

No Limits

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

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“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)

Power to your Scouts



Empowering young people to be leaders and the directors of their own dreams and expectations is at the core of Scoutings methods. Scouts learn by doing, and overtime how to lead their Patrol and their Troop. The Patrol Leaders develop a Troop's programme, and then take responsibility for figuring out how they will achieve their goals.

One of your most important challenges as a Scout leader to train young people to run the Troop by providing direction, coaching, and support. They will make mistakes now and then and will rely upon you to guide them. But only through real hands-on experience as leaders can young people learn to lead.

Some Leaders struggle with the idea of allowing young people to lead the Troop. They wonder whether a young person of 12 can keep a Patrol in order or if a 14-year old Senior Patrol Leader can organize and manage a successful Troop meeting. In the short term it might seem easier for adults to make all of the decisions and direct the action. However, when you invest your energy in training young people to run the show, you will find that you can watch with great satisfaction as junior leaders thrive in fulfilling the responsibilities they have been given. Your time will have been spent productively, and the young people in your Troop will be getting the full measure of the Scouting programme.

Each time Scouts are formed into a new group, whether it is a new Patrol or a Patrol Leaders' Council, the Leader must evaluate the skills, abilities, and morale level of the newly formed group, then provide direction, coaching, and support based on that evaluation.

'A leader is best when people barely know he exists; not so good when people obey and acclaim him; worst when they despise him. But a good leader who talks little when his work is done, his aim fulfilled, they will say 'we did it ourselves.'

-Chinese philosopher Sun-Tsu

Leaders of the Troop

A well run Scout Troop is a small democracy. With the Leaders direction, the young people are formed into Patrols, Patrol Leaders working through the Patrol leaders Council plan the Troop's programme, and make it a reality.

In order for that to happen, a Troop relies upon Scouts serving in positions of responsibility.

The Patrol Leaders Council

The Patrol Leaders' Council (PLC) plans and runs the Troop's programme and activities and gives long-range direction with an annual



programme planning conference/meeting that lays out the Troop's calendar for the coming year. The Patrol Leaders' Council also meets each month to fine-tune upcoming Troop meetings and outings. They might also get together briefly after each Troop meeting to review the plans for the next Troop meeting and make any adjustments to ensure its success.

Meetings of the Patrol Leaders' Council are conducted with the assistance of the Scout Leader. Patrol Leaders present the ideas and concerns of their Patrols, then take the Council's decisions to the rest of the Troop members.

The Scout Leader attends Patrol Leaders' Council meetings as a coach and an informational resource. As much as possible, a Scout Leader allows the Patrol Leaders to run the meetings and make the decisions, stepping in with suggestions and guidance when that will enhance the programme for the Troop, the Patrols,

and individual members. The Scout Leader retains veto power over decisions of the Patrol Leaders' Council, but should need to exercise it only on rare occasions when the plans of the Patrol Leaders' Council would violate Association policy or could lead to a situation that might jeopardize the safety and wellbeing of Troop members.

The Patrol

'The patrol method is not a way to operate a Boy Scout troop, it is the only way. Unless the patrol method is in operation you don't really have a Boy Scout troop.'

-Robert Baden-Powell

Patrols are the building blocks of a Scout Troop. A Patrol is a small group of young people who are more or less similar in age, development, and interests. Working together as a team, Patrol members share the responsibility of making the Patrol a success. They gain confidence by serving in positions of Patrol leadership. All enjoy the friendship, sense of belonging, and achievements of the Patrol and of each of its members.

Patrol size depends upon a Troop's total membership and the needs of its members, though an ideal Patrol size is eight. That size is appropriate not only for effective Patrol and Troop meetings, but also for hiking and camping. New-Scout patrols are sometimes smaller, allowing the flexibility for Patrol members to invite friends to become Scouts and join their Patrol. However, Patrols with fewer than five members are seldom very efficient.

Each Patrol selects a name for itself, designs a flag, and creates an identity for itself. A Patrol takes pride in its own identity, and its members strive to make theirs the best Patrol possible. While they see their Patrol as their home in Scouting, they often cooperate with other Patrols during Troop games, adventures, and opportunities to learn skills and to complete requirements for advancement.

There are three kinds of Patrols-regular patrols, new-Scout patrols, and Quest patrols. What number and kinds of Patrols a Troop has depends upon the ages of the Scouts, their interests, and their needs. Patrols are also sometimes organized according to the neighborhoods in which Scouts live.

This outline of the basic principles of the Scout Troop is a building block not fully understood by most Scout Leaders but without this vital foundation all other elements of the Scout Section programme will never succeed. Next month we will present the concept of 'The Adventure and Challenge of Scouting'

National Scout Awards presented in recent months

Tom Neally
117th Cork

Stephen O'Shea
46th/92nd Cork

Colm Quirke
43rd / 70th Cork

Enda France
15th Kildare

Miranda Smithers
86th Dublin

Billy Bumbrell
129th Dublin

Brian Twohig
38th/40th Cork

Caroline Moran
86th Dublin

Ciara Higgins
86th Dublin

Aishling Ni Leidhin
86th Dublin

Tara Buggy
10th Kilkenny

Jenny Simpson
86th Dublin

Daniel Dixon
175th Dublin

Fiona Meehan
14th Clare

Ryan Sands
8th Armagh

Owen Burke
16th Kildare

Liam Gahan
10th Kilkenny

Sarah Holian
2nd Galway

Alan Higgins
16th Kildare

David McLoughlin
7th Tipperary

Bridget Lanigan
10th Kilkenny

Caroline Woodhouse
11th Belfast

Catherine Browne
11th Belfast

Patrol Leader Training



Patrol Leader Training is a vital importance to the running and operation of the Scout section. Patrol Leaders are not born but are made or moulded of a period of time. Patrol Leader training is best done on a weekly basis as an intrical part of Troop activities and certainly within a well run Troop a scout will experience good Patrol Leadership as the norm as a result, in effect, serving an apprenticeship during their period within the Scout Troop. However, this is not the case in the majority of our Troops therefore it will be necessary to organise or run Patrol Leader Training courses to educate and support those young people who take up the challenge of Patrol Leadership.

There are a number of methods of achieving our objectives, these are:-

- Court of Honour method
- On the job training
- Formal Leadership course
- Skills training
- Team building courses and exercises

Each of this approaches will be suitable to different circumstances, however, it is fair to say that a combination of all the above is the most comprehensive way of training our Patrol Leaders.

Court of Honour method

By the Court of Honour method we mean training on regular basis by the Scout Leader or experts, usually once a month as part of the Court of Honour meeting. This type of training is by design short and specific in content. Usually it is on 'a need to know basis', in that it trains Patrol Leaders in those skills etc. that they will require in the next couple of weeks as part of the weekly meetings and activities. Through this method it is possible to effect a greater understanding and uptake of a subject due to size of group and simplicity of subject matter, if broken up into smaller chunks of information. This type of training relies on the multiplier factor in that it expects the Patrol Leader to pass on and practice those skills learnt to their Patrols.

On the job training

On the job training is the follow up to any training method as it allows the Leader or trainer to fine tune the skills of the Patrol Leader in practical situations. This is an excellent way of reinforcing skills learnt in a 'classroom' situation. This form of training can also be used to effect greater change in a Troop where there are problems or in a new Troop situation.

Leadership course

This is the tradition type of training that most Troops and Regions use to teach the Patrol Leaders those skills that they require. This involves bringing all the participants to a location such as a Scout centre or hostel. This type of training follows a structure similar to Adult training course consisting of training sessions and follow-up.

This course has its place as it provides the Patrol Leader with all the information required in a short weekend. Some of the problems with this type of course are :- The Patrol Leaders are placed in Patrols which are created for the weekend, however, these are false Patrols and are disbanded after the weekend. This action results in causing difficulties for the Patrol Leaders in translating those skills learnt with their own Patrols back in the Troop.

There tends to be too much emphasis on administration skills rather than on team building and operational skills.

In a lot of cases the Scout Leaders are not involved in the training process. This results in a gap in enthusiasm between those who attended the course and the Scout Leader who may be stuck in his/her ways.

Skills training

The Scout section requires both the Leaders and the Patrol Leaders to be proficient in scout skills such as map and compass, poineering, camping skills, nature study, etc.. Often it is the case that the Scout Leader is new to Scouting or has not been a Scout himself/herself therefore it will be necessary to provide a means by which these skills can be learnt. This training can be provided by the Troop or Unit or by the Region as part of a comprehensive training package for Troops.

This Patrol Leader training package contains detailed information that will enable an ARC Scouts establish a comprehensive programme of training both for Patrol Leaders and Scout Leaders. The package contains the following

A Patrol Leadership course that can be used in two ways either as a weekend activity or as a multi - night course. This course is spelled out in detail and contains all handouts etc. required. It is important to note that this course is designed to improve team building skills and the operational function of the Patrol Leader. The administration of the Patrol is not forgotten, however it can be learnt from a book at home. The Leadership course is active in nature in that there is only one or two inputs the rest is practical exercises.



A team building course which has been designed for use as an on the job training approach or with a problem or weak Troop situation. This course can also be used in a new Troop situation where you want the Troop to establish correct working practices from the beginning. In running this course you

might be grouped, and how a course could be set up. A detailed course is not include due to the fact that within each Region the skill level will differ so much that you will have to run a small market research survey to discover the needs of your Leaders and then design a course around them.

ARC training

It is hoped that in all of the above you would consult with the ARC training in your Region and indeed all the other members of the Regional Team so as to present a professional presentation of these courses. It is not necessary for the ARC scouts to run all these courses - use the resources of your Region.

also have to take into account that you will also be training the Leaders. This course is designed to run over a few nights prior to a weekend camp and proceeding the camp follow up exercises with the Court of Honour.

An overview of skill training - the types of skills that need to be taught, how they

Patrol Meeting Blueprints

In the 1960 the UK Scout association produced a series of small handbooks related to various subjects in Scouting. Among the handbooks is one intitled 'Patrol Meeting Blueprints' by John Sweet which outline in graphic form a series of Patrol Meetings we reproduce one of these meeting below. I have no doubt it will keep a patrol or Patrols busy for a meeting. Why not photocopy this piece and present it to your Patrols for next meeting.



Tracker Explorer

The programme of the Scout Section is constructed around the Adventure Seekers scheme. The Adventure Seekers scheme forms the curriculum of the Scout section.

In reality it is a list of requirements for various stages or levels of competency of Scouting and requirements of over 90 merit badges covering a vast array of subject matter. It is upon this skeleton of requirements, proficiency and merit tests that the programme is built.

It is important to understand that the requirements are not the programme but rather pointers to what the programme can be.

Constructing your programme.

If you consult the Scout Badge Book you will discover for yourself the wide range of possible subjects available to you to construct your programme. To a new leader this can often overwhelm them. How can I put this across? How do you do it?. The bulk of the Scout Badge Book relates to Merit badge requirements and as such these can be largely ignored as Merit Badge achievement is a personal consideration of the Scouts who wish to achieve them. You will have Scouts who will pursue many merit badge and others who just couldn't be bothered. Our job as Leaders is one of promoting and guiding our Scouts towards the Merit Badges in particular if the Scouts show a particular flair for the subject matter - someone who is good at cooking should be directed towards the challenge of the Camp Chief badge for example.

Our main considerations with regard to the progressive scheme should be directed towards the Tracker, Explorer and Star Scouts elements of the scheme. These elements concentrate on the business of Scouting in particular the out of doors and the skills associated with participation in activities out of doors - camping skills, knot tying, map and compass etc. Within the content of these stages it is possible to construct a vibrant and exciting programme within your section.

A full 3 year programme is already available on our Association website and on the Association CD-ROM. A copy of which will be soon sent to every Section Leader. This programme has been constructed around the progressive scheme and is designed in such a way as to cover the requirements as an ongoing feature of your programme rather than concentrating on material at a set time of the year. By using this method new skills can be learnt at many times during the year and are used and reaffirmed throughout the programme so that a real proficiency is established among your Scouts. The programme is backed up by over 1000 programme ideas so it should be easier for you to construct your own from the material provided if you wish.

Ideas verses requirements

Programme ideas are creative ways of putting across the subject matter of the scheme. For example the requirement of the Explorer badge may be to 'know how to pitch a tent' the programme ideas associated with this requirement however can be varied and range from pitching a tent blindfold to pitching a tent on a platform up a tree. It is the variety and fun element which allows learning to take place easily and in a fun way. It also allows the Patrol to work together and learn together. A wide variety of skills can be used during the carrying out of a programme item. Within the Patrol different levels of skill will be present and the passing on of skills and expertise is often imparted in a practical hands on way as opposed to the more static formal teaching of a skill - instructor, teaching, flip charts etc. Novel and interesting programme ideas are hard to generate and that is why the best ideas available are available to you on the website and CD - ROM so that you are armed with the material to construct your programme with ease. Just pick the ones which appeal with the help of your Patrol Leaders.

Tracker Badge

The Tracker Badge is the first level of the Adventure Seekers scheme. Every young

Scout Adventurers



person must complete and pass this level before they are invested. Most young people upon joining your section will be anxious to 'get up to speed' as quickly as possible and you should strike when the iron is hot with enthusiasm. Generally, it is best to use your Patrol Leaders in this process. The requirements are simple enough and well within the capability of the Patrol Leader and his/her Patrol to impart to the new recruit and it also allows the new recruit to get to know his/her Patrol. Most young people respond to a challenge and like an award for their achievement - the badge, the neckerchief of their Troop and the fact that they are now ready for investiture as Scouts.

A Leader in the section needs to control this whole process. A simple chat with the new recruit will allow you to introduce the Tracker Badge, explain its purpose and tell them how they will learn all these new skills. You might like to photocopy the Tracker Handbook section from the Scout Badge Book so they can read about Scouting and begin to learn in their own time at home and as an aid when completing the requirements in their Patrol. A record needs to be taken when the requirements are completed to avoid argument and show progress through the various stages. It is vitally important that the Tracker Badge is awarded when the Scout has passed all the requirements.

The Explorer Badge

The Explorer Badge is the main element of the Adventure Seekers scheme and every Scout should hold. It will take a number of months to achieve and ideally it should be completed in the first year of membership of the Scout Section. After the Explorer Badge has been achieved they can progress in earnest onto merit badges if they wish. The Explorer Badge is the bread and butter of Scouting and the requirements reflect on the basis skills that a Scouts needs to undertake the scout programme of fun, adventure and challenge in the out of doors. Without the necessary skills inherent in your Scouts it will not be possible to undertake a real Scouting programme. A good Patrol will passed on and use many skills during the course of activities. Generally, the Patrol Leader and assistant should have the Explorer Badge as a minimum, ideally they should be Star Scouts, and will be able to teach the members of their Patrols first hand. The Scout Badge book contains a section on the Explorer Badge which can be photocopied for new recruits are they should be encouraged to buy their own copy. The CR-ROM contains a selection of chapters from the new Scouting Trail which will be useful and explain in detail all the Scouting skills. The Skills handbooks also on the CD-ROM and website have detailed information on all the scouting skills. Printed copies are available in the Scout Shop. 'No Limits' magazine has a pullout poster section which can be displayed around your den and on Patrol notice boards which will help. However, generally scouting skills are learnt in a practically way from first hand experience in a Patrol undertaking their weekly meetings and on activities.

The job of the Leader

The job of the Leader working hand in glove with his/her Patrol Leaders to manage the process of progression of the young people in their Section. The Patrol Leaders should be set the challenge of bring all his/her Scouts up to Explorer Badge level as soon as possible. Scouts within the Patrol will work on different levels so Patrol Leaders often need to make up a progress chart to measure where everyone is along the trail. From time to time individual Scouts will break away and pursue a merit badge and this is alright and encouraged but at all times the Explorer Badge should be paramount as it effects the proficiency of the Patrol and the running of the Troop. Often the Patrol Leaders maybe a bit rusty themselves on some of the finer points of a skill and the section Leader or skills person working with the Troop can work with and give further training to the Patrol Leader. Some Troops have formal training sessions for Patrol Leaders as part of Court of Honour Meetings. Opportunities need to build into the programme for learning and introducing new skills and this can be managed at planning meetings with Patrol Leaders.

Passing of stages

In Scouting we operate on the principle of 'doing ones best' and in passing a young person on a stage or requirement of the Explorer or indeed any badge this needs to be kept in mind. A young person will never be an expert on any of the Scouting skills - they will be in time with practice and experience. Over their time in Scouting this skill level will improve and the more opportunities that exist within the programme for your Scouts to use these skills the better their expertise will be. Some Patrol Leaders will rule with a hard hand others will be a push over. Leaders need to keep an eye on things and make sure the Scouts are developing new skills and are progressing easily along the trail. Take every opportunity to step in and support your Patrol Leaders and Scouts and impart any personal gems of wisdom or skill to your Scouts. This is particularly easy to do on camps and activities when time is available.

Badges

Badges need to be awarded on time, by that I mean immediately the badge is passed, not when the next investiture takes place 6 months from now. Certainly, after the next Court of Honour meeting when the Patrol Leaders and yourself are happy that a Scout has reached the required level to gain the badge. Ideally this should be no longer than a week or two. The gaining of the Explorer Badge is a major event in a Scouts time in Scouting and due ceremony should be attached to its presentation. A Scout should wear the badge with pride in knowing that he/she is now a true Scout with a knowledge and skill level worthy of a Scout and is prepared to continue along the Scouting Trail.

Training Patrol Leaders

The success of any Troop is determined by the quality of your Patrol Leaders. Good Patrol Leaders don't just happen they are moulded by the programme, their Patrol and the influence of the Scout Leader.



If you are starting a new Troop then you are in ideal conditions as the young people you have pinpointed as Patrol Leaders can be moulded and directed without the young people having any prior experience. It will be easier to explain the job, give guidelines and train them in before the main body of the Troop is recruited. However, in most cases you will be the Scout Leader of an established Troop and will have inherited the present structure and attitude of your current crop of Patrol Leaders. Patrol Leaders are made from the very first day a young person joins our association. How they are treated by their own Patrol Leader, what they learn and experience on activities such as hikes and camps builds up their wealth of knowledge of the game of Scouting. In ideal circumstances each member of the Patrol will have a job - scribe, first aider, quartermaster, assistant Patrol Leader. Each of these jobs carries a level of responsibility and as a young person progresses in Scouting they undertake more responsibility within the Patrol and the Troop. As an assistant Patrol Leader a young person works very closely with the Patrol Leader and will also have an opportunity to work with the Scout Leaders in planning meetings and activities. All the while a Patrol Leader is being created, in effect on the job training over a number of years. The ideal age of a Patrol Leader is 13 - 14 years of age. Any younger and they don't have the experience and skills level necessary to run and manage a Patrol.

The job of the Scout Leader then is two fold - moulding the Patrol Leaders of the future and training the present crop to be more effective in the running of their Patrol. Normally, working on the effectiveness and leadership qualities of your present Patrol Leaders will have the spin off effect of bringing the rest of the Troop along the Scouting Trail.

The Patrol System

A Troop is made up of a number of Patrols. Each Patrol is a separate working unit or team and is never broken up during activities or games. A team spirit is instilled by the Patrol Leader in his/her Patrol and working together they overcome problems and challenges and carry on the work of Scouting. A Patrol should have 6 - 8 members to work effectively as a unit.

The Patrol is the main purpose of Scouting in the Scout section, its interaction as a Patrol, working and living together (at camp) over the period of their time in the Scout Section is the main platform for the development of young people. A Patrol is a family unit, a gang, a team, friends working together. Therefore the main focus of any Troop programme needs to be centred around Patrol based activities and challenges.

The Patrol system, although the best and only method to use, is also the hardest to get right and many Leaders have been frustrated trying to master it often giving

up in despair and slipping into the simpler options of cooking for everyone on camp, as it saves time, and running games of football.

The Patrol system can be viewed as organised chaos as Patrols set about their business. Some will be super efficient and have their campsites up in an hour others will take longer to get their act together. Similarly, some will be able to cook and present meals on time other will take forever. The key element of the Patrol System is that it is a learning process and often many simple lessons are learnt by the Scouts along the way. Without a total commitment to the Patrol system you are doing your Scouts an injustice and not providing real Scouting in your section. On the other side of the coin if you have an effective Patrol system in operation there is less work for you to do as Scout Leader and your role becomes one of overseeing the process and devising ways through your programme to exploit it. Once the Patrols are working properly you can also undertake more adventurous and varied programmes.



Organised Training courses

Many Regions run specially organised training courses for Patrol Leaders. These courses concentrate on the job of the Patrol Leader, leadership skills and honing their skills in organising a team to undertake a project e.g. building a pioneering tower. Most courses have 30 - 40 participants made up of current Patrol Leaders, assistant Patrol Leaders and older Scouts who will gain from the experience. Although these courses are great fun and effective in their own right without follow up 'on the job' training in their own Troop the skills learnt will be quickly forgotten. There is only so much you can do over a weekend in an organised course. Some Troops in the country have special Patrol Leader weekends where the older members of the Troop, PLs, APL's and selected others, are taken away with their own Scout Leader for special training. This could be related to map reading skills, cooking course, knots and lashing and related scouting skills. These weekends are also ideal for bring up the skill level of the Patrol Leader and the passing of Star Scout and Merit badges.

Scout Adventures



Practice makes perfect

Your Scout meeting should consist of a number of Patrol challenges usually 5 or 6 during a typical meeting. A challenge can be an inter Patrol game or the building of a runway, or dealing with a traffic accident. Each incident or challenge should last about 15 minutes with each incident given a strict time limit. Throughout the meeting a Patrol Leader will have many opportunities to lead his or her Patrol and win or lose as the case may be. The idea in planning a programme is to have a collection of varied challenges and incidents so that a skill level can be built up within the Patrol and members of the Patrol can practice these skills on an ongoing basis. The process of the meeting, with Patrol pitched against Patrol in friendly rivalry and competition builds a Patrol spirit and strengthens the Scouting and organisational skills of the Patrol. The strict time limit means that Patrol must get organised, decide what they are going to do, and set about doing it. I have no doubt that any of the challenges can be completed if time is limitless. Putting the Patrols under pressure, by way of a time limit, increases their efficiency and ability to act under extreme conditions. A vital skill in the outdoors. Remember, this is happening every week, and at activities and camps more opportunities arise so the Patrols will quickly get better at doing it and more effective as a result.

Leadership on behalf of the Patrol Leader plus a body of Scout skill proficiency within the Patrol makes it easier for the Patrol to do well and gain from the Scouting experience. A Patrol Leader needs to know all of the basic Scout Skills, ideally they should be of Star Scout level. These skills will be learnt as a young member of a Patrol but will need to be fine tuned and improved with help from the Scout Leader perhaps on special skills days or weekends or in short instruction at the end of a meeting. This is a good way of preparing your Patrol Leaders for next weeks programme. It is the Patrol Leaders job to pass on these skills to his/her Patrol in a practical hands on way with guidance from the Leader if required and the passing of basic Scout tests within the Patrol.

Review and appraisal

At the end of every meeting and certainly at Court of Honour meetings the Scout Leaders should sit down with the Patrol Leaders and talk about how the meeting went. Review each Patrol Leaders performance in a positive way and heap praise for a job well done. Point out better ways of organising their Patrols in future challenges. Your Patrol Leaders will have various skill levels and you may have to work with some Patrol Leaders more than others. This should be a friendly encounter and last for no longer than 10 - 15 minutes. The Patrol Leaders should be encouraged to interact and offer advice to others as long as it is constructive. A simple review process carried out each week will reap dividends in a very short time and real improvements will be seen in your Patrol Leaders performance. Patrol Leaders should also be encouraged to do the same with their Patrols during Patrol time or at Patrol meetings.

During Troop meetings it is also possible to give guidance and support to the Patrols

and Patrol Leaders when undertaking elements of the programme. For example, if a Patrol is obviously losing a game or cannot get it together to overcome a challenge then the Leaders should offer advice and guidance to the Patrol Leader so they can complete the challenge with honour. This is a very practical approach with the Leader interacting and improving the skill level as the meeting progresses. When on camp, this can be done at ease with guidance on fire lighting, cooking etc. given to Patrols on their campsites. However, a word of caution, don't step in too soon let your Patrols make mistakes and learn for it.

Resource material and handbooks

The Association CD-ROM contains all the information you require for putting meeting together. Programme ideas, planned programmes and Scout skill resources are available to print off. There is also a chapter in the new Scouting Trail for Patrol Leaders that will help them with the finer points of their job. The idea bank contains approx. 1000 programme ideas on all aspects of Scouting. Of particular interest is the sections on Patrol activities, initiative tests and incident trails which will provide you with many ideas for your Troop meetings and camps.



Ongoing

Patrol Leader training is an ongoing process and just when you have all your Patrol Leaders swinging it is normally time to start again as they move up to the Venturer section. The Assistant Patrol Leaders plus any other Scouts who are of the right age but perhaps are not able to find a position as an assistant or Patrol Leader are your next bunch of Patrol Leaders. Keep an eye on them and include them in special activities and training with your current Patrol Leaders. Your aim should be to have a smooth transition rather than a shock transfer. Replacements should be willing and able and waiting in the wings. If you have no current method of training your Patrol Leaders then start today with small steps as outlined above. Get your programme right, exploit the Patrol system and use local help by way of training courses. If there are no training courses in your Region then start asking the question why?

The concept of this approach is the retraining and building of the Patrol system within a Troop. The Troop may have gone astray for many reasons, however no matter how bad the Troop is it is certain that if it still has members then there is an interest in Scouting. The young members of the Troop still crave the activities Scouting can offer. A Troop that has gone astray is the creation of the Leaders and not the Patrol Leaders or Scouts.

What is proposed is to spend some time building the Patrols as teams - resulting in a better Patrol System within the Troop and at the same time train the Leader on the job. This exercise is not an end in itself merely a first aid approach in order to get the Troop running properly as quickly as possible so as to limit further damage. It will at all times have to be backed up with Leader training and Patrol Leadership training.



should then explain what is to happen and how you intend to create better working Patrols. Time is important and the need for discipline should be explained in this context i.e. every problem is possible to overcome if time is unlimited however, an effective Patrol working together as a team can overcome the problem quickly and successfully by working together. These opening remarks should be kept to a minimum and certainly should not last for any longer than 10 mins. You should then introduce a number of Patrol activities lasting at first from 3 mins and building up to 15 mins before the meetings end. In presenting each activity you must stress the time limit. After a number of activities you should introduce the concept of the leadership skills discussed with the Patrol Leaders and how a problem should be approached.

Discuss the problem
Check skills of Patrol to overcome problem
Take action
Discuss result and learn lessons

After the meeting sit down with the Patrol Leaders and Leaders of the Troop and discuss approach to meeting, how it went, lessons learnt, problems etc. Next you should outline the programme for the weekend camp and agree arrangements, costs, equipment etc.

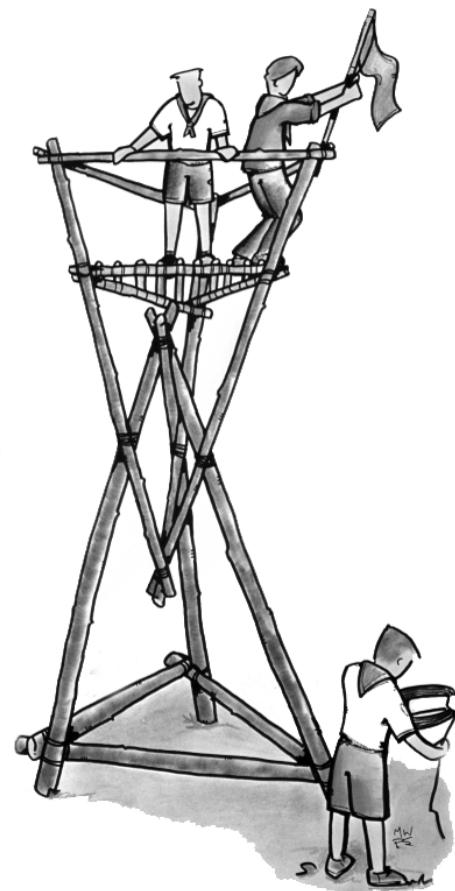


procedure set down in 'The Learning Process' explained earlier in this handbook.

The camp should be run on a totally Patrol basis. The Patrols should never be broken up except in the case of sleeping arrangements if there is a mixed Troop involved. The setting up of the site, cooking, duties etc. should all be carried out on a Troop basis. If your work with the Troop has been successful the Patrols should be able to complete the 'Patrol Activities' exercise within the time frame allowed. Whereas if you had introduced the same exercise on the first night they would not have been able to complete it. Your Patrols should also be happier and there should be a good spirit and buzz going around the Troop. The object now is to build on this foundation.

Phase III

Phase III is the firm establishment of a C.O.H. and proper programme planning. This can be done by inputs to the C.O.H. on planning to themes, adventures in the outdoors, and Troop Organisation. If possible you should get the C.O.H. to plan a three month programme. Lastly, you should sign up the Leaders for further training and ensure the Patrol Leaders are aware of training opportunities and events in the Region.



It is advisable to have a number of assistants with you to help in the setting up of certain programme items. You can certainly use the Scout Leaders if you are short staffed however this exercise is also a training input to the Scout leader so by using them to assist you will hamper their learning experience.

Phase I

Phase I of the exercise is to pre-train the Patrols. This is done at a Troop meeting prior to the weekend camp. The purpose of the pre-training is to do some basic team building with the Troop.

There should be a short meeting prior to the Troop meeting where Leadership skills are explained to the Patrol Leaders (See Leadership skills leaflet). You should also impress on the Patrol Leaders and the Leaders of the Troop the need for simple rules of discipline. By simple discipline we mean that the Patrol Leader is responsible for his/her Patrol and that everything stops on hearing a single whistle blast or displaying the Scout sign. Apart from that every member of the Troop should consider the Scout Law as the law of the Troop. In order to establish a good working atmosphere in the Troop this level of discipline will be necessary. It should be noted that it will take a number of weeks for such a system to work effectively if there has not been a good discipline base before you start the exercise.

At the Troop meeting you should be introduced to the Troop by the Leader as someone who is going to help the Troop over the next few weeks. You should be seen as a friend who is here to be of help both to the Leaders and the members of the Troop and not the 'enforcer' or 'brainwasher' sent by H.Q. or the Region to sort them out. You

Phase II

The purpose of the weekend camp is to reinforce the Patrols in action. The Scout Leaders should be seen to run the camp with the trainer acting in the background. In effect on the job training for the Scout Leader and assistants. The programme should follow much along the lines and structure of the Leadership course outlined earlier. Each phase or period of the programme should be preceded by a C.O.H. chaired by the duty Patrol Leader of that period and should discuss briefly what is to happen, problems so far etc. The Scout Leader, suitably briefed before hand by yourself, should explain how the programme

items will be run etc. The purpose of these repeated C.O.H. sessions is to help to establish a good basis for a C.O.H. back in the Troop after camp.

During the weekend the trainer should be a roving expert giving small pieces of advice both to Patrol Leaders and Leaders when necessary. When giving this advice, it should be imparted in a friendly manner, helping rather than correcting and supportive at all times.

Note on programme

The camp must be a true Scout experience thus the reason for a packed programme. Scout camping is not about lying about doing nothing more than playing football and messing with fires. We have not talked about the skill level of the troop. It is quite likely that if the Troop is in trouble the chances are that the skill level will also be low. This should not be a factor in running any of the programme items. The C.O.H. sessions should highlight this fact early on so it will be necessary to give inputs as required. In giving these inputs follow the

Friday

7.00pm	Arrive on site and setup tents, fires etc.
9.30pm	Supper
10.00pm	Wide game
11.30pm	Return to site and into bed after tea and biscuits

Saturday

8.00am	Rise/ breakfast
10.00am	Orienteering input followed by exercise
12.30pm	Backwoods meal
2.00pm	Pioneering input followed by exercise
4.30pm	Patrol identity - Patrol Flags, logs, signs, yells
5.30pm	Prepare for dinner
7.30pm	Scavenger Hunt
8.30pm	Free time and prepare skit for campfire
9.30pm	Campfire
10.30pm	Supper around the campfire
11.00pm	Bed followed by lights out

Sunday

8.00am	Rise followed by breakfast
9.30am	Religious obligations
10.30am	Patrols create obstacles
11.30am	Obstacle time trails
1.00pm	Lunch
2.00pm	Patrol activities
3.00pm	Strip site and tidy up
5.00pm	Depart from site for home.

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.

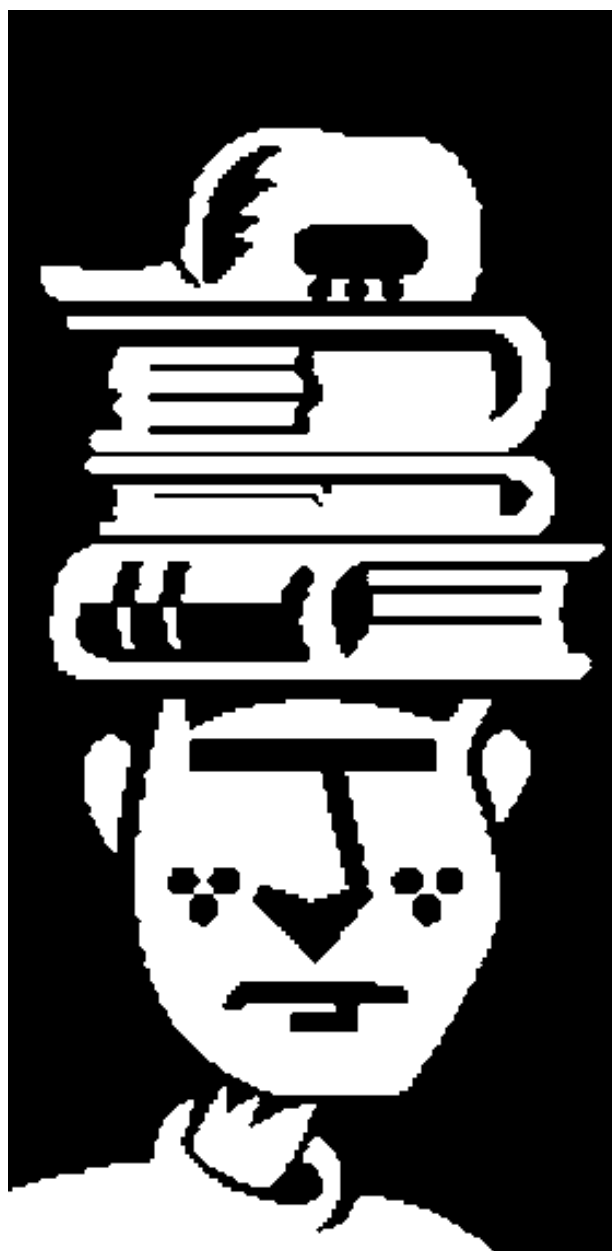
In planning any learning activity, it is important to remember that the five senses are the channels through which an individual is stimulated. Through the senses he or she makes contact with the things around him or her, and make responses which lead to the acquiring of new knowledge, skills or attitudes. 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.

Creative thinking

The delivery of the programme in your section is a challenge for most Leaders. How to make it exciting and interesting and keep the members of your section coming down every week is a constant challenge. Having a well planned programme makes life easier and involves all the leaders of your section in its delivery. But putting it together at planning meetings is where fresh ideas are required. In this article we will explore how your brain works and with an understanding of how we think we will show how you can turn it to your advantage when planning and creating programmes.

Our brain

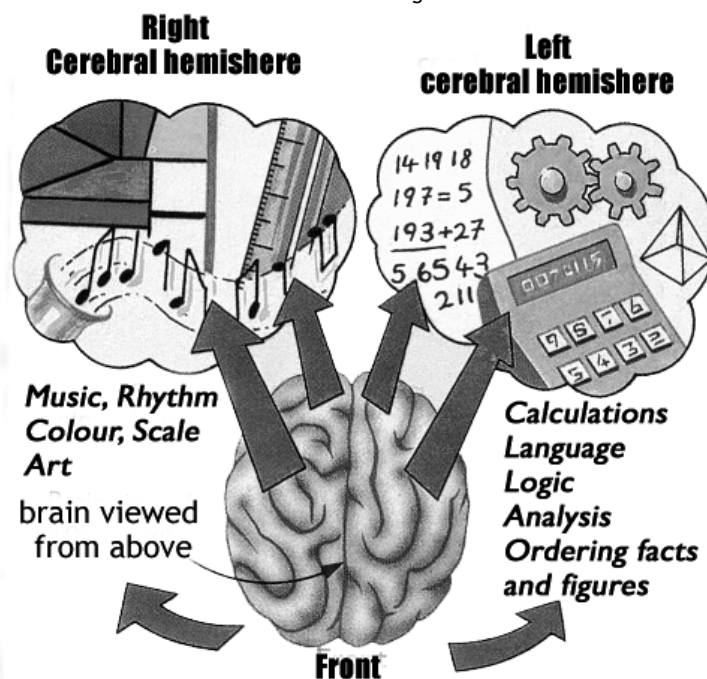
Our brain is made up of two halves that are joined together in the middle and connected to the spinal cord which takes signals through our body. Each side, the left hand and the right hand sides, have distinct functions.

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.

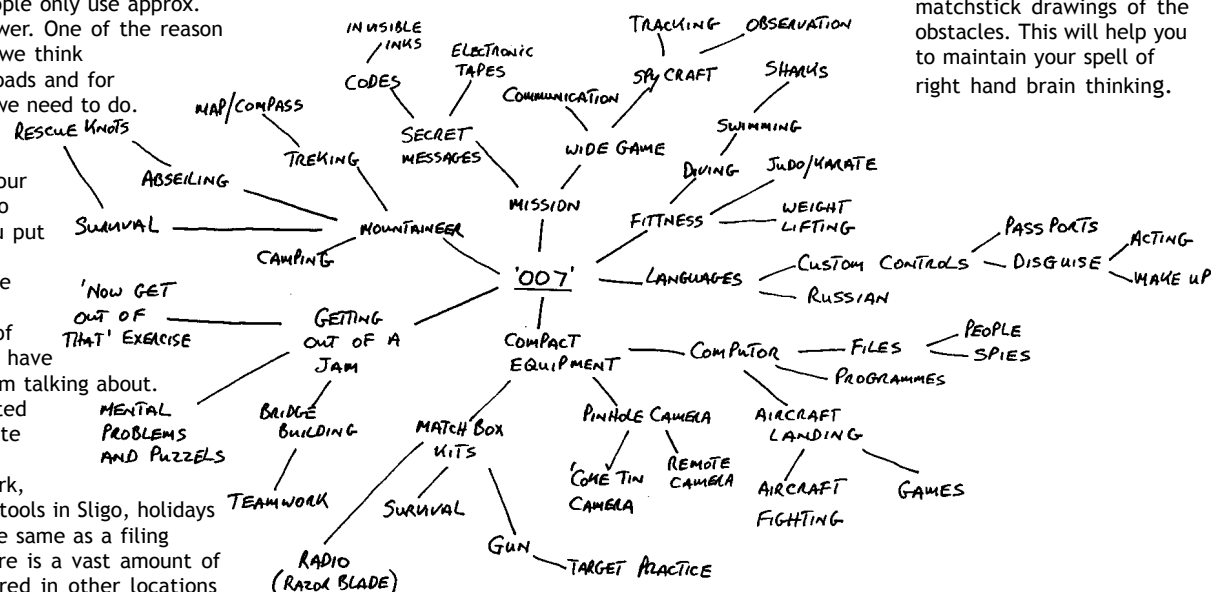
The tools

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

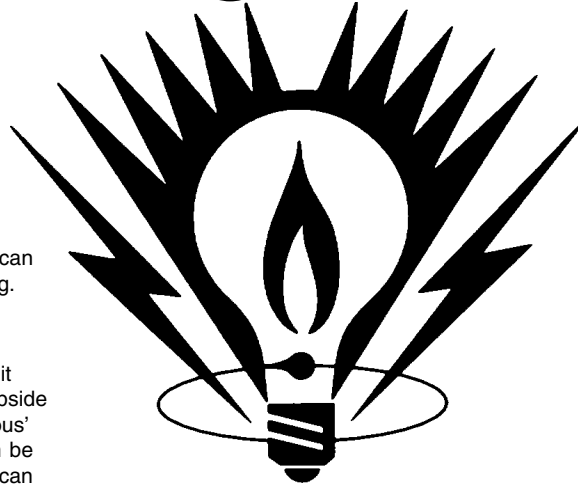
Yellow hat : Looking on the bright side. ('Yes And' thinking)

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 complex solutions when there is a much 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

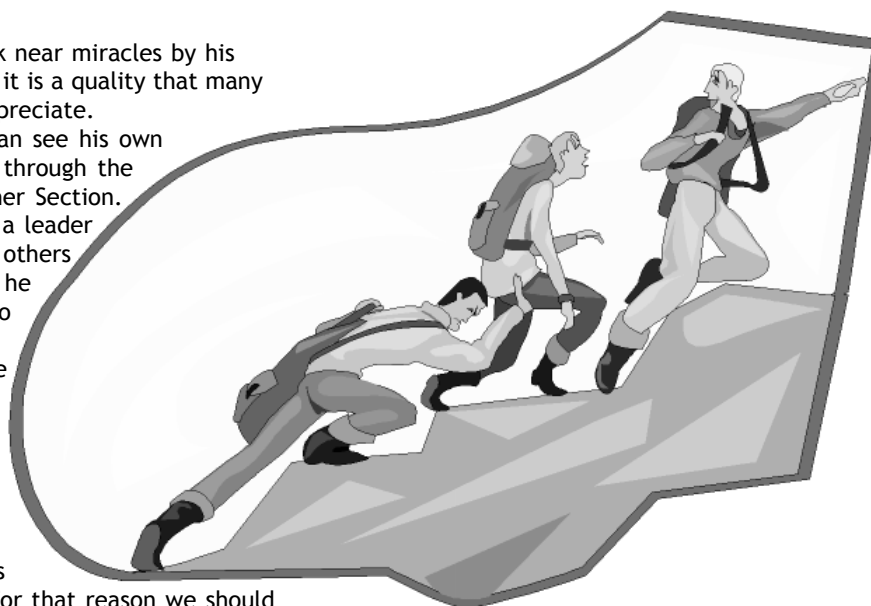
that bad example

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.

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

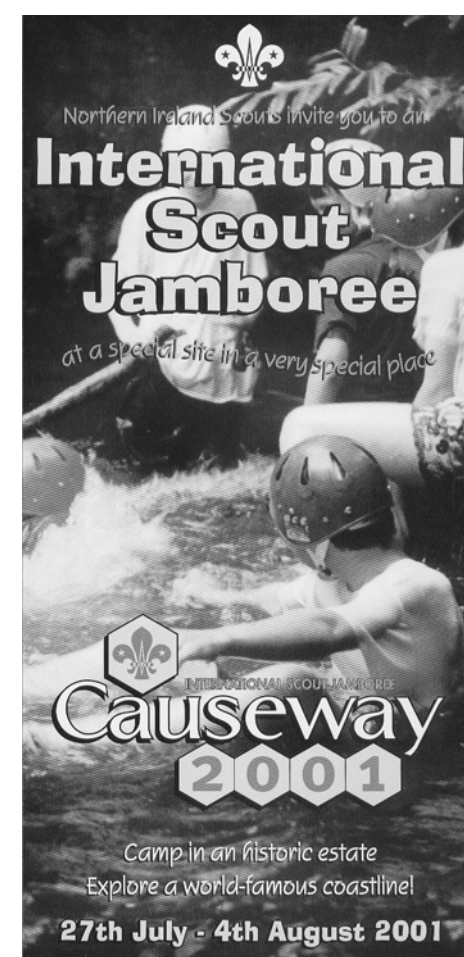
How about each individual in the group ? He must know exactly what he is going to do, and preferably why. The leader must then communicate this to him without misunderstanding. He has feelings and requires encouragement - Jim must treat him as a person, not

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.



Would you willingly change places with that other Section Leaders? If you can truly answer 'Yes' to that question you may be one of that fortunate group who can relate easily to young people of all ages. Most Leaders will naturally be drawn to the age group with which they feel most at ease and to which they feel they can give most help, possibly because they have a child or children of that age.

If we accept that the majority of Leaders have an affinity for a particular Section, because it deals with their favorite age group, then the first step towards improved co-operation is to respect the abilities of that Leader relative to that Section. Continuing along that line, it should be obvious that at a particular time every young person will, in the normal course of growing up, move quite naturally from one Leader's area of influence into that of another Leader. Since the growing up is natural and inevitable and we know well in advance when the young person should be ready to make the move, how do we manage to make it such an ordeal that so many would rather drop out than move on? It is certainly worth a discussion at your next Scouters' Meeting, for part of the answer may lie in our attitudes to each other and to other Sections -

Links between Sections

attitudes which are bound to be absorbed by the young people in our sections..

As Leaders we read about, and even glibly talk about, the Progressive Training Scheme - but where do we think it starts and ends? I suspect that many of us relate it only to the stages that can be gained in our own Sections, when in reality we should be taking a much wider view. If we could all accept that Progressive Training Scheme starts on the day that a young person becomes a Beaver and continues until their 19th birthday, then maybe we are getting a truer picture of how Scouting should be, and could be.

Graph

If we visualize the Training Scheme as a graph it should emerge, not as a series of steps labeled 'Colony', 'Pack', 'Troop', and 'Group', but as a 13-year-long ramp sliding gently upward in time with physical growth and personal development. Steps are obstacles to be surmounted: a ramp provides a smooth route forward and upward. We, the Leaders, must maintain the ramp by seeing that those early foundations remain and the surface stays free from obstacles. We must also be the friendly welcoming people waiting to help a young person take the single step needed to join us - and they should be able to do it at a point appropriate to their age and personal growth, which means at any time during those 13 years.

It is of course, easy to accept this in theory but if we are to achieve the Aim of the Association to help

young people develop ... by means of an attractive and progressive programme of activities' we actually have to do something about putting it into practice.

The finest method

How then can we show Cub Scouts that it is perfectly natural and normal for them to grow into Scouts? Example, as ever, is the finest method at our disposal. In most Units it is customary for the Unit Leader to take part in a Cub Scout's Investiture, usually to give the child the Unit neckerchief. How often is the Scout Leader invited along to be introduced to the new member of the family? Do the Leaders in your Unit exchange skills? The Scout Leader is a keen amateur photographer - does the Cub Scout Leader ask him to help young Johnny, who wants to do the Photographer Proficiency Badge? Many Cub Scouters have hobbies and skills which could be useful to the Troop and vice versa - why not offer to trade a skill? Does your Unit hold events where the sections mix freely and each can see what the other is doing? Do the Patrol Leaders come along to Pack Meetings to show slides of summer camp and other activities they've done during the last year? Too often the answers to these questions are all negative.

If Cub Scouts never meet the Scout Leader, never see Scouts except on formal occasions, never get the opportunity to talk to them about what they do - how can we expect them to regard the Scout Troop as anything but the Great Unknown, into which they

Discouraging factors

We have now reached a point where the Cub Scout knows some of the Troop, the Patrol Leaders and the Scout Leader. What factors could still discourage him from going to Scouts? Although we happily talk about 'the Colony', the Pack, 'the troop', the Group' as a single entity we must not lose sight of the fact that it consists of a number of individuals, each with their own needs. We are concerned with the development of the individual, so some Leaders, although 'meaning well, are actually doing the Cub or Beaver a disservice by suggesting that he might like to stay on until "after the regional football competition/swimming gala" which is only six weeks away. But he's already working on his Link Badge with his future Sixer or Patrol Leader, he/she has been to Troop Meetings, Cub Meetings or Venturer meetings and had a great time there and had a tantalising glimpse of what's in store for him/her in this new stage of training. He/she now has a problem - he doesn't want to let the current section down, but he/she would prefer to get on with being a Scout. Most young people of ten and a half don't communicate this sort of problem to anyone. They may tell a friend at school that they are fed up with Cubs and going to leave ... That's the message which reaches the Cub Scout Leader, who is very surprised because "Jimmy was going to play/swim for the Pack." Jimmy meanwhile feels guilty over not going to Cubs, then wonders if he may get into trouble with the Cub Leader if he goes to Scouts instead of Cubs. He shows his dilemma the only way he can -



don't wish to go? When Cub Leaders on training courses say that the first thing to do when a Cub Scout reaches ten and a half years old is 'introduce him to the Scout Leader,' I find it rather sad. I know it's asking for a little more time and effort occasionally from all Leaders, but after two and a half years in the Pack the Scout Leader should already be a familiar figure together with at least some of the Patrol Leaders and similarly with Beavers to Cubs and Scouts to Venturers.

When should we start preparing a the members of our section to move onto the next level? I believe that the preparation should start the day the join your Section. While the Leader is telling a young person, in the case of Cubs, what Cub Scouts do and what badges he can gain, the Link Badge should be introduced as an integral part of the progression Bronze, Silver and Gold Arrows, to the Link Badge and the Scout Troop. During their time in the Pack a young person will probably see several 'Going Up Ceremonies', especially in a Unit where co-operation already exists between Sections. The ceremony is a simple one but helps to emphasise that the change from Section to section is just one small but significant move forward and upwards, along a slope from childhood to adulthood.

During a 'Going-up Ceremony' the young person will see those who went up last time, so they know that when their turns come they will have plenty of friends already in the Section. If you don't have a 'Going-up Ceremony' in your Unit find a Unit that does and ask your Unit Leader to arrange for Section Leaders to go along and watch.

by not going to either. Is a football cup or swimming trophy really worth that much?

If this story sounds familiar, do get together with the other Leaders in the Unit and try to arrange for 'Going-Up Ceremonies' to take place at regular intervals, so that everyone knows when they will be. Try to arrange things so that two or more young people go up together and if the dates are fixed at regular intervals there is no question of "waiting an extra six weeks", so loyalties are less likely to be divided.

Wider horizons

Even when we have done everything in our power to encourage the move forward, or to join from outside, we still need to accept that there will be young people who will decide that the Scouting way is not the right way for them perhaps because we have widened their horizons so that they are able to see more clearly the direction in which they do want to go. Many of us became Leaders as a logical follow-up to our own training which enabled us to take a 'constructive place in society'. All of us are Leaders because we believe in Scouting and all that it stands for and because we enjoy what we are doing. If we can transmit our own standards and enthusiasm to those in our care, we shall be helping to ensure that Scouting will still be moving forward well into the future.

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.

Getting out

Why is the out of doors so important to Scouting ?

The out of doors is so important to Scouting because it underlines every part of our programme. Everything we do is geared to giving our members adventures in the outdoors. A simple concept on the face of it , get our Scouts are getting less and less activities out of doors.(do your programmes include adventurous out door activities?)

Young people join Scouting because they go out camping and hiking and they want to do it too. They also want to be able to light fires, learn to navigate over open country, explore unknown places, and push themselves to their limits. These are not bald statements these are the things that young people are saying to us. Please note from the above the following - they do not say:-

To play games
To play football
To attend Troop meetings
To learn drill
To wear the uniform

Young people are attracted to Scouting by the romantic picture of seeing themselves camping in the wilds , cooking their own meals, looking after themselves, and climbing to the top of that mountain. The reality unfortunately in most of our Troops is one of promised adventures in the wilds later. The weather is too cold now for camping - we will do it in the summer. Summer comes, we can't go camping as it clashes with holidays or some other excuse. Why is this happening???

Most of the Troops in our association take part in approx. 2 hikes a year, one weekend camp and if they are lucky an annual camp or a holiday (because some of our annual camps are not Scout Camps). Indeed some of our Leaders decide to bring their Scouts to an organised camp run by holiday companies. What a cop - out. This is not Scouting.

The main cogs

There are three main cogs in Scouting, they are the Patrol System, Adventures in the out of doors, and the Promise and Law. If one of these main cogs is missing it is not Scouting. Therefore adventures in the out of doors are so important to its well being. When Baden - Powell formulated Scouting the out - of - doors and the activities that take place there were seen as that element that made Scouting different. By living and coping in the out of doors it afforded the young person the opportunity to become self reliant. This was not seen as an individual activity but one partaken in with your fellow Scouts in the Patrol and Troop. Through these activities, working in small groups, overcoming the difficulties that are inherent in activities out in the wilds, it is possible to develop in young

people survival skills, social and life skills and attitudes which will enhance their life both as young people and adults. Baden - Powell called it developing character and citizenship. So, a Troop that does not partake in outdoor activities, in particular hiking and camping is not providing Scouting. Scouting is not Troop meetings, or the Patrol System, or the Promise and Law it is the **FULL PACKAGE**.

Troop Meetings

A quick word about Troop meetings. We are all hung up on the weekly Troop meeting. The Troop meeting is the place where we train our Scouts so that they can take a more useful part in activities out of doors. Therefore they are a means to an end - the end being camping and hiking. If you agree with the principles of learning whereby it is best to put into practice what you have learnt as quickly as possible if it is to imbed itself in the memory then the logical thing for Scouting to do is to have regular activities out of doors so that you can put these new learnt skills into practice. So, it should not surprise you if it is suggested that in order to have a successful Troop programme it is recommended that you hold an activity out of doors each month.

Activities can take many forms and we will not get into listing them here. However, there should be a clear distinction between activities such as visits and service type projects and those activities which are based around camping and hiking. I would suggest that an average Troop should provide the Scouts in their sections with the opportunity to take part in at least :-

6 Hikes a year
3 weekend

C a m p s
An Annual
C a m p

These outdoor activities should be complemented by activities organised and run by the Patrols such as Patrol hikes, meetings, visits, etc.

The activities on offer to the Troop can be planned in such a way so that if is possible to take part in an activity every month, an activity that is based in wild or open countryside and can provide the ingredients of an adventure.

As a rule of thumb a Troop should spend at least 70% of their time , in activity in the out of doors.



Adventure

What is adventure? Adventure can mean different things to different people therefore it is hard to tie down. However, taking part in a hike does not ensure that [adventure] will take place. Scouts of different ages and levels of experience can experience adventure in many ways. For a young Scout the notion of lighting a fire and cooking a sausage on it is one big adventure, whereas to an older and more experienced Scout the notion of backpacking and camping in high mountain areas in the snow is what appeals to their notions of adventure. The dictionary give the definition of [Adventure] as - a chance, a remarkable incident, risk, an exciting experience, to risk, to dare, to venture. The definition of an [Adventurer] as - one who engages in hazardous enterprises. I would suggest that in order for a Scout activity to become an adventure

on a mountainside can be a danger if you do not possess the skills of map and compass. Therefore, we should never put the Troop and yourself in danger just for the sake of an adventurous activity. However, sometimes we can add in that little something in our activities which make them different or appear to add risk to the activity it could be as simple as hiking cross country rather than along the road. Camping on a mountainside rather than in the local campsite. Bivouacng rather than camping.

We must feed the imagination. Small things added to the activity help to feed the imagination of the Scouts and help to create an adventure in their minds. Meeting at a grid reference instead of at the church gates. A coded message rather than a written note. A storyline built around the activity into which short Patrol challenges can be built. There are many small ways this can be done .

The skills to overcome the danger. The trill of adventure is the risk element. However if you do not possess the skills to overcome that danger or risk then it becomes life threatening and results in the participant becoming afraid and anxious - this is not a trill. The Scouts must be able to see how the skills they have can be used to overcome the danger. The Patrols must be able to work together also. The Troop must feel confidence in the Leaders. As the danger is overcome the Scout gains more confidence and as such seeks a higher level of adventure. Within the psychological makeup of young people of Scout age there is a need for them to discover their limits and so they lust adventure. Our job is to ensure they can do this in safety and security and learn from the process.

Add to the folklore of the Troop. If you run a successful activity the chances are that it will go into the folklore of the Troop. From your own experiences I am sure that you can readily recall those things which you considered adventures in your life. Yet, you rarely remember the ordinary things. Likewise , in your Troop, the stories that are remembered are those which involved the Troop in adventure - the time you got caught out in a thunderstorm and had to shelter in a barn etc.. So, in planning an activity ask yourself is this activity going to be a memorable event or is it just going to be another camp or hike.

it must provide an opportunity for some of the following to happen :-

Have within it an element of risk, a risk can take many forms however the risk should never be life threatening. Abseiling if carried out correctly is safer than crossing a road. Being lost in fog



Obstacle Course Training

Obstacle courses are a great way to train your Patrol Leaders with practical exercises. The course consists of five obstacles, that should be set up prior to their use by members of your team. The obstacles should be set apart from each other so that the Patrol can work in isolation.

There is no correct solution to any of these problems. Each Patrol may have the same approach or indeed a different approach to each problem. The purpose of the exercise is to examine and promote the use of teamwork and co-operation skills, therefore the obstacle will provide the Patrol Leader with an opportunity to show his /her Patrol in action utilising all the skills.

Each obstacle should be 'manned' by a Scouter. The scouter should explain the problem to the Patrol Leader on their arrival at the obstacle. The Scouter should act as time keeper and rule master. The time limit must be strictly adhered to. The scouter should give time countdowns at suitable time intervals. At the end of the obstacle the Scouter should direct the Patrol to their next obstacle.

The last Patrol to visit an obstacle should assist in the stripping down of the obstacle and in helping to return the equipment to the stores.

The obstacles

Happy landings

A parachutist has landed in a tree. He is unconscious but only barely breathing possibly due to the fact that the cords of the parachute are tied and tangled around his chest and throat. He also appears to have broken arms and legs. Your Patrol has arrived at the scene and must get the injured parachutist to the ground as quickly as possible to render first aid.

Equipment available:-
2 No. ropes, 2 No. pulleys

Set up instructions

Obtain a dummy or mannequin and place in a tree at least 10 ft above the ground. The dummy should be heavy. The dummy should also appear as if it has parachuted into its location this can be done by wrapping the dummy in sisal and perhaps a piece of nylon cloth. In set up this obstacle remember that it has to be set up for each Patrol (Five times) so don't get too complicated in its setup. You may need two Scouter manning this obstacle for this purpose.

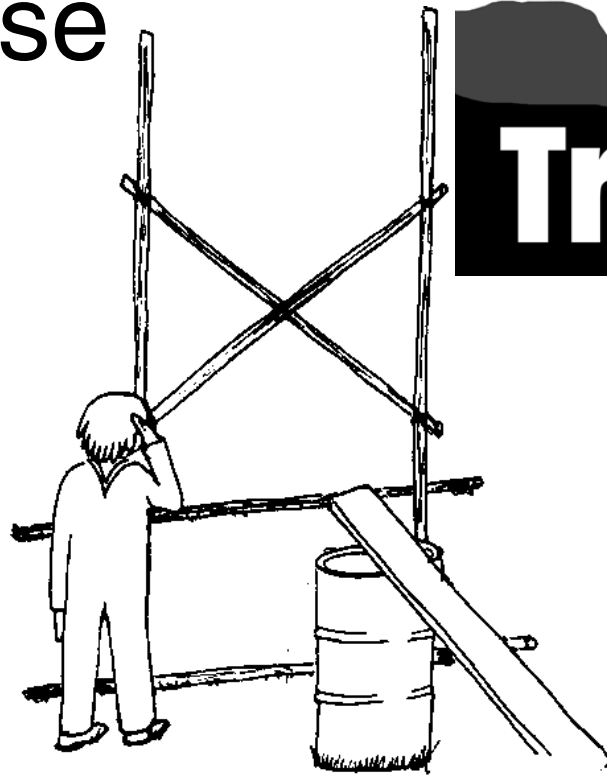
White out

You and your Patrol have been caught out in a dense fog. So bad is the weather conditions that you cannot see the hand in front of your face. The problem to erect your tent as quickly as possible and get your Patrol under cover until such time as conditions improve.

Equipment: Icelandic tent

Set up instructions

In order to run this obstacle you will require eight sets of swimming goggles and a jar of Vaseline. The Vaseline is spread over the goggles so that it is impossible to see through them. It will be possible for the Patrol to see extremely blurred images at close range. This is an exercise in organisation. They have done it before so know what to do.



The Great Escape

You and your Patrol have managed to escape from your captives and now face the final obstacle to freedom - the electrified gate. You have with you a barrel and a plank which you can use but you have to take with you as you need it to build a raft to effect your escape on the opposite side of the fence.

You must bring the barrel and plank with you. You cannot go under the fence. You must operate your escape from six feet on either side of the fence.

If one of your Patrol is unfortunate to touch the fence then they must be removed from the area and receive artificial respiration for one minute before he and his first aider can return to the fence.

Set up instruction

A wooden trestle is erected as shown with the crossbars approx. six feet from the ground. An area of six feet on each side of the fence should be marked out. The plank should be a scaffolding plank about 14 feet long. The problem for most patrols will be to get the barrel over the fence. The throwing of the barrel and plank over the fence should be discouraged - Patrols should be asked to use their imagination rather than brute ignorance to overcome the problem. The Patrol can go through the X of the trestle if they wish but not under it.

Alligator swamp

You have arrived at a swamp which is infested with alligators. Within the swamp is a number of small islands created by large tufts of grass. On the ground beside the swamp is a short plank which originally belonged to the bridge that crossed the swamp. The problem to get your Patrol to safety. You can only stand on the tufts of grass and cross between them by means of the plank. You cannot jump between the tufts.

Set up instructions

Set up the swamp area as shown in diagram. The tufts of grass are car tyres which are spaced as shown. The plank will not reach to every tuft therefore there is a correct route through the swamp. The swamp has one entry point and one exit point. The problem for the Patrol is how it is going to get the whole Patrol to safety. In order to do that the whole Patrol must be taken along as they go, resulting in at least four people on each tuft and this can result in some great fun. However, it should be pointed out to the patrol that feeding time in the swamp is in 15 minutes and alligators can jump up onto the tufts. The plank should be about eight foot long.



The fire raft

This obstacle can be done in two ways depending on the location used.

Location 1 - tree

You and your patrol must construct a small raft on which a small fire should be lit. This raft should be capable of floating in the basin of water provided. When this is completed the basin containing the raft, and fire lighting must be hauled up the tree, over a branch and returned to the ground without extinguishing the fire.

Equipment: Metal basin, rope, pulley, raft materials, tinder and matches

Location 2 - river bank

You and your Patrol must construct a raft on which a small fire should be built. You should then float the raft across the river so that it burns through the string stretched across it.

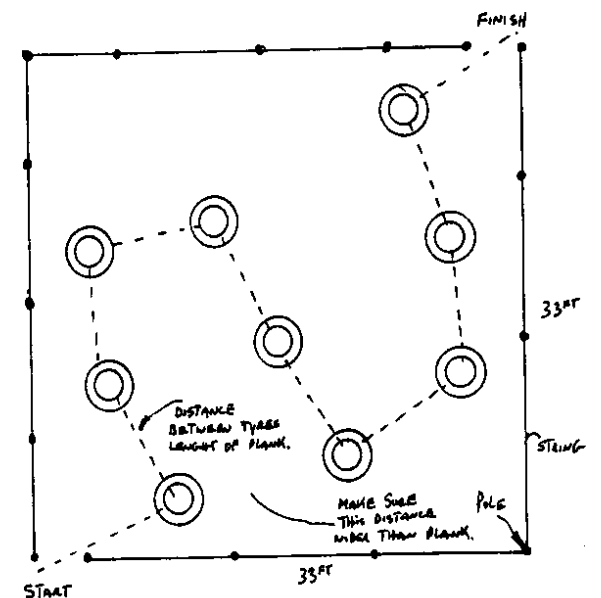
Equipment: Raft materials, Tinder and matches, String

Setup instructions

The location of the obstacle will determine what has to be done to set up this obstacle. If a tree is to be used then you should use a tree which has two branches one above the other at a reasonable height. If a metal basin cannot be found then use a biscuit tin or large billy.

If a riverbank is to be used as the location then pick a spot on the river where the river flows reasonable fast. This will add to the difficulty of the task, in that, the raft will have to be controlled for long enough for it to burn through the string. At this location stretch a piece of string across the river about a foot off the surface of the water. Two markers should be put in the middle of the string to mark the spot where it is to be burnt. It maybe a good idea to set up the five pieces of string at once to save you the trouble of crossing the river every time the string is burnt.

Swamp Map





Preparing for camp

This checklist is designed to assist a leader or Patrol Leader in the planning of a camp of a weekend or annual camp.

This is not a comprehensive list but it may assist in highlighting any training or equipment required and hopefully lead to a more successful and enjoyable camp.

The first section of the list deals with actions that need to be taken before a camp and relate in the most part to the skills necessary for a successful camp. Place a tick in each box when you are satisfied that each scout going on camp have sufficient training in each area.

The second section of the list deals with the action necessary before and after going on camp.

Camping skills

In order to enjoy the full benefits of camping you should spend some time prior to camp preparing and training your Scouts in the following camping skills.

Where to camp

- Members of each Patrol can....
- # List the points to look for when selecting a camp site
 - # Describe an ideal Patrol site layout for a camp

Equipment

- Members of each Patrol can...
- # List personal kit for a weekend camp
 - # List personal kit for an Annual camp
 - Pack a rucksack
 - # List Patrol equipment for camp
 - # Select and justify all items of personal equipment including
 - camp clothing
 - activity dress
 - change of clothing
 - sleeping gear
 - sleeping bag
 - boots and other footwear
 - catering utensils
 - personal hygiene equipment
 - rucksack

Tentage

- Members of each Patrol can...
- # Select and justify a lightweight tent for camping in exposed situations
 - # Select and justify a Patrol or frame tent for a standing camp
 - # Pitch and strike a hike tent
 - # Pitch and strike a Patrol tent.
 - # Pitch and strike a frame tent
 - # Care for and repair tentage

Fire and stoves

- Members of each Patrol can....
- # List the burning qualities of different woods
 - # Select woods for starting a fire
 - # Select woods for keeping a fire going
 - # Prepare and light different types of fires
 - # Select, use and maintain a gas stove suitable for use with Scouts
 - # Select, use and maintain a pressure or spirit stove suitable for use by Scouts
 - # List the safety rules for all types of stoves

- # Make a twist, damper, bread
- # Prepare a meal without utensils
- # Prepare a meal using only dehydrated foods

Health and safety

- Members of each patrol can....
- # List the rules of health in camp
 - # List the rules of safety in camp
 - # Construct a latrine
 - # Dispose of waste
 - # Make contact with the local doctor in an emergency and call emergency services
 - # List water safety rules



Knives, axes and saws

- Members of each Patrol can....
- # Select, justify and use a knife
 - # Select, justify and use an axe
 - # Select, justify and use a saw
 - # Understand the reasons for and importance of acting responsibly when using a knife, axe or saw.
 - # Understand the reasons for safety when using a knife, axe or saw.

- # List hill safety rules
- # List causes and symptoms of exposure

First aid

- Members of each Patrol can...
- # Prepare a personal first aid kit
 - # Treat external bleeding, shock, burns, sting, sprain.
 - # Apply resuscitation
 - # Apply a bandage and sling
 - # Improvise a stretcher
 - # Move a casualty safely.

Flagbreak and inspections

- Members of each Patrol know...
- # How to break a flag
 - # What to look for on a camp inspection

Leadership

- Each Patrol leader
- # Is responsible
 - # Has received adequate training and briefing for camp
 - # Understand the 'Country Code'
 - # Would know what to do in an emergency

Before camp

- # The camp is discussed and agreed by the Scout Leader and Patrol Leaders Council
- # Confirmation of site booking is obtained in writing from site owner. Initial information is given to parents by letter with as much detail as possible including camp bank arrangements
- # A non - returnable deposit is received for each participant and final monies are banked in the Unit bank account through or by arrangement with the Unit Treasurer.
- # Availability of fuel supplies, water and other necessities checked.
- # Waste disposal arrangements checked

Programme planned

- # Menu's planned and budgeted
- # Food bought or arrangements made for delivery.
- # Travel arrangements made and checked
- # Parents advised of final details, place, times, costs, travel arrangements, equipment, programme, date and time of return, emergency contact telephone number, full postal address of site, arrangements (if any) for visiting.

Parents must give the following information

- # Permission to consent to medical treatment on their behalf if necessary in an emergency.
- # Their address and telephone number while their children is at camp, details of any special dietary requirements or medical treatment for their child.
- # Information relating to any known drug reaction including Penicillin and to injections which their child may have had such as Tetanus.

After camp

- # The site is left in a clean and tidy condition.
- # Thanks have been extended to the site owner
- # Complete all correspondence and pay outstanding bills
- # Produce a final camp account and get the statement checked by the Unit Treasurer
- # Check all equipment back into the Unit stores
- # Ensure necessary action is taken over damaged or faulty equipment
- # Finish off the camp log
- # Hold a camp reunion / open night for the Scouts and their parents



Survival Training

This exercise will enable your Patrols to show their skills in survival and backwoodsmanship. Each Patrol gains a selection of points for each of the sections completed. These points may go forward to the Patrol of the year Trophy or you may award a simple trophy or badge to the patrol with the highest points.



Comfort/Protection/Tools

Make an insulating floor covering on which the Patrol can sleep.

Marks 10 points

Make a tool that can be used to make a task simpler.

Marks 10 points



Cooking

Cook the food you have caught or found in the wild

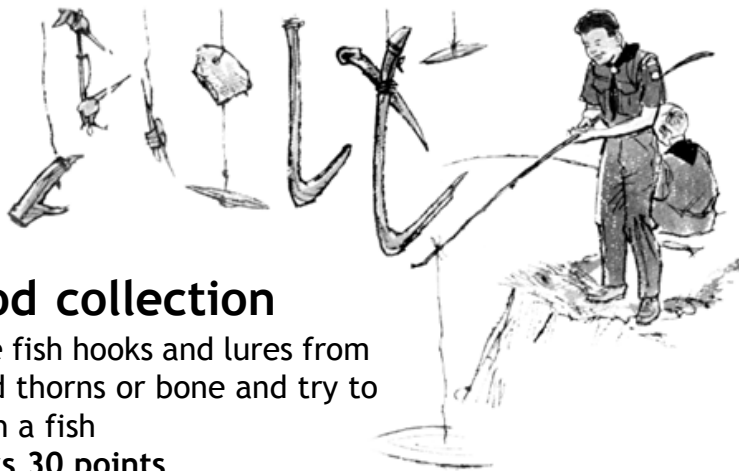
Mark 35 points

Cook food provided by Leader without using foil

Marks 30 points

Cook food provided using foil

Marks 25 points



Food collection

Make fish hooks and lures from wood thorns or bone and try to catch a fish

Marks 30 points

Collect edible wild berries and plants

Marks 20 points



Signalling

Setup and light a signalling fire

Marks 20 points

Signal SOS by means of a mirror

Marks 20 points

Layout ground to air signals

Marks 20 points

Each Patrol member is allowed to bring a personal survival kit and a swiss army knife into the survival area.

The Patrol should be supplied with a short length of sisal, a piece of plastic for a ground sheet, a selection of food and tin foil.

Depending on the location of the activity it maybe possible to add to this list of tasks.

Leader should be available to lend a hand if required.

Although this is a survival exercise Patrol Leaders should ensure that no Scout is starved due to lack of food. Do not however encourage the eating of chocolate as a substitute for food. Emergency rations should be available - Major chunks of marks will be deducted if eaten without due reason.

Firelighting

Light fire using only 2 matches
Mark 20 points

Light fire using flint and steel
Mark 25 points

Light fire using friction method
Mark 30 points



Ropes and bindings

Make natural cordage from roots or tree bark

Marks 25 points



Shelter

Build a shelter from natural materials and sleep in it overnight

Marks 30 points

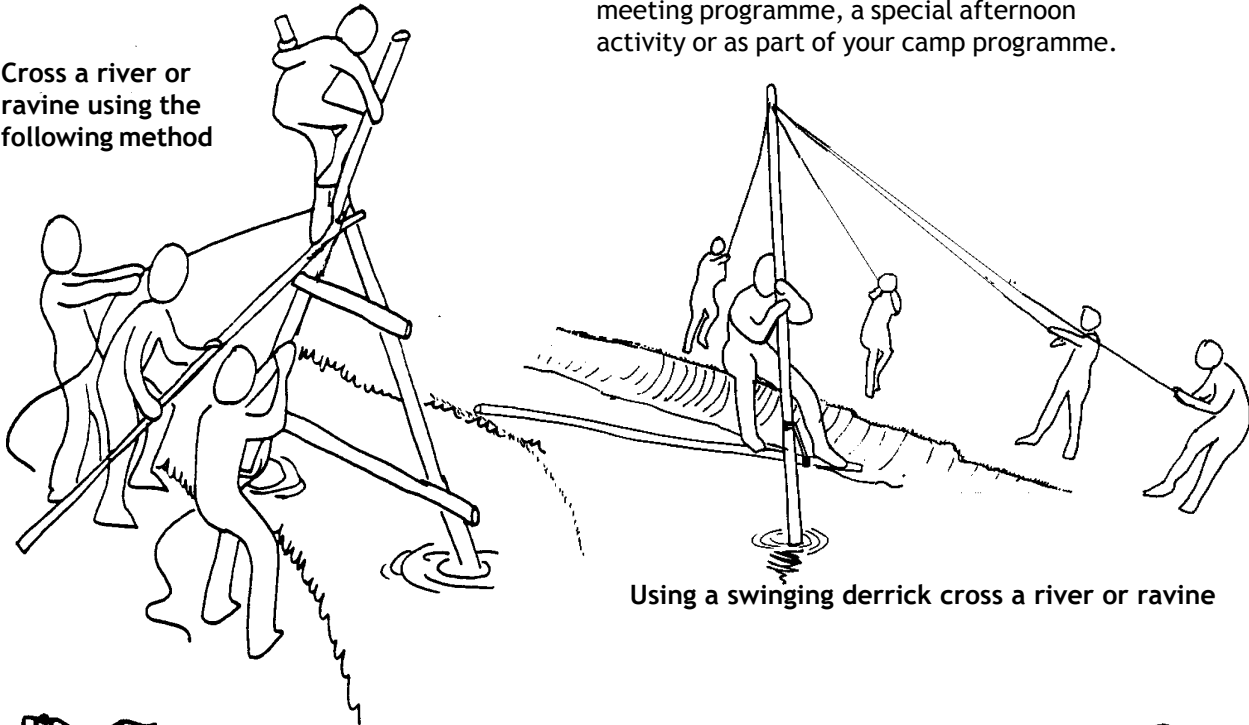
3 Pole Challenge

A number of locations are selected around a field or on rough ground that will suit the following challenges. Patrols are then issued with 3 pioneering poles and a selection of rope and sisal. These items are carried to each location and used each time to complete the challenges. The time limit on each activity should be limited to 20 minutes. If your Patrols are new to this type of activity you may need to allow more time. The activity can be run as a meeting programme, a special afternoon activity or as part of your camp programme.

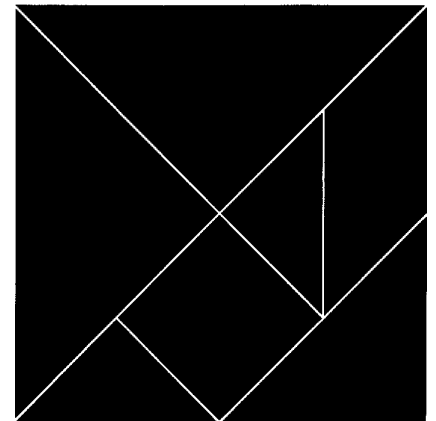


Trailblazing

Cross a river or ravine using the following method

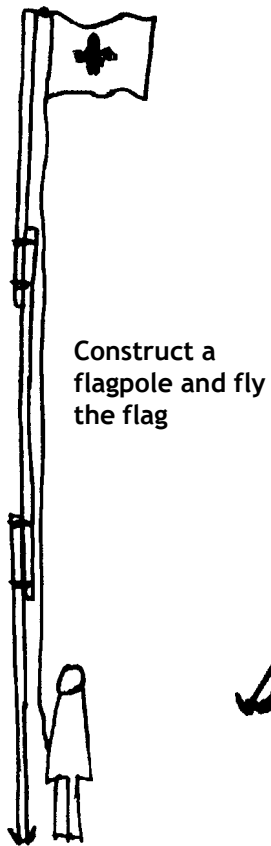
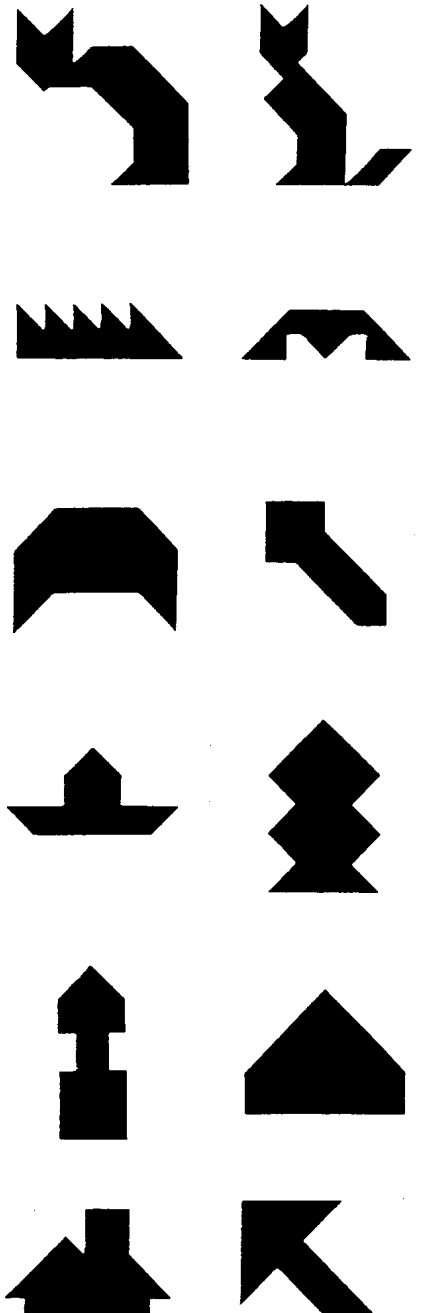


Using a swinging derrick cross a river or ravine



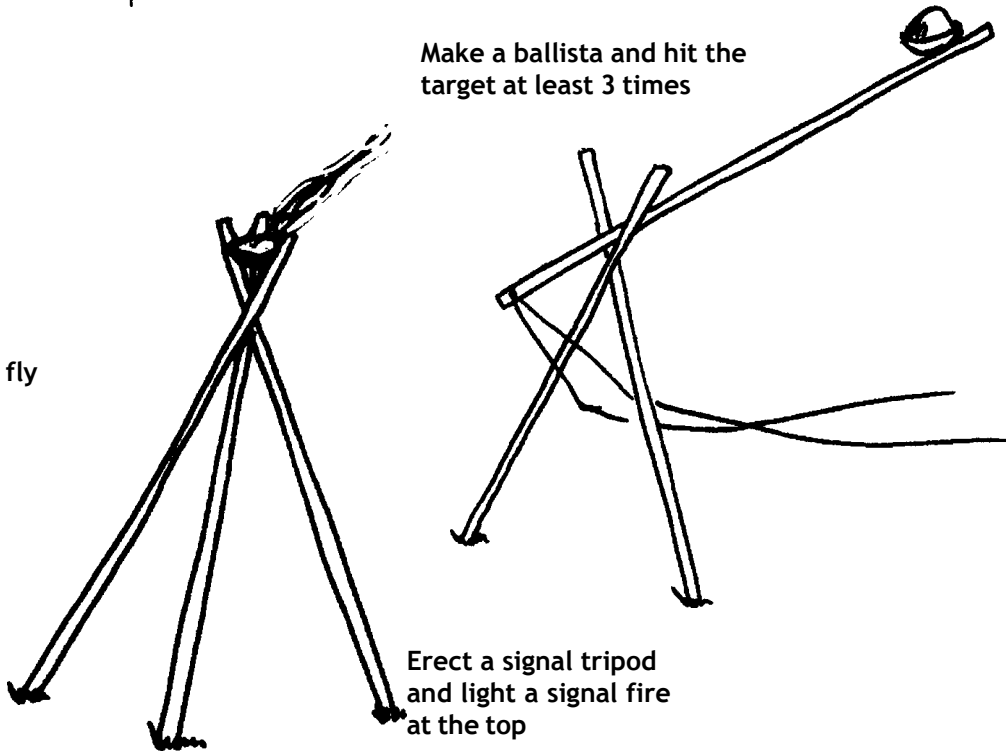
The Tangram

The tangram is an ancient Chinese puzzle that consists of seven pieces. Cut cardboard as shown above to form shapes. It is possible to make over 2000 different shapes with the seven pieces. Below are shown a number of shapes for your Patrols to explore. All seven pieces must be used to create the shape. The tangram is a useful puzzle to have in your games box as it can be used in all manner of ways. From straight shape assembly to becoming part of wide games- a piece for each task completed or as a token to be exchanged with other Patrols to make the final puzzle



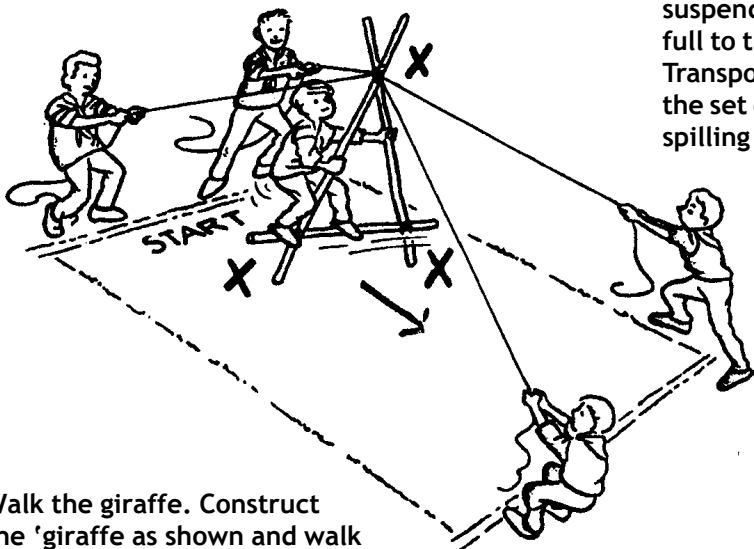
Construct a flagpole and fly the flag

Make a ballista and hit the target at least 3 times

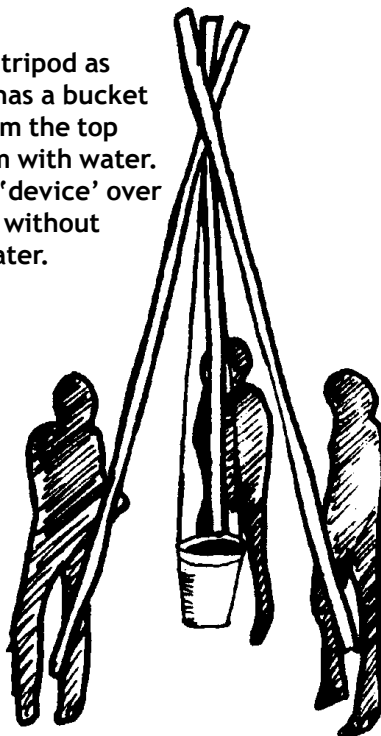


Erect a signal tripod and light a signal fire at the top

Construct the tripod as shown which has a bucket suspended from the top full to the brim with water. Transport the 'device' over the set course without spilling any water.



Walk the giraffe. Construct the 'giraffe' as shown and walk it around the course set out



BRING Them Back ALIVE



Troop Adventure

Trailblazing

BRING Them Back ALIVE

A late night mission to the enemy camp by members of your party have recovered a coded message transmission from the radio desk. Decode the message

BRING Them Back ALIVE

The weather forecast does not look good and large black clouds are gathering over your head. Construct a temporary shelter with plastic sheeting provided to protect your casualty from the worst of the downpour.

BRING Them Back ALIVE

Your journey to safety is a long one and in order to reassure your injured comrade you will need to make up some hot soup to keep his spirits up and aid his recovery.

BRING Them Back ALIVE

Your recovery crew are waiting offshore for your signal. Flares are out of the question as they would alert the enemy. Fly a kite to signal that you have recovered the casualty and are making your way to pick up point

BRING Them Back ALIVE

As a result of a river crossing all your matches have become damp. Create a fire using the flint and steel device in your survival kit to make a fire to dry off your clothing.

BRING Them Back ALIVE

You have come upon an enemy check point right in your path. It is not possible due to time restrictions to detour. It is decided to proceed with stealth and hope you are not spotted.

BRING Them Back ALIVE

A number of surveillance cameras have been spotted on the trail ahead. Despatch a number of your Patrol to disable them. Stealth is required so as not to alert the enemy.

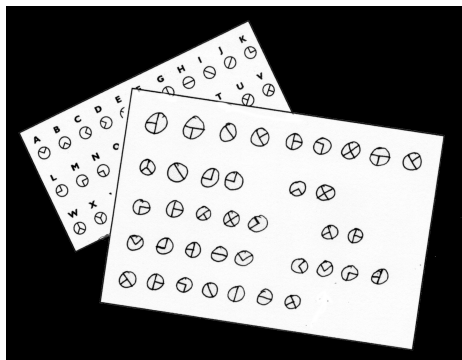
BRING Them Back ALIVE

It is necessary to proceed with care over the next stage of your journey. Using signalling mirrors transmit messages to each other using morse code.

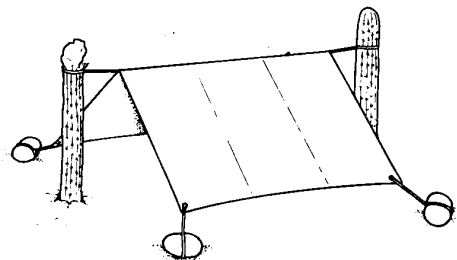
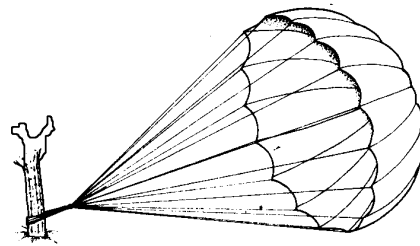
'Bring them back alive' was the title one of the most popular bases on this years Melvin Trophy 2000 held in Larch Hill. The theme of the base was one of rescue. Each Patrol had to first find a parachutist who had dropped behind enemy lines and bring him to safety through enemy country. Having found the injured party they had to construct a stretcher to bring him to the nearest trail. Once there the Leader working with the Patrol used the incidents to create an individual adventure for each Patrol. Each Leader had their own little extras - like diving into ditches every time they came along another Patrol or donning camouflage make up and stuffing branches and leaves in their clothing to disguise them while crawling through undergrowth.



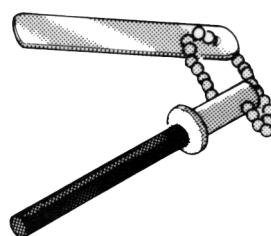
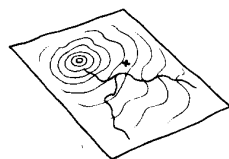
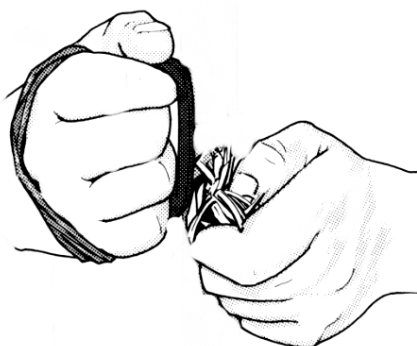
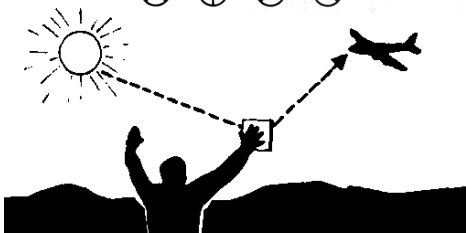
1. Light a fire with flint and steel
2. Make a cup of tea for the casualty
3. Build a shelter to protect casualty from heavy downpour
4. Fly a kite to signal your rescue base that casualty has been found.
5. Send a signal using morse code and signal mirror.
6. Decode the intercepted enemy message.
7. Get pass the guards without being seen or heard.
8. Use tools provided to get your team under the obstacle

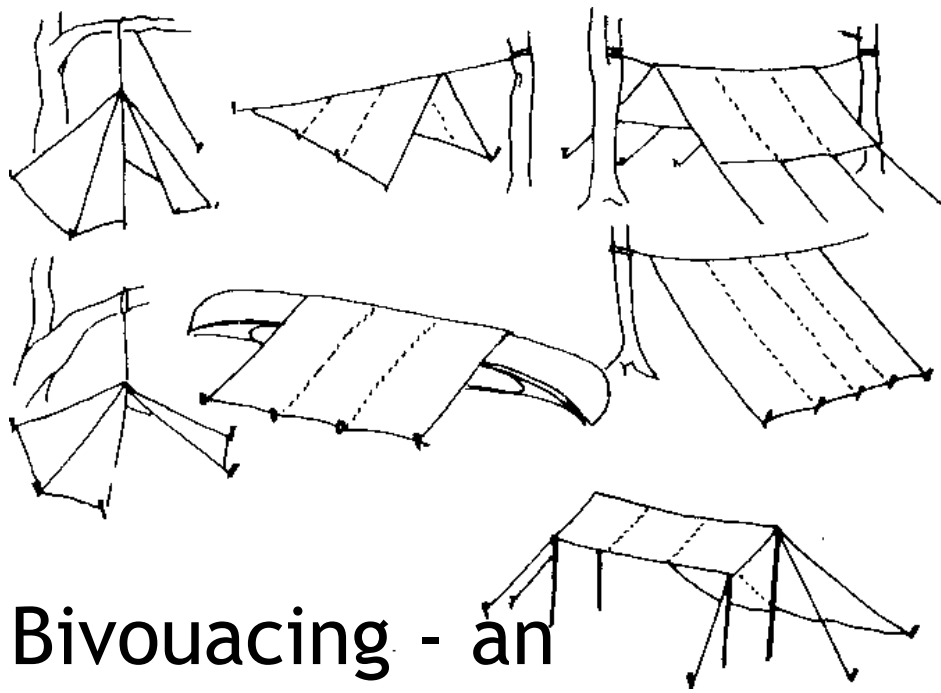


A	B	C	D	E	F	G	H	I	J	K
☉	☔	☕	☖	☗	☘	☙	☚	☛	☜	☝
L	M	N	O	P	Q	R	S	T	U	V
☞	☟	☠	☡	☢	☣	☤	☥	☦	☧	☨
W	X	Y	Z							
☩	☪	☫	☬							



A	•—	M	— —	Y	— • —
B	— • • •	N	• •	Z	— • • •
C	— • — •	O	— — —	1	— — —
D	— • • •	P	• • • •	2	• • • •
E	•	Q	— • — •	3	• • • •
F	• • • •	R	• • —	4	• • • •
G	— • •	S	• • • •	5	• • • • •
H	• • • •	T	—	6	• • • •
I	• •	U	• • —	7	— • • •
J	— • —	V	• • • —	8	— • • •
K	— • —	W	• • —	9	— • • • •
L	• • • •	X	• • • •	0	— — — —





Bivouacing - an opportunity for adventure

A Scout's tent is his / her shelter against wind and rain. It must be light to carry, easy to pitch, large enough to provide a degree of comfort and good enough to withstand the varying conditions that can be encountered. How do you achieve these basic requirements without spending a fortune? - the answer: bivouacing. Bivouacing provides you with the means to explore wild countryside without the need to carry bulky camping equipment.

Bivouacing complements the true spirit of Scouting, adapting to the needs of any given situation, using only available natural materials and of course by being prepared. Every tent design has its own merits, whether it is extra headroom, good stability in high winds or plenty of space to cook in if the weather is unkind. We suggest a design shown opposite for a bivvy sheet from which it is possible to make a large number of different tent designs. These designs coupled with the situations that present themselves at your chosen camping spot will make for interesting and exciting alternatives.

Basically, bivouacing is a one or two person activity from the point of view of practicalities. Therefore in a group situation you may have 3 or 4 bivvy sheets. The cheapest bivouac sheets can be made of heavy duty plastic sheeting which can be brought from any builders suppliers. However it has a limited life span and there is the problem of condensation while sleeping under it. As an experiment for your group if you have not been bivouacing before, plastic sheeting is the best option. It is cheap, a roll costs about £12 and that will give you enough bivouacs for everyone. If you consider bivouacing as a worthwhile long term activity then you should consider making a more durable shelter using canvas or lightweight nylon tent material.

The design illustrated requires a piece of material 5 mts. X 3mts plus some cloth tape to make loops and a large plastic eyelet. Some basic geometry will be required to find the location of the loops. When placing the loops on the fabric allow enough length in the joint so that it does not rip off under strain. Access to a sewing machine will also be necessary to make seams around the edge of the sheet and to reinforce the loop joints to the fabric. Use a core spun thread when sewing, this has a polyester core surrounded by cotton. The cotton swells when wet to fill the needle holes and the polyester gives it strength. To prevent water seeping through the seams, use a seam sealant; clear Bostick or Evostick or Clear polyurethane Bostick may be used.

An even better method is to tape seam; see illustration. If you are using a piece of lightweight canvas it will be necessary to proof the fabric when complete.

Some useful hints

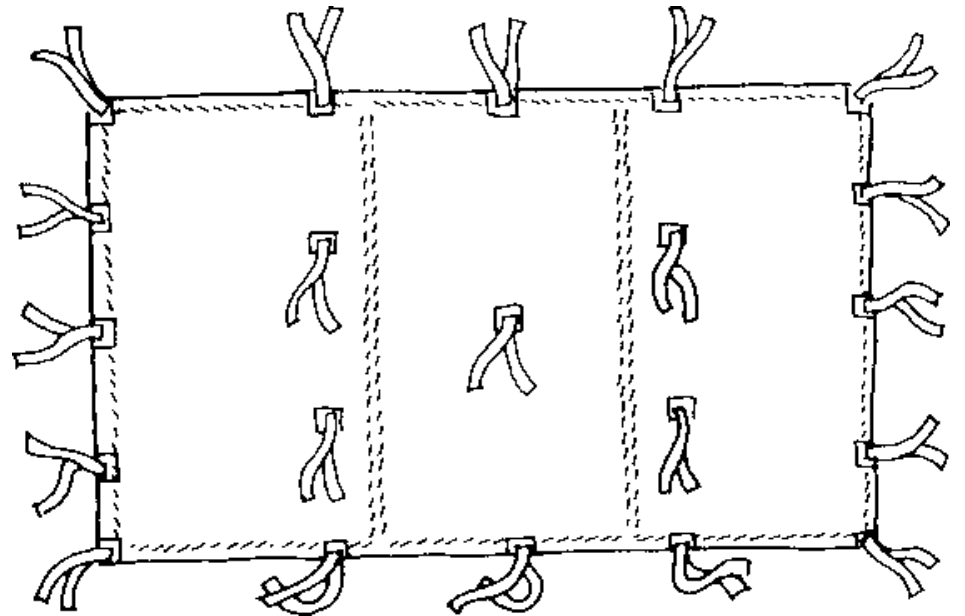
If possible purchase some elasticated loops, the type used to hold luggage on a roof rack. They are invaluable as guy ropes and as they are elasticated tighten themselves.

If you are using plastic sheeting tie a small pebble or marble into the plastic when you want to attach a guy rope. In this way you prevent the plastic sheeting from ripping.

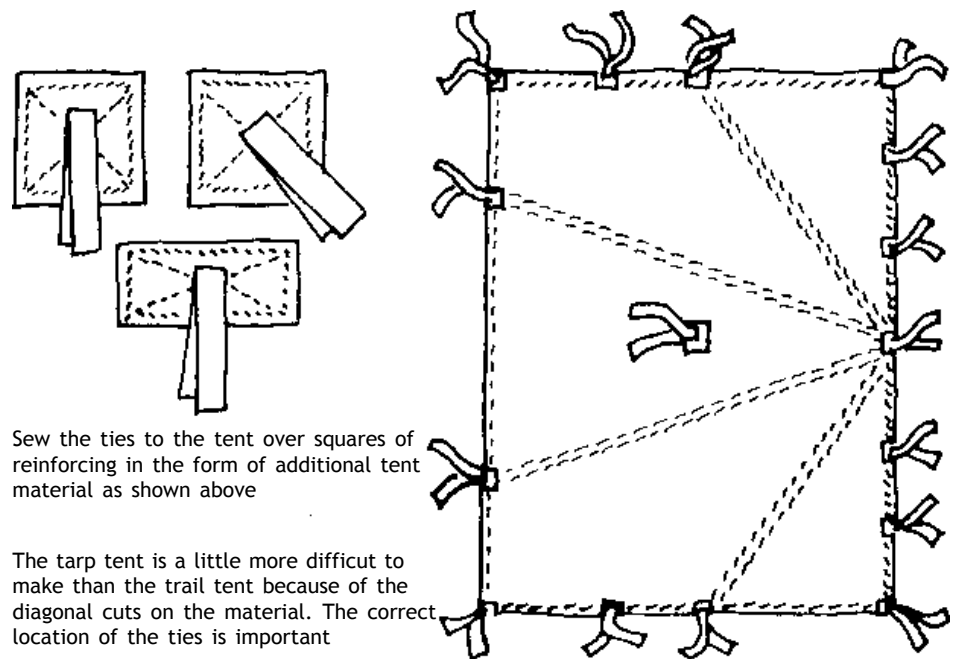
Be careful of building fires too close to a shelter. Always take into consideration wind direction and speed.

Avoid gullies and stream beds which sometimes seem to make ideal bivvy sites until a sudden burst of rain.

Always carry a small roll of sisal or piece of rope to help in case a handy branch or pole is not available.

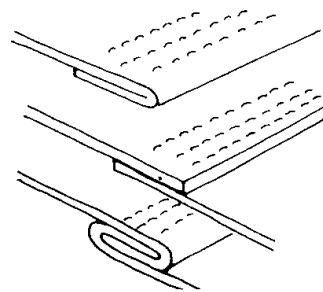


The size of the trail tent can vary upwards from the 3mX5m size shown. It is easy to make as all the cuts and seams are parallel or at right angles

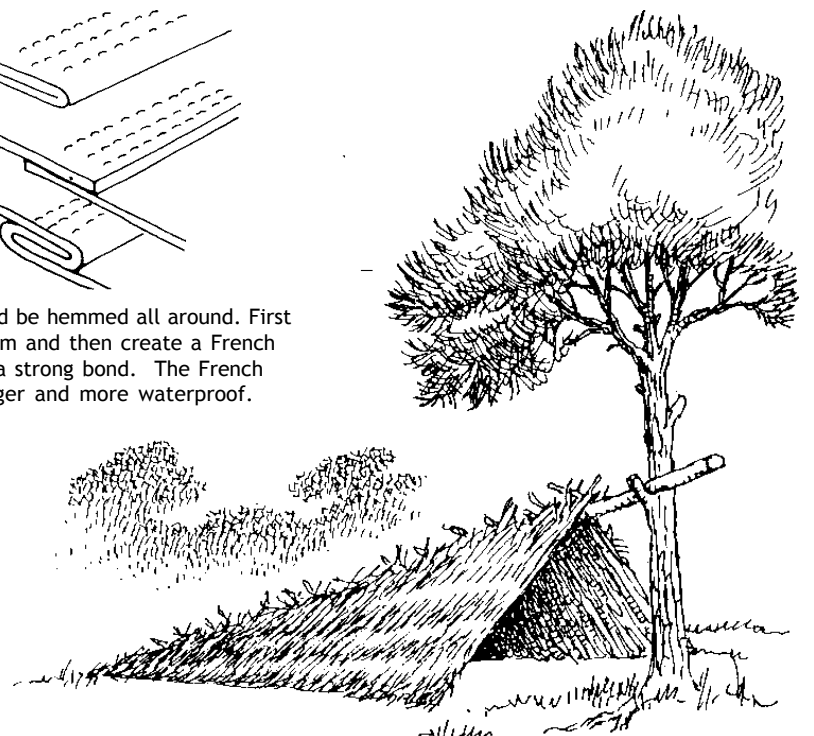


Sew the ties to the tent over squares of reinforcing in the form of additional tent material as shown above

The tarp tent is a little more difficult to make than the trail tent because of the diagonal cuts on the material. The correct location of the ties is important



Material should be hemmed all around. First sew a flat seam and then create a French seam to give a strong bond. The French seam is stronger and more waterproof.



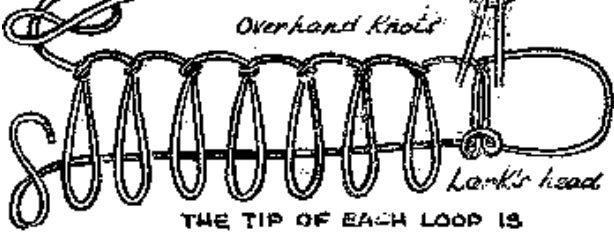
Patrol Meeting Blueprints

A selection of ideas that can be tried at Patrol Meetings or on Troop night

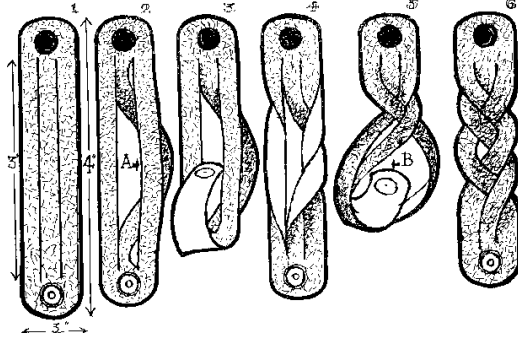


Trailblazing

EIGHT LOOPS 36" LONG ARE MADE AT 9" INTERVALS IN THE ROPE STARTING 18 FEET FROM ONE END.

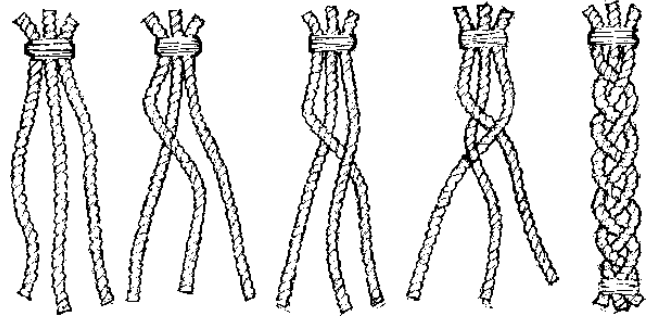


THE TIP OF EACH LOOP IS TURNED BACK ON ITSELF TO FORM A LARK'S HEAD & A ROUND TURN IS MADE THROUGH EACH LARK'S HEAD

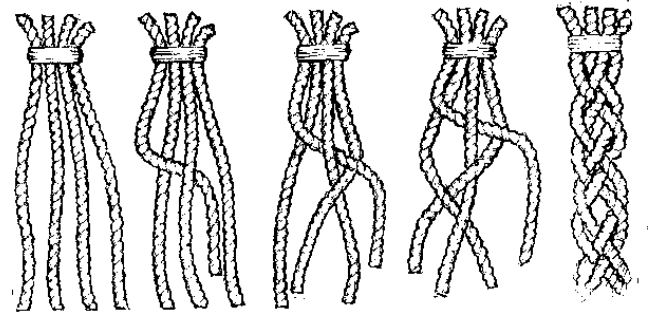


Turn a woggle inside out and put it back together again

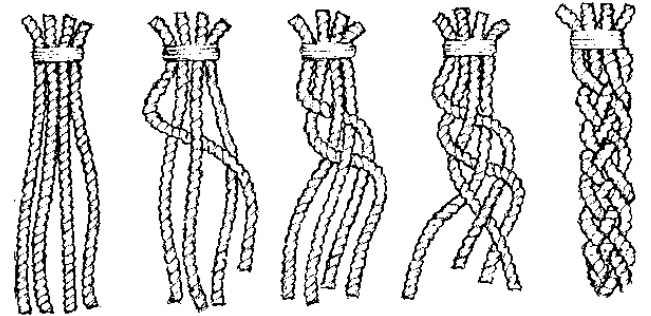
Make simple plaits and sennets. They are ideal as braided ropes for bracelets, hat bands or for key rings.



Simple 3 ply plait



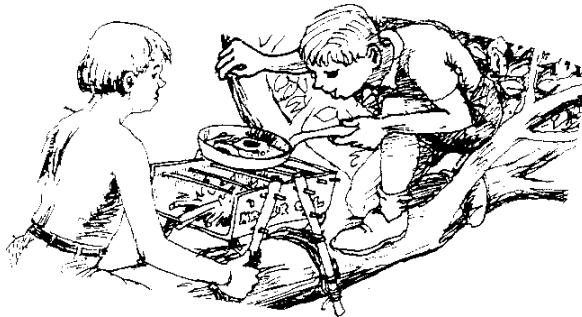
4 ply sennet



JAVELIN THROWING

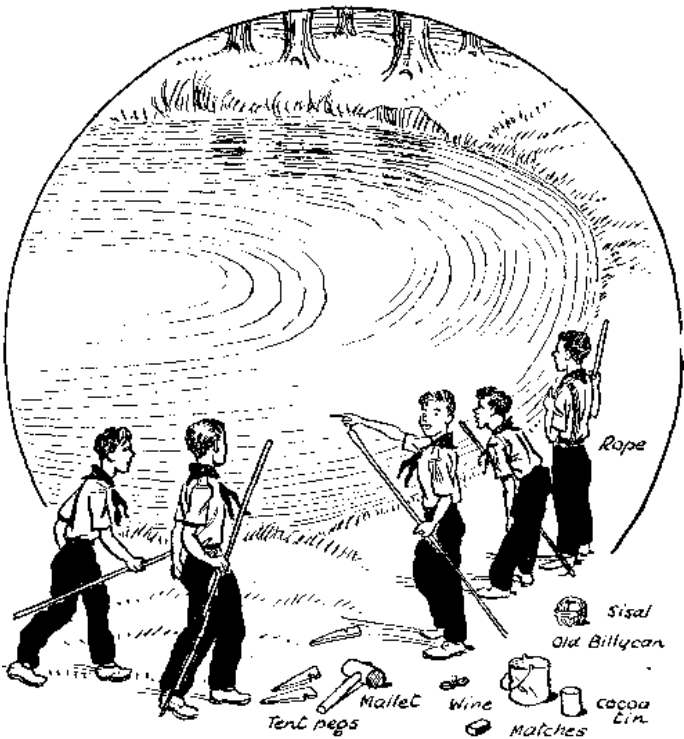


THE REAR MAN USES THE END LOOP AS A SHOULDER HARNESS. THE LEADER PULLS FORWARD & THE REAR MAN RESISTS THE PULL TO KEEP THE STRETCHER TAUT.



Cook a simple meal up a tree

THE PROBLEM: WORKING THROUGHOUT FROM THE BANK, ERECT A BEACON IN THE MIDDLE OF THE DUCK POND, AND WHEN IT IS SECURED IN POSITION (NOT UNTIL) LIGHT IT FROM THE SHORE. THE BEACON MUST BE AT LEAST 10 FEET ABOVE THE LEVEL OF THE POND.

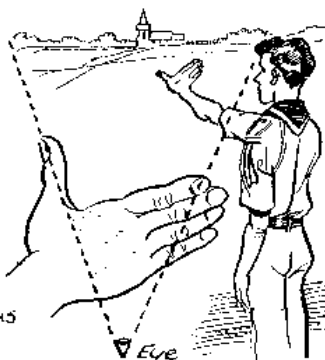


NOTE THAT ONLY GEAR SHOWN IN THE BLUEPRINT MAY BE USED, PLUS NATURAL MATERIAL FOR KINDLING. TO THE P.L.: IF NO POND IS AVAILABLE, ROPE OUT A 30 FT. DIAM. CIRCLE ON THE GROUND AND WORK FROM OUTSIDE PERIMETER.



Get your Patrol up a tree using the Pruzzik Friction Knot

"HANDSPAN COMPASS": HERE IS A NEW SORT OF "SELF-MEASUREMENT" WHICH WILL ENABLE YOU TO USE YOUR OWN HANDSPAN TO TAKE RELATIVE BEARINGS ON DISTANT OBJECTS. THE IDEA IS TO FIND THE NUMBER OF DEGREES CONTAINED IN YOUR SPAN (THUMB TO FIRST FINGER) AT FULL ARMS-LENGTH. TO DO THIS, SIMPLY COUNT THE NUMBER OF TIMES YOUR SPAN WILL GO ROUND THE ROOM IN WHICH YOU ARE STANDING, OR ROUND THE LANDSCAPE IF YOU ARE WORKING OUT OF DOORS. DIVIDE 360° BY THIS NUMBER & YOU WILL BE LEFT WITH THE ANGLE SUBTENDED BY YOUR HANDSPAN: E.G. 360° DIVIDED BY 20 HANDSPANS = 18°



During World War II commando units used toggle ropes. Each Commando had a 10 foot length of rope with an eyesplice at one end and a toggle at the other. This saved on weight and if a long rope was needed each rope could be joined together quickly.



Patrol Activities in an urban area



There's no need to suppose that if you live in a town rather than a country area the opportunities for active Scouting and Patrol projects are limited. Far from it, for in a town you will find places of interest to visit, people who may be willing to talk about their jobs and hobbies, as well as streets that provide endless scope for wide games, trails and scavenger hunts. If you live in the country a day trip to the nearest large town will give you a chance to do some Scouting in surroundings that will be new to your Patrols

Before you go rushing off to seek high adventure in the nearest fish and chip shop, think how the town can help you to carry out a Scouting programme. Most games and challenges can be tackled as a Patrol, but others may be more suitable for the whole Troop. Discuss your ideas with your Scout Leader and other Patrol Leaders, particularly when they involve approaching outside organisations. If other Patrols are interested in the same project it's best for one letter to be sent from the Troop rather than half a dozen individual requests. Someone may have already made contact with the local fire station, or your Region might have plans for a training course; by discussing these things and keeping the other Patrol Leaders in the Troop informed of your plans you will avoid troubling people unnecessarily.

Ask the Scouts in your Patrol for their ideas before making definite plans. If you are inviting, a guest to speak at your Patrol Meeting or if you intend visiting a place of interest you will want all your Scouts there. It is nothing short of bad manners to ask busy people to give up their time and then find that hardly any of your Scouts turn up.

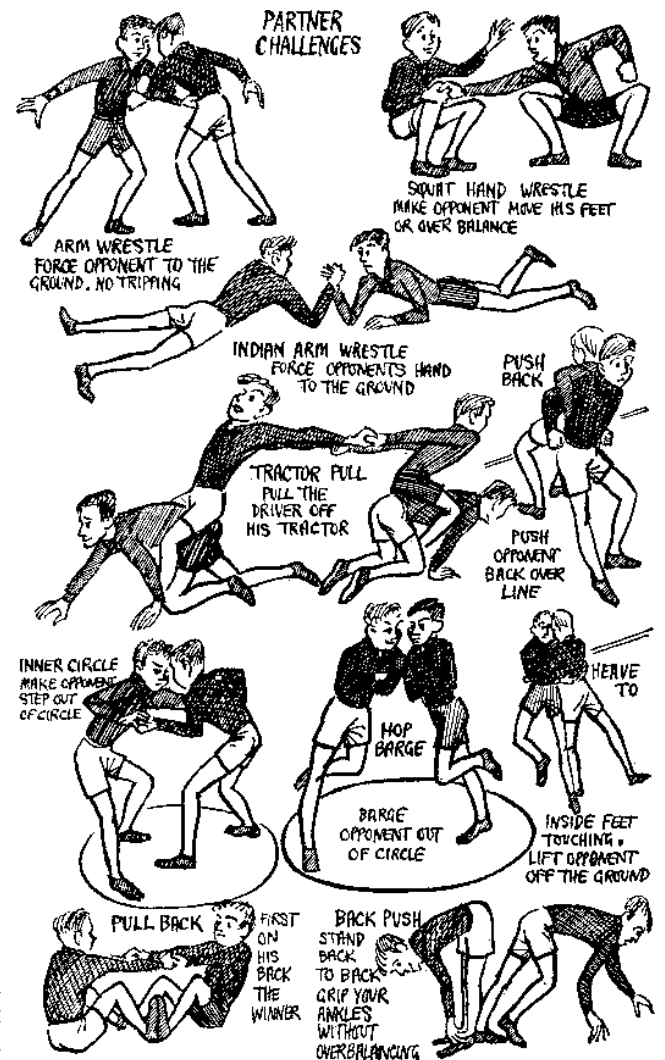
For some of the more important activities it's a good idea for two or three Patrols to combine so that there are sufficient numbers for your guest to feel that the visit has been worthwhile. It may be better for a special guest to visit the Troop as part of your meeting.

The addresses of organisations and names of secretaries of local societies can probably be obtained from your local library or the telephone directory. Give plenty of notice if you are asking someone to come to talk to your Patrol, and suggest alternative dates. Always follow up a visit or talk with a letter of thanks so that people can see you are grateful for their help.

Visits

Not only will your Patrol find it interesting to see a factory, a newspaper being put to bed or computer factory in operation but these visits may also provide scope for badge projects, ideas for careers and may even suggest ways in which your Scouts can be of service to others. When arranging a visit to a motor repair garage explain what you need to know for the section of the Mechanic Merit Badge and ask if a mechanic can demonstrate how to change a wheel, check and clean sparking plugs and so on. A visit to a boat builder's yard could make your Patrol enthusiastic about building their own canoe, and you will pick up some valuable tips from the experts while you are there. A Patrol visit to the cinema can be fun, and if you approach the manager well in advance he/she may be prepared to show you the projection room before you see the film. The live theatre is a fascinating place too, and a visit backstage might be possible. If you are within reach of the docks or a harbour arrange to look over a fishing trawler or ocean-going liner. Sometimes visits may only be permitted for Scouts above a certain age, and if this is so let your Scout Leader know straight away-perhaps a visit can then be arranged on a Troop basis for those who are old enough. You may not be able to take an active part in some sports for the same reason, but it is interesting to watch and find out about them.

What you get up to in your town will depend on the particular interests of your Patrol and the effort you make to find out what your nearest town has to offer.



Partner challenge

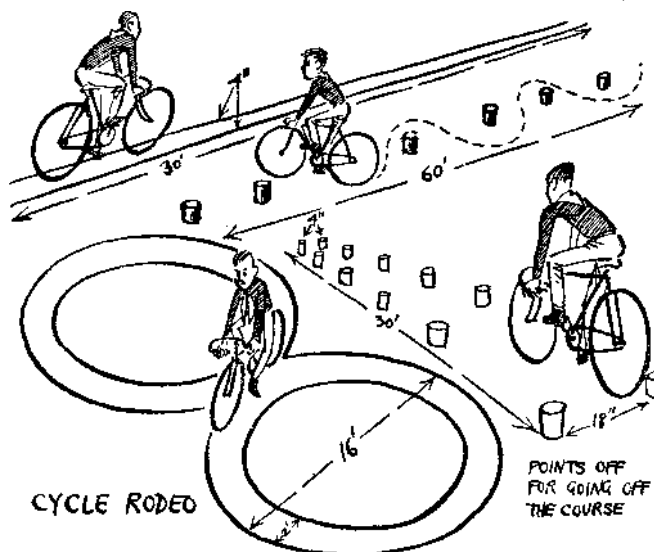
At your next troop meeting or patrol meeting try out some of our test of strength and agility. If you are using it as an inter - Patrol game then number of the members of your Patrol. The Leader of the game then call a number and they compete against each other. the winner gains a point for their Patrol. It is a good idea to set a time limit say 20 seconds with Patrol members counting down the time.

Bike fun

Most people own a bike or can pit their hands on one (borrow) one for the afternoon. A selection of test are shown but you can create your own. The place that is used for the event will dictate what can be run with ease. The event is best run in a school yard although it can also be run in the local park or a bit of rough ground. Again keep Merit Badges in mind and see what part of the requirements can be completed as part of the activity.

It is also a good idea to have a service bay to repair bikes or bring bikes up to spec. You may also like to invite along the local Garda to explain the rules of the road and test you on your bike skills. Don't forget protective helmets.

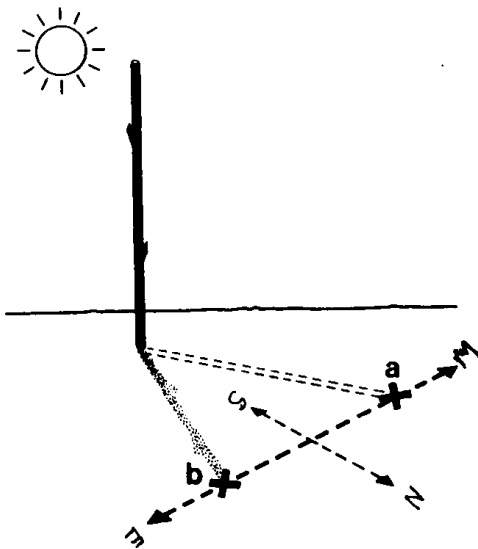
Acknowledgement to the Scout Association UK - Patrol Leaders Handbook 1967 - for material used in this article.



Being guided by Nature

Finding our way using map and compass can be exciting but what if you had no map or compass and found yourself stranded in open countryside. Nature navigation relies on your skill of observation. Through it you can find your way to safety. This article offers a few suggestions as to how you can find directions without a compass, of course if you are prepared you will not be caught out in open countryside without a compass.

The simplest and most obvious way to find North by the sun is, at dawn, to stand with your back to the sun as it rises in the East. Your shadow will point West. Raise your arms shoulder high. Your right arm will point approximately North, your left arm will point approximately South.



You can then mark a cross on the ground, and use pegs or stones to indicate, approximately, the North, South, East and West positions.

You can use the sunset in the same way. Just reverse the situation, with your back to the setting sun. Your shadow will point East. Your left arm, in this instance, will point North, your right arm South, approximately.

The moon as a direction-finder
Except for a few nights every month the moon, like the sun, can help give you direction. Because it reflects the sun's light, the moon always points towards the sun, and thus even at night indicates the direction of the sun.

Whether the moon is waxing or waning, an imaginary line through the horns of a crescent moon will always give you, approximately, a north-south line.

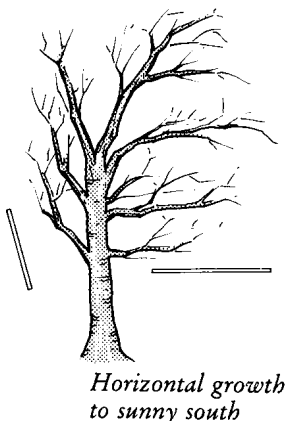
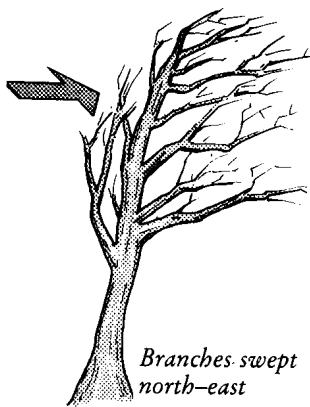
An accurate way of finding north by the sun

On a level piece of ground plant a straight stick upright. To get it perfectly upright, use a make-shift plumb-bob - a pebble tied to a length of string.

Using a loop of string and a small pointed stick, describe a circle on the ground, with the upright stick as centre. The loop provides an accurate pair of dividers, and the larger the scale the more the accuracy.

Now mark the end of the shadow of the upright stick with a small stick - or use a small pebble as a marker. In a few minutes you will observe that the shadow has moved away from the marker stick, or pebble. Continue marking the ends of the moving shadow at intervals, until you have a clear arc of markers. This takes time, but it is as accurate as a compass.

Then complete the arc freehand, until it cuts both sides of the circle. The points of intersection of the circle and the arc give you a true East-West line. To find North, simply bisect the East-West line at right-angles. Carefully done, it is so accurate that you can use it to orient a map.



The Wind

Almost every area has what is called a prevailing wind - that is, a wind that blows longest and strongest from a particular direction. Prevailing winds have their impact on trees, among other things on the land. You can very often observe how trees in a given area have been influenced by the prevailing wind to lean in a particular direction. By observing the direction in which trees in an area are leaning, you can tell from which direction the local prevailing wind blows. If, say, the trees

Scout Adventures



are leaning North East you will find that the prevailing wind blow from the South-West, which is the prevailing wind direction in Ireland. There are but a few exceptions to this general rule - such as with the trees on some of our coastlines.

Other Natural Guides

Nature also provides other wind-influenced indicators. Spiders, for example, do not construct their webs against the wind, so observation of the general direction in which spider webs are laid can be helpful.

Birds and insects almost always build their nests in positions that will protect them against the prevailing wind, so observations of this kind can also help you establish the direction from which the prevailing wind blows.

Thus the prevailing wind can in various ways be your guide - and you can learn some more about Nature's other fascinating ways at the same time.

How trees can help you find your way

We have indicated how many trees become navigation aids when prevailing winds cause them to lean in a certain direction. A study of the trees around you will reveal that they can assist you to find direction in other ways. Concentrate your observations primarily on indigenous trees, because Nature designed different trees in different shapes, with the main object of enabling them to receive as much light as possible.

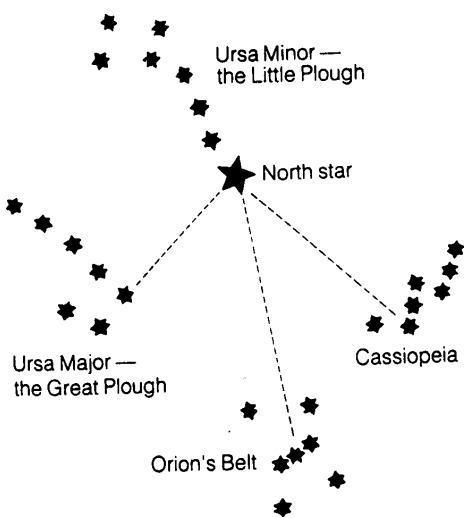
Here are some pointers that will be useful to you - but understand that these are generalisations; trees are affected by many factors, and you should not jump to conclusions after studying a single tree only, but confirm your findings by observing several trees in the same vicinity.

Most trees tend to develop more foliage on the sunny side.

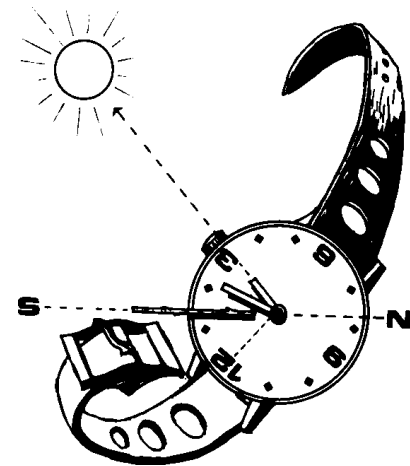
In many species the branches exposed to the arc of the sun, and thus receiving more sunlight, will tend to be branches that are well developed, and that reach out southwards at an angle nearer the horizontal, while the branches on the northern side, lacking sunlight, will tend to grow at a more acute upwards angle.

The tree trunk itself may lean sunwards, slightly. (While the prevailing wind usually causes a tree to lean with the wind, the sun can also affect its angle, as do some other factors).

Though not always, mosses and lichens will tend to grow on the North side of the tree trunk, rather than on the Southern, sun-facing side. Note however that mosses and lichens are also affected by humidity- they flourish best where moisture is present.

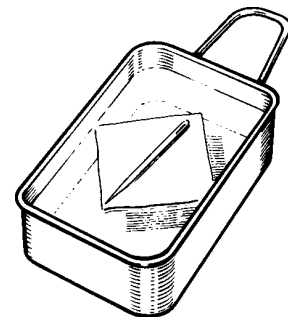


Using the stars to find direction



Using your watch as a direction finding tool.

Point the hour hand at the sun and divide the angle between the hour hand and 12. This direction is due south.



Float a magnetised needle on a slip of paper or a small twig and watch it point north

On the trail

An adventure pre - supposes some element of risk, and it is the leader's main responsibility to ensure that this risk is fully appreciated and reduced to a known and acceptable minimum. A crucial part of minimising the risk is the proper training of both the leader and the members of the section. The responsibility of the leader extends to such things as equipment, safety, and the individual strengths and weaknesses of the party/group. It is important that the party / group have confidence in the leader. Confidence is built by knowledge and experience and to enable the leader to gain this experience we present here a number of points/ factors that the leader should understand and take note of, so as to ensure a safe and memorable experience into the wilderness.

Preparation

Such considerations as equipment and navigation skills and the preparation of a route card etc. All these factors are part of your preparation before you venture into the countryside and taking all these points on board we will now add in a few more. These considerations should be included into your final preparations for a trip:-

Every trip will need a safe ratio of experienced adults to young people. The recommended ratio is one leader to every five or six young people.

Before you set out on a trip obtain as much information about the area that you can.

Check all equipment before you start. This should include the checking of the contents of individual rucksacks, that everyone is wearing boots and has proper raingear. It may sound cruel but if any of the party / group do not pass this vital test before each trip then they should be sent home. Improper or inappropriate gear will lead to problems, problems you can do without while leading a party / group in open countryside if things get difficult.

Make sure that your route card is left with a responsible person who will after an agreed time contact you on a mobile phone and if a situation has arisen will inform parents and the emergency services if necessary. (Be alert to the fact that it may not always be possible to get mobile signals in remote areas.) Parents should be aware that delays can happen and that if the group is delayed it can be related to a lot of different factors such as difficult terrain, weather, missing the bus!! and that all delays are not due to an accident in the group. Explain that you will be acting as a responsible leader on such trips and you will not disregard safety in a rush to get out of a delaying situation. However, this is not an excuse for bad planning.

See that you have a first aid kit, adequate for the trip planned, including some emergency rations ready to be brought on the trip. Check the weather and know its effect in your selected area (some areas of the country has their own unique micro climates). Listen to the detailed weather forecast on radio or dial the weather forecast service.

Check times of buses, trains etc.

Safety should be uppermost in your mind. Don't take unnecessary risks. If you think you will require extra equipment then ensure you have it with you. It is a good idea to have a walking rope with you as well as a survival bag and a sleeping bag. A mobile phone should also be available for emergency use. Exposure is a very real emergency you may have to deal with it and a survival bag and sleeping bag are invaluable in its treatment. A walking rope is useful if you have to when

crossing rivers or even as an aid in descending loose scree or slippery grass or rocks. This extra safety equipment can be shared among the leaders in the group. Insist on every Patrol having their own survival bag, compass and map, and individual survival kits and personal first aid kits.

Plan for an emergency and identify escape routes from any part of your proposed route. These escape route should be indicated on your route card so that the contact person is aware of your plans in case of difficulties

Take note of the health of your party/ group. Is any one sick or has a cold. Has anybody got an injury such as a blister on their foot or a sports injury such as a bruised knee etc. Does any member of your party/group need special medical attention such as diabetics, or asthmatics etc. You should also be aware of the capabilities of your group. There will be strong, medium and below average walkers and this cannot be judged by assessing their build or apparent strength. No one likes to admit to being below average or unfit but they must be persuaded to be truthful. In a stress situation the below average person is more likely to be the first casualties. Take time in your training period to develop walking skills and increase fitness of group in safety near home.

Lastly, before you depart you should brief your party/group as to where you are going and what you intend to do during the activity. This briefing should be given to all the Troop not only the Patrol Leaders.

Walking the trail

Walking is a natural skill and anyone who can walk can hike. But hiking often involves long distances and rough terrain, and therefore added stress. Here are a few suggestions on how to make you walk more enjoyable.

You should walk with your toes pointing forward, not to the sides. An inward or outward orientation of the foot causes an unnatural torque, or twist, on your ankles.

On level terrain, try to hold your torso (upper body) as vertical as possible. A fully erect posture distributes body weight efficiently and is especially important when carrying a pack.

On uphill, your initial tendency is to lean too far forward. This causes strain, and you will tire more quickly. So lean forward only slightly. Don't over compensate for the uphill slope.

Downhills are even more tricky. On downhills, your knees act as brakes, absorbing the forces of gravity and momentum. Downhill grades are hard on the knees and leaning backwards only makes things worse. It can also cause your feet to lurch right out from under you. If your knees begin to ache, bend slightly forward. This seems awkward, but with practice you will get the hang of it. Another thing about downhills; If your boots are too small, or laced tightly, your toes will ram into the front of the boot. This is, painful and can even cause the loss of a toenail if unchecked. So, when choosing new boots, stand on your toes. If the boots hurt then, they'll hurt on downhills too.

Never jump or leap while carrying your rucksack. With the extra weight on your legs as you land it can result in injury, as well as the hazards of falling off balance.

Care should be taken when hiking over rocky or uneven ground. Place your

Scout Adventures



feet deliberately from step to step this will prevent stumbling.

For steep uphills, take your time and travel at a steady pace. You should travel up the hill by a method of transversing from side to side in a zig zag fashion rather than a direct assault.

Some hikers find a walking stick or staff is useful. When crossing rivers the stick can act as a third leg that helps you keep your balance. It can also assist you in descending steep slopes.

Leading a party / group

Setting the pace

The pace of the group should be that of the slowest member. This statement is very well in theory but in practice with young people there is always a tendency for a race to develop between some members of the group. Your job therefore as leader is to set and enforce a reasonable pace that everyone is comfortable with. A comfortable pace will allow everyone to talk freely. If there is a lot of huffing and puffing then the pace is too fast. Discourage members of the group running forward or allowing others to lag behind. On uphill sections your pace should be slow and calculated bringing the whole group up the hill together. It should not be necessary for the leader to be out front setting the pace, although this maybe necessary if the group are walking too fast.

Keeping the group together In transversing the countryside the leader needs to be able to keep the group together this can be done in a number of ways.

Setting a manageable pace (see above) and avoid crowding or stringing out the group Every group should have a person who acts as the 'rear man'. His job is to bring up the rear and advise the leader if the group is becoming strung out. The 'rear man' should be ideally a fellow leader or a senior and more experienced member of the group. The 'rear man' is literally that they should be the last person in the group they never let anyone fall behind them

The group should wait after obstacles to reform the group before setting off.

The leader should take an active interest in their surroundings and should be able to point out interesting features and points of interest. You may also want to check map reading skills or show members of the groups how to read a map. These are methods which can be used to

bring the group together, rest the group and add more interest into the hike.

Encourage your Patrol Leaders and Patrols to lead different legs of the hike. The Patrol Leaders acting as leader of the group during that leg of the journey.

If you have a problem with members pushing ahead too quickly it is a good idea to put them to the back of the group to assist with the stragglers.

The leader of the group should find a central position in the group so that it is possible to control and monitor the group from the front and rear.

Crossing rivers, bogs and marshes

While on the trail you will cross many types of terrain. Rivers, bogs, and marshes have their own particular hazards. Care should be taken while crossing them.

Avoid jumping from boulder to boulder while crossing rivers.

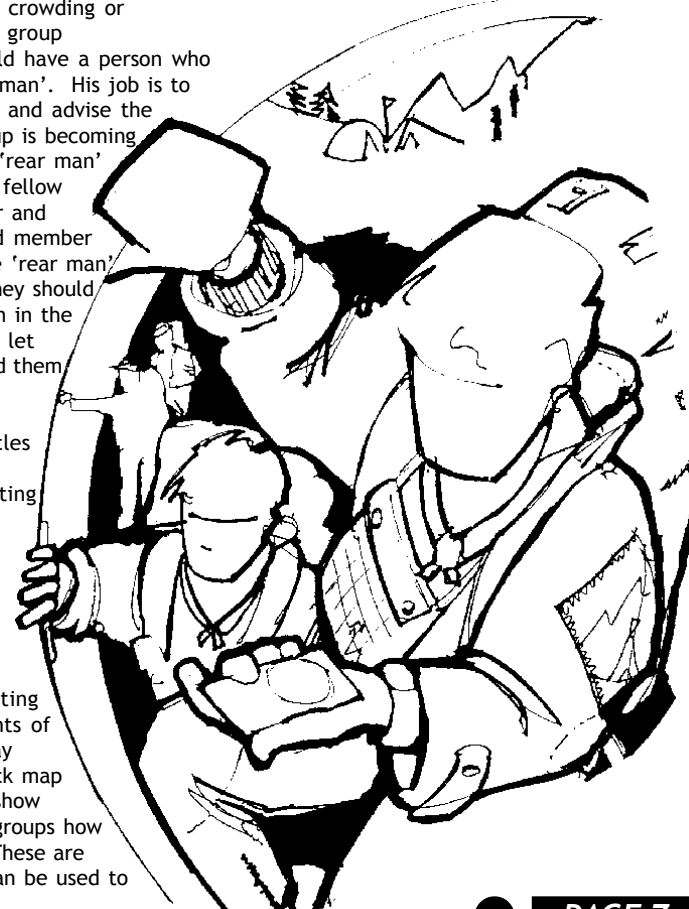
Jump from tuff to tuff while crossing bogs.

Stay clear of wet, boggy, peaty ground in the troughs of bogs. Skirt around this type of ground rather than following your bearing to the letter.

Avoid crossing stretches of bright green moss on marshes. As you cross you will notice that it moves, it is floating on water.

If you are unfortunate to find yourself sinking into a bog 'swim' with a breast stroke to firm ground - don't try to jump. Spreading your body over the surface distributes your weight.

It is a good idea to cross these obstacles in single file. The person in front finding the safest route across.





for adventure

Backwoods Challenge

Patrol are invited to take part in our Summer challenge sponsored by Gelert & The Scout Shop. There will be IR£300 of Gelert products to be won. The prizes will be in the form of a vouchure which can be redeemed against any product in the Gelert range - everything from survival bags to tents. Prizes will be awarded to the Patrol who gains the most points, with a number of runner up prizes.

First Prize IR£200 vouchure
 Second Prize IR£100 vouchure
 Third Prize Survival Manuals & handbooks

In order to take part a Patrol tries to complete the items listed either on Annual Camp, weekend camp or a series of day activities run by the Patrol, Patrols or the Troop. Some of the items maybe combined in one activity. You cannot get credit for items done prior to the Gelert Backwoods Challenge start date (when you receive this magazine). Any number of Patrols can enter from a Troop.

All items completed must be verified by a Leader in consultation with the Court of Honour. All marks given will be accepted by the judges on a 'Scouts Honour' basis.

Patrols should also take photographs of the Patrol in action completing the challenges and a selection of photos and a short report (400 words max.) on your activities should be returned with your entry.

The winner will be determined by the

- Points gained on activities
- The selection of photos submitted
- Report of their Backwoods Challenge.

It is only fair to point out that the report and photos will play as big a part in the selection of the winners as do the points gained in the activities. A selections of photos and extracts from reports will appear in a future issue after the winners have been selected.

All entries should be returned to:
Backwoods Challenge
No Limits Magazine
Scouting Ireland CSI
26 Dolphins Barn Street, Dublin 8
by the friday 12 October 2001

Backwoods Challenge

Name of Patrol _____ Name of Patrol Leader _____
 Address of PL _____
 Unit _____

Photocopy extra copies if required

Activities	Points	Leaders Signature on completion of element
Write in the points you score. You may combine activities where this would be sensible (e.g. 1 and 2).		
(1) Lay a wood fire (you must collect the wood yourself - <i>not</i> from a wood pile). Light the fire by any <i>one</i> of these methods: by friction by means of a tinder-box (or using a flint on a file and catching the spark on wire wool (unsoaped) then adding shavings) Using only 2 matches(10 points);(If you have to use more than 2 you lose 5 points for every extra match.) You may not use any paper, and the fire must remain alight for 15 minutes.	20 15 10	
(2) Cook the following over a wood fire: (5 points each) a baked potato; a 'twist'; a kebab	5 5 5	
(3) Obtain a rabbit (try your local butcher) - skin it, clean it, and cook it on a spit over a fire or Catch your own fish, gut it, clean it, and cook it on a spit.	20 20	
(4) Build a bivouac out of natural materials. (Make your own twine if necessary.) Sleep in it overnight. (You may use a groundsheet and sleeping bag.) Each extra night (maximum of 7) 10 points per night.	30 10	
(5) Make hammock from natural materials and sleep the night in it	25	
(6) Make plaster casts of bird or animal tracks (10 points each).*	10	
(7) Go on a 5 mile hike overnight using the stars to navigate. (We suggest you hike due North).	20	
(8) Make a camp oven and cook a suitable meal inside it.	20	
(9) Lay a half-mile track using Scout Tracking Signs (15 points). (you may <i>double these points</i> if another Team can follow the trail in less than 5 minutes!).	15	
(10) Make a collection of as many <i>named</i> leaves of trees as possible (1 point per leaf),	max. 20	
(11) Make a basket in camp using natural materials.	15	
(12) Spend 24 hours marooned in an area not exceeding 1 acre. Your only food supplies are the emergency rations one expects to have on a hike. You may not have any dehydrated foods other than 1 packet of <i>Cupp a soup</i> each, You are limited to 1 gallon of water. You may have 10 matches, one knife and 1 roll of foil. You may sleep in a shelter (unless you wish to combine this with activity 4). You may draw on any natural food in the area. During this time you must mark out a helicopter landing area and devise a method of attracting help from the air. Do not actually attract aircraft! One of you in turn must be <i>on watch</i> for the full 24 hours.	50	
(13) Learn semaphore, and send and receive a message of not less than 20 words over a distance as great as you can make it or Send and receive a similar message by flashing morse, using a small hand mirror	20	
(14) Go on a 5 mile hike or orienteering course using a compass, including at least 1 mile through a wood or similar difficult obstacle, and at least 10 bearings or points (2 points each point letter correct)	20	
(15) Make a solar survival still and use it to collect at least a cupful of water	15	
Extra points for special achievements at Leaders and COH discretion (max. 10 points) List items		

Total Points



Orienteering

Orienteering is the skill of navigating in wild or open country by the use of map and compass.

In 1919 a Swedish Scout Leader, Major Ernst Killander, combined map and compass 'projects' with cross country running. From those small beginnings in the magnificent Swedish forests sprang a world-wide sport.

There are six classes of orienteering, the best known of which are Cross Country and Score Orienteering.

In a Cross Country event a set course has to be completed in the shortest possible time. The course is shown on the map by a series of red circles, known as controls. To help you find each of the controls, a brief description is given-for example: 'the stream bend' or 'the pond, western end'.

To prove you have completed the course, you have to mark your competitor's card with a punch or stamp to be found at each control. The quickest route is not always the most direct, especially if the direct line takes you through a marsh or over a hill. Score Orienteering probably requires more accurate judgement. The controls can be visited in any order within a set time. Each carries a certain number of points, those that are further away carrying more points than those that are nearby. If you visit all the closest controls, you won't necessarily score more points than if you visit a smaller number of controls that are further away, so it is important to plan properly the way you tackle the course. You can also lose points for being late.

The other types of orienteering are

Route Orienteering

following a course marked out by streamers and marking the controls on your map as you find them;

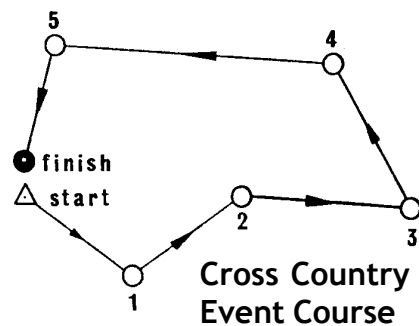
Line Orienteering

following a set line on the map and, again, marking down the controls as you find them; and

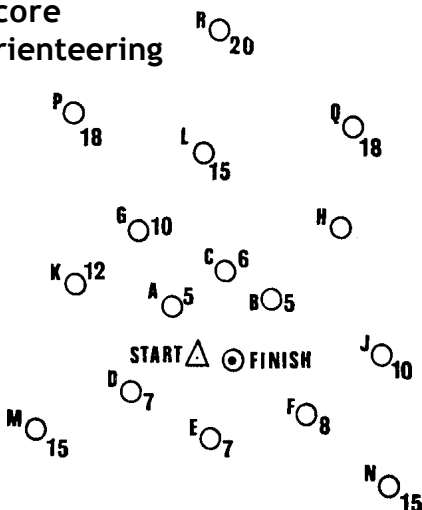
Night Orienteering and Relay

Orienteering which really speak, for themselves.

Orienteering does not require you to be a great athlete but simply to be mobile-walking or running, canoeing, sailing or by cycle. In any serious competitions or club events the winners are found among the faster and fitter participants but the real fun in Orienteering is in participating, whatever your age.



Score orienteering



To play and enjoy the sport of Orienteering there are three fundamental concepts to be understood:- interpretation of the map; distance; direction.

Planning a course

When planning an orienteering course it is important to remember that the whole point of the exercise is to encourage skill in map and compass work. It should not be designed only as a competition where physical ability as a cross - country runner is the all - important factor.

The quality of the course depends upon certain vital requirements:

- 1 That suitable check points are carefully sited.
2. That a great variety of orienteering problems should be set for the competitor,
3. That chance discovery of controls is avoided.

4. That the start and finish arrangements, are efficient.

It is essential too that maps are checked in relation to the chosen area to make sure that what is on the ground is on the map and vice-versa, Careful reconnaissance is required as an orienteering course cannot be devised by armchair planning. The course planner must go over the area which has been chosen and relate it to the map so that he is certain that all the points which he is likely to choose for controls actually do exist.

Practice skills for orienteering

These practices will help to develop familiarity in handling the map and compass and can also be used as competitions to develop speed and accuracy. There is however, no substitute for orienteering experience gained in the real full-scale situation.

Map Practices

1. Locating Grid References

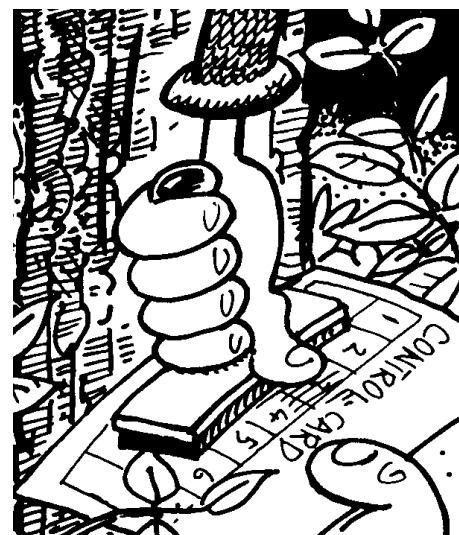
The instructor gives a series of four figure grid references and verbal descriptions of the places they refer to in a jumbled form. The orienteers must relate these references to their correct description- by finding each one on the map and giving its six-figure

2. Giving Grid References

The instructor indicates several prominent landmarks on a map (for example, 'The small lake 3cm north of Exville in the bottom left hand corner of the map'). An accurate six-figure grid reference must then be given for each landmark by the orienteers.

3. Map Symbol Quiz

Either, map symbols are presented by the instructor and the name of them is given by the orienteer, or a map symbol is drawn by the orienteers after a verbal description by the Instructor.



4. Map Drawing

An experienced map reader gives a description of a piece of ground from the map. The others attempt to draw a map from this description and their efforts are compared to the original.

5. Description of Ground

Here the terrain of a given area of map is to be described in detail either verbally or on paper by the orienteers.

6. Map Sections

Two check - points are selected and a section is then drawn along the bee-line or chosen route, to show the shape of the ground surface and how it rises or falls along this route.

7..Combined Map Practice and Route Set action

Seven or eight selected points on the map are given to the orienteers by grid reference. They have then to measure the direct distance between the points and suggest the best routes from one to the other. (The route selection part of indoor practice will be more profitable if the learners have had some previous experience of orienteering on the ground.)

As a further development of this practice, Instead of random check points being given, checkpoints which have been used in a competition are put on the map. Routes between them are chosen and then compared with the routes which were actually used by runners in the race.

8. Following The Map

The instructor selects several well defined points on a map which are easily recognisable on the ground in (say) a park. The orienteers are given the points as grid references and asked to visit them in a given order. This can be developed into miniature orienteering competitions.

The Scout Stave

A stave is a basic tool for the outdoor traveler. For thousands of years, the walking stick has been symbol, weapon, record, and support for the tired feet and legs of the wanderer. Even today, on the trail or in camp, it has a hundred uses. For centuries, labourers used the stave to support loads and defend themselves against man and beast. Egyptian hieroglyphics picture travelers with sticks in hand. The Bible is full of references to staves. The ancient Druids, who believed each wood copse had its own living spirit, apologized to a tree before cutting it for a stave. Banned from owning conventional weapons, the poor of many countries traditionally turned to the stave for protection.

The stave is also a symbol of authority and power. Moses used his to part the sea and to get water from a rock. In Egypt, the stave and the shorter rod were the Pharaoh's symbols of office. At the same time, the stave, especially a stave with a crook, has always represented the humble shepherd. Truly, this is a stick for all men.

In B.-P's day, the stave was considered an important part of a Scout's outdoor equipment. Today, a stylized figure with a stave marks trails in many modern parks and is often used to indicate the availability of hiking trails in recreation and wilderness areas. In many countries, the same symbol indicates a hostel - a place of rest for a weary walker.

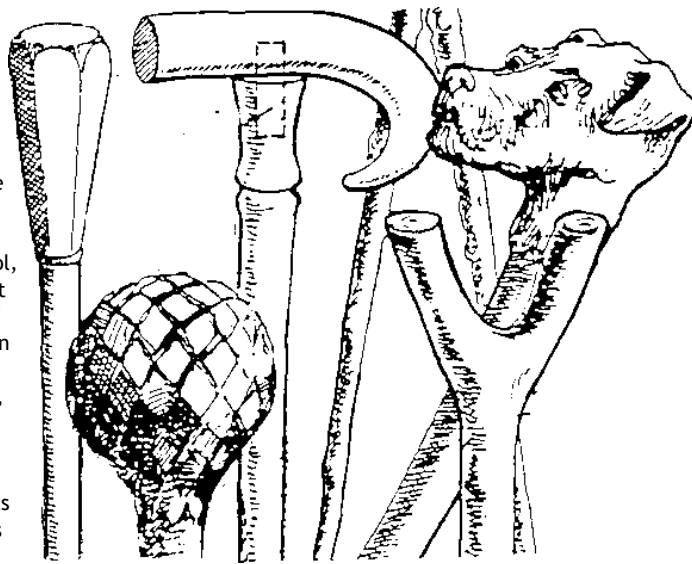
As a weapon, a stick or cudgel was once a match for the sword, at least in legend. Sensei (master) Frank Lee of Martial Arts International says two major forms of the stave are used in modern oriental martial arts, but he also says that "unless a person is trained to know the spirit of the stave, it is just a stick."

Record keeping is one of the oldest uses for a stave. The ancient Norse used a notched stick called a skor to keep track of numerical information, and the word stuck around to become today's "score". Some native American peoples carried coup sticks decorated with carvings and feathers to commemorate victories in battle. A modern version of this kind of record keeping in the Alps, where every town and tourist attraction sells little metal crests to tack onto a walking stick.

On the Trail

People tend to personalize their walking sticks. Frequently, they are ornately carved. Many Scouts "keep skor" by carving a mark for every so-many kilometres hiked or inking in the names of trails covered. At the 1971 World Jamboree in Japan, for example, Scouts who climbed Mount Fuji were issued a stave at the bottom. At each checkpoint along the way, it was marked with Japanese characters. Decorated or not, a stave belongs on the trail. "A hiking stick helps make the miles glide by," wrote Robert Birkby in Boys Life magazine. "It swings comfortably in your hand, offering balance and a rhythm to your gait."

In dense overgrowth, use the stave to push aside brush and cobwebs and to prevent branches from whipping into your face. If the trail is wide enough, slip it behind your hips and hoist your pack to give your back a



break. You can lift up underbrush to search for berries or pry up logs and rocks to satisfy your curiosity about what's underneath. When it's time for a rest, put your pack on the ground and brace it with the stave for an on-the-spot easy chair. On more adventurous terrain, the walking stick is even more useful. It is a handy balance aid when crossing log bridges. Used as a brace to lean on, it can be a life-and-sprained-ankle-saver on hills, rocky ground, and slippery-bottomed streams. Marked with a measuring scale (zero at the bottom), it is useful for measuring water depth and the size of specimens. And, it's much safer to poke into holes and behind rocks with a stave rather than your hand.

A stave is handy in many emergency situations, as well. Two staves make a quick litter or stretcher. One can be a reaching aid for a comrade struggling in the water. It will support you if you fall through ice. You can use it as a crutch if necessary, or make it into a mast for a sail on a canoe. Whenever it saves you the time of having to find and cut a pole, you will appreciate having it handy.

In camp, especially in open countryside, the stave can become a makeshift ridgepole or tentpole. It is instantly available for lifting hot pots off the fire or propping up a billy of tea. With a few staves, you can produce a flagpole or a camp gadget. Weighted with rocks, snow, or dirt, it becomes a "deadman" to replace those lost tent pegs. A stave is fun to play with, too. In winter, slide it along the snow in a game of Snowsnakes. In summer, hurl it like a javelin or build it into a pioneering project. And for sheer relaxation on a rainy day or quiet evening, there is little more pleasant than sitting under a tree or tarp and carving a stave.

My favourite hiking stick was one I started with when I first left home. Carved on top with the head of a bearded woodsman, it recorded my climbs and hikes. Over the years, such a stave becomes very much a part of your life. Perhaps Sensei Lee and those old Druids were right. A stave is more than just a piece of wood. There is a spirit to it.

Making a Stave

You can make a walking stick from almost any type of wood. Hardwoods such as ash, oak, and maple are good choices if you can get them. Old Robin Hood would have preferred yew or sweet chestnut. Hazel is a good choice and conifer saplings are usually straight, light, and strong. Use whatever you can find in your area. Choose standing deadfall that is straight and free from checks (splits) with the bark firmly attached. When you are ready to strip off the dried bark, a draw stroke works best. It isn't necessary to take off all the bark: simply smooth the stick at the handgrip.

The length of your walking stick is pretty much a matter of taste. Some like a short, light stick just above waist level. Others choose one about chin height. For balance and utility, I've always preferred a stave about chin height.

Your stave needs to be thick enough to be strong, thin enough to be light, and comfortable to carry. A pole three to four centimetres diameter at the base and four or five at the butt (thick end)

When you smooth the handgrip or if you personalize the stave by carving spirals or rings, take care not to cut too deeply. I've seen many carved staves break at a crucial time. It's best to keep the carving on the head only for safety around the top. You can protect the lower end with a metal ferrule to reduce wear. A short piece of iron pipe works well. Carve the bottom of the stave until it is just barely too big to fit the pipe, then heat the ferrule with a torch or boiling water. Using a glove or cloth to handle the hot pipe, drive it firmly over the end of the stave. When it cools, it will grip tightly.

If your stave wasn't properly dried, the ferrule may loosen. Drive in a wedge or glue it on with epoxy cement. More simply, you can glue on a rubber cane or crutch tip. This is definitely preferred if you bring the stave into a hostel or hotel room. Those who are not into rough and rustic can sand or plane the stave and add a finish of any outdoor varnish or occasionally apply a coat of stain or oil. But raw wood takes on a beautiful sheen from perspiration, and you may achieve all the finish you want just by handling your stave kilometre after kilometre.



The Scout Shop for all your Scouting and outdoor needs.

The Scout Shop
Capel Street Dublin,
McCurtain Street, Cork
and depots throughout
the country

World Jamboree Extra Places available

A small number of extra places are available to people interested in attending the World Jamboree in Thailand.

Details and information from the
Jamboree Secretary
Brian Lockheed
Waterfall (near Cork)
North Cork, Co. Cork.

75th Anniversary Logo Competition

Members of the Association at all levels - Beavers, Cub Scouts/Macaoimh, Scouts Venturers and Leaders are invited to submit suggestions for a concept for a logo to depict the 75th Anniversary of our Association in 2002.

Suggestion should be in written rather than picture form. For example you may suggest that 'the logo should portray the spirit of Scouting and you think it should have the symbol of a fire in the logo'.

The reason for this approach rather than picture form is that often it is difficult to reproduce a suggested logo from drawings submitted. The committee will select a number of concepts from the entries submitted and the logo will be professional produced from your suggestions. The final logo will then be chosen from these finished logo types. The winning logo will form the design for the uniform badge and promotional materials etc.

Prizes will be awarded to the short-listed ideas and to the final winning design suggestion.

All entries should be sent to:

Chairperson of the 75th Anniversary Committee
Scouting Ireland CSI
26 Dolphins Barn Street
Dublin 8

Closing date for entries 26 October 2001

String Burning

Place a number of bamboo poles in the ground and stretch a piece of sisal about 60 cms above the ground. Patrols are invited to light fires and burn through the sisal as quickly as possible.

Make a rope ladder

Practice lowering a person from a sandpit, tree, wall or window

Water transfer

Mark out a 'River' about three metres across. In the middle, place two billys, without handles, one containing water, one without. Supply Patrols with light spars and sisal. The problem - working from the sides of the 'river', pour water from one billy to the other and back without spilling a drop

Star cans

Create training aids by punching holes in the bottom of tin cans to represent the different constellations. These can be used by pointing the tin can at the light so that light shines through the holes.

Make a beam

Using one sheet of thin card, sticky tape and a 250 gram weight make a beam, with a span as wide as possible that will support the weight at its mid point.

Support a drinking glass on a bridge made from a £5 note (you require a crisp new £5 note)

Use one tabloid newspaper to build a bridge that will span one metre and hold the largest load possible. You have 25 minutes. Supply patrols with newspaper, paperclips, staples, glue, objects of varying weights.

Have a bash

This activity is a series of activities perhaps run in base fashion, Patrols spending a short time at each base before moving to the next.

Physical dexterity

Stand on one leg blindfolded for one minute without moving from a given spot marked out with chalk on the ground.
Hold a Scout stave or other light spar horizontally with both hands in front of you. Swing it back and forward six times and jump over it without leaving hold.
Balance a Scout stave or light spar on the tip of one finger for one minute.
Skip 30 forward and 30 backwards without stopping.
Do 15 press-ups, clapping your hands on the rise.

Scoutcraft

Demonstrate the fireman's lift and the four-hand lift.
Put a knee bandage on your own knee using your neckerchief.
Estimate the height of a given feature in the locality (tower, spire, tree, flagstaff, and telegraph pole)
Set a map using a Silva compass
Be able to secure a rope to a pole using the Highwayman's hitch

General proficiency

Change the wheel on a car
The lights have fused. How would you deal with this situation?

Demonstrate how to sharpen a knife using an oilstone.
Be able to direct a stranger from one point of your town to another not less than 1 kilometre away.
Demonstrate the proper use of three garden tools

Arts and crafts

Make a whistle from a piece of sycamore twig
From memory draw the outline of the tallest building in your locality
Make two decorative knots
With your fingernail, tap out the rhythm of any two well - known songs on a table.

Sharpen it

Make sure all of your Scouts know the rules of knife and axe and are able to handle a knife properly and sharpen it when required.

Camp lighting

Devise a lighting system for your tents on camp. Practice wiring methods so that this system can be set up quickly on camp

Are you awake in the dark

Patrols are given five minutes to collect in the dark (i.e., with lights out, etc.) something round, something square, a blue object, a yellow object, something weighing approximately a Kilo., and something with a hole in it. (Other varieties for other evenings).

The swamp

Your Patrol has come upon a swamp containing deadly snakes that can reach up to 1 metre above the surface of the swamp. Cross the swamp. Patrols are given the necessary equipment to make a set of stilts

First aid

Set up a number of first aid incidents and run them as bases, Patrols changing every 10-15 minutes. Incidents might include:- Road accident, Fall from a truck, Accident to a mechanic, burns of various kinds, axe injuries, boy caught up a tree, child who has fallen from a tree and is caught in branches

Scout Adventures



Sawdust cooker

Patrols are asked to construct a sawdust cooker using a bean tin and some sawdust. Patrol test efficiency of stove by boiling a pint of water in a billy.

Games

Two handed carry

The Patrols line up in file order. The Patrol Leader and Assistant Patrol Leader use the two handed carry and transport each Scout in the Patrol in turn to the far end of the play area. When all of the Patrol has been transported the

allows the stave to fall is out. However, the space left in the circle is not filled so as the game progresses the gaps get bigger so adding to the difficulty. Winner is last Scout holding a stave.

Find it

A football is placed in the middle of the hall, and one Scout from each Patrol is blindfolded, each starting from different positions but all an equal distant from the ball, crawls forward to find the ball. His aim is then to return to his Patrol with it. Each Scout must crawl on his stomach the whole time, unless the Scooter prefers them to be on all fours. If a Scout finds the ball, the others can try to take it from him by any means possible until the ball reaches a base. A struggle may result. Should the ball be returned to the wrong base, the owner of that base wins. Some prefer this game to be played in dead silence, while others allow Patrols to shout advice and directions to their representative.

Over and under

The Patrols line up in file order. The Patrol Leader runs to the front of the play area, and touches a marker, returns to the front of the Patrol and crawls between the legs of the Scouts, through the Patrol, touches a marker behind the Patrol and returns to his place over the backs of the Patrol. When he is in place, number two sets off over the back of the Patrol Leader, runs to the marker in front, back and under the legs of the Patrol, over the backs of the Patrol and back into his place. This is continued until the whole Patrol has had a turn.

Elephants

Equipment: 4 staves, 4 lashings per Patrol
The staves are lashed together to form a 50cm square with the ends protruding to form tusks (the end of the staves which are forming the tusks should be covered by lashing a coat or other soft buffer to the ends of the staves). A rider sits on the elephant thus formed and the rest of the Patrol carry the elephant into battle, charging other Patrols until their rider is unseated or touches the ground

Rustler

Select one Scout from each Patrol to be a " Rustler " and send him to another Patrol. Using two ropes they have one minute to tie him up, being careful not to tie any of the rope above his shoulders. The first " Rustler " to free himself earns his Patrol a point.

Troop Meeting Ideas



Compass practice

Place a coin on the ground between your feet and set your compass for 40 degrees. Walk this bearing for 20 paces. Add 120 degrees to the compass bearing, making it 160 degrees and follow this bearing for 20 paces. Again add 120 degrees to your bearing, making it 280 degrees and walk this bearing for 20 paces. When you stop the coin should be at your feet. Set up a clock-face orienteering course in a football pitch to enable your Patrols to improve their compass skills

Invite patrols to design an orienteering course. Provide Patrols with orienteering maps of a given location. Patrols design a course of 10 points. The course designs are then passed over to other Patrols who must complete them.

The gym

Invite patrols to make a gym for the troop using odds and ends - ropes, pulleys, logs and tin cans

Smells

For a laugh hold a smell-making contest. Each Patrol is given a stove and a collection of food scraps- bacon - rind, onion, apple, mint, coffee, black treacle, anything that smells when heated. The object of the exercise is to fill the room with as many appetising smells as possible

Lightweight

Have Patrols put together a rucksack for a lightweight camp, cutting weight to the bare minimum

third and fourth Scouts carry the Patrol in turn back to their starting point.

Sedan chair

Equipment 2 staves, 1 chair, ropes
Each Patrol has to build a Sedan chair and the Troop then has a Sedan chair race

Staves 2

Equipment A stave for each member of the Troop
Troop stands in a circle and each holds a stave by the top by press the palm of the hand on the top of the stave. Each Scout should be about a meter apart. On the command the Scouts change position by moving clockwise or anti clockwise. As they move they leave the stave standing. The object is to catch the stave in the same way, using the palm of the hand, before it falls. A Scout that

Gelert Backwoods Challenge Winners



Earlier in the year Gelert- Outdoor Equipment Suppliers in partnership with the Scout Shop Ltd. sponsored a Backwood Challenge competition for Patrols. The Challenge requested Patrols to undertake a survival adventure in their local 'backwoods'.

Each element of the challenge was awarded points and the forms signed by a leader were returned with photos and a simple report of your adventure.

We are delighted to announce the winners of the 2001 Backwoods Challenge and they are the Cobra Patrol from the 1st/2nd/5th Louth Unit. The Corba Patrol displayed true Patrol spirit and initiative and as a result received the first prize.

The Patrol will receive a voucher for IR£300 for the Scout Shop to spend as they wish on Gelert Outdoor products.

The backwoods Challenge will be repeated again in the new year and we look forward to hearing the adventures of other Patrols who are not afraid to go scouting.



Trailblazing

Report of the adventures of the Cobra Patrol 1st 2nd 5th Louth

Orienteering Hike Log.

On Sunday, September 2nd 2001 - My Patrol and I went on an orienteering hike, in Ravensdale - The trail was called "The Tain Way." There were ten orienteering points. The troop met at the scout hall at 9 o' clock in the morning. Before we left we checked our gear, all of us brought spare clothes, rain gear, packed lunch and a bag for it all to fit in to. We started at the Lumpers' pub. Our Patrol started at 10.35am. The first point was hard to find. As we moved on we found number two easily. For number three we had to walk nine tenths of a km further on, each member of the patrol had to take a bearing. I had to lead the patrol to number four, it was great fun. We moved on to number five; it then started to rain so we didn't stop to eat lunch.

At number six we stopped for lunch, all of us had our own packed lunch. We all sat around talking until it was time to go. We moved on, and on the way back we started to pick blackberries. They were lovely.

When we finally got to number ten, we were starting to get tired, but it was still another mile and a half to go. When we got three quarters of the way we met our other leader. At the end of the hike we all had a great time! We never knew that the "Tain way" was so long. The weather was okay until we got to point five, it started to drizzle but then it got heavy. After a few minutes it stopped. We were all sweating underneath our rain gear.

Survival weekend

The members present in are patrol were: P.L. Chris Browne, A.P.L., Aiden Mc Guinness, Donnachagh Brady, Paul Gerlitz, James Browne, Declan O'Callaghan & Stephen Mc Shane.

Saturday

We set out from the hall at 3.00pm in lifts we had organised from the previous meeting; we were

greeted by a typical wet Collon. We started Building are bivi's straight away. We had the frame up in pretty good time and we went gathering leaves. We gathered a ton of leaves and began putting them on the frame, Me and Christopher then started on the fire, We lit it with a single match and without paper. Even the leaders were impressed! We were cooking a cowboy dinner and a chocolate orange. The dinners took about 20 mins. to cook. Everyone had a nice enough dinner except Aiden, who's dinner was burned to a crisp! The chocolate orange was even nicer, and none were burned! We then had a small sing song and after we decided to go straight to bed. When we got into the shelter there was massive confusion about James' survival bag, he appeared to have lost it. After about half an hour it was found under Aiden, we could finally all go to bed now. Me, Aiden and Paul were awake until about 2.00am chatting while everyone else was asleep. The leaders kept coming in and telling us to keep quiet! Finally we went to sleep after an eventful day.

Sunday

We woke up at 9.00am thanks mostly to the leaders who didn't bother getting up too early. We had wheatabix for breakfast, and after we took down the shelters. We put the leaves in the ditch and put the spars in a pile in the forest. While we were bringing the stuff up to the cabin, some of the lads picked up plaster cast models of animal tracks they had set the night before. We then burned the rubbish and talked for a while. We played a few games while we waited for the cars to come. When they came we packed our bags in and left for home. Everyone enjoyed it and is looking forward to another camp.

**Donnachagh Brady
Patrol Scribe
Cobra Patrol
1st Louth Scouts**

The Indian Fire



The first question to answer is what is an Indian Fire? Well the answer is that it is the only fire which performs best in high wind. Curiously the Indian fire is hardly mentioned in any Scout publication and so this article will try to put it right!

The Indian fire is unusual among fires because its flame can be changed from a smoldering bed of embers to a raging blast furnace in a few seconds. The Indian fire has several distinct advantages over normal fires: it is virtually smokeless; very fuel efficient; fully controllable; easy to clear up after use and works well in high winds. In fact the Indian fire not only works well in wind, it requires a wind to operate. This gives it its biggest advantage over normal fires.

Building an Indian fire is easy.

Firstly find a piece of ground with good, dryish soil (sandy soils are easier to dig but tend to collapse onto the fire), note the wind direction and dig two holes in line with the wind direction. The holes should be of a diameter slightly less than the pot you are going to use and about two pot widths apart. The holes should be about nine inches to a foot deep.

Once you have dug the two holes, dig along between the bottom of the two holes, joining them up to form a rough U shaped tunnel. Build a pot support at the mouth of the downwind hole (the exhaust hole), this can be anything from three similar sized stones placed at equal distances around the mouth to a hanging pot holder. The choice is yours, however you must leave a gap between the mouth of the hole and the pot base to allow for good air circulation and to feed fuel down.

Next you must build a windbreak between the two holes, the simplest windbreak is a flat piece of wood angled down towards the upwind hole (the intake hole).

Your windbreak should be able to be moved from an upright position to lie flat over the intake (the low flame position). With the windbreak in the low flame position (i.e. either laid over the intake hole or removed altogether), light your fire in the base of the exhaust hole. As the fire catches slowly lift the windbreak from the hole until it is at approximately 45° (the maximum flame position). The fire should burn strongly now. In high winds with a windbreak at maximum flame, it is possible to burn up your wood supply very quickly so be sure to have a good supply of wood cut to size. As you cook with the fire the wind will rise and fall and so will the flame. It will be necessary to adjust the windbreak from time to time to obtain the required flame. In high winds you will have to reduce the flame to prevent the food (or the pot) from burning. Just to give you an idea of how strong the flame can be in wind, I have seen a jet of flame, three to four feet high, produced from a fire with a hole diameter of just six inches!

The principle of the Indian fire is similar to that of the Jet engine. Air is forced into the intake to the jet / fire where it is directed to the combustion chamber. In the combustion chamber the air and fuel / wood are mixed and ignited, the resulting flame is blown out through the exhaust port. The more air which is introduced to the fire, the faster and more complete the combustion. This makes the fire very fuel efficient. In fact after using the fire in a good wind there will be some gray ash in the bottom of the hole instead of the charcoal



Remove sod and dig two small holes



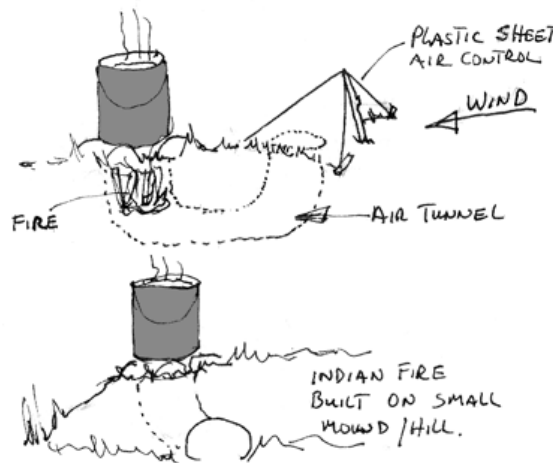
Join up the two holes by tunnelling



sticks and half burned wood normally found in traditional fires. Another property of the fire which makes it very efficient is that all the heat is directed upwards, very little escapes into the soil since the soil acts as a heat insulator. Conventional fires lose heat in all directions - out to the sides, diagonally out as well as up into the pot.

As with normal fires, the type of wood used in the fire will yield different results. Small twigs will flare up and produce a hot high flame and large logs will produce a long slow flame. Using large logs in the Indian fire is not practical due to the narrow width of the hole however a slow cool flame can be produced if the hole is stacked with short (hole width or slightly shorter) logs and the windbreak lowered to almost flat. For a hot, fast cooking flame, short twigs of about a finger's width in diameter should be dropped down the exhaust hole from time to time and the windbreak opened to about 45°.

The windbreak is the most important element of the Indian fire, not only does it collect and force the air down into the fire, it also acts as a windbreak, preventing the wind from blowing the flames around. The simple



windbreak of a flat piece of wood, metal etc in not very efficient since a lot of the air will escape from the sides of the windbreak. The ideal windbreak should have fully enclosed sides and be angled down towards the hole. If you wish to experiment with windbreaks try a square of heavy canvas pegged with one corner at the hole, two other corners should be pegged out at equal distances from the hole. A bit of wood can be used to prop up the remaining corner. This will form a triangular air scoop which should ram the air very efficiently into the fire. Reducing the flame is a simple matter of moving the side pegs further out, lowering the front of the scoop or covering the entrance hole a little. The flame can be increased by moving the pegs in until they make an angle of around 45° with the hole. At this point the windbreak should scoop the maximum amount of air.

The Indian fire is easier and less messy to tidy away than conventional fires. Simply put the fire out by pouring water down the hole, fill in the soil and replace the two pieces of turf. No need to dig a hole to bury the ashes, the hole is already dug and no large rolls of turf to replace, only two small squares.

The Indian fire provides a great deal of scope for experimentation and as such can provide a worthwhile activity for a Scout night or camp. The windbreak: what is the best shape and material to make it from; is it possible to make an easily moveable windbreak instead of messing about with pegs and wooden props? The fire itself: does the intake hole have to be vertical, would an angled hole produce a better air flow; would an intake hole larger than the exhaust hole produce a hotter flame (enlarging the exhaust hole is not a good idea since instead of striking the bottom of the pot, the flame will lick up around the

outside and, apart from being wasteful of heat, can either heat up the handle to a dangerous level or else melt it off! I'm not joking!); does the fire have to sit on the bottom of the hole; will the addition of a small metal grille which raises the fire up a little allow the air to reach all the fire from below and so work better? Why not try the Indian fire on a troop night and give the Patrols the chance to experiment with improving the fire.



Minimal damage to ground

Wanted

Are you interested in journalism, do you have a flare for writing or reporting. Are you interested in photography, being an illustrator or graphic designer or are you interested in a career in the media.

If so, No Limits magazine and the PR Team are looking for your skills.

Your involvement will help you if you are interested in a career in the media so why not hone your skills and gain valuable experience and CV information by volunteering your time to help the No Limits and Association Public Relations team

We need people at all levels and who live in every corners of the country who can produce, find and report events, comments and programme ideas and promote the association

Contact The No Limits team in NHQ by phone, letter or e-mail (ckavanagh@scoutingirelandcsi.com)

Camp Programme ideas

Now that the camping season is in full swing some ideas for games and incident trail you might develop as part of your camp programme



Camp golf

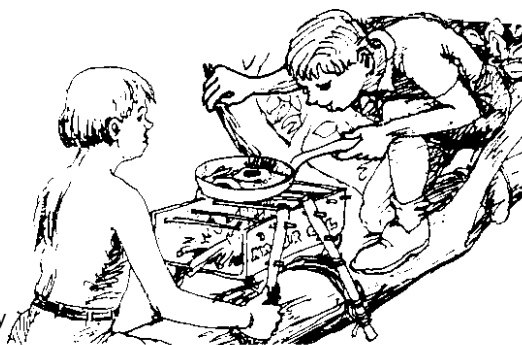
What you need is a large fairly open space with no tents or similar and absolutely no chance of people intruding unexpectedly, a number of black plastic sacks, a flat metal dinner-plate or Frizbee per person and paper and pencil to keep score.

First. Peg the plastic bags around the space willy-nilly. They represent the 'holes' and they can be placed behind trees, on slopes, on a river banks just as on a real golf course. Decide, too, and mark the location of the 'tee' for each 'hole'.

Taking the very strictest of safety precautions - i.e. no-one is allowed to move forward until everyone has thrown - everyone flings their plate frizbee-fashion from the 'tee' towards the 'hole' counting their 'strokes' as they go. Players 'hole out' only when the whole of their plate is on the plastic bag record individual scores after each hole.

The throwing technique is, of course, all important, and the aerodynamics of the particular plates will affect performance, too.

Great fun, though, but do be careful, won't you?



Patrol tent pitching

To make this activity a little more difficult the Scouts must stay on the tent's groundsheet whilst they pitch the tent.

Fire lighting from a distance

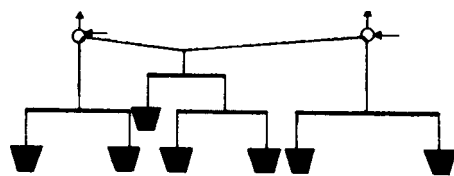
Each Patrol has to devise a method of lighting their kitchen fires from 25 feet. The best and safest method is to make a sisal runway into the heart of the fire. A stick with some cloth wrapped around it can be lit and run into the fire. A Leader should be on hand to supervise this activity and all unsafe methods should be discouraged.

Nettle tea making

Patrols are asked to make a cup of tea by boiling nettles. Extra points can be given if the brew is drinkable! The Scouts can also be challenged to dye a piece of material using natural substances such as berries and moss. Old billies should be used during this activity, in order to prevent the wrath of the Quartermaster.

Balance

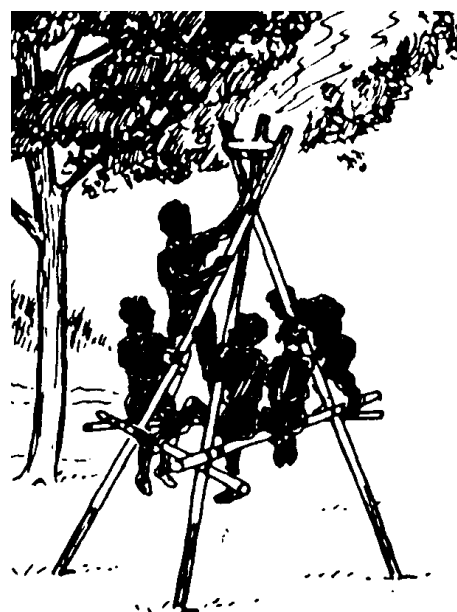
Using sand or water and buckets, Patrols must erect a perfectly balanced structure 'as illustrated in the diagram on the right. This can either be suspended from the ceiling or, if this is not appropriate, tripods can be constructed to support the ropes. The sand (or you could use Water) should be transferred between the buckets so that staves A, B, and C are on the same level.



The minefield

For this you will need a four-wheeled trolley of some sort (borrow - by permission, a supermarket trolley) Other equipment should include a Scout stave, two small pulley blocks (cloths line type) and an assortment of light ropes or lines.

The story goes - You have been parachuted into enemy-occupied territory and find your way barred by a minefield. Two members of the local Resistance are on hand to help you, one on each side of the danger-zone, but the only way of crossing is on the trolley which has been specially insulated. The path through the minefield is clearly marked by a zig-zag line of sisal pinned down with metal tent pegs. While the trolley keeps this line between its wheels (with no help from the occupant), everything is fine. If it doesn't... poof! and your blown away.



Distress beacon

Each Patrol is given a metal biscuit tin containing a box of matches, and are told that a flood is likely within the next 30 minutes. In that time they must get all the Members of their Patrol to a place of safety, at least three metres off the ground and light a distress beacon which emits sufficient 'smoke' to alert a passing helicopter. Obviously, a ready supply of climbable trees is beneficial!

Point to point competition

a number of bases are set up around the camp site with a different activity at each base, lasting about 20 to 30 minutes each. Patrols start at different bases and visit the other bases in turn. When we ran a competition like this at, our last Troop camp the activities we tried were: Mini raft building - Patrols are supplied with small canes, string and old drink tins for floats. The only rule is that each raft must be able to float with a brick on it. If sails are added to the raft, races may be possible.

The minefield No.2

This game needs to be planned a week or two ahead of time. Whilst it requires some forethought and planning, the effort involved is more than repaid by the enthusiasm and pleasure of those undertaking the challenge. It is a very good test of leadership skills and teamwork.

Equipment required

Bamboo canes, sisal, empty drinks cans, small stones, a flagpole and a flag.

Setting the scene

It is essential to set the scene, something along the lines of:

You are in hostile territory and are attempting to capture the enemy's colours which are hoisted at the far side of a minefield. In order to reach the flagpole, you and your men must crawl across the minefield without being blown up!

To your right is a sheer drop of 91.5m (300ft), to your left is a raging river which is infested with crocodiles. Step to the right and you will fall to your death, step to your left and you will be swept away and meet a dreadful fate. Your Patrol have 15 minutes to cross the minefield and collect the flag. If you are heard by the enemy you will be shot - good luck with your mission.

The minefield is approximately 3m (10ft) wide and 12m (40ft) long'. It is crisscrossed, and boundaries marked, by canes or short staves, which should be no more than 1 m (3ft) apart, set at intermittent intervals. Around and between each cane is wound a 'spiders web' of sisal and between each cane is centrally suspended a drinks can containing three or four small stones. The sisal is approximately 1 m (3ft) from the ground.

The game

The game progresses as follows: The team leader encourages the rest of the Patrol to

crawl under the 'mines', weaving in and out of the canes, each time a mine is touched, by any part of the body, 1/2 a point is lost from the original total of 100. Failure by all Patrol members to cross within the allotted time is penalised by a deduction of 20 points, with a further loss of 20 points for failure to capture the enemy flag. Additional points could be deducted for each time the Patrol is detected and shot at by the 'guards' (e.g. the judge). To add further interest, the minefield could be laid along a very wet and muddy path, although in this instance I would strongly suggest the use of wet weather gear or plastic bin liners to protect clothing.

The Scout Troop

The success of a Scout Troop depends on an active and varied programme. It also relies on provision for the older Scout to play an increasing role in decision-making. In other words, it requires the proper functioning of the Patrol System and the Patrol Leaders' Council. This is nothing new - B.-P. set it out from the beginning.

Such a system is very demanding for the Leader. Success also depends on:

The skill of the Leaders in encouraging Scouts to take up opportunities for training and adventurous activities, and to run activities of their own.

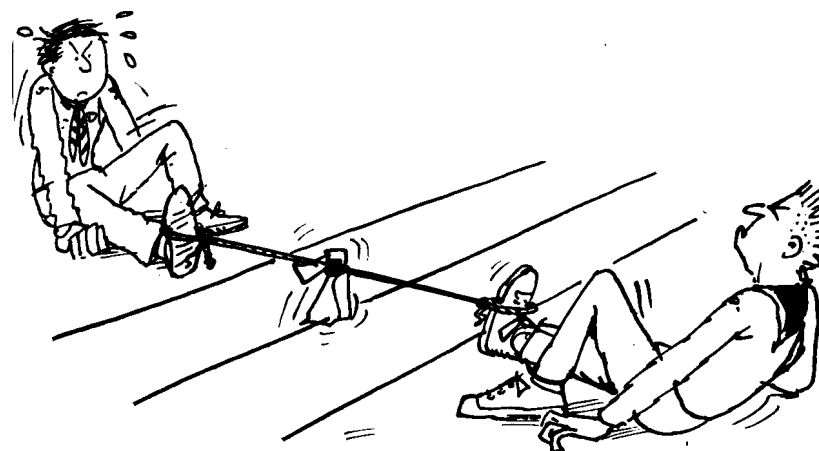
The dedication of Leaders in providing a full supporting programme of outdoor activities, including a summer camp.

The persuasive powers of Leaders. We all know that the activities which are the most fun are the ones that we organise ourselves.

The courage of Leaders in allowing boys to make decisions - even though the Leaders realise that there will be mistakes,

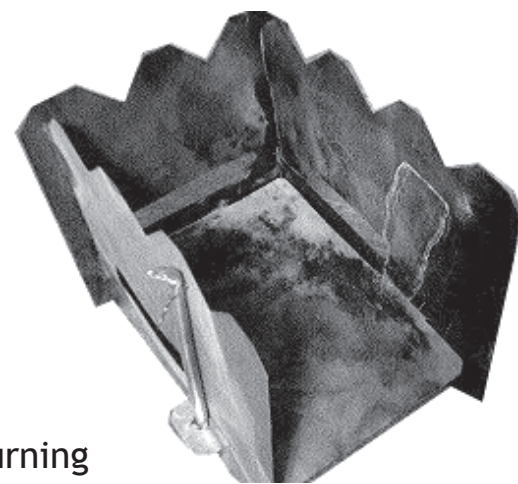
Game - Foot-o-war

A length of lashing rope has a loop tied into each end using a bowline, being large enough to slip on (and off) a Scout's foot, with ease. A rag is tied around the centre of the rope and the usual three lines are marked on the floor as for tug-o-war. Pairs of Scouts are called to the centre of the hall, one pair at a time, and must sit down facing each other, They each slip a loop of the rope onto one of their feet, as shown here, and the rag is placed over the middle line. On the word 'Go', they must attempt to pull their opponent so that the rag passes the line nearest to them. If the loop slips off a Scout's foot, he/she has lost. Organise a mini-tournament with, possibly, several pairs battling it out at a time.



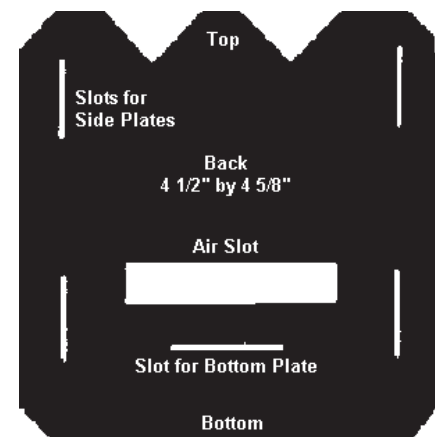
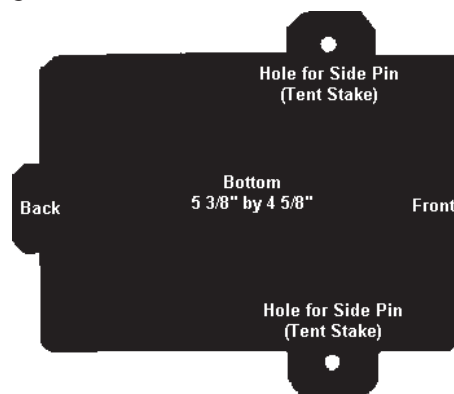
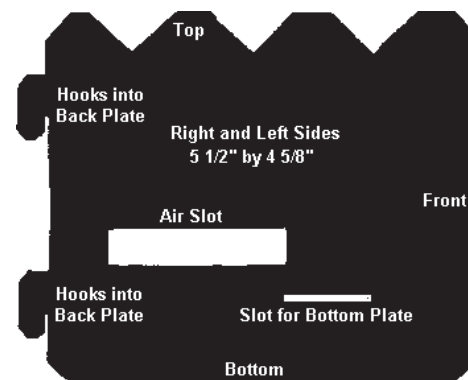
Homemade Stoves

Most Units have a number of Trangia stoves in their stores but it is very easy to make your own with little and in expensive equipment. Below we illustrate two spirit burning stoves a portable wood stove and a tin can stove which will burn tinder very efficiently. Challenge either yourself, Patrol Leaders or Venturers to make and experiment with the stoves. A word of warning, be careful out there - test all stoves in the out of doors and treat them with the respect that you would any stove or fire.

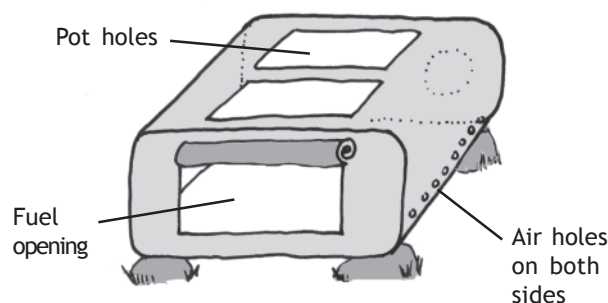


Fold down wood burning stove

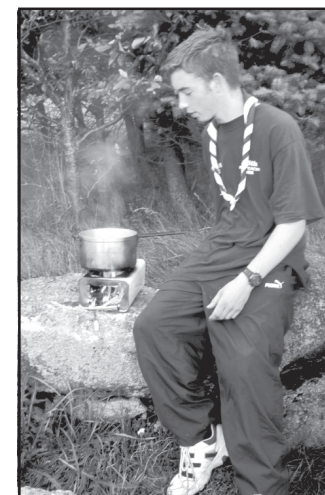
This stove is basically a wood burning box style stove. The front is open and the top is open. You just get a small fire going and put your pot on top. I've successfully made one and it boiled 3 cups of water in less than 5 minutes, once I got the fire going. The stove has air slots cut into the side walls which allow for excellent air flow. Also the stove bottom sits 1 inch above the ground so you might be able to use this stove on a bench or table if it is placed on a flat stone. The ease of a wood fire without damage to the ground.



Oil Can Stove



Clean out an empty 1 gallon oil can and cut openings as shown. The stove will burn fuel very effectively. Fuel need only be small twigs and sticks



Ultra Lightweight stove

What you need
 2 aluminum drink cans
 a handful of 'Perlight' - obtainable in garden centres
 Coat hanger or strong wire or old metal tent pegs
 Methelated spirit
 Some tools
 Scissors
 Drill
 2mm drill bit
 Wire cutters
 Pliers



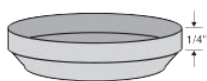
Step 5
 Fill the stove about half full with the fuel. Light the burner by slowly moving a match over the edge of the burner. Note: if it does not light, tip the burner so that a small amount of the fuel rests in the rim and re-light.
 Step 6
 Cut and straighten a coat hanger. Use small fine sandpaper to remove any coatings or paint. Bend the wire into a shape that will hold a pot a few inches above the burner (see example) You can also shape metal tent pegs so that they will hold a pot. Push into ground when you want to use burner.



Piece fine metal mesh



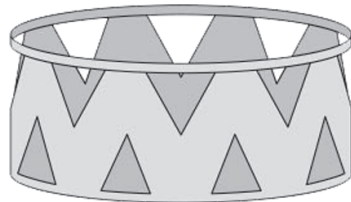
Fibreglass wad



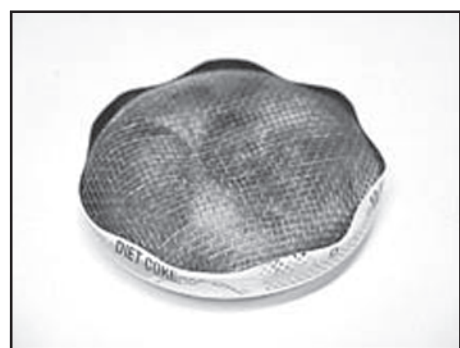
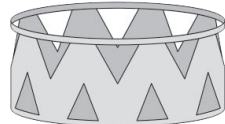
Bottom of a drink tin

Pince edges to hold mesh in place

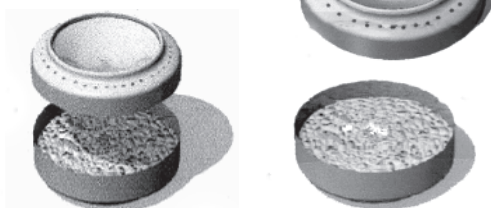
Pour in Meths into burner. Do not fill to the top



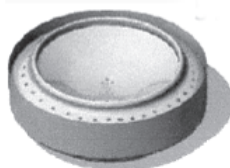
Punch holes in a small fruit tin using can punch. Smooth off edges



Step 2
 Drill a number of holes (18-30) around the edge of the top and in the center as shown using a 2mm drill bit.



Step 3
 Fill the base with 'Perlight' just more than half full



Step 4
 Make 6-8 vertical cuts around the top. Make the cuts up to but not over the rounded edge. Slowly press the top into the bottom. (a small board can help to make this easier)

Step one
 for the base neatly cut can one about 3.5cm from the bottom. For the top, cut the other can about 25 cm from the bottom.

At some stage, many Scouts think about going abroad. Some consider a visit to another country as a normal part of their annual programme. Some plan it once every two or three years, and some, of course, go back to the same place year after year. But for everybody there is always a first time.

When the idea is first put forward, it can be for a variety of reasons: to make or renew friendships with Scouts in another country; to put into practice skills learnt at home; to assist other Scouts, such as helping in a community development project; or just to discover new things, people and cultures. After all, there would be little point in travelling to another country simply to do the same things that could be done at home,

Questions

The first questions which will be asked are where to go, what to do, when to go, and who can help?

'Take advantage of new challenges but don't plan to do abroad what can easily be done at home.'

Answers to the first two questions will depend very largely upon the Scouts own interests (as well as upon economic factors). A Troop interested in cycling will probably chose to go some place different than a Troop which wants to hike in the mountains.

When to go will depend on a number of factors: school or other holidays in your country, and the one you want to visit: the Leaders ability to have time off work; the seasonal climate; and the cost of transportation and accommodation during 'high' seasons.

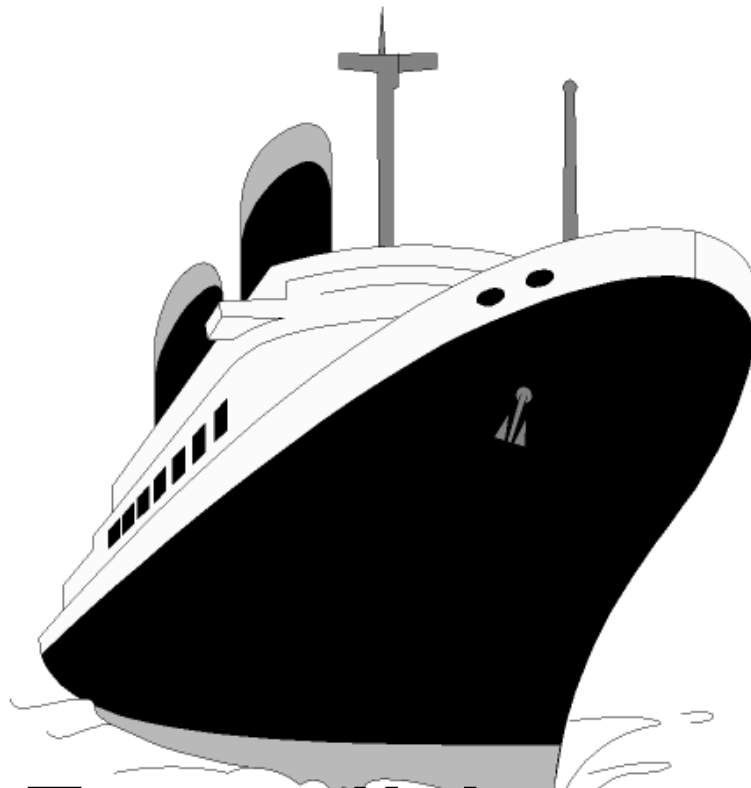
The fourth question, of who can help, is more easily answered in a general way. There are many sources for the information, advice and precise knowledge that will be needed. Once the decision to go abroad has been taken and the basic choices of destination and programme objectives have been set, then is time to meet and talk with some experts.

Your International Commissioner

One of the first people to contact is the International Commissioner.

Our association have rules concerning Scout groups traveling abroad. We also have guidelines and information to assist groups with their preparations. The International Commissioner will be able to work with you through the important first steps in planning, and provide many of the contacts to be used. He may, for instance, be able to suggest campsites or indoor accommodation, recommended travel agents and coach operators, and give a great deal of essential elementary guidance.

If you want to attend a Scout camp or event in another country ask the International Commissioner to send the latest copy of 'Forthcoming International Events' which we publish once or twice a year in 'No Limits'



Expeditions abroad

Contact with other Scouts

The International Commissioner can provide the initial contact with a Scout association in the country(s) you plan to visit. Some associations are willing and able to help you to plan a visit to their country. They many, for example, will be able to recommend inexpensive accommodation, or perhaps arrange home hospitality.

If you wish to make contact with a Scout Association in another country, do it well in advance. Give them time to respond to your questions. Above all do not wait until you are in their country to make contact. Usually there is little that can be done at short notice. Last minute requests for help can also create ill will. You should not expect another association to help you in any way, unless it has offered to so in advance.

Start Planning Early

Planning for most trips can take 12 to 18 months. The first steps may simply be to collect information about the country (from tourist offices, embassies, the libraries ...) and how to get there (from travel agents, youth and students' travel organisations).

In the early stages, it is well to make use of other people's previous experience. Talking to someone who has planned a similar expedition it will help you to avoid some pitfalls. It will also allow you to use their contacts and to draw upon their knowledge of all sorts of important subjects: passports, insurance, currency exchange, road travel regulations or train fare reductions to name but a few. Even if their experiences don't completely overlap with your own intentions you will certainly be able to gain some benefit from them,

During your preparations keep other people informed of your plans. Parents, other Scout Leaders, sponsors, and the International Commissioner will all be important to the success of the expedition.

A preliminary visit

All the contacts, letters and brochures cannot substitute for guided tours, And some costs, like transportation and accommodation, will vary (if the size of the group changes. It is often not possible to establish a precise budget too far in advance, thus a generous contingency allowance must be built in ... just in case

Costs can be reduced by organizing fund-raising activities. Grants may be available from Youth Exchange Bureau for educational activities abroad- applications often need to be made well in advance to secure funding. Firms may be prepared to support the trip either by a direct grant, or by providing goods or services.

Making the most of it

There are two basic components to an expedition abroad which will allow everyone to make the most of it: preparation and participation. Just as you would not attempt to across the Pacific without thorough training and practice, so you should be well prepared for a visit to another country.

Have the Scouts learn a few words of the language(s) they will encounter, learn some history, study maps, and read guidebooks. Background knowledge will help to make the experience more enjoyable and educational. It will give a better understanding of the country and people and help you to break down some of the initial barriers.

Take with you some photographs of your home town and your Scout activities. These will help the people you meet to learn more about you.

When you get there, it is never enough simply to sit back and watch. You must also try to participate m the day-to-day life of the country and really find out about the people from the inside. You go abroad to take an active part in another community and to experience a different lifestyle for a while.

Record your experiences

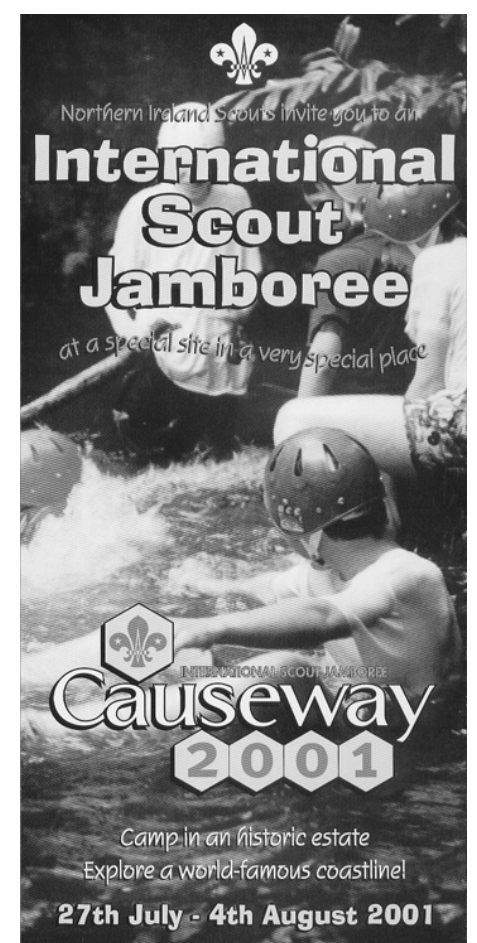
Part of the planning should be to decide how to record your experiences. A daily diary recording the programme, places visited, people met will provide a valuable souvenir. Pictures, of course, are 'worth a thousand words'. Slides will be particularly useful for sharing your experiences with other Scouts, parents and community groups Some groups may even consider more sophisticated techniques such as recording sounds as well as images, or even making video recording!.

Home Contact

Don't forget to appoint a home contact and back-up; someone who can always be contacted by telephone to let them know all is well, or if something is wrong.

When you get back

When it is all over and everyone is home safely, the organising task is not yet finished. A report on your experiences will help other people, who may be in the same position as you were two years ago. A copy to the International Commissioner will help him and others. A report to the Unit, Region, parents and anyone else who contributed funds, equipment or expertise will demonstrate that their support was appreciated. And don't forget the letters of thanks and the greetings to new friends made abroad.



Way marked trail walking

Way marked trail walking is a very popular activity in Ireland. The first trail, the Wicklow Way, opened as recently as 1982; now, only 17 years later there are 27 Ways in all, covering a total of over 2,750 km. The routes are established with the co-operation and support of Bord Failte, Coilite Teoranta, many private landowners, and Local Authorities.

The Ways are not just for the experienced trekkers. In the right conditions, anyone of any ability should be capable of walking any of the routes at their own pace.

The Ways themselves are very varied. Ranging from towpath walks along the canals and rivers to circuits of the mountainous peninsulas of the South West. What they have in common is that they are designed, with very few exceptions, so that any reasonable fit person can walk them. They don't demand great stamina, difficult navigation or climbing techniques. They rarely rise above 300m (1000 ft) altitude, except on occasion to cross a well-marked pass above this height. This does not stop them winding through magnificent mountain scenery, for most of Ireland's mountains are close to the sea, and the valleys and passes are quite low,

In particular the routes mainly follow old disused roads, grassy boheens and forest tracks. None of the routes involve significant climbs. All the routes are marked at frequent intervals with sturdy posts (bearing a yellow directional arrow and/or signposts).

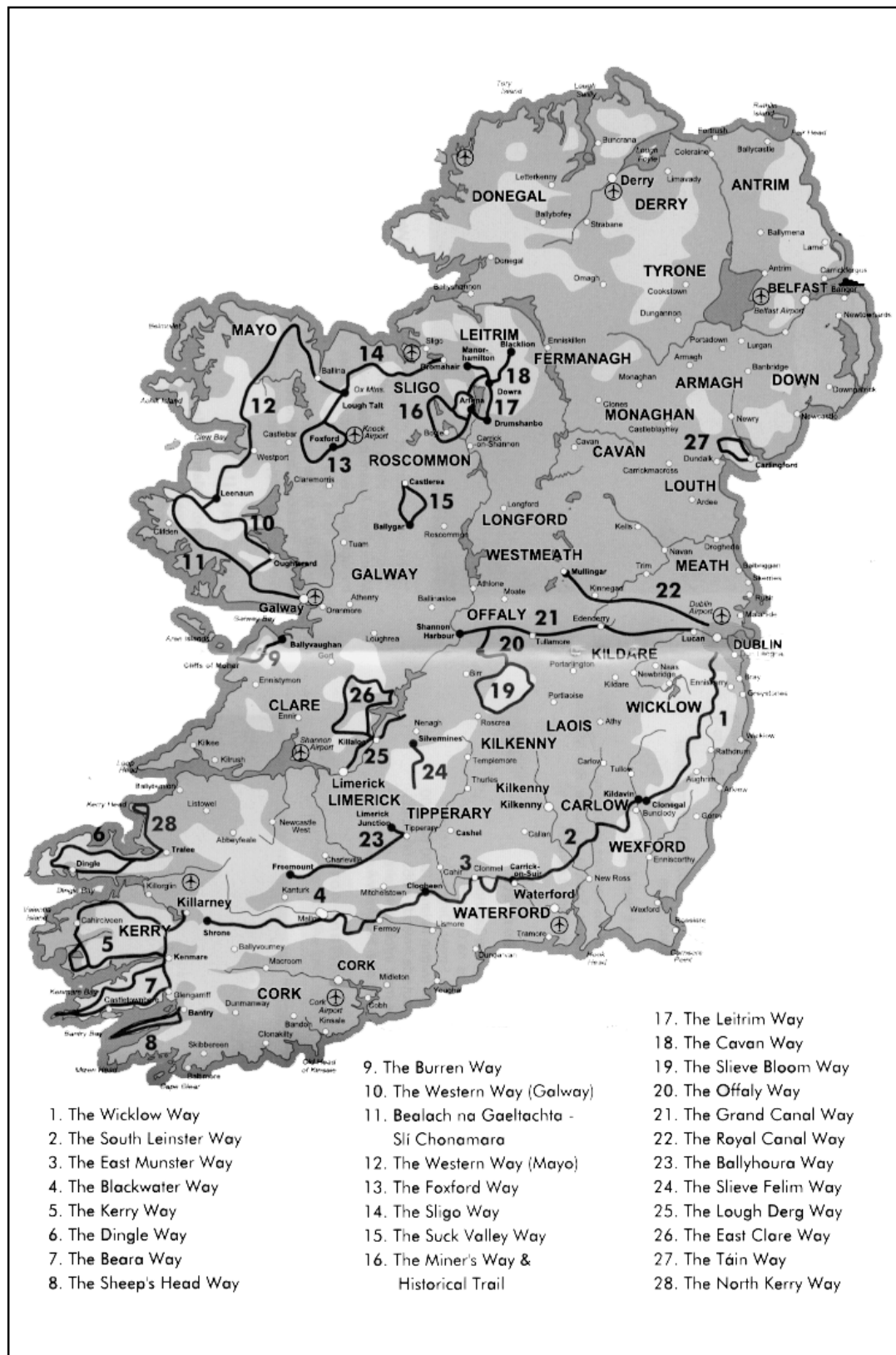
While experienced walkers may want to walk the routes from



beginning to end, people with less experience often choose to walk only sections of the routes that suit their ability. Some of the routes can be comfortably covered over a weekend period.

The Ways are sign posted with standard way marks - the familiar yellow arrow and "Walking Man" - and stiles and bridges have been erected where necessary. While it is possible to follow a Way simply by using the waymarks, it is strongly recommended that walkers take a map guide or guidebook which will greatly increase their enjoyment by pointing out the very interesting historical, archaeological and natural features along the Way. The map guides are also useful for the almost inevitable moment when a waymark has perhaps been hidden by summer foliage or has been uprooted.

Irish weather, though changeable, is good walking weather. In summer, there will rarely be a day when the wind will not blow the mist away and the sun gleam through the clouds to reflect off the streams and pick out the bright greens and russets of the hillside. It is rarely very cold in Ireland, and is equally rarely too hot, to allow comfortable walking.



- | | | |
|---------------------------|---|--------------------------|
| 1. The Wicklow Way | 9. The Burren Way | 17. The Leitrim Way |
| 2. The South Leinster Way | 10. The Western Way (Galway) | 18. The Cavan Way |
| 3. The East Munster Way | 11. Bealach na Gaeltachta - Sli Chonamara | 19. The Slieve Bloom Way |
| 4. The Blackwater Way | 12. The Western Way (Mayo) | 20. The Offaly Way |
| 5. The Kerry Way | 13. The Foxford Way | 21. The Grand Canal Way |
| 6. The Dingle Way | 14. The Sligo Way | 22. The Royal Canal Way |
| 7. The Beara Way | 15. The Suck Valley Way | 23. The Ballyhoura Way |
| 8. The Sheep's Head Way | 16. The Miner's Way & Historical Trail | 24. The Slieve Felim Way |
| | | 25. The Lough Derg Way |
| | | 26. The East Clare Way |
| | | 27. The Tain Way |
| | | 28. The North Kerry Way |

Wildlife on the Ways

It is possible to see deer on many mountain slopes hares, foxes and grouse are met along the trails and, more rarely, badgers. Squirrels frequent the forests. The Irish heron may be seen on the rivers.

There are interesting plant habitats also. Among the flora visible are Orchids, Carline Thistle, Grass of Parnassus, Blue Fleabane and Butterwort. If one travels quietly one may surprise fallow deer, hares, foxes, badgers, red squirrels and pine marten. Most game birds are still plentiful. Hen harriers, ravens and crossbill finches can also be seen.

Many of our Association campsites are situated on or close to some of the way marked trails and it is possible to use the campsite for a base or a number of sites as bases and travel between them.

Please use the Ways carefully and sensitively, by closing gates, using stiles, keeping to paths, respecting farmland and avoiding unnecessary erosion.

It is possible to make shorter walks, for a weekend, a day, an afternoon, out of each Way, and often there will be the possibility of a circular walk.

Maps and Guidebooks

The whole of Ireland is currently being remapped at 1:50,000 scale; For planning, the four 1:250,000 map which cover the whole country are very useful. Most of the Ways are well covered by Maps and Guidebooks - they may be found in local bookshops and in specialist bookshops or walking gear shops.

BOS (The Irish Mountain Training Board) is the body designated by the Mountaineering Council of Ireland (MCI) in association with educational and youth groups to supervise mountaineering training in the Republic of Ireland. The Board does not arrange courses, but approves courses based on its standards and makes the appropriate awards to those who have completed the requirements and passed the assessments.

BOS's main role is to operate a range of training schemes, covering varying levels of expertise in both hill walking and rock-climbing.

The Mountain Skills Scheme

The Mountain Skills Scheme aims to help hill walkers to look after themselves in the Irish Mountains. The courses provide training in the basic skills required to carry out hill walking competently, safely and enjoyably. Aspects of navigation, equipment, safety and mountain hazards are covered. The training is particularly suitable for:

1. Members of mountaineering clubs who wish to obtain formal instruction in basic skills to supplement experience gained in club activity;
2. Members of educational, voluntary and youth organisations being introduced to Hill Walking as part of a broader training in Adventure Sports.
3. Prospective Mountain Leadership Candidates.
4. Anyone who wants to learn basic mountaineering skills for personal interest.

Completion of a Mountain Skills Course does not constitute a qualification to lead others in the hills.

Mountain Skills Programme

The courses are run by approved centres and organisations (contact the MCI/AFAS Office for an up-to-date list) and follow the syllabus laid down by BOS (The Irish Mountain Training Board). The minimum duration for the course is 4 days and 2 evenings but it can take other formats. At least 5 hours of each day is spent on practical instruction in outdoor skills on the hills and mountains and a reasonable standard of fitness is necessary if candidates are to benefit from these sessions. Participants are recommended to obtain further hill walking experience in the company of small groups in which they have an input into group decisions.

Syllabus for Mountain Skills Navigation:

- Map scales, symbols, grid references, relief depiction
- Ordnance Survey maps: reliability, suitability, comparison of different scales;
- Simple measurement of distance on a map and on the ground;
- Methods of calculating distance travelled and height climbed;
- Feature recognition (distant and near), map setting and self location;
- Use of a compass for following bearings, taking bearings and simple resections;
- Navigating across country using map alone and using map and compass;
- Simple navigational techniques (aiming off, hand rails, attack points etc.);
- Route planning (choice, route recording, bad weather alternatives, escape routes);
- Night Navigation.

Personal Equipment

- Discussion (with reference to weight, bulk and cost) of outdoor clothing and equipment (Including emergency equipment)

Mountain Hazards

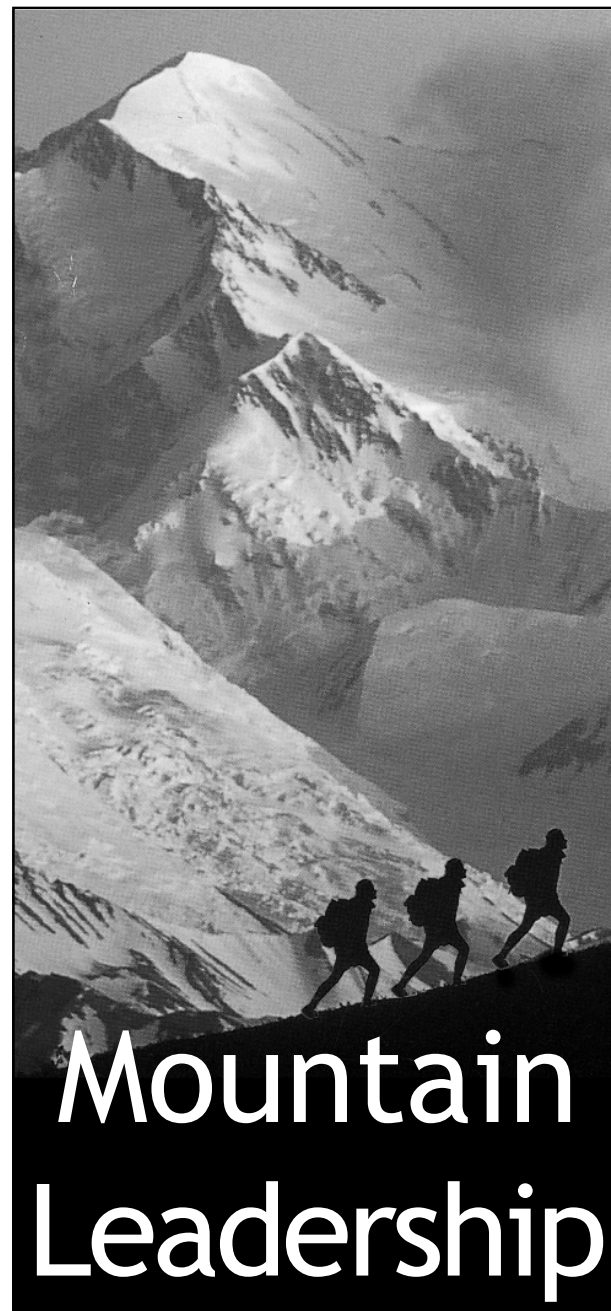
- Climatic hazards; temperature, precipitation, wind lightning, humidity, rain and snow.
- Topographic hazards: dangerous types of terrain with a special emphasis on remoteness.

Personal Security on Steep Ground

- Safe movement in ascent and descent of broken ground.
- Route finding difficulties in ascent and descent. Hazard avoidance.

Emergency Procedures

- Procedure in event of an accident or incident;
- Prevention, diagnosis and treatment of Mountain Hypothermia (Exposure)
- Mountain Rescue Organisations: posts, teams and call-out procedures.



Format of Mountain Skills Course

BOS lays down the syllabus for the Mountain Skills Course. However, the Director of the course is delegated by the Board and is responsible for making all the arrangements for the course. Courses may be run over two weekends or as part of a five day course. It may also be run as part of a further education course. At the end of the training period candidates may sit a two-day Mountain Skills test. Participants on the course will spend most of the day sessions in the hills under practical instruction and as such a reasonable standard of fitness is necessary. Most specialist equipment can be provided by the relevant centre.

The Mountain Leadership Scheme

The Mountain Leadership Scheme provides training for any hill walker who takes responsibility for others in the hills. It is designed to help hill walkers to lead groups safely in the conditions normally encountered in the Irish hills and is most appropriate to those who are:

1. teachers or youth leaders taking groups into the hills, whether or not mountaineering is their primary aim;
2. leading groups on basic courses in a Centre, Camp or Mountain Tour Organisation;
3. training inexperienced people in a Mountaineering Club.

it does not provide training in rock climbing or in winter mountaineering except as is necessary to give a leader confidence in dealing with rocky terrain or coping with an emergency situation.

Entry and Participation

Candidates who hold a current First Aid Certificate and have passed the Mountain Skills Test within the previous 3 years may register with the Board which administers the Scheme. They are then issued with a Log Book, and may commence training under the scheme. The fee and registration lasts for two years after which it must be renewed if the candidate has not gained the award within that time.

Scheme Requirements

These can normally be completed in twelve to eighteen months but longer may be taken if necessary. The training falls naturally into four parts:

- (a) formal training in Mountain Leadership and First Aid;
- (b) the acquisition of personal skills and experience;
- (c) the acquisition of leadership and instructional skills;
- (d) the acquisition of background knowledge.

The formal instruction and assessment can only be taken on courses approved by BOS. You should contact these centres directly for details of course dates, costs etc.

Training Courses

Candidates must attend a Mountain Leadership Training course of five days. The course, which may be spread over 2 weekends, provides an introduction to the training and functions of a mountain leader. The Syllabus expands on the basic skills of hillcraft. It also includes aspects of leadership, conservation and access, movement and protection on steep ground, river crossing techniques, and incident and accident procedure. The final 3 days of training are held in rugged mountain terrain and include a high mountain camp.

Mountain Experience

It must be stressed that the experience gained by the candidate is at least as important as the formal instruction received when it comes to assessment. A total commitment of at least 40 days, (including at least 20 quality hill days of personal mountaineering experience) would normally be required to cover the experience and leadership requirements and to practice and gain proficiency in the assessed skills.

Further information on these course and others can be obtained from

**Mountaineering Council of Ireland
House of Sport
Long Mile Road,
Dublin 12
Phone 01- 4507376**

Web site - <http://www.mountaining.ie>



C.O.P.E.

Challenging Outdoor Personal Experience



The Boy Scouts of America have developed a special programme of activities for Scouts aged 13 plus called C.O.P.E. This course is run at their campsites and activity centres on a regular basis. Some of the activities that form the content of the C.O.P. E. course are familiar to us all and some Troops already run these activities as part of their programmes but in a concentrated course set up the BSA they have been achieving very good results in the development of their Patrol structure.

Young people have always been enchanted with height, ropes, fun and adventure. The development of Project COPE by the Boy Scouts of America (B.S.A.) allows these enchantments to be explored.

C.O.P.E. stands for Challenging Outdoor Personal Experience. COPE consists of a series of obstacles and challenges designed to foster problem solving skills and group interaction. Seven key goals are developed:

Leadership, Problem solving, Communication, Self esteem, Trust, Decision making, Teamwork and Fun.

These goals are accomplished through obstacles and challenges to force the group to work together, communicate with each other, and trust the group decision as they attempt a solution to the obstacle. The COPE programme generally consists of Initiative Games, Low Course, High Course, and abseiling, some are a group challenge, whereas others are a challenge to the individual. Participants climb, swing, balance, jump, abseil and think of solutions to a variety of problems.

Initiative Games

The first part of the programme is **Initiative Games**.

Participants and Instructors do some stretching and exercising, and then some initiative games. Generally initiative games are group problem solving activities. These activities are used to get everyone acquainted with each other, establish communication and teamwork skills, and creative thinking. Many of these do not require spotting, but help prepare the group to spot each other in later activities.

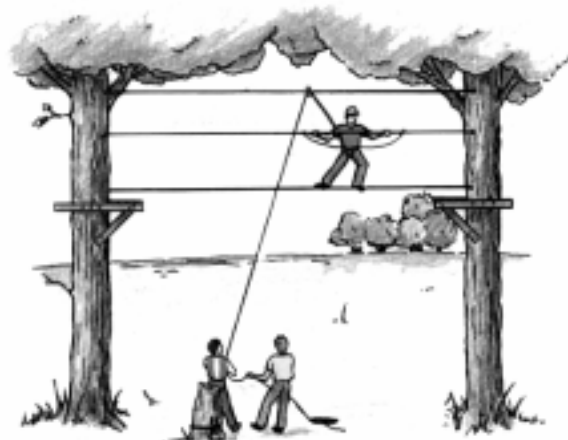
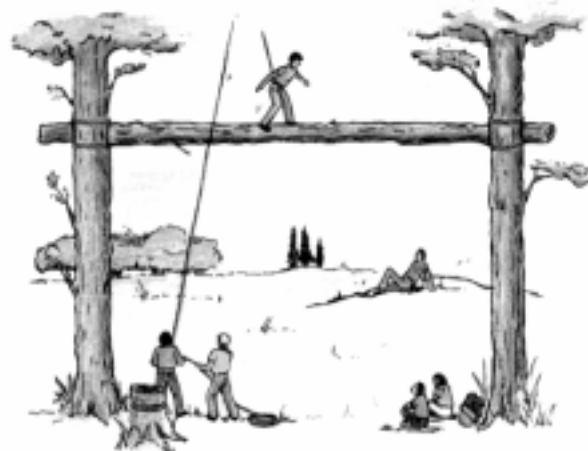
Spotting

Spotting is integral to the programme.

Spotting involves every member of the group who work together to prevent accidents and preventing the participant from falling off an obstacle.

Low Course

The Low Course obstacles promote teamwork and problem solving. For each obstacle, the Instructor will provide a scenario and some general instructions. Participants work together to complete the obstacle.



High Course

The High Course is 25-40 feet above the ground. At all times while on the course, a participant maintains two points of attachment.

Action

a brief report on the experience of one patrol

'A flash flood will occur in this area in five minutes. You have got to get all your team off the ground on that,' explained Dan (the COPE Director) as he pointed to a conveniently situated tree stump. This was our first activity on Project COPE.

The flash flood had passed - we were safe. We were ready to go off to our next activity. Everyone was blindfolded apart from one person who had to lead us to the next event. This was the trust walk.

We had completed the first section, the group initiative games.

Before we started on the course proper, we had to learn and practice how to 'spot'. In any adventurous activity, safety is important and Project COPE is no exception. On high course activities you are belayed on a rope, on low course activities you are 'spotted'. While spotting the other Members of the group, adopt a position to try and prevent you falling.

Dan's job as director was only to ensure safety and make sure everyone had fun! He played no part in the group dynamics, just acting as a bystander.

So we went from event to event. Crossing shark infested water, trying to put a ring on a giant's finger, climbing on the swinging fidget ladder and a trust fall, backwards, into the arms of your team mates before climbing over a suspended cargo net.

Now for the high course! Only one event here and at all times you are belayed from the ground. The low course is great fun for team building, the high course challenges the individual. Climb 10/12m (35ft) up a caving ladder, walk along a steel cable to another tree, then hurtle down the zip line (aerial runway) back to earth - wonderful fun!

On completion you get a certificate and a motif screen printed onto your T-shirt. So you can say, 'I survived Project COPE'.

Project COPE has no losers, everyone is a winner, no matter how well you do - you do your best, completing the activities you want to. The goals of Project COPE are leadership, self-esteem, decision making, communication, trust and teamwork. This activity appeals to a wide range of people in Scouting, being ideally suited as a new adventure for older Scouts, Venture Scouts and even for Leader training.

Could we see COPE courses developing in this country to give our Scouts a Challenging Outdoor Physical Encounter?



Winter's last frosts are melting, flower buds are bursting, and thoughts drift to summer backpacking adventures. Imagine hopping gracefully over boulders, scrambling up rough trails with ease, stopping to enjoy the view without wheezing or panting. Picture yourself springing out of the tent each morning, muscles rejuvenated and ready for action. The question is: After a winter of sloth, how do you make the transformation to surefooted, iron-lunged mountain goat? By beginning a year-round program that builds strong muscles and aerobic endurance.

"Getting in shape is important so you can better enjoy your trip, go farther, and not feel as if you're working so hard," says David Musnick, M.D., a sports medicine specialist

Now, that doesn't mean you have to shell out big bucks for a fancy gym membership. To stay in tip-top shape, you need only invest half an hour a day and employ a few household items. What follows is a get-fit regimen created specifically for backpackers by exercise experts who know what it takes to haul a pack. Our programme is designed for weekend adventurers and long-trail crusaders alike. If you've been sick or injured and haven't exercised recently, get your doctor's approval before starting this routine. We also include modifications to the base programme for those who are either less fit (be honest now!) or more advanced.

Aerobic Conditioning

Backpacking is all about breathing deeply and moving those legs. So make similar aerobic activities, such as walking, running, step aerobics, swimming, or cycling, the foundation of your training program. Keep your workouts to a low to moderate intensity, since hiking is about maintaining a steady pace, not sprinting. That means training at 60 to 70 percent of your maximum heart rate. Start and end each workout with a 5-minute warm-up and cool down.

This basic aerobic conditioning regimen focuses on walking, since that's what you'll be doing on the trail, and includes:

- a 40-minute brisk walk twice a week
- a 30-minute brisk walk twice a week

Six weeks before your first trip, add one long, low-intensity hike on walking trails or in hilly areas (to reach 50 to 60 percent of your maximum heart rate). Walk no more than half the distance and gain no more than half the elevation that you expect to hike on each day of your trip. For instance, if you plan to hike 10 miles a day on steep terrain, your walk should be no longer than 5 miles on moderate hills. This conservative approach builds strength with little risk of injury.

Rest on 3 nonconsecutive days each week until you add the long hike. Then rest on 2.

For the Less Fit

Begin walking for 15 or 20 minutes three times a week, adding a minute to each walk or cross-training activity until you reach 30 minutes. Give yourself 4 to 6 weeks to reach 30 minutes, then use the basic program.

For the Superfit

Up the 40-minute walk or other activity to 50 minutes. You can also add interval training once or twice a week. For instance, during your walk, insert four to six 30-second bursts of speedier walking or running. Slow down until your heart rate drops and your breathing slows to near normal. Repeat. You might also add an easy cross-training activity on a rest day.

For an added challenge, use one of your rest days for an additional 30-minute fast walk. Add more aggressive intervals of five to seven speedy bursts of 60 to 90 seconds each. Also, make your long hike longer each week and incorporate up to 75 percent of the elevation gain you'll face on any given day of your trip. Carry trekking poles and a light pack to build endurance and upper-body strength.

Muscle Strengthening

In your backyard or local park, use household weights and a curb to strengthen your hill-climbing, pack-carrying muscles. Which muscles are those?

"The butt, the butt, and the butt," says Mark Pierce, Dr. Musnick's co author and a certified athletic trainer.

Actually, he's referring to all the buttocks-supporting muscles, including those in the hips, thighs, and calves, plus your hamstrings and abdominal muscles. You'll also need to work your shoulder and chest muscles. These basic exercises will get those muscles in high gear, so add them to your regimen three times a week, beginning 6 to 8 weeks before your trip. Do two or three sets, performing the most repetitions and using the heaviest weights in the first set, then decreasing reps and weight for each following set.

Lunges with biceps curls

A: Stand with your feet apart and in line with your hips while holding a weight in each hand with your arms hanging at your sides.

B: Step forward with one foot, letting your knee bend when the foot lands. Make sure that when you land, your bent knee remains over your foot, not in front of it. At the same time, flex the opposite arm so that your palm lifts toward your shoulder. Push back to a standing position by straightening your knee and stepping back as you lower your hand. Repeat on the opposite side.

No Weights? No Problem

For strength and balance exercises requiring weights, try the homemade variety: Tools, such as wrenches or hammers, cans of food, or plastic bottles filled with water or sand (water sloshing in a half-filled bottle will challenge your balance).

Squats

Stand with your feet apart and in line with your hips. Bend your knees and lower your buttocks, as if you are going to sit on a chair. Keep your back straight, your abs tight, and your knees behind your toes. Squat as low as you can while keeping your torso upright and your heels on the floor. Return to a standing position. Holding a ball behind your head with both hands will help you maintain a straight posture, or push it above your head, toward the ceiling, when you squat.

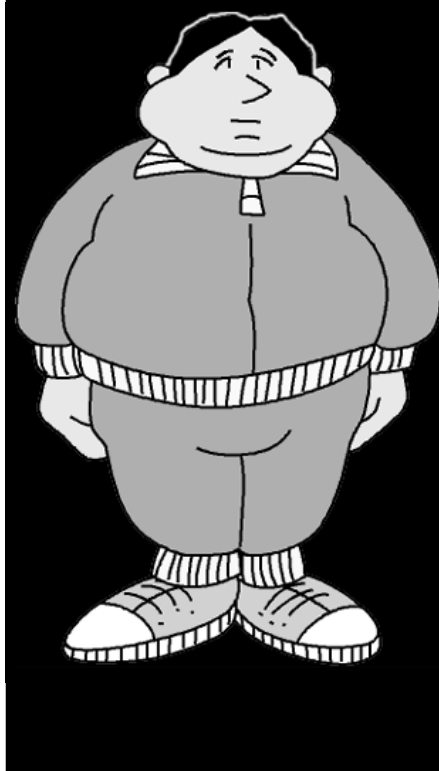
Assisted dips

A: Stand between two chairs with their backs toward you. Put your hands on the backs of the chairs and, moving your feet behind you and bending your knees, balance on your toes.

B: Then lower your weight between the chairs by using your chest and arm muscles. If your arms feel stressed, put more weight on your toes. Keep your back upright. Push up with your chest and arms to return to a standing position.

Survival Of the Fittest

Wish you could leap tall mountains in a single bound? Here's an exercise program designed for backpackers.



Step-ups

Stand facing a curb or low platform. Step up onto it with your right foot, lifting your left foot off the ground as you straighten your right knee. Place your left foot on the step to finish. Return to the starting position by placing your left foot on the ground, then bringing the right foot down. You can complete the set's repetitions with the right foot and then switch to the left, or you can alternate sides.

For the Less Fit

Start with two strength-training sessions a week, and use lighter weights or eliminate them. Add a few more repetitions to compensate for less weight. For safety, do

squats with a bench or chair in front of you, or use ski or trekking poles to support yourself. For step-ups, choose a very low curb. For assisted dips, let more of your body weight rest on your toes.

For the SuperFit

Lift more weight or add challenges such as stepping onto a curb with your front foot for lunges or speeding up the reps. Wear a weighted pack. Try unassisted dips by taking your feet off the ground as you lower yourself.

Balance Training

Imagine gliding along a narrow, ridgeline trail with 60-foot drop-offs, or springing from rock to rock in a river crossing, wearing a heavy pack all the while. Now imagine tumbling down the mountainside or splashing through the river. That's why you need to work on balance. Here's the secret: Keep your abdominal muscles tight. Complete a selection of these exercises two or three times a week in as little as 5 minutes total.

Multidirectional lunges

Do lunges as described for muscle strengthening, but without the handheld weights; keep your hands on your hips instead. This time, you'll step not only forward to lunge, but also to each side (pointing your toes in the direction of the lunge) and backward (lowering your buttocks as if to squat). Try this on a soft surface like a mat, sand, or thick grass; the unstable footing will make your abs work harder.

Clock leg reach

Pretend there's a clock face drawn on the ground and stand at the center of it. Lift one foot off the ground and, without changing the direction you're facing, point with your toes to all of the hours on the clock. Alternate directions as you get better, pointing first, for example, at the 10, then the 5, then the 2, and finally the 12. Having a partner call numbers randomly to catch you off-guard will increase the difficulty.

Single-leg stance with chop

A: Stand on your left leg with your knee slightly bent. Clasp your hands and hold them above your right shoulder.

B: Move your clasped hands quickly from right shoulder to left hip. Then change sides, standing on your right leg and moving your clasped hands from your left shoulder to your right hip. You can rotate your torso to the right and left as your balance improves.

Ball toss

Stand on one foot with your knee slightly bent and face a partner who also is standing on one foot. Toss a ball back and forth, catching it in both hands.

For Balance Novices

Skip the ball toss and don't add spinal rotation to the single-leg stance with chop. Keep both feet flat on the floor for the clock leg reach and single-leg stance with chop. Stop if you start to feel uncomfortable.

For Balance Pro's

Try lifting yourself onto your toes during the leg reach, single-leg stance, and ball toss exercises. Stand on a less firm surface, like foam or sand. Hold a child's ball, medicine ball, or hand weights. Or, if you aren't holding anything, flap your arms to try to unbalance yourself.

Flexibility Training

Whether they're used to hoist your bear bag or pull you over a boulder, flexible muscles will do the job, without pulling or straining. All hikers, no matter what their level of experience, should stretch at least three times a week at home and daily on the trail. Save your flexibility training for the end of a workout, when your muscles are warm. Hold each stretch for 15 to 30 seconds and repeat two to five times.

Achilles tendons/calves

A: Stand facing a wall, and press your hands against the wall so that your arms are straight and at shoulder height. Extend one foot behind you, with your heel on the ground and your toes facing forward.

B: Bend your front leg while keeping your back leg straight. Hold. Then, with your front leg still bent, bend your back leg, keeping your heel on the ground (Tip: Move your back foot a little forward). Hold. Relax and repeat on the other side.

Back

Get down on all fours with your hands directly under your shoulders and your knees directly under your hips. Inhale slowly, then tuck in your chin, arch your back, and tuck your hips under slightly. Hold. If you're stretching correctly, your back will be in an asymmetrical arch, like a Halloween cat. Then exhale and relax your back without relaxing your abs; at the same time, lift your chin to look ahead of you (not up) and lift your buttocks slightly. Repeat, moving slowly and carefully.

Hamstrings

Stand in front of a knee-high, sturdy object. Place the heel of one foot on the object, standing tall and keeping both knees straight. If you feel any discomfort, look for a lower object. Lean your torso forward (not down!) and hold. Switch legs and repeat.

Quadriceps

Stand a foot or two away from and with your back to a chair back or desk. Using your right leg, bend your knee and lift your leg behind you so that you can place the top of your foot on the chair back or desk. Tighten your buttocks and extend your pelvis slightly forward. Hold, then do the same with your left leg.

HEALTHY TIPS

Modifications for the middle-aged

If you're a man over 40 or a woman over 50, modify the program outlined here, suggests Jim Sloan, author of *Staying Fit Over Fifty* Progress slowly and pay attention to your body.

- Take 2 or 3 days off-or go very easy-after a hard workout, instead of taking 1 or 2 days off. That means fewer hard workouts.
- If a long, hilly hike tires your leg muscles, don't jump right into a muscle-strengthening leg workout the next day. Give your muscles extra recovery time.
- Don't skip strength training. You lose muscle and bone density as you age, but strength training helps maintain them.
- Don't neglect flexibility exercises, because tissues tend to dry and stiffen with age.

Troubleshooting

Move slowly until you know the limits of your comfortable and pain-free range of motion. If something hurts, don't do it, or modify the routine. Dr. Musnick also advises:

If you have knee problems

Stick to flat surfaces and avoid stepping downhill when doing lunges or other stepping exercises. Don't run downhill or descend stairs as a part of a workout. Lunges and squats, as described on page 58, will strengthen the fronts of your thighs and your buttocks, which can help take pressure off your knees.

If you have back problems

Avoid rotational movements unless your doctor has approved them. Lift your backpack safely by lowering

yourself to one knee to swing the pack onto your back; better yet, have a hiking partner hoist the pack onto your back. Always keep your abdominal muscles tightened for support. Do plenty of balance training to develop strong abs, since they support your back muscles.

If you have ankle problems

Strengthen them with one-leg balances, gradually moving to softer surfaces to add to the challenge.

If you have shoulder problems

Add strengtheners such as assisted dips, assisted pull-ups (standing on a chair or having a friend support your lower body), and modified push-ups on your knees (supporting your weight on your hands and knees instead of on your hands and toes).

In A Heartbeat

How to calculate your target heart rate: Since backpacking isn't a high-speed sport, you don't need to train at high speed. Exercising at 60 to 70 percent of your maximum heart rate is adequate. To determine your target heart rate, use the formula below, and then check your pulse while you're exercising. Adjust the workout's intensity to reach your target. If you're allergic to math, use the Heart Rate Calculator at www.totalfitnessnetwork.com.

Subtract your age from 220 (226 if you're a woman) to find your theoretical maximum heart rate.

Multiply the result by the percentage of your maximum heart rate at which you want to exercise to find your target heart rate. For example, if you are a 35-year-old man, your maximum heart rate is 185 (220 - 35 = 185). If you want to work out at 60 to 70 percent of that, multiply 185 by 0.60 (which equals 111) and 0.70 (which equals 130). For hiking workouts, then, your heart rate during training should be 111 to 130 beats per minute.

eureka

CROAGH PATRICK

March 15th & 16th 2002

Calling all Venturers & Venturer Leaders - sign up for this legendary hike up historic CROAGH PATRICK and get yourself qualified for a not to be missed trip to Mount Snowden on May 3rd-6th

This event is only 6 weeks away so please spread the word and get yourselves booked in.

More Info will follow soon but so far the plan for CROAGH PATRICK is: For those travelling from Dublin - Coach arranged from Custom House, Dublin on Friday 15th rough cost 20 Euro - 5 Euro deposit per person needed. Full uniform is a must for anyone getting the bus.

Accommodation booked in Westport Den for Friday night only. Possible cost of 5 Euro. Arrive Friday, Walk Saturday and return Saturday evening. Bring your own food and gear.

This is our 75th birthday we hope to have at least 75 Venturers on the hike and have some birthday cake on the top of the mountain!

For further info contact the National Venturer Team Wed Eves 01 676 1598 or e-mail darraghobriain@ntdi.ie

The High Bog Venturer Cycle Easter 2002

Canal & Mountain Cycle through the Heart of Ireland

Meeting in Tullamore Scout Den @ 8 pm on Good Friday
Arriving back in Tullamore @ 4 pm on Easter Monday
Cost •30.00 each. Includes food & accommodation, etc.

Anyone can do it! Why don't you?

Deposit: •10.00 each ~ limited to 50 places



CROAGH PATRICK Booking Form

Unit: _____

Secretarys Name & Contact _____

Phone number/e-mail _____

Leaders Name: _____ Leaders Phone No _____

Numbers Going: _____

If you are going to avail of the bus from Dublin how many places will you need:

_____ Please include a 5 Euro deposit per person.

Please return to Venturer Team, Scouting Ireland CSI, 26 Dolphins Barn St., D.8

The High Bog Venturer Cycle

Unit: _____ No Attending _____

Contact Name: _____

Address or e-mail: _____

Telephone No: _____ Leader's name: _____

Is the leader attending _____ Deposit enclosed: _____

Please return to Venturer Team, Scouting Ireland CSI, 26 Dolphins Barn St., D.8

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".

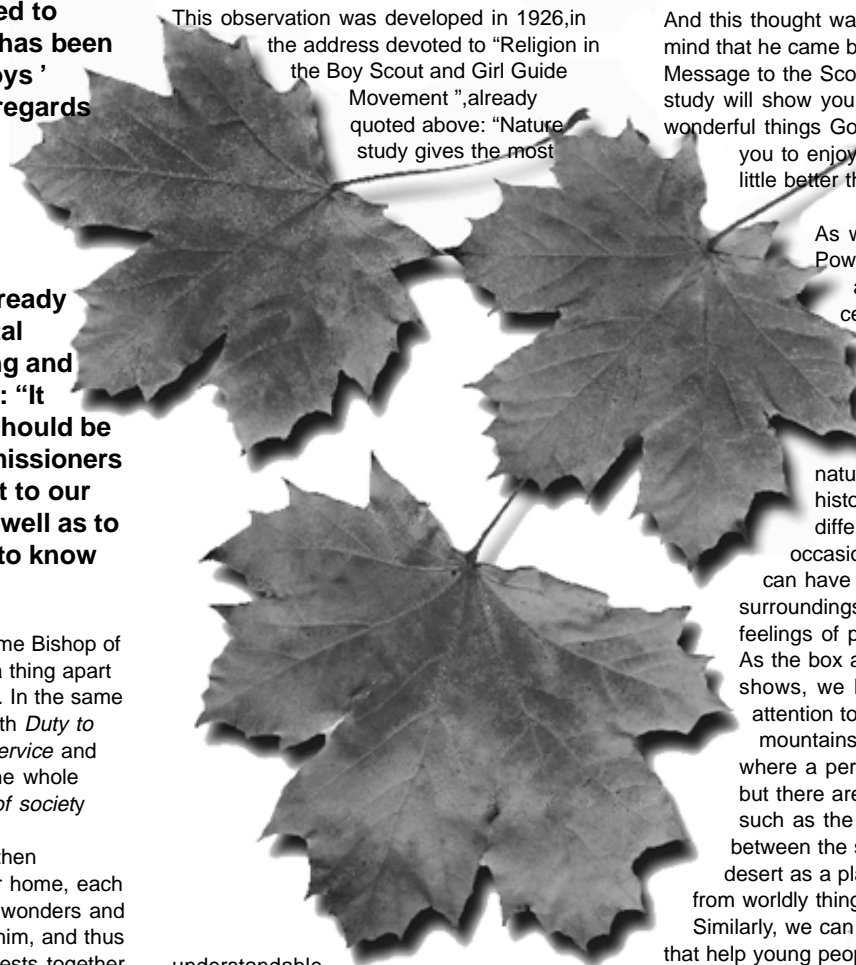
Spirit of service: "It is only through goodwill and cooperation, that is through cheerful service for others, that a man reaches true success, i.e. Happiness. For then he finds that Heaven is here in this world and not merely a vision of the next".

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!

Life is the great adventure for all of us, but especially when we are young and healthy enough to follow adventure trails wherever they may lead; one can experience the thrill and satisfaction of an adventure with the earth only by venturing forth. The wilderness is the frontier of adventure, and of course adventure is a meaningless term if we are content to sit at home and only read about it in a book. The true adventure stories are the ones we live ourselves. Adolescence is perhaps the prime time to venture into the beyond, even though young people are seldom able to explain their restless desire to "go forth" and are even less likely to equate it with learning a new intimacy with the earth - the next step in the love story of nature.

[They may think] they go into the wilderness for a lark, just to test themselves, or to face a challenge, but what they really go in for is to experience at first hand the spiritual values of wilderness ... the opportunity of knowing ... what simplicity really means, the importance of the natural and the sense of oneness with the earth that inevitably comes with it.

OLSON: 1969

Adventure is not a destination, it is a journey. There are fresh experiences of wholeness in every contact, growth opportunities, new worlds to conquer (without and within) and horizons to be expanded.

Adventurous earth-loving does not involve only sunshine activities but also rising to the challenge of the outdoors in all seasons. There is a special satisfaction in a challenge met and overcome, especially if it stretches us to our limits. These are the rich experiences we will recall at later times when the aches and pains and inconvenience of the moment are forgotten. When we find security in a comfortable and self-indulgent lifestyle, how easily a blister or a tiny stone in a boot can become the biggest problem in the world.

The importance of the wilderness experience

These are times when we are conscious of the benediction of life, as a basic ingredient in our mental well-being.

From time to time we are infused by a sense of physical well-being so strong that it overflows and embraces, as it were, a part of the world: it makes us want to sing "Oh! What a beautiful morning, Oh! What a beautiful day". Young and healthy people experience the mood more frequently than older folk although they are less able to describe the sensation other than with the exuberance of their bodies.

The wilderness inspires feelings of awe and wonder, and one's intimate contact with this environment leads to thoughts about spiritual meanings and eternal processes. Individuals feel better acquainted with their own thoughts and feelings, and they feel "different" in some way - calmer, at peace with themselves, "more beautiful on the inside and unstifled". They appreciate the slow pace of things, and they appreciate their privacy and the chance to attend to their own thoughts.

Wilderness areas have not always been viewed through the cultural spectacles which many people use today. Ancient literature abounds with pictures of the wilderness as dark, dangerous and even evil - a place of exile, loneliness and hazards inhabited by spirits, monsters and dangerous predators. And for those who are careless, the wilderness does have some nasty surprises from time to time. Early settlers in new lands were at pains to clear the ground for the civilizing plough, in the process reducing wilderness areas to,



remnants of their former glory. About 100 years ago people began to realize that the last frontiers were almost the last frontiers, and conservation movements began to lobby for setting aside wilderness areas for posterity.

What are the magic ingredients that make wilderness areas so attractive to so many people these days? Why is it that so many are prepared to spend so much to deprive themselves of the comforts of home for the experience of 'roughing it' in nature?

- # Nature simply seemed to be there, independent of any human need or use, and that was enough.
- # You seemed to lose awareness of yourself, so absorbed were you by an experience.
- # The pure delight of a moment was sufficient reason for being there.
- # Time seemed to stand still and not matter at all.
- # You seem tuned to the rhythm of life in a special way.
- # You felt you were in the presence of something great.

The celebration of life

The lure of the wilds

People seek the wild places because they offer:

- Wild beauty
- A sense of feeling alone in the world
- Reduction of stress
- A clean and pure world
- Wild freedom
- Distance from cities
- A sense of God being there
- Inspiration
- Ultimate challenges
- Comfort and strength

Nature is our adventure playground, a place where we can learn to focus on the environment and do what is necessary in order to survive comfortably. Here we can learn to cope with physical discomfort and to conquer our fears. As we venture forth we find that we are changed, our attitudes to nature are enhanced and we learn to harmonize with the life of the planet which is our home. Outdoor Scouting adventures are much more than healthy games for young people; they are fundamental to forming adults who care about the earth.

Peaks and peakers

Do you have a special memory of an experience in nature when something almost indescribably wonderful happened to you? Something so pure, dreamlike, fragile yet tangible that at the time it seemed like a touch of the divine?

Peak experiences

Perhaps at some time you had some of the following experiences:

- # Things came into unaccustomed, sharp focus and you were really aware of everything around you.

- # A particular place seemed to be all the world.
- # God seemed very close.
- # Stress and concern seemed far away.

And perhaps on reflection it seemed that you had gained a clearer view of yourself, other people and of the world. The experience was desirable and you longed to repeat it. Life seemed more lovely and worthwhile.

A lot of people have had such experiences and as a leader of young people the chances are you have been in such situations, certainly by reading an article which prepares you for helping others find meaning and purpose in life your voluntary participation in Scouting marks you as someone who has made a lifestyle choice which involves working for social change, helping to solve social problems and helping others.

The experiences described on the previous page have long been known to psychologists as the peak experiences, and they happen to most people at one time or another. Eighty per cent of randomly sampled people can recall peak experiences in nature, 40 per cent recall peak experiences reflecting a sense of harmony with the universe and 50 per cent recall a sense of contact with the beyond to which they attach religious significance.

This is of special interest to Scouts because this research suggests that Scouters will, in the main, be high peakers who encounter these experiences more frequently and more intensely than others. Because of this factor, backed by the ethos of Scouting (channeled as it is towards service to others and duty to God), Scouts are likely to be high peakers too. The following applies to high peakers:

- # They find their lives more meaningful.
- # They consider the meaning of life more frequently.
- # They meditate on life more frequently.
- # They know the meaning and purpose of life more consistently.
- # They feel more self-assured and confident than non-peakers.

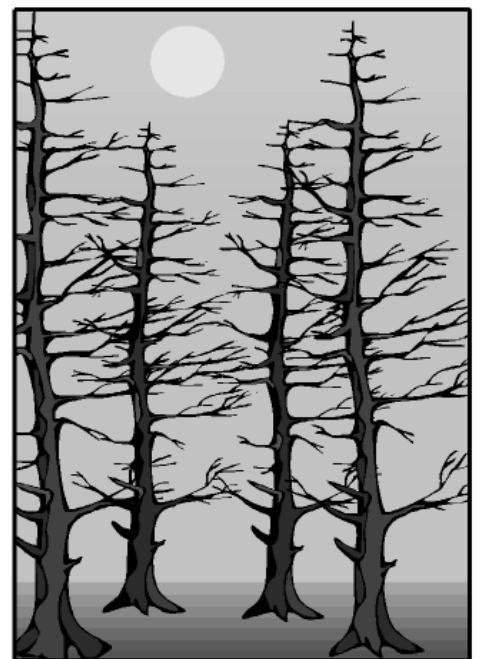
This insight should make us more willing to share our experiences with others, knowing that this is very common within the Scout family. It should serve as a strong basis for discussions relating to the meaning of life, meditations on the nature of God, a sense of mission and purpose, and service to others.

A person who experiences these peaks frequently is

...

more at peace within himself or herself than the average person [and] should be able to rise above many of the petty concerns which are culturally ingrained on a wide scale and pursue values which are more humanly beneficial ... There is likely to be a subaverage concern for material possessions ... less status consciousness ... and a freedom to be more concerned about the needs of others ... These experiences do not appear to be mere chance occurrences that have little to do with the rest of a person's life ... they appear to be one aspect of a selfactualizing style of life.

Of course it would be naive to overlook the fact that these characteristics could also typify people who do not need to worry too much about material possessions and status because they already enjoy such benefits. We need to be free of worries about basic needs before we can realize our full potential as human beings. Because Scouting tries to improve the welfare of Scouts by means of community



development programmes, the opportunity to become more than mere survivors will create the secure foundations for effective character building through environmental encounters in nature. In such encounters peak experiences will increasingly play their part. Under such conditions the heart can walk along the same trail as the feet and help to carry its share of the load.

Adapted from a series of articles contained in the handbook entitled 'The Global Scout' which endeavoured to explore Scouting links to nature and environmental studies and spirituality and how it applies to modern Scouting.

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.

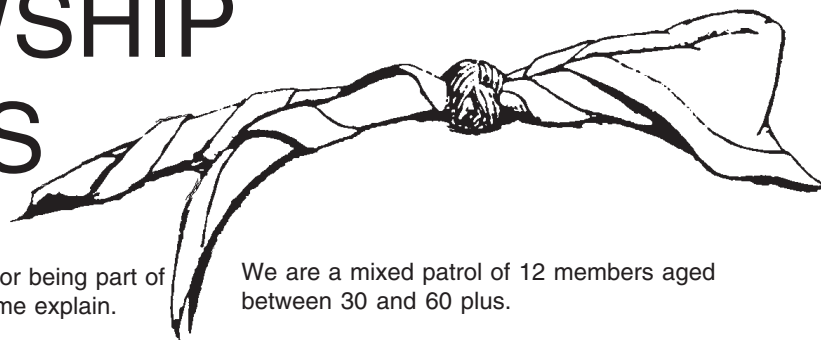
“In a sense, we offer a simulation or a microcosm of life in larger communities or societies and of what is meant by being an active and responsible citizen. If only the world resembled the microcosm of a World Scout Jamboree! The patrol system is about learning to live together in harmony and achieving 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

This article has been extracted from a series of articles written by Fr. Eamon Conway in the early 1990's before he was ordained. His thoughts are still valid today and worthy of consideration.

Fr. Peter Kehoe National Chaplain

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.

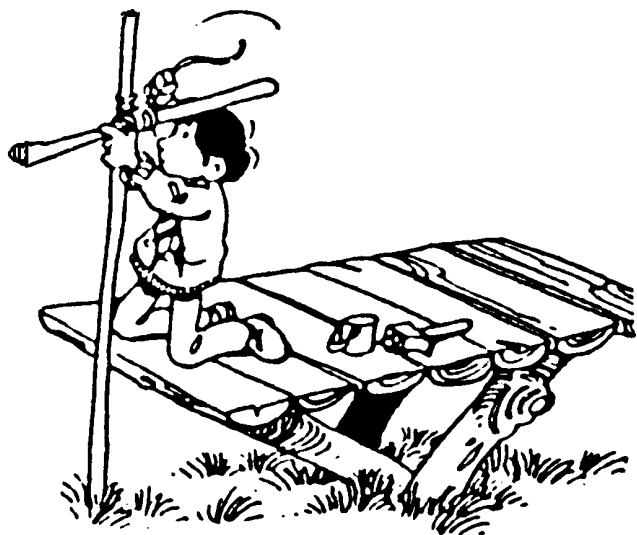
For many young people, last summer was full of fun, friendship and challenge. Many Scouts got a chance to meet other Scouts from different parts of the world. Some camped just a few miles out the road, built an overnight shelter from fallen leaves and branches and slept in it. Some visited Peel Castle 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 get 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 properly, 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

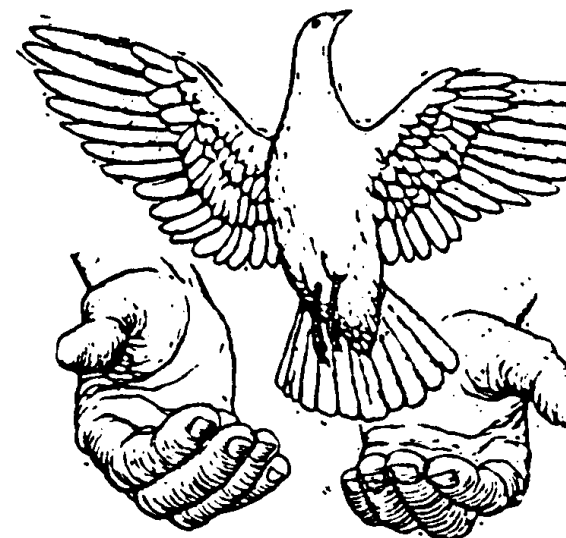
Among my own age group I sense apathy, complacency, frustration. The drug scene, youth drinking and vandalism form a collage of young people not at home with themselves; a young person trying to run away from an uncomfortable emptiness within.

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.



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 stove/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

Scouting Top Ten

Scouting is....

an out of school educational movement that enables young people so that they can undertake adventurous and challenging activities with others - activities that will develop positive characteristics, improve their mental, teamwork and creative skills and allow them to have a greater understanding of the world in which we live and the environments that make that world.

People who are Scouts are likely to be

- Able to solve problems creatively and effectively
- Capable of being a constructive and productive member of a team
- Able to take care of themselves and others
- Able to cope with emergencies
- Aware of and have a deep affinity with the environment and the need to conserve it
- Responsible and capable of assuming leadership with ease
- Able to live and survive in the open
- Capable of undertaking challenging and adventurous activities

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.