

No Limits

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

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When backpacking, and in particular lightweight backpacking, there are a number of objectives you should have in mind. **Weight** is usually at the top of the list; you want everything as light as possible.

Performance; you want it to be good enough for everything. **Cost;** you have to be able to afford it.

These three criteria form what could be termed the eternal triangle of backpacking.

Most lightweight gear comes marked with a weight, but manufacturers being manufacturers, these are not always as accurate as they might be. It is easy to become confused or misled. The easiest answer is to shop for your kit armed with a spring balance. Something going up to 7kilos is easily enough to read and determine weight of item.

Tents and Shelters

A good tent that is both strong and light are expensive. To get a structurally strong flexible-pole tent you have to go up-market to the geodesic designs and that costs a lot of money.

Most manufacturers offer a number of tents in the lightweight range. If you are travelling alone the lightest will be in the range of 1.5 kilos however if you are traveling with others the weight of a two or three person tent can be distributed with approximately the same weight carried as a solo tent. For the ultimate adventure you should not dismiss the humble bivouac sheet or, to use the army parlance, the basha sheet. This six foot by eight foot piece of PU nylon has tags around the outside so that it can be pegged down or you might consider a plastic sheet. It is the most versatile, lightweight, inexpensive, and durable shelter available. Its use is limited only by the ingenuity and expertise of the user and if you don't have any, money it can be an interesting possibility. If you intend travelling over mountainous terrain, perhaps camping high up then you need a tent that will perform in extreme conditions and that will be expensive. No matter what method you choose you will have to make compromises along the way, floor space, weight, strength. The tent you select will probably, have, a super thin groundsheet to save weight so you will also have to have a sleeping mat both to protect the groundsheet and insulate your body from the ground.

Sleeping

Without a shadow of a doubt the best you can sleep in is a down bag but if it gets wet it is next to useless. If your bag is likely to get wet, steer clear of down. The alternative is a man-made fibre bag. These come in many guises but the principle is the same in all. A long, man-made fibre is hollow and thus

traps air. As with down it is the trapped air that keeps you warm. The advantages of artificial fibres are clear. The bags are cheaper than down, they are warmer underneath you (because they are harder to compress), they keep you warmer when wet, and they are easier to keep clean.

Disadvantages? They are substantially heavier and bulkier than down, and won't last you anywhere near as long.

Keeping it light

The compromise is clear. If you can stay out of the wet and can afford to pay more, invest in down which lasts longer, so costing the same in the long run. If you constantly get wet when camping, buy a man-made fibre bag. Another alternative is to consider a fleece inner bag and combine it in use with a lighter sleeping bag depending on expected weather. The bag is very good for those who bivouac and can be used to effect with a good down inner bag. Handle or better still borrow one to try before you buy. Zips should all be well baffled to prevent loss of heat. If the bag you choose is a man-made fibre one, check to see if it comes with a compression stuff sack. If it doesn't and you want one, this will add a few pounds to the final price.

Rucksacks

With rucksacks two things are important from the outset; size and waterproofing. You have available to you any size of sack you want, and (whatever the manufacturer may say to the contrary) none of them are waterproof. The capacity of a rucksack is measured 'in litres'. A small day pack weighs in at about 25 litres. From there you have various sizes up to a general all round rucksack sized at 75 litres. With one of these you will be able to manage anything up to mountaineering (at a push), but you pay a price for the facility. Having 75 litres to play with you feel a terrible urge to fill up all the space, even for summer camping in the lowlands. Because of this, some people prefer a 65 or even a 50 litre rucksack. After those important criteria the rest more or less comes down to personal preference. If you are organised in the way you pack, a one section rucksack is simpler and more effective. It is an advantage if your pockets can be detached, but having them fixed saves a bit of

weight. Some harnesses leave more room for air to circulate between you and the sack. In the end it is down to personal choice and budget, consult the brochures and cross check with people you know who have bought rucksacks and see what they recommend.

Cooking and Eating

You will need a stove, something to cook in, something to eat out of, something to eat with and (very

importantly) something to carry water in. The essential part of the 'something to eat with' is a general purpose blade. This will cut up anything you want to eat to manageable portions as well as whittle. Save the weight by cutting down on the number of utensils you take rather than by using flimsy 'camping' ones which bend the first time you use them.

When you choose a billy make sure of two things. Firstly, it should have a good handle, preferably one that will not get too hot to hold whilst cooking is in progress. Secondly, it must have a close-fitting lid. There are many styles of billy available to choose from. The two pint 'paint tin' type, is a handy size and can be used on a wood fire. The rectangular army type that hold up to a litre is an excellent choice. These fit nicely into the side pocket of a rucksack and can be filled with snack foods and brew kit for the day's use.

Stoves

The array of stove available is down to choice. The choice here is between solid fuel, liquid or gas. Solid fuel comes in blocks that resemble large white tablets. A packet fits neatly into the metal tray that you burn them in. This stove is little bigger than a pack of playing cards. The system is foolproof since you merely set a match to the blocks and add more for extra heat, take away for less heat. Moving on to liquid stoves your choice increases considerably. Most simple of all is the meths burner. Here you have a container into which you pour meths and then set fire to it. The most

popular, the Tranzia has a windshield built round the container which also neatly holds the billy. Again the design is foolproof. The stove is heavy and bulky so watch the weight.

Still in the liquid fuel range, there are the pressurised burners, running on either paraffin or petrol. The paraffin stove traditionally known as the primus stove has undergone some major design upgrades in recent years and a new collection of multi-fuel stoves are now available that allow different fuels to be used by the same stove. Once burning, these stove provide an intense and efficient heat source and can be adjusted to give various rates of heat. Gas stoves are simple to use. They are relatively cheap to buy but are expensive to run. Unless used in a sheltered area they are useless as the heat is quickly blown away and as the canister runs down so does the pressure.

Once again, compromise is the final solution. You will generally find that pressurised paraffin is the tried and trusted stove for most formal expeditions, and is the general favourite of many. Solid fuel is a useful last resort to have available when you are traveling light, relying in the main on wood fires, and there is no way of lighting one. Gas fuel is simply a consumer convenience stove that is simple to use in all but extreme conditions.

With so much wonderful equipment around it is easy to get carried away and seek for the best in everything. A large rucksack to carry a five season down bag with a Goretex bivi-bag, a super stove and a geodesic dome tent. In reality, if you think over the use to which your equipment will be put carefully you will often find that the best is not suitable for you and you are just as well off with something cheaper. Then, when your style of travelling or camping does demand the best, the expense becomes worthwhile.



Adventure

Venturing forth

Exclusion game

What to do...

Divide the young people into three groups. Place a dot on the forehead each person:
Red for one group, Green for another, Blue for the third.



Round 1.

The Greens have all the power and are given chairs to sit down comfortably. They may be treated to a glass of minerals or some chocolate. They order the Reds to stand together with their noses touching one wall. They may not look round or talk. They are totally excluded from the activity. Meanwhile the Greens give orders to the Blues, e.g. Hop on one leg, do 10 press-ups, make animal noises, count backwards in Irish.

The Blues must do what the Greens tell them, (within the bounds of safety)

Round 2.

After a few minutes stop and change the roles round - bringing the Reds away from the wall and instead serving the Blues, etc.

Round 3.

Hold a third round so that each group has experienced exclusion domination and privilege.

Alternatively, do not play rounds two and three. This will leave stronger feelings to fuel the discussion. Only play it this way if you consider your group are mature enough to be able for the strong feelings, especially among the excluded.

Debrief

Give everyone a chance to talk about what happened in the game, what they felt at each stage in the game, and what they wanted to do. Focus on how people felt: left-out, angry, powerful.....



Now explain clearly that the group is leaving the game behind to focus on what the game can teach us about real life.

Now ask does this really happen in Ireland? What groups in Ireland experience exclusion frequently? Select a couple of the groups named and let the members draw up a list of the ways it happens. Is this fair? From their own feelings in the game, how do they imagine people who are excluded from society feel?

The Great Egg Bonanza

This exercise is design to develop teamwork, initiative, and construction skills as well as developing the mental skills of the group.

Each team of Venturer are set a constructive task, whereby they have to design and build a gadget from miscellaneous bits and pieces of no real value. The teams must then complete the objective against each other and the clock.

Each team will need some equipment
1 No. Elastic Band (power source),
Cling film, newspaper, cellotape, pipe cleaners, milk cartons, paperclips, odds and ends

Projects

Move an egg from one position to another 10 metres away. Without breaking it, or touching the ground

Lift an egg 1 metre off the ground over a barrier and onto the other side, without breaking it.

Construct an egg timer, to tell exactly 2 minutes, every time.

Construct a device that will package an egg, this device must be capable of



travelling a distance of at least 3 metres (off the end of a plank) and survive a freefall from the top of the hall or den (distance at least 7 - 10 metres)

Time limit

Write out the projects and seal in an envelope. Give each team at least 1.30 mins to 2 hours to make the craft or device. Allow half an hour for testing.

Contest Rules

Only one egg will be given for testing purposes, and one egg for final test.

Eggs may not be taped or cast in a solid

A streamer maybe attached to the freefall craft but it can be no longer than 3 metres

In construction and craft / device you may not use padding of any type to protect the egg. You can however employ shock absorbers but they can only be activated on impact - something like an air bag in a car of crumple panels in cars that collapse on impact.

The craft / device must be self propelled - once it is set up to go it must travel by its self.

Rules can be changed at short notice to circumvent the 'benders - of- rules' and (heaven forbid) 'cheaters'

Hints for experiment and practice

In designing your craft/device, first consider the basics you have to work with - a one litre milk carton, an egg, some sort of shock absorber, bits and pieces and perhaps a streamer. As you experiment, consider what you can change, here are a few suggestions: -

Change the shape of the carton, its weight, surface. Add nose cones, bumpers, cushioners.

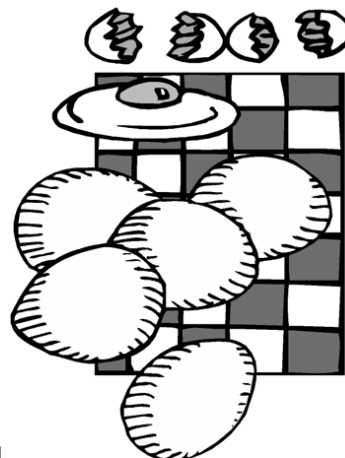
Change the egg position

Change the shock absorber, size, shape, weight, material. Try elasticity, crushability, padding, and cradling.

Change the streamer, size, shape, weight, material.

Change to fins and flaps for guidance.

It is an excellent idea to cover the floor of your test area with a sheet of plastic taped to the floor. Each team is responsible for cleaning up their mess (the best part of it at least). When the challenge is over the plastic can be rolled up and placed in the bin.



The Two-Wheeled Traveller

The bicycle has been a popular choice of vehicle for the discerning traveller. It is the most efficient of any human powered land vehicle. The bicycle is cheap, and because it is a simple machine, is also reliable. Its basic form is similar the world over, with spares available everywhere.

Cycling is slow enough to keep you in touch with life but still fast enough to bring daily changes. A fit rider ought to be able to manage an average of 60-80 kilometres a day, putting you part way between pedestrians and motorcars. A bike can manage a daily distance of four times that of a walker, a third that of a car.

'Isn't it hard work?' Sometimes, but for every uphill there's a down that's as much fun as flying. 'What happens when it rains?' You get wet. Or stop in a cafe. 'How do you survive with so little luggage?' It's leaving behind the junk of everyday life that makes bike touring such fun.

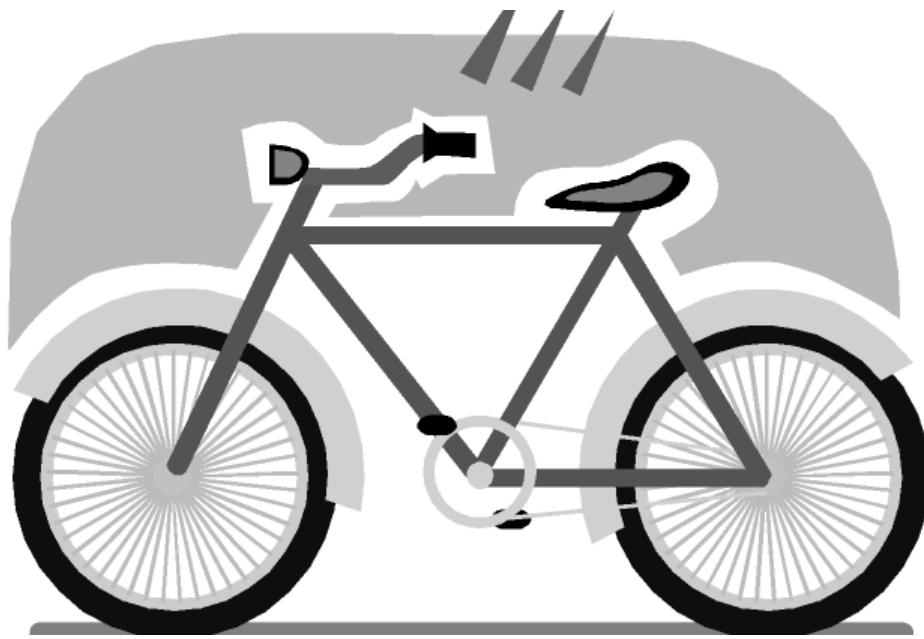
On your bike

If you are unsure of your stamina, choose for a first trip somewhere mild such as the midlands. You do not have to be either an athlete, or able to run up three flights of stairs without collapsing to ride a bicycle. It is a rhythmic, low-stress form of exercise. Riding to work, or school, or regularly during evenings and weekends, will build a healthy foundation of fitness. If you have never toured before, try a day cycle from home (50kms maximum), or a weekend cycle. Once you know how many miles you can comfortably ride in a day, you can plan your tour route. Always allow for the first couple of days to be 'easy' set yourself distances that you know you can finish easily, and this will allow you to adjust to the climate (if abroad), and to the extra exercise.

Get your bike and yourself ready. Safety helmets, lights, reflectors and reflector strips on pannier bags. It is very important that you are seen both during the day and at nighttime or dusk. Safety should be a major consideration particular if you are travelling in a group.

Beware of being tricked by the map. Main roads are best avoided. This means investing in some good maps as a general rule, scales of 1:200,000 will show all minor roads. For safe cycling on rough tracks, you'll need map of 1:50,000. It's not always the places with the highest mountains that are the most tiring to ride through Scotland, where the roads often follow valley bottoms, is a lot easier than the south-west of England where the road helter-skelter up and down ferocious angles. Holland may be as flat as a pancake but it's this flatness that allow the wind to blow unchecked

You may already have a clear idea of where you would like to ride. Hilly ness, prevailing winds, temperature rainfall, whether the roads are surfaced or dirt, are all factors worth quantifying before you leave. The actual route you take will fit in with places of interest (and accommodation). There may be duller section of your route that you would like to skip. If so, you need to find out in advance whether you can have you bike transported on buses or trains. What type of accommodation you decide upon affects the amount of luggage you carry and the amount of money you spend. Camping provide the greatest flexibility but also the greatest weight of luggage. With (or without) a tent you can stay in all manner of places. Farmers will often con sent



to the use of a field-corner, and in wilderness areas you can often camp where you choose (leave nothing; take nothing). With a group of travellers you can share the weight of the tent, cooking gear and so on. If you are using youth-hostels, you can travel very lightly but your route is fixed by available accommodation.

The Bike and Clothing

Most people have a bike and if you need to buy one the bicycle need cost no more than a good camera or backpack. Neither need it be an exotic mix of the latest aluminium alloys and hi-tech tyres. Foster Fraser covered 19,237 miles through seventeen countries on a heavy steel roadster fitted with leather bags. Destinations are reached through the urge to make the journey, rather than the colour of the bike frame. Given the determination to succeed, virtually any type of bike can be used for making a journey. The author Christa Gausden made her first journey, from the Mediterranean to the English Channel, on a single-speed shopping bike. Spending time and money on your bike however will increase your comfort and the bike's reliability.

For road touring, the most comfortable machine is a lightweight ten or twelve speed. The saddle is very much a question of personal preference; try several before deciding. (Note that you should fit a wide 'mattress' saddle if you have upright handlebars, as most of your weight will be on your bottom.) It is very important that your bike frame is the correct size for you. There are several different methods of computing this, but a rough rule of thumb is to subtract 25 centimetres from your inside leg measurement. You should be able to stand, both feet flat on the ground, with at least three centimetres between the top-tube and your crotch.

Luggage should be carried in panniers attached to a rigid triangulate carrier that cannot sway. Normally rear panniers should be sufficient if you need more capacity, use a set of front pannier. Lightweight item such as a sleeping bag, can be carried on the top of the rear carrier if necessary. The guiding rule is to keep weigh as low down and as close to the centre of the bike as possible. Never carry anything on your back. Clothing chosen carefully will keep you warm and dry in temperate climates; cool and comfortable in the heat. Choose items on the 'layer' principle: each piece of clothing should function on its own, or fit when worn with all the others. The top layers should be windproof, and in waterproof too. Gore-Tex is ideal. Close fitting clothes are more comfortable, don't flap as you ride, and can't get caught in the wheels and chain set. In bright conditions a peaked hat or beret makes life more comfortable, and cycling gloves (with padded palms) will cushion you from road vibration. Choose shoes with a stiff sole that will cushion your foot from the pedal, and which are also good for walking.

Mountain bikes

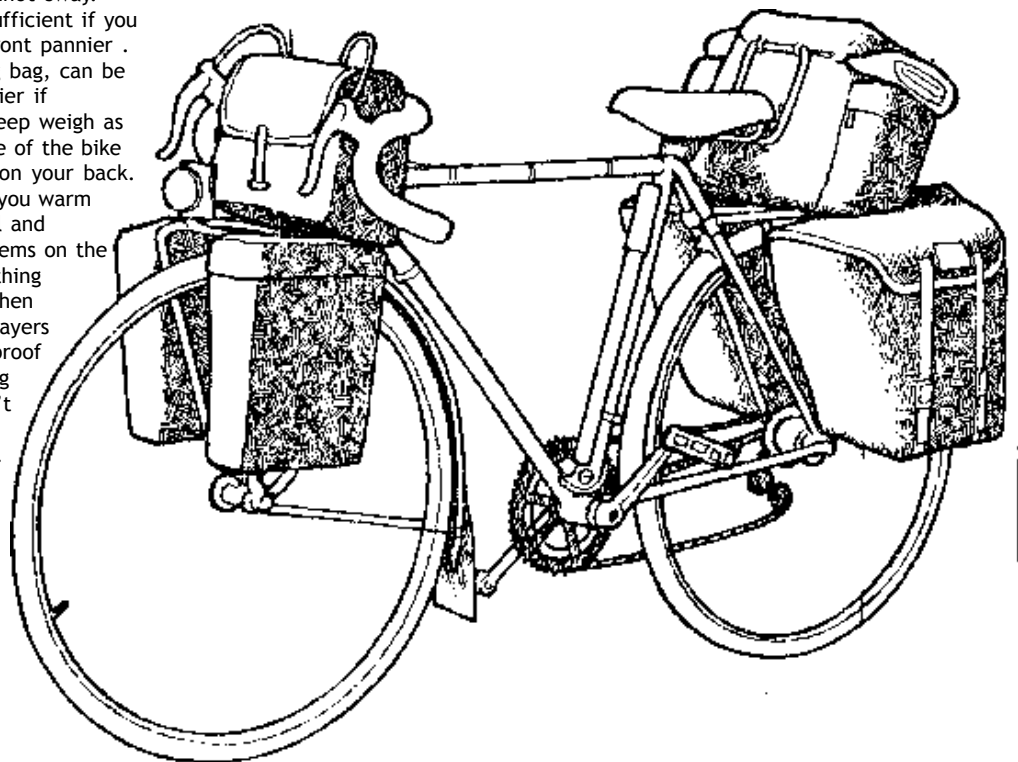
If you're planning to venture off the beaten track, on rough roads and tracks, a mountain bike will provide the greatest strength and reliability. They are heavier than a road-bike and, on tarmac, a lot slower. But on dirt roads and trails mountain bikes are in their element easy to control, with good grip and resistant to vibration, knocks and crashes. Mountain bikes generally come with fifteen gears, powerful cantilever brakes and heavy duty ribbed tyres that are virtually puncture proof. For sheer toughness, a mountain bike is impossible to beat, but you pay for this toughness by pedalling more weight in a less efficient riding position.

On the Road

The greatest hazard is other traffic. Always keep to your side of the road, watching and listening for approaching vehicles. Look out too for cows, sheep, people, pot-holes and ruts, all of which can appear without warning and spell disaster for the unwary.

Dogs deserve special mention. Being chased uphill by a mad dog is the cyclist's ultimate nightmare. I've always found the safest escape to be speed.

Security need not be a problem if you obey certain rules. Unless you are going to live with your bike day and night, you need a strong lock. The best are the hoop-shaped hardened steel models. Always lock your bike to an immovable object, with the lock passing round the frame and rear wheel. For added security, the front wheel can be removed and locked also. Before buying, check that the lock of your choice is big enough for the job. Note that quick release hubs increase the chance of the wheels being stolen. Always lock your bike in a public place, and if you're in a cafe or shop, keep it in sight. Better still is to leave one of the group to watch the bikes in town.



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Outdoor Activities

The answer to the frequently asked question, 'what makes Scouting different from other organisations?' is, in two words, outdoor activities. We look for adventure, and we find it in the hills, the sea and the sky. Indeed, there is not much point in becoming a Venturer if you are not drawn by the prospect of adventure in the company of like-minded companions.

In the open air you come face to face with situations in which your physical self is all important. It may be that rock climbing does not appeal to you but one of the great features of Venturing is that it allows its members to choose their own activities and this applies to outdoor as much as to the indoor activities. Again, there is no shortage of pursuits to choose from. If rock climbing is not for you, select photography or anything else you like.

Somewhere along the line, there has got to be some give and take. You are, after all, a member of a Venturer Group, and you have to build a programme that will entertain, satisfy and instruct all the members. So, if something on the outdoor programme does not appeal to you, orienteering perhaps, try not to turn up your nose and decide not to go that weekend. Take a more positive line. Show a real interest, or, at least, approach it with an open mind and you may very well find that orienteering begins to stir your imagination and creates the urge to find out more and take your interest further.

Planning a programme to take account of all individual tastes is far from easy. The enthusiasms of some are met with the yawns of boredom. The best way of catering for most of the Venturer Groups needs is to have a programme which has regular summer outdoor meetings for everybody and extra meetings for those with other interests, in that way, everyone will get a fair crack of the whip.

Pleasing everybody

There is, of course, a way of pleasing everybody. Camps and expeditions contain just about every ingredient or appeal and nobody gets left out. But, here, we are concerned with outdoor activities in the ordinary programme setting. In deciding which outdoor pursuits to choose in, say, the autumn period, it will obviously need to find out from everybody what they would like to do. First, they will suggest a mixture of already popular activities. Next will come new ones which they would like to try and others will be chosen to help towards one of the awards.

With the ideas to hand, the Committee will be able to put together a worthwhile forward-looking and adventurous programme of outdoor activity which will, over a four month period, involve everybody at some time or other.

There is no need, of course, to follow a regular time-table in these activities, meeting, say, at a regular time once a fortnight. Instead, three hours orienteering might be followed two or three weeks later by a whole day of rock climbing on crags forty miles from home. A few weeks later, a weekend's compass and mapping exercise with a night of lightweight camping can meet several purposes and make a worthwhile expedition in, itself. And, as a bonus, there is added variety.

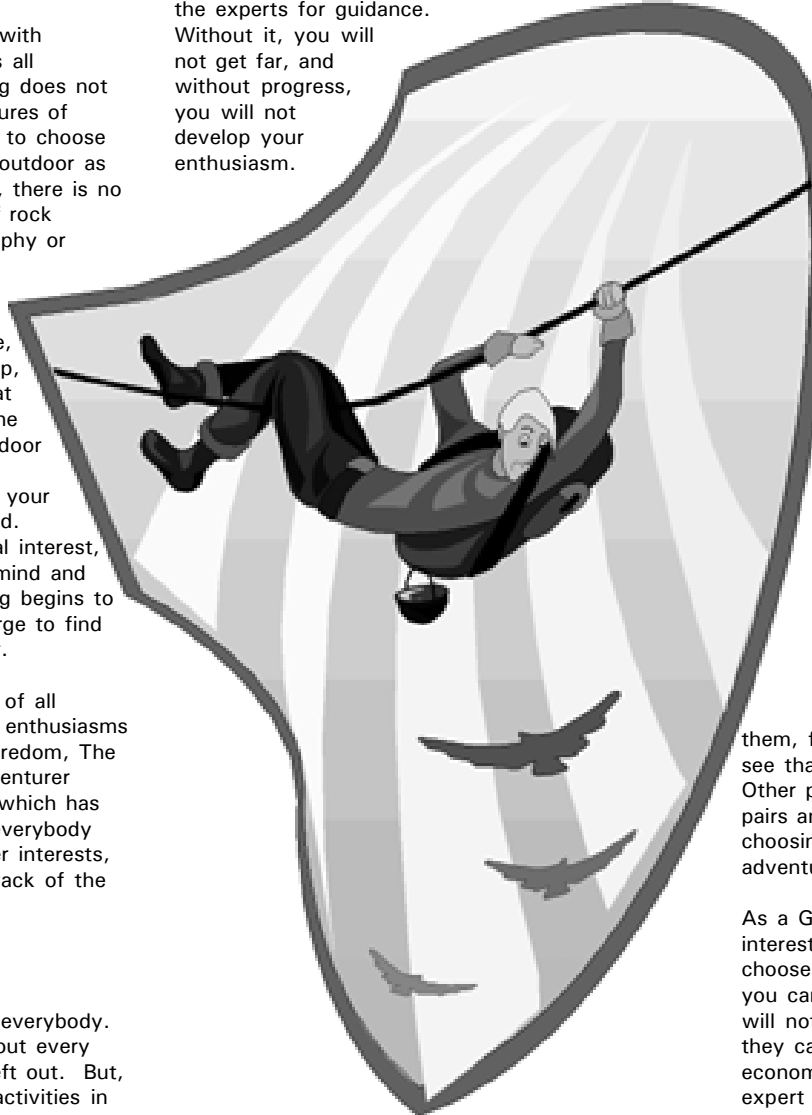
You must be thoroughly trained in all the activities you choose to do, whether they are simply for interest or steps towards an award. In a typical Unit and perhaps in your Group, there will not be people who are expert in everything. There may be a competent rock climber or canoeist, there may be a sub-aqua enthusiast or someone into archery but you will not have them all. If you want the right information and training find the

right people and the right courses. How do they go about this?

The first person to consult is the Venturer Leader. He/she may have first hand information, know the right courses to look for or can point you in the right direction. Such courses are not usually expensive, but assistance can sometimes be obtained from your local VEC. The main organisations and governing bodies also arrange introductory course to their sports and arrange the kind of courses you will be interested in.

The number of clubs, organisations and societies which can help your Venturer Group towards a more adventurous outdoor life is very great indeed, and the more you look, the more you will find. If you want to do well in your chosen activities, you will need expert help from people who have trod the same path before you. Find the organisations which can help you, join and ask the experts for guidance.

Without it, you will not get far, and without progress, you will not develop your enthusiasm.



It is, of course, vital that you have the right equipment for the activities of your choice. Every keen rock climber wants a good belt, climbing rope and rock boots, and he/she will get them somehow, no matter how great the effort needed or the price asked. Similarly, a Venturer whose imagination is captured by the white water of a swift river will, before long, start to build or save up for his/her own slalom canoe. But there is, as we all know, a limit to what each individual can afford and the time will come when the Venturer Group has to step in and acquire a selection of good quality outdoor equipment.

The Executive Committee should draw up a list of priorities, asking itself which activities the Group is most interested in. Most things that are done out of doors, necessitate some gear. It is a case of deciding what should be bought first and how is the money to be found?

Equipment

There is a minimum list of equipment which any self-respecting Venturer Group should maintain. It will include good standard compasses, a wide range of Ordnance Survey maps, climbing ropes, every kind of modern camping equipment and tools like axes and saws. If the Group really specialises in canoeing or skiing, for example, it will build up its own fleet of canoes or a mountain-resort's worth of skis, sticks and even boots.

But what do you do if everyone is keen on something that is both new and expensive to take up? If sub-aqua looks appealing, do you look at the price of wet-suits, multiply by the number of Venturers in the Group, shriek with alarm and then settle for a ten mile hike instead? It would be a poor look-out for Venturing if that was all you could do.

Sooner or later, a determined Venturer Group and its Unit will overcome the initial lack of equipment. If rock climbing is wanted, rock climbing will be done. But it is one thing to be equipped; it is another vital consideration to be properly equipped. Obviously no one would go on a rock climb using a washing but the margin of safety is hazier if someone is wearing an anorak which is suspect in foul weather. Venturers should take a proud, professional interest in their equipment, making certain that it is the best, safest and most reliable for its purpose.

It must be faced that adventure involves risk. There is a greater danger from falling off a cliff than from a chair in the kitchen. But risks can be minimised by learning and respecting the appropriate safety precautions. They are drawn up for your benefit and ignoring them jeopardises not only your life, but the lives of those who would turn out selflessly to rescue you. To go on mountains in foul weather, badly equipped, unprepared for danger and ignorant about the safety rules is worse than stupid; it is selfish. So, the first thing to do when you have chosen your activity is to see if there is a safety code that governs it. Then get hold of the code, learn it until it is really familiar. That is an absolute priority.

Group Activities

Some activities are best suited to groups rather than individuals, The Executive Committee will programme them, for the whole Group to tackle and will see that they happen at fairly regular intervals. Other pursuits are better suited to individuals or pairs and do not need numbers for success. In choosing your activities, be realistic as well as adventurous.

As a Group, choose activities which everyone is interested in or, at least, prepared to try; choose things you can afford to do or for which you can find the resources. Activities which will not involve travelling long distances before they can be started are obviously more economical. Finally, make sure you can get expert advice.

As an individual, you should select activities which appeal strongly and are likely to become long term hobbies. Again, make sure you can finance them somehow. Pursuits that you can tackle alone or with a small group can be followed up whenever the enthusiasts want to get on with them.



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Venturer Forth

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.

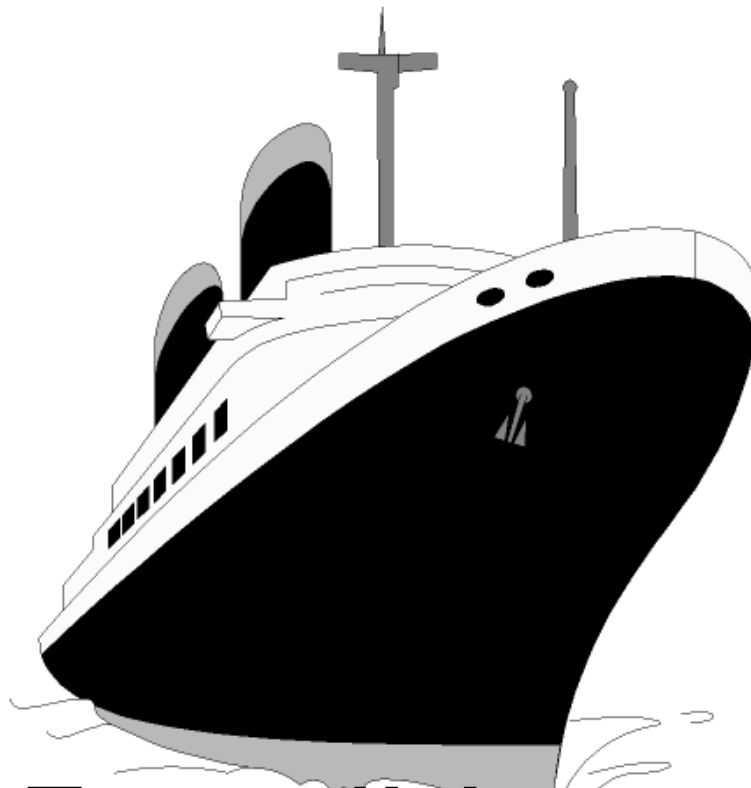
The fourth question, of who can help, is more easily answered in a general way. There are many sources for the information, advice and precise knowledge that will be needed. Once the decision to go abroad has been taken and the basic choices of destination and programme objectives have been set, then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

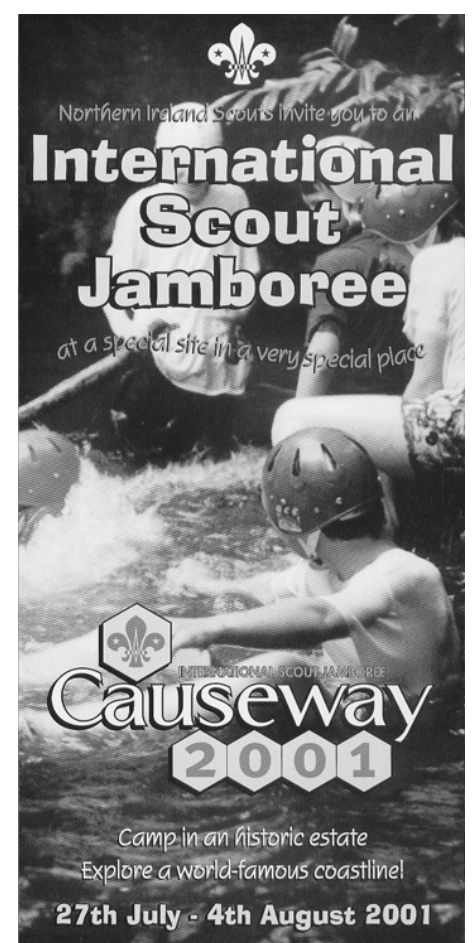
Part of the planning should be to decide how to record your experiences. A daily diary recording the programme, places visited, people met will provide a valuable souvenir. Pictures, of course, are 'worth a thousand words'. Slides will be particularly useful for sharing your experiences with other Scouts, 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!.

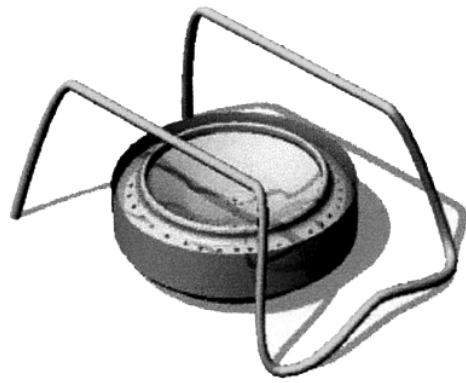
Home Contact

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.

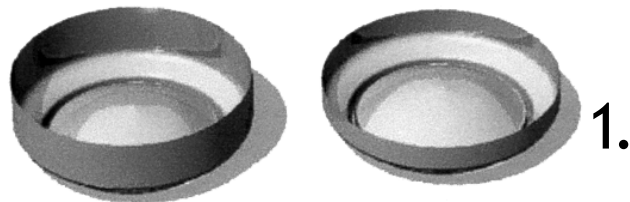
When you get back

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.





Make an ultra light backpack 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 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.

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

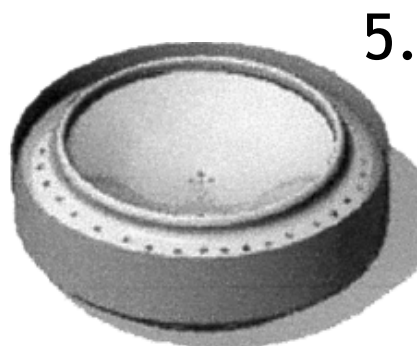
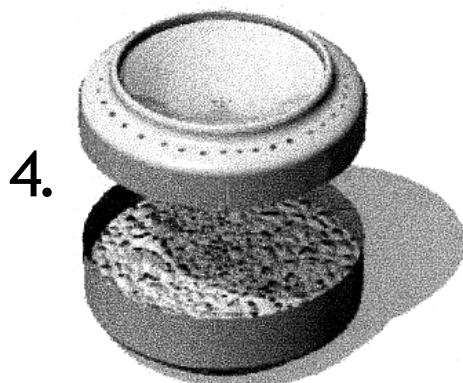
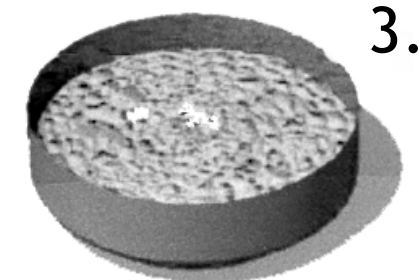
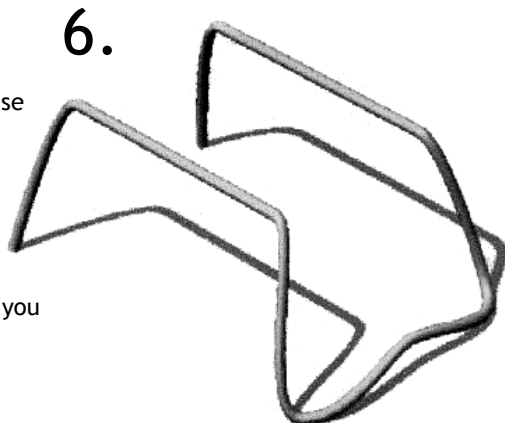
Make 6-8 vertical cuts around the top. Make the cuts up to but not over the rounded edge. Slowly press the top into the bottom. (a small board can help to make this easier)

Step 5

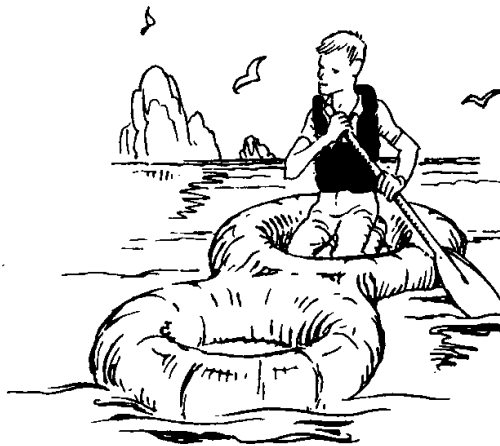
Fill the stove about half full with the fuel. Light the burner by slowly moving a match over the edge of the burner.
Note: if it does not light, tip the burner so that a small amount of the fuel rests in the rim and re-light.

Step 6

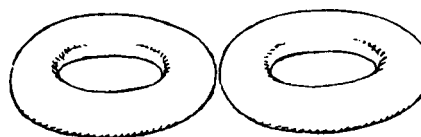
Cut and straighten a coat hanger. Use small fine sandpaper to remove any coatings or paint. Bend the wire into a shape that will hold a pot a few inches above the burner (see example) You can also shape metal tent pegs so that they will hold a pot. Push into ground when you want to use burner.



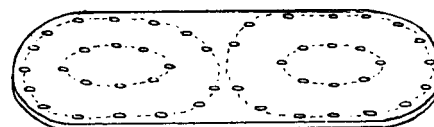
Fun on the water



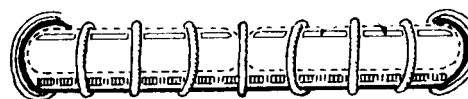
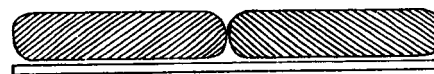
You need two large inner tubes



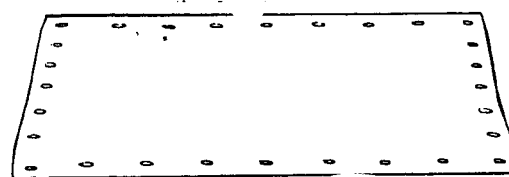
A baseboard made from 20mm shuttering ply and holes drilled in baseboard so that tubes can be secured by ropes



Secure tubes to baseboard before covering with plastic sheeting or tarp sheet



Don't forget the life jacket



The European Scout Voluntary Programme

Many young people from all round the world are now working at campsites and activity centres in Europe through the European Scout Voluntary Programme. The aim of the programme is to assist young people from all over the world to develop their leadership skills and inter cultural learning. This is achieved by giving them the chance to work as a volunteer at a site in a foreign country within Europe (currently 28 sites in 10 countries). By making a commitment of at least 4 weeks and by fulfilling certain other requirements, the young people also receive some support for their travel costs from the European Scout Region. Work is already beginning on the

preparation of the programme for next year. If you are connected with a site and may be interested in having young people from all over the world helping you or if you would be interested in having a great time in another country and would like to know more about the programme, please contact either The International Commissioner in NHQ or John Moffat Director, Kandersteg International Scout Centre, CH - 3718 Kandersteg, Switzerland Tel: +41 33 675 82 82 email: director@kandersteg.scout.org

Adventure

Venture Forth

The Island

- an exercise in Leadership styles

What style of leadership do I use within my section and with the other adults at Unit and regional level. Will I play the nice guy and let people get away with murder or will I play the hard military type and "run a tight ship?..." This little story might help to explain:

A group of twenty five passengers are marooned on a desert island along with five officers from their luxury liner that floundered during wild storms.

The Officers know the rough location of the island and realise that this spot in the South Pacific is completely off the main shipping lines. The best chance is to build a raft and sail away to safety.

The passengers look to the Ship's Officers for leadership and it is decided that it will be best for all if the group divides up into five teams, each team being led by one of the Ship's Officers. Each team will search the island for a suitable source of raft making material, food and water. If any team gets a raft built they will sail to safety and contact help. Here is an account of how each team got on after they split up.

Team one

The first team was led by the Ship's Entertainment Officer. He had spent many years organising the cabaret, games and dances on board ship. He had great concern for the welfare of the passengers and never wanted to push them too hard. He was the most popular officer of the lot.

As soon as the group broke up, he took his team and asked them what they wanted to do. They weren't too keen on travelling East along the island - it seemed too heavily forested. The Western shore looked much easier to travel golden sandy beaches, coconut groves - no real raft making material but nice, easy-going territory. As the beach was surrounded coral reef, making launch impossible.

This team set off along the beach and reached point 1.9 on the map. This, they decided was the furthest they should go. The entertainment's Officer agreed. He didn't want to push them at all, as long as they were happy. He made sure that they had enough food - he let them go swimming as they wished - the lagoon was safe and beautifully warm.

Team One didn't get off the island - but they were all very happy - the

Entertainment's Officer made sure of that. He kept them at point 1.9 where they were all very comfortable and he remained as popular as ever.

Team two

The second team was led by the Ship's Engineer. He was a hard old sea dog who believed that the team should get off the island as soon as possible. He had worked with worse teams than this but always came up trumps. Push them hard that was his motto. Give them no time to think.

He chose the Easterly route along the route. At times this looked very overgrown, with some cliff areas along the shore, but there was bound to be plenty of wood there and food and, water must abound.

He took his team aside, telling them that if anyone didn't pull their weight, they would be left to die. There was no room for slackers here. The survival of the fittest, that's what it was all about!

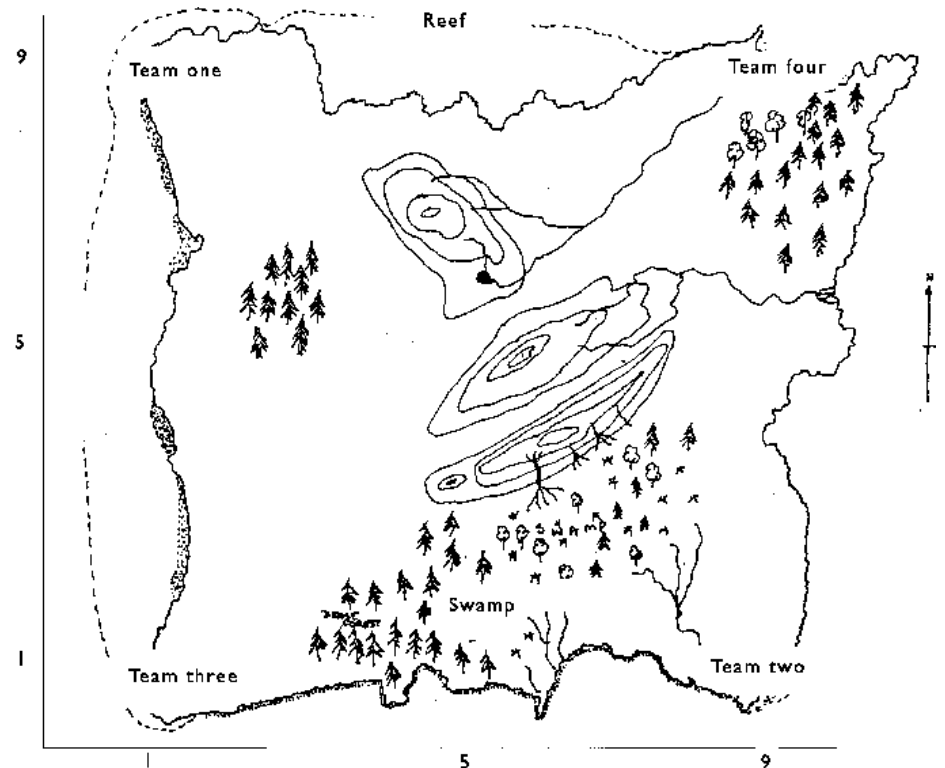
He pushed his team along the Southern shore of the island for two solid weeks. For much of the time they had to wade through mangrove swamps and once or twice had to scale cliff ledges. They found many sources of timber, food and water, many areas where a launch might have been possible but on arrival at point 9.1 on the map, team two mutinied. One of their members had already died when he fell from a cliff. The others knocked the first mate unconscious and escaped into the forest. The Ship's Engineer awoke at point 9.1 on the island in a daze and wondered what had gone wrong.

Team three

This team was led by the Purser. He was used to taking bookings, counting money, ordering fuel and food. He never really wanted to be a ship's Officer. His father had pushed him into it. All he wanted to do all day was to remain undisturbed. He was happiest when people left him alone.

He turned to his team, once the others had gone, and told them he didn't really want the job of leading them. He only took it because he didn't want anyone to give out to him. He didn't really want to get off the island or even make sure that his five passengers were fed and safe. He just wanted to stay where he was and wait for someone else to save them.

So they panicked, fought among themselves, split up and left him to get more and more depressed.



Team four

This team was led by the Captain. He took his team aside and had a meeting. They made up a map of the island, worked out where the best source of food and materials would be. Then they discussed the skills and capabilities of each member of the team.

Balancing the need to get off the island against the capabilities of the team members, they decided to head in a North Easterly direction - avoiding the dangerous swamps.

After a week or so they had set up base camp at point 9.9 on the map - a point from which they had easy access to the lush timber and food reserves. There was also an ideal spot for launching their raft - with no fear of crashing on a coral reef.

They started to collect timber and build up stocks of food. The Captain worked hard alongside his team. They shared out the work among the team. One passenger, a carpenter, took on the job of designing the raft, the others start collecting wood. Problems arose from time to time, people felt tired, they saw little progress at times, but the Captain got the team together and discussed the problems - not allowing grudges to build up.

Within a month, the team had a raft built and stocked. They launched and spent a week or so on trials. Having sorted out some design faults they sailed away and were discovered two weeks later by an oil tanker and saved.

Team five

The fifth team was led by you. Where exactly would you end up? Which of the first four teams would you follow?

You see the first four teams by different kinds of leaders. Each leader had a different emphasis on two things - people and results,

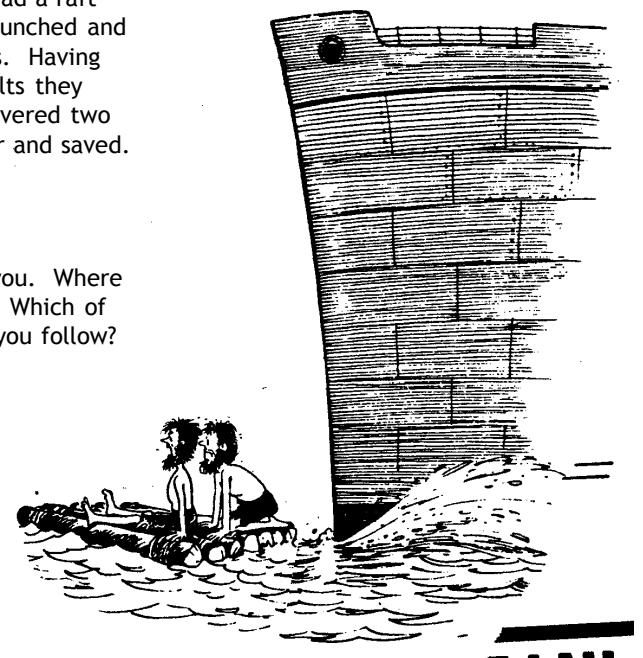
1. The Entertainment's Officer

who led Team One was only interested in keeping his people happy. He didn't really care about getting off the island because his people just wanted the easy option - they wanted to laze about on the lagoon rather than work. He didn't even expect them to gather food - he did all that and they loved him for it. He knew that there would probably be a stormy season, but didn't want to bring it up, he just laughed it off. People mightn't like him if he was too serious.

His team ended up at point 1.9 on the map so we'll call him a "one-niner".

2. The Ship's Engineer

took exactly the opposite approach. He had very little regard for his people - all he cared about was the result which had to be achieved - regardless! He pushed his people hard. He took the side of the island that was obviously going to produce the goods but his



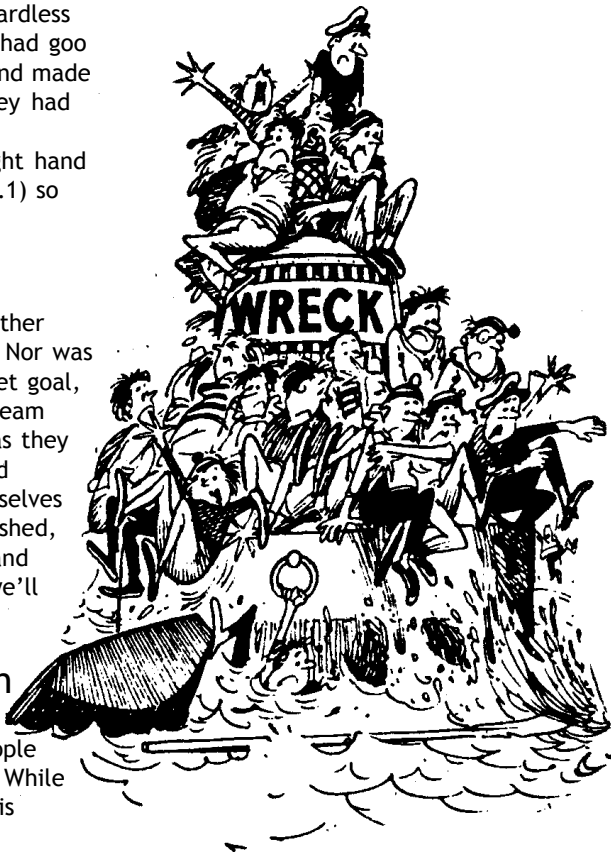
people suffered, and as often happens they fought back and left him. He made all the decisions - regardless of whether some of his people had good ideas. He won all arguments and made sure the other person knew they had lost. He ended up on the bottom right hand corner of the island (grid ref. 9.1) so we'll call him "nine-ner".

3. The Purser

wasn't really interested in whether his people were happy or not. Nor was he interested in achieving his set goal, i.e. getting off the island. His team could do as they liked as long as they didn't disturb him. As you would expect, his team enjoyed themselves for a while - they did as they wished, but soon panicked, quarreled and left him alone at point 1.1, so we'll call him a "one-ner".

4. The Ship's Captain

on the other hand seemed to be able to handle both the people and the task in hand together. While he showed his ability to work his people according to their skills and abilities, he was also able to keep



them working towards their goal. He seldom made decisions on his own - by involving the team, he gave them a feeling of importance and -also the quality of decisions was much higher - the carpenter obviously knew what he was talking about when it came to boat building. From time to time his people had arguments amongst themselves and with him. Instead of brushing it under the carpet he made the point of actually discussing these problems, trying to find the root cause. The Captain made it all the way to point 9.9 on the island, so we'll call him a "nine-niner".

YOU!

So which style do you normally use? How do you go about leading your team of adult leaders or young people in Scouting? Think of other people in Scouting - what style do they use? Are they "engineers" or "entertainment officers", "pursers" or "captains"? If you are a Scout Leader or Venture Scout Leader, why not use this story for your next PL' training or executive meeting.

But the application of this idea to ourselves is what is important. They style of leadership we use has a great effect on the people we work with and of course on the job we do in Scouting. There are too many ship's engineers in Scouting today and lots of entertainment officers who just want to keep everyone happy. We have some 'pursers' who do just enough to keep their position and don't want to stick their necks out. We don't have enough Ship's Captains around. Those people who would end up at point 9.9 on the island is the kind of leader we need. It's not too hard to become a "nine-niner". It involves developing good teamwork, listening for new ideas, evaluating these, proposing solutions and confronting problems as soon as they arise. Above all it means that at no time do you lose sight of the needs of either the people around you or the task in hand.

The History of the Woodbadge

As early as 1911, four years after the launching of the Scout movement, the Founder recognized the need for some system of adult leader training. He encouraged commissioners all over the United Kingdom to experiment with training courses for Scouters. In 1913, he devised a set of notes for use at Scouters' training camps.

The onset of the First World War delayed any further action, but B.-P. did not forget about it. In 1918, when Mr. W. F. De Bois MacLaren offered to provide a camp for the Scouts in London, B.-P. suggested it might also be used as a training site for Scouters. Mr. MacLaren agreed and, in 1919, Gilwell Park at Chingford in Essex, England, was purchased. On September 8, 1919, the first training camp for Scoutmasters was held. It was patterned on what B.-P. used in 1907 at the first camp for boys on Brownsea Island, and on notes he had written in the Headquarters Gazette. He described the framework of training at Gilwell in Aids to Scoutmastership, published shortly after the first training camp. The Diploma Course for the Wood Badge, as B.-P. called it, had three parts.

- Theoretical - aims and methods of Scout training as defined in Aids to Scoutmastership, Scouting for Boys and Rules.

- Practical - four weekends or eight days in camp.

- Administration - practical administration of his troop for a period of 18 months.

Although the method of organising the camp was based on B.-P.'s 1913 notes, as time has passed, the content has changed to keep pace with changes in Scouting.

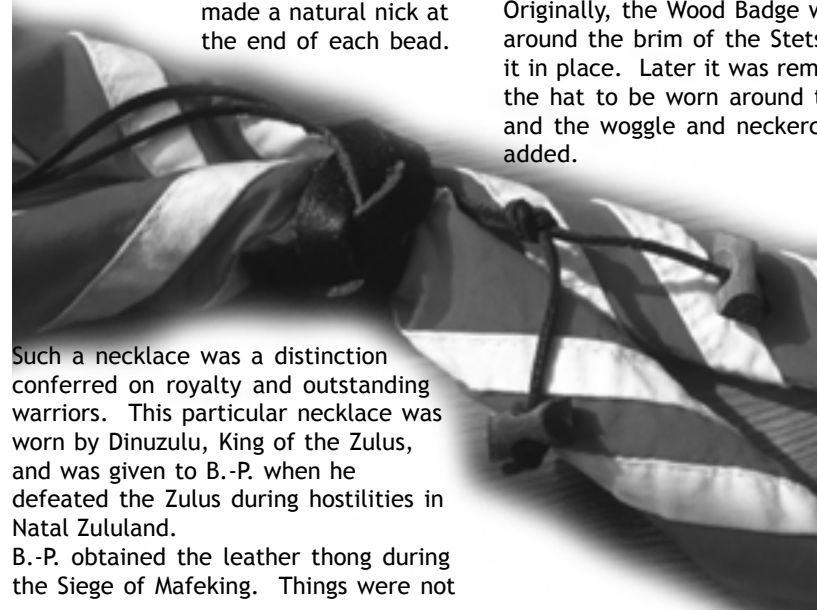
Today, Wood Badge courses are

conducted in a variety of ways. Some are set up for individual program sections over a series of weekends or during a longer experience.

From the small beginning in 1919, Wood Badge training has developed and become internationally accepted. Holders of the Wood Badge, who all are members of the 1st Gilwell Park Group, are recognized around the world. The World Conference considers Wood Badge training one of the major unifying factors in World Scouting and has repeatedly reaffirmed its belief in the value of this type of training.

Wood Badge Insignia

When the first group of Scouters completed their training, B.-P. believed there should be a form of recognition to identify the level of training achieved. He looked through some of the souvenirs from his military career and came across a necklace of wooden beads, and a leather thong. The necklace consisted of 1,000 or more beads strung on a rawhide lace. The beads were made of a South African yellow wood with a soft pith so that, when they were shaped, the pith made a natural nick at the end of each bead.



Such a necklace was a distinction conferred on royalty and outstanding warriors. This particular necklace was worn by Dinuzulu, King of the Zulus, and was given to B.-P. when he defeated the Zulus during hostilities in Natal Zululand.

B.-P. obtained the leather thong during the Siege of Mafeking. Things were not



Leaders who attended the first Scoutmaster course in Gilwell Park September 1919. Baden Powell is seated in the centre of the photograph.

going well. An elderly man who met him asked about his unusually depressed appearance. Then the man took the leather thong from around his neck and placed it in B.-P.'s hand. "Wear this," he said. "My mother gave it to me for luck. Now it will bring you luck." B.-P. took two beads from the necklace and knotted them on the thong to create what is now known worldwide as the Wood Badge.

Replicas of the beads were made from beech wood at Gilwell Park in London. Originally, the Wood Badge was worn around the brim of the Stetson, to hold it in place. Later it was removed from the hat to be worn around the neck, and the woggle and neckerchief were added.

The Gilwell Scarf

The neckerchief, known as the ' Gilwell Scarf, originally was grey (the colour of humility) on the outside and a warm red on the inside. Today the outside of the scarf is the earthtone colour beige. On the peak of the scarf is a small patch of the MacLaren tartan, a reminder that Gilwell Park was bought and presented to the movement by Mr. MacLaren.

The Woggle

In the early days of Scouting, the scarf was fastened at the throat by a knot but, in 1920 or 1921, the scarf slide came into use. It is said the name "woggle" was invented for it by Gidney, the first Camp Chief of Gilwell.

In those days, the lighting of fires by friction was very much of a novelty and, for many years, was demonstrated on Wood Badge courses. The main piece of equipment for this activity was a leather thong. When not being used for fire-making, the thong was long enough to make a two strand Turk's Head woggle, which is what we wear today.

These situations are ones which people have found themselves in on occasions in the past and will, doubtless, find themselves in the future. For this reason a knowledge of survival can be as useful as a knowledge of first aid.

Although we live in a relatively civilised environment the ease of modern travel, coupled with the fact that Scout expeditions are going to more remote areas, maintains the need for a knowledge of survival skills. In certain respects the need is greater than ever before. Sixty years ago the frontiersmen, explorers, etc. were automatically prepared to spend a long time on a trek. There was no real worry if an expedition planned to last a month took two, since food could continue to be shot as long as one had a rifle and ammunition. Now one can exchange the comfort of home for an unexpectedly cold, hot or otherwise different climate in a matter of hours and without the benefit of the right clothing or equipment.

Before going further it may be as well to define the term 'survival', I suggest that the following is a reasonable definition. *'Survival is the art of remaining alive in and escaping from a hostile environment, without full facilities.'* This needs a few words of explanation. If you camp in the Scottish hills in winter with a good mountain tent, a warm sleeping bag, a stove with plenty of fuel and no shortage of food, this is camping not survival. Survival begins when some relatively essential item is missing and becomes more acute the less one has. Trying dehydrated food or using improvised camping equipment are useful skills for survival but not survival in themselves.

Those who remember the Backwoodsman and Pioneer Badges with the requirements of skinning and cooking a rabbit, building a shelter from natural materials, etc. may well agree with this point. The American Rescue Service has said that country people or city people who have had a lot of Scout training are the best survivors.

It is important to analyse the problems before trying to plan any system of progressive training. In survival there are material problems and mental problems. The material problems can be sub-divided into the need to stay alive and the need to escape from the hostile environment.

To stay alive the following must be considered

Food

Without it one will eventually die although not as rapidly as one might think. In her book. *Hey I'm Alive*, Helen Klaben describes how she stayed alive for forty-nine days on virtually nothing.

Water

With no water available a man, even in a cool climate and doing no work, is unlikely to survive more than fifteen days. However, if the man can find two pints of water every day he should survive much longer. Exactly how much will depend on his activity and rate of sweating.

Shelter and Warmth

Without these the physical condition of the survivor will deteriorate.

Medical

Untreated injuries or sickness will undermine the body to some extent especially if allied to a lack of shelter and food. Additionally the ability to escape on foot will be inhibited.

Communication

A person is a very small object and the earth is a very big place. Some means of attracting attention is vital for anyone in need of help. A mobile phone is excellent if a signal is available if not then traditional means of communication will need to be used.

A satisfactory solution to these matters is not the final answer. The survivor will remain alive but may never get away. While not entering into the argument as to whether or not one

should leave a large marker such as a crashed aircraft, upturned boat, etc. there are likely to be occasions when a survivor will have to get himself out of his difficulties. To the five factors given above must be added the following:

Movement

How to move, when to move, etc. now become vital questions to be answered.

Navigation

This may not be to one-degree accuracy but in many types of terrain it is quite an effort to keep going in a constant compass direction without veering well off course. Walking in circles is not just a travelers tale.

Load-carrying

Too big a load will reduce your chances of reaching help but too small a load may mean vital items are abandoned. The load must be carried as efficiently as possible if a lot of energy is not to be wasted.

The solution to material problems can be summed up in three words - training, testing and experience.

Training can be achieved by regular discussion with others, and working out your own solutions with members of the Group. By through testing methods and ideas you will determine those which appear to be the most satisfactory but you should beware of

life, good and bad, will affect it. His home upbringing, school, job, success or failure, religious belief, moral standards are just a few areas of influence. The value of a good Scout Unit over a Scouting life of, say, ten years is easy to see. The will to survive must be based on confidence in oneself to cope and how much easier it will be to cope if one has practiced coping before.

Group Behaviour

Most people will survive better as a group. The fear of letting one's down or being seen to be weak is a wonderful force to survive and work together.

Activity of Mind

Stress is reduced by occupying the mind as far as possible. Everyone in a group should be allocated some task, however small.

Conservation of Resources

Notwithstanding the last comment the ability to 'switch off' and husband one's physical and mental resources is very valuable.

Decision Taking

Indecision in a Leader will generate stress. When a decision is taken the stress is reduced but unless the Leader communicates his/ her decision and their confidence to the party stress will remain in the members. It is vital that everyone knows what is going on and has a chance to ask questions or voice their opinions.

The Problem of Survival

Imagine yourself with a walking party. There is a blast of wind, a lot of noise and you are engulfed in an avalanche of snow. You are sailing in a yacht a heavy wind blows, you lose your mast and are set adrift. How do you cope?



discarding a technique completely, since many techniques are not geographically universal. All ideas should be tried: nothing is too insignificant as a survival possibility. Survival could well be described as 100% attention to the detail of living. Experience of the techniques will give confidence in their use and, more important, confidence in one's own powers of survival. A Scout of any age can try building a shelter from natural materials and spend a night in it. The difference is that for an eleven-year-old there is a nearby hut or barn if the weather turns rough but for the eighteen-year-old there is not. The next test is to try it in winter.

Material problems are easy to find a solution for since one is dealing with tangible things. It is the mental problems which are less easy to solve and training for them is more difficult, but one mental factor, the will to survive is paramount to overall mental and material considerations. In considering the psychology of survival a Dr. Seyle has described the stress syndrome. There is not the space here to consider it in more than bare outline but the following points may be worth pondering.

The Will to Survive

The trump card in survival. With it almost anything is possible, without people have literally turned their face to the wall and allowed themselves to die. It is an amalgam of a man's personality and almost everything in his

Most survival situations are likely to occur as dramatic change. The well-planned expedition suddenly meets a crisis which was unforeseen - the boat suddenly breaks down, the aircraft suddenly crashes. The sudden shock is a very damaging blow to a person's mental stress stability and the strange situation gives rise to a host of fears in everyone. In a situation like this the person who says that they are not afraid is either a liar or a fool. Both should be avoided. Fear of the unknown can easily be understood. It is inherent in all of us and can often be seen in animals. It might well be said that we live to(5 comfortably. Central heating, plenty of food, the provisions of the welfare state .11 lead to a state of mind which does not accept discomfort happily, and many people have a real fear of discomfort. In a tough situation some will begin to fear others in the group. Dark forbidding mountains, gloomy stretches of water can readily induce fear and give an overpowering sense of foreboding.

Previous knowledge of survival techniques, self confidence, good leadership coupled with an strong determination to survive will produce the best chance for anyone, anywhere.

Do you fancy your chances at survival then make sure you attend the National Survival Weekend for Venturers on March 23/25 in Fermanagh

Survive

Why expeditions?

Undoubtedly expeditioning is an advantage to the life blood of any Venturer Group. Why is it that those Groups who go on expeditions as a regular part of their annual programming are usually the most successful groups and why is it that those who don't have an expedition of any kind are so often hopeless.

Why is this so?

- What does an expedition do that provides that spark in your Venturer Group's programme.
- Scouting is about the business of living together.
- Scouting provides an opportunity to test values.
- Scouting provides a challenge to the individual which will be demanding
- Scouting provides the expertise for such demands
- Expeditioning is about the business of living together
- Expeditioning provides an opportunity to test values
- Expeditioning provides a challenge to the individual which will be demanding
- Expeditioning provides the expertise for such demands

What is an expedition

If one looks at the word in the dictionary, expedition really means going out on foot, so for the Cub Pack it means going for a walk in the local park. For the Venturer group it means walking from Dublin to Galway in a straight line. The word, of course, has much wider connotations than this. It really means any form of activity that requires travel and going away from our normal environment.

Expeditioning is not restricted to the Venturer Group, it is something that Cub, Scouts and Venturers can do. Expeditions compliment the standing camp and it is probable that the values of the standing camp can be incorporated into a well run expedition the expedition has however more to offer the Venturer Group and suits smaller numbers and experience of travelling light with everything you need in your pack.

What type of expedition

There are three main types of expeditions:-

- That which tests the physique and for want of a better name we call the "The Back Breaker".
- That which test the mind and for the want of a better name we call the "The Head Sweller".
- That which is for fun which we call "The Crack"

It may be that your expedition will be exclusively one of these types but generally speaking, all expeditions will include all three categories.

It seems to me a good thing that to rotate expeditions so as to have a preponderance of one of these categories year by year- there by satisfying the needs of all members of the group. There is a great danger that an overabundance of particular activity whether it be mountaineering, boating or visiting cathedrals may make the expedition exclusively open to those interested in those activities and may exclude those who are not. Therefore an expedition having a wide variety of all these activities will ensure greater harmony and participation.

What value is it to the venturer Group

Without doubt, the proper planning of the expedition will take time. There is much to organise, considerable research may have to be undertaken, finance raised, people contacted, parents informed expeditioners trained, food accommodation, transport all arranged and lots more.

It is in all of this that the greatest value of an expedition is realised and that value is involvement. Young people are trained by taking part in the processes connected in the mounting of an expedition and, of course involving everyone means that the expedition becomes part of the week by week programme.

Therefore, good leadership from leaders and from the executive Committee will seize the opportunities which expeditioning provides for filling the programme with worth while training items. The group can be seen to grow in stature as it co-ordinates its thinking and activity towards an ultimate goal. The expertise learned throughout planning an expedition and whilst on expedition will form the tradition for the next stage of the groups life. Such expertise becomes traditional and is handed down thus ensuring the growth of the Group in interest, knowledge, experience and achievement.

What does the expedition offer to the individual.

Good co-ordination throughout the expedition enables the individual to test himself against standards that have been set. It provides a goal to be reached; it gives a sense of

achievement. It helps an individual to fill an important part of the Group through dependence and support, one for another.

Qualities of leadership are brought to the fore, the ability to fit into a team will be developed; learning to live tolerably with ones companion in circumstances that may not be comfortable and learning to be responsible and reliable are all processes that an expedition can engender.

Any young person will find his/her imagination fired by good expeditions and this enthusiasm for reaching out can not be dampened once experienced.

What have expeditions got to offer the leader

A good expedition, as can be seen from what I have already said, provides a multiplicity of opportunities for training young people expedition planning and organisation provides a tremendous amount of material for training purposes which, in turn means that programme planning becomes easier, more imaginative and interesting. All young people need to feel week to week, that they are making progress and progressive planning for an expedition will enable this process to happen. Leaders need to study carefully the details relating to expeditions so that they can pass on this information and help direct their Group as they themselves discover what to do.

A good expedition, well organised and run, will be one of the most memorable things that a young person undertakes. It is up to leaders to encourage the process within their own Groups. It is up to leaders to be bold and undertake expeditions as a regular part of their annual programme. With it the Group will succeed- without it, in my opinion, it fails.



Cardboard Stove

A cheap little stove can be made from some cardboard, wax and a small tin. Start by cutting small strips of cardboard and place these loosely into the tin as shown. Melt some wax -old candles and pour into tin. Allow some cardboard to show through the wax. Light the cardboard and allow it to char. Put out fire and it is now ready for use. A simple frame can be made to hold a pot by using metal tent pegs. How good is it. Run a simple experiment using a gas stove, tranzia stove and cardboard stove and see how long it takes to boil a pint of water.

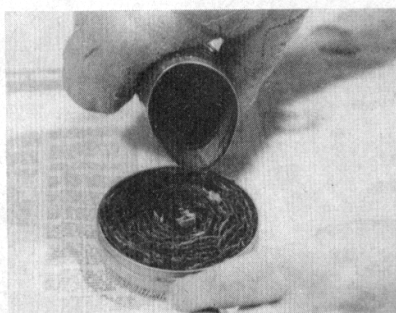
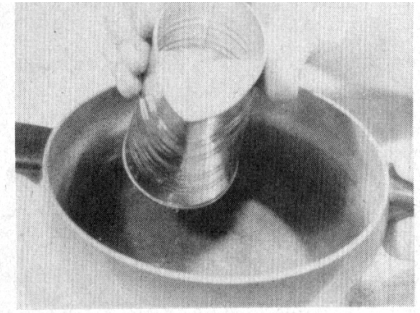
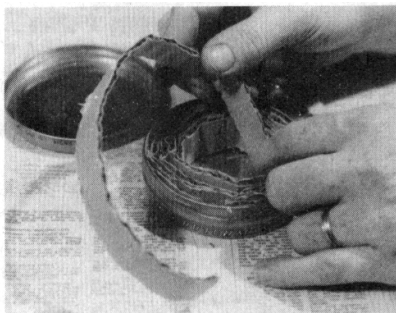
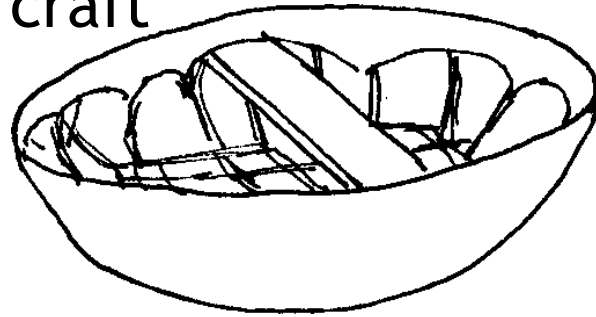


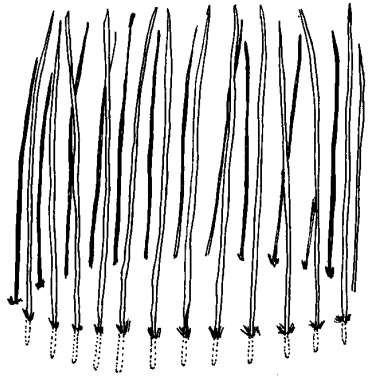


Photo of coracle men with their crafts as they fish for salmon using driftnets in the last century

The Coracle - traditional water craft



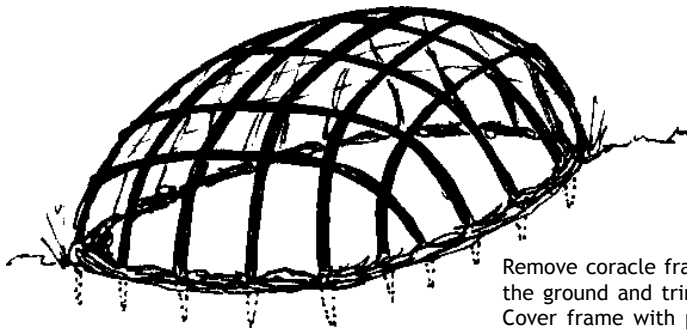
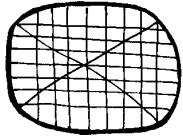
eurreka



Start by collecting 32 hazel or ash rods from croppings approx. 25mm thick across their length. The rods need to be about 2.5mts long. Place rods evenly in the ground in a rough oval shape 2 mts long by 1.5 mts wide (traditional size 6'x4')

When basket shape is achieved place planks and rocks on top of frame to set the frame in shape overnight.

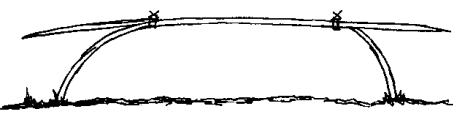
The idea is to create a basket shape approx. 50 cms high. Bend the rods over from the long side first and tie together as shown. Do not trim rods until the basket is created as minor adjustments maybe necessary to get correct shape. Work slowly and with care to avoid rods cracking.



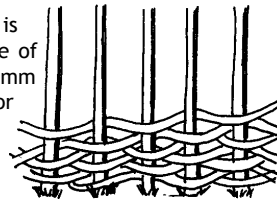
Remove coracle frame from the ground and trim edge. Cover frame with plastic tarp or sheeting and your ready to go

The coracle is a traditional water craft used for centuries by rivermen fishing salmon. It was particularly popular on the Boyne where the last known coracle was used. It is an excellent and fun filled activity for Venturers and its backwood element certainly makes it a scouting skill worth possessing. They can be simply built in one day or two days if you want a more permanent craft.

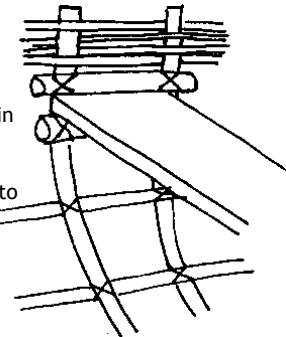
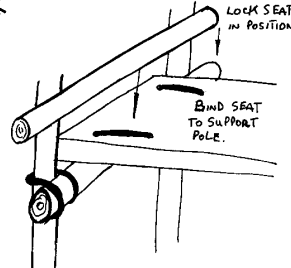
A single handed paddle is used. It can be a modern type or constructed as shown. It is 1200mm in length.



An interlacing binding is woven around the base of the frame approx. 100mm deep using light rods or willow withies.



When rods have been cut trim and smooth the edge to prevent it puncturing your covering



The seat is fixed in the middle of the coracle. Bind the edge of the seat to the frame.

Traditional Welsh Coracle built using ash lathes to form basket and covered in cowhide

Padding a coracle

The coracle is paddled by leaning over the front end of the boat and moving the paddle in an 'S' movement. This may seem odd at first but it is the traditional method of paddling the craft.

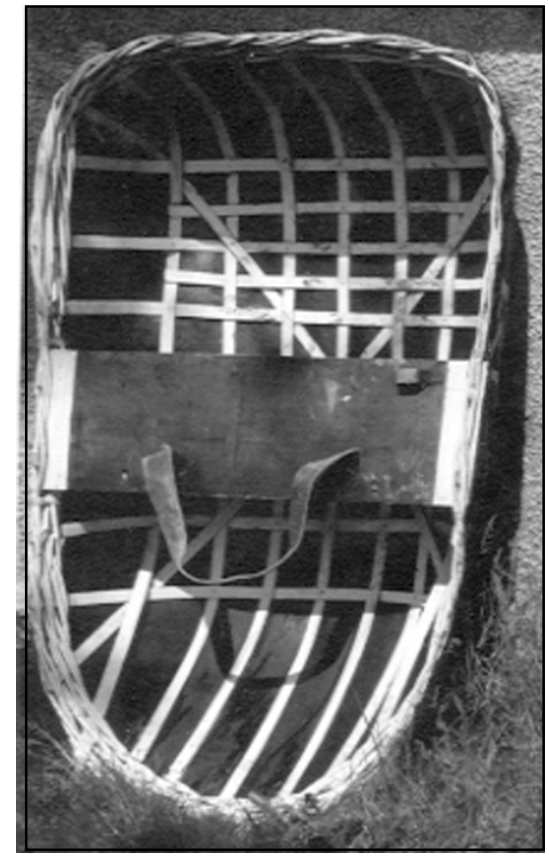
The twig

Coracle type boat made from one sheet of marine plywood

SAFE LOAD
 $1 \times 3 \times 5 = 15 \text{ CU' FT}$
 $62 \times 15 = 930$
 $930 \text{ lbs} \div 5 = 186 \text{ lbs}$
MAX SAFE LOAD = 186 lb

DRAFT WITH 186 lb =
 ABOUT 3 INCHES
FREE BOARD AT
 $186 \text{ lb} = 11 \text{ INCHES}$

FLOTATION REQUIRED
DRYWEIGHT OF HULL =
 40 lb EST.
CONVERSION FACTOR FOR PLYWOOD =
 .81
BOUYANCY OF FLOTATION MAT'L =
 60.4 lbs CU FT.
 $FB = 40 \times .81 = .53$
 60.4
FLOTATION TO SUPPORT THE BOAT = .53 CU FT.



For centuries the only type of kite you could get was a single string kite, what you would recognize today as a diamond or box kite, that simply went up and stayed there. If your memories of kite flying are tangled lines, kites in trees and running backwards trying hopelessly to get your kite into the air, then you are in for a big surprise. Kite flying has come a long way over the last 20 years and many are now high tech, high performance machines.

The Beginning of an Adventure

It is said that the kite was the second toy ever invented by humankind. So you can argue that the enjoyment of kites is now deeply embedded in the human psyche. You can also argue that, until recently, kites had kept the some basic design and flying qualities they were first made with. In spite of this few children or adults could resist the magic feel of the tugging line or the idea that they could control this flying object. Mankind has been obsessed with the idea of flying for thousands of years. The kite represented one way he could physically attach himself to the concept of flying. It was inevitable that one day kites would drag themselves into the modern age and that's what has happened to stunt/sport kites particularly.

The fun and excitement that comes from a stunt kite is the same as that you get from bikes, skateboards, roller blades and snowboards. Once you've got the kite you can let rip with your imagination and find enjoyment in your toy far beyond what may, at first, appear to be possible.

Power kiting uses a large kite or high winds to produce a load big enough to move the flyer. Most of the variants of power kiting—especially the popular ones—are some type of sailing. All of the sailing forms use a large kite or a stack of kites as the power source for some vehicle however large or small. The kite is always steerable so that the flier can position it in the sky similar to the way a sailor trims a sail. The pilot can sail the craft upwind downwind or across the wind just like a conventional sail boat. However the kite allows techniques and speed not possible in any conventional sail boat.

Kite dragging and sand skiing use the kite to move the flyer downwind. Kite jumping uses the kite to lift the flyer off the ground and cushion the return to the ground. Man lifting suspends the flyer off the ground.

Activities

The following are all examples of Power kiting activities where kites are used as the traction system:

- Stacking
- Jumping
- Scudding
- Body Surfing
- Bugging
- Kite Surfing

Jumping

Jumping can be done using either two line or four line kites. Use the power of the kite(s) to lift you off the ground both upwards and forwards. This is best done

on the beach as the sand provides you with a soft landing.

Scudding

Scudding is the art of skidding along the ground on your feet. You can use either a two or four line kite for this but a four line kite will provide you with smoother and more constant power.

The longer you can keep the kite in the Power zone, the further you will skid. The stronger the wind, the faster you will travel.

Body Surfing

Stand in the sea with the water around waist height with the kite flying directly above your head. Bring the kite down in to the Power zone and lean forward at the same time.

Keep the kite flying in the Power zone and you will be pulled forward through the water. You may find that at times you are pulled right out of the water by the power of the kite, considering the strength of the wind.

Both Body Surfing and Scudding are excellent ways to discover the kite power before you move on to activities such as bugging

Kite Bugging

Kite bugging is probably the most popular form of power kiting. It is easy to learn, safe, fun, and there is good gear available commercially. When bugging, the buggy pilot sits in a small, light vehicle while flying a kite that pulls the pilot and buggy. The seat is usually low to the ground and the wheels are no more than an arm's reach away. The pilot steers the buggy with pegs attached to the front forks. For power the pilot flies a steerable kite. The kite pulls the pilot and buggy much as a sail pulls a sailboat. The buggy can go upwind, downwind or across the wind at speeds from 5 mph (8 kph) to 50 mph (80 kph) or higher.

Kite buggies are quite maneuverable and easily controlled. The pilot can steer a course between objects, accelerate or decelerate at will and easily stop the buggy. The buggy can safely approach people and even turn circles around them. Similarly, the kite is easily steered around trees, sand dunes and other kites.

Aside from the obvious need for a kite buggy and a kite, kite bugging requires only a large, open space and a some wind.

The most popular surfaces are beaches as they provide some of the best and broadest rolling surfaces, but a mown field can be quite fun and is a common choice



Power Kiting



eureka

Venturer Forth

Check out the web - tons of design drawings for buggys and technical advise on flying power kites

Where to buy kites in Ireland

These are some of the places where you'd get good kites:

WIND & WAVE, MONKSTOWN, DUBLIN
THE OUTDOOR STORES LTD, DUN
LAOGHAIRE, DUBLIN TEL: 01-2844108

THE OUTDOOR STORES LTD, DUNDRUM
SHOPPING CENTRE, DUNDRUM, DUBLIN 14
TEL: 01- 2961911

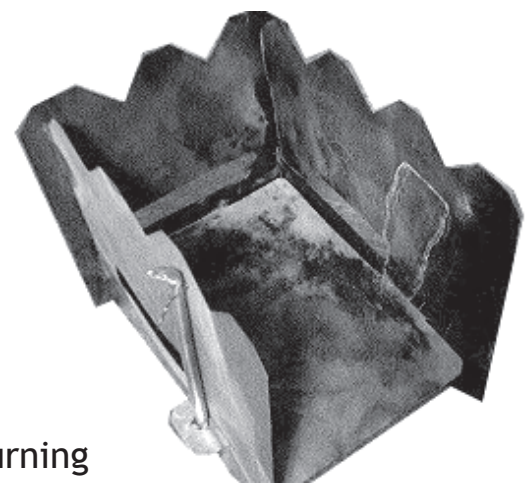
THE OUTDOOR STORES LTD , THE
BOULEVARD, BRAY, CO WICKLOW,
TEL: 01- 2828288

RIVER DEEP MOUNTAIN HIGH, RUTLAND ST.,
CO. LIMERICK

Flexifoil agent - Power Kites and Stackers
United agencies . Balbriggan (01)8394182
Web - www.thekitewarehouse.cjb.net

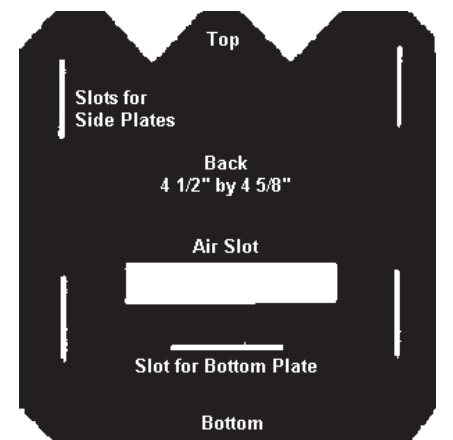
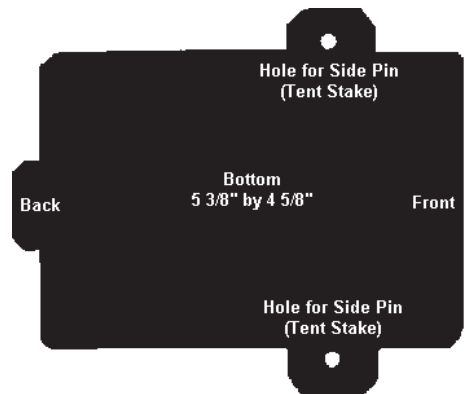
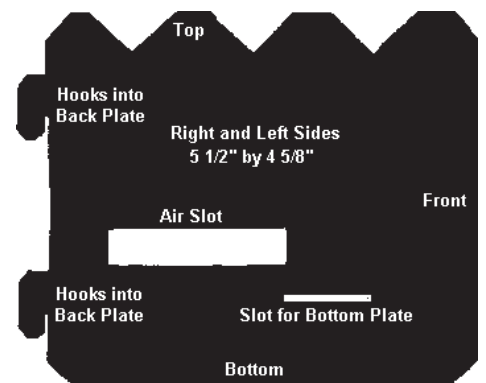
Homemade Stoves

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

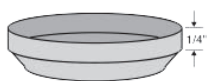
This stove is basically a wood burning box style stove. The front is open and the top is open. You just get a small fire going and put your pot on top. I've successfully made one and it boiled 3 cups of water in less than 5 minutes, once I got the fire going. The stove has air slots cut into the side 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.



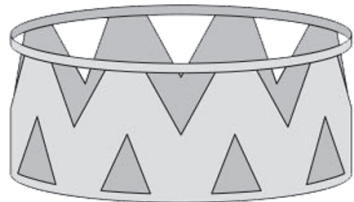
Piece fine metal mesh



Fibreglass wad



Bottom of a drink tin

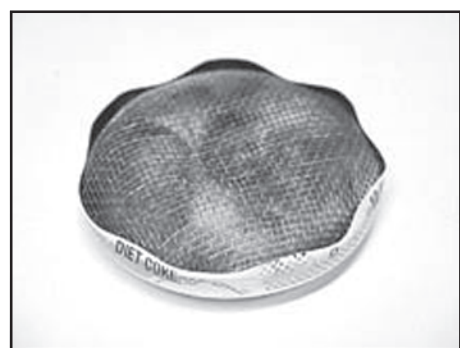
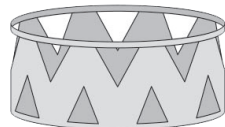


Punch holes in a small fruit tin using can punch. Smooth off edges

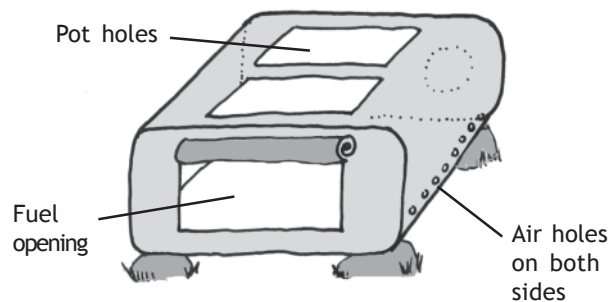


Pince edges to hold mesh in place

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



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

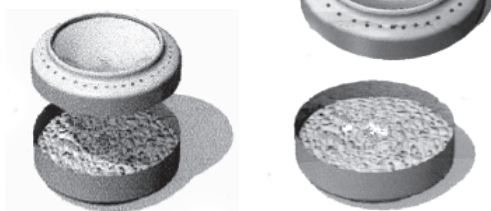
What you need
 2 aluminum drink cans
 a handful of 'Perlight' - obtainable in garden centres
 Coat hanger or strong wire or old metal tent pegs
 Methelated spirit
 Some tools
 Scissors
 Drill
 2mm drill bit
 Wire cutters
 Pliers



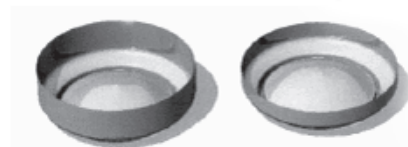
Step 5
 Fill the stove about half full with the fuel. Light the burner by slowly moving a match over the edge of the burner. Note: if it does not light, tip the burner so that a small amount of the fuel rests in the rim and re-light.
 Step 6
 Cut and straighten a coat hanger. Use small fine sandpaper 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.



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 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.



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)



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.

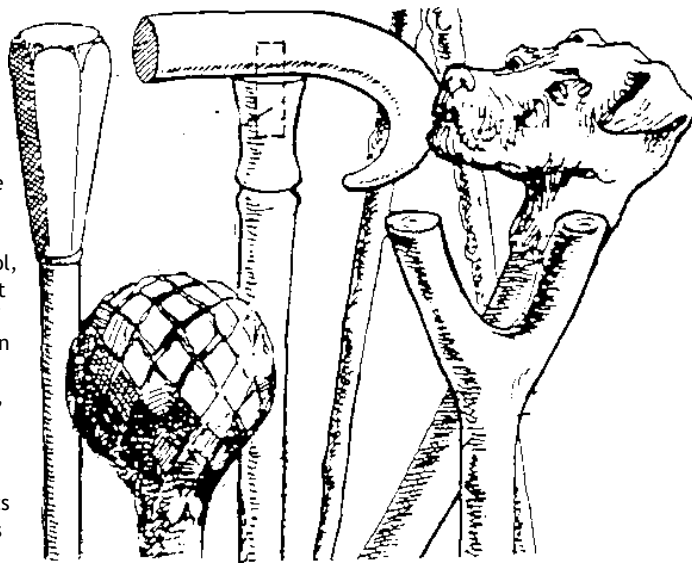
As a weapon, a stick or cudgel was once a match for the sword, at least in legend. Sensei (master) Frank Lee of Martial Arts International says two major forms of the stave are used in modern oriental martial arts, but he also says that "unless a person is trained to know the spirit of the stave, it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

Explorer Belt Italy 2001

This year's Explorer belt headed off from Dublin on the 25th of July, having toyed with the possibility of there being a few hic-ups (which involved the changing of leaders flight tickets after last minute injuries and a participant in the passport office three hours before the flight getting an emergency passport) it is important to remember, this was to be a no-panic belt.

This was the 22nd year of the Explorer belt and the destination was Italy. We had 54 participants and a staff of over 25, 15 of who flew out with the expedition. The flight to Rome took three hours, arriving as the evening was beginning to cool but just enough to give a taste of the heat that was yet to come. We headed for base camp for the first night, BP park, localita L'Aoila, Bassano Romano (VT) situated 60 km outside of Rome where the lads made final preparations for the journey ahead.

It was an early start the following morning as we were met by two coaches at the site. The route of the first coach was to head north and begin it's drops in Tuscany, driving along the coast before crossing the countryside to Montepulciano, a famous wine producing town. The second coach headed north-east taking in the beautiful countryside of Umbria, it's many hills and fantastic little towns as well as passing through the area more famous for St. Francis. All of the drops were finished by two o'clock. Acclimatising to the heat was the participants biggest challenge during the first few days but this was quickly sorted as they did what the Italians do and got into the habit of having siestas.

During the ten days, the staff were great dealing with the few problems that happened on the road, whilst also creating a great impression and an even better rapport with the locals as well as finding ways of cooling down in the mid-day sun.

Day ten the lads arrived back, navigating the dusty road to the campsite was their final hurdle. Having had the experience of a lifetime and badly in need of a shower, they were welcomed back by a proud staff. After showering, they changed into their white polo shirts and attended an eventful mass with the other scouters who were sharing the site. This was followed by the barbeque of barbeques, story swapping, blister bursting and an Ennis campfire special. Over the next few days, staff were busy assessing while program staff kept the participants entertained.

The day of the presentation started early, with a visit to Rome and a public audience with the Pope, a stadium atmosphere which everyone will remember. The day continued with a virtual tour of Rome, and then time for everyone to do a bit of shopping. The presentation meal was held near the site and was attended by the Chief Commissioner as well as staff from the campsite. In all 51 participants received certificates and 43 achieved the belt. The day and night was thoroughly enjoyed by everyone. The day after gave everyone free-time to do more shopping or to participate in a mediteranean cooking demonstration. Finally it must be mentioned that this was a rain free belt up until we reached Ireland.



eureka

Adventure of a lifetime for local scout girls

by Eimear Cotter (reprinted with kind permission of the Drogheda Independent)

They were sunburnt, had blisters on their feet and broke down crying at one stage but Swords girls Gillian McSweeney (17) and Lisa Colgan (17) have just enjoyed the adventure of a lifetime.

The girls spent an amazing 10 days trekking and camping across Italy as part of an unique challenge organised by Scouting Ireland CSI and supported by Londis Top Shop.

'I'm absolutely knackered,' said Lisa. 'It was really, really tough, it was so humid, I had at least seven blisters on each foot but I had a great time.' The girls didn't know where they were going in Italy until they reached Dublin Airport.

'We discovered we were bound for Rome,' said Lisa. They were dropped off along side of the road and 10 days later, on a limited budget and having completed 200km they arrived back to base camp. 'It was quite scary actually,' said Lisa. 'We were dropped in Bazano at 12.30pm, the shops were shut, we didn't know where to go and there was no one around. But we eventually found our way.' The girls walked 13km on the first day and 29km on the second but 'that almost killed us', said Lisa 'and we didn't try that again.'

Day 6 of their adventure was a bad day for the girls, who had reached breakdown point. 'We were sitting at the side of the road crying,' said Lisa. 'We rang home, talked to our Mams and the Scout Leaders who said to try our best.'

'We decided that we really wanted the belt, that was what kept us going,' said Gillian.

The girls found Italians to be incredibly friendly and hospitable. However, it was day 8 before they had a shower. A number of Italians gave them food and some allowed the girls stay the night in their house.

'There was one family who was lovely.' They let us stay in their house, use their shower and sleep in their daughter's bed,' said Lisa.

They were thrilled when they reached base camp. 'Coming through the gates was an amazing feeling,' said the girls, 'people were standing clapping and all we could think was 'we've done it' and were hugging and kissing everyone.'

Lisa found the heat and humidity particularly taxing. 'I didn't expect it to be that hot,' she said, 'you'd take a 15-minute break then five minutes down the road you'd be as bad again, you just couldn't walk, couldn't breathe.' Gillian and Lisa got on very well. 'We really bonded together,' they said. 'We were there for each other and really encouraged and helped each other out.'

The girls received the Explorer Belt for their efforts, the highest honour in Venturing. 'We're absolutely delighted but I am thankful we don't have to do it again,' laughed Lisa.

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

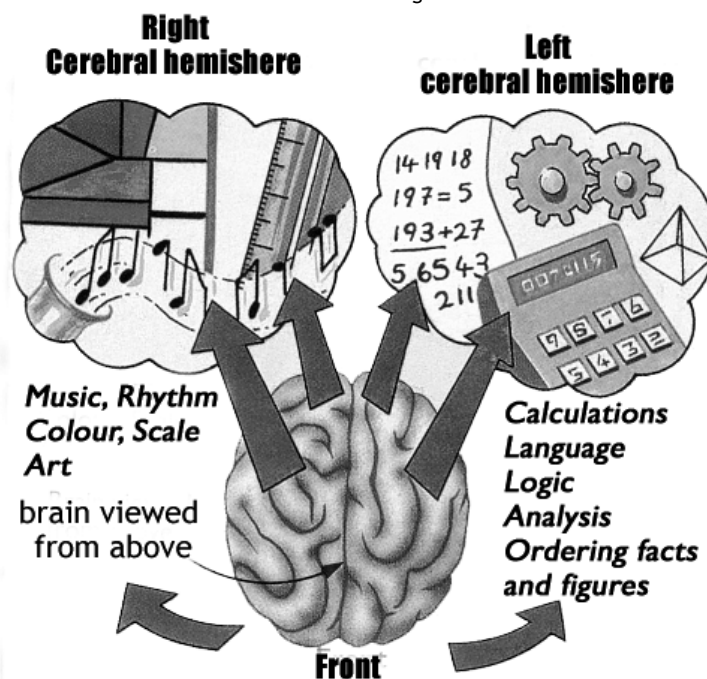
Our brain is made up of two halves that are joined together in the middle and connected to the spinal cord which takes signals through our body. Each side, the left hand and the right hand sides, have distinct functions.

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.

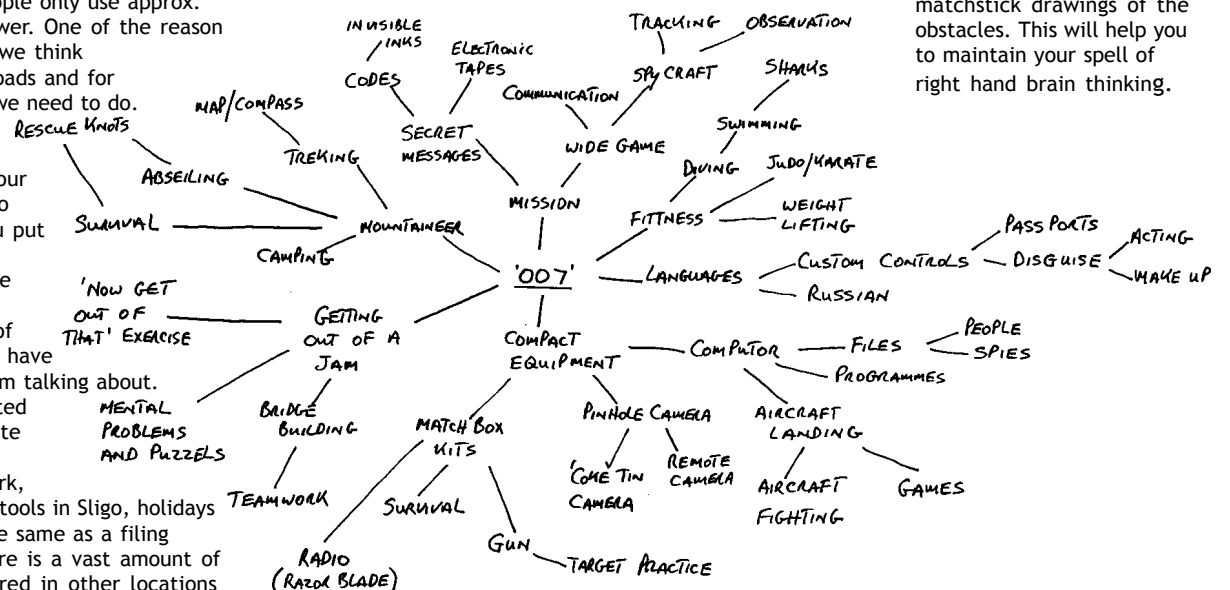
The tools

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

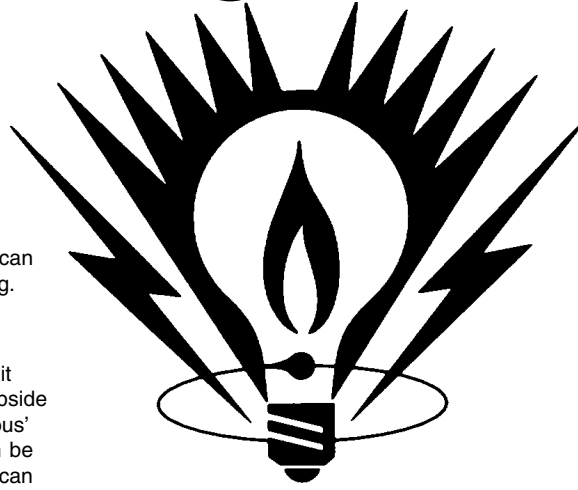
Yellow hat : Looking on the bright side. ('Yes And' thinking)

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?

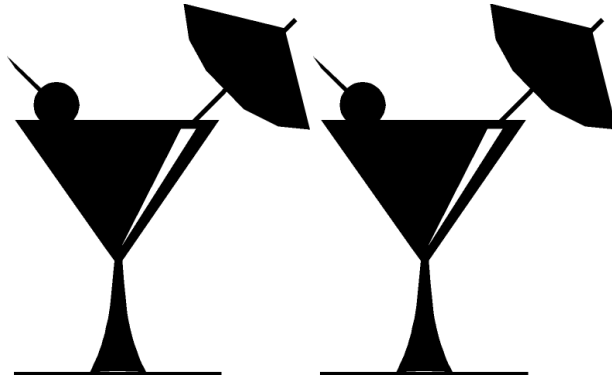
9. The Man in the Bar : A man walks into a bar and asks the barman for a glass of water. The barman pulls out a gun and points it at the man. The man says 'Thank you' and walks out.

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 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.

Making it through the winter months



skills (especially things like tightrope walking) can be dangerous, so do make sure you do things safely.

Cocktail!

Everybody has their favorite drink combination, be it a simple orange juice and lemonade, to the more exotic fruit punch. Use this evening as an opportunity to prove to the world that you don't need alcohol to have a good time, or to make a good drink.

There are hundreds of different combinations of fruit juice you could make, so try them out and see which you like best. Try spicing up your cocktails with tabasco, or glazing the glass with sugar. Finally, try adding pieces of chopped fruit, or a cherry to the drink.

Disability Awareness

There are a number of ideas which can be incorporated into a Disability Awareness evening. The first, and perhaps the most obvious is to invite a speaker down from a local charity for disabled people (or perhaps a disabled person themselves) to talk about what it's like and answer any questions. The best way for anybody to understand the difficulties of disability is to experience it for themselves. There are several ways of doing this. One idea is suggested in another programme item - by holding a 'Blind Evening'. Alternatively, set up an assault course of obstacles in the hall (e.g. chairs, tables, etc) and ask people to attempt to cross it, either using crutches or a wheelchair.

Equipment Maintenance

Something which doesn't sound like much fun, but none-the-less needs to be done is the maintenance of any lightweight hiking equipment in the stores. The advantage of doing this is that everyone in the Group gets the opportunity to get familiar with the equipment available. It also means that you know the equipment is ready for use when you need it. Whilst you are cleaning it / learning to use it you can make an inventory of items available. It's also worth rating the equipment for speed, durability, ease of use, etc.

Local Scavenger Hunt

Originally a programme item for Beavers, this can be adapted for a Venturer Group with a little thought. To keep organisation work down to a bare minimum, split the Group into teams, and spend the first part of the meeting asking each team to compile a list of about 25 items for another team to look for. Since this is a Group event, though, the items should be a little more interesting than those found on a list you might give to a Beaver. Use things which require a little imagination (e.g. something gold), things which require thought, or things for which a number of different items would suffice (e.g. a disc - could be a computer disc, a compact disc, or just anything which is round). The second part of the evening can then be spent searching for the list of items another team has compiled. Award extra points for ingenuity.

Mystery Meals

Buy in advance some tins of food i.e. one tin of meat, one tin of vegetables, one pudding tin for each team. Try to pick tins that are reasonably identical in size and shape. Remove all the labels from the tins and invite three members from each team to pick a tin (taking it in turns, i.e. one from one team followed by one from the next team etc.) Challenge the team to make an interesting meal from the tins they have chosen. You could end up with some weird and wonderful concoctions! A slight variation on this (if you think they may guess the type of tin) is to put a number or letter on the bottom of each tin and tell them to ask for a number or letter.

Newspaper Pioneering

Supply each team with a large amount of old newspaper and sellotape. Each team then has to construct the tallest free standing structure which will support an egg. Set a sensible time limit to build the structure and whichever teams egg is the highest is the winner. To add real excitement insist that all the eggs must stay aloft for three minutes and time all the teams at the same time!

Rope Work

A rope work evening can take many different forms. The simplest way would be to spend a night tying knots, but where's the fun in that? It's what you do with the knots which makes it interesting, not the tying them in the first place. Try making sinnets (decorative ropes or braided cord). You can do this by plaiting - try making a coaster out of plaited string. Another thing to try is making woggles out of a Turks Head Knot. Finally, try making your own ropes out of string. Start with three strings attached at one end to hooks. Put the other ends on a hook placed in a hand drill chuck. Turning the drill will wind the strings together. Seal each end with a whipping.

Countryside Drop

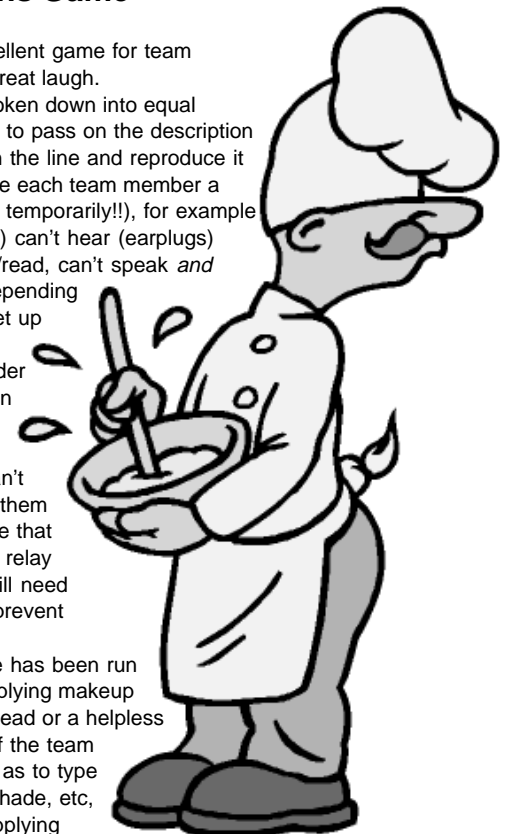
The idea behind the countryside drop is that at the beginning of the evening everyone is delivered to an unknown starting point by minibus / car, given a map and compass, and told to find their way (in groups) back to the starting point. Not only does this test navigation, it also builds teamwork and shows how different people react in different situations. If your Group is located in the middle of a big town, or it is impractical to do this activity around your usual meeting place for any other reason, this is an ideal activity to try at camp.

Roving Supper

If you have a fairly small Group who live fairly close together, you may like to try carrying out a roving supper. This is where you decide a menu beforehand, and then each course of the meal is held at a different members house. See how many courses you can fit into one evening!

Communications Game

The following is an excellent game for team building, and is also a great laugh. Initially, the Group is broken down into equal teams. The teams have to pass on the description of a simple shape down the line and reproduce it at the end. You then give each team member a disability (obviously just temporarily!!), for example they are blind (blindfold) can't hear (earplugs) can't speak, can't write/read, can't speak and can't hear etc. Thus, depending on the order that you set up the disabilities the team finds it harder and harder to pass the message on (try portraying a star shape to someone that can't see when you can't speak, and then asking them to pass it on to someone that can't hear!!). It can be a relay race if you want but will need some extra helpers to prevent dishonesty. One way that this game has been run is using a task - e.g. applying makeup to either a mannequin head or a helpless volunteer. At one end of the team line put the instructions as to type of make-up, position, shade, etc, and have the person applying make-up at the other end of the line. The person applying should always be blind, and should be chosen by the team before they know what he will have to do.



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Venturing Forth

Assault Course

This activity can be done either at the weekend or on a meeting night. On either occasion some of the time can be spent building the obstacles and then some time spent racing over them. With any activity such as this we need to be careful that everyone is involved and that the group's natural athletes do not diminish the achievements of the other Venturers who can gain just as much. This activity needs to build the Venturer's confidence and not destroy it and so all the obstacles need to take the ability of the Venturers into account.

This activity can also be used to build team work, by splitting the group into teams and working like that. Why not get each team to design and build an obstacle for the rest of the group to use, and then add them all together to form a simple course.

Back 2 Basics

However experienced your Group may be (or at least think they are), every so often it's worth running a Back 2 Basics course. Within the course, cover all the 'simple' (basic) aspects of Scouting, such as using gas cookers and lamps, tent maintenance and pitching, camp cooking, etc. This serves not only as a refresher course for those who have been involved in Scouting for a long time, but also trains new members who may have joined the Group from a non-Scouting background. You can either invite down leaders from the Unit (for example the Scout leader, or Unit Quartermaster) to teach you, or take turns among the more experienced members of the Group in teaching those less experienced - the advantage of the latter being that it teaches people how to teach, and more importantly how to teach *effectively* - which is always a valuable skill to have.

Budget Meals

Firstly, you must split the Group down into teams. Approximately 5 or 6 people per team. Then, allocate a pitifully small budget to each team - a budget which must seem ridiculously small, but still be possible. About a Euro per head is reasonable. Tell each team that they must plan and cook a 2 course meal with enough food for everybody in the team to have a reasonably good meal. If you have a supermarket reasonably close you can send them to the supermarket for the first half of the meeting to look round and purchase the food they require (making sure they bring back a receipt to prove they have not gone over budget). If there is no supermarket nearby, then give them a weeks notice of the programme item, and ask them to come prepared to the next meeting. The meal can then be cooked at your meeting hall on camping stoves (whilst the main food should be bought from their budget, it can be supplemented from the kitchen cupboards (i.e. salt, pepper, sugar etc). It is up to the Leaders to judge who has produced the best meal.

Circus Skills Evening

Everybody loves to go to the circus, and many are impressed with those skills which are displayed - juggling, diablo and flower sticks, for instance. The truth is, however, that these skills are not really that amazing - anybody can do it. To find this out for yourself, have a go at a Group meeting. Juggling is an easy option, but there are many other things which can be obtained easily and are good fun to try. Even things which seem complicated, like unicycle riding are easy once you get the hang of it. Just one word of caution - circus

Venturer Fun and Games

Onion Jousting

Mark off a boundary that's about 2 metres in diameter. Find two participants. Give each person two spoons (soup spoons or large serving spoons may help younger players) and an onion that will rest comfortably in one of the spoons (no onions so large that they topple out at the slightest movement)-

Indicate to players that they must place onion in one spoon then hold that spoon by the handle only-, they may not touch the onion. They should hold the empty spoon in the other hand. Once the players are ready, let the joust begin.

Players attempt to knock their opponents onion to the ground using the empty spoon only while protecting their own onion from falling

Rules

No excessive bodily contact is allowed no pushing, shoving, tackling, tickling or foot stomping.

The well-played joust resembles a dance as players twist, bob, weave, bend, gyrate and contort themselves to avoid the thud of their onion falling to the turf. It's beautiful in an odd way, and quite a bit of fun as well.

To up the ante a wee bit, substitute eggs for the onions

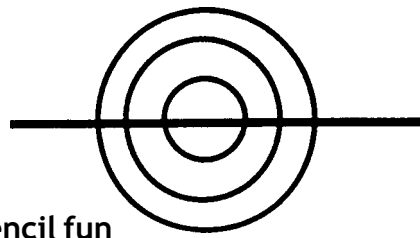
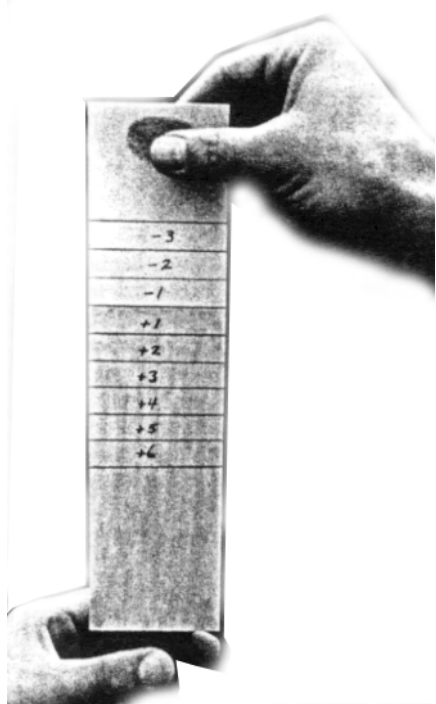
Paper drop

An exercise to improve eye to hand contact and reaction time.

You will need a number of paper or light card strips 15 cm by 6 cms.

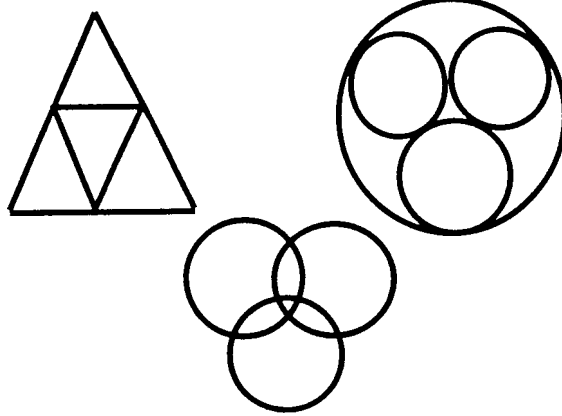
The game is challenge based using two players. One player holds the strip of paper between his/her thumb and forefinger in a pinching motion. The other positions his/her hand in an open pinch position about a 20mm below the strip of paper as shown.

The paper is now dropped by the challenger and his/her opponent tries to catch it as it drops through their fingers (just pinching - no dropping or scooping motions with the hand allowed). Not many individuals have the reaction time to make that kind of rapid psychomotor movement,

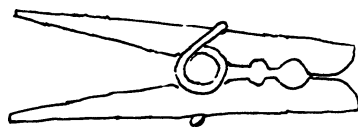


Pencil fun

Try and draw the shapes displayed in one action - without taking the pencil from the paper. You can not backtrack over previously drawn lines



Before you start the drop and-grab sequence, mark the length of paper (top to bottom) in 2 cm gradations so you can estimate and measure the reaction time of different people. Start with the bottom of the paper just between the fingers. Don't allow any anticipatory sounds or movements. For example, don't say, '...ready, set, GO.' Have lots of measured sheets available so that players can operate in pairs.



Back Stabbers

You will need about 50 clothes pegs. If the pegs come in different colors, that's a bonus for eventual team designation. You can spray paint the wood pins to achieve the team colors needed.

Hand out 4 pegs of any color to each participant. Indicate that players are to try and get rid of their pegs by clipping them onto the clothing of any other player, who will also be trying to do the same. As soon as a player legally gets rid of all four clips, he jumps up and down, simultaneously shouting that he has accomplished this. and if anyone is listening, that person is eventually recognized as the winner. Emphasis is obviously on the action rather than the outcome.

Clipping of pegs is only allowed above the waist. As such, all the clippers begin to look like matadors attempting to place banderillos in the bull

Rules

Clipping or entangling hair is a no-no. If a clip stays on for 5 seconds, it is considered a legal clip.

If a clip spontaneously falls off before 4.99 seconds have elapsed, it must be picked up by the clipper for another try.

Clippers may not rub their clipped body against another person, or the wall, or whatever in order to dislodge a legal clip. Clothing cannot be grabbed to slow down a running player, or to facilitate a clip. Boundaries area needs to be established.

Stepping Stones

One prop per person and two ropes or another suitable method for identifying the Take-Off (Point A) and the Safe Zone (Point B).

Props can be:

Carpet tiles - 12' squares work well or, odd-shaped pieces big enough for 2 - 4 - peoples feet to squish onto 18' lengths of 4'x 4" timber

Extras: One suitable object to be carried along by the group

Set-Up

The basic set-up here is the old Point A to Point B without touching the ground in between-routine. People are assembled at Point A. given one prop less than their number; i.e., nine people get eight props and told to arrive safely with the entire group at Point B before time runs out. If this sounds too much like the same old thing, here's the fun way.

People are on Planet Venturos a marvelous world of beauty, peace and intellect. The people there want to spread their lifeform throughout the universe so they are embarking on a space voyage to another world. To leave the planet they will need special life-support vehicles to carry them safely through space and shield their genetic treasure. Their life-support vehicles are the props. Any life-support system can support as many people as can stand on it.

Rules

Anyone touching the ground in space; i.e., between the boundaries, must return to the home planet for decontamination and spiritual healing. Rescuing these fertile travelers is recommended, since all people are expected to arrive safely at the new planet.

For a life support vehicle/system to function, someone must be touching it at all times when it is in space to maintain the 98.6' temperature necessary to maintain DNA viability. If a life-support is untouched for even an instant, it ceases to function and it is immediately removed from the activity.

Example: A person tosses the support onto the ground, and then steps onto it. Because it left that person's grasp when it was tossed, it is lost forever. A correct use would be to place it on the ground and step onto it while having constant touch with the prop by hand.

Be extremely watchful for untouched life supports. People try to hide the fact that they make a mistake. Don't let a untouched prop remain in use

Setting boundaries: Generally, it makes sense to set the boundaries far enough apart so that the group will need to recycle some of their props in order to cross the gap

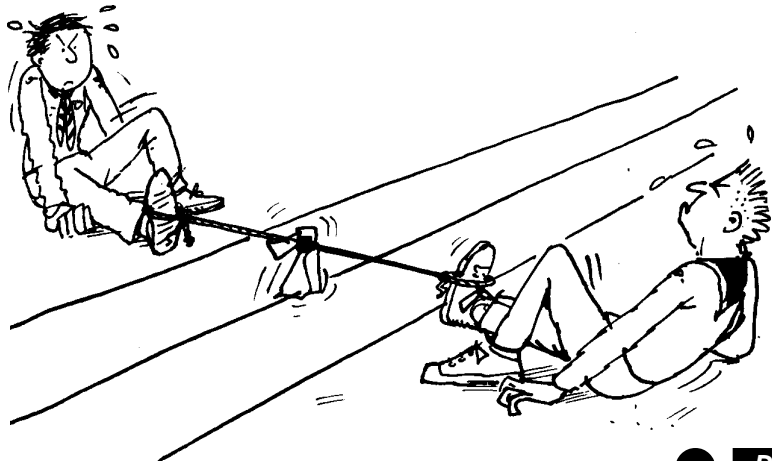
Foot-o-war

A length of lashing rope has a loop tied into, each end using a bowline, being large, enough to slip on (and off) a foot and a rag is tied around the centre. 3 lines are drawn on floor or ground as for tug-o-war.

Participants are called to the play area, a pair at a time, and must sit each other. They each slip a the rope onto one, of their feet, 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 has lost.

Organise a mini-tournament with, possibly, several pairs battling it out at a time.



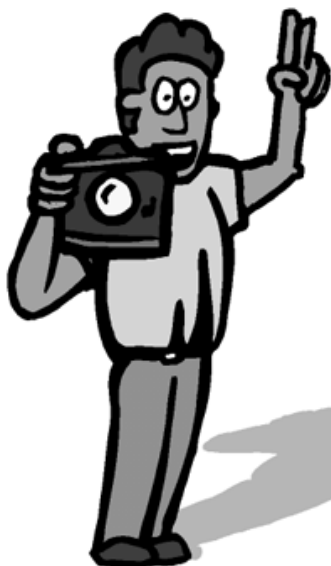
Venturer Ka

Venturing Forth

Everyone is pondering a possible programme for the next few months. Why don't we try....? someone suggests. It's a good idea and eventually it is slotted into the programme. 'What else shall we do?' the Chairman asks, and there is a long silence. Everyone tries to think of something else, something different....

But perhaps there is an easier way, instead of something different, why not exploit the original idea more thoroughly? See if it can lead you into a whole range of further possibilities spin -off' ideas and activities some quite modest, some suitable for meetings, but all developing the original idea in a new direction.

Let's take typical suggestions and see what 'spin-off' we could try:-
'Let's have a weekend away in a National Park.'
'Let's use a tape recorder'
'Let's go for a meal'



Even simpler, you could just take a large plastic bag with you and clean up a summit.

Up-date Equipment

Every year firms bring out new equipment, tents, rucsacks and clothing. Circulate some basic catalogues at meetings prior to your weekend away. Let members make a list with a felt pen on a large sheet of paper of items they would recommend a completely new member to buy for normal hiking in the hills if he had just won £200

Mid-day snacks

Some people take exactly the same mid-day food on every trip. Try out a variety of high energy foods, and vary the drinks too - not just coffee, but different clear soups, Bovril, Oxo, hot lemon, drinking chocolate. Use any day out as an opportunity to learn something more.

Backpacking

Instead of going to the highest and often most crowded spots, try a backpacking weekend round some of the perimeter landscape in the National Park. Study one of the recent books on backpacking from the library and work out the-weight of an ideal set of clothing and equipment, keeping everything as lightweight as possible. Then try it out in practice.

Emergencies Refresher

We can easily become rusty on basic first aid, apparently believing that this knowledge can only be gained on intensive courses. However, much can be done in small doses at normal meetings. Everyone involved in adventurous activities needs to know how to cope with four basic conditions: dealing with someone who is unconscious, or is bleeding badly, or has a fracture, or has stopped breathing. Try a three minute talk on each by different members of the Group.

Share with Others

Share the weekend experience with others. Take with you two non-Scouts, or two Patrol Leaders from the Scout Section perhaps, or two young people who have a disability, like blindness, and who would not normally have the chance of an adventurous weekend.

De-Briefing

Always spend a few minutes at the next Meeting or Executive to identify any aspects of the weekend which might have been improved, or any lessons which were learned. A conscious effort to this will bring out much useful experience and the Venturer Group will build up more skill and expertise. Consider also how the weekend might have helped individual members towards experience in some aspect of the Rogha Award.

Spin off activities

'Spin-Off' from a Weekend Away

A weekend away, camping or hill walking in a National Park, is a fairly common activity for most Venturer groups, so some of the potential for 'spin-off' activities is frequently overlooked. Here are just a few ideas.

A New Meal

Just for one meal try something completely new perhaps a dehydrated food not previously tasted. It need not be expensive. For example a combination of some dehydrated minced beef, tomato puree. 5-minute spaghetti and Parmesan cheese is economical and satisfying. Or try a different breakfast food - *Alpen*, perhaps, instead of porridge. At a Group Meeting try making your own muesli - it is much cheaper. Try out *Quick fry meals and sauces* or specialist back packing meals by *Springlow* foods.

Recording in Sound

Consider a sound recording of the weekend, lasting about ten minutes, It will take some planning in advance and some practice at your meetings to perfect the right techniques and sound levels.

You might include background noises, 10 second commentaries at key points en route, or describe the weather conditions as you set out, the protective clothing being worn, the landscape or the view from a mountain top, any badly equipped parties you may pass, an interview with a local former or warden, etc. Later you could edit the tape to give you continuity. A dictaphone is ideal for on route commentary. Editing can easily be done via a computer programme or by re-taping to standard tape format. It is more crack using re-taping methods as sound effects can be added by the group themselves.

Stop Over

The Friday night may be a mad dash to get away, but a little more organisation on the Sunday return could provide a spare two hours on the journey to divert to some place of interest the Group has



never seen. Some research could be carried out at a meeting, using information from the library / local tourist library or internet.

A Full Briefing

A week or two before departure some of the members might be asked to present a two minute talk on some aspects of the area (gleaned from a National Park Guide Book or similar reference). This might cover geology, wild life, mountain rescue facilities, ancient history or farming.

Two minutes is not going to be a major ordeal for anyone, but the collective information will help members to go with their eyes open and gain a deeper understanding of the area. It will also help to give them greater confidence in talking to an audience.

Expedition Refresher Training

Select a possible route to be followed and at a previous meeting issue blank route cards and maps for parties to fill in. Compare the variations in the total time to cover the route - you may find some interesting variations, an error of two or three degrees in bad weather could have fatal consequences. A short refresher in basic hill-walking techniques is always a valuable, 'spin-off' activity.

Recording with a camera

Most Venturer Groups need to build up a collection of colour slides of their activities during the year, and a weekend away provides a good opportunity. You can use these later to show to older Scouts when doing the link, to Scouts on a Patrol Leaders' Training Course or at a parents' evening.

Instructional Slide Set

Another 'spinoff' for the camera. Work out at a meeting a carefully planned set of slides showing basic hillwalking techniques, clothing, equipment being used, the contents of a day sac, the type of food and emergency food carried, natural landscape features and local names. Prepare title slides, too, so that you have a complete instructional set to demonstrate at Troop Meetings and to show your expertise. You can also scan these slide into a computer and put together a 'Powerpoint' presentation.

Try a Secondary Activity

Exploit some other activity locally, such as visiting a mine or a forest nature trail. Alternatively you could contact a local Warden well in advance to see if there is half-a-day's work he needs doing, or a conversation project. You could offer a few hours help at your camp site or centre.



Venturer

Venturing forth

Ideas for your Venturer Programme

Service Made Easy

FOOD GLORIOUS FOOD - Put on a dinner for all the parents and Region Staff. Cater for it yourself and have a guest speaker. Charge enough to break even .

MORE FOOD - Following your successful dinner you'll get lots of invites to cater for the end-of-year party, Pack Holidays etc.

SCOUT'S OWN - Plan, organise and present the Scout's Own Service at the next Region Camp. What yarns and songs do you know?

CAMPSITE FIX-IT - How's your Region/Area Campsite? Huts need painting? Paths overgrown? Our mob donated and erected a flagpole.

SEND IN THE HEAVIES - So the Ladies Club is putting on a fete/fashion parade/old time dance, etc . . . wouldn't they love some hefty volunteers (including males).

VENTURER TRAINING - Rovers or Venturers who have done it before can help out at the next Initiative or Leadership Course. What unusual stunts can you think up? Obstacle courses and injured-parachutist-up-a-tree, behind-an-electric wire-fence, etc. go down well.

IMAGE - Does your /Group/Region have a Public Relations Team? Local newspapers love to receive articles on Scouting, especially with good photos. Does your local radio have a Scouting session.

NOW HEAR THIS - A public address system is a great idea for large Scout camps and sports events. Can your electrical wizards knock one up from scratch?

TENDERFOOTS - You probably take all this outdoors stuff for granted. Run a camp for some kinds who aren't Scouts. Be tolerant and helpful and maybe they will become Scouts! B.P. did this on Brownsea Island and look what happened to him!!

SPORTS EVENTS - You can act as impartial officials at the next sports event run for Cubs or Scouts (or Brownies? ...). Give everyone a job; timekeeping, scoring, first aid, etc.

HAVING A BREAK - So the section leaders are having a well earned rest, and the kids are at a loose end for something to do. Of course your group are organising a camp or at least some activities to occupy the little darlings. Who's qualified to help with test work?

WORTH BOTTLING - Save a couple of lives by donating a pint each at the Blood Bank.

HAY FEVER - Next time there is a Region Cub. Day, offer to build a hay bale maze. Where can you borrow the hay?

STOP THIEF - Any decent electricians in your group? Ever thought of installing a burglar alarm in your Scout Hall?

DIG IT - The old Widow Murphy around the corner would love to have some weeding and mowing done. Tea and bickies guaranteed.

RE RUNS - Is your local Historical Society putting on some sort of re-enactment in the near future? Can they use some extras?

OVER THE TOP - Build a commando course for the next Scout camp, Pack Holiday, etc.



MOBILE MUNCHIES - Even if you only do it to see how the other half lives, lend a hand with your local Meals-on-Wheels Service.

JAMBOREES AND OTHERS - There are many Regional/national activities on which you can lend a hand . . . After all, you are in the Movement! Cooking, putting up tents, running activities, etc.

PACK! PACK! PACK! - Many charities send food parcels to the poor. Now's your chance to practice your gift wrapping try the Vincent De Paul.

NATIONAL PARKS - Get in touch with the Warden or Ranger and find out if you can help in any way. Mapping hike tracks, weeding!

GUARD OF HONOUR - Fred's getting married so the least you could do is act as uniformed honour guards. You can do the same at funerals. Not necessarily Fred's.

Fundraising

DANCETIME - But what sort? Disco, Rock, Square, Ceille? Any other sort? Fancy dress makes it more interesting and cheaper. Don't forget soft drinks to sell to thirsty shapers.

POSTIE! POSTIE! - You've seen all that special sale catalogue type junk mail in your letter box? Well, someone has to deliver it! Check the pamphlets or contact your local chemist, department store, etc., or stick an ad in the local paper.

TEN MEN WENT TO MOW - A local factory complex had a huge lawn out the front, so our group rostered two people each month to go and mow it. And we got paid!

THING-A-THON - Ever heard of the Scout Walkathon - Peak 2000? Or you could organise your own, or a Bike-a-thon, knot-a-thon, pram-a-thon, joke-a-thon, campfire-sing-along-a-thon.

MEALS BETWEEN WHEELS - Progressive dinners, in case you didn't know, consist of each course being served at a different house, with the participants driving (or walking) between each locality and paying for the privilege of doing so.

CAR WASH - O.K., so it's a bit old hat, but it still works. Choose a busy shopping centre, but get permission first.

ASSEMBLY LINE - Putting things together, packing them, addressing them for mail order firms. Monotonous work, but there can be money in it.

Life in the Open Air

GONE NATIVE - Plan a major expedition far from civilization.

OPEN ROAD - You don't have to go off the beaten track to have a hike. A casual ramble along a country road can be fun whether you only take one day or longer. How about taking the Scouts?

SWIMMING - Beach, pool or lake? And while you're thinking about it, when was the last time you rehearsed artificial resuscitation and heart massage?

SOMETHING FISHY - On river or sea. You could hire a boat. A prize for the biggest caught - then get a taxidermist to show you how to mount it.

RAFTING - You could race or just drift with the current.

CANOEING - No canoes? Rent 'em or make 'em.

CAVING - Or speliology to be more precise. Get in touch with a caving club.

DOWN ON THE FARM - Lend a hand on a farm for a weekend. Or if you're a country Group invite some city slickers up.

PROSPECTING - Get hold of a few metal detectors and spend the weekend searching. You probably won't find any gold, but you'll soon locate the rubbish heaps behind the houses. Horseshoes, flat irons, antique bottles ...

GETTING YOUR BEARINGS - Practice your compass work, either in the hall or outside. Get one person to set out the bearings and places, and then each person tries it. See how many end up in the same place.

FOILED AGAIN - Have you experimented with foil cookery? What time does it take to cook various foods? It sure beats carting pots and pans on a hike . . . P.S. Try chocolate bananas! Yummy!!

HELP!! - Do you know the land-to-air rescue signals? How do you tell a passing aircraft that you need a doctor or other help? And what about Morse and semaphore?

SAILING - Visit the National Water Activity Centre in Killaloe

ROCKCLIMBING - Scramble your way to the top. Find an instructor.

LIFE ON WHEELS - Organise a bike hike. An old popular favourite, but make sure there's a lack of hills.

Venturers

Venturing Forth

National Snow Hike

Co. Wicklow 12-14 January 2001

We will be meeting in the
Glendale Lodge, Glencree, Co. Wicklow
at 8 pm on Friday the 12th January.

There is a bus service from Dublin to Enniskerry and we may be able to organise transport from Enniskerry to the lodge.

You will need all your hiking gear and food for the weekend, which you will cook yourself on your Trangia's. You can always bring your left over Christmas Cake.

**Let the team know if you intend to participate
contact us on Wednesday night in NHQ
or e-mail us info@irishventurers.org**

Life in the Open Air

GOLD PANNING - O.K., so maybe you won't find much, but at least you'll have a clean frypan.

MESSING ABOUT IN BOATS - Lots of groups use canoes and rafts, but what about the old fashioned rowboat? A lazy afternoon or a long expedition?

CORACLES - What?!? They originated in Wales as a light weight, circular, one-man boat made of skins stretched over wicker. Check in the library and make your own from whatever you can scrounge.

DARK WANDERINGS - Try a night hike as part of your next camp, or even a regular meeting night.

SURVIVE OR PERISH - Study techniques of living off the land, then run a survival camp eating freshly caught fish and rabbits, wild berries, fern tips. Make sure you know what you're doing!!! Don't eat anything poisonous will you?

GYPSIES - Don't just hike - travel around with a horsedrawn caravan. It's a great way to see the country.

Let's Get Physical

ARCHERY - Pop along to your local archery club and watch out Robin Hood. Why not try making your own bow and arrows?

SLIM IN THE GYM - Get the old iron pumping with a bit of weight lifting and other exercises.

MANY HAPPY RETURNS - Can you throw a boomerang? Can you make and decorate one?

WATER SKIING - Either get hold of a boat or a lake with a slope. Some instruction may be necessary if you don't want to kill yourself.

ABSEILING - jumping off cliffs with ropes. A bit of instruction and you can put on your own displays.

BURNING PAPER - Ever built a go-kart? Get your mechanical skills to work. Great fun.

TEE TIME - Well, you've never played golf with the group before, so give it a go. Challenge the parents.

WRESTLING - Arm wrestling? Leg wrestling? or the best of three lifts of the ground wins. Chuck in a game of British Bulldog for good measure.

MAKING A RAQUET - Try tennis for a change and bring a friend, or perhaps challenge another group to a game of Ping Pong or maybe Badminton.

GOING TO COURT - If you're really feeling energetic why not try a nice quiet game of squash. There's bound to be a squash court somewhere near you.

More ideas for your Venturer Programme (part 2)

GEE GEES - Can you ride a horse without falling off too often? Give it a go. Maybe you live on a farm and do it all the time. O.K., why not invite some city slickers up for the weekend. It's worth a chuckle.

VOLLEYBALL - A bit of skill and teamwork goes a long way but you should easily be able to scrounge the sports equipment.

CUNNING RUNNING - Try orienteering. Here you can combine your Scoutcraft skills with your wonderful physique.

ROUNDERS - Never played it? Try it on your next weekend.

TRAIL BIKES - Beg, borrow or hire a few bikes and try it out. Don't hurt the environment too much, please.

B.M.X. - Pinch your little brother's bike and hit the track. Can you stay on?

Don't attempt Everest until you've had some practice.

ON GUARD - The ancient art of fencing. That's with foils and sabres, not barbed wire, stupid.

SELF DEFENCE - Learn the basics on judo, ju-jitsu, karate, kung-fu, etc. You'll never know when you'll need it.

SHARP AND KEEN - Run a woodchopping event, before you have a campfire.

MONKEY SHINES - Try tree-climbing, with spikes, or a Marlin hitch. Any ideas for a competition?

COME AND DO - In teams of two, build one obstacle for a commando course. Then everybody gets a go at the whole course.



GERONIMO - Ever jumped out of a plane? Make sure you're wearing a parachute and not a pack. You'll need lessons, of course.

NIGHT DROP - A great activity with the Scouts too! Get yourself driven out into the middle of nowhere, then hike back in the dark. Hot coffee all round.

S.C.U.B.A. - Self contained Breathing Apparatus. Do you know how to use it? A good weekend, perhaps coupled with a bit of underwater photography.

ON TOW - What's parasailing? Find out about it and give it a go.

MISSILES - Caber tossing and javeline throwing and shot putting and discus throwing and . . . How about a Highland Games contest.

BECAUSE IT'S THERE - Mountaineering has its ups and downs.

OLD FAVOURITES - Try something Medieval for old times sake; quarterstaff, jousting, horseshoes.

Inter - sectional Rivalry

WHAT'S COOKING - Challenge another Group to prepare a three course meal. Invite a couple of professional caterers to act as judges. Set a theme like "French", "Chinese", "Vegetarian", Make it an annual event with a perpetual trophy.

SPY NIGHT - The Scouts are told there is a spy carrying secret documents in a brown paper bag somewhere in the shopping centre. They are told to discreetly follow him. They are not told that the Group are all in disguise and are passing the bag to each other at planned rendezvous points. Any more ideas?

CAR TRIAL - O.K., so Venturers can't drive, but they can navigate! Plan it well with cryptic clues, an emergency panic envelope and a barbecue afterwards.

SNEAK WEEK - Requires heaps of organising, bushcraft, stealth, compass work and skill in camouflage. The idea is that teams spend the week or weekend on some huge campsite, discreetly observing each other without being observed themselves. No contact allowed between teams, all the enemies movements must be noted. Perhaps extra points for stolen trophies.

FLOUR POWER - Have a flour bomb raid on the next Scout camp. But make sure you've talked it over with the Scout Leader first so that he's got lots of ammunition for the lads.

OLYMPICS - Challenge another Group or more to a games night. Volleyball, leapfrog, tug-of-war, basketball, stilt races, tag, etc.

SOCIALIZING - Don't keep it to yourselves! Invite the entire Region or even the Area. A barbecue party?

STROLLING - Take the Troop or the Pack out for some exercise. A not-so-hard day hike is a great way to make yourselves know.

LOOK WIDE - The old-fashioned wide game always goes down well with the Troop. Be inventive, or do something simple like making the Scouts sneak up a hill undetected and put out a lamp.

FIGHTING MACHINES - Challenge them others to a no-holds barred, all-in, blood-and-guts game of tiddly winks, or chess for the faint hearted.

Making a Fool of Yourself in Public

UNACCUSTOMED AS I AM - Each person is given a set subject the week before the meeting and they have to give a five minute talk using any props and equipment he/she needs.

CAMPFIRE - Prepare now! Make up a few skits and learn some songs.

THE SMELL OF GREASE PAINT - Write, produce and perform your own play or concert before an invited audience. Doesn't have to be lavish.

MOVIE STARS - Get hold of a movie or video camera and make your own film. It could be a major project.

RADIO ACTIVITY - Hamming it up on the air waves is a lot of fun, especially during jamboree-On-The-Air. How many International Scouts can you contact? Your local ham radio operator will be pleased to help.

Venturer

Venturer Forth

Newsflash
National
Venturer
Leaders
Conference
- see back
page for
details

Culture for Beginners

GONE POTTY - Get a local potter to teach you how to throw. Not as easy as you think.

CARVING - Start with soap and then try wood, stone, bone - woggles, trophies, chessmen, etc.

STICK WHITTLING - B.P. had a fine collection of carved walking sticks in the days when Scout staves were mandatory. How ornate can you get? Special attachments, secret compartments, built-in watch or compass . . .

WEAPONRY - Use your imagination and your pioneering skills to construct ancient warfare machines. Battering rams, catapults, swinging targets, or how about an automatic bellringing burglar alarm.

TAKE UP THY TENT - So you reckon your tents are pretty poorly designed? Could you do better? Verandahs, shelves, pockets, rain water gutters.

SCREEN PRINTING - So you'd all like a Group T-shirt or windcheater? Get someone to come along and show you how to make your own printer and stencils.

SNAPHAPPY - What is the best sort of camera to buy? Which is most suited to your needs? Your photography expert would be glad to show you. How about a photo competition? There are regular competitions for the best Scouting photo run by the World Bureau.

WHAT MAN HATH WROUGHT - Ever tried wrought iron art? Can you use a welder? What are the pros and cons of blacksmithing?

DIM WICKS - Candlemaking can shed a bit of light on your imagination. Paraffin or Beeswax? Scented? Tapers? Shapes? Colours?

WHAT KNOT - So you're an expert knot tyer, eh? Could you make a macrame wall hanging or Hammock?

HIDE AND SEEK - A few hours of practice at leather craft and you'll be making your own belts, wallets and woggles.

KITE MAKING - Hold a competition. Use natural materials or scraps. Can you get it off the ground?

MOVE OVER PICASSO - Try portrait painting or landscapes. Pen and ink, pencil, oils, charcoal, fingerpainting, and water colours are all worth thinking about. You may like to have your own exhibition, with all the trimmings of course.

HOW'S TRICKS - Conjuring is a legitimate art form. Each member learn to devise a few simple tricks and then put on a show for the Cubs?

FURNISHINGS - Design and construct those things which you have always needed for the den, but never got around to making them: bookshelves, cupboards, waste paper baskets, etc.

Surviving Your Environment

NATURE TRAIL - How many types of tree, plant, insect, etc. can you identify them .

WATCH THE BIRDIE - Get up early and listen for the dawn chorus. Why not use tape recorders?

WOMBLES - How is pollution affecting our environment? Look around you. What is being done about it? What is your Group doing about it?

THAT-A-WAY - What do you know about celestial navigation? Can you use a sextant? How many constellations can you name and recognise?

DIG DEEP - Find out about archaeology. Get a guest speaker or visit the museum. Perhaps a good service project would be helping at an archaeological dig.

LOST SOULS - Train yourselves in survival skills - crossing rivers, exposure treatment, snow shelters, signalling for help etc.

ON THE HOME FRONT - Make sure everyone can cook forty or fifty basic foods - eggs, potatoes, porridge, meat, etc.

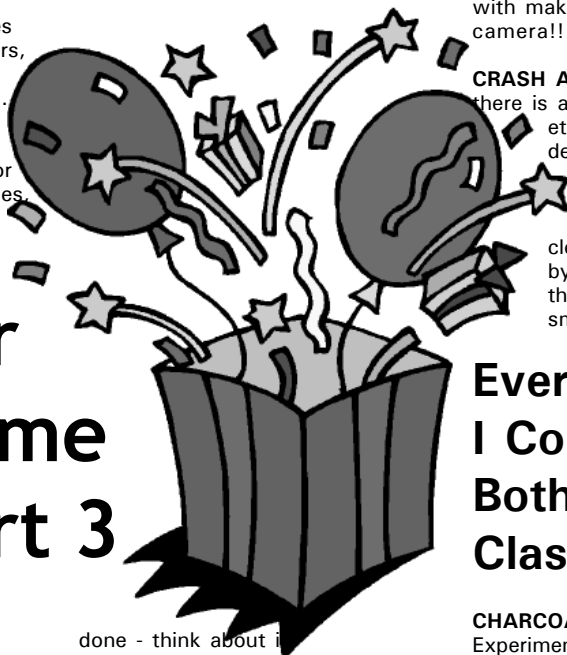
a fallout shelter big enough to house all the Group except three' Who do you leave out? Which individuals can contribute the most to your survival? You would only have ten minutes to decide before the fallout started . . . a hard one!!!

Crazy Things for No Reason at All

MEALS ON WHEELS - Cook an omelette or pancakes in a wheelbarrow while being pushed around the block.

KIDS NIGHT - Have a children's party for adults; party hats, jelly, ice-cream, 100's and 1000's sandwiches pin-the-tail on-the-donkey, blind man's bluff . . .

APPLIED LUNACY - Try erecting a tent on sand. Try lighting a fire underwater. Try cooking an egg in a paper bag. It can be



Venturer Programme Ideas Part 3

Ideals for All

EVERYTHING YOU WANTED TO KNOW ABOUT SECTS - You are planning a weekend camp for a Group consisting of one Muslim, one Jew, one Roman Catholic, one Seventh Day Adventist, one Protestant, etc. Plan an appropriate menu and programme, allowing time for individual services.

COUGH! COUGH! - Is smoking smart? Why do young people smoke? How do you stop? Should it be banned in public?

BOOZE AND DRUGS - Get someone to come along and talk about drug abuse. You'll be unpleasantly surprised.

LET ME IN - Here's a thought provoking discussion topic suppose they dropped a bomb and you had



done - think about it

COME INTO MY PARLOUR - Get a library book on parlour games. Charades, twenty questions, sardines, is that your Moriarty?, Guggenheim, consequences....

SKYSCRAPERS - The business part of the meeting will be conducted up in the rafters of the hall. You'll need seating and a writing table. A good test of initiative and pioneering skills.

DING A LINGS - Can your Group fit comfortably in a phone box? We always eat our pizzas in one if it's raining.

JUST TRY IT - Design a mouse trap to catch only white mice. Slam a revolving door. Walk on water. Have a fight in slow motion. Try not to think about polar bears.

PLEASE DROP A LINE - Send a message in a plastic bottle attached to a bunch of gas-filled balloons and eagerly await a reply.

CHAMELEONS - Could you camouflage yourself? Your campsite? I once fooled my leader by pretending to be a pile of packs and raincoats.

LILLIPUT COOKS - What's the quickest time you can boil six teaspoons of water in an eggshell using a fire built of matches on three20p pieces? Can you cook sausages on a coathanger over a candle?

SAND CASTLES - why not run a sand sculpture competition on a local beach.

WILD WEST - A quick draw gunfight using water pistols. A lassoing contest. Bronco riding (but how do you build a horse?).

TRANVESTITES - Organise a change of-sex night (without warning). Girls help the boys with make-up, then bring out the camera!!!!

CRASH AND BASH - Next time there is a fete, Scout Display etc. get hold of an old car destined for the tip. Hire out sledgehammers at £1 a minute. Make sure you clean up afterwards . . . by the way, do you know the world record for piano smashing?

Everything Else I Couldn't be Bothered to Classify

CHARCOAL COOKING - Experiment a little. Spend an evening at it, then use it at the next weekend away.

SCOUT LAWS - Of course you know them. O.K., then, what's the Fifth one? Or the Seventh? Discuss them.

NIGHTBEAT - Start at dusk, finish at dawn. Organise visits to places open at night. Hospital, Garda, docks, airport, etc. Finish with breakfast at the wholesale fruit or fish market. Needs a lot of organising and coffee.

MONEY MONEY MONEY - Get expert advice on budgeting, borrowing money, bankcard, taxation, hire purchase . . . What are the pitfalls and advantages?

PERSUASION - Is advertising ethical? What are the tricks of the trade? How can the Group use them for recruiting

BATCHING - Be prepared for the outside world. Can you cook a decent meal? Have a shirt ironing competition.

HOW DO YOU TICK? - Transactional analysis? Group dynamics? Personality clashes? Peer group pressure? What!?!

POW! WOW! - Tired of the old tent? Pop along to the library and find out how to build a genuine Indian tee-pee. It would look great on your next big camp.

More



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.

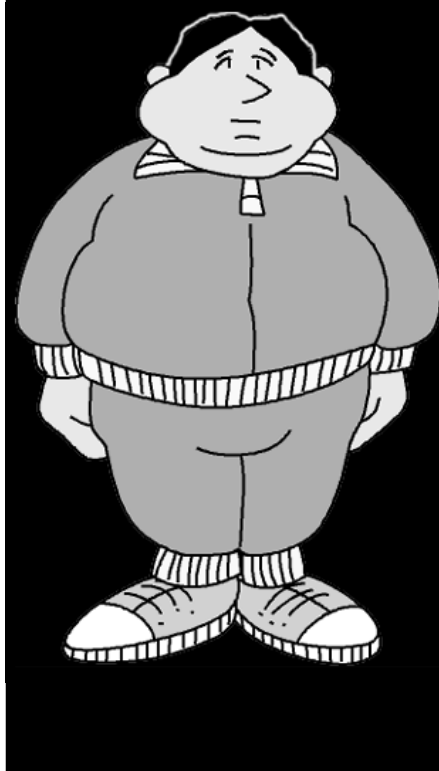
Assisted dips

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.

Putting your best foot forward



eureka

Some thoughts and suggestion for producing a winning C.V.

Your experiences in Scouting may be very useful to you when applying for a job. Scouting presents opportunities for you to take responsibility in a variety of different situations and so helps you to develop the skills and knowledge required to take on responsibilities in employment. If you think about your own experiences over the past year or two in Scouting you may find several examples of situations which you could present as examples of your capability.

Good examples for your a CV might include the following:

- Treasurer for a period, or a specific event, whereby you were responsible for collecting and accounting for other peoples money
- Leader of an event when you had to take charge of a team and accomplish a task or goal
- Quartermaster when you had to organise, look after and return equipment belonging to others
- Representing your group at a decision making forum where you had to understand the views of your friends, reflect those views accurately, seek a particular outcome, negotiate, compromise and convince your friends to accept the outcome afterwards
- Team events where the team was stretched by competition or by the demands of the undertaking, such as survival events or mountaineering. You may have had to take part in planning for success, work with the team playing your part, support your team mates, debrief afterwards to determine how you would do better next time.

It might be appropriate to describe the following;



- Your role and the specific responsibilities you had.
- For example were you overall leader with responsibility for success, safety, morale.
- Did you have a subset of those responsibilities.
- The nature of the undertaking. How much. How far. For how long.
- What personal qualities did you bring to bear.
- What went well for you.
- What were the consequences of doing the job well.
- What did you learn and how has this helped you.

It might be good to do this preparation as part of a group, sharing the job of remembering and the chore of writing about it in a suitable format for your CV. Sometimes we tend to understate the value of our personal involvement with things, so it might also be a good idea to ask other members of your group or team to read what you have written and offer their suggestions.

Below you will find some tips on preparing a CV, no doubt you will have come across such advice elsewhere, but we have included it here just in case you get something new from it this time around.

Some Tips on preparing a C.V.

Your C.V. (sometimes called a "Resume") is a summary of your talents, experience, education and enthusiasms. The words curriculum vitae come from Latin and literally mean "the course of one's life". Your CV is a biographical summary of your life and is usually written to describe details of education and achievements in chronological order.

Your CV is very important in the first step of marketing yourself to potential employers. For some jobs employers can receive hundreds of applications, so it is vital that your CV has that "something else" that makes it special and attracts the reader. In the world of graduate recruitment larger organisations receive thousands of CVs, application forms and covering letters, so think about what is going to make what you write stand out from the crowd. A well written CV will be something that paints a picture of you that will match your skills and achievements as well as your future ambitions.

Always write your CV in the first person e.g. "I have" rather than "He has." Alternatively you may omit the "I" altogether if you prefer. Check carefully for inappropriate jargon and substitute more user-friendly words when you can.

Ensure that you write about your achievements. Don't write about things you are not so good at. It might be unwise to mention things that could count against you when the employer might not have considered them anyway!

Finally, remember that however perfect you may feel your CV is, it will be still down to the individuals who read it to judge what is valuable to them. There is no such thing as a 100% perfectly written CV. The reality is that, however professional they are, whoever reads it will have their own likes, dislikes, prejudices and preferences.

Here are some Do's and Don'ts which you might find useful:

- It is essential to tailor your CV to the job that you are applying for. Read the job description carefully, make sure that you have demonstrated that you meet all or most of the criteria.
- Never leave unexplained gaps in your career history.
- If possible, your employment referees should be from your current or most recent place of work. Remember that employment referees carry much more weight than personal referees.
- Never include a photo, even if you look like a Superstar. The way you look is almost always irrelevant.
- Always check your CV thoroughly. Spelling mistakes and poor grammar are unacceptable.
- Don't make it too long. Three pages is the absolute maximum, two should suffice.
- Prioritise the information that you are supplying. Always put the most relevant details first.
- Don't waste time and space elaborating on non-relevant academic or career details. If it's not pertinent to the job in question, just supply the bare facts.
- Make the key points easy to find and easy to read. Always bear in mind that the recipient may have a significant number to read and therefore may only have time to skim-read CV's.
- Your CV should be on reasonable quality A4 paper.
- But there is no reason why you should have to use white paper. Your application may be one of hundreds and coloured paper will make you stand out.
- Don't submit a hand written CV.

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: _____

Secretary's 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

“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)

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.

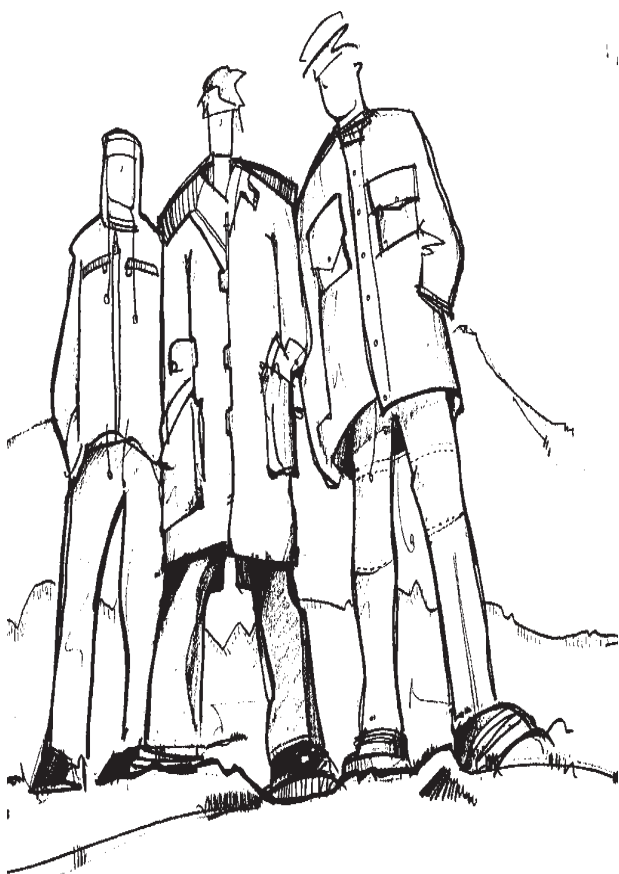
A tool for citizenship education

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.

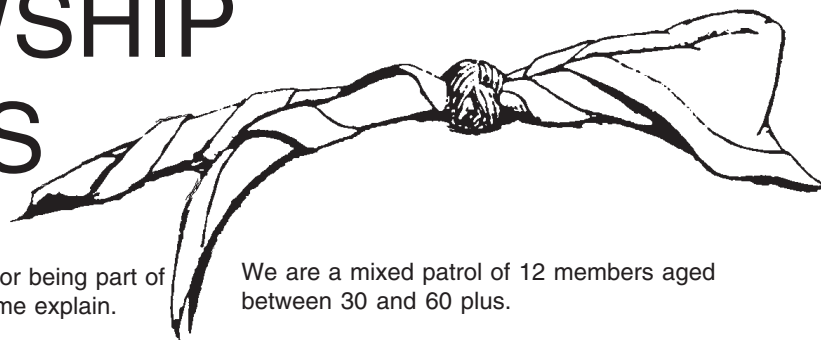
“In a sense, we offer a simulation or a microcosm of life in larger communities or societies and of what is meant by being an active and responsible citizen. If only the world resembled the microcosm of a World Scout Jamboree! The patrol system is about learning to live together in harmony and achieving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

Working with Groups



In Scouting, working with individuals and with groups started on Brownsea Island-and has been going on ever since. In Scouting, the end is 'the physical, mental and spiritual development of young people'. And in Scouting we use and develop both these situations to achieve that end.

As a Leader in Scouting, and in particular in a Venturer Group you are already involved in a 'group' situation or possibly a series of 'group' situations-whether you realise it or not. How can you use and develop these situations to achieve your ends -and those of Venturing? It sounds a simple question but, like many such questions, it calls for a complicated answer.

The simplest answer is to say that you can only use and develop the group setting, in which you find yourself, if you know something about how people behave in groups, that is, the 'group process'.

Once again, this may seem a rather pompous way of stating the obvious. The truth is that, by instinct or by trial and error, you already know a great deal about the group process (even if you do not call it that!). But, however much we know by instinct or have learnt through experience, it is always helpful to check our home spun ideas against those of the expert. That is the purpose of this article.

Let us look upon your Venturer section as a group of individuals with a common purpose-because that is how it would be seen by the expert. This is what the expert has to say.

What Is The Group Process?

A group is any number of people working together. It can consist of two people or twenty people. Experience suggests that five or six is the 'natural' size of a group. A larger group tends to break up, quite naturally, into sub-groups. In any largish group, therefore, you should be able to recognise sub-groups, however informal.

Most people belong to several groups at the same time-in the home, at school, at

Role of the Leader

The role of the Leader in a group is an interesting one and has always fascinated people. But, in this case, we are only concerned with the fact that, within a group, at any one time, we may expect to find one or more people providing leadership. It is also important to note that people can change their rules within a group. This can occur for a variety of reasons. The aim or the task of the group may change. The membership of the group may change (someone may join; someone may leave). The members of a group of young people, such as a Venturer Group, will be growing up, will be maturing. This will lead to changes in behaviour. Finally, members of the group will be influenced by the roles they play in other groups (in the family, at school, and so on) and, furthermore, those roles may also be changing. Changing roles within a group (or, sometimes, not being able to change them) can produce stress for individual members of the group-and tension within the group as a whole. So, although a group may appear to be static and without tension, it is unlikely to remain so for long. But, despite internal changes and tension, a group can maintain a sort of ongoing equilibrium for quite a long time. Indeed, it must do so to survive as a group.....

This intervention might be called manipulation. Some critics are concerned that, as adults, we have no right to 'manipulate' young people. But this is not the intention. Our aim is the betterment of those with whom we work. If this is true, we must accept that, from time to time, we must act. We cannot just sit back and watch. Otherwise, why did we take up the challenge of youth work in the first place? Briefly, when using this approach, we try to encourage the members of the group to decide everything for themselves. We believe, and experience has shown, that the successful Leader, whether consciously or not, veers towards this approach. Few leaders have much success when they try to work directly, that is when they veer towards the directive approach and try to decide everything on behalf of the members of the group.

Of course, these two approaches, as defined, represent extremes. Most leaders use a variety of approaches. Nevertheless, the Leader who tries to work non-directively has more success in terms of the betterment of those with whom he/she works-than the Leader who tries to work directly.

Formal Group Or Informal Group?

The expert recognises several sorts of groups, the *formal group* and the *informal group*. The Venturer section, with its requirements for membership (age, uniform, Award scheme, commitment to a Promise, etc.), would appear to be a classic case of a formal group. The distinction between being a member and not being a member is very clear. You join- you are initiated - investiture, you leave-and you are ostracised?

At the other end of the scale, there is the informal group where there appear to be no conditions for membership and no rules concerning joining and leaving. But these, as defined, are two extremes. In fact, every Venturer section has

Group Focus

The expert also talks of group focus. He speaks of task oriented groups and socially oriented groups. At one extreme, the group can be solely concerned with a task-with climbing, building a boat, running a folk group, playing football, or whatever. At the other extreme, the group can be solely concerned with the personal relationships within the group, with the interaction of the members of the group. The members meet only to drink coffee, to play computer games, to talk or just to be with one another. Once again, these are two extremes.

No group can be totally task oriented, with no interaction of the members of the group. The football team practice together, travel together, play together, enjoy success (or suffer defeat!) together. They must interact with one another to do all this, particularly if they are to stay together and continue to play football.

Equally no group can be totally socially oriented (and engage in no task of any sort). The coffee drinkers come together and must do something even if it is only to organise the coffee! It is impossible to come together and to do absolutely nothing. A task, however modest, will emerge and the group, if it is to remain together, will have to act together. The truth is that the group focus of most groups contains an element of both aspects. The leader has a responsibility to maintain some sort of balance between these two aspects.

The balance should allow all the members of the group to meet their needs, to play a role or variety of roles, and to enjoy success.

People can only benefit from membership of a group if it meets some of their needs. They look for satisfying roles to play. They want to belong and to have status in the group. They want to enjoy personal success and to share in the achievements of the group. If the



work, and in our case the Venturer section. Even within your section, a Venturer may belong to several sub-groups. He/she may be a member of the climbing group, or one of four who are always together. And he/she may be a member of the Executive Committee, which is a rather more formal sort of sub-group. When people are together in a group, they influence each other. The interaction of people as members of a group is called the group process. This process is inevitable. The people within the group cannot avoid influencing one another. Whether that influence is helpful and desirable is another matter (and who is to define desirable anyway?). What we are interested in is how they influence one another ...

The people in the group play different roles. Someone has the ideas; someone keeps the peace; someone makes the jokes; someone keeps the group together; and someone provides the leadership.

Why Group Work?

A Venturer Leader can be ignorant of the group process. Or he/she can understand and observe it but, nevertheless, ignore it. Or he/she can understand, observe and use it.

It is better that he/she should understand it, observe it and use it. Unless the Leader uses it, he/she cannot provide effective leadership, nor can he/she provide effective learning experiences for the members of the group. Getting on with people, or personal relationships, is one of the most important aspects of life and of growing up. Venturing offers young people an ideal opportunity to, learn about personal relationships. But this learning can only be done alongside other people, inside a group - in this case, inside your section. When the leader intervenes in the group process and provides leadership or learning experiences for members of the group it is called group work.

something of the informal group about it, particularly in regard to the subgroups within it. Any section of ten or so will undoubtedly have sub-groups, however informal. And, on the other hand, the informal group has, in fact, unwritten rules concerning membership and behaviour. The behaviour expected of members of a group is known as a group norm. Those who comply with the group norms belong; those who do not comply are rejected or ostracised. Group norms are fascinating. Some can be observed easily-clothes, speech, hair styles, mannerisms. Some are less easily observed-beliefs, attitudes, values, standards. These show most clearly in enthusiasm for particular activities-and often contempt for other activities ... We will find group norms in the ' formal group just as much as in the informal group. The pressure on the members to conform to the group norms is strong and is one of the strongest influences on the development of the individual within the group.

group does not meet any of their needs, or does not provide them with a satisfying role or some measure of success, they will leave the group.

Your Venturer Group -A Cohesive Group?

We have stressed that a group is dynamic. That is to say, it is constantly changing, but at the same time, it remains together, it sticks together. The expert speaks of the cohesiveness of a group.

'A cohesive group is one in which the members like one another, and are therefore attracted towards the group ... A group will become cohesive under the following conditions: frequent interaction; homogeneity of attitudes, interests and background; rewarding experiences in the group; a Leader who can preserve harmony; absence of aggressive, schizoid or otherwise disturbing personalities; a task which requires cooperative, complementary behaviour for its completion'.

eureka

Venturing Forth

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)

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

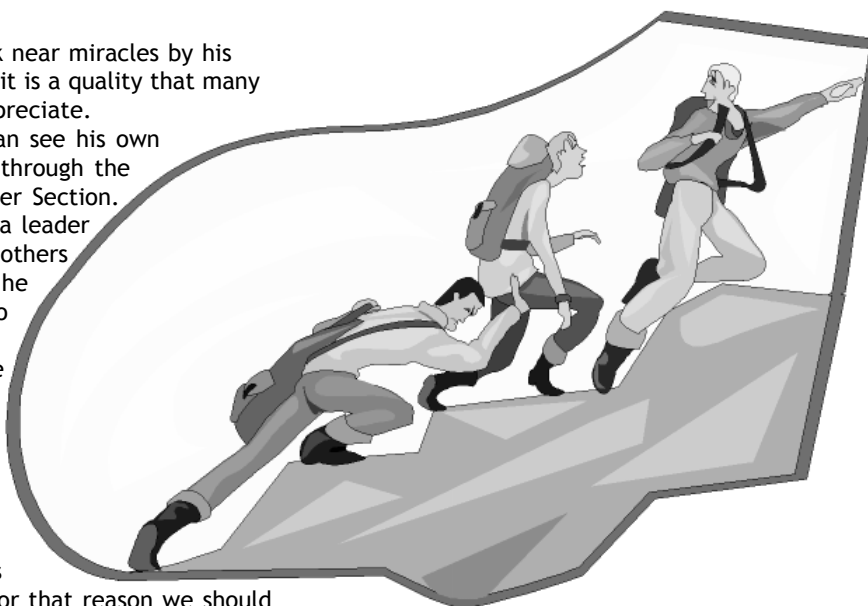
that bad example

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.

Beaver

10 things a Beaver should be able to do

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

Cub Scout/ Macaoimh

10 things a Cub Scout should be able to do

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

Scout

10 things a Scout should be able to do

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

Venturer

10 things a Venturer should be able to do

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

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.

Canoeing falls into two distinct types - the Kayak - enclosed canoe and the Canadian Canoe - open canoe. Both types are popular in Ireland and offer different experiences on the water.

The Canadian Canoe

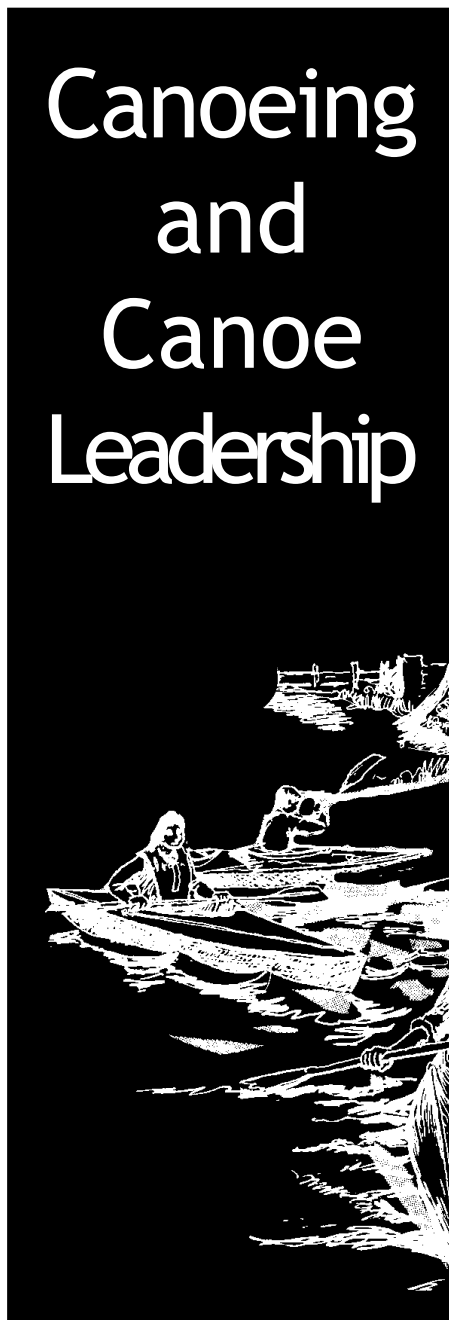
The Canadian Canoe or Open Canadian is immediately distinguishable from a kayak because it is paddled using a single bladed paddle. The canoe originated with the native tribes of North America and was traditionally made from a timber frame covered in one of a variety of barks, usually birch. Nowadays, most canoes are made from plastic, fibreglass, or aluminium. The original designs which were used to travel across the large expansive lakes of Canada were open on top for transporting people and goods.

Canadian canoeing is particularly suited to exploring the inland waterways of our country. Ireland offers an attractive network of inland waterways for canoeing - providing endless possibilities for exploring, fishing, and multi-day expeditions. One attraction of this form of canoeing is that it can be enjoyed by the whole family. Whilst the majority of those involved in Canadian canoeing favour leisurely trips on slow moving rivers such as the Shannon or Barrow, others have begun to use Canadian canoes in marathon races. Due to innovations in materials and design, canoes are now seen increasingly on rivers with small rapids and fast moving water.

Kayaking

Kayaks are enclosed canoes and although they can be used on quite waterways it is more suited to rough water and as a result is suited to wild water and slalom competitions and races. The Slalom canoeist races alone against the clock. In this discipline, the challenge is to pass through approximately twenty five gates suspended above the water, avoiding a touch with any part of the boat, paddle, or body. The competitor must pass through the gates in the correct order and direction.

An exhilarating canoeing discipline in which participants race down white water rivers against the clock. Races are conducted on a time trail basis with each competitor



starting at one minute intervals and racing over rapids of varying difficulties.

The successful racer chooses and negotiates a route which is as obstacle free as possible and at the same time utilises the fast current to the best advantage.

Level 1 Kayak Instructor Qualification

The Level 1 Kayak Instructor Qualification aims to enable candidates to

1.01 become qualified to instruct introductory, basic, and intermediate proficiency level kayaking skills on water of no higher than Grade I difficulty including Very Sheltered Waters and/or Sheltered Tidal Areas. A Level 1 Kayak Instructor is specifically not qualified to lead groups and is restricted to static instructional sessions only.



Have obtained a Level 3 Kayak Proficiency Award.

Be at least 18 years of age.

Have unrestricted access to a fully equipped kayak, personal equipment, and additional equipment as listed for a Level 1 Kayak Instructor Assessment.

Have attended an approved Level 1 Kayak Instructor Training Course or Programme within the 24 months period preceding a selected assessment date.

Have recorded in a Level 1 Kayak Instructor Logbook following the completion of a Level 1 Kayak Instructor Training Course at least 25 hours (on the water) of instructional experience under the supervision of at least two registered Level 3 Kayak Instructors.

Have recorded in a Level 1 Kayak Instructor Logbook as part of the 25 hours supervised instructional experience details of assisting in the preparation of a group for a Level 2 Kayak Proficiency Assessment. The group must consist of at least three participants.

Possess a current and approved First Aid Certificate (e.g. REC Level 2).

Be recommended for assessment by a registered Level 3 Kayak Instructor.

Have returned to the Irish Canoe Union Office a completed Level 1 Kayak Instructor Logbook accompanied by a Level 1 Kayak Instructor Assessment application form no later than three weeks before a selected assessment date.

Area Definitions for Canoeing on Rivers and Lakes

Very Sheltered Water

Canals
Canals with bank side access and egress and which have a minimum of commercial traffic.

Lakes
Small lakes which do not have difficult landing areas and which are not large enough for problems to occur if there is a sudden change in conditions.

Rivers Specified sites on slow moving rivers.

Sheltered Water

Rivers
Flat slow moving rivers without weirs or rapids.

Lakes
Discretion and common sense must apply when considering the use of lakes. This definition includes a perimeter of no more than 250 metres from shore on a large lake. To paddle in offshore breezes on large lakes requires the same degree of caution as for the sea.

Moderate Rivers and Lakes

Rivers
Grade II rivers and equivalent weirs.

Lakes
This definition includes lakes of up to two miles diameter. Caution should to be exercised while paddling on lakes and this definition excludes conditions where there are offshore wind conditions of above Force 4.

1.02 assess for the Level 1 Kayak Proficiency Award.

Training Course Outline

The Level 1 Kayak Instructor Qualification requires that a candidate attend a two day training course (or a programme of similar duration) and a one day assessment.

Applying to attend a Level 1 Kayak Instructor Training Course.

Before applying to attend a Level 1 Kayak Instructor Training Course, a candidate must

Have registered with the Irish Canoe Union as a Level 1 Kayak Instructor Trainee.

Be of a proficiency level equivalent to the Level 3 Kayak Proficiency Award.

Be at least 16 years of age at the time of application.

Have unrestricted access to a fully equipped kayak, personal equipment, and additional equipment as listed for a Level 1 Kayak Instructor Assessment.

Applying to attend a Level I Kayak Instructor Assessment

Before applying to attend a Level 1 Kayak Instructor Assessment, a candidate must

Have maintained registration as a Level 1 Kayak Instructor Trainee.

Introductory Canoe Courses

The Irish Canoe Union will be running a series of introductory evening canoeing courses throughout the summer months at its Canoe Training Centre which is located in the Strawberry Beds, Chapelizod.

The courses are from 7.00 until 9.30 pm, one evening per week over six weeks. Courses are of introductory level and operate under the guidance of qualified Canoe Union instructors. Assessment for the Level 2 Kayak Proficiency Certificate can be arranged at the end of each course.

The course fee is £90. All technical equipment is supplied.

Places are limited so you are advised to book early.

Block 1
Six evening sessions. One evening per week over six weeks.

C1 - Tuesday - April 3rd to May 8th.
C2 - Wednesday - April 4th to May 9th.
C3 - Thursday - April 5th to May 10th.

Block 2

Six evening sessions. One evening per week over six weeks.

C4 - Tuesday - May 15th to June 19th
C5 - Wednesday - May 16th to June 20th.
C6 - Thursday - May 17th to June 21st.

Block 3

Six evening sessions. One evening per week over six weeks.

C7 - Tuesday - June 26th to July 31st.
C8 - Wednesday - June 27th to August 1st.
C9 - Thursday - June 28th to August 2nd.

Block 4

Four evening sessions. One evening per week over four weeks followed by a one day river trip

C10 - Tuesday - August 21st to September 15th.
C11 - Wednesday - August 22nd to September 16th
C12 - Thursday - August 23rd to September 16th.

Further details and application forms from:

**Irish Canoe Union
House of Sport
Long Mile Road
Dublin 12**

Telephone (01)4509838 Fax (01)4604795

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

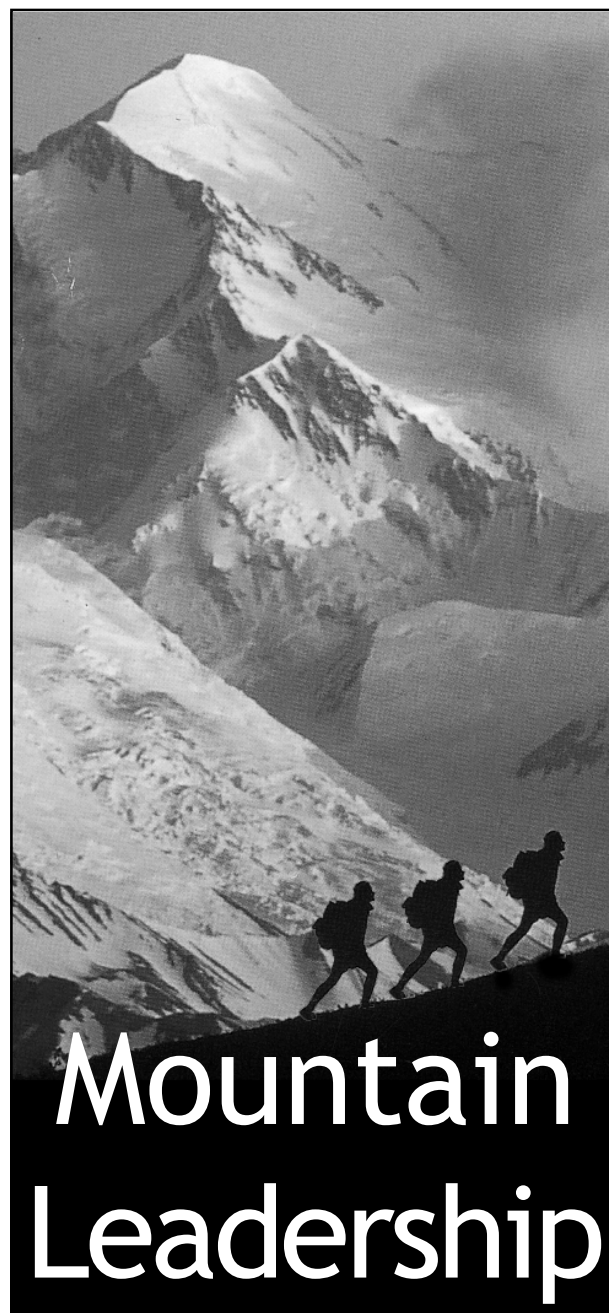
- Climatic hazards; temperature, precipitation, wind lightning, humidity, rain and snow.
- Topographic hazards: dangerous types of terrain with a special emphasis on remoteness.

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>

EFFECTIVE PARTICIPATION AT MEETINGS

ROLE OF THE COMMITTEE

A member a committee should know and keep in mind the aims of the committee and what its goals. It is a waste of time for a committee to discuss matters over which it has no control or influence, or, which do not contribute towards achieving its aims.

OBJECTIVES OF A MEETING

Every meeting should have a purpose. This might include:

- Receiving reports,
- Setting goals,
- Planning a programme of action,
- Solving problems,
- Explaining tasks and allocating jobs,

Training people,
Building morale,
Keeping things moving.

You should know beforehand what is expected of you at the meeting and what it is hoped to achieve by the end of the meeting.

THE NEW MEMBER

If you are not clear about the role of the committee or the purpose of a particular meeting, you should ask questions and make sure you get clear answers. Don't be shy about asking questions and remember that the other members will know that you are new and need information.

PARTICIPATE ACTIVELY

Even though everyone else may support a particular proposal, make sure that you are happy with the proposal before voting for it. Sometimes new ideas go against the grain and people are more comfortable with the old and tried ways.

Emotions and feelings can often blind us to logic and fact. Make sure you have the facts and sufficient time to consider a range of solutions before making up your mind and supporting a particular decision.

LISTEN ACTIVELY

Keep your mind open. Another point of view may show up weakness or faulty reasoning in your own attitude.

When you are listening, write down your thoughts using keywords. We can listen four times faster than a speaker can speak. Concentrate on the ideas and not the way they are said.

Listen to understand. Don't be collecting material just to attack the argument. Let the speaker finish before deciding about what has been said.

HELPFUL PARTICIPATION

Everyone who has something to contribute should do so. If you have been consulted and have contributed to the process of making the decision, then you will find it easier to support the final decision.

Don't jump in immediately to fill a silence. It can give a space, which gives people a chance to reflect.

Support a discussion by:

- Showing interest,
- Resisting distractions,
- Avoiding side discussions,
- Avoiding interrupting,
- Speaking "through the chairperson".

If you are replying to an argument or proposal that you do not agree with:

Re-examine your own thinking,

Are you sure of your facts?

Is your opposition based on a pet theory or preeve

Persuade rather than confront

PERSON TO PERSON COMMUNICATION



On Understanding of Human Nature

Think in terms of an individual's personal desires, interests and experiences. Develop empathy, i.e. the ability to project oneself into other person's thinking and feeling.

People want to have a say in the making of decisions or plans that affect them. Without such a say, full co-operation is not always possible. Asking questions is one of the most effective ways of getting through to other people, but their answers must be listened to. Let people talk, get gripes off their chest, express their opinions. Emotions may, and all too often do, close a person's mind so that facts and factual "know how" do not get through to that part of his mind that makes decisions determining action.

Physical arrangements, leading to a good emotional atmosphere are most important. Important decisions are often made following a social interaction or just a pleasant informal walk. Coffee break is a good example. Even in simple communications, we have to let people talk back, ask questions and clear up even what may appear to be simple instructions.

For agreement:-

ask - rather than tell
talk it over
remember the basic drives, needs and experiences of the individual.

The Art of Persuasion

There are two sides to every question. When a member states a point of view on which the Leader disagrees, there are two possible ways of meeting the situation.

1. Bring in a counter-argument to show him that he is wrong. This leads to increasingly sharp disagreements, marked by briefer and more rapid interchanges, more interruptions and rising emotional tensions.
2. Express interest (not approval) in his point of view and ask him to elaborate. Why does he feel this way? What is behind his thinking?

This relaxes tension and makes agreement possible. The member does not feel under pressure to get out his statement in a hurry and prepare for a counter attack. He is able to talk to the subject and around it in an informal, exploratory manner. The leader is then able to size up possibilities for compromise.

Trouble is that all too frequently our purpose is to prove that we are right: and the other fellow is wrong.

Persuasion is more effective than frontal attack

1. Try to win the person's goodwill
2. Begin with a statement the person already believes
3. Get him involved by showing interest
4. Find an area of agreement
5. Gently advance a mild suggestion
6. Give time for suggestion to sink in

Listening is the first step towards persuasion. It is one of the most obvious ways of recognising and showing appreciation of an individual's worth as an individual.

Keep an open mind while the other fellow talks. We risk having our own attitudes changed but it is worth it. Also the other point of view may bring out weak points or faulty reasoning in our own point of view.

The informal casual manner (coffee break) is usually most agreeable and effective in talking to groups. Think off the individuals in the group as much as the subject under discussion.

Physical arrangement for any group setting are most important. Good ventilation, proper temperature, not too humid, paper and pencils, perhaps coffee. Avoid anything that will adversely effect the channels of communication.

Good morale is essential in good communications. Conversely, good communication is essential to good morale.

The Art of Listening

One of the most promising introductions to a lecture was made by a speaker who stepped to the platform and said "As I understand it, my job is to talk to you. Your job is to listen. If you finish before I do, I hope you will let me know".

We listen when we participate, when we take part, when we are actively involved in the communication pattern. Only when

thoughtful consideration has been given can we claim that we have actually listened.

We can talk without thinking but to listen, careful and thoughtful consideration has to be given.

Communication time is spent: Writing 9%, Reading 16% Speaking 30%, Listening 45%.

In other words, 79% of our communication time is spent speaking and listening. It is estimated that our listening can be improved at least 25%.

We are almost constantly in a talking-listening situation.

What are the bad habits?

1. Self-centred rather than listener-centred.
2. prejudices affect evaluation of what the speaker is saying.
3. We don't like the speaker. This affects our judgement of what he has to say.
4. We daydream. We can listen four times as fast as the speaker can speak.
5. We are listening to reply rather than to understand.
6. As the speaker is making a point we are listening and thinking of how to refute that point.
7. We are only pretending to listen. Our ears are tuned out.

We can get around these faults by:

1. Recognising them.
2. Putting ourselves in the speaker's shoes (empathy).
3. Adopting an attitude of wanting to understand and appreciate the speaker. It must include the willingness to dispel prejudices and to give credit to what the speaker is saying.
4. Reply. When we reply we reply to what the speaker has said - not to the speaker.

Few will deny the Importance of leadership and the contribution it can make to a better utilisation of our resources and, more particularly, our human resources. Most of us are involved with it at some time or another. What it is and how it can be improved is therefore worthy of some consideration. The search for the definitive answers to the leadership problem has spawned hundreds of studies and as many theories.

Approaches to the problem of leadership have usually fallen under three general headings - Trait Theories, Style Theories and Contingency Theories.

Theories

Trait theories assume that if we can identify the distinguishing characteristics of successful leaders we should have a clue to the leadership problem. As a consequence we should at least be able to select the most suitable people for leadership positions. Hundreds of studies in this area failed to agree on even 5% of the requisite traits and were so ill defined as to be worthless in practice.

Style theories, are based on the assumption, that subordinates will work more effectively for leaders who use given styles of leadership than they will for leaders who employ other styles. The styles usually

etc., and the act of leadership that may be exercised by various persons in varying circumstances. Remember, acts of leadership make a group experience a valuable one for learning democratic living and for personality development.

It is also important to distinguish between the adult leader or the institutional leader who has an imposed role with the group, and the "democratic" leader or leader chosen by the group. The democratic leader or leader, chosen by the group, obtains his authority from the young people themselves.

Scouting should also re-



building on a more effective concept, (democratic) "leadership". The same person may be a Leader in some situations and a follower in others. In thinking of "leadership" rather than the leader, it will be recognized that leadership is not what one person does but is action by any member that helps the group to move in the direction it wishes to move. This does not necessarily disturb the present organizational setup with the senior adult; e.g. the Section Leader having the overall coordinating responsibility. Applied properly, it can produce what educators refer to as "enriched programme," which can only come from people having varied backgrounds and abilities.

This principle also embraces the use of "people" leadership, and it lessens dependency on the adult and strengthens youth leadership and group ability to function in the absence of the adult.

teaching of a skill is leadership training. On the other hand, care must be taken to avoid a swing to the opposite extreme neglect of the provision of "tools" of democratic leadership.

R.M. Wittenburg, in his book *So You Want To Help People?* emphasizes that:

... skills (of the adult leader) are handy and necessary, but what really counts is personality.. We do not mean that skill is not necessary. It is the tool with which one works - skills in working with young people are the means with which one achieves his ends - to help others help themselves... the bridge between leader and group is relationships. If we are able to establish sound relationships, our skill can be applied to good advantage.... Without a good relationship ... skill is of little use.

"Relationship (therefore) is the transmission bell without which the dynamo of human energy cannot reach its objective. It is expressed in feeling tones and is more significant than skills. Skills are tools; relationships are the heart. "

Definition of adult leadership in Scouting

Any future definition of adult leadership in Scouting should include the following points:

Scouting leadership combines the efforts of both adults and young people in the performing of acts which help the group achieve its objectives. Therefore, leadership is a function of the situation.

While having many coordinating activities, the central function of adults is to help the group learn to decide and act for itself more efficiently, to help the group organize itself. It is a process in which the adults attempt to guide, direct, or influence the thought, feelings, and behaviour of young people. In other words, the role of the adult is to help the group become autonomous. When a group is formed, the adult is directly involved. As group autonomy develops, adult involvement decreases proportionately. As the group becomes autonomous, the adult's role gradually changes to that of consultant. Again, leadership is a function of the situation.

As each adult brings different qualities to the task of Scout leadership and as different phases of this task will draw upon different qualities, it is expected that some of each adult's functions may change with the setting, situation, and individual qualities required, within the concept of democratic "leadership."

A look at Leadership

compared are the authoritarian and democratic dimensions. In the former power resides with the leader while in the latter these powers and responsibilities are shared with the group in some way. The democratic style is usually the suggested model and results in more supporting and participative leadership. While these style theories are much in vogue research findings indicate that style alone is not the answer to effective leadership.

Contingency theories take a more specific account of the other variables involved in a leadership situation, in particular, the task, the work group and the position of the leaders in the work group. This school of thought maintains that there is no such thing as the "right" style of leadership but that leadership will be most effective when the requirements of the leader, the subordinates and the task fit together. Thus the appropriate leadership could vary from situation to situation and vary along a scale stretching between the extremes of authoritarian leadership and democratic leadership.

General Scout view of the adult leader's role

Scouting should reflect or make use of the distinction between a formal leadership position; e.g. the Patrol Leader, Scout Leader

examine some of the established assumptions used with respect to Beaver Scout, Cub Scout, Scout and Venturer differences in the use of leadership.

Views of adult leadership in Scouting

There are strong indications of the need for modification of some view of adult leadership that seem generally held throughout Scouting.

Common Mode v. Individual Qualities.

One view that needs modifying is that of expecting all adult leaders to conform more or less to a single predetermined model to be carbon copies of a theoretical "ideal" - without realizing that no consistent pattern of personality traits will characterize leaders. Recognition of the great variance in personalities, in relations with young people, in methods and results that the movement will always get should help to obtain a clearer concept of the role of the adult leader in Scouting.

Father Image

Another view that needs modifying is that of the domination of the group or the individual member by the person of the adult leader. Scouting must question whether it is appropriate that the adult be the central figure of

all ceremonies and on most occasions.

Why should the group's "official" representative be the appointed adult rather than the elected Patrol Leader? is it really the adult to whom the Scout Promise, for example, should be made? In swinging from this emphasis on the role of the person of the adult leader, it must not be confused with the role of the personality of the adult leader.

Adult knows best.

This view attempts to ignore the rapid social and technological changes in society that results in parental knowledge and experience becoming rapidly outdated. It attempts to deny the existence of the teenage culture as an important force in the transmission of patterns of behaviour, values, and know how. It implies that the learning process is entirely vertical, from adult to young person, which it never really was, and is completely innocent of the horizontal process as exemplified by the peer group.

An understanding of these forces is vital to serving youth. Disregard them through ignorance is to invite failure. To ignore them by choice is to commit suicide.

Leader vs Leadership

Scouting should stop thinking in terms of "the" leader and start



Greater use of young adult leaders

In any modification of Scouting's thinking about adult leaders, the role of younger adult leaders should be recognized and used to a much greater extent, perhaps as activity leaders, with the older adults cast more in the role of advisers or facilitators.

Skills v Relationships

Because it can have a bearing on the concept of adult leadership, the attainment of skills must not be confused with the function of leadership. It must not be concluded that the

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

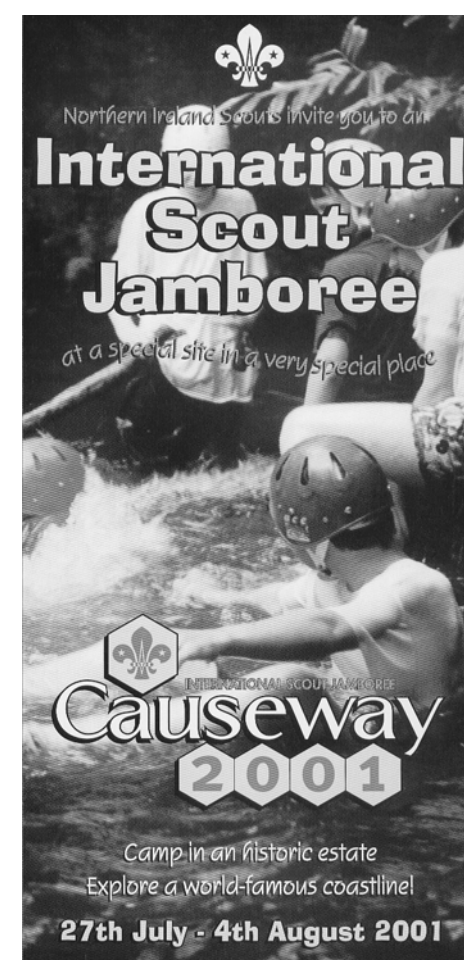
How about each individual in the group ? He must know exactly what he is going to do, and preferably why. The leader must then communicate this to him without misunderstanding. He has feelings and requires encouragement - Jim must treat him as a person, not

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.



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.

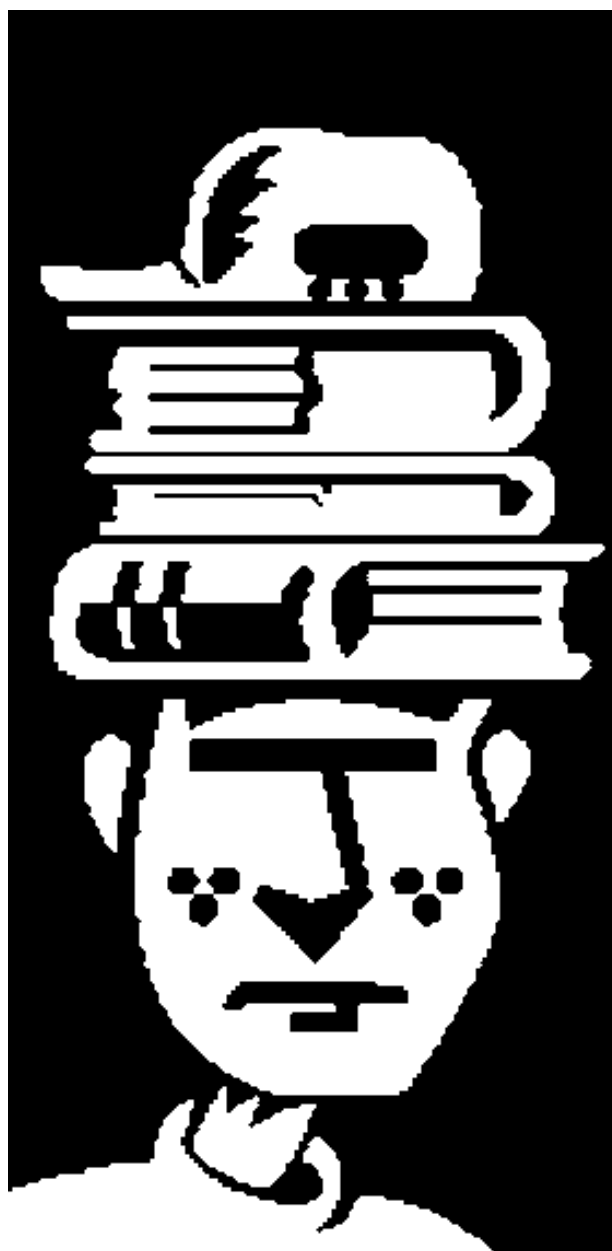
In planning any learning activity, it is important to remember that the five senses are the channels through which an individual is stimulated. Through the senses he or she makes contact with the things around him or her, and make responses which lead to the acquiring of new knowledge, skills or attitudes.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

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).

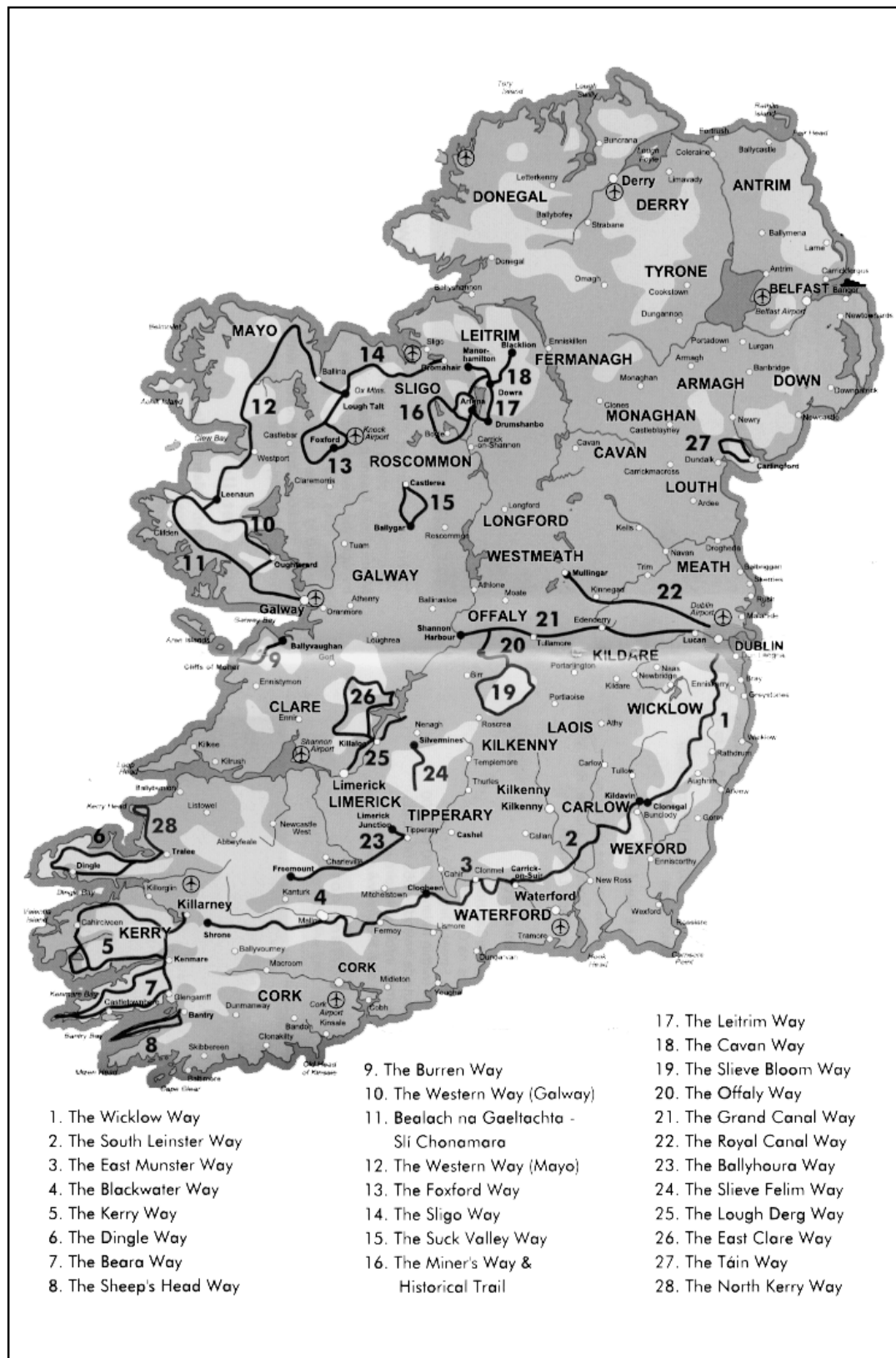
While experienced walkers may want to walk the routes from



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.

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".

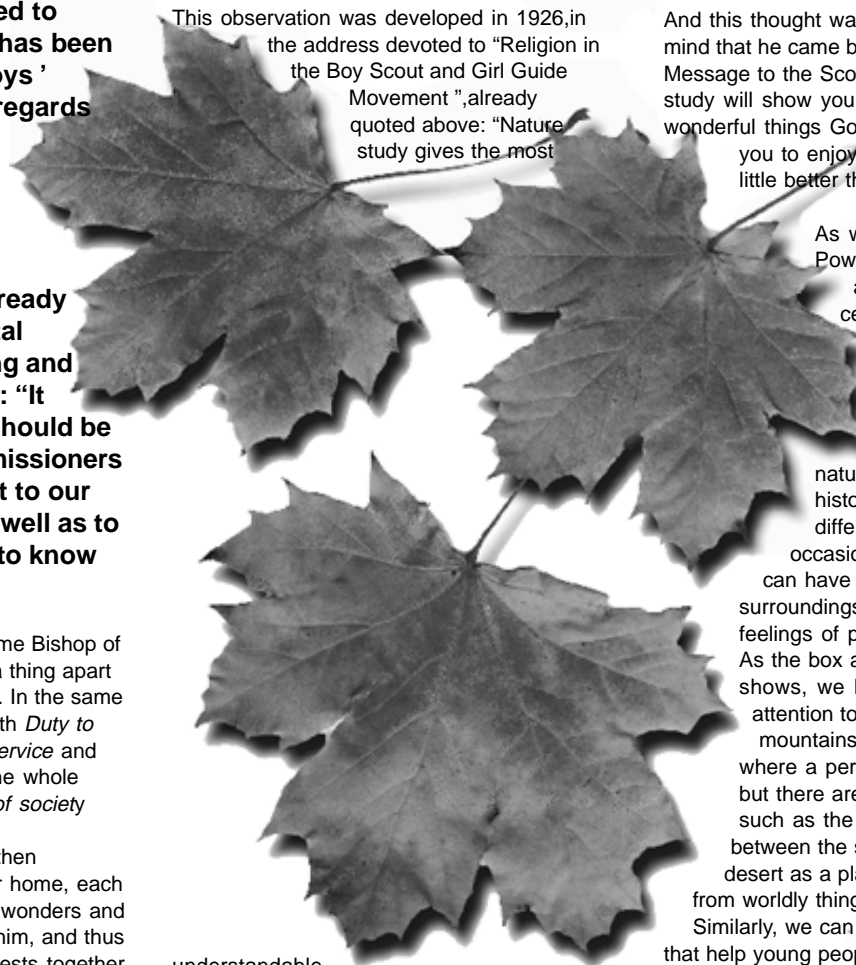
Spirit of service: "It is only through goodwill and cooperation, that is through cheerful service for others, that a man reaches true success, i.e. Happiness. For then he finds that Heaven is here in this world and not merely a vision of the next".

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.

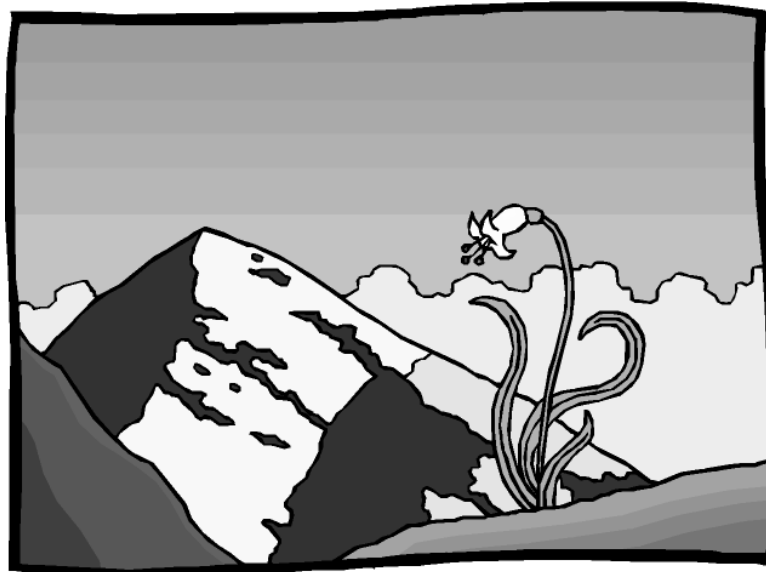
The importance of the wilderness experience

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.

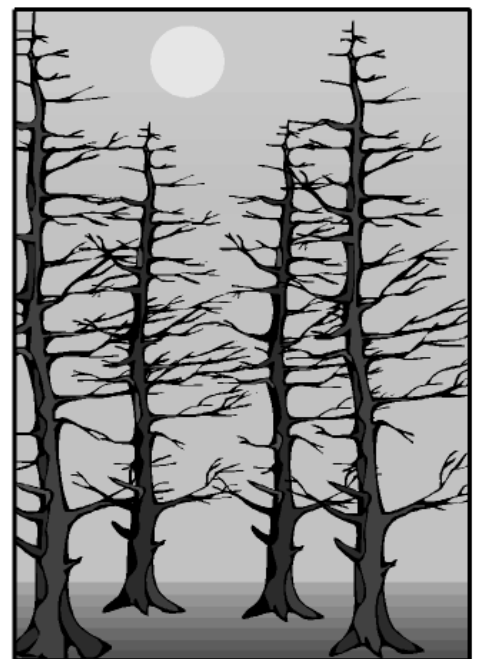
This insight should make us more willing to share our experiences with others, knowing that this is very common within the Scout family. It should serve as a strong basis for discussions relating to the meaning of life, meditations on the nature of God, a sense of mission and purpose, and service to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