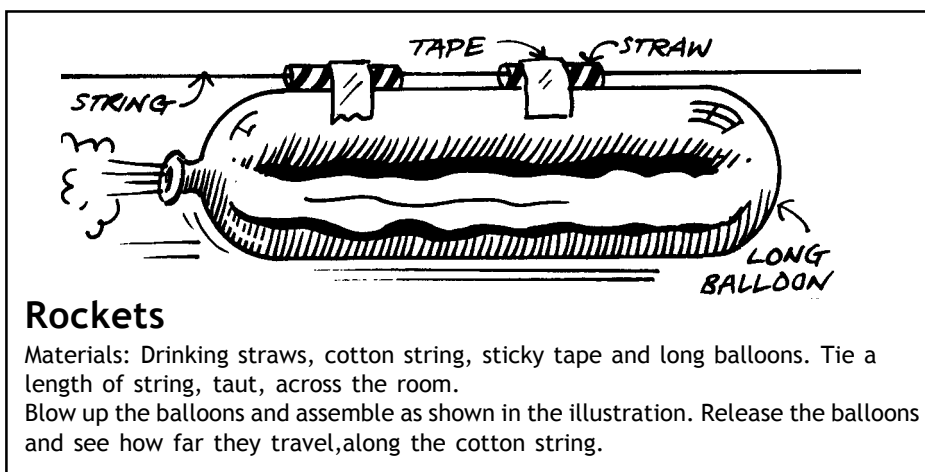
Indoor trail

If the evening is wet, then an indoor trail can be set up using string wound through and around chairs and tables in your meeting room. In this case, the Beavers must be blindfolded and asked to get their Lodge from one end of the trail to the other. You could tell them that they are exploring the dark side of the moon and that they must describe what they have 'felt' on the way through the course.

Exercises for astronauts

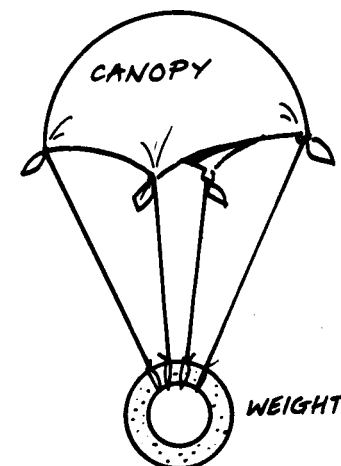
In pairs, the Beavers sit back-to-back with their elbows interlinked. Then they try to stand up. If they find this too easy, they must find another pair and make a foursome with elbows interlinked. If they manage this, they could try an eight.

Astronaut Training - Explain to your Beavers that astronauts must be physically fit and have certain training. Lead the Beavers in callisthenics. Then do a variety of challenges in round-robin style, such as the following:



Rockets

Materials: Drinking straws, cotton string, sticky tape and long balloons. Tie a length of string, taut, across the room. Blow up the balloons and assemble as shown in the illustration. Release the balloons and see how far they travel, along the cotton string.



Crash Landing

Get each Lodge to make parachutes and practice with weights to determine the best size chute for a smooth landing.

Balance

Get the Beavers to walk along a narrow plank on the ground, placing each foot directly in front of the other. The planks can get progressively smaller, until the Beavers are walking on a very narrow board.

Obstacles on the moon

Divide into Lodges. Obstacles - buckets, shoes and so on - representing craters and rocks are scattered throughout the playing area. The first member of each Lodge is blindfolded and has to negotiate the obstacles, guided by shouted instructions from the rest of the Lodge. If an obstacle is touched, the player stops for a count of ten. Once across the moon, the blindfold is removed and the player runs back to pass it to the next Beaver.

Martian Mix juice

Ahead of time, mix all these ingredients together except the club soda.

- large can of unsweetened pineapple juice
- 2 tbsp. lemon juice
- small can of frozen orange juice concentrate
- bottle club soda.

Add the club soda just before serving. Quenches the thirst of 10 - 12 Beaver astronauts.

Lifeline tangle

Twist some rope around volunteer Beavers and see how long it takes to unravel themselves. This is an essential skill for Astronauts

Space walk

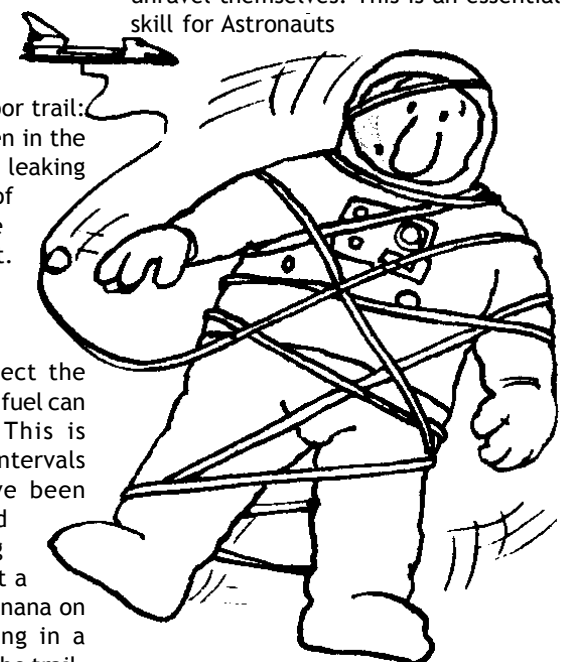
Bring a small trampoline to the meeting. Ask your Beavers to jump on it as hard as they can, trying to move their legs, or pinwheeling their arms while in the air.

Balance relay

Astronaut on the moon have difficulty in keeping their balance because they feel so much lighter. Line up each Lodge. The first Beaver balances a paperback book on his head, then runs or walks to the end of the hall and back again. If the book falls off, he must start again. If the boys find this too easy, make an obstacle course for them to negotiate while balancing the books.

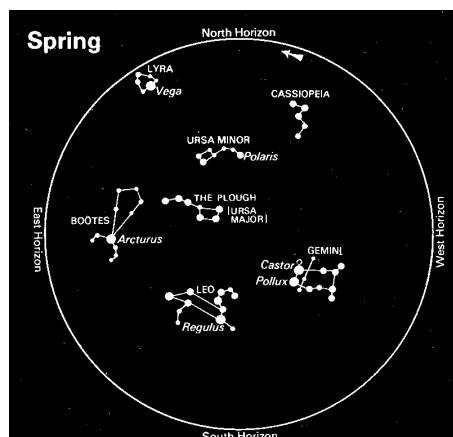
Outdoor trail

First, set the scene for this outdoor trail: 'An alien spacecraft has been seen in the area' It was in trouble and was leaking fuel. There have been reports of strange things happening to the plants in the vicinity of this craft. When it landed it was seen to have ejected some radioactive material. Can you find where the spacecraft landed and collect the radioactive material? The leaking fuel can be flour or coloured sand. This is sprinkled in small amounts at intervals along the trail. The plants have been effected by the radioactivity and there are strange things growing along the trail. For example, put a holly twig on an oak branch, a banana on a rose bush or an apple hanging in a hedge., The Beavers must follow the trail, note down any 'oddities' that they see and collect the radioactive material. This



Sight deprivation

Blindfold your Beavers and form them into a single line. Each holds onto the shoulder of the person in front of them. Lead them on an obstacle course, around, under and over a variety of obstacles.



Star Chart for Spring sky

Exploring the Forest

An experience in discovering the wonder of our natural environment through the use of our senses

These exercises are based around the five senses - seeing, hearing, touch, tasting, smelling and strive to give the participants an 'experience of nature'. Each exercise has a purpose in itself and when the exercise is finished it is important for a Leader to explain why we have done the exercise and what part it plays in the study of nature and our surroundings.

The hand - oak exercise

Comparing the lines on our hand with the structure, branches, roots of a tree, to highlight the symmetry in humans which can also be seen in other living things. Shapes - this exercise is similar to the above, however in this case give each person a random shape / line drawn on a piece of paper and get them to find something in the area that matches the shape need not be the same size - could even be the form of a hill. (Comparison of humans to trees, shape of trees, diversity of life living on tree)

Camouflage exercise

Hiding yourself in a wood or undergrowth using natural materials to disguise shape. In setting up this exercise it is important that you do not disturb the habitat. You should only use loose material to disguise shape such as leaves, fallen branches and cuts and grooves in the ground. It is important to point out that this is not a military exercise but an activity which makes us more aware of animal camouflage. (Diversity of animals 'hiding in the wood', life and death in the woods, insects, lines and patterns, how animals survive, hunting)

Stalking

Using camouflage and stealth to move or sneak up on some animal or person. This exercise can also be done by using a blindfold. This will allow the participants to use other senses rather than sight to discover the location of their prey. The difficulty with the blindfold method is that the participant must distinguish between normal forest noises and those made by their prey. (Animals hunting - cat and a bird - noise in a forest distinct sounds, smell / scents of animals, using cover)

The layers of the forest

Lie down, crouch, climb a tree and look at the forest from different perspectives. This activity can easily be adopted to suit many other habitats. (Discovering the many perspectives of a forest)

Ant farm / worm farm/ rooting log

Observation of insects, worms, and slugs in various forms and at different levels - under leaves etc. (to show different levels in a forest insect play their part breaking down leaves, branches, etc. to richen soil - this is the recycling of nature, it is also important that humans recycle their waste.)

Mirror Walk

Walking along a track holding a mirror at your waist. Mirror can also be held under your chin. It is possible to combine this exercise with the hand-oak exercise to pretend to be a squirrel and 'walk along the branches' (Discovery of the world above - tree patterns, birds, stars, cloud formations)

Exploring nature with your Beavers

Colour Palette

Collect small specks of colour in an area to show the array of colours present in an area. These specks can be collected by place them on a piece of sticky paper or label.

Colour matching

Pieces of coloured wool are given out to the participants and they are asked to match the colour with something natural. Or you could hide different colours against vegetation and the participants are asked to collect as many of the hidden colours as possible - you should point out that the bright coloured one are all easily identified and easily collected but that it is harder to find those which match the vegetation. (Variety of colours present in a particular area and their collective effect in producing the colour seen - it is not one colour green but the 40 shades of green)

Tracks

Finding and discovering tracks - what can tracks tell us - animal and human. This may be done in a sand pit. (The variety of tracks that can be seen, weight to depth relationship, water and mud, what can tracks tell us - directions, how many, what is happening)

Time alone

Standing silent and alone in the forest, with no one else in sight for a time of 10 minutes. Participants could be asked to make a sound map/sound recording on a card. These cards could be placed on a map of the area later. A variation of this exercise is to blindfold the participants. (Oneness with nature, the sound of the forest, the wind, river rushing by, bird sounds, animals, insects)

Blindfold trail and rope walk

Participants are paired and take turn to follow a rope through the woods while blindfolded. (This activity will help to heighten the awareness of our other senses other than sight.)

Silent movement

Each participant is challenged to attempt to move across a piece of ground without making a sound. In setting up this exercise you should make sure that a number of different terrains are crossed such as sand, mud, forest floor - find which is quietest. (Animals move silently to escape detection - mostly predators who stick to paths as they are quietest/quickest, birds of prey fly silently, birds flying off noisily as alarm call to others)

Bird noises

Listening for the distinct noises of birds and trying to discover different sounds. Participants asked to try and repeat sounds, or you could try and record the songs of birds and identify later.

(The variety of bird life present in a forest and how they play a part in the sounds of the forest. Some may be mating calls, what sound is from what bird.)

The wind

What direction is the wind blowing from. Feeling the wind on your face. Wind in the trees. The speed of the wind. The part wind plays in the forest. (Seed dispersal, blowing down of dead trees, pollination of flowers and plants, wind and rain in soil erosion, fire in the forest. Ventilation of forest.)

Lying on the ground

Participants are asked to lie on the ground for two minutes and sense what is happening perhaps by closing their eyes. Open your senses to the experience. (How grass feels - is it alive. The temperature of the ground - cold /hot/damp/hard /soft. What can be seen overhead the clouds passing by, rain falling on your face, the wind - shelter. The small insects working in the grass, the smell of grass and soil.)

River walk

Participants are asked to take off their shoes and socks and walk in a stream. The stream must have fast flowing and quite sections including pond sections. It is likely to be cold which will focus the senses very quickly. This exercise maybe seasonal and is probably best done in the late spring and summer. (The purpose of this exercise is for the participants to experience the different flows of a river and discover how they play a part in the life of the forest. Fast flowing- very hard to stand up or life to hold on such as seeds, plants. Quite section - sand deposits, plant life, fish, mud between your toes. Pond section - muddy, gas from decaying plants, leaves, frogs, bogs etc. Irrigation - water essential for life. Build dams to show how river will find new pathways. Power of the river - moving stones, soil erosion, electric power, mills)

Stones

Participants asked to find different stones - round and smooth, soft and hard, different colours different types. (How soil is made, effect of cold and heat, different types in one area. Part played by river and wind and rain)

Water Tasting

Participants are asked to taste water at different places on a river. Only small amounts of water should be taken and care should be taken to ensure that water is drinkable. (Fast flowing - fresher, Quite, pond - stagnant / acid)

Beaver Fun

Ripples

Food of the forest

Participants invited to taste edible plants, nuts, berries and seeds. This exercise is seasonal and it is suggested that you consult a copy of the handbook - Food for Free. R. Mabey - Collins 1992 for detailed guidance. (forest as provider for man and animals)

Fresh Air

Participant asked to fill their lungs with fresh air (this will have a therapeutic effect on participants)

Deep forest - open forest

Smell the difference between the smells in a dark area deep in the forest and the smells in an open forest (smells caused by plants and decaying matter, also effected by dampness)

Plants

The variety of different smells from plants of all kinds - plants to look out for include wild garlic, mint (in marshy areas), laurel leaves (almond when crushed), conifer tree sap. (why do plants smell etc. - bees attracted by smell or warded off by smell and taste. Plants used for cooking - spices/herbs)

Animals/ Humans

Participant asked to find different smells, smells that exist from animals such as wool or fur, smell of humans - How do we smell to animals (smell used by animals to define area of control etc. Smell as a means of defence, disguising smells - deodorants by humans, mud by animals. Blood hounds and fox hunting.)

Other exercises or activities which could be used to heighten awareness to other details.

Sun / Shade

An exercise perhaps with the assistance of an umbrella to point out such things as Rain cover and its effect on plant growth and light levels. Sunlight penetration and the effect on plants - long stems etc. as they try to reach light. The shape of the earth and its relationship to the sun - how the light changes at time of year - seasons. How plants know how to function - daytime, nighttime, spring, winter, summer, autumn. Building a sundial to show time of day

Learning from nature

Can animals teach us anything - ant colony, bee hive - working together, teamwork, survival skills etc.

Construction

An exercise in construction skills that will mirror nature - things such as building tower and the need for a proper base - trees and root structure. Making nets - root structure holding soil together etc.

Travel

Beaver Fun

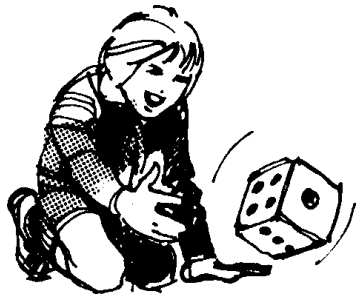
Ripples



Now that the summer holidays are upon us it is an ideal time to introduce the concept of foreign travel into your programme. Some of you Beavers will have travelled abroad already but many others may not be so lucky. How do you go about going on holidays and what is different about the countries they visit. The travel theme enables discovery by learning by doing

Buying the ticket

In relay formation Beavers run to a travel agent who shows them a ticket with a number from 1-6 written on it. The Beaver throws a dice until he gets the number shown on the ticket then returns to his/her team so the next Beaver in line can have a turn.



Vaccination

Travellers have to pass a medical fitness test before they are allowed a Smartie vaccination. Use an outdoor obstacle course - balancing on benches, crawling under a groundsheet, climbing over tables and running around your den.

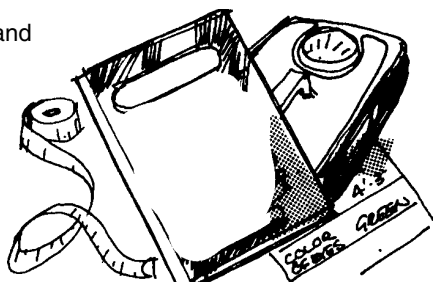
Customs Officers

Each Lodge has a bag filled with contraband. Customs officers have to be trained to identify such items as a bottle of whiskey - washing up bottle, perfume - small bottles, watches - strips of cardboard, jewellery - film containers, cameras - box. The Leader calls out items and the Beavers take it in turn to feel in the bag (without looking) and pulling out the article.



Passports

Beavers create their own passport. Fill in their names, address and date of birth. Use tapes, measurers, weighing scales and a mirror to find height, weight, and colour of eyes.



France
Who is the fastest at bottling French perfume (provided by the local water board!) and putting all the tops on!

Austria
Hold a mini-cardboard ski-slalom championship.

Switzerland
Use magnetic or sucker darts to shoot at a target of a boy with an apple on his head but not at the heads of real live Cub Scouts, please!

Australia
Make (and fly!) a boomerang.

Kenya
Name as many animals as possible in the Game Reserve - use pictures or models. Which are threatened species?

Japan
Try paper folding, kite making or flower arranging.

Persia
Try to remember the articles tied to the snake coming out of the Snake Charmer's Basket.

Italy
Build the highest leaning Tower of Pisa using boxes, plastic bottle, containers, etc.

India
Try putting on a Sari using a long length of material. Ask a Hindu to demonstrate.

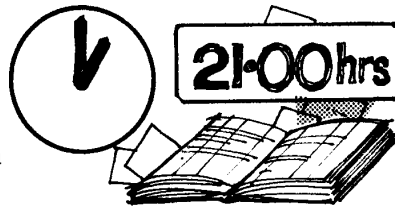
Greenland
Follow a trail of footprints left in the snow. Make a plaster cast.

Holland
Make some tin can stilts or cardboard clogs.

Canada
Lumberjacks have to be good at tree climbing

Planning a trip

Use world airline maps and then local maps to introduce your Colony to basic mapping skills. Ask each Lodge to plan a trip to a distant location by the easiest mode of transport. In timetables the times are usually given in the 24 hour format use this opportunity to introduce a number of games based around time. Make Lodges aware of the time difference as they travel around the globe and calculate this into their trip



Paper airplanes

Lodges are provided with a number of sheets of paper from which they can make paper airplanes. Hold a series of competitions - longest flight, best stunter, nearest to target.

Countries

Suggested above is a series of activities based around different countries. One idea is given for a number of countries but I am sure you can think of many more.

Draw up template using a compass onto card and trace template to get best use of cardboard

Grain

Cut out shape on cardboard

Sandwich cutouts together and tape together. Place a coin in each corner to add weight

7.5 cm

10.25 cm

12.5 cm radius

5 cm radius

Throwing boomerang

Cardboard boomerang

Fitness in your Colony



Ripples

Fitness is everybody's business, and that includes Beavers. After all, one way to love God and take care of the world is to take care of yourself and your body. If you don't keep your body healthy and strong, how will you be able to help someone else?

Remember that most Beavers are developing their gross motor skills; i.e. their large muscles and general reflexes. Because of this, fun exercises that ask them to make large movements and to balance their bodies are good activities for young people of Beaver age. Leave the high skill fine-tuned activities for Cubs and older children.

Try these events on a regular meeting night or as part of an activity day or afternoon. You might use them in conjunction with a particular theme such as a Mini Olympics but, at any time, they are a fun way to let off steam, increase coordination, and give your Colony another outdoor programme.

Remember that the Beavers are not competing against each other. They are just trying to improve themselves (see if you can do it even better this time) and do their best (a Beaver works hard). You might even present each Beaver a participation badge, button or ribbon to take home as a souvenir.

Soft Ball Throw

Mark a line on the ground behind which the boys stand to make a throw. Give each Beaver several tries, perhaps throwing in different styles (underhand, overhand, two handed). Have a couple of leaders stand near the end of the throwing range so that they can show each boy where his ball landed and retrieve balls to send back to the throwing line.

Frisbee Throw

Show the Beavers how to throw the Frisbee in discus style (holding it by an edge parallel to the body). Give each Beaver two or three throws.

Long Jump

Mark a jumping line and, a short distance away, a target line. Tell the Beavers to try to see how far they can jump past the second line. If your day is being spent on a field marked out for track and field, use the sand pits. You'll need a rake to smooth out the sand between jumps.

Here's another idea. Have each Beaver make five successive two-footed jumps then show him how far he traveled. You might even try it again, this time asking the Beavers to keep jumping until they don't think they can jump another jump. Boy! Can they travel!...

High Jump

You'll likely want a pit or mats for this one. Set a standard height for the beavers to try to jump. Keep it low enough so that all can succeed. A colony that used a porta-pit found the beavers had a ball jumping into the foam and weren't at all concerned about how high they jumped.

Balance Board

Raise a plank a bit off the ground or use a school bench. Ask the Beavers to try to keep their balance as they walk across it.

Hurdles

For this sprint, set up a series of low, light hurdles for the Beavers to jump over as they run. It requires more coordination than a simple sprint. Encourage the Beavers to try their best and have fun. Tell them it doesn't matter if they knock over a hurdle or find they can't run very fast when they have to jump, too.



'Goodbye'

On Sunday 11th June last at the NEB meeting, we said a fond farewell to Kathleen Mowlds, National Commissioner for Beavers. During her term as National Commissioner, Kathleen had visited many colonies countrywide. She organised numerous National Events and helped to develop and progress the programme and badgework for the Beaver Section.

We would like to thank Kathleen for her trojan work during her term and would like to wish her all the very best in the future.

'Welcome'

The Board then accepted the nomination of Mary McCormack as National Commissioner for Beavers and we wish her the very best in her new job. We await to see what's in store!!

'National Beaver Day, 2000 - Sharing Together - C.S.I. & S.A.I. Joint Activity.'

National Beaver Fun Day was held and by all accounts it was a great success. Over 1,200 Beaver Scouts and Leaders descended on the grounds of Malahide Castle to join in on the fun and activities planned for the day. After the opening ceremony by National Commissioners (CSI - Kathleen Mowlds) and (SAI - Sheila Duffy) the adventure and excitement began with treasure trails, pillow fights, relays, tug-o-war, aerial runways, bouncing castles and much much more.

A special word of thanks to all the Beaver colonies who travelled to Malahide and also to the organising committee who, I think you'll agree, did a great job!!

Outdoor Awards,

A special Millennium Badge was awarded to the Beaver Scouts in the 29th Cork Beaver Colony (Mitchelstown), who were the first Beaver Colony to be awarded the Outdoor Awards. Congrats and well done to the 29th Cork - keep up the good work.

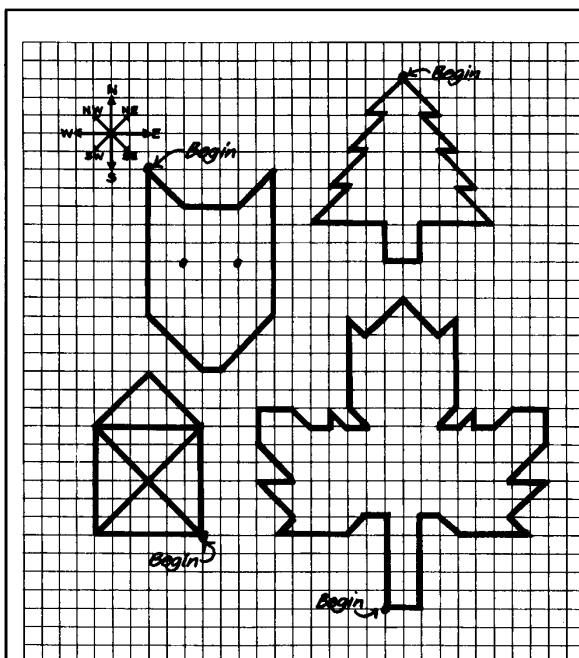
Badgework - Pilot Scheme

The National Beaver Advisory Team would like to thank the colonies who partook in the 'Pilot Scheme' for the proposed Badgework. They would like to thank you for your time and effort and remind you that if you haven't yet sent back the questionnaire to HQ, to please do so. Further details will follow in the next issue.

And finally

If you have any suggestions of what should be included in this page, or have any articles/pictures you would like included then please send them on. We would love to hear from you!!

You can contact the Beaver Advisory team through HQ or alternatively you can contact us on e-mail address - osullivan@eircom.net



Compass pictures

These compass pictures are especially intended to help the youngest Beavers learn directions before they move on to actual compass use, but they also may help all Beavers reinforce their knowledge of compass directions. They make a nice quiet indoor activity for a bad weather night. Review compass directions briefly and give the Beavers graph paper. In the top corner, ask them to draw an eight point directional compass they can refer to. Use a leader with each Lodge to help and who calls out the directions and number of squares on the paper to move in order to complete the pictures in one continuous line.

Wolf Head

S8; SE3; E1; NE3; N8; SW2; W3; NW2

Evergreen Tree

SW2; E1; SW2; E1; SW2; E1; SW2; E4; S2; E2; N2; E4; NW2; E1; NW2; E1; NW2; E1; NW2

Envelope

N6; SW6; N6; E6; NW3; SW3; SE6; W6

Maple Leaf

N5; W1; SW1; W4; NE1; NW2; E2; NW2; N2; E2; SE1; E1; N1; SE1; E1; NW1; N5; SE1; NE2; SE2; NE1; S5; SW1; E1; NE1; S1; E1; NE1; E2; S2; SW2; E2; SW2; SE1; W4; NW1; W1; S5; W2



A NEED FOR CHANGE

Last year, Beaver Scout Leaders throughout the country aired their views that the badgework for Beaver Scouts needed to be revamped. To this end a 'pilot scheme' was carried out by a few colonies countrywide for six months. They found that the scheme worked well and it was suggested that it be run nationwide for a year, i.e. 2000-2001.

The new badgework requirements are as set out below. Amongst other factors, you will see that each badge now has both a name and a colour and that only five requirements have to be fulfilled for each badge. Both Beavers and Leaders should make this choice. Leaders should note that during the 'National Pilot Scheme' the cloth badge will remain the same and you are encouraged to make both Beavers and their parents aware of the scheme.

All colonies are encouraged to implement the National Pilot Scheme into their programme from now. The National Pilot Scheme will run from October 2000 to June 2001.

At present there are eight footprints. This would remain unchanged.
In the pilot scheme each footprint would have a name and new requirements.

At present:	New Name:
Blue Footprint	"Beaver" Footprint.
Green Footprint	"Crafty" Footprint.
Red Footprint	"Safety" Footprint.
Brown Footprint	"Out and About" Footprint.
Purple Footprint	"Fun and Games" Footprint.
Yellow Footprint	"Our World" Footprint
Pink Footprint	"Caring and Sharing" Footprint.
Black Footprint	"Entertainer" Footprint.

Requirements:

Each Footprint has a list of new requirements. Only 5 of the requirements have to be done for each footprint.
The name of each footprint relates to the badge requirements.
It will be up to Leaders and the Beavers to decide on the 5 requirements the Beavers are going to do.

Investiture and Link Badges

All requirements for these badges must be covered.

The actual cloth badge will remain the same during the pilot scheme but will change if Leaders and Beavers want it to when the new scheme is operating.

Beaver Scouts – Footprints Pilot scheme

Investiture Requirements

- Be at least six years of age
- Attend four meetings
- Know the Beaver Scout Prayer, promise, law and motto
- Know the scout sign
- Know your own name, address & tel. no.
- Know the name of your unit
- Know your Leaders name(s)

Blue - 'Beaver'

- Be clean and tidy
- Be on time and know the time your Beaver meeting begins and ends
- Be able to fold neckerchief
- Keep shoes clean
- Know five facts about the Beaver Animal
- Build a dam with your colony
- Visit the Beaver in the zoo

Green - 'Crafty'

- Make a collage of a Beaver Scout in uniform
- Make a present for mum/dad
- Make a simple model out of clay
- Make a craft with your lodge
- Make a lollipop stick craft
- Make a model space craft
- Make a clock with moveable hands

Red - "Safe"

- Know the safe cross code
- Know about water safety
- Take part in a fire drill in the den
- Learn about safety in the home
- Get the local liaison officer to talk to Beaver Scouts about the danger of talking to strangers
- Know how to make an emergency call
- Know how to be safe on your bike

Brown - 'Out & About'

- Make an edible bird nest
- Make a animal/bird puppet or model
- Choose an animal/bird. Find out all about it
- Draw a picture of this animal/bird or your pet
- Adopt a tree and keep a record of it on one day in each season
- Take part in a Beaver Colony picnic/scavenger/ treasure hunt

Purple - 'Fun & Games'

- Take part in a ball game (catching, hand passing, throwing, dribbling, hopping)
- Take part in a team game (Sportsmanship/sharing)
- Take part in an activity that distinguishes left from right
- Take part in games that involve running/jumping/ skipping/hopscotch/hula hoops/unihoc
- Take part in a quiet game
- Take part in a game that involves a story
- Take part in a Questions & Answers game
- Take part in a game using no equipment

Yellow - 'Our World'

- Create a picture of coin rubbings
- Find out about Beaver Scouts in another country
- Know some facts about that country and their money
- Taste some food from that country
- Draw the flag of that country
- Learn about prices of three items e.g.. bar of chocolate, loaf of bread, and a newspaper in our country
- Take part in a Beaver Colony party with an international theme

Pink - 'Caring & Sharing'

- Find out about one other different religion
- Make up a Beaver prayer
- Keep a record of good deeds
- Name & draw two things used in a religious ceremony
- Colony project: Take part in a caring colony project in the community
- Take part in a unit activity

Black - Entertainer'

- Be able to sing a Beaver song with the colony
- Make a simple musical instrument
- Take part in a mime/play with your lodge
- Take part in a colony sing song/campfire
- Have a parents night
- Know a funny story/poem or joke

'Millennium Outdoor Award'

The basic requirement for all sections is participation in six outdoor activities



Beaver Fun

Ripples

Activities could have a year 2000 theme and some should be run on a cross-sectional/ cross organisation basis
All colonies completing the award earn a certificate

'The Link'

- Meet with the Cub Scout Leaders
- Attend four Cub Scout meetings and one outdoor activity
- Be aware of the Cub Scout law, promise and prayer
- Take part in a swim up
- Write a letter to the Cub Scout Leaders



Jamboree on the air

The 43rd Jamboree on the Air will take place on 21st and 22nd October. The 132nd Radio Group will again be operating a station for the weekend.

JOTA is the largest international scouting event and gives Scouts an opportunity to communicate directly by voice or computer with other Scouts throughout the world.

The set up of the station will be as follows:-

Phone/Voice HF world wide communications.
VHF local communication up to 50-100 miles plus depending on conditions.

Computer VHF Packet Radio - local keyboard to keyboard & access to local packet servers.
HF PSK - world wide keyboard to keyboard.
(This new mode is a huge improvement on Packet and this will be the first time we will be using it for JOTA).

The unit will be using the callsign **EI2MM** which was issued specially for the millennium.

Sections wishing to participate with us or anyone who wishes to make any further enquiries may contact either

Sean O'Sullivan mailto:ei3ip@qsl.net Phone 087-2326994 or	Joe Dillon mailto:ei4fv@qsl.net Phone 8390812 of the 132nd Unit.
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Mix and match



Ripples

a selection of ideas for you to incorporate into your programmes in the coming weeks.

Imitations

Have each Beaver choose a moving thing or creature to imitate (a river, rain, an airplane, a train, a bird, a fish, etc.). They start in slow motion, imitating the movements of their chosen model, then increase the speed and power of movement. Finally, they add the noise made by their object or creature. Breath-taking!

These ideas are good for short outdoors sessions at regular meetings.

Find the Object

Check over your outdoor play area before the meeting and make up slips of paper with the names of objects in the area clearly printed in large letters: tree, fence, swing, bush, building, bike stand, etc. Put the slips into a hat or box. Each Beaver picks a slip and runs to touch the object named. Put the slips back into the hat and shake them up well for a second round.

Tail tag

Tuck a scarf or piece of cloth into each Beaver's waistband at the back so that it dangles. Players run around the play area trying to take each other's tails. Players who lose a tail can grab one from another player to tuck into their waistbands, or friends with extra tails can tuck one in for them. Play until everyone is exhausted.

Eagle Bait

Beavers run around the play area pretending to be small animals or birds. A leader plays the Eagle who "nests" in a corner of the area. When another leader shouts, "the eagle is hunting," the Eagle swoops out among the players. They must freeze on the spot. Players who move are caught by the Eagle and taken to the nest. While the Eagle swoops, the caller can shout "The eagle is gone!" to give captured players a chance to escape the nest.

Crafts

Flying butterfly

Cut a flower shape from light board or construction paper. Attach a 30 cm length of thread in the centre with a piece of tape. Cut a butterfly shape from tissue paper and decorate with markers. Attach the other end of the thread to the underside of the butterfly. Place the butterfly on top of the flower.

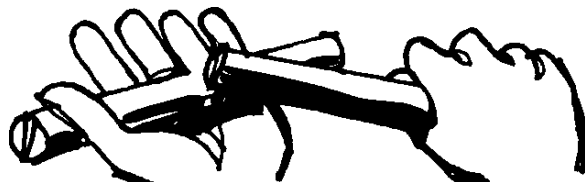
To make the butterfly fly, inflate a balloon and rub it against somebody's sweater or hair. Hold the balloon close to the butterfly and watch it flutter up in response to the static electricity on the balloon.

Blooming Flowers

Draw and cut a simple flower shape (see illustration) from smooth paper. Decorate with markers. Fold the four petals towards the centre of the flower. Float the flower in a bowl of water and watch it open up slowly as the water soaks into the paper fibres.

Pyramid Target

For this craft/game, use single serving yogurt containers or empty soft drink cans. Decorate with markers or crayons or glue on decorations cut from construction paper. Stack up the 10 game pieces in a pyramid shape and knock them down with a ball made from crumpled paper.



Musical instruments

Claves

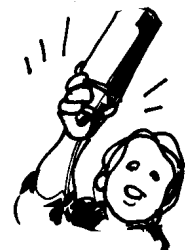
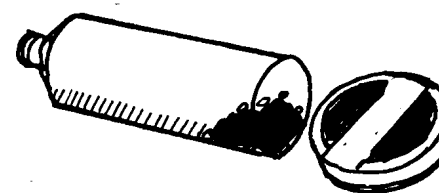
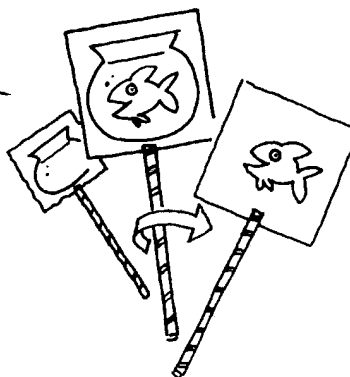
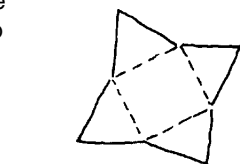
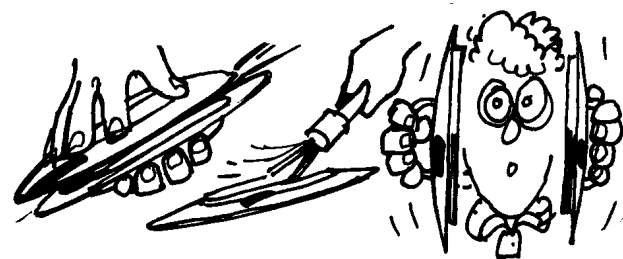
Saw two pieces, one 15cm long and the other 20cm long, from an old broomstick or some thick dowelling. *To play* - cup one clave in your hand and hit it with the other clave.

Cymbals

use enamel plates balance on fingers. *To play* - gently tap the edges together. For a soft sound, strike the plate with a brush. Or use heavy saucepan lids.

Horses hooves

Use two plastic pots which have held mousse or yoghurt. *To play* - hold one pot in each hand and tap the open ends together. Plod slowly like carthorses or trot briskly like a young-pony.



Shaker poles

Punch a hole in the centre of each metal bottle, (available from a local public house) top with a nail. Fasten the tops to a piece of wood with a slightly thinner nail. Do not hammer the nail right in, so that they can move freely. *To play* - shake it!

Box Bass

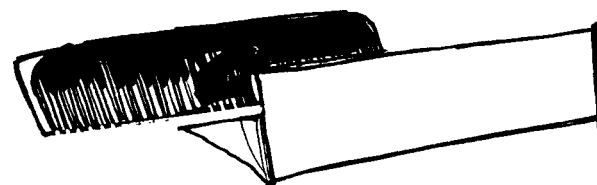
To play - put one foot on the box to hold it. Move the stick backwards and forwards, then pluck the string; the note you make will change as the string is tightened or slackened.

Maraccas

Take a clean, dry, empty container matchbox, plastic container, tin or bottle, for instance), add some 'rattle filler' then seal the container. Experiment with different 'fillers': rice, dried beans or peas, lentils or even small nails. *To play* - shake!

Comb and paper

Fold a piece of tissue paper around the teeth of a comb. Hold it to your lips and hum. It will make your lips tickle but it will sound like a kazoo. Use it to provide a tune for the other instruments to accompany or hum along with a drum to make a march.



Make and do activities



The Krypton Factor

Set your Beavers a series of small challenges to test their ability and find out what their 'Krypton Factor' rating is. The tests are not only physical challenges but involve the senses and using a bit of grey matter as well! Every Beaver needs to have a personal card on which he/she can keep a record of how well he/she does on each challenge. Here are some suggested challenges:

Spring Factor

Each Beaver, has three attempts to get as high as possible by doing a Sargent jump against the wall.

Taste Factor

Beavers are faced with plates of potato crisps. Each plate has different flavoured crisps. Mark for correct identification of the tastes. Can also be done with wine gums or by using 'real food'.

Ear Factor

Leave a ticking alarm clock or egg timer in a quiet room. Beavers are blindfolded and are led into the room on hands and knees. Mark on how quickly the Beavers find the clock or on who gets to the clock first.

Eye Factor

Prepare a series of cards with words on. Each card should have just one word, written in letters one inch high. The Beaver under test stands at a given point while another Beaver holds one card up a long way away. Slowly the Beaver with the card walks closer. The Beaver under test can stop the card coming closer by raising his hand. Give a score according to the distance at which a Beaver can read the word.

Memory Factor

You need a pack of cards. The cards are placed randomly on a table facing downwards. Beavers take it in turns to pick two cards with the aim of trying to find pairs. Everybody should see what the chosen cards are each time. If a pair is chosen the Beaver keeps them but if they are not a pair he/she has to return them to the table.

Nerve Factor

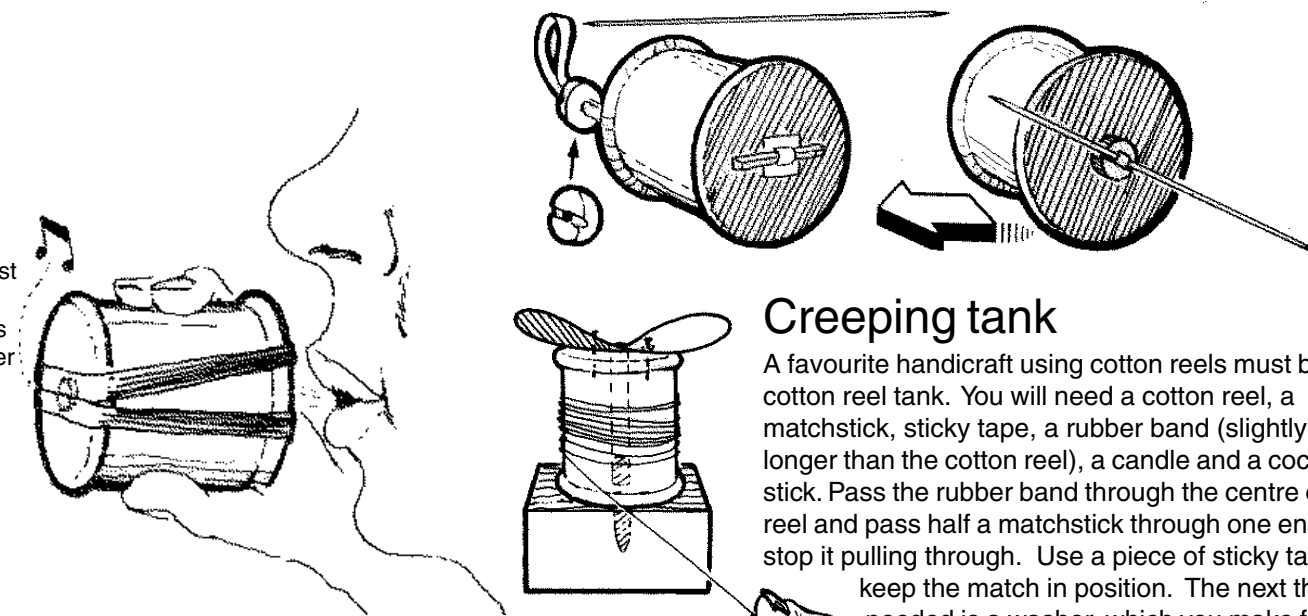
Beavers are provided with packs of playing cards. Who can build the biggest tower of cards in a set time? If a tower collapses the Beavers can start building again. It's the height of the tower after the time limit is passed that counts.

Reactions Factor

The Beaver is armed with a roll of newspaper. Draw a circle on the floor with chalk. Another Beaver holds an old sock, stuffed with paper, so that the toe is in the circle. The idea is that the Beaver with the sock has to pull it out of the circle before it is squashed with the mallet. The Beaver with the newspaper, however, is not allowed to move until the sock starts to move.

Finger Factor

Prepare a number of cloth bags with a variety of items in each one. Each bag should have exactly the same set of items in. Give each Lodge a bag and tell them that they have to find things by feel and not by looking. Announce one of the objects and the Lodge who holds it up first wins.



Creeping tank

A favourite handicraft using cotton reels must be the cotton reel tank. You will need a cotton reel, a matchstick, sticky tape, a rubber band (slightly longer than the cotton reel), a candle and a cocktail stick. Pass the rubber band through the centre of the reel and pass half a matchstick through one end to stop it pulling through. Use a piece of sticky tape to keep the match in position. The next thing needed is a washer, which you make from a candle. Carefully cut a section of the candle stem, about a centimetre thick, by cutting the wax down to the wick. Pull the wax off the wick to leave a small disc with a hole in the middle. Make

the hole larger with a drill. You should smooth down both surfaces of the wax washer using sandpaper before passing the rubber band through it. Rubbing some wax from the candle onto the top of the cotton reel, under the washer, might help to make the tank run better.

Now pass a cocktail stick through the loose end of the rubber band and wind it up. Place the tank on a smooth surface and it will move across. The speed depends on how smooth the wax washer is - you can experiment and try to get it to move quickly. Small metal washers are even better if you can get some.

If you have a Conony race with the tanks, beware! They tend to prefer to go round in circles!

Cotton reel buzzer

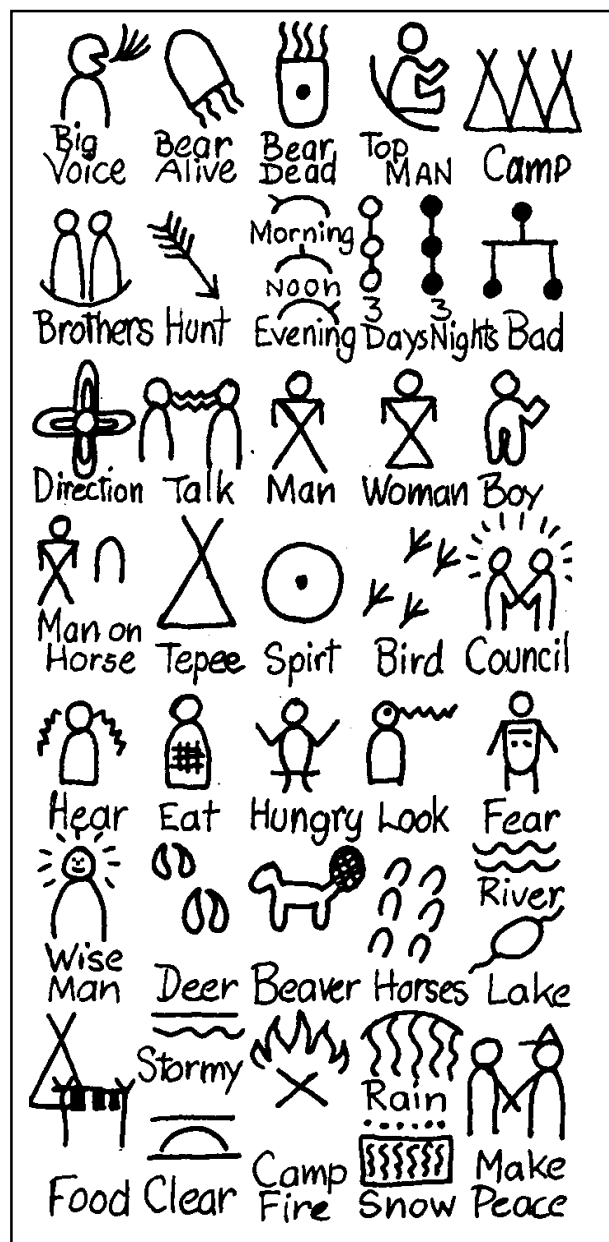
Beavers love to make a noise and so here's a simple two-minute method to make a machine which can produce the most unusual sounds. The noise mine made reminded me of a ship's foghorn. Simply take a cotton reel and a thick elastic band. Place the wide rubber band around the reel, twist it once, and then bring it back up again. Arrange the band so that the two widths are stretched alongside each other over the hole at one end. The hole at the other end should be uncovered. Now blow through the clear hole. Strange noises should then come from your machine!

Cotton reel helicopter pad

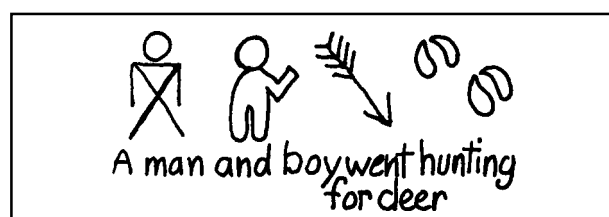
You begin to make the model by hammering a large nail half way into a large block of wood. Cut off the head of the nail using a metal hacksaw. Tap two panel pins into the top of a cotton reel, leaving them sticking up about half a centimetre. The helicopter is made from a propeller bought from a model shop. Drill two holes in the propeller so that it will fit loosely over the panel pins. Assemble the helicopter as shown. To operate it, wind string around the reel and pull firmly until the string is all unwound. The reel should spin and the propeller will take off into the sky. If it doesn't work, try spinning the propeller in the opposite direction.

Indian Sign Language

The North American Indians used to communicate using symbols and sign language. Below are some of the symbols used. Get you Lodges and Beavers to create and draw their own messages



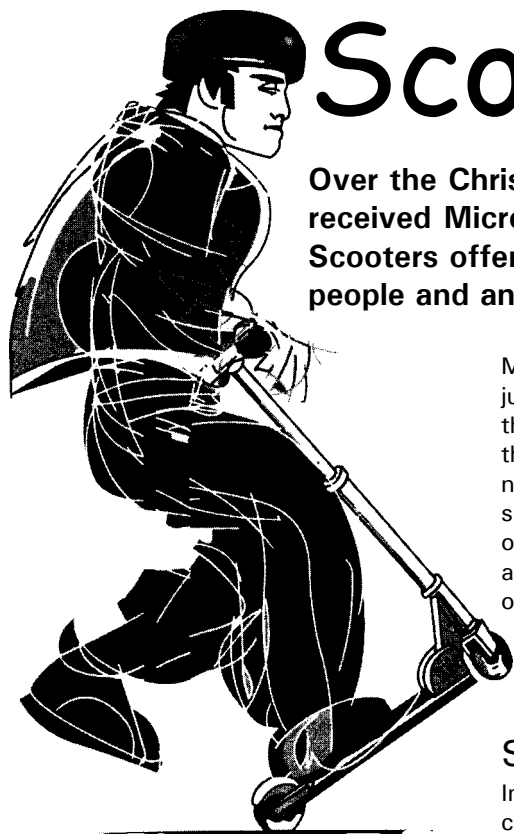
Sample Message



Scooter fun



Ripples



Over the Christmas period many young people received Micro Scooters as presents. These Scooters offer many hours of enjoyment to young people and an opportunity for us in our programme.

Most young people are content with just 'scooting' around the footpaths of their housing estates and before long the more inventive will start to learn new tricks and introduce such items as small ramps and obstacle courses. Your own Beavers will have their own ideas and no doubt will be able to show the other members of the Colony some scooter tricks and these skills should be harnessed to enhance your programme.

Safety

In America and some European countries it is necessary for Scooter riders to wear helmets and protective gear. In Ireland this is not the case therefore you have two types of scooter riders those who's parents insist on the wearing of protective gear and those who don't. For the implementation of the ideas outlined below we would recommend that every Beaver wear protective gear. An awareness of safety should be a concern of Beaver Leaders which can be impressed on the minds of the Beavers at your meetings whether it is the 'Safe Cross Code' or the wearing of protective gear while cycling or scooter riding.

Location

Micro scooters need smooth surfaces to travel along. If you have a large meeting hall you may wish to use it for this activity. An idea location is a large paved area such as the car park of the local shopping centre or the school yard. Permission will have to be sought in each case.

Scooter Rodeo

Scooter Rodeo is essentially an obstacle course consisting of a number of items each requiring a different skill or combination of skills to overcome. It is usually run in two ways - a time trail around the course, best time wins, or a point system - points awarded for each obstacle overcome. The rodeo can be run as an individual basis Beaver against Beaver or as an inter lodge

competition. If you are introducing a ramp into your course it should be very small - about 100 cm or height of a brick on its flat. The size of the wheels on micro scooters are not really designed to take high impact landings and the control skills necessary to land a scooter correctly need to be learnt. A roll up and roll down ramp is therefore better than a lift off ramp.

Can Drop

Set up a number of empty cans or plastic containers in a row. Give each contestant as many small stones as there are tins in a row. As the contestant cruises down the line of containers he/she aims to get a stone in each containers as it passes it. This can also be made into a team relay event.

The spiral

A large spiral track about 30cm wide is drawn in chalk on the ground, or could be laid out using a coil of rope. The Beavers are allowed a set distant in which they can 'scoot' to build up a momentum. Then they must put both feet on the scooter and steer the scooter to the centre of the spiral without putting a foot down in the spiral area.

Steady and Slow

The object of this 'race' is to see who can ride the slowest. Lay out a course from 15 - 30 metres long with lanes about 30cm wide. On the signal each rider is allowed one push and starts along the trail until the power runs out after that is really a balancing act. Last person to put the foot down is winner or the person who is nearest the back of the track.

Paper delivery

Each Beaver is given a roll up paper and the have to deliver it 'doorstep style' as they do in the USA from a distance as they cruise by. The doorstep can be a series of marked out squares on the play area. The 'delivery' has to be done from a distance so set up a throw line from which the shot has to be taken. Try this

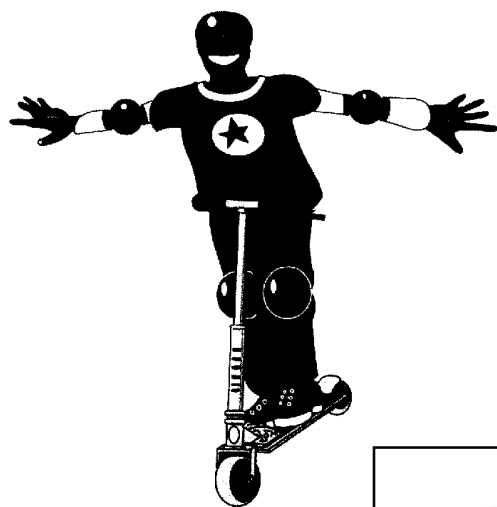
THE MANUAL



THE CROUCH



THE HANDS-OFF



feat with both the left and right hand.

Shoe Scramble

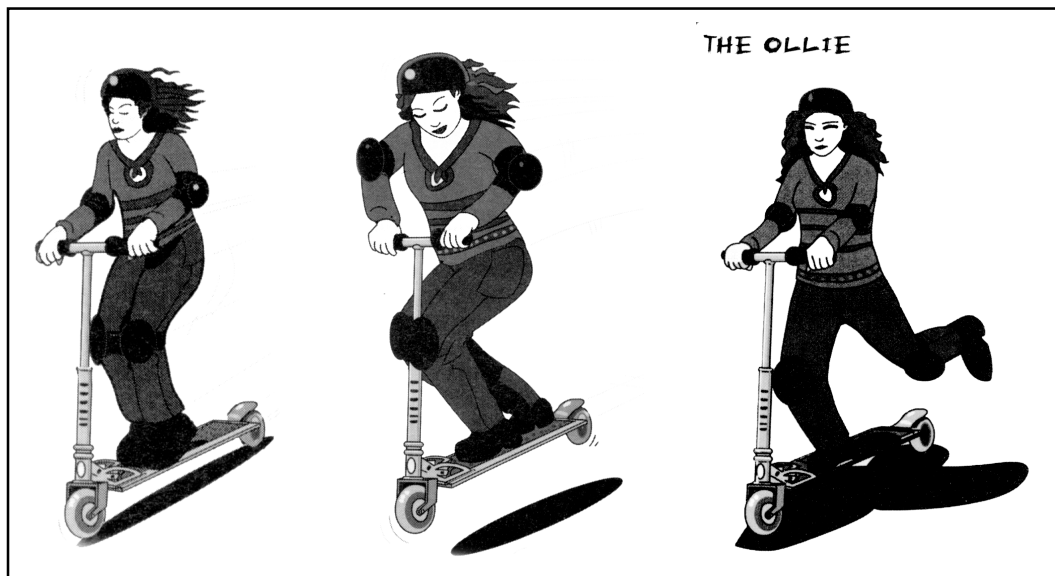
A show is collected from each Beaver and placed in a pile in the play area. Each Lodge line up in relay fashion and a Beaver sets out to the pile finds his/her show puts in on and returns to the Lodge where the next Beavers goes to the pile. First Lodge finished, with properly tied laces is the winner.

Scooter polo

This is simply a game of football on Scooters. Keep it simple 3 or 4 minutes a half and no more than 6 on a team. Lodge against lodge. You can introduce rules and appropriate - two touches and then shoot, blocking and defensive play rules.

Limbo

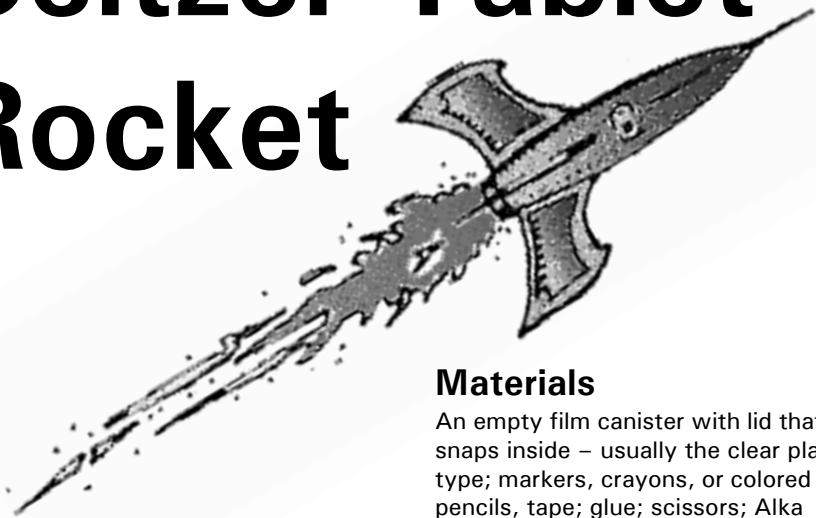
It is possible to lower the handles on micro scooters which allows the beavers take part in the limbo challenge. A number of poles are set up along a course under which they must travel. Poles can be set at different heights with the lowest height at the end of the course. The poles should be set up similar to the high jump pole in that it will fall at the slightest touch and will fall with the participant so that it will not cause injury.



THE OLLIE

To discover everything you need to know about Scooters get your hands on a copy of 'Scooter Mania by Jeremy Case Penguin Books ISBN 0-14 - 131155-X

Seltzer Tablet Rocket



5...4...3...2...1...*liftoff!* As the solid rocket boosters kick in, the Space Shuttle Atlantis slowly lifts it's 2 million kilograms off the launch pad and another mission is underway. Today, rockets with enormous payloads are commonly launched, but less than 60 years ago, most people thought rockets even close to this size existed only in science fiction.

Historians aren't quite sure who invented the first rocket, but by the year 1250 AD, Chinese warriors were launching simple bombs using gunpowder for propulsion. For over 500 years, these simple rockets were used only for military purposes. They were crude, had no steering mechanism, and often blew up before they even got off the ground. Things started to improve in the early 1800's, however, when William Congreve, an English scientist, added a simple guidance system to his gunpowder fired rockets. With the addition of the first real launching pad, his "rockets' red glare" during the War of 1812 were made famous in the "Star Spangled Banner," the National Anthem of the United States.

It wasn't until the early 1900's that the analytical science of rocketry really came into its own. American scientist Robert Goddard studied how much thrust could be obtained from a variety of different fuels. In 1926, he launched the first liquid-fueled rocket from his aunt's farm in Massachusetts, and the space age began.

All rockets operate on the same basic principles of propulsion. In this activity, you will construct a rocket that is fueled by a seltzer tablet.

The paper rocket in this activity is propelled according to the principle stated in Isaac Newton's third law of motion: "For every action there is an opposite and equal reaction." Gas pressure builds inside the film canister due to the mixing of Alka Seltzer and water. This action continues until enough pressure builds to blow apart the canister from its lid. The reaction's the launch of the rocket.

The activity has educational value but it is also great fun. Ask your Beavers to bring a film canister down to the meeting from which they can make their rocket. The rockets can shot up to 5 metre into the air and in doing so it can be messy as fuel falls out of the canister so launch all rockets outside. Take off is a little unpredictable so have your Beavers stand back from launch pad. It will usually lift off in 15 - 20 seconds.

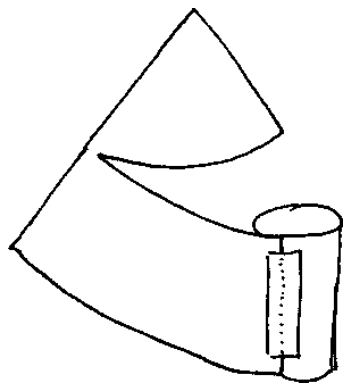
Materials

An empty film canister with lid that snaps inside – usually the clear plastic type; markers, crayons, or colored pencils, tape; glue; scissors; Alka Seltzer tablets; water; straw; (Optional launch pad: wood block, coat hanger or other stiff wire.) **It is most important to use film canisters with lids that snap inside. Do not use lids that close around the outside of the canister.**

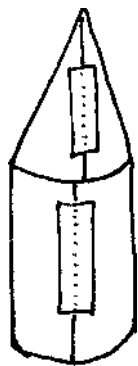
Construction

1. Enlarge the pattern until sizes are correct onto coloured paper. Cut the fins out. Cut the nose cone and body out as one piece.

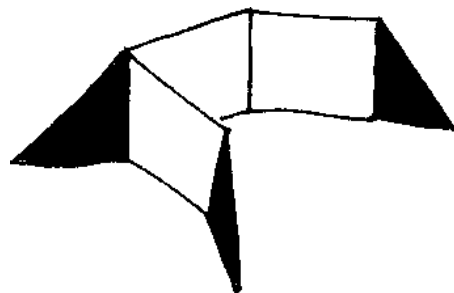
2. Tape the body onto the film canister, roll the paper around the side, and tape the end down. The lid end of the film canister goes down.



3. Roll the nose cone around in the shape of a cone and tape together. Straighten the nose cone point to the centre of the rocket and tape it to the sides.



4. Fold the fins so that the coloured side is out. Tape and glue the fin halves together to form a complete circle.



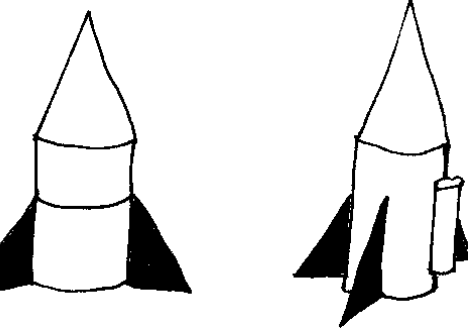
Ripples

Make a launch pad with a block of wood and a straight piece of wire. Drill a hole for the wire and insert the wire straight up to guide the rocket at lift off.

Wrap-up

One way to record the results of different "fuel" mixtures is to make a simple graph of height vs. amount of water. Such a graph gives a clear, visual record of the observations and can be used as evidence to support interpretations.

Design and launch other rockets powered by two, three or more film canisters. Design a two stage rocket.



5. Slide the fins over the body and tape in place.

6. Cut a 30 mm piece of drinking straw and tape it to the side of the body to act as a guide at launching.

Launch Time

This is an outdoor activity. Place a 1/2 of an Alka seltzer tablet in the container and one teaspoon of water, snap on the lid quickly and place rocket on launch pad. Everyone should stand away from loaded rockets when they are on the launch pad. It may take 15 to 20 seconds to build up enough pressure to launch, so a loaded rocket should not be approached prematurely. These rockets can shoot 5 meters or more into the air. No sharp objects should be placed on top of the nose cone or elsewhere on the rocket.



Seltzer Rocket Pattern

Fins

Nose cone

Body

Correct length 105mm

Correct length 50mm

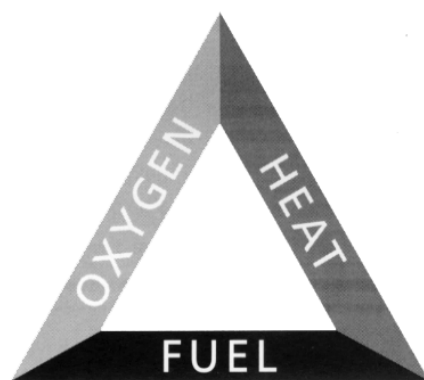
These plans are not to size. Photocopy and enlarge until measurements are correct. Check with ruler.

Use coloured paper or colour in with paints or crayons.



Fire is an ever-present danger, and one that is easy to forget about. Each year hundreds of people die in fires almost half of them at home. This article will provide the bones of a programme these that will show your Beavers the dangers and allow them to make their homes and meeting place safer.

Fire requires air, fuel and heat. If you take away any of these elements the fire will go out. This is a vital lesson for every Beaver to understand, without this basic knowledge our programme of fire safety can be useless. Demonstrate this principle to your Colony using two matches, a bottle and water. Strike a match (creating heat by friction). Let the match burn for a moment (using oxygen in the air to burn the fuel-wood). Then drop the match into an empty bottle and place your hand over the top. This cuts off the oxygen and the match goes out (no oxygen). Put water into the bottle, strike second match and drop it in. The water cuts off the available oxygen and cools the fuel, extinguishing the fire even fast.



Fire Hazard Hunt

Prepare for this game by creating some fire hazards in and around your meeting place - matches left carelessly within reach of children; outside door blocked by a chair; oily rags in a pile in the garage grease spilled near stove burner; newspapers piled near heater; fireplace screen away from fireplace; frayed electrical cord, etc. Ask Beavers to find and list on paper or report as many hazards as they can find. At the end of the game, check findings and explain the hazards. Urge Beavers to check their own homes, and point these hazards out to their parents.

Fire Drill

How good are your Beavers at getting out of your Scout Hall?

At the next meeting set off the fire alarm - if you have one (make sure you contact the local fire station to let them know of your intentions). See how long it takes the Beavers to:

1. Notice that the alarm is ringing.
2. Clear the building.
3. Assemble outside.
4. Follow your instructions.

You now have a time scale to work to. During the rest of the meeting try to better the time you set at the beginning.

This can be achieved in a number of ways.

- Get Lodges to work out the quickest way out of the hall and suggest different ways if their first route is blocked.
- Organise a buddy system within the Colony so as to reduce the time that is spent looking for stray members of the Colony.
- Practice climbing down fire escapes and ladders, climbing through windows. Unlocking doors.
- Select assembly points well away from the hall and organise the best method of checking everyone is present.

Get Beavers to investigate and suggest the quickest way of raising the alarm.

By now, you and your Colony should be quite proficient at getting out of buildings in a hurry. Now, ask the Colony to check their own homes.

How can their family escape in the case of a fire? What are the quickest routes out of the house? As a project each Beaver could draw a plan of their house and mark in their escape routes. Perhaps a prize such as a smoke alarm could be awarded to the Beaver who has the best project.

Demonstrate

As part of your weekly meeting demonstrate some of the following:

- First Aid for minor burns.
- How to put out a chip pan fire.
- How to smother flames on person's clothing.
- How to prepare and light a fire at home and on a hike.
- How to use a fire extinguisher.

Games

Fire

Seat Beavers in a circle with one in the centre. The Beaver in the centre calls out one of the following and points to one of the seated players: "Earth", "Air", "Water" or "Fire". (if there are more than four players, the names may be repeated.) As he points, he begins counting slowly to 10. The player at whom he points must answer as follows: "Earth," must name four animals; "Air", four birds or flying insects; "Water", four fish or sea creatures. If "Fire" is called, everyone must run to the corner of the room. Last to reach the corner takes over. If the player succeeds before the Count of 10, another seated player gets a turn, or the Beaver in the centre remains there. If the player fails, he becomes the new Leader and the old Leader takes his place in the circle.

Douse That Fire

Each team has a bucket with a candle stub in a holder on the bottom. Fill the bucket to two inches below the candle wick and light the candle. Divide the den into teams and give each team a cup and a jar of water. On signal, the first player on each team, fills his cup, runs to the bucket, and empties the water into it. He then runs back with his cup and the next player repeats the action. Continue until one team has doused its fire by filling the bucket to candlewick level. A team is disqualified if a player pours water on the candle flame.

Fireman, Save My Child

Divide Colony into two teams. One member of each team (the "child") sits on an old throw rug or heavy cloth about 2'x 3' about 15 feet from his team. Each of the other players has a four-foot length of rope. On signal, the Beavers tie their ropes together with reef knots to form a rescue rope. When all ropes are tied, a player throws the rescue rope to the child and the team pulls him to safety. The team that ties all knots correctly and first pulls its child to safety is the winner.

Set the scene

Decorate your meeting place with fire safety posters and leaflets. These can be obtained from fire stations, and insurance companies. If possible, perhaps a firefighter or a member of the local Civil Defence fire fighting crew could come along and give a small talk to your Colony. If you intend visiting a fire station as part of the programme see if the same firefighter can act as a guide on your visit.

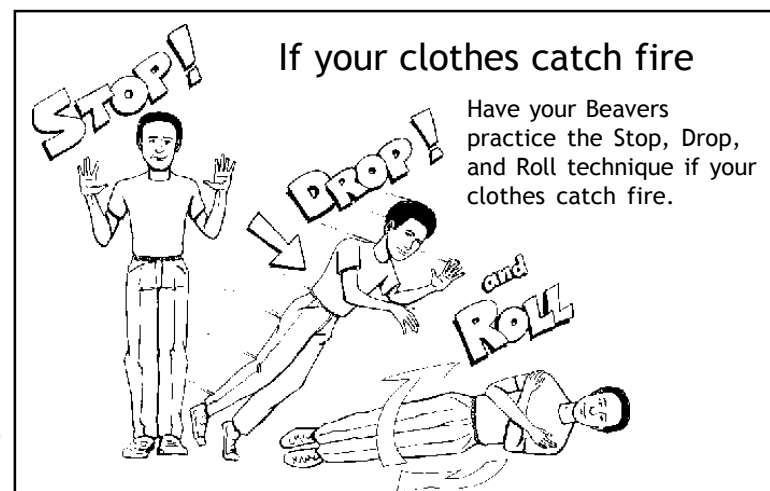
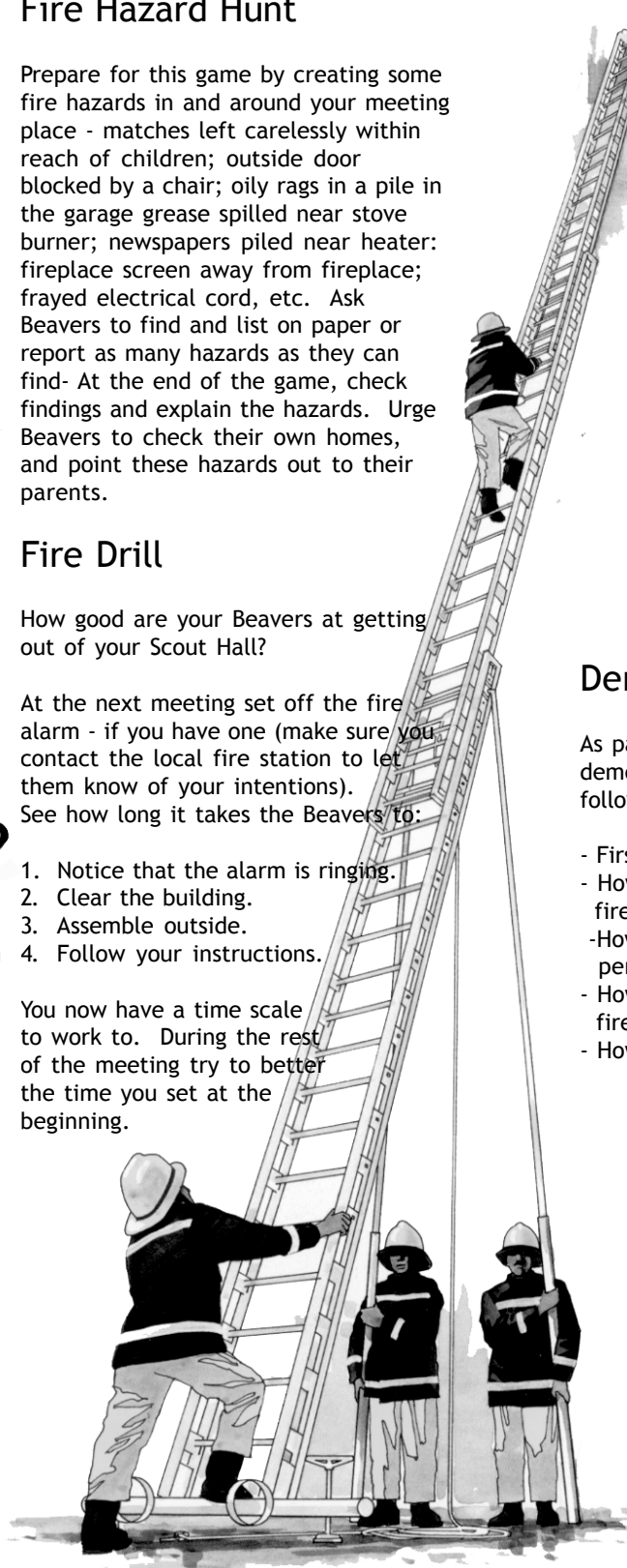
Costumes

Change the name of your Lodges for the duration of the programme to 'Fire Fighting Squads 1 ... 2 ... 3'. Have each Lodge make firemen's hats and if possible w overalls to



What to do in an emergency

Could your Beavers phone for help? Set up a practice session using a phone whereby the Beavers can have an opportunity to report an incident. This may seem an easy exercise for the Beavers at first. This will be due to the fact that they are calm. If an incident did occur the chances are that they would be in a panic, therefore stress the point that they must remain as calm as possible when phoning for help and that as much information can be given to the emergency services.



If your clothes catch fire

Have your Beavers practice the Stop, Drop, and Roll technique if your clothes catch fire.

Tree houses and dens



Children of all ages but especially those of Beaver age love to make dens, bases, and secret locations in which to play. The more adventurous will build tree houses. If you have some scrub land around your den or are close to a local park, wood or forest you should consider a den making day. This activity will introduce may basic scouting skills into your programme - knots, use of tools, planning, using pulleys etc.

Getting organised

If you do not have the skills required to undertake this activity then seek help. Parents who have basic wood working skills will be an advantage. You should also beat a track to the door of your Scout Leader or Venturer Leader and request the assistance of their members. By using the Patrol Leaders, older scouts and Venturers it will also Unit bonding and co-operation to take place. You will probably need some extra timber to make bases and walls. Pallets are excellent for this task. Local builders may also have some scrap timber which they may give you if they are approached. Some basic tools can be had from the Unit stores - saws and axes (to be used by Scouts and Leaders not Beavers). The area you will be using needs to be surveyed to identify locations for each Lodge to build in. For example in a local scrub area you may have 3 or 4 areas so that each Lodge can work in isolation. In order to build even a basic lean-to structure you will require sticks, grass and ferns etc. and if the Lodge are too close to each other they can run out of materials quickly. Roofing is often a problem as you require a lot of grass, ferns and leaves to cover your roof you might consider using plastic sheeting as a simpler method if you wish.

Let the Beavers do it

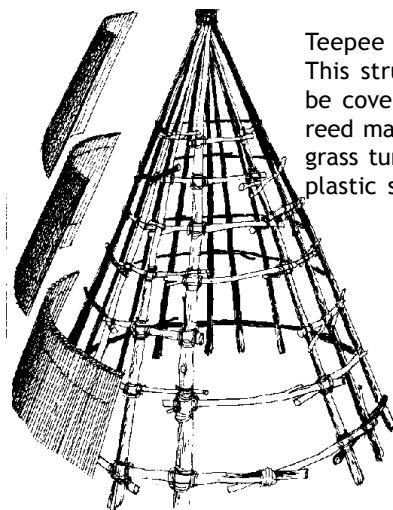
It is important on an activity such as this that you let the Lodge do it themselves. That is, let them design it and set out or decide a building plan. The Scouts, Venturers and helpers can then assist in the building process. There will be a tendency for the helpers to take over so a word to all before you start will allow your Beavers to shine. Let their imagination run wild and encourage it to run wild. If they want to build a tree house then the helpers should try and facilitate them. Some of the illustration shown here will allow them to see the possibilities. Each location will be different so you need to design on site using it to best advantage therefore not all the designs shown here will work everywhere.

Time

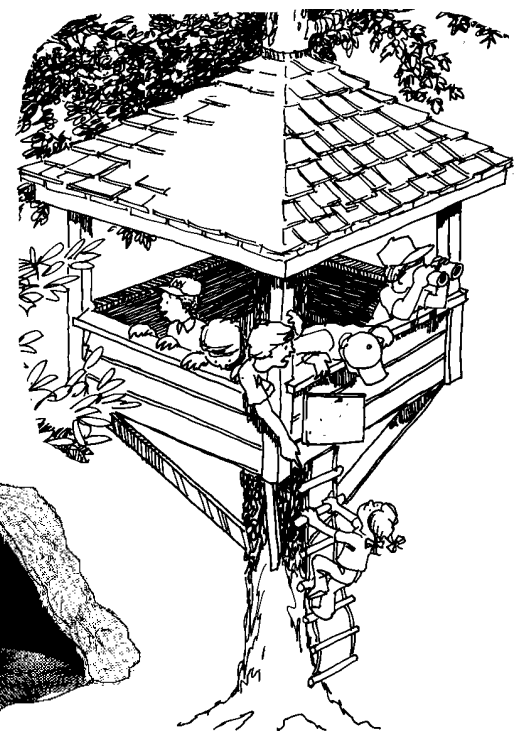
The building will take some time so allow plenty of time to build. The event is best run as a day activity allowing the morning for building and following up with a number of games using the bases and dens. You might like to include a barbeque for each Lodge. Use disposable barbeque packs to cook on - the Scouts can help and supervise. Issue out the required number of sausages and burgers and let your Beavers at it. If you are building a tree house it will probably require more time and so it may become a bigger project over a number of days. The likelihood is that if you are considering such a project that it will be in a permanent location - perhaps on a local campsite or in someone's back garden or beside the den so it is possible to extend the project. Whereas temporary structures build in a scrub area can be taken down or left up to be repaired with new grass and fern for the roof, or expanded on later visits.

Their own back gardens

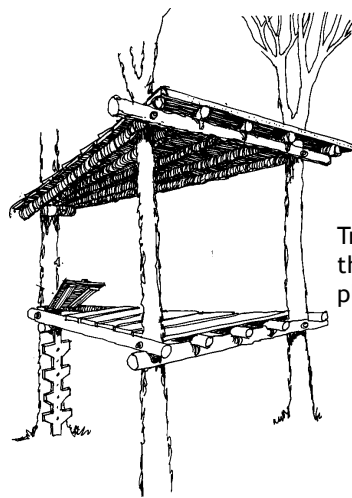
When the activity is over encourage your beavers to set up their own dens and bases in their own back garden perhaps with the help of other beavers who are living nearby. In that way they can have a permanent base in which to play. Building should be easier after your activity as they will have learnt new skills and have an idea of how to build and organise the building.



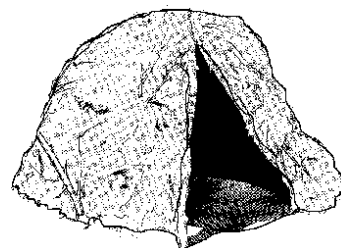
Teepee structure. This structure can be covered in reed matting, grass turf or plastic sheeting



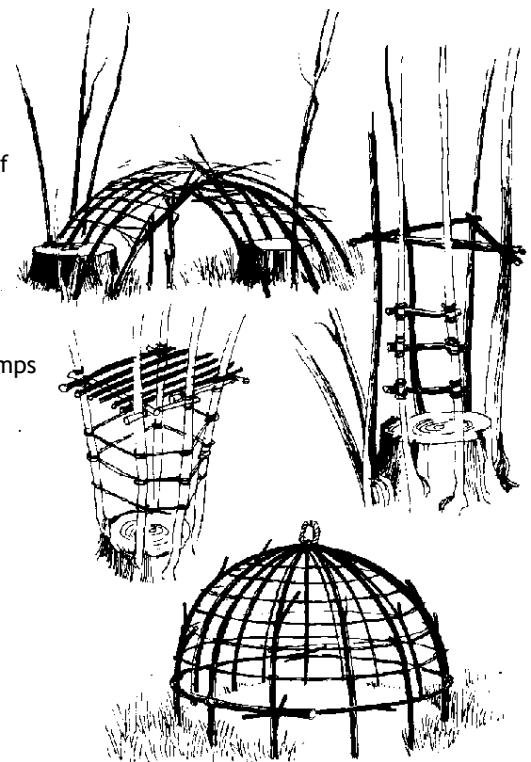
Simple ground hut covered in leaves, ferns and grass



Tree platform using three conveniently placed trees

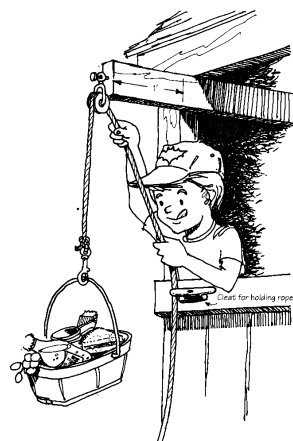


Selection of dens which can be covered or uncovered using tree stumps and natural clumps



Raised platform using rope. Use strong rope if more than two or three Beavers want to climb into the hut at once.

An interesting tree hut using a tent design and two tree.



Use pulleys to lower and raise materials and goodies from the platform - let Beavers see pulleys in action and learn their advantages



To throw a rope over a branch, first throw a weighed string over branch and then attach heavier rope to string and pull over branch



60 Second Activities



Somewhere during a Beaver meeting or activity is a gap. If only you had something that would fill that gap; occupy the Beavers; say for a minute. That's what this is all about: simple games and activities Beavers can do alone, or in a group. We've tried to keep things simple. Many of the activities need nothing more than what a Beaver brings to a meeting. However, many more can be done with simple equipment such as a ball, playing cards, bean bags, peanuts, sticks, paper and pencil. The biggest problems is that with everyone having so much fun, a minute just won't be long enough.



Challenge Beavers to count how many times they can stand up and sit down in a minute?

Paired Beavers count how many times they can catch a ball that is bounced back and forth between them.

How many times can each Beaver touch all four walls in a minute, either before time runs out, or before they're exhausted (never happen)?

Given a tennis ball, the Beaver counts how many times he catches the ball after he bounces it off a wall.

For this crash-bang activity, Beavers walk backwards, counting laps for the minute.

How many times can the Beaver hop on a foot for sixty seconds. Let them alternate feet. What about two feet?

Do a bunny hop for a minute, and count how many times they can go around set objects, say chairs. Make it harder. Do a frog hop.

Beavers in a line do a leap frog. How many Beavers can be leapt in a minute?

With Beavers sitting in a circle, how many times can they pass an object around the circle? Make it more difficult by passing two objects in opposite directions. Count how many times the objects pass at a set point, or pass.

Two Beavers stand back to back. One has an object they pass over their head followed by between the legs. How many times can they do this in sixty seconds?

Beavers in pairs roll the ball between them. Count how many times they can do this in a minute. Increase the size of the Beaver groups. Do it by lodges.

Balance on one foot for a minute. Challenge them to close their eyes and stay balanced for the minute.

Beavers in lodges. How many times can they throw a ring over a stick in the minute.

How many times can Beavers throw a Frisbee back and forth without dropping it for the minute.

Tie their shoes. Beavers are challenged to tie their shoes as many times as they can in the time? If this is not enough, challenge them to take the shoes off and put them back on again.

Toss bean bags into a bucket and count how many go in during the minute.

How many times can they repeat a tongue twister in the minute?

With paper and pencil in hand, how many letters of the alphabet can they print in a minute? OK, how many times can they go through the alphabet in a minute? What about doing the alphabet backwards from Z?

Something you always wanted to know — how many tiles on the floor of the room? What about ceiling tiles or concrete blocks in a wall?

Try to exhaust your Beavers by challenging them to see how many times they can sit in each corner of the room in a minute? No piling on.

A pair of Beavers, back to back, clap partner's hands between the legs as many times as possible in the given time.

Beavers are to find the person in the room with a birth day closest to theirs. Birth day: such as 5 or 17. Be prepared. Some Beavers don't know when their birthday is.

All those with a birthday in the same month get together.

Run on the spot for a minute.

Each Beaver blows an inflated balloon as far as they can in a minute.

Skip around the room for sixty seconds.

With a partner, Beavers sit face to face, hands up, palm to palm. Clap right hand to right hand, left to left for a minute.

Lay on the floor and stand up as many times as they can in sixty seconds. Keep count. As a variation, lay down, roll over, then stand up.

Skip rope.

Count how many times they can go through Head, Shoulder, Knees and Toes in a minute. Or, keep it simple by just touching toes.

Let's see if they can laugh for a minute.

Using an inflated balloon, the Colony tries to keep it in the air for a minute. Never the same Beaver twice in a row. Make it more difficult by letting each lodge do it. Add more balloons to the mix.

Each Beaver with a chair. Let them count the number of times they can climb on top of the chair. Try over and under the chair.

Beavers balance a plastic spoon on their noses. See if they can sit down and stand up while still balancing the spoon on the nose. How many times can they do this in the minute?

Give each Beaver 10 toothpicks. Beaver is to form each letter of the alphabet, in order and one at a time, in the minute. How far did they get?

Beavers in pairs take turns trying to make each other laugh.

With a very long string and Beavers in a line, Beavers pass end of string through one sleeve of their pullover and out the other. How many Beavers can we thread in a minute?

Make paper airplanes and fly them.

How high can Beavers build a toothpick structure?

With a face down deck of cards, play Concentration. Keep it simple. Try matching colours only. Make it more difficult by matching face value, and even more difficult by matching face value and colour.

Equally divided deck of cards. Beavers play "War". That is, each Beaver turns over a card from the top of their pile. The highest card wins.

Again, with equally divided cards, Beavers play Odds and Evens. One Beaver starts by calling odds or evens, then Beavers flip their card. Winner makes the next call.

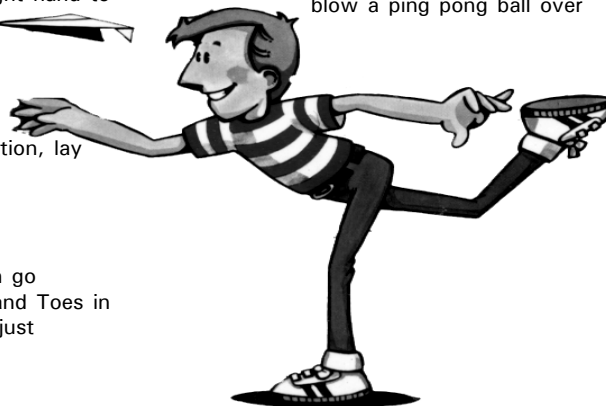
Play closest to the wall with coins.

Give each lodge a newspaper for a scavenger hunt. Find an animal, a smiling face, a not happy face, a transportation method, food, etc.

Create a paper or sock ball, held tightly together with elastics. Beaver on their knees on the floor. Play hand hockey.

Use a line on the floor, masking tape about a metre apart, or table — Beavers flick a button or penny and see how close they can get it to the tape or edge.

Masking tape lines on the floor, (a table is good), about a metre apart. Beavers try to blow a ping pong ball over



Lost in the Woods A Survival Game

The Purpose of the activity is to help inform children how to react when lost in the woods.

Each Beaver will need an emergency pack with the following items:

a whistle — shouting will weaken a child's voice. A whistle is provided so the child can call for help.
old CD — to use as a reflector for signaling help.
coloured plastic strips — tied to a tree will alert searchers to the area where the child can be found.
Large Rubbish bag — with an opening for the face; to serve as a tent, for shelter from the weather.
a lunch bag — to carry a well-sealed snack.

What To Do

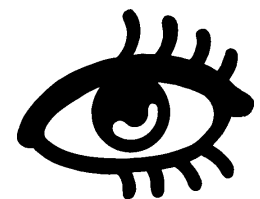
Separate the Beavers into three groups. The first group of 5 are called the "Runners" — each given one item from the emergency pack. Divide the remaining Beavers into "Searchers" and "Lost Beavers".

Mark off three safe spots in the boundary area. Explain that a safe area is a spot where the child would be protected from:

weather conditions — example of a safe spot would be a hollow log or bushes

cold ground — by making a bed from bits of brush and dead sticks and leaves a spot to prevent aimless wandering

The *Lost Beavers* start the game in the safe spots. The *Runners* are chased by the *Searchers*. When the *Runners* want to rest, they pass off their emergency pack item to a *Lost Beaver*, who is in one of the safe spots. The *Runner* then becomes a *Lost Beaver* and the new *Runner* is now being chased by the *Searchers*. When a *Runner* is caught by a *Searcher*, they reverse rolls — the emergency pack item is handed off to the *Searcher* who now becomes a *Runner*.



Web Watch

Internet Resources for Beaver Leaders

The Canadian Scout Association operate an excellent Beaver Resource Site of which material for this article has been sourced. It has tons of material for your Beaver programme and interesting articles for Beaver Leaders plus links to other resources which can be used.

Visit for yourself
<http://members.nbci.com/tailslap/>

Now that the summer months are here activities such as an Its a knockout competition can be organised in local park land or playing field. All the games are team based usually run in relay fashion - one person after another - with speed and skill the main elements of winning each game. All the games can be used by both sexes and over any age range. As can be seen most rely on only a small amount of general equipment normally found around most halls and dens or easily obtained. Undoubtedly, ideals for 'Knockout' games will spring forth when you have problems with equipment, so most 'Knockout' ideas can be changed to suit circumstances. When designing new games the main considerations are fun, and safety.

It's a Knockout

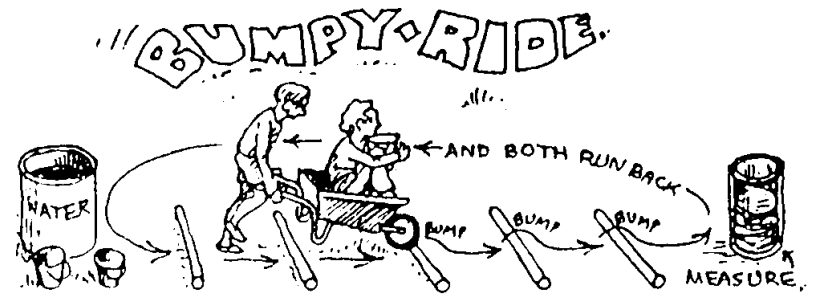
the course. Selects first ball/object, bounces down to the bin and deposits it in the bin, hops out of sack and runs back to start. The second player repeats process picking up object number two and so on.

Under - over

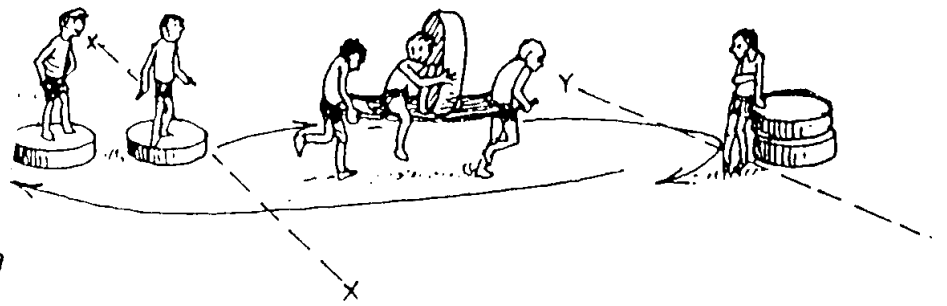
Four players carry a blanket, each holding a corner. They transport remainder of team one by one to finish line. The carriers pass under each obstacle the passenger over each. If the hurdle is knocked down they must rebuild it and renegotiate it. Team with most passengers over finish line in two minutes is winner.

Some general points

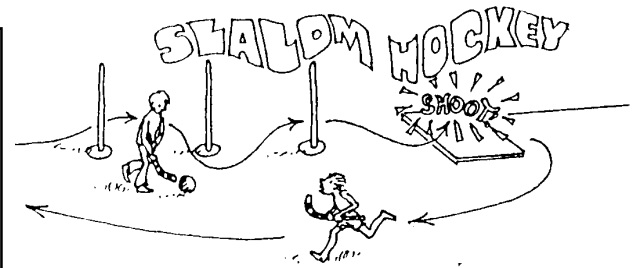
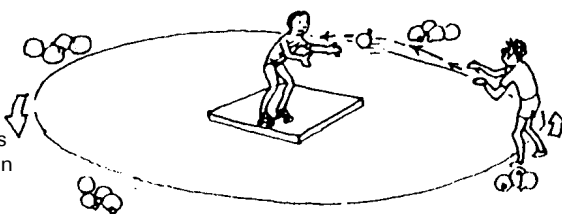
- A series or programme of games must be planned in advance, be sure all equipment for the selected games is ready and in good order. Have spare items available in case of breakages.
- Work out timing for each game and allow time for travelling to new games and for unforeseen holdups.
- Before each game starts make sure everybody understands the game and it's objective.
- Be sure officials understand the method of scoring.
- It is best to have no more than 4 teams in a competition, as if all teams have to use the same equipment it can take a long time to complete some games.



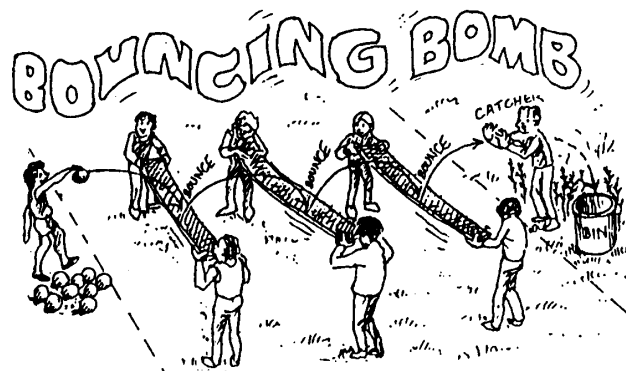
STEPPING STONES



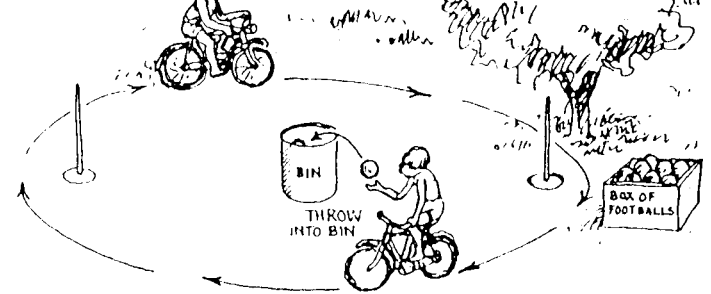
SHOWER BATH



- Teams should be distinguishable from each other perhaps by way of T-shirts, or a flag etc.
- Scoreboard should be clearly visible and continuously up to the minute, so that teams as well as spectators may compare and monitor their relative progress.
- Teams should have an even number of players
- Have first aid kits readily available - minor accidents do happen.



CYCLE-O-RAMA



Some ideas to get you going

Shower bath

One player throws water filled balloons to his partner who stands, on roller skates, on a central board. The player catches the balloons and bursts it. Thrower moves-around to next pile and throws them as before, and so on. Game is played to a set time limit. Greatest number caught and burst is winner.

Bouncing bomb

First player throws ball on to board held by first couple, who bounce it on to the next couple and so on to the catcher who places it into the bin. Do this as often as possible in one and half minutes; team to get most balls in bin in time limit is winner.

Jumping jacks

This game is for teams of eight players. The aim is to get all the balls in the bin in the shortest time. Eight balls or objects are spaced evenly down the course. First player gets into a sack and bounces down

Bumpy ride

One player pushes the wheelbarrow in which sits a team mate holding a bucket of water over a course of poles. They empty the remaining water in a bucket. They then run back for more water and repeat course until time limit expires. Winner is team with most water in container.

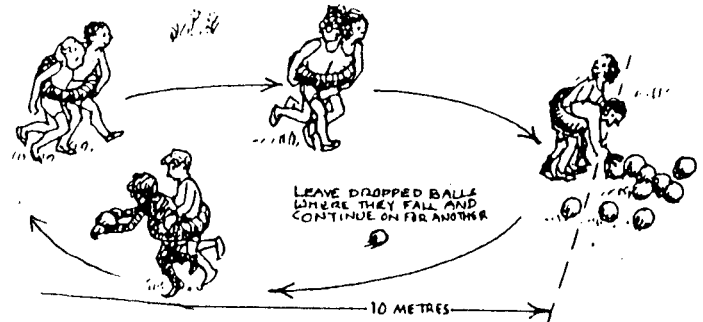
Stepping stones

Each team stand in line on their box at start line. A team of two people then carry each member and their box to finish line in turn. Boxes are then placed on top of each other and the whole team must stand on top of the boxes in the shortest time.

Slalom Hockey

Each player in turn collects a ball and hockey stick, dribbles through a series of slalom obstacles with the hockey stick and on reaching the shooting area aims to score a goal. then runs back for another ball and tries again, person who scores the highest number of goals in 30 seconds is winner.

INNAFIX



Obstacles

Players using tin can stilts race down course, over bench, round poles, over steps, bursts balloon and over finish line. The fastest time wins.

Buck it up

One cyclist supports two buckets at either end of a bar across the handle bars of his bike. As he cycles down the course to the finish line two other players run along side, throwing balls into the buckets. No ball maybe used twice. Team with most balls at finish line is winner.

Cycle - 0 - Rama

Both cyclists cycle round the two markers. As each passes the box of footballs, he collects one ball and drops it in the bin. Continuing around the markers and collects another and so on. Winner is the cyclist who put the most number of balls in bin.

Innafix

Pairs of players squeezed together inside inner tubes, run up and down the course, collecting one football between them at a time and deposit in a bin. Number in bin at end of one and half minutes is winner.



Tape recording

Modern communication methods - tape recording and video offer limitless scope for new and exciting programme activities. Equipment is expensive but with most schools now acquiring equipment it should be possible to borrow it for use in your activities. Parents could also be approached perhaps some parent interested in this field and will be willing to help. In view of the expense in video recording, it is easier to concentrate on tape recording rather than video. Lodges are requested to produce a radio play. The text of the play is provided and a Leader can act as narrator while the Lodge produce the required sound effects etc.

Tape recorders are readily available, therefore making an exercise such as this is within the grasp of any Colony. Kim's games, based around sound are an obvious starting point to introduce tape recorders to the Colony. The skills needed in tape recording also lend themselves to those required for producing video recordings. So, perhaps you could start the introduction to this technology by using tape recorders and progress at a later stage when the basic skills of production have been mastered to video.

Ghost Story

What follows is a suggested radio play. It is necessary to have someone narrate the story as the rest of the Lodge add in sound effects and play the characters. Of course you can also develop your own plays. Try and record the play in a separate room away from the other Lodges. This will cut down on background noise and add to the mystery of each play as it is played back to the Colony later.

Characters

Timid young woman - sob or scream
Old, old woman - shrill laugh
Large black cat - meoow
Long black snake - hiss-s-s
Tall dark man - groan
Wolf - howl
Big black crow - caw caw
Four black bats - shirr-r-r-r
Bogie man - boo-o-o
Wind - siren whistle

Ghost - everybody screams together

One dark and windy night in October, a stage coach rumbled along a country road. In it, a timid young woman (-) bounced up and down on the hard cushions and gazed with fright out into the darkness. Suddenly the coach stopped and in stepped an old, old woman (-). From under one arm, peered a large black cat (-) and around the other twined a long, black snake (-). "Ha ha! a timid young woman (-) travelling alone tonight" the old woman exclaimed with a hideous grin. 'Let me tell your fortune my pretty dear'.

The old woman (-) stretched a bony arm toward the timid young woman (-) while the large black cat (-) arched his back and growled and the long black snake (-) watched with beady eyes. The timid young woman (-) crept into a corner with her pretty hands behind her back.

At that moment the door was thrown violently open and in rushed the wind (-) and, the old, old woman (-) who, three times pointed her finger at the tall, dark man (-). A wolf (-) howled outside, while from under the seat the black cat (-) meowed again. the long black snake hissed.

On the window sill a big black crow (-) alighted and croaked most dismally. Into the coach flew the wind (-) and four black bats (-) that beat their wings in the face of the timid young woman (-), while through each window peered the grotesque face of a bogie man (-). Nearer and nearer to the old woman (-) bent the tall dark man (-). He fixed on the old old woman (-) two startling eyes and pushed back his hat. With a terrified shriek, the old, old woman (-) sprang to the door, followed by her large black cat long black snake (-), four black bats (-) and the large black crow (-). The timid young woman (-) could hear the wolf (-) and the wind (-). In the coach the timid young woman (-) fainted for under the hat of the tall dark man (-) was the ghastly contorted face of a GHOST (-).

From membership studies done over the years, we know that one of the main reasons children join Beavers is because their friends are joining. Parents also look to Beavers to provide opportunities for their children to make friends beyond those they have in school or around the neighbourhood. It can be frustrating for the child, parent, and leaders when a Beaver has difficulty fitting in and making friends in the Colony Let's take a look at how children this age make friends and how we might help Beavers develop new relationships.

To help Beavers begin making contact with other children, we first have to recognize that each child has his or her own level of confidence and approach. Some children are quick to mix in with a large rowdy crowd, while others prefer more quiet reserved play. This highlights one of the secrets of making childhood friendships. For Beaver-age children, friendships develop through doing things together. Children usually identify as friends the peers who like and want to do the things they like to do, when they want to do them.

For children who seem to find it difficult to fit into the Colony, the Lodge may be



Friends

the first place they find peers who let them join in. Lodge-based activities use small groups that eliminate the overwhelming chaos found in larger Colony activities. Lodges provide a safe environment for Beavers to meet new children and develop relationships through play

In Lodges, spend time introducing and reintroducing Beavers to each other until they recognise each other by name. Everyone needs a sense of belonging in order to feel confident enough to approach new people for making friends. The Lodge provides that first sense of being accepted as a Beaver and a value member of the Colony.

When the Lodges break to do activities, it can be disruptive to children who are just making friends in Lodges and now must readjust to a new social environment. A child's feelings are probably not unlike what we feel at a social gathering. We look for few people we know,, but when the time comes to break up and mix into the larger group, we feel lost and somewhat alone in a sea of faces.

If you spot any Beavers hanging back from an activity, remember the "doing" approach children use. Ask them what

they would like to do or if they need help getting started. Guide them to a group of children who are playing at their level and speed and slowly work them into the activity. As a shy Beaver becomes accustomed to the setup, the others will start to draw him or her into conversation and play.

Inevitably, conflict will arise when a child is excluded from a group. The sense of belonging to a group can become so strong that excluding another child is not so much an act of meanness to that child as an act of reaffirming friendship between members of the group. Help the group accept new members by showing that they can contribute to the activity. When a group of Beavers realizes they need one more child to play a certain game, the excluded child suddenly becomes someone very much in demand. This helps both the group and the individual develop a new sense of belonging and kinship, which leads to the development of new friendships.

Children are equally devastated when a best friend in the colony no longer wants to be their friend. This can happen when a child suddenly leaves or a new child is introduced to the group and friendship pairings shift and rearrange themselves. Unfortunately, it's one of those hard lessons every child must learn. We can help children who are feeling abandoned by telling them that they still are good Beavers and introducing them to other play groups in the Colony.

Letting abandoned Beavers be your special helpers for a time can also help rebuild their shattered confidence and enable them to work gradually into another set of

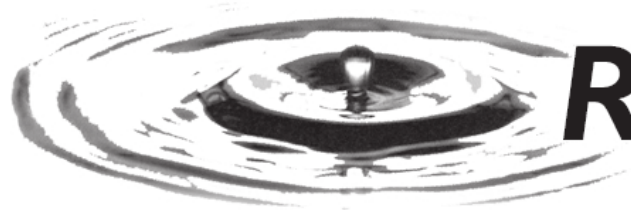
friends. Playing in Lodges and provides opportunities for Beavers to develop different sets of friends over time and enables them slowly to learn and adapt to changing friends.

Perhaps you have children who have difficulty making friends because of their behaviour. Sometimes the only social skills a child has acquired came from the TV. Children's cartoons, such as the Simpsons, provide ready scripts for social interaction, most of them inappropriate in the real world. Help such children by teaching them how to introduce themselves to others and how to share and cooperate. Help them learn to call people by their real names, rather than "dude". By developing basic social skills, a Beaver will eventually be able to make friends more easily in the Colony.

Remember, too, that Beavers learn most by observing what you do as leaders. Be active role models for how friends behave, introduce others, share, and cooperate. Shared leadership is not simply a concept for planning, but a way of teaching Beavers how to make friends and enjoy being with them.



Paper and Scissors

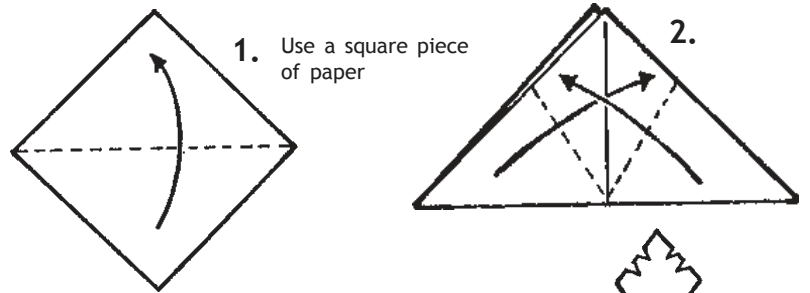
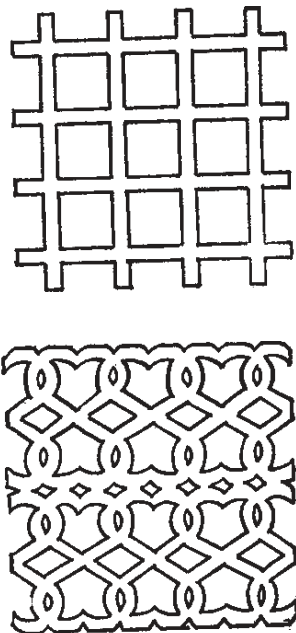
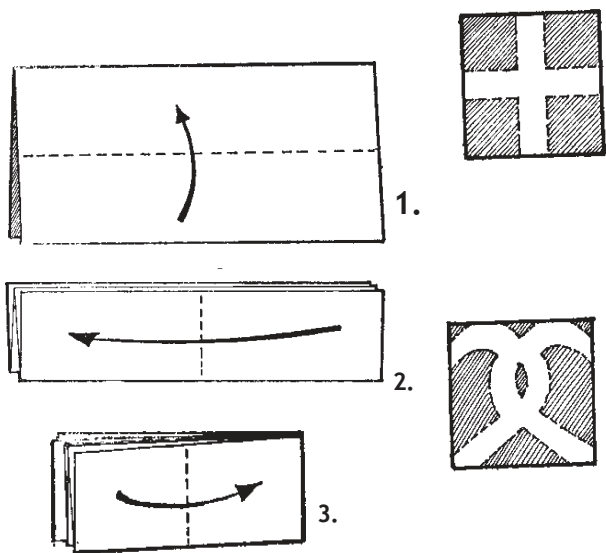


Ripples

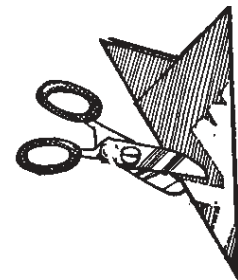
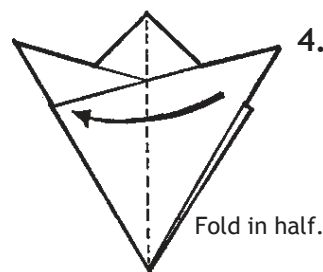
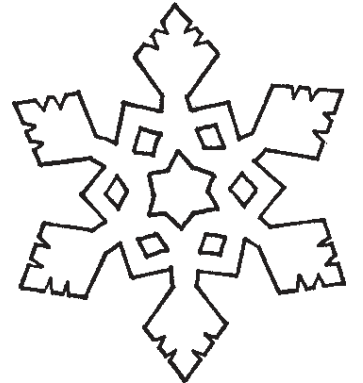
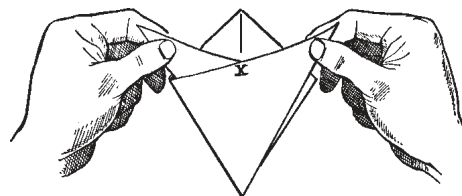
Using a scissors and a sheet of paper it is possible to create many different designs and shapes. Illustrated below are some ideas you might like to try with your Beavers. As you can see there are a number of steps to be completed before you see the finished design. Some basic paper folding is required before you can cut the shape. It is best to work in Lodges as the paper folding can be complicated when doing so for the first time. Bring the Beavers through each stage of the folding a step at a time. The more complex shapes are achieved by using the 'five pointed star' fold. Start off with the easier projects such as the patterns and the totem pole. The Totem pole cut is an interesting project. You might like to try making a big totem using a large piece of cardboard or any old cardboard box.

Decorative panel

Start by folding a square piece of paper as shown. Mark out the shape on the folder paper and cut out with a scissors. Open the paper carefully to reveal the design.



3. Carefully pull the flaps apart so that they are even at point X and crease into place.

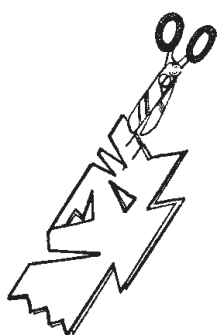
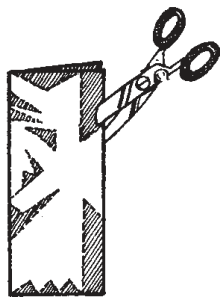
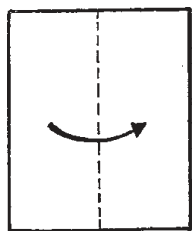


Snowflake design

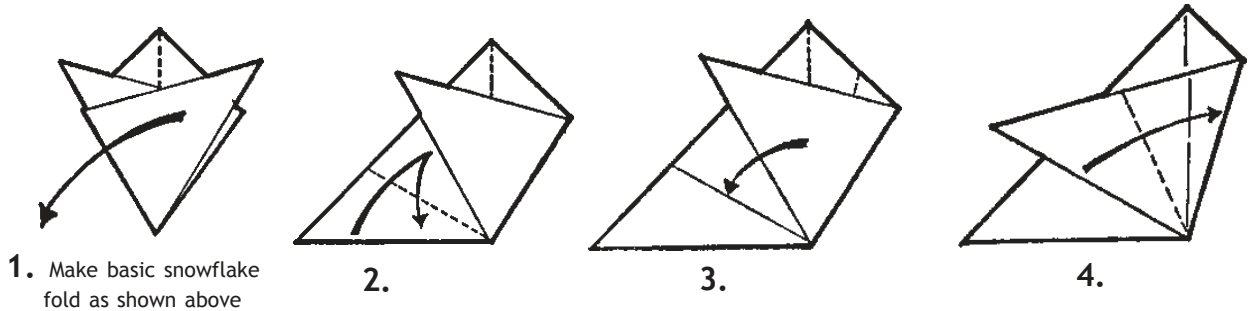
Fold paper as shown. Draw design on paper and cut and fold out. A good design for christmas decorations

Totem Pole

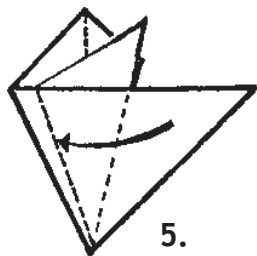
This is a simple design as it only requires a single fold. It is usually better to use a piece of light card for this cut out as it stands up better when completed. Beavers can use paints and coloured pencils to decorate. Leaders with the help of older Beavers might like to make a bigger than normal totem from a large piece of cardboard. Experiment on light paper first to achieve the best design.



This is a basic mask cut. You can make up your own design. Repeat the design or combine to make the shape shown on illustrated totem pole.

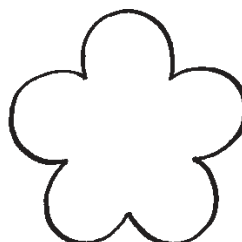
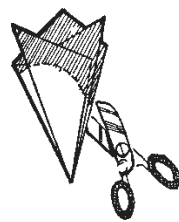


1. Make basic snowflake fold as shown above

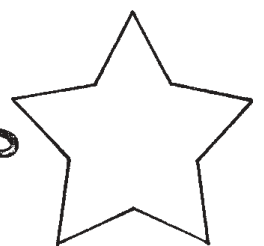
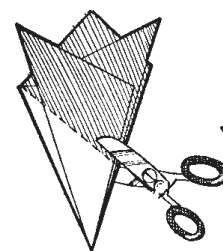


Fancy designs

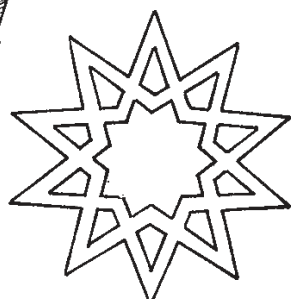
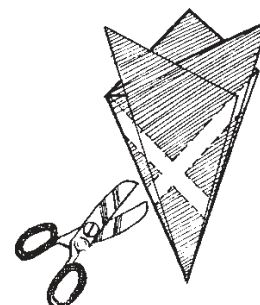
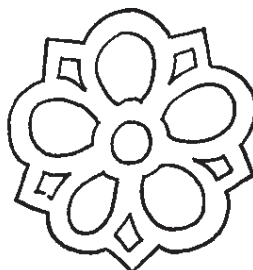
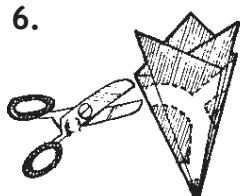
Using the basic fold as shown for the snowflake design deconstruct and fold as shown. This will alter the folds and provide more elaborate design possibilities. Have the Beavers do the designs shown they let them experiment and discover new possibilities.

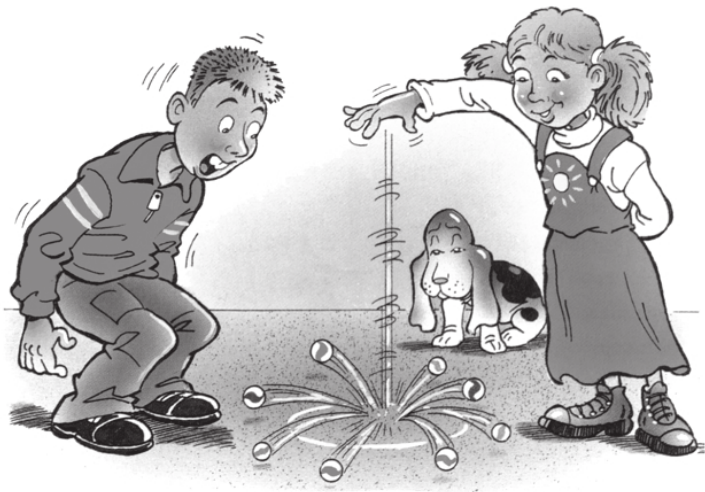


Petal



Star





Marbles

Children have played marbles in ancient Egypt as long ago as 4000 BC and the game has never fallen out of fashion since. Nobody knows what games the ancient Egyptians or the Romans played with their marbles. In fact, nobody knows which games were played until more recent times as they were never written down. How to play marbles was passed on by word of mouth from child to child over the centuries.



In nearly all marble games, the aim is to shoot a marble at a target. You may need to draw lines or circles to mark out a target area and the point from which you will shoot (the shooting line). For some games, you use shallow holes in the ground as targets - or water point shores on a pavement. Marble games can be as simple, or as complicated as you like. The equipment required is simple - marbles, perhaps a stick of chalk and a playing surface.

Techniques

Most games need very little in the way of technique, you can throw the marble as suits you best. Having said that it always helps to have a little bit more skills. Some of the techniques you can teach your Beavers include Flicking, Fingering, Knuckling and Bowling.



Rules of the game

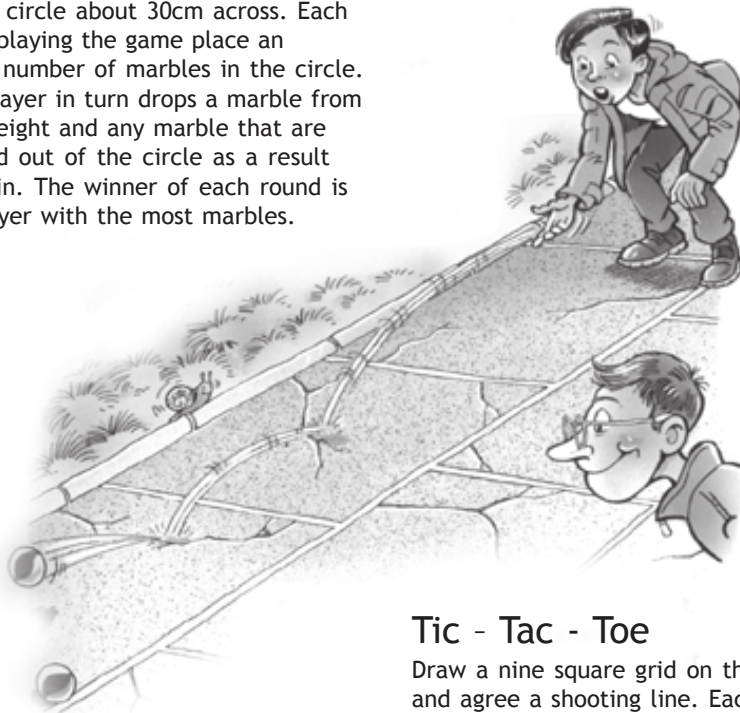
Every game has its own individual rule but the general rule in marbles centres around whether you are playing for 'keepsies' (players keeping the marbles they have won) or 'fairsies' (players handing back marbles they have won in a game). It is also a good idea to agree on marble size as large marbles are easier to hit.

Bomber

The first player throws a marble any distance. The second player then tosses their marble towards the first and tries to hit the target or get within a handspan or a pace distance depending on what is agreed.

Bounce eye

Draw a circle about 30cm across. Each player playing the game places an agreed number of marbles in the circle. Each player in turn drops a marble from a set height and any marble that is knocked out of the circle as a result they win. The winner of each round is the player with the most marbles.



Black Snake

Create a small obstacle course of 7 or 8 objects. The object of the game is to get through the obstacle course by hitting each obstacle in turn. One player starts by hitting object 1 then progresses to object 2 etc. until he/she misses an object. The next player tries to get a better score.

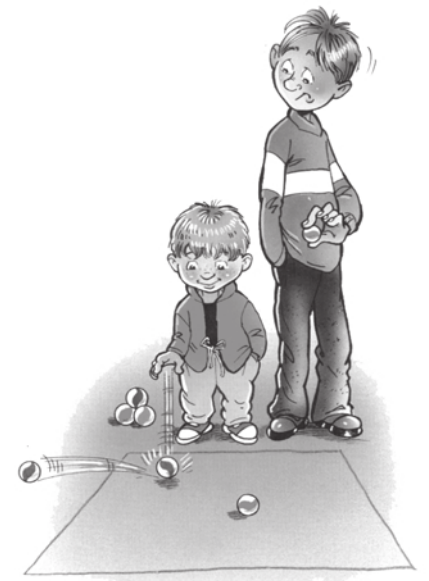


Dropsies

Draw a square on the ground. Each player playing places an agreed number of marbles in the square - usually 5 marbles. Each player in turn standing outside the square drops a marble from waist height and tries to hit individual marbles out of the square. First player to reach five wins.

Handers

Make a hole 8cm across about a 30cm in front of a wall. (When playing on the street a water point shore is normally used). Each player gives player one two marbles who tries to throw them in the hole any that are on target he/she keeps and that fail to land in the hole are passed to the next player. The game continues until every player has had a turn at being player one.



Spanners

This is a two player game and perhaps the simplest of all the marble games. One player throws a marble usually along a pathway or roadway using the gutter of the road as a line. The second player tries to hit the first player marble. It's a bit like chasing. The second player can start to throw before the first player marble has stopped rolling and if it is hit he/she gets two marbles. Once the first player is hit they do the chasing.

Marbles are great fun and offer many different game opportunities. If you want to find out more and get a supply of marbles then seek out a copy of *Marble Madness* by Amanda O'Neill. A Parragon Book. ISBN 0-75256-245-2 The book comes in a box set with marbles. It can be brought in Easons or most big bookshops. Have fun!!!

(acknowledgement to *Marble Madness* by Amanda O'Neill for material used as the basis for this article)



Tic - Tac - Toe

Draw a nine square grid on the ground and agree a shooting line. Each player in turn tries to throw a marble so that it lands in one of the squares. If it lands in a square already occupied or on a line it does not count. First player to get three marbles in a row is the winner.



Think Quick

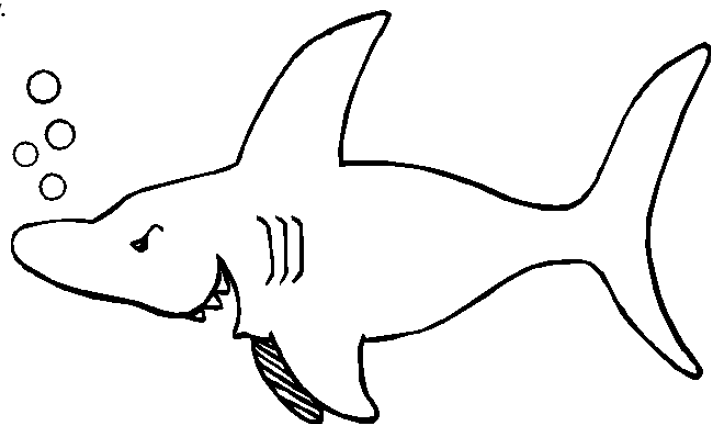
Let's face it—it's a jungle out there and at the Beaver meeting. To survive the jungle, a Beaver needs to be able to think on his/her paws and help other Colony members, too. Here are some fun activities that incorporate time pressure with split second cooperation.

Jaws

Sharks are swimming around an island. Members of each Lodge must help each other cling to the island without falling into shark infested waters. The Lodge only has 10-15 seconds to decide the best way to get and keep everyone balanced on dry land

Materials: The "island" may vary in size and flexibility. A flat cardboard box will help Beavers learn the basic idea. A car tyre adds a new dimension because they need to try to balance while their weight shifts the tyre's form.

As the Beavers perfect their team work see which Lodge can cling to the smallest island. To work this one out, the Beavers will have to think vertically as well as horizontally.



Fire

Getting out of a burning building quickly is sometimes a matter of life and death. In this game, Beavers can learn a few rules of fire safety as they enjoy some friendly competition.

Using masking tape, set up a maze pattern on a large floor surface. The object, as with any maze, is to get from the start to the end the quickest way possible. Beavers working in Lodges start at different points on the edges of the maze with the idea that they must reach the other side.

On signal, the Beavers fall to the ground, crawl on their bellies to keep under the smoke, and follow a leader who is following the masking tape. If they come to a blind alley, they must reverse and try another avenue.

At the end of the game, talk about fire safety; the benefits of knowing where exits are in strange buildings and practising home and school fire drills.

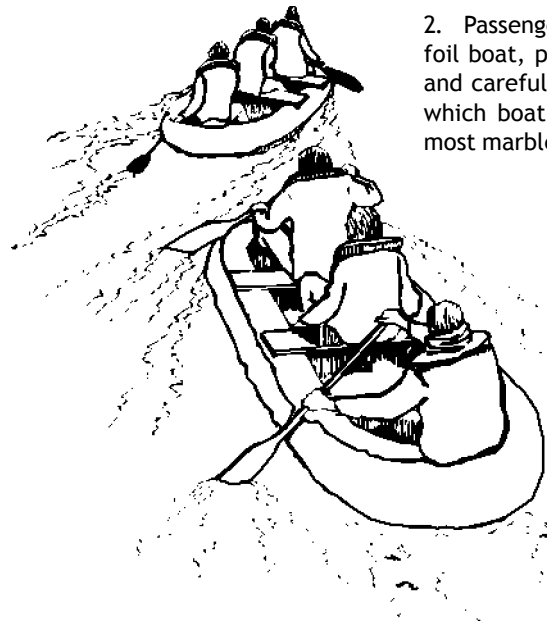
More Sharks

While spending time on the island surrounded by sharks, you have discovered a cache of boat building material.

But which shape and size of boat is best for rescuing the whole Lodge as well as, perhaps, a few extra native islanders?

Give each lodge a large bowl of water and an identical piece of tin foil. Substitute marbles for people. Have the lodge compete in two categories.

1. Time: Time is of the essence because the sharks are eating away the island to get at the inhabitants. The Beavers must build a boat post haste. Time each lodge to see how long they take to discuss and design a boat that will hold the most people (marbles).



2. Passenger Capacity: After designing a tin foil boat, put it into the bowl of water and carefully add marbles one at a time. See which boat design can carry the most marbles.

When the contest is over, see if the lodge who spent the most time planning was the one who had the most successful boat. This can lead to a discussion about how, even when we don't have a lot of time to act, the time we spend planning and involving everyone's ideas usually saves time in carrying out the plan.



Ideas from Rose Power

St. Bridget's Cross



- YOU WILL NEED**
- 1 Some cartridge paper
 - 2 Markers, crayons or coloured pencils
 - 3 Scissors and paste

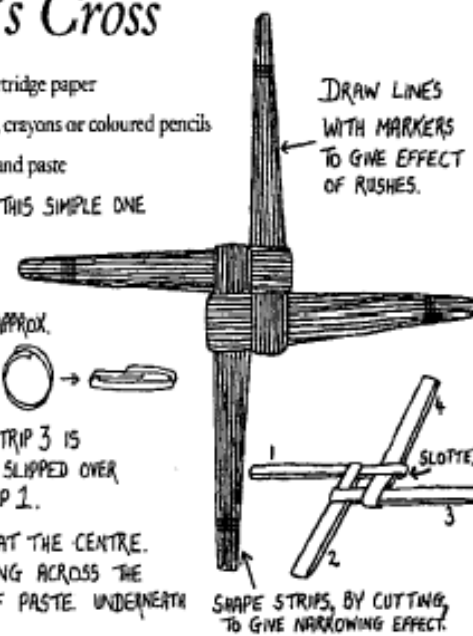
TRADITIONALLY MADE FROM RUSHES, THIS SIMPLE ONE ILLUSTRATES THE BASIC DESIGN.

A CUT FOUR STRIPS FROM THE CARTRIDGE PAPER - 2cm X 30cm. APPROX.

B BEND EACH INTO A CIRCLE. PASTE ENDS TOGETHER AND FLATTEN.

C STRIP 2 IS SLIPPED OVER STRIP 1. STRIP 3 IS SLIPPED OVER STRIP 2. STRIP 4 IS SLIPPED OVER STRIP 3 AND SLOTTED INTO STRIP 1.

D TIGHTEN ALL PIECES TOGETHER AT THE CENTRE. KEEP THEM TOGETHER BY STAPLING ACROSS THE CENTRE OR PUTTING A DAB OF PASTE UNDERNEATH THE STRIPS AT THE CENTRE.



Card Craft for Valentines day

Valentines Mouse Card.

You will need.
Grey card. Red card. Pink card.
Glue. Markers. Grey ribbon or wool.

1. Cut a large heart out of the grey card.
2. Cut two small hearts out of the red card (these will be the ears.)
3. Cut two smaller hearts out of the pink card to fit inside the two red hearts (these are the insides of the ears and you must glue them to the red hearts)

Colour the point of the large grey heart black to represent the mouse's nose, draw two eyes above this and attach the red ears. Fold the card in half and it will stand. Attach the ribbon or wool whichever you are using to the top of the heart this represents the tail and write your message on the underneath side of the card.

Valentine pop up card.

This is a card that when you open it out pops a vase full of flowers.

You Will Need.
Coloured Card, Scissors. Glue.
Coloured paper. Felt tipped pens.

1. Begin by folding a sheet of thin card in half and then open it out. Cut out a small square of card and fold it in half. Fold a lip on the two edges, and glue these into the card to make the vase. Open and close the card to check the vase flattens when you close it.
2. Using green thin card, cut the stalks and leaves, use glue to attach these to the inside of the vase. Cut out some tulip-shaped flowers and glue them onto the stalks, making sure that they are hidden when the card is closed.
3. Cut small heart shapes (use the felt tip pens to draw and colour hearts if you do not want to cut out more shapes) to decorate the vase from red paper, folded over.
4. Now decorate the front of the card with a large red heart and a smaller one of a different colour, to match the rest of your design. Now you are ready to write your message on the card using felt tip pens.

Important Dates for your Beaver Diary's

Beaver Day 25th May Dublin.

Birthday Party on 5th August at the 75th Anniversary camps.

Beaver Day in Waterford 29th June

Zoo Day first Saturday in October

Christmas Pantomime in Cork.

Facts About The Beaver Animal.

An adult beaver weighs between 15 and 34 Kilograms, and can be up to 100cm in length plus 20cm of tail. The Beaver has a thick coat of brown wool and fur, the underneath being soft and woolly, while the fur on top is long, oily fur that throws off water, so keeping the beaver waterproof.

When the beaver swims under water it can close its mouth, nose and ears to keep the water out and remain submerged for several minutes.

On land the Beaver is capable of walking on its hind legs and carrying logs, mud or stones in its front paws.

A Beaver lives lodge - a mound of sticks, moss and stones with a domed roof plastered with mud.

The lodge has two entrances, both of which are under water. One entrance is narrow and steep and used as the main entrance to the lodge, the other entrance, being wider and less steep, is used to transport food into the lodge from the store.



Craft for Mothers Day

Happy Bunny.

You will need : Bath Cube, Cotton wool ball, Kitchen paper or handkerchief, baby ribbon, black felt tipped pen.

1. Take the kitchen tissue or handkerchief and fold two opposite corners, into the centre.
2. Stand the bath cube onto the middle and fold round the bath cube, and tie with the ribbon.
3. Place a small cotton wool ball on top of the cube and again bring the tissue or handkerchief around the cotton ball and tie at the top this will leave two corners which are the ears of the rabbit.
4. Put features onto the face using felt tip pen (or you can use joggle eyes or sequins.)

Wide Game Barnyard Bedlam

This is a game with actions in and is great played out of doors.

Description of Game

Beavers are put into their lodges and one beaver in each team would be designated the leader and be given a paper bag.

Each lodge is given the name of a barnyard animal and must imitate its cry.

They are told that squirrels have hidden supplies around the field - specify the area. Each lodge is to gather as many of these nuts as possible. The one with the most nuts will be the winner. (The leaders would have to go out and hide the nuts or sweets before hand.)

Only the leader of the lodge can pick up the nut or sweet and put them into the bag. When a beaver find a pile of nuts, he stands beside it and gives the lodge cry (this will be of whatever animal his/her lodge was given). The lodge leader then comes running to pick up the nuts. If using nuts monkey nuts are best as they are big and are in a shell.

Stop Press

Beaver Days
The dates for Beaver Days
have changed
11th May Dublin
29th June Waterford



Challenge Activities

Choose one activity from the following list to complete the challenge.

My Friends

Purpose: Beaver Scouts learn to work together as a team.

Part 1: Find your Partner

Cut out two of the following shapes in four different colours: circles, rectangles, triangles and so on. Smaller Colonies/Teams should reduce the number of colours, making sure each Beaver Scout has a shape. Place the shapes on the floor and play some music (Why not play music associated with either



your own tradition or different traditions within your community that Beaver Scouts would be familiar with?). When the music stops each person must find another person who has the same shape. Next time round try the following:

- Find a Beaver Scout with the same colour;
- Find a Beaver Scout with the same shape and colour;
- Find all the Beaver Scouts with the same colour;
- Find all the Beaver Scouts with the same shape.

Treasure Trail

Organise a Colony/Team Treasure Trail. This can be run either while the Colony/Team is out on a nature walk in the woods or somewhere around the den/Scout hall. Beaver Scouts work in lodges to find the hidden treasure.

Once the Beaver Scouts have found the treasure, sit them all down in a circle. Explain to them that they are not allowed to talk unless they are holding the magic object (a spoon, cup, book, stick or log). Each Beaver Scout should try and finish the sentence 'I liked playing this game because Remember they are not allowed to talk unless they are holding the magic object.

Finish the activity by explaining that in the 'Shapes' game the Beaver Scouts were working by themselves, whereas in the Treasure Trail they were part of a team. It is good to be part of a team because Beaver Scouts can make friends through sharing in activities.

Neat And Tidy

Purpose: Beaver Scouts learn to take pride in their appearance and work together as a team.

Part 1:

Draw a chart with all the Beaver Scouts names on it. Set up a star award system, for example:

Gold star for the Beaver Scout who has made a personal effort to look well;

Silver star for the Beaver Scout who has made a good effort to look well;

Coloured star for the Beaver Scout who has made some effort but needs to improve.

Decide how long this activity should run. At the end, award all the Beaver Scouts with the 'Tidiest Beaver Scout' certificate. This is not a competition, it is to encourage young people to take an interest in their appearance and be clean and tidy.

Leaders will appreciate that untidy uniforms will not necessarily be the fault of the child.

Part 2:

Group activity. Take part in a local Church service, for example the Beaver Scouts could sing a hymn, decorate the Church for a special occasion, or simply sit together for a children's service. Before the service, explain to them that their uniforms and appearance should be clean and tidy. Other people at the event will notice Beaver Scouts wearing their uniform smartly as a group.

Traditional Games

Purpose: Beaver Scouts explore the things they enjoy doing. Try to play some street games of yesteryear that you rarely see nowadays? Leaders may even remember some of them.

What's the time Mr Wolf

Mr Wolf walks away and the rest of the Colony/Team follow him saying 'What's the time Mr Wolf.' Mr Wolf answers with any time that he wishes. This continues until Mr Wolf says 'Dinner time'. At this, Mr Wolf chases everyone back to the start. The person he catches or the last one home is the next Mr Wolf.

Piggy in the Middle

A simple game for three. Two Beaver Scouts stand a few metres apart while the 'piggy' stands in the middle. The two players throw the ball to each other and the piggy tries to catch it. Once s/he catches it, s/he changes places with the thrower. If a thrower drops the ball, s/he becomes the piggy.

Red Rover all Over

The more players the better. Everyone lines up on one wall of the room with one player standing in the middle. When s/he shouts 'Red Rover all over', everyone runs to the other side while s/he tries to 'tag' as many people as s/he can. Anyone who is tagged, joins the player in the middle. This continues until there is only one Beaver Scout left who is the winner.

Sticky Toffee

This is a simple tag game. Choose someone to be 'on'. This person then chases everyone else trying to tag them. When someone is caught they hold hands and both try to catch the other players. The game continues until everyone is in one long chain. The last player caught is 'on' for the next game. Talk with your Beaver Scouts about the similarities and differences of games that they play at the Colony/Team meeting or at home.

Challenge Activities

Trace the Past

Visit a local graveyard (the older the better). Give your Beaver Scouts a chunky crayon and some paper and ask them to trace some of the inscriptions from the old gravestones. Explain that people live longer today due to better medical care (doctors, hospitals etc.). Also many people died during wars and famines. Ask your Beaver Scouts to try and find a gravestone linked with some of these times in history (1700s or 1800s) and to try and find the oldest gravestone. Background work will need to be done by the leader, such as informing the Church that you intend to visit the graveyard. Remember to encourage the Beaver Scouts to show respect in the graveyard.

Recycling



There are many opportunities to introduce the idea of recycling into your Colony activities. Below we present a few ideas for you to try. Making music using odds and end and at last some ideas for how to use your film cannisters. I always knew they would come in handy for something or other.

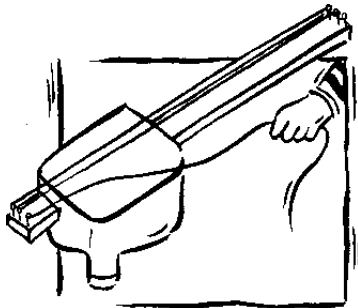
GUITAR

You will need:

- a large plastic bottle
- scissors
- scrap piece of wood about 1 m (3 ft) long, 1 cm (in) thick and 5 cm (2 in) wide
- 6 screw eyes
- fishing line or fine string
- small block of wood or matchbox
- plastic bread-bag sealer

Cut slits in the bottle, as shown, large enough to slide the wood through. Screw three screw eyes into each end of the wood.

Cut three lengths of fishing line a little more than 1 m (3 ft) in length. Tie each one to a screw eye at either end as shown. Put the block of wood between the strings and bottle to tighten them. Strum your guitar with the bread-bag sealer.



DRUMS

You'll need:

- * plastic bowls or large containers
- * heavy plastic sheet (such as an aid groundsheet) or fabric
- * scissors
- * elastic or string

For each bowl cut a piece of plastic a few centimetres larger than the opening. To get different drum sounds, use different-sized containers.

Stretch each piece of plastic over the open end of its container. Secure the plastic in place with elastic or string.

Beat your drum with your hands or make drumsticks out of things around your home. Try an empty thread spool on the end of a pencil, a chopstick with a thick elastic band around one end - or just a pencil with an eraser at one end.



HORN

You will need:

- 1 m (3 ft) or more of shower hose or tubing
- Old funnel
- glue (if needed)

Slide the narrow end of the funnel into one end of the hose. Make sure it is secure. (Use glue if necessary, but make sure the funnel isn't needed.)

Blow fairly hard into the other end of the hose. What can you add to your horn to change the sound? If you have another piece of tubing, pierce holes in it or cut it shorter, and compare it with your first horn.

If you have (in old shower hose, the rubber bulb that fits onto the top makes a great mouthpiece for your horn.

Film Canister - some ideas for programme ideas.

SPECIAL CAMPFIRE ASHES

I plan to use film cannisters to distribute campfire ashes to the members of our Colony. Right now we have only a single cannister with all the campfire ashes. However I am saving my cannisters to be able to give each member of the Colony their own ashes.

STAR GAZING

You can make small templates of the star constellations and tape the paper template to the bottom of black film cannisters and using a strong pin punch through the canister using the template as a guide. Then you can shine a small flashlight through the hole and it will show up on the side of the tent.

SCAVENGER HUNT CONTAINERS

I once was at a hike were I was asked to play a game with the Cubs. I gave them each a film canister and told them that the Martians had landed at the gate to the park. That they were unable to withstand our atmosphere but they wanted to take back items of nature and had asked if we could in 15 minutes collect small items to take back. The Cub Scouts had a ball collecting and filling their film cannisters. They were not allowed to pick anything only take loose objects.

FILM CANISTER ROCKETS

DO NOT use Vinegar and Baking Soda. They react far too quickly. Use 1/4 to 1/3 of an Alka Seltzer and water. Cold water reacts much slower than Hot water. We staple a toilet paper tube to a small paper plate to act as a mortar tube. Be sure to place the canister upside down into the tube and don't look

Beaver News

Beaver Days Dublin & Waterford

Booking form and monies for Waterford Beaver Day must be returned to H.Q. Larch Hill, Tibbradden, Dublin 16 before Friday, 21st June.

All Leaders and Beavers must wear their Unit neckerchief on the day, Beaver uniforms are optional.

The Beaver team is delighted to announce that Scouting Ireland (CSI) Beaver Day in Dublin will take place on

Saturday, 11th May in Larch Hill

and the Beaver Day in Waterford will take place on

Saturday, 29th June in De La Salle, Waterford City.

This is our first Beaver event in the South Eastern Field, please come and join Breda Collins and her team on this special day.

You can contact Breda on wcollins@gofree.indigo.ie

Booking in will take place at 10.30a.m. Activities will start at 11a.m. with the day finishing at 3p.m. These will include bouncing castles, aerial runways and many more Beaver fun bases.

The cost is •7 per beaver. Leaders are free. Each Beaver and Leader will receive a special event cloth badge.

Booking form and monies for Dublin Beaver Day must be returned to H.Q. Larch Hill, Tibbradden, Dublin 16 before Friday, 3rd May.

Help wanted.

We need Scout Troops or Venturer Groups to run bases at the Larch hill and Waterford City Beaver Days, please contact Mary at mccormackmb@eircom.net if you can help us. The dates again our May 11th (Larch hill) and June 29th (De la Salle, Waterford city

Zoo Day

The annual joint zoo day with Scouting Ireland (SAI) will take place on Saturday, 5th October 2002 in Dublin ZOO.

75th Celebrations

Beaver Picnics will take place in Kilcully and Lough Keel on Sunday, 4th August and Larch Hill and Mt. Mellery on Monday, 5th August.

Look forward to meeting you there. **MARY MCCORMACK.**

Beaver Day Booking Form

Choose event Larch Hill Waterford

Name of section

Leaders Name

Address

Contact No.

e-mail

Number of Beavers attending

Number of Leaders attending

Total Monies enclosed @7 euro per Beaver

down into the tube while waiting for it to pop. This is a good Outdoor event because it can get rather messy. By the way, the white or clear work better than the black canisters.

SEWING KITS

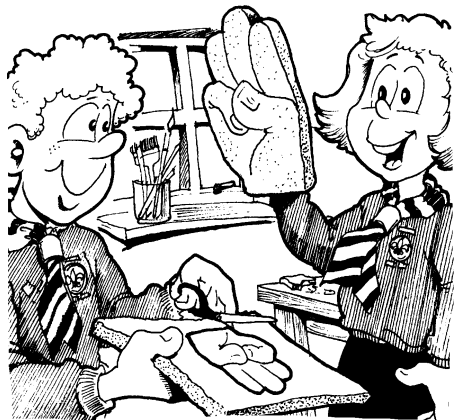
I always save those little sewing kits you get in hotels and they can be made to fit into a film canister.

SURVIVAL KITS

You can make a neat survival kit which contains: Magnetised needle, birthday candle, sugar packet, beef bullion cube, band aid, needle, piece of tin foil etc.

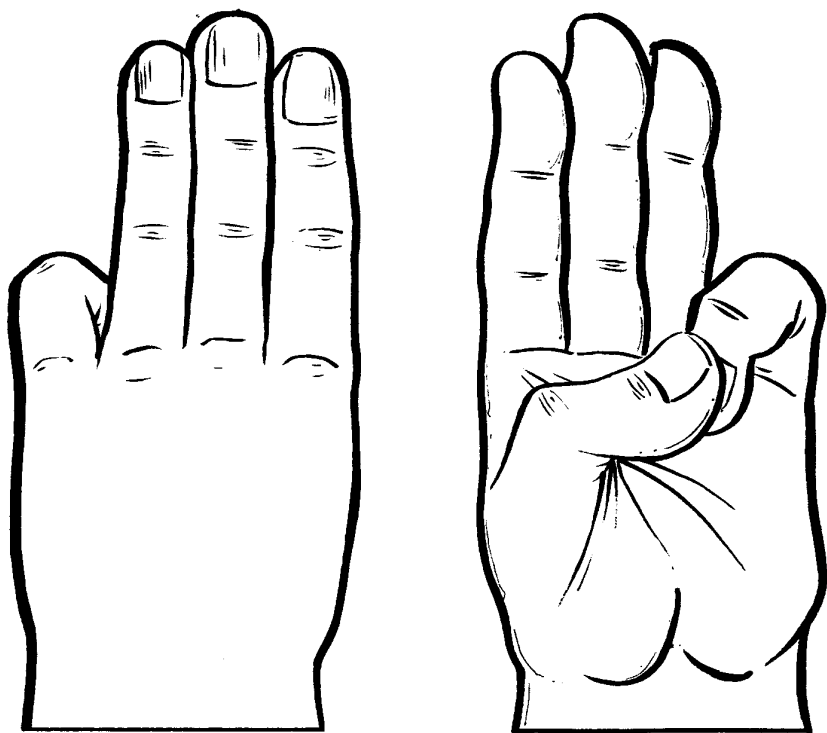
Wave the Big Hand

How to make a foam hand



A trip to the local upholstery shop could supply you with the foam. It needs to be about 3-4cm (1 inch) deep, so that you can still cut it with large scissors, 50cm (20 inches) in length by 25cm (10 inches) wide. You will see templates for the big hand Scout sign. Just enlarge the palm to A3 size or bigger, cut it out, lay it on the foam and draw around it with a thick black felt-tipped pen. Cut it out and draw the features on the back, copying those from the back of the hand template. Stick the pieces together or cut a slit into the foam hand for a Beaver Scout to slide their hand into.

Template for hand - blow up on a photocopier to size desired



No foam!

Don't despair, rely on good old card! As above, cut out two outlines and stick or sew together. Alternatively, another method is if you use thick card and ask

each Beaver Scout to bring an odd glove (preferably right handed) and stick it on the back of the big hand. Wait until it's dry and start waving!

Beaver News

SAI Beaver Day

The Beaver Programme team from Scouting Ireland SAI have invited Beaver Colonies from our association to their beaver day on the 9th June. The theme is Alice in Wonderland, all Beaver Colonies are encouraged to dress up as characters from the story, even leaders can join in the fun!! If your colony is interested in taking part, please fill in the booking form and return to Mary McCormack, National Commissioner for Beavers before May 24th. When we receive the booking form we will contact you with more information i.e. start time and cost. I hope some colonies will be able to join me on what should be a very good day.

Beaver Day in the Northern Field

I am delighted to tell you about a very special day that Jean McCartney, a member of the beaver team is organising

on the Saturday, 15th June in Crawfordsburn. Jean and her team are very busy at the moment organising a lot of fun activities. Please show Jean some old fashion beaver support by attending this day. I look forward to meeting as many beaver colonies from the Northern Field on that day.

75th Celebrations

Beaver Picnics will take place in Kilcully and Lough Keel on Sunday, 4th August and Larch Hill and Mt. Mellery on Monday, 5th August. Please complete the form below indicating the venue you wish to attend. Take care to fill in the section related to leaders or members attending with parents.

Please return booking form to the National Beaver Commissioner c/o our Headquarters Scouting Ireland CSI Larch Hill, Dublin 16 by the 30th June. Further details will be sent to you once your booking is received.

Mary Mc Cormack
National Commissioner

Booking Form

Choose event - Beaver Days

Larch Hill Waterford Crawfordsburn Newbridge

Beaver Picnic Days

Larch Hill Kilcully Mount Mellery Lough Keel

Our Colony will be attending with Leaders Our Colony and their parents will be attending (leaders unavailable)

Name of section

Leaders Name

Address

Contact No.

e-mail

Number of Beavers attending

Number of Leaders (or parents -picnic days) attending

Total Monies enclosed

Greenan Museums and Maze

near Rathdrum, Co. Wicklow

Idea for a day trip for your Beaver Colony or Cub Pack this summer season

Education & Hertiage

Historical Farm Museum, Bottle Museum and the 1798 safe house/Farmhouse Museum

Fun

Our tricky Celtic Maze - a puzzle for all ages, kids love it!

Nature

Farm nature walk with ponds, woodlands and wild-life

Farm Animals

Many different types of poultry and animals

Tea room and Craft Shop



4.50 euro per child includes guided tour
Exciting field games 2.50 euro extra

Tel: 0404 46000 Fax:0402 36308

e-mail fun@greenanmaze.com

www.greenanmaze.com

Summer Bar - B- Que



What's better than a barbecue to celebrate warmer days? Plan this outdoor activity for an evening in June, when the days are longer and the air has lost its nip.

An activity like this gives your Beavers a chance to assist in cooking outdoors - a skill they will develop and practice as they progress through a variety of outdoor camping experiences in their Scouting journey.

Mind you, an evening barbecue is a far cry from cooking on a one burner stove in the middle of the wilderness on the seventh day of an eight day outing, but it's an introduction to the kind of experience a Beaver will later have as a Cub Scout, Scout, Venturer or adult. Success now will encourage Beavers to try new and greater challenges in the future.

Begin by allotting a simple bar-b - que tray to a lodge. The Lodge are assisted at all time by a Leader or parent who maybe helping at the event. The idea is that the Beavers do as much of the cooking themselves assisted by adults rather than adults doing it for them. You might like to invite some of your Patrol Leaders and Venturers to help also.

Equipment

Barbecue and tools for each Lodge.
Charcoal and starter, Rubbish bags,
Paper plates and plastic cutlery , Paper cups

Containers for ingredients and drinks
Wash-up ingredients for tables, utensils and hands, if facilities aren't available
Paper towels
Sandwich bags
Aluminum foil (60 to 120 cm per person)

Menu and Recipes

Main course:
shishkabobs or foil dinner.

Dessert:
baked apple or chocolate banana.

Beverage:
Orange drink

It's best to have ingredients prepared beforehand and refrigerated until use. You can have your Beavers prepare everything under supervision on the site, but it will take much longer and perhaps will be too much for an evening program.

Use Leaders and helpers to get one of the ingredients ready for each Lodge or perhaps, with adult help, have Beavers prepare the ingredients at home and bring them to the meeting. Be sure each item is in its own container.

You may want to plan for one recipe only, or you may decide to give an option. Ask your Beavers what they prefer for a menu and involve them in the planning.

Shishkabobs

(for each person)

- 3 Rashers or cocktail sausages
- 3 small / medium mushrooms, cleaned
- 3 chunks of green pepper
- 3 cherry tomatoes
- 3 small onions, halved
- 1 skewer
- 1 sandwich bag

Alternate ingredients on the skewer. Place in bag for protection. When ready, place kabob on the grill. Grill 10 minutes, turning every minute.

Foil Dinner

(for each person)

- 2 strips bacon
- 1 hamburger pattie (not frozen)
- 3 slices potato
- 4/5 - slices carrot
- 1 slice cheese
- 1 teaspoon water
- 1 sheet aluminum foil, 30 cm x 45 cm
- sprinkle chopped onion (optional)

Place on the foil in sequence: bacon, potato, hamburger, cheese, carrots, water, onion. Seal foil and place on coals. Cook 15 minutes on one side. Flip and cook another 10 minutes.

Baked Apple

(for each person)

- 1 large cored apple
- 2 tablespoons brown sugar
- 1/8 teaspoon cinnamon
- 1 piece aluminum foil 30x30 cm

Mix sugar and cinnamon and pack each apple with mix. Wrap tightly in foil. Place on coals for about 10 minutes.

Chocolate Banana

(for one person)

- 1 - ripe banana
- 1 teaspoon chocolate chips or piece of broken 'Flake'
- 1 piece foil 30x30 cm.

Peel one side of banana and cut out a 1 cm trench along the length. Insert chocolate chips and replace cut-out banana. Replace peel, wrap tightly in foil. Place on coals for 10 minutes.

Beverage

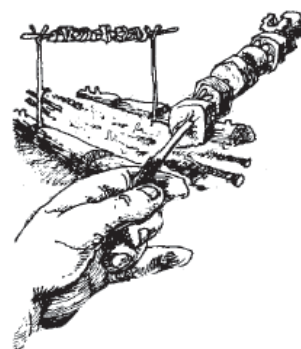
prepare at home

Procedure

Keep Beaver Leader free to circulate and coordinate. Place one leader or another adult at each Beaver table and one parent or leader at each barbecue. Have leaders arrive early to ensure that space, tables and any necessary outside shelters are available and in place.

Be prepared against insects by ensuring all containers have covers. If the weather isn't suitable, keep the barbecues outside but have the Beavers prepare and eat their meal indoors.

Open the meeting as usual. Before closing ceremonies, hold a good game in which everyone participates.



Here's a step-by-step procedure you can follow.

At a table for each Lodge

- Beavers and leaders wash hands.
- Leader and Beavers lay out the fixings for the main course (each in their own container).
- As leader supervises, Beavers prepare main course as per recipe.
- Place main course on barbecue. As main course cooks:
- Beavers clear table and place fixings for dessert.
- Beavers prepare dessert.
- Beavers retrieve main course from barbecue and place dessert for cooking.
- Clear table.
- Eat, and don't forget - dessert is still on the coals!

LOOKING FOR DETAILS

Here's a fun way to get young people looking closely at things. With Beavers, work in Lodges and have a Leader do the writing. Older Beavers can operate on their own.

Define an area and set a time limit. Send off members with paper and pencil to find five or 10 living things and the same number of non-living things. Ask them to give each thing a name based on its appearance, location, need, or role. They may not use the object's real name even if they know it. When time is up, have everyone share his list of names. Then, visit all the things and see which ones really suit the names they were given. Which were named the most?

Different kinds of hikes or rambles also can encourage young people to look closely at their environment. Try a few of these.



Shape Hike: Ask the Beavers to find two natural objects for each of these shapes: circle, square, rectangle, triangle, ellipse, diamond.

Change Hike: As they walk, the Beavers keep a list of all the changing things they see (e.g. a bird landing, a spider making a web, a flower bending in the breeze, a twig breaking underfoot). Which changes aren't reversible?

Question Hike: Here's a challenge for older members - a hike where they ask questions about the things they see, but can not give or get answers. In spring, a "conversation" might go like this: *Is that bird building a nest? Do you see it carrying anything? Is that some straw in its beak? Is it a male or a female? Is it brightly coloured? Would that tree make a good home? Do you see any insects on it?* How many questions can they ask? How long a chain of questions related to the same thing can they make? After the hike, you may want to talk about some of the answers.

Stop, Look, & Listen Hike: Walk a certain number of steps, stop for 30 seconds, and record all the things you hear and see in that time. Continue the cycle.

Different View Hike: This idea is a good one if you plan to walk a certain distance along a trail, turn around, and retrace your steps to the start point. Choose a different point of view for each half of the hike; e.g. looking at eye level and above while outward bound and looking down on the return trip. You could also carry small mirrors and observe your journey by looking into the mirror.

“The Patrol system is the one essential feature in which Scout training differs from that of all other organisations.”

“The object of the Patrol system is mainly to give real responsibilities to as many of the boys as possible, with a view to develop their character.”

(Baden-Powell, Aids to Scoutmastership)

These two quotes of the Founder illustrate the importance he attached to the patrol or team system. This system is the basis on which Scout units in all age ranges must be organised -from Cub Scouts (children) to Venturers(young adults).

Unfortunately, it is sometimes misunderstood and misused. All too often, it is simply a system of “small group operation”, while it is primarily intended as a system in which young people participate in decision-making, and as a tool for citizenship education.

The elements of the team system

The team system does not just involve the teams. It involves all the institutions that organise relationships, communication, decision-making and evaluation processes within the group composed of young people and adult leaders.

The team: a primary group

The American sociologist Charles Horton Cooley defines family and childhood playgroups as primary groups. A primary group is characterised by close interpersonal relationships. It involves a strong sense of loyalty between the members, a shared sense of belonging, based on mutual caring and identification. These groups are called primary groups because they shape an individual’s moral ideals. They are the root reference of the moral - and thus social - life of an adult.

A primary group has the following characteristics: a limited number of members (5-8) which enable each person to have a clear perception of the other members; relationships based on affinity become established between the members (what they like, dislike, feel indifferent towards); the division of labour within the group and the frequency of meetings result from the adhesion of group members to common goals. The group develops a micro-culture with its own values, norms, language and traditions.

The team: a natural grouping

The Lodge, Six, Patrol, and the Group are primary groups. They are typically the kind of groups that children and especially adolescents seek spontaneously. One of Scouting’s major strengths is to have recognised this tendency and to use the ways in which children and adolescents spontaneously organise themselves. Our Founder firmly believed this:

“Scouting puts the boys into fraternity gangs which is their natural organisation whether for games, mischief, or loafing.”

(Baden-Powell, Aids to Scoutmastership)

This is why the key to success in a Scout unit is when young people form teams according to the criteria that naturally bring young people together: spontaneous affinities and friendships, the fact of living in the same neighbourhood, going to the same school, etc. The team must first of all be formed of young people who have chosen to be with each other.

The team: an efficient tool for communication and action

Just before and after the last World War, American sociologists brought to light the importance of the primary group.

• Observation studies of small groups of 5-6 female workers, conducted over several years, revealed that their output continued to increase despite increases or decreases in pay. It was discovered that the most important factor in



Understanding the team system

increased output was the fact that the women had spontaneously developed friendships and thus took pleasure in their work. (Elton Mayo, The Human Problems of an Industrial Civilization, 1933).

• Researchers also discovered the importance of primary groups through studies conducted during the War: essentially, a soldier fights to defend his friends or to conform to the expectations of a small group of friends - and much less out of hatred of the enemy or because of ideological convictions.

• While studying the US presidential election in 1940, other researchers were surprised to discover that the press and radio had little effect on votes. The most important factor in deciding votes was the interpersonal influence within primary groups - the daily exchanges between associates and friends.

• Numerous research studies conducted since have corroborated these observations. In business or in the public sector, research has shown that communicating only via formal hierarchical channels are inefficient if they are not also relayed by primary groups. The small group of 5-8 people is the most efficient form of organisation in terms of communication, action and the transmission of values.

The team: a peer group

A peer group is a group in which all the members are equal and have the same status. In a Scout unit, all the young people are equal, but perform different roles according to the needs of group life. The team leader is elected by his/her peers - in agreement with the adult leaders. He or she has a certain amount of authority, but it is in the service of the group - he or she is not a dictator.

The team leader helps the team members to express themselves, to evaluate group life, to make decisions and to organise themselves. He or she is the “voice” for the decisions taken: the team leader represents the team at the Court of Honour or other such meetings. One should not overestimate the importance of the team leader. Other roles are just as important: the Secretary in charge of keeping the team’s records and the conclusions of the team meetings; the Treasurer, in charge of the team’s financial resources and accounts; the Equipment Manager; the Cook; the First Aider; the Journalist; etc. Each role is equally important for the success of the team.

A Section is usually composed of 4 teams of 6-8 members each.

The Section: a secondary group

A secondary group brings together a fairly large number of people in order to perform differentiated tasks. It oversees the relationships between people and vis-à-vis the institution according to its structures and pre-established rules. The section is a secondary group. It has to manage the interaction and cooperation between the primary groups (the teams). The role of the adult leaders is to orientate and facilitate the functioning of the section.

When adults first start leading a group of young people, the majority hesitate between three fundamental attitudes:

An autocratic attitude:

I decide everything that needs to be done and impose my decisions on the young people. This kind of attitude is generally adopted in the name of efficiency (“we’re not going to waste our time talking, I know what we need to do”, in the name of security (“we must not take any risks”) or in the name of morality (“there are certain things that are not open to discussion, they are rules to obey”).

An anarchic or laissez-faire attitude

I mustn’t impose any rules whatsoever, nor any particular way of doing things. The young people must decide everything by themselves. This kind of attitude may be inspired by ideology (“one must not forbid nor impose anything”) or simply because leaders refuse to accept the responsibility or do not feel able to assume it.

A democratic attitude

This attitude involves providing direction on procedures and a framework for decision-making, but not on the content of the decisions. This is the attitude which the Scout Method advocates. In other words, the leader establishes the team system in the section. That is not an option. It is the framework needed for group life. Nonetheless, through this system, the young people are able to take part in making decisions concerning the “content” of group life, e.g. choosing activities, evaluating them and deciding on their set of rules in accordance with the Scout Law. In 1939, the psychologist Kurt Lewin conducted an experiment to demonstrate how democratic behaviour was superior to autocratic or laissez-faire behaviour, both in terms of efficiency as well as the pleasure derived by the participants.

If the adult leaders are to maintain a democratic attitude, true institutions need to be in place. Once this is achieved, the leaders’ attitude is no longer a subjective matter, it is determined by the need to respect the democratic framework of the institution. The two “institutions” that permit the democratic organisation of interaction and cooperation between the teams are the council (Court of honour, Sixer council, Executive committee) and the section meeting. The fundamental law that serves as a reference in evaluating and organising group life is the Scout Law.

A system of youth participation

“The Patrol system has a great character-training value if it is used aright. It leads each boy to see that he has some individual responsibility for the good of his Patrol. It leads each Patrol to see that it has definite responsibility for the good of the Troop... Through it the Scouts themselves gradually learn that they have considerable say in what their Troop does. It is the Patrol system that makes the Troop, and all Scouting for that matter, a real co-operative effort.”

(Baden-Powell, Aids to Scoutmastership)

The activities that are undertaken in Scouting necessitate the need for knowledge of a number of skills. A knowledge of these skills allow young people to participate in the activities arranged for them through our programme more effectively. The skills we expect our members to know are necessary survival skills for anyone venturing out into the wilds. The type of skills that a frontier man/explorer/adventurer would possess before they would embark on a journey into the great outback in times past and indeed in the present day. When one embarks on an adventure into the great outdoors we leave behind the trapping of or homes, towns and cities. These skills therefore are our passport to a safer adventure in the open.

The purpose of Scouting is to offer young people the opportunity to explore and experience the adventure of the outdoors in safety and with confidence. In order to do this we run a programme of meetings, events, and activities. At the weekly meetings we endeavour to instill in young people the variety of skills necessary through varied activities and programme items. It is hoped that the young people will learn these skills in practical, hands on, situations so that when a situation arises in the open, these skills can be put into effect. Scouting encompasses more than just the need for outdoor skills, we also attempt to develop within our members the skills of teamwork, leadership, life skills, and responsibility. Therefore the responsibilities for the transfer of knowledge from the Leader to the young person is enormous.

The senses

Learning is accomplished through the five senses: seeing, hearing, feeling, smelling and tasting. It is through these senses that impressions, which result in learning are made on the mind. It is important, therefore that material is presented that make strong impressions on the trainee.

If you were to rank the senses in order of importance in grasping impressions and ideas, it would be; seeing, hearing, feeling, smelling and tasting. While the latter two are generally of least importance in giving impressions that are important for learning, they can be very important in some areas. For example, a fireman may use smell to learn the exact location of a fire, a food inspector may use taste to learn if a product is satisfactory.

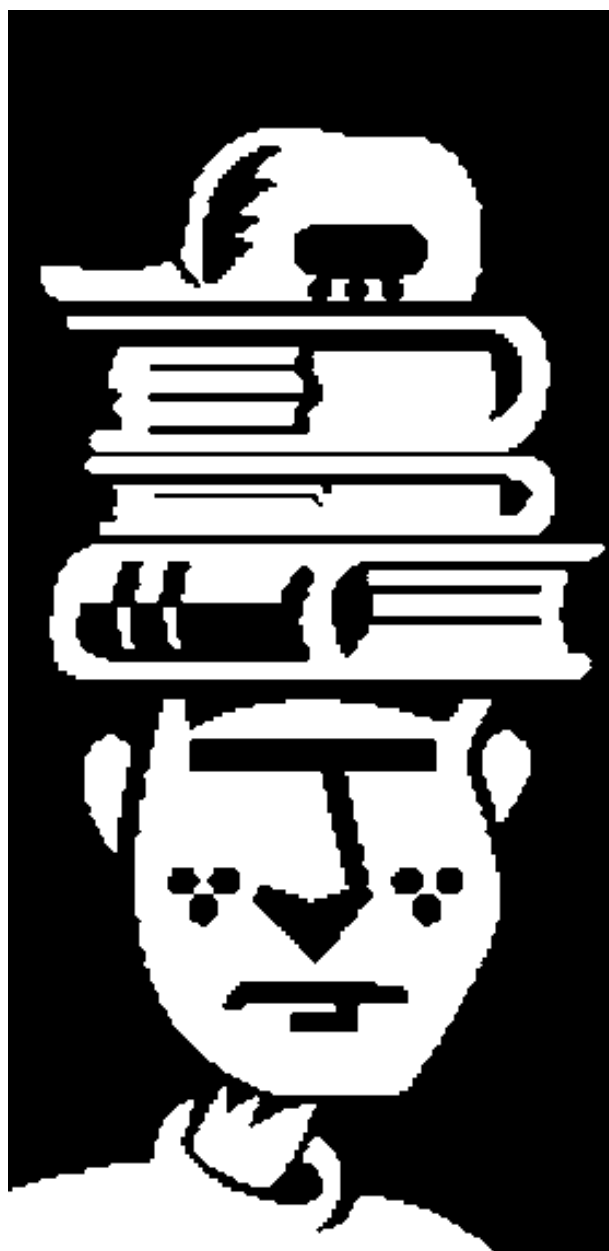
In planning any learning activity, it is important to remember that the five senses are the channels through which an individual is stimulated. Through the senses he or she makes contact with the things around him or her, and make responses which lead to the acquiring of new knowledge, skills or attitudes. The more senses involved the greater the learning. The concept of learning by doing, as used throughout our programme, enables young people to have a more direct learning experience and hopefully a more lasting one for the future.

Memory

Research has shown that when a skill is learnt and immediately put into practice and continued to be used, learning and retention are much higher. Studies have also shown that if you do not have an opportunity to use the skill shortly after the original input that it is likely that you will forget 50% of what was learnt in a passive way by reading or listening. In a year you could have forgotten 80%. In fact, some studies indicate that within 24 hours you will have forgotten 50% of what you heard the previous day. In two weeks, you will have forgotten 25% more. Adults and young people can learn by listening and watching, but they'll learn better if they are actively involved in the learning process. In order to accomplish active learning Scouting uses small teams of young people - Lodge, Six, Patrol and Group working and sharing together and a process of learning by doing. In this method the skills are transferred using the interactions of a group of young people. The team work together to overcome or achieve a challenge, by doing this it is possible to effect the understanding and uptake of new skills and the reinforcing of skills already held. In order to understand this process it is necessary to explain it in detail.

Learning to do it

Young people join Scouting because they want to take part in hikes, go on camps, and generally participate in the adventure of Scouting. These young people realise that they cannot participate in the activities of Scouting without a number of skills. They want to know how to light fires, how to read maps, how to camp. Therefore in general within Scouting we have a captive audience ready to learn so already we have overcome one of the difficulties to establishing the conditions for learning. Young people of scouting age are at a stage in life where they want to discover new things, acquire new skills, test



The Learning Process

themselves and discover their limits. It is possible for young people to do this in safety within our sections if the proper methods are put into practice. It is not an easy method to manage as it requires time for it to come to full fruition. However, once it is up and running it makes the transfer of information easier for the Leader, and in the long run makes the operation of a section more effective and beneficial for the young people who are its members.

Learning by doing is achieved by allowing your members to discover solutions to problems / challenges and then using the collective skills of the team - (Lodge, Six, Patrol, Group) to overcome or solve that problem. Normally the knowledge of the skill required to overcome the problem is held by the young leader of the team or an older or more experienced member of the team. Therefore through using the skills inherent in the team it is possible to achieve a number of things

Overcome the problem

Allow a younger or new recruit to see a skill being put into action to overcome a problem
Allows an opportunity for the members of the team to see again, use again, a skill in a practical situation and as a result reinforce it in our memory banks. Allows opportunity for the Patrol Leader in the case of the Scout Troop or someone else in the Patrol to instruct younger or less experienced member in a new skill in a practical situation there and then.
Allows the Patrol Leader to discover those skills which are weak within his/her Patrol or discover gaps in his/her own knowledge.

The method above assumes a level of skill inherent within the team. Sometimes this is not the case. In this instant it will be necessary to train the Patrol Leaders or Sixers and their assistants in additional sessions by the Leader team. These sessions could be held after the Patrol Leaders Council meeting/ Sixer meeting or on another night or afternoon. These sessions should cover those skills that will be needed in the coming months programme. By using this method it will achieve a number of things:-

- Raise the level of skill in the team (Six, Patrol)
- Establish the Patrol Leader and Assistant Patrol Leader, Sixer and Second as experts in their Patrols/Six and as a result help the Patrol Leaders and Sixers in the running and leadership of their Patrols/Sixes
- Enable the meeting to run as expected
- Enable the transfer of skills to the rest of the Patrol/Six
- Assist Testwork and Badge passing.

One of the secrets to retaining a skill is the reinforcement of that skill in the memory banks. Through constant reinforcement and repetition of the use of the skill at meetings and on activities the young people will retain the skill through life and because of the many practical ways it can be show in action will develop within the young people the capabilities to 'Be Prepared' for any situation.

Through the progressive scheme, the aim is to train young people in the many skills of Scouting over his/her lifetime in the Scouting. Therefore the concept of devoting a Scout skill to a particular month is a bad policy as it does not allow the skill to be imbedded in a practical way into the memory banks. So, through using wider themes each month it is possible to touch on so many more skills thus allowing the young person to practice and cross fertilise skills in a more practical way. If the practicing of these skills is through a process of team challenges it also allows those with little knowledge an opportunity to see and do at their own pace, and for the Patrol/Six/Group to develop as a team.

Passing on a skill

There should never be a need for the Leader to lecture to the section as in a classroom situation. The old picture of a Leader with a piece of string in his/her hand trying to teach knots to a Troop of 30 Scouts each with their own piece of string should never happen.

The Leader should act like a floating expert ready to lend a hand and offer advice if and when needed. That does not mean that he/she just let's it happen. The Leader can manage this process by using the training of Patrol Leaders/Sixer.

How this happens is something like this: -

The Six are given a challenge at the Pack meeting or on camp. You the Leader then watch the Six in action. If the Six are say building a shelter and cannot tie a lashing or have made an attempt but its not working. Now you as the Leader could assist the Six in this challenge by showing them how to make a lashing, thus enabling the Six to complete the challenge but at the same time learning a new skill. You may follow up this training later with a bit of extra instruction to the Sixer or by directing the Six members to suitable handbooks.

At the next challenge in the programme you may assist another Six in a First Aid skill - such as pointing out that the victim is suffering from shock and how to treat it as well as the fact that the victim has a cut to his head, and again pointing them to the relevant pages of a First Aid manual.

By using this approach it is possible over a period of time to effect a greater knowledge of Scout skills by every member of the section. The transfer of knowledge is concentrated to a one to one method or one to Patrol/Six method. This is far better than one to thirty. The other beauty of this system is that you are instructing in a practical situation where it is possible to see a result immediately. In the case of the example above the Leader shows how the lashing is done and it is seen in use a couple of minutes later as an important knot in the structure of a shelter. The second important part of this method is that you are only passing on a bit of information or knowledge of a skill at a time therefore it is easier to concentrate the minds of the young people into learning this new skill. Lastly, you enable the Patrol/Six to participate with honour in the challenge and not be shown up, thus helping to reinforce the Patrol/Six as a team and develop Patrol/Six spirit.

This method used on a ongoing basis coupled with Patrol Leader/Sixer training and direction to written material will work and as a result the challenges offered to your section can increase in complexity over the year.

The Leader's Role

Part of the leader's role in encouraging the development of his members is dependent on his example - what he is as a person. He creates the "atmosphere" or "ethos" of the Pack, Troop, Unit or Group for which he is responsible. Beyond that, what he does determines the effectiveness of his leadership. A great deal of research has been carried out by the military and in industry into developing leadership. The general approach has been to analyse what the leader does, to make him aware of this, and then to help him to improve his performance.

First, though, what do we mean by "leader" ? Usually we refer to a specific appointment, a Patrol Leader or Cub Scout Leader. We then expect that person to do certain things and behave in a particular way.

However, many situations arise demanding "leadership" from the most appropriate person present, who may or may not be called "leader". Thus it is helpful to adopt a broader picture of leadership, applied to whoever is called upon to "lead" at a particular time.

Consider a typical situation. Five members of a Venture Scout Unit have decided to go climbing in a month's time. Jim is the one most experienced in mountaineering and is accepted by the others as "leader" for this activity. How does he set about it ?

He probably gets the group together to discuss the weekend. What do they want to do? Which area, which climb, perhaps ? Having taken a decision on the task, they must then plan how to achieve it. This will involve the whole group. Jim will ensure they are working together as a team and that each individual is fully involved and wants to make the weekend a success.

Any activity can be considered in this way. The leader's job is to ensure that these three areas are properly dealt with - the needs of the task, the group and each individual. It will be helpful to consider each of these in more detail.

The Task

What exactly is the group trying to do ? Then, how can it be achieved ? What are the alternative methods ? Shall we go by minibus, or train, or several cars ? What equipment will be required ? What will the weather be like ? What are the rules in Safety on the Hills ? ... and so on.

The weekend must be carefully planned. Once there, further decisions will be necessary. Perhaps the weather has changed or one of the party is feeling off-colour, so that plans must be modified. Afterwards - was it successful ? Could it have been improved ? Is there any action that needs to be taken as a result ? How many Scouts activities fall short of their potential through inadequate planning ? How often are the same mistakes repeated through failure to carry out an evaluation and apply the lessons learned ?

The Group

They have come together through their common interest in this case in mountaineering. If they are to play a full part in ensuring the success of the activity they must feel it is "their" expedition or activity. This is, perhaps, one of the most important tasks of the leader. He does this, for example, by ensuring they do the planning - he just makes sure it is done. An encouraging word here and there, a casual question, is often all that is required. In other words, he shares the leadership with them and the decisions are not his alone.

In planning the weekend, Jim must know what the capabilities of each member are, i.e. the total resources of the group. He must make sure that full use is made of these. During the weekend itself, he will see that everyone plays his intended part, he

will co-ordinate the group as required. At the planning stages there may be some aspects which need to be discussed with the rest of the Unit. Jim will probably do this at the Executive Committee, where he will need to be able to represent the group's views and intentions so that decisions can be taken based on the facts.

In these various ways the leader makes sure that the group works together as a team.

The Individual

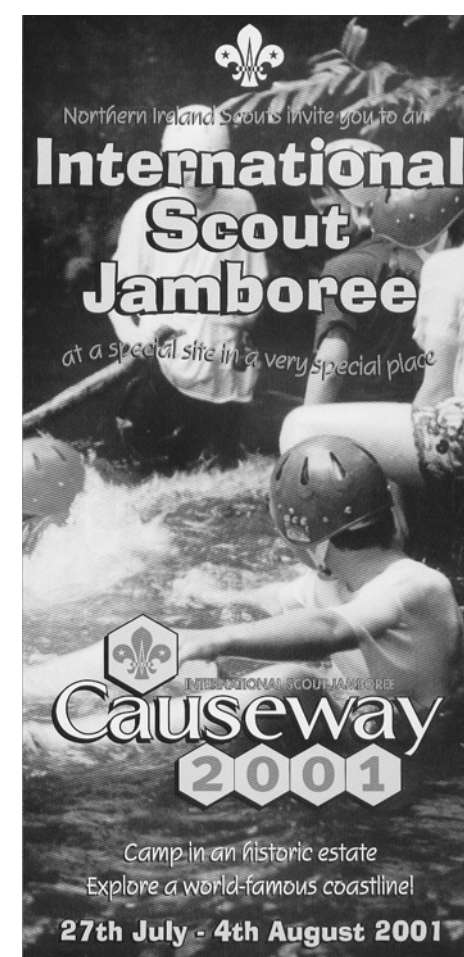
How about each individual in the group ? He must know exactly what he is going to do, and preferably why. The leader must then communicate this to him without misunderstanding. He has feelings and requires encouragement - Jim must treat him as a person, not

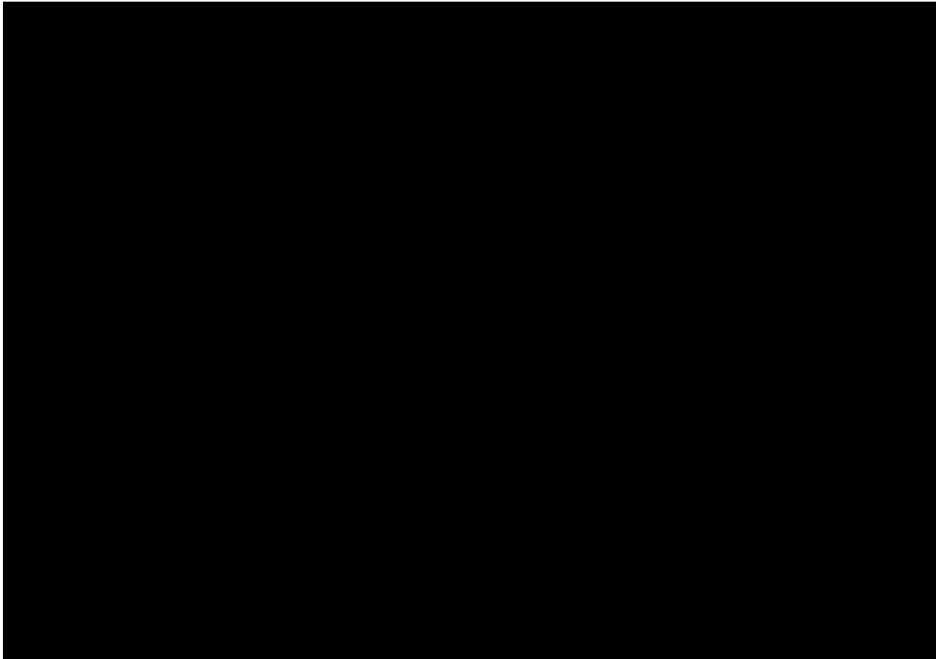
taking him for granted, but being aware of his feelings characteristics and needs. He may lack certain skills (for example in camping) so the leader must help him to develop them either himself or by using someone else. He may have problems which only the leader can help him solve. He will do this by talking with him and getting him to think them through for himself (that is by counselling him).

Each individual will be affected by the leader's personality - what he is. The leader's example must, therefore, be the right one. How he responds, perhaps, if there is a minor accident during the weekend, will often determine the reactions of the other members of the group. If he panics, they will do so, too. Taken together, then, in these various ways the leader makes sure that each individual is playing his full part, and is able to do so, with encouragement.

These three aspects of the leader's role are obviously closely linked. They have only been highlighted in this way to help us identify more clearly what the leader actually does, or should be doing. We can then see where we fall short and how we can improve. Particular skills (counselling for example) can be developed if required.

In addition this approach can be used in training boys, for example in incident journeys, not just to judge how well the "leader" does but to help him improve as a result. It is, perhaps, of most use to the Scout or Venture Scout Leader as a mental checklist when working with his Troop or Unit, encouraging the member "leaders" in any activity. It is also very relevant to Pack and Troop Meetings, or Pack Outings, in fact in any activity where you, as leader, are working with others, from the simplest event to the most complex expedition.





Our brain

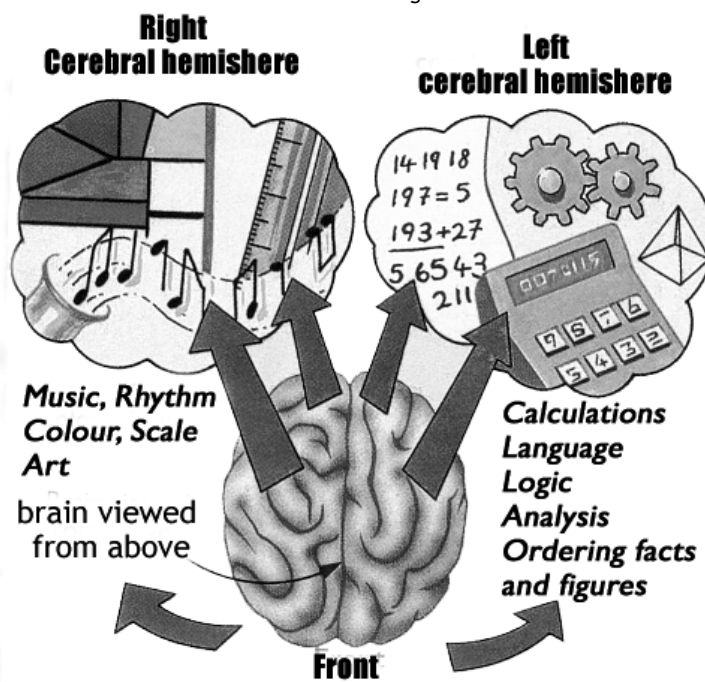
Our brain is made up of two halves that are joined together in the middle and connected to the spinal cord which takes signals through our body. Each side, the left hand and the right hand sides, have distinct functions.

The left hand side tends to be the dominant side and controls most of our direct thinking. This side of the brain is the logical and analytical side, it orders facts and figures, calculations and controls language. When presented with a problem it likes to solve it quickly and move on to the next item. It is also the side of the brain that determines what is possible and impossible. So that when a problem is presented it will tackle it but will quickly give up if a solution is not found in a short space of time. Normally resulting in sighs of 'Oh! that's impossible' or 'that's stupid' and we move on to other things, however, if we are determined to find a solution and stick a little longer at the problem a solution will be found. The solution is normally found by an interaction with the right hand side of your brain.

The right hand side of the brain is the creative engine. It looks at things from different perspectives and an interaction is constantly at play with ideas and thoughts sparking across the brain from right to left. As they arrive the left hand side analyses the idea and determines whether it will work or not and bingo you have a new idea. The right hand side contains such functions as music, rhythm, colour, scale, art and daydreaming, and when you are thinking within the right hand side time is unimportant and you can let yourself drift from thought to thought. Unfortunately the left hand side is always there in the back round waiting to take over and dominate your thinking. So for example you may be happily relaxing or daydreaming as you listen to a piece of music and before long your left hand brain starts to interfere with thoughts like 'its time to make the dinner' or 'I could be doing something more constructive'.

So in order to be more creative we need to be able to subdue the left hand side of our brains so that we can allow the creative juices to flow. You will already be aware of this happening, how many times have you travelled home from work in a car or bus and when you get home you don't remember any part of the journey, normally you will have been daydreaming all the way home. The left hand side of your brain drove the car home in a subconscious way and allowed the right hand side of your brain to dominate your thinking. Another example would be when you may go to bed at night, you lie on the pillow and try to go to sleep and suddenly your brain is racing with all sorts of ideas and thoughts. Again your left hand brain has shut down allowing the right hand side to dominate. Unfortunately, when this happens

we tend to let our brains wander but on the other hand if we set it a task of thinking on particular lines then a wealth of ideas will spring forth. Everybody has the ability to think creatively. Some people are better than others and tend to be what we might call artistic or creative but in fact they only have the ability to access their right hand side of their brain more easily.



The main roads

The ability to explore new ideas and create new ideas is based to a large extent on the information presently stored in our heads. We all have millions of connects in our brains, connects and thoughts built up over our lifetime. Most people only use approx. 30% of their brain power. One of the reasons why this is so is that we think using only the main roads and for most of us that is all we need to do. If you consider the brain as a map of Ireland then most of our thinking is confined to the main roads. If you put Dublin as the central processing area of the brain and look at the main road structure of the country then you have some idea of what I am talking about. The brain stores related information in separate areas - on our map of Ireland - people in Cork, work skills in Galway, tools in Sligo, holidays in Derry etc. much the same as a filing cabinet. However there is a vast amount of other information stored in other locations just off the main roads or in the vast landscape of our brains. Only when we are

forced to deviate from the main roads do we discover this information. A typical example is when you are partaking in a quiz and a question is asked and you know the answer but you don't know why you know the answer but will often dismiss it by saying 'Oh, I read it somewhere. Yes, you probably did and when you did you brain stored that information away to be discovered at a later date. So in order to generate new ideas and make new connections and learning within the brain we need to be able to navigate away from the main roads and at the same time use our right hand side of our brains to spark new ideas from the information discovered. Beware however, the left hand side of your brain wants the simple life, 'think down the main roads it works well', 'why do you want to discover new areas that is extra work' etc. In order to create new ideas you have to be determined and push through the left hand side barrier.

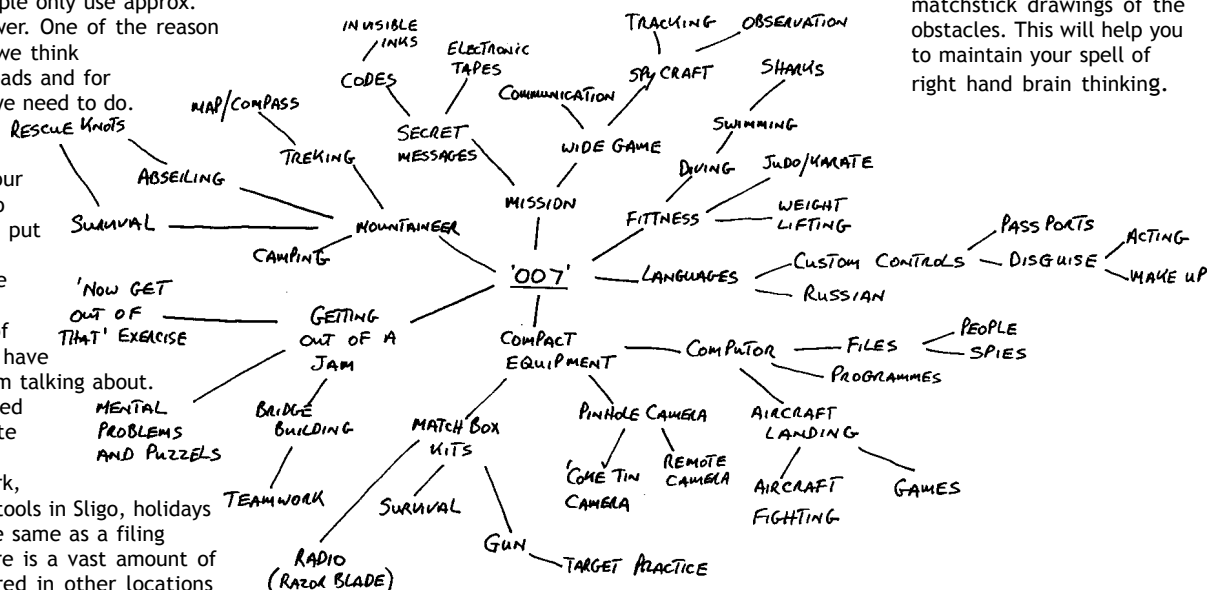
The tools

You will no doubt have heard of a method of idea generation called brainstorming. In this process all ideas are valid and can be presented by anyone in the group. A word is thrown out or listed and it sets the group thinking each word will mean something different to each person and will spark a wide and diverse selection of words or ideas after say 3 or 4 minutes. The list can then be re-examined and explored and from that practical and workable ideas determined. This is an excellent tool and is used in the work place and in Scouting for the quick generation of ideas. I would suggest

This method uses the main road theory as explained above and provides us with sign posts which will lead us into new areas of thinking. It also complements the strengths of each side of the brain the fanciful and the logical. Some people may use this method already but in most cases it is a corruption of the brainstorming exercise - building from word to word - which runs out of steam very quickly. In the method outlined below and in the chart illustrated the idea is to take a concept 'Help!!' instead of 'first aid' or a general statement or in practical terms a film title or a book title as your base idea. For example if you take 'James Bond 007' as your base idea the possibility of your thought process is enhanced as you now have 14 films to choose from plus all the other spy novels and films you may have seen. Therefore your mind is opened up to many possibilities for thought. From this base idea you now generate 5 or 6 new ideas that quickly spring to mind and from these ideas you then generate others thus expanding the range of your thought process. If a number of people are involved in this process then the possibilities are multiplied. Normally you will need to generate 4 cycles of ideas before you start to get to the nitty gritty. As leaders you will have a fair idea of the programme possibilities of your section and using this knowledge it will be easy to steer and assign the ideas generated towards the requirements of badges and scouting skills. Often when the chart is complete ideas will be linked that ordinarily your brain would not link together but by using the mind map you will have created new signposts in your thinking process which will allow you to explore new areas. From the charts created it is only a matter of getting the right mix from the ideas into your programme each week.

Right brain exercise

The next time you find yourself daydreaming or thinking in right brain mode try to control your thought process. If you have a problem to solve - what am I going to do for next weeks meeting - wait until you discover yourself in a right brain mode and then think about your problem and you will find that the ideas will just flow out. A simple exercise to allow your right brain to dominate is to draw a large square on a piece of paper and start to shade it in. By the time you get to half way your right hand brain will be kicking into gear. Drawing and painting are functions of the right hand side of the brain so by participating in this process it activates that area. The left hand side of your brain has already determined how long it is going to take you to shade in the piece of paper and has in effect shut down allowing the right hand side to dominate for that period of time. It is also a good idea to express your thoughts in a graphical form rather than written as this also plays up to right hand side activity. For example you may get an idea for a commando course but rather than writing commando course draw very simple matchstick drawings of the obstacles. This will help you to maintain your spell of right hand brain thinking.



Brainstorming

The term Brainstorming has become a commonly used word in the English language as a generic term for creative thinking. The basis of brainstorming is a generating ideas in a group situation based on the principle of suspending judgment - a principle which scientific research has proved to be highly productive in individual effort as well as group effort. The generation phase is separate from the judgment phase of thinking. In Michael Morgan's book *Creative Workforce Innovation* he gives the following guidelines: Brainstorming is a process that works best with a group of people when you follow the following four rules.

- Have a well-defined and clearly stated problem
- Have someone assigned to write down all the ideas as they occur
- Have the right number of people in the group
- Have someone in charge to help enforce the following guidelines:
- Suspend judgment Every idea is accepted and recorded
- Encourage people to build on the ideas of others
- Encourage way-out and odd ideas

In *Serious Creativity*, Edward de Bono describes brainstorming as a traditional approach to do deliberate creative thinking with the consequence that people think creative thinking can only be done in groups. The whole idea of brainstorming is that other people's remarks would act to stimulate your own ideas in a sort of chain reaction of ideas. Groups are not at all necessary for deliberate creative thinking, and *Serious Creativity* describes techniques for individuals to use to produce ideas. In a group you have to listen to others and you may spend time repeating your own ideas so they get sufficient attention. Thinking as a group using brainstorming can certainly produce ideas, but individual thinking using techniques such as those described by de Bono should be employed. de Bono believes that individuals are much better at generating ideas and fresh directions. Once the idea has been born then a group may be better able to develop the idea and take it in more directions than can the originator.

What is a problem?

The solution to the problem is the difference between the present situation and desired result.

Thinking

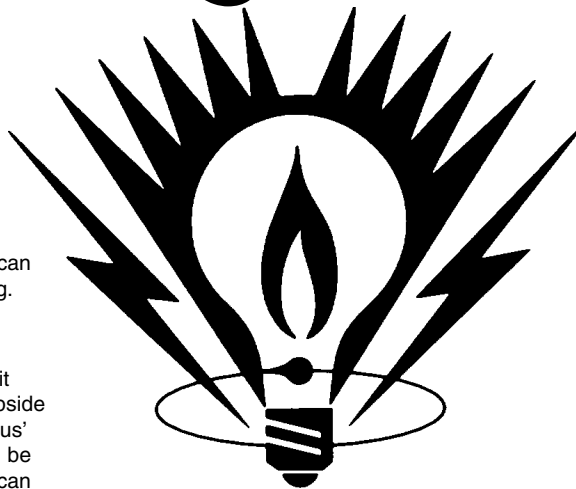
Most of the time our thinking is automatic. By becoming more aware of different thinking processes we can refine our thinking skills, and also improve communications and therefore performance when working with others. The six thinking hats communication device, developed by Edward de Bono, involves six thinking processes, which we can select, and exchange according to circumstances. The process is similar to selecting from a hat-rack of different hats. Each hat has been given a different colour to help you recognise and remember them.

The Six Thinking Hats

- White Hat: facts and figures (mind maps and spider diagrams)
- Red hat : 'Hot' emotional judgements. Hunches and feelings
- Black hat : Concentrating on why something will not work
- Yellow hat : Looking on the bright side. ('Yes And' thinking)
- Green hat : Creating new and valuable ideas. (Lateral thinking techniques)
- Blue hat : Managing the other hats. ('Which hat to wear?')

Lateral thinking is firmly linked to the name of Edward de Bono. In a well-known metaphor, he describes a typical problem-solving process as 'digging a hole deeper'. This is vertical thinking and it is only through the use of lateral thinking that we can escape from the

Generating Ideas



hole and 'find somewhere else to dig'. Practising the three techniques below can help improve our skills in lateral thinking.

Reversal

When we are 'stuck' on some problem it sometimes pays to 'turn our thinking upside down'. We may discover that the 'obvious' approach - or sequence of steps - can be usefully reversed. In this way a threat can become an opportunity. With practice you will find there are several ways of switching your perspective, each of which is a kind of reversal.

The Intermediate Impossible ('wouldn't it be wonderful if)

An idea which would be rejected unless it is treated as a stepping stone to new and practical ideas. In one innovation study a new range of a products came from the deliberate intermediate impossible of a perpetual motion machine. The eventual ideas were for low-viscosity lubrication products. When you need some really unusual ideas you should play around with fanciful intermediate ideas. Some people find it difficult to escape from reality. Fortunately, research has shown that practice improves our skills at escaping from our old ideas and dreaming up imaginative starting points for new ideas.

Random Juxtaposition

There are several ways of deliberately stimulating ideas through the random juxtaposition of unexpected material. A walk around a museum or a supermarket is guaranteed to trigger off fresh thoughts for the prepared mind. A more contrived method of escaping from stuckness is to open a book at random and pick a word which forces us to make fresh associations. The technique is excellent for an individual who has become hopelessly stuck on a creative task and has no-one to bounce ideas off. Another version is the deliberate introduction of an unexpected idea in meetings to shake people free from mind-sets. ('Throwing in a bunch of bananas').

Group Problem solving

This basic system of problem-solving is recommended to practice the elements of teamwork on complex problems. Teams are advised to follow the steps closely while becoming used to the system. Later it is valuable to experiment and introduce versions that have been found to be more satisfactory.

Mess

Getting ready (examining the mess)

Perspectives

Searching for new perspectives (listing how tos)

Selecting a new perspective (to escape 'stuckness')

Ideas

Idea exploring stage (searching for idea possibilities)

Idea exploring state (producing an ideas short-list)

Action

Idea Development and Implementation (finding the strengths of a key idea)
Idea Development and Implementation (overcoming weaknesses in a key idea)

Perspectives

Searching for new perspectives (listing how tos)

Keeping evaluation to a minimum list all possible ways of looking at the problem the group can suggest. Use the 'How To' format.

Avoid complex How Tos (split them into ones with a simple central objective). Include wishful 'How Tos'.

Selecting a new perspective (to escape 'stuckness')

Select one 'How To' which offers the promise of new and useful ideas. If possible invite the 'problem-owner' (the person who has to act on the results) to select the How To. The selection is a first trial. Other How Tos can be chosen at a later time.

Ideas

Idea exploring stage (searching for idea possibilities)

Using the rules of brainstorming, generate as many ideas as possible without evaluation in any way. The group tries to help the leader avoid translation', or idea omissions. Include all way-out ideas as one of these may become a trigger to a winning idea.

Idea exploring state (producing an ideas short-list)

Produce a criteria check-list of key aspects of a 'good' idea, according to the information available. Pay particular attention to the needs of the problem-owner(s). Use the checklist to agree as a group on a quick intuitive culling of ideas, removing those that fail on two or more key criteria. Work towards a quick rejection of at least half of the ideas. Keep culling until you have a good short-list.

Some lateral thinking problems to work your brain cells

1. There is a man that lives on the top floor of a very tall building. Everyday he gets the elevator down to the ground floor to leave the building to go to work. Upon returning from work though, he can only travel half way up in the lift and has to walk the rest of the way unless it's raining! WHY?

This is probably the best known and most celebrated of all lateral thinking puzzles. It is a true classic. Although there are many possible solutions which fit the initial conditions, only the canonical answer is truly satisfying.

2. A man and his son are in a car accident. The father dies on the scene, but the child is rushed to the hospital. When he arrives the surgeon says "I can't operate on this boy, he is my son!" How can this be?

3. A man is wearing black. Black shoes, socks, trousers, jumper, gloves and balaclava. He is walking down a black street with all the street lamps off. A black car is coming towards him with its light off too but somehow manages to stop in time. How did the driver see the man?

4. One day Kerry celebrated her birthday. Two days later her older twin brother, Terry, celebrated his birthday. Why?

5. Manhole Covers - Why is it better to have round manhole covers than square ones?

This is logical rather than lateral, but it is a good puzzle which can be solved by lateral thinking techniques. It is supposedly used by a very well-known software company as an interview question for prospective employees.

6. The Deadly Party : A man went to a party and drank some of the punch. He then left early. Everyone else at the party who drank the punch subsequently died of poisoning. Why did the man not die?

7. Heaven : A man died and went to Heaven. There were thousands of other people there. They were all naked and all looked as they did at the age of 21. He looked around to see if there was anyone he recognized. He saw a couple and he knew immediately that they were Adam and Eve. How did he know?

8. Trouble with Sons : A woman had two sons who were born on the same hour of the same day of the same year. But they were not twins. How could this be so?

9. The Man in the Bar : A man walks into a bar and asks the barman for a glass of water. The barman pulls out a gun and points it at the man. The man says 'Thank you' and walks out.

This puzzle has claims to be the best of the genre. It is simple in its statement, absolutely baffling and yet with a completely satisfying solution. Most people struggle very hard to solve this one yet they like the answer when they hear it or have the satisfaction of figuring it out.

SOLUTIONS:

- 1) The man is very very short and so can only reach half way up the lift buttons! However, if it is raining then he will have his umbrella with him and so can press the higher buttons.
- 2) The surgeon is the boy's mother.
- 3) It was day time.
- 4) At the time she went into labor, the mother of the twins was travelling by boat. The older twin, Terry, was born first early on March 1st. The boat then crossed a time zone and Kerry, the younger twin, was born on February the 28th. Therefore, the younger twin celebrates her birthday two days before her older brother.
- 5) A square manhole cover can be turned and dropped down the diagonal of the manhole. A round manhole cannot be dropped down the manhole. So for safety and practicality, all manhole covers should be round.
- 6) The poison in the punch came from the ice cubes. When the man drank the punch, the ice was fully frozen. Gradually it melted, poisoning the punch.
- 7) He recognized Adam and Eve as the only people without navels because they were not born of women, they had never had umbilical cords and therefore they never had navels. This one seems perfectly logical but it can sometimes spark fierce theological arguments.
- 8) They were two of a set of triplets (or quadruplets etc.) This puzzle stumps many people. They try outlandish solutions involving test-tube babies or surrogate mothers. Why does the brain search for simpler one available?
- 9) The man had hiccups. The barman recognized this from his speech and drew the gun in order to give him a shock. It worked and cured the hiccups - so the man no longer needed the water. This is a simple puzzle to state but a difficult one to solve. It is a perfect example of a seemingly irrational and incongruous situation having a simple and complete explanation. Amazingly this classic puzzle seems to work in different cultures and languages.

The qualities required by a General in war are different from those required by a Scouter leading a Section. To determine those qualities needed by Scouts or Venturers is almost as difficult, since they are likely to go anywhere and do anything in later life.

This article explores select qualities which are universally applicable to young people going out into life.

Courage

This is not the physical sort but rather the courage needed to take a stand in modern life. A young person today is subjected to peer pressures to drop their standards, to accept unjustified change. They are constantly challenged by their own generation to conform to the new 'with it' ideas on belief, outlook, behaviour, dress, and almost any other subject under the sun. We should be ever ready to support a young person who is finding life difficult when all his friends are advising him to change his ideas. We must not preach but try to indicate in reasonable terms how to cope with the problem.

Determination

For most of us life is a series of exciting steps forward and frustrating steps backward. The steps forward are easy to cope with; but frustrated hopes, thwarted plans and blocked paths are not easily accepted by the young. At times like these there is a need to hold on, with determination, to what one has achieved and to be prepared to make new plans, to seek new paths and find new hope.

To lose one's job, to fail at college, can be disasters to someone starting out in life, and it will appear that the whole of life is in fragments. It is at this point that the experienced Scouter will, not with spineless sympathy but with practical help, provide additional determination to see the way round the problem, or suggest a way to strike out in a new direction with new aims. Does the training in your Unit or Troop lead to an attitude of determination?

Does the summer camp or expedition have an aim which requires some determination to achieve, or is it just a holiday under Scout arrangements? Are new activities started and then allowed to languish and die for want of a little determination? This quality in our programme will provide a good foundation for determination in later life.

Enthusiasm

Anyone who starts a lecture, course or demonstration with an apology, other than for being late, sows seeds of suspicion in my mind that he/she lacks enthusiasm. This lack of enthusiasm for the task in hand usually becomes evident not long afterwards. Many jobs in life lack interest, be it putting nuts on bolts in a production line, or doing the washing up. But, if tackled with enthusiasm, the job gets done more quickly if nothing else. With an activity we have to sell the idea to the Patrol Leaders in an enthusiastic fashion. Then, with luck, they will get it across to their Scouts. Life at all stages is meant to be lived enthusiastically and, if we can inspire this outlook among our Scouts and Venture Scouts, we have given them a valuable quality, probably for life.

In broad terms there are two sorts of people on Earth, those who see Life as a series of problems and those who see Life as a series of

opportunities. The latter are living enthusiastically. Is there enthusiasm in your Unit from the Cub Scouts to the Group Scout Leader? Do you discuss the problems of running the Unit - or the excitement of running it? A leader must be able to communicate his/her enthusiasm in order to get a project rolling or an idea started. Once going, he/she still has to show his enthusiasm to keep the motion going.

Example

A leader can work near miracles by his example. Luckily, it is a quality that many Scouters fully appreciate.

A good Scouter can see his own example working through the members of his/her Section.

Phrases such as 'a leader should never ask others

to do something he

is not prepared to

do himself' are

very true, despite

their hackneyed

phraseology.

What we all have

to be on our

guard against is

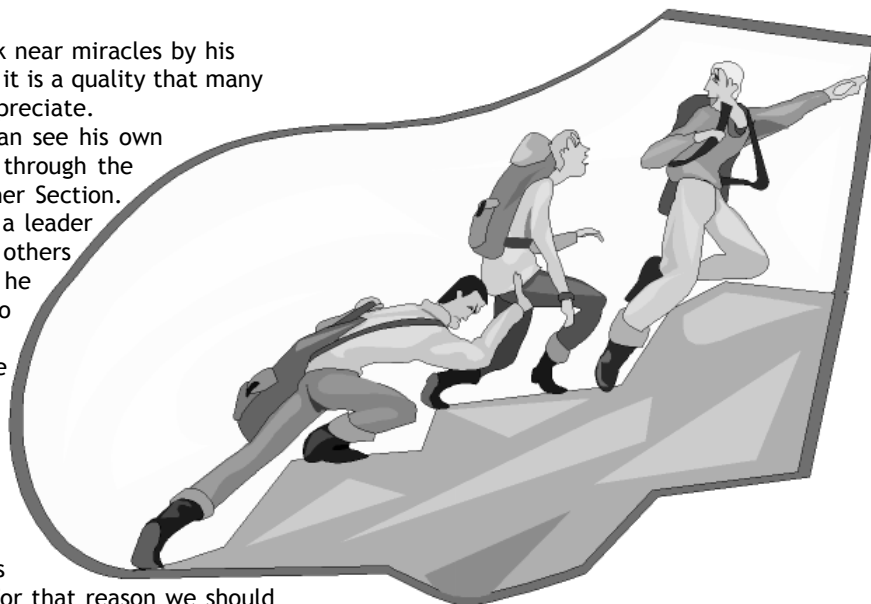
that bad example

is followed just as

easily as good. For that reason we should

take more care not to set a bad example

than to actively set a good one,



Justice

At first sight this may appear a rather odd quality to consider; but bear in mind that we are talking only of good leadership - and this must embrace being absolutely just and fair. A bad leader might have many of the other qualities of leadership, but I would doubt if he/she could have this quality in any great degree. A young person coming into the world finds much that is unfair and unjust, and that can easily colour his/her own thinking and actions. It will seem unfair that the boy up the road has many more toys than other boys. It may seem unjust that the managing director has a large house while the man on the factory floor has a small one.

But these are not matters for discussion under the heading of leadership. A leader must be just and fair to those he/she is leading. Some will be liked, some will not, but this must not affect his/her action. He must see that work and rest, food and comfort are fairly apportioned. That does not mean precise mathematical shares. A Patrol Leader of 15 will take more than his share of the Patrol kit in his rucksack on an expedition than will the young 12-year-old. This is being fair according to ability, and is right.

Closely linked to justice is the question of honesty. We cannot be just without being honest. Dishonesty soon builds up until you have a complete web of and justice will find it hard to penetrate. A leader who is known to be fair and just will always be respected, even though he/she may call upon his followers to take a hard and rugged path at times.

Knowledge

To lead others, in almost any task, a leader needs to have a good knowledge of that task. He need not be the absolute expert; many jobs call for experts in specific fields, but he must have enough knowledge to give him the confidence to lead, to decide priorities, and to take decisions. We must show that we expect our Scouts to acquire

knowledge. We must expect the person in charge of an expedition's rations to have taken some pains to gain detailed knowledge of his/her task in order to carry it out adequately. As Scouters, we may have to help him/her to find this information, but that is part of our job as leaders. With an increase in knowledge comes confidence and with confidence comes increased ability to lead.

Loyalty

A leader must be loyal to those above him and must expect loyalty from those who follow him. It is a quality implicit in any leader/follower relationship. Do we, as Scouters, grumble about other Leaders behind their backs or, worse, do we do it in front of our Scouts? Once a decision is taken, do we loyally abide by it, or do we carry it out in a half-hearted fashion? Do we insist on loyalty to a promise made 'or an undertaking given? If we do, then we are offering some training in loyalty. A young person will often have clashes of loyalty - for example, to his school football team or to his Patrol - and we must give help on where his loyalty should lie. Loyalty goes upwards, downwards and sometimes sideways.

Self-discipline

Leaders need to have self-discipline. They must control their feelings, and may have to do unpleasant things in uncomfortable circumstances. They must also be prepared to sacrifice their own ambition for the sake of others and be able to see other people's points of view, even if they clash with their own.

At the same time you must remain clearly the leader, the one whose hand is on the tiller, the one who brings order out of chaos. With self-discipline a Scout will go through life smoothly and sincerely, taking things as they come, and being a rock to which others will sometimes need to cling.

Conclusion

Think further about leadership and ask other Scouters about it, Put your views to some Venturers or Patrol Leaders for their ideas, because this is what Scouting is about. We encourage leadership at all levels from the Sixer upwards - yet many of us give it little active thought. As you think about your Patrol Leaders, consider if you are giving them the right training. A Patrol Leaders weekend should give them some help in their task of leading, and not just teach a few new skills or a pioneering project, vital and useful though these things are.

This quote of the Founder illustrates the primary aim of the team system: it enables young people to really participate in decision-making. The team system is the primary tool for youth participation in Scouting.

“Scouting is a youth movement, supported by adults; it is not just a youth movement organised by adults. In effect, Scouting offers a “learning” community of young people and adults committed to a partnership of enthusiasm and experience.”.

How this can be put into practice in the different age groups

The principal role of the adult leaders is to advise, propose and protect. They need to offer a space for experience which enables each person to develop new attitudes, skills and knowledge so as to achieve the personal development objectives offered by the framework of Scouting’s educational goals. They also need to be attentive to the physical, emotional and moral security of the young people. The team system enables them to do so.

This applies to each age group, although how it is achieved will evidently depend on the capacities of the age group. As the illustration shows, the extent of adult involvement is greater in the younger age ranges. The degree of youth participation in decision-making increases with age. However, from the earliest age, children have a say and take an active part in decision-making.

A tool for citizenship education

Playing an active role in Scouting prepares young people for responsibility in society. Young people who have learned how to manage a project together in a Section are better prepared to assume their responsibilities as citizens when they become adults. The team system is not just a way of organising the group - it is also a key tool for citizenship education.

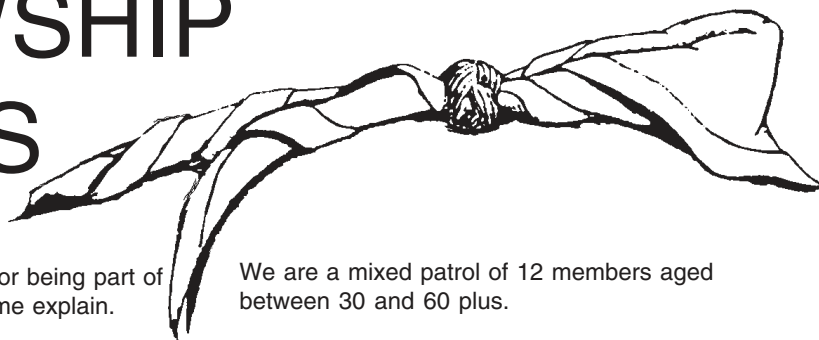
“In a sense, we offer a simulation or a microcosm of life in larger communities or societies and of what is meant by being an active and responsible citizen. If only the world resembled the microcosm of a World Scout Jamboree! The patrol system is about learning to live together in harmony and achieving more than one could by oneself through synergy. It is about achieving common goals for the benefit of everyone.”

The team system enables young people to experience the fact that, together in small communities within a larger communication and decision-making system, they can plan and achieve projects, and organise group life according to common values. In other words, we no longer have to accept events passively. We can change ourselves and the world - and thus build a better future together.

Nothing is more urgent nor more important than offering young people this experience.



FELLOWSHIP PATROLS



Would you be interested informing or being part of a “Fellowship Patrol” if so then let me explain.

A “Fellowship Patrol” is a gathering of former Scouts, Venturers, Adult Leaders or current Adult Leaders of Scouting Ireland CSI.

It is designed as a Social Informal structure. It can be a many purpose or special interest group. It can assist or support at all and any level of Scouting.

It should ideally number between 5 and 15 members.

It decides and does whatever activities the group so wishes.

It can, if it so wishes, complement the Association’s Scout Fellowship or Rover Section Structures if they are in use or be “In Lieu” of either.

I am currently a member of a “Fellowship Patrol” which was formed as part of the millennium celebrations last year.

The name of my patrol is the Brownsea Island- Buffalo Patrol.

We have our own PIL and each member of the patrol has a specific job.

We each have a Patrol Flag, Patrol Badge and Shoulder Knots.

We are a mixed patrol of 12 members aged between 30 and 60 plus.

Our first activity was a week-end camp on Brownsea Island. Next year our patrol are going to Kandersteg and later to Gilwell Park. Our ambition is to visit Kenya and the burial place of BP.

The patrol “Motto “ or theme is ‘In the footsteps of the Founder

Help/ Support/ Assistance given to our Scout Friends to date are:

Assistance at the Leaders Sub-Camp in the Melvin 2001

“Whittling” sessions for leaders at the Melvin 2001

“Wood carving “ sessions at some P.L. and Leader Week-ends

Scout History projects as requested by young members

We hope to expand on the range of things we can do for our fellow scouts as time progresses.

If you and a group of your Scout Friends would like to form such a patrol I am only too willing to help and advise please contact me at :

Sean Farrell -at NHQ 01-6761598

Scouting Skills Pal - Register

Last year a pilot project of localised Scouting Skills Training was carried out on behalf of the National Commissioner - Training. Instructors for these Skills Training Sessions were recruited locally and it was found that an ample number of qualified people were available to successfully deliver the sessions.

As a follow - on to the pilot project and to progress the concept of Scouting Skills delivery at local level, leaders are being asked to become a ‘Scouting Skills Pal’. By establishing this project teams of leaders will be available to deliver Scouting Skills on a Section, Unit, Region, or Field Structure.

If you feel you would be in a position to commit yourself to 1, 2 or even 3 Saturdays or ,Sundays annually and that this would not interfere with your other Section, Unit or Regional work, then you are the leaders needed for this project. Leaders involved in “Scouting Skills” delivery work would form teams that would work locally in their own areas.

The Scouting Skills that would be delivered are.

- Map & Compass
- Pioneering
- Knife & Axe
- Fire Lighting
- Tent Pitching
- Rope Work
- Camp Craft
- Scout Games
- Camp Fires

- Nature Study
- Cooking & Menus
- How to plan a Hostel, Camp or Expedition
- Basic “Scout” First Aid
- Programme Planning

If you are good at one or more of these skills you are welcome to become a ‘Scouting Skills Pal’.

This delivery of Scouting Skills will not interfere, rule - out or replace any localised Skills Training already in operation or replace NTT Programme Skills Training, but rather it is intended that it will enhance and complement them

The word “Pal” in this project means - provider at local level, so if you feel you have the time and would like to be part of this project, please contact.

Sean Farrell - at NHQ - (01) 6761598

The position of Youth Affairs Officer in our Association was introduced in the Code of Ethics & Good Practice, published in May 1997. Since that date very few Units or Regions have appointed anyone to the position.

A number of years ago, in conversation with a Unit Leader, I asked if he had a Youth Affairs Officer in the Unit, his answer was, "We don't need one. We don't have that sort of thing in our Unit"!!!

Why do we need Youth Affairs Officers?

The primary role of the Youth Affairs Officer is to ensure the young people in our care benefit from Scouting by promoting the establishment of a child centred ethos within the Unit / Region. What does all this mean - to put it simply, the Youth Affairs Officer's purpose in life is to make sure our kids have fun, stay safe and enjoy their Scouting life.

Little People Have Rights Too

It is very easy in the busy scouting life of any active adult scouter to get caught up in the logistics of meeting, outings and events and forget that we are dealing with a 'group of individuals' and not just a 'group'.

- # What happens to the child who has a genuine fear of heights when it comes to the 'abseiling section' of the weekend programme? Have you ever been made to do something that you really did not want to do? How did it make it you feel?
- # Do we offer a choice of main course when putting together the menu for camp or do we take the 'he'll eat it if he's hungry' option? When was the last time you went to bed hungry?
- # Have you ever roared louder than necessary at a child or group of children to gain control? Have you ever humiliated a child for the same purpose? If your boss in work were to roar at you in the same manner would you contact your Union Rep?
- # It is human nature to have 'favourites' - have you ever considered that favouring one child in the group is effectively discriminating against the rest?

The above examples may not be major offences and once brought to our attention the solutions shouldn't be a huge challenge to any of us. It is very easy to forget that little people have rights including the right to say 'no', if we don't give them the right to say 'no' in a not so serious situation what message are we sending out in regards to a more serious situation. It is one of the duties of the Youth Affairs Officer to always bear in mind the rights of the child in any given situation and issue reminders to the rest of us when necessary. In an ideal world we wouldn't need reminders, we would all automatically carry out the duties of the Youth Affairs Officer. We don't live in an ideal world. Much as we'd like to live in 'fantasy land' most of us have to put up with living in 'reality land'.

Why do they not participate? Why do they leave?

It is possible that we're not offering what our young members want. Maybe there's a bullying problem in the Unit you're not aware of. We'll never know unless we ask the ones who have left or are reluctant to participate. One of the roles of the Youth Affairs Officer is to conduct research into why young people drop out of Unit activities and/or leave Scouting altogether.

Who minds the minders?

How do we ensure that our leaders are not unwittingly leaving themselves open? They too are entitled to instruction / advice in self-protection. While these issues would now be addressed in training courses we must remember those who have served Scouting for a number of years and may consider their training days to have long since come to an end.

Youth Affairs - the bigger picture



Times have changed, as has the society in which we live, what would have been acceptable behaviour in the past may not be seen as such now. Ensuring that our adults are fully aware of what they can and cannot do would also fall into the role of the Youth Affairs Officer.

It is worth remembering that if we are serious in our efforts to protect our young people we are also in effect protecting our adults.

Youth Participation

This is a phrase that is often used within Scouting. How many of us encourage active youth participation? Do we know what youth participation really means and how to go about encouraging the concept? Implementation of the Association's Youth Participation Policy is yet another role of the Youth Affairs Officer.

Unit Leaders and Regional Commissioners

Some people would say that the duties of the Youth Affairs Officer are a duplication of the duties of the Unit Leader or Regional Commissioner. Without a Youth Affairs Officer the Unit Leader or Regional Commissioner will find themselves in a position where they have to carry out these duties in addition to all of their other duties.

In the absence of an ARC Scouts it is the duty of the Regional Commissioner to fulfil that role yet no one would argue that we don't need ARC Scouts. It is one of the duties of the Unit Leader to ensure that the programme sections are delivering an appropriate programme; this doesn't mean that the

Unit Leader must play an active role in the running of every section meeting each week. Another duty of the Unit Leader is to see that the income of the Unit doesn't fall too far short of the expenses of running the Unit. Do we expect our Unit Leaders to run to their local supermarket and do a bag-pack each evening before attending every section meeting each week? Of course we don't; this is why we have Adult Scouters in our programme sections and Fund Raising Committees. Back to reality land.

Unit Leaders and Regional Commissioners who are fortunate enough to find the right person to fulfil the role of Youth Affairs Officer and appoint such a person are doing themselves, their Adult Scouters and in particular the young members in their care a great favour.

Problem Shooter / Agony Aunt

Even the best run Units and Regions will occasionally have problems that need sorting. A lot of these problems will be minor unless they are left to fester. Like a wound that is ignored, if infection sets in you could end up losing the arm. We can't afford to lose our arms.

In many cases the sorting of the problem entails nothing more than listening to the complainant for as long as is necessary, to avoid infection this should be done sooner rather than later.

We are living in a world of rapid communication, answering machines, message minders, e-mails and text messages and are in danger of losing the ability to actually communicate with each other. When someone with a problem or complaint can make contact with a person who is willing to sit and actively listen to them they often find that their problem is not as major as it first seemed. In complaint situations the fact that they have been listened to is an indication that the complaint will be or is already being dealt with and very often this will be the end of the matter - they just wanted to tell their story. If, however, we don't have someone who has the ability and time to actively listen the minor problems are in danger of becoming major problems and the complainant now has an additional gripe in that 'nobody was interested enough to act on the original complaint'.

In more serious cases the Unit Leader / Regional Commissioner should take an active part in complaints; it is advisable in these cases to have a second person in attendance. Who better than the Youth Affairs Officer to be that second person - the title in itself will often allay the fears of the complainant.

Protecting Our Members

We in Scouting Ireland have long been aware of the need to protect our children and our adult scouters. There are procedures and guidelines laid out to assist us in this. Does the existence of these procedures and guidelines mean that our children and adults are safe? To ensure their safety we have to insist that the procedures are adhered to, increase the awareness of our adult members, stop apologising for wanting to protect our children and start insisting that this is the right of each child. Also listed under the role of the Youth Affairs Officer.

It is the right of every child to have a safe passage through his or her childhood - it is the duty of every adult to provide this.

Perhaps the Unit Leader referred to earlier was a bit confused as to the role of a Youth Affairs Officer. This may be the case in a lot of Units or Regions. Do you now consider that you could you do with a Youth Affairs Officer in your Unit or Region? If you have young members you have youth affairs.

If you wish to know anything further about the role of the Youth Affairs Officer please contact me at Scouting Ireland (CSI), Larch Hill, Dublin 16.

Ann Bruton
Assistant Chief Commissioner
(Programme & Youth Affairs)

Section Scouters frequently complain that many parents won't help. They say these parents use Scouting as a babysitting service and don't appreciate how much effort it takes to run a successful programme.

Well, let's face it: most parents don't fully understand Scouting. They have a notion that it is a good organization and Scouts do good deeds. Beyond that, they are pretty vague on Scouting's programmes and, therefore, have little idea how they can help.

The biggest single reason parents don't help is that nobody ever asks them. Sure, on the first night, or at a parent meeting, their child's Scouter probably says, "Anytime you feel like helping out, you're more than welcome." Without more specific direction, most parents don't know how to contribute and are concerned that the Scouter will see their interest as an intrusion.

Yes, I can hear you now. "I don't have time to run after parents," you say. "I have enough to do looking after the section without looking after the adults, too." It's a familiar cry, but if you don't take time to involve the parents, you won't have the support you need to run an exciting programme for your section.

Besides, your target isn't to involve every parent immediately. Start with one and give that person the task of enlisting the help of others. And be realistic; not every parent can devote hours every week to help their child through Scouting. Not everyone is as keen as you!

Getting Started

Kick off your Scouting season with a registration and orientation night. Have your experienced members play host to new members and their bewildered parents while you complete the requisite paperwork. Your young hosts can describe what they did in last year's programme and outline what they hope to do in the coming year. Encourage them to display their badges and explain how they earned them. And have them make the first appeal for parental help.

A nice touch at this stage is to give parents a page or small booklet that explains the aim and principles of Scouting, the methods of Scouting and, especially, the cost of Scouting. Show how expenses are met through fundraising activities that need parental support. Point out that successful fundraising means a less expensive programme for their children. And clearly outline what you expect of parents: for example, that they ensure their children regularly attend meetings in full uniform. Follow up with a phone call or visit. Since your goal is to keep parents informed, try not to baffle them with Scouting jargon. The better they understand what your programme entails, the more likely they are to volunteer to help you run it.

Belonging

Increase their comfort level with the section. Make them feel like they belong. And be sure to tell them what other parents are doing to help. Introduce parents to all the youth members of your section by asking a parent to read or recite the prayer (or a prayer of their choice) in your opening ceremony. Parents will be there anyway, having come to drop off their child. The parent you ask to participate will have to



Parents an untapped resource

stay only a few minutes longer than usual. Similarly, parents who come in at meeting's end to pick up their offspring can offer the closing prayer, or even a "Parent's Minute" in place of the Scouter's Five. Scouting programs are designed to reinforce the values parents hold; give parents a chance to express and share their values with young members.

Easing Them In

Anticipate parental excuses and be ready to suggest alternatives. For example, if parents say they can't make it to your meeting because they need a babysitter or don't have transportation, offer to bring the meeting to them.

How can you do that? One way is to invite three or four parents to set up an instruction station in each of their homes. Each station offers a five minute demonstration of a simple but useful skill or provides some practical information from the parent's area of expertise. The subject matter can be as simple as cooking tips or planning a menu.

During an evening, patrols or sixes visit the home instruction stations in rotation and report back to the troop or pack with what they've learned. The activity lets parents be involved without leaving their homes, and five minute presentations to a series of small groups are easy to stage.

Apply the idea of using homes as bases or stations in a wide game. You start patrols or sixes with clues on how to reach the first of several bases. At every subsequent base, the parent gives clues leading to other bases. Involved parents will not need to leave the comfort of their homes. They probably won't even miss much of their favourite television shows.

Stay-at-home parents might also volunteer to set up a garage sale in their driveway one summer weekend morning. The members collect, price, and label all the goods and handle all the sales. Parents just keep an eye

on things from their lawn chairs as they read their newspapers and enjoy their morning coffee.

Another way for parents to help from home is as the "mystery address" in a door-to-door fundraising campaign. The mystery address parent notes the name of every youth member who makes a sales pitch at that address, and you award a prize to every young person who calls at the address. It's a good way to encourage your young salespeople to cover all the addresses in your target sales area. Again, parents participate without any extraordinary effort.

Building Up

Once you've eased some parents into painless participation, invite them to serve as badge examiners. You supply all the information and criteria they need to check out badge candidates. Candidates make a 15-30 minute appointment with the parent examiner team, perhaps just before your weekly meeting. Presto- parental involvement and badge work completed while you devote your attention to running an uninterrupted programme for the rest of the kids.

After parents have met some of their children's Scouting peers, they'll feel more comfortable about inviting over these children for a simple supper of sausages and beans one evening before a meeting. The whole patrol or six attends in full uniform. They help cook the food and set the table. One of them offers a grace before the meal. Keep the menu simple. They are there for a social event, not the food. After supper, they clean up the dishes before setting off as a group to your weekly meeting. The whole thing needn't take more than an hour. Who could refuse such an easy task? And, after one parent has played host to five or six kids, the other parents will surely feel some obligation to reciprocate in kind. Maybe an enthusiastic parent will extend the patrol or six supper idea to an afternoon barbecue in the backyard. And remember, a backyard camp is the perfect

place to practice winter camping skills for the first time. Can you persuade a parent with a personal computer to serve as your section's newsletter editor? Youth members act as reporters, writers, and typists. You ensure copying and distribution. The parent-editor gathers the items and publishes a page every month or so. Such a newsletter actively involves at least one more parent and keeps other parents informed about the section's program. If parents beg off helping because they don't have "Scouting skills" such as firelighting or knot-tying, invite them to share their hobbies or professional skills. Can they arrange for a tour of their job location? Can their company send a representative to your meeting to explain the company's activities? Can they direct you to other resources?

With all that at-home activity, parents will be glad to come out to a meeting or even a camp, just to get away from it all. Each patrol or six might invite one parent (or more) as their guest at a weekend camp, for example. Be sure to emphasize that they are guests, not weekend servants.

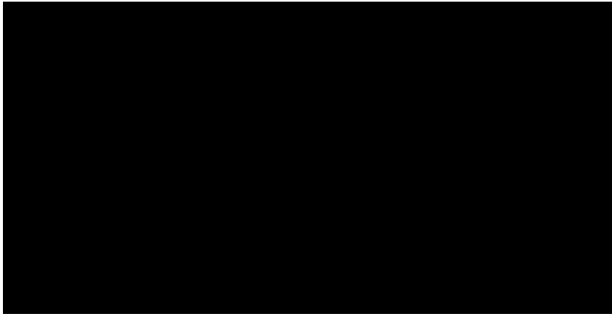
If the parents know each other well enough, they can attend the camp as a senior patrol and demonstrate the skills they learned when they were in Cubs or Guides. And, if you've planned a camp schedule that stretches the available time to the limit, some parents might do the weekend's cooking chores, leaving everyone else free to concentrate on your intensive program. There's no end of opportunities for parents to help. They can coordinate your section's community good turns or organise your Unit's Community Service Day. But remember, you have to ask them to help, tell them what you need done, show them how they can contribute, and explain the benefits to both them and their children.

If they don't respond positively to your first request, keep asking. You may have caught them at a bad time. Even if all they do is drive the equipment to camp, it's a start. Whatever parents do, be sure to thank them. Thank them every single time they help. If possible, publicise their contribution and your appreciation. At least announce which parents did what during the year at your annual parents' banquet.

Make your parents feel part of the Scouting family. After all, your youth members belong to these parents. Why not "invest" the parents along with every new Beaver, Cub, or Scout? Give them a Scout pin—the kind you wear with civilian clothes. Then, at parents' banquets and camps, they can proudly wear their unique "Thanks" badges.

A word of caution; remember to treat all your young members in the same way, no matter what the degree of their parents' participation. And be careful not to overdo parental involvement; you may find yourself out of a job as a Scouter!

Lastly, keep child protection in mind, involve parents in all manners of ways but remember the Code of Ethics in particular always make sure that parents work in teams and that no child is ever left alone with an adult.



I know quite a few young people. Being one myself, I suppose this is no great achievement. But recently I have had to do some serious thinking about how I can help people like myself both in the Church and in society. So, with a few years in Scouting behind me, the diocesan priesthood before me, the *Scouting Trail* in one hand, a couple of books on the theology of youth ministry in the other, and somehow managing pen and paper at the same time, I would like to put my thoughts on Christian leadership before you.

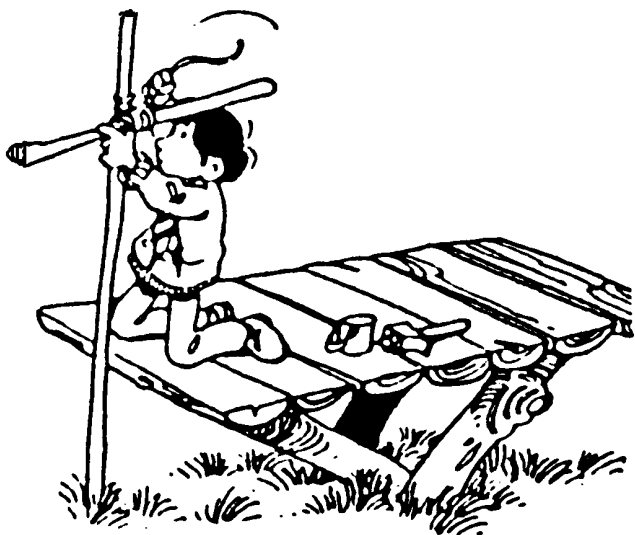
For many young people, last summer was full of fun, friendship and challenge. Many Scouts got a chance to meet other Scouts from different parts of the world. Some camped just a few miles out the road, built an overnight shelter from fallen leaves and branches and slept in it. Some visited Peel Castle on the Isle of Man or Dun Aengus in the Aran Islands. Some hiked into the Maumturks in Connemara (and got lost!). Some spent a night in the local den dismantling a pocket radio and trying to put it together again. Most Scouts spent some time camping, cooking, chopping timber, building bridges. In doing all of these things they had a chance to get on with others, depend on and be depended on, trust and be trusted, respect and be respected.

The 'how' and 'why' of Scouting

Scouting started in 1907 because it involved camping hiking and exciting adventurous activities away from home, because it involved giving young people responsibility for themselves. it really caught on. And today there are over million Scouts throughout the world

The aim of the Scout educational programme is to contribute to their full spiritual, intellectual, physical, social and cultural potential as individuals, so that they may take a constructive place in society. This programme has and does develop a sense of responsibility in the young member to God, to others around him, to the environment in which he lives, and in a deeper way, to himself. As youngsters we all wanted to 'pal' around in gangs. Scouting uses this gang instinct to gets its ideas across.

In the Scouts one's background is not important we are all equal. In a group of six to eight equals I learned how to be part of a team, how to be responsible, how to trust. I was given a chance to lead and I learned to respect the other Scouts in my Patrol, my gang, To be a member of the worldwide brotherhood of Scouting, the Scout must believe in God, and I found that in Scouting my



Christian Leadership today

own religious belief and commitment was nurtured.

Christian leadership

The growth and development I found in Scouting could not have taken place without the adult Leaders who were very important as 'role-models'. Often they were not conscious of how they were helping to mould me. and those in my patrol and section. But by using some gift or aptitude they had for working with us, they had an important influence on how we grew up. And most Leaders used this for good .

I know since that it is no accident that the Scout Leader is in a position to do so much good. He has to train himself or herself for the job. He/she has to promise when commissioned that they will serve those in their care, the community and the Church as best he can. As a Scout, and later a Leader, I know that this promise is fulfilled by doing all sorts of exciting and unexciting things. But the Leader isn't a life-line for his/her Scouts simply because he/she does something: he/she is by being someone. If I am to do my job as a Leader property, I must - be present to my Scouts, be open and ready to listen to them; - be the type of person who can awaken the youngster to God's presence in his own life. A Christian Leader in his own life. A Christian leader is called to ministry.

This is what Henri Nouwen wrote about it:

'Ministry means the ongoing attempt to put one's own search for God, with all the moments of pain and joy, despair and hope, at the disposal of those who want to join this search but do not know how ... we lay down our life to give new life ... we realise that young people call for Christians who are willing to develop their sensitivity to God's presence in their own lives, as well as the lives of others, and to offer their experience as a way of recognition and liberation to their fellow people.'

The chaplain

Before I as a Scout Leader can do my job properly, I myself need to - awakened to the important role which is mine because I am a baptised Christian. and one who has recommitted myself on becoming a Scout Leader:

- shown that this role is both a privilege and an obligation; - encouraged to use the talents and charisma I have, to use them for the service of all the Church. (Cor. 12:4-21).

The role of the chaplain is to guide and inspire the lay Leader in Scouting along these lines. The chaplain can involve me as an indispensable fellow-worker in handing on the faith. He can ensure that I do not bury my talent. I, as a Scout Leader can show young people what it means to be a Christian. I know many Leaders who reach into the daily lives of young people and present God to them. Very often they do this far more effectively than the priest. The Leader is a life-line for the Scout. The chaplain can be a lifeline for the Leader.

Confusion

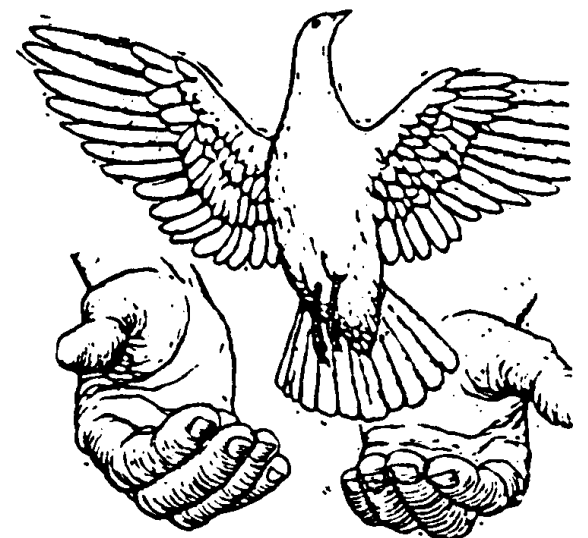
Among my own age group I sense apathy, complacency, frustration. The drug scene, youth drinking and vandalism form a collage of young people not at home with themselves; a young person trying to run away from an uncomfortable emptiness within.

Ironically I also sense hope. This hunger has given rise to a renewed search for meaning. And this is (or at least can be turned into) something good. I listened to a few drug addicts describe how they were trying to break the drug habit. They spoke of belief in some greater power than themselves which supports and strengthens them. Many young people joint religious sects in search of belonging and security. Many young people in rejecting the Church are not rejecting God: they are rejecting just another institution they see as unsympathetic and unresponsive.

In conclusion - a beginning?

Today young people have a lot of questions. These questions need, at the least, to be listened to. Often they are not put into words. Often they are asked through violence and protest. As Leaders and Chaplains we have an opportunity to interpret the bits and pieces of everyday living for those in our care.

Fr Tom Farrell, the founder of the Catholic Boy Scouts of Ireland remarked once that it is easier to build boys than to mend men. We can all be builders: the clay of tomorrow waits to be cast.



In 1926, B-P was requested to make a presentation to the Joint Conference of Commissioners of Scouting and Guiding at High Leigh, England, on the subject of "Religion in the Boy Scout and Girl Guide Movements". At the outset, he summarized his views by saying: "I have been asked to describe more fully than has been shown in 'Scouting for boys' what was in my mind as regards religion when I instituted Scouting and Guiding. I was asked 'Where does Religion come in?' Well, my reply is 'It does not come in at all. It is already there. It is the fundamental factor underlying Scouting and Guiding' And he insisted: "It is all important that this should be fully understood by Commissioners so that they can explain it to our Scouters and Guiders as well as to outsiders who may want to know about it".

B-P quoting J.F. Newton (at that time Bishop of Winchester) said "Religion is not a thing apart from life, but life itself at its best". In the same address, *Duty to God* is linked with *Duty to self*, *Duty to others*, the *spirit of service* and the pursuit of *happiness in life*, the whole culminating with an *ideal vision of society*.

Thus, B-P speaks of astronomy, then "...dealing with the objects nearer home, each child can imbibe for himself...the wonders and beauties of the Universe around him, and thus develop an outlook of wider interests together with some realisations of the Creator and of the spiritual side of life...This is one practical way by which the young soul can be attracted and led to a realisation of God. The further step is to show that God is love working around and within each one".

Duty to self: "...The boy can then realise better that part of his 'Duty to God' is to take care of and develop as a sacred trust those talents with which God has equipped him for his passage through his life".

Duty to others and spirit of service: "Thus we can teach them that to do Duty to God means not merely to lean on his kindness but to do his will by practising love towards one's neighbour...much on the line of the Sermon on the Mount".

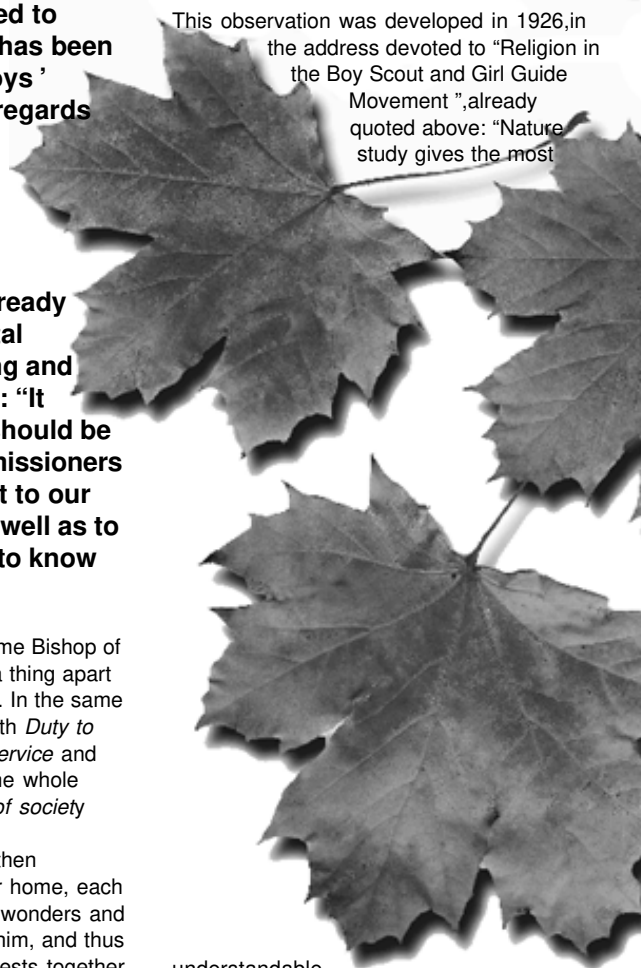
Spirit of service: "It is only through goodwill and cooperation, that is through cheerful service for others, that a man reaches true success, i.e. Happiness. For then he finds that Heaven is here in this world and not merely a vision of the next".

And he concludes: "If this (all the above) can be brought about as a general rule then indeed shall we find Heaven upon earth".

Conclusion: using the words of his time, B-P expressed clearly that the spiritual dimension is part of a whole, linked with the other aspects of the fundamental principles and all stems from the purpose of the Movement: the integral development of young people.

One deep conviction which permeated B-P's thinking throughout his life was the importance of education rather than that of simple instruction if society wants to create real citizens, young people with "character". This observation applies also to spiritual education.

The Spiritual Dimension of Scouting



This observation was developed in 1926, in the address devoted to "Religion in the Boy Scout and Girl Guide Movement", already quoted above: "Nature study gives the most

And this thought was so deeply rooted in his mind that he came back to it in his "Last Message to the Scouts of the World": "Nature study will show you how full of beautiful and wonderful things God has made the world for you to enjoy...Try to leave this world a little better than you found it"

As we have seen, Baden-Powell recognized that activities in nature play a central role in the integral development of young people, and very particularly in their spiritual development.

The various "sites" in nature that are part of the history or symbolism of different religions also provide occasions when young people can have contact with beautiful surroundings that cannot fail to inspire feelings of peace, love and wonder. As the box at the end of this article shows, we have drawn particular attention to the symbolic role that mountains can play as a place where a person can meet with God, but there are also other examples such as the sensation of eternity between the sea and the sky, the desert as a place of solitude and retreat from worldly things, and so on.

Similarly, we can think of different activities that help young people to explore and discover the wonders of nature, and to understand why we must protect wildlife and the environment.

Since the inception of Scouting, the concern for the improvement of society has been present in the "good turn", in the spirit of service that is enshrined in the Promise and Law.

understandable and eagerly grasped method...We try to teach them through precepts and elementary theology, within school walls, while outside the sun is shining and Nature is calling to show them through their eyes, ears, noses and sense of touch, the wonders and beauties of the Creator".

As we have seen above, B-P. had true reverence for nature. "And yet in it all there is life and sensation, reproduction, death and evolution going on steadily under the same great law by which we...are governed. Man has his Nature-comrades among the forest plants and creatures. *For those who have eyes to see and ears to hear, the forest is at once a laboratory, a club and a temple*".

He did not hesitate to counter the arguments of the atheists of his time: "The atheists...maintain that a religion that has to be learnt from books written by men cannot be a true one. But they don't seem to see that besides printed books...God has given us as one step the great Book of Nature to read; and they cannot say that there is untruth there - the facts stand before them.... I do not suggest Nature Study as a form of worship or as a substitute for religion, but I advocate the understanding of Nature as a step, in certain cases, towards gaining religion".

But, above all, he felt strongly that nature had the possibility of creating an atmosphere conducive to "...think of higher things". Thus, "the wonder...of all wonders is how some teachers have neglected this (i.e. nature study) easy and unfailing means of education and have struggled to impose Biblical instruction as a first step towards getting a restless, full-spirited boy to think of higher things". And he insisted: "Scoutcraft is a means through which the veriest hooligan can be brought to higher thought and to the elements of faith in God".

Lastly, through and with all of the above dimensions, the dimension of Worship. Here again, "spiritual moments" should not be dissociated from other activities but closely integrated into them. Such moments should help young people to *think* about the events they have been through, to *understand* their value, to *put them together* and to find them a *meaning*.

It could simply be a song or a phrase at the end of a painful effort, such as climbing a hill or building a tower or winning a race! There are, of course, more structured moments called "Scouts' Own". Virtually anything can be woven around times of silence, meditation, expression (drawings, songs, drama, poems). Thinking about prayer and worship, "...many young people today find it difficult to pray, yet the best prayers come from them".

Let us remind ourselves of Baden-Powell's idea that "to pray" is not necessarily the same as "reciting prayers" and that the best prayers are the ones that we make up ourselves. "Let prayers come from the heart, not said by heart".

Scouting - born of the educational intuition of a great soldier who had become a great educationalist - shares with the major religions and spiritualities the themes and convictions that are essential for the survival and development of not only each individual human being but also each human community from the smallest to the biggest: the desire to build a world of *fellowship and love* by banishing all temptations to dominate and hate from our thinking and our collective life; a *spirit of service* so that when we face our neighbours mere material considerations are set aside; and the respect for *nature* which the Founder himself described as a "laboratory, a club and a temple".

Relationship between SCOUTING, NATURE and RELIGIOUS EXPERIENCE

If we look at the great spiritual traditions in the history of humanity, the mountain is a major theme in several of the world's religions, and this is why the mountain has been chosen as the theme here.

Already in the time of the Hittites, "each mountain [was] ... the seat, the earthly fixation point of a powerful, vigorous god of thunder and symbol of strength ... The mountain was therefore a place of high sacrality".

In the Hindu tradition, Arunachala is a sacred mountain which shows darkness turning to light, in other words, the dawn. It is the demonstration of Shiva, of absolute reality. Shiva is the God of the cosmic dance, and the fire that destroys the world at the end of times giving rise to a new world. The pilgrim circles the mountain to look at it from every point of view, but the truth is in the centre, immobile like Arunachala, the sacred mountain that symbolizes the way to God, to the one who does not change.

In Japan, "the mountains have been considered as the sacred residence of the *kami* (gods) who provide the water to grow rice since ancient times". Following the introduction of Buddhism in the 6th century, the mountains that had been considered particularly sacred became centres of religious and ascetic practices".

The mountain has a special place in the Bible too. It was on Mount Sinai that Moses received the Tablets of the Law; 174 in the First Book of Kings, the prophet Elijah heard the Lord say: "Go out and stand on the mountain in the presence of the Lord, for the Lord is about to pass by". In the New Testament, it was again on a mountain that Jesus Christ proclaimed the Beatitudes and where the Transfiguration took place in the presence of Moses and Elijah.

Thus, in several religious traditions, *the mountain* is a privileged place *to encounter God* and also *to encounter oneself*. The mountain theme is often linked to that of solitude, to leaving the everyday world aside, to escaping from other human beings ... some mystic authors even claim that, in any genuine search for truth, solitude is not a choice but a necessity!

Beaver

10 things a Beaver should be able to do

- # Fly a kite
- # Follow a tracking sign trail
- # Signal a message with a torch
- # Assist with lighting a fire
- # Make a shelter /den
- # Be able to find the North Star
- # Cook a sausage on a stick
- # Tie a reef knot
- # Make a simple compass
- # Treat a cut or scratch

Cub Scout/ Macaoimh

10 things a Cub Scout should be able to do

- # Tie a figure of eight knot
- # Pack a rucksack
- # Render some basic first aid
- # Pitch a tent
- # Use a compass and read a map
- # Navigate using nature
- # Cook a backwoods meal
- # Stalk animals
- # Light a fire using only one match
- # Own a survival kit

Scout

10 things a Scout should be able to do

- # Make a Turks head woggle
- # Light a fire using flint and steel
- # Make a bivvy shelter
- # Survive in the backwoods
- # Build a tripod tower
- # Navigate across open countryside
- # Cook a meal on a fire
- # Deal with an emergency
- # Own a stave/walking stick
- # Make a raft/coracle

Venturer

10 things a Venturer should be able to do

- # Be able to abseil
- # Pack a rucksack for a lightweight expedition
- # Make a raft/coracle
- # Navigate in all conditions
- # Deal with an emergency
- # Camp in all locations and seasons
- # Build a bridge or tower
- # Paddle a canoe
- # Survive in all conditions
- # Climb a rock face

Section Top Ten

10 things that should happen in your section each year.

The minimum standard should be an outdoor activity once a month. The breakup can be like this:-

- 6 Hikes or outings
- 2 Weekend camps
- 1 weekend hostel
- 1 Annual camp/expedition/holiday

Section Leader

10 things a section leader in any section should be able to do

- # Be able to camp
- # Light a fire with one match
- # Tie the basic knots
- # Use a map and compass
- # Render basic first aid
- # Know the SQS minimum standard
- # Know about TLP/Commissions/Permits
- # Ensure your on a NHQ mailing list
- # Basic elements of section programme
- # How to seek help and advice

Unit Leader/ Commissioner

10 things a Unit Leader/Commissioner should know and be able to do

- # Know the SQS concept
- # How to run and chair committee meetings
- # How to talk in public
- # Seek help and support from Unit Leader/Commissioner team
- # Know camping procedures and standards
- # How to induct new adults to scouting
- # Direct the training of your leaders
- # Get your leaders on a mailing list
- # Be able to hike and camp
- # Be aware of youth opinions and needs

Scouting can be complex or very simple to understand. This TOP TEN listings will enable you to get a simple picture of what a member of your section should be able to do. This is basic fare but yet these are the main items that your members expect from Scouting. Can all your members do everything on the list? if not, then it is an opportunity to do some of these items as part of your programmes.

The TOP TEN is a MINIMUM list, of course, there are thousands of other things that your members should be able to do but if they can do the basic list then you are half way there.