

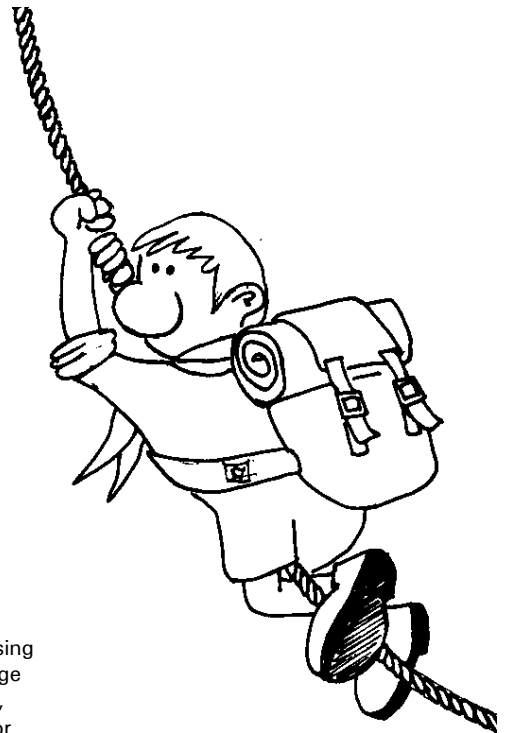
No Limits

Selected Cub Scout/Macaoimh articles from No Limits Magazine - 1999 - 2002

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Getting the balance right



As Cub Scout/Macacoimh Leaders we try to present a series of activities that will provide opportunities and guidance for the mental, physical, spiritual and social development of young people aged 8 to 11. In other words, we try to give every Cub Scout an opportunity to express all of his/her potential and talent within the programme on offer.

Does it sound like an awesome task? Even full-time parents, counsellors, and child-care professionals find it difficult. How can we expect a Cub Leader who meets his Cub Scout/Macacoimh only once a week and over a few weekends of the year to succeed?

Because Scouting doesn't expect Leaders to become full-time experts in psychology or other related disciplines, it builds into its programme objectives, some structures and guidelines to help us meet the challenge of our aim. The guidelines are flexible enough to allow different people to express themselves in their own ways, but definite enough to help us head in general directions without having to become full-time professionals.

The Cub program provides a set of programme emphases and elements to help Leaders give each Cub a program which, while suited to his own personal needs, also helps him/her develop towards becoming a confident and complete person, resourceful and responsible in his/her community. In a sense, achieving balance in the Cub programme means providing a varied, fun filled, adventurous programme that stimulates the learning needs and interests of all Cub Scouts/Macacoimh and satisfies Scouting's aims and principles.

The Cub age

Young people who are typical of the Cub age are in a phase of their development where they need to apply the things they've learned to specific tasks, projects and goals. They need space and time to focus their attention on a particular interest and to try a variety of activities. They need to feel they belong and are respected by their peers.

Physically, Cub Scouts/Macacoimh are active. They want to fine-tune their muscles and motor skills and are more ready to take on challenges that will test their abilities in these areas.

Young People of this age also need many opportunities for success and self approval, which is why best effort and friendly adult guidance are very important components of the Cub Scout programme. Although competitive activities take on some significance in this section, competition must never dominate to the

point that it belittles some Cub Scouts/Macacoimh or excludes them from status, recognition and respect. Cooperative play and team work are very important elements in Cubbing.

Recently published Educational documents related to this age group state:

1. Children are curious. Their need to explore and manipulate should be fulfilled through handling real things... The more all senses are involved, the more effective the experience.
2. Keeping the right balance between new and familiar experiences and learning activities is one of the most important tasks in the art of teaching.
3. Children have a built-in need to master situations, and they use their experience to experiment, discover and reduce uncertainty.
4. Children find self-fulfillment in successful learning and are not motivated merely by external rewards and approval...
5. Play is an essential part of learning... Through play, children can try out different styles of actions and communications without being required to make decisions they are not ready to make or to be penalized for mistakes.
6. Children learn through experience with people, symbols and things.

Programme emphases & elements

The program emphases guide us to develop activities that fit each Cub's age and ability level.

This emphases calls for activities that help Cub Scouts/Macacoimh to:

- express and respond to God's love in their daily lives
- do their best
- keep fit
- satisfy their curiosity and need for adventure and new experiences
- be creative and develop a sense of accomplishment
- make choices
- develop a sense of fair play, trust and caring
- work together in small groups and experience being a leader
- participate in outdoor activities
- learn about the natural world and their part in it.

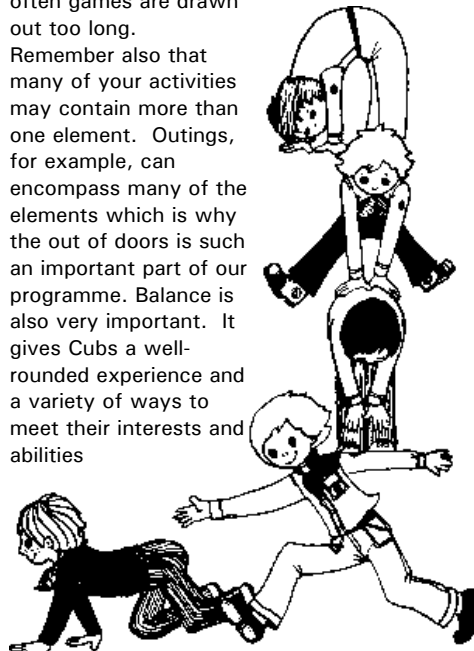
Construction

The Cub programme is constructed using a number of elements; Exploring, Badge Work and Proficiency Badges, Games, Handicraft, Music, Nature and Outdoor Activities. They are a guide for running a balanced program to give each Cub a variety of avenues and activities through which he can pursue his personal interests and needs. They also help leaders provide the variety and stimulation that young people of Cub age need. We can use each of these elements in varying degrees to develop confidence, provide opportunities for success, develop cooperative and challenging activities and help meet programme emphases. Balance is important. It helps Cubs do the kinds of things listed in the program emphases through participation in the variety of activities identified by the programme elements. The elements are related, yet each requires a certain set of skills that may be attractive to some young people but not to others. By giving Cub Scouts / Macacoimh an opportunity to explore their skills and capabilities and develop an understanding of a wide variety of things, a balanced programme contributes towards their development as whole individuals.

Most Leaders don't have all the answers so we suggest you look for resource people or fellow leaders who have the expertise so that we can provide the necessary balance. In your program planning, be prepared to cover each of the elements on the basis of equal importance. There's no specific formula to say how much time you must give each element to have good balance. By their nature, certain elements require more time, but this doesn't mean one is more important than another. Use your best judgment and feedback from your Pack.

The important thing is to cover all the elements in your programme. Outings take more time than other things, and often games are drawn out too long.

Remember also that many of your activities may contain more than one element. Outings, for example, can encompass many of the elements which is why the out of doors is such an important part of our programme. Balance is also very important. It gives Cubs a well-rounded experience and a variety of ways to meet their interests and abilities



We Need your input.

Cub Leaders are requested to keep us informed of your activities and events. Send in your articles, ideas for meetings etc. to the Cub Team.

Mark from the Cub advisory team has set up a terrific Web site which may be accessed as follows :

<http://msnhomepages.talkcity.com/HobbyCt/cubscouts/>
or you may contact the team at :
cubteam@ireland.com

First aid in the 80th Cork

We received a great story from Niamh Hunt about how her Macacoimh took part in a first aid programme

A First Aid training session was provided for the Little Island/Glounthaune Cub Scout Pack (80th Cork Macacoimh) in association with Janssen Pharmaceutical Ltd. Donal Twomey (Elite Ambulances) and Janssen First aiders conducted the training sessions in order for the Cub Scouts to obtain one of their Merit Badges namely the First Aid Badge.

As there was quite a lot of work involved in completing the badge the training was conducted over 2 nights. The first night focused on CPR and the second on the remainder of the badge requirements.

Mayhem erupted over the 2 nights when the Macacoimh got hands on experience on conducting CPR, putting on bandages, and learning how to treat wounds and burns. The sessions were a great success enjoyed by Macacoimh and Instructors alike.

At the end of the two nights training, Twenty Four First Aid Badges and Certificates of Attendance were presented to the Macacoimh.

Codes &

BREAKOUT



Secret messages

If you want to add excitement and mystery into your wide games and meetings then using codes and ciphers to impart information is a great way to get your Pack buzzing.

Secret codes are of ancient origin. The sacred Jewish writers of ancient times sometimes concealed their meaning by reversing the alphabet, that is, using the last letter of the alphabet in place of the first, the next last for the second, and so on. Spartan ephors communicated with their field generals by means of messages written across the adjoining edges of a strip of parchment wrapped spirally around a staff called a scytale. Once unrolled, the message could be read only by wrapping the strip on an identical staff. Julius Caesar used a system of advancing each letter four places, commonly called a Caesar shift.



In recent history we now have bar coding, encrypting of computer disks and many more methods to disguise a message so it cannot be read. You Cubs don't have to be experts in this discipline in order to get involved. The simplest of codes is assigning a number for a letter A=1 B=2 etc. the trouble with such a code is that the solution is easy to detect. If you have never used codes as part of your activities then it is best to use a very simple code like the number code at first so that they get used to the concept. As the idea of codes is understood develop a special code or a two or three codes that can be used all the time in your Pack. By building up a collection of codes your Sixes will understand how they work and how to break them. In most games

involving codes they are used to slowdown competing teams. The team who can break the code quickest has a slight advantage. However, if the codes are not understood and are hard to break then the game is killed stone dead and what was a device to add drama and excitement becomes the rock on which it flounders. It might be a good idea to have a Pack code book that each Six can bring with them when taking part in wide games or if you are introducing a new code have a solution sheet as one of the objects you collect (from a friendly spy) before a code message is encountered.

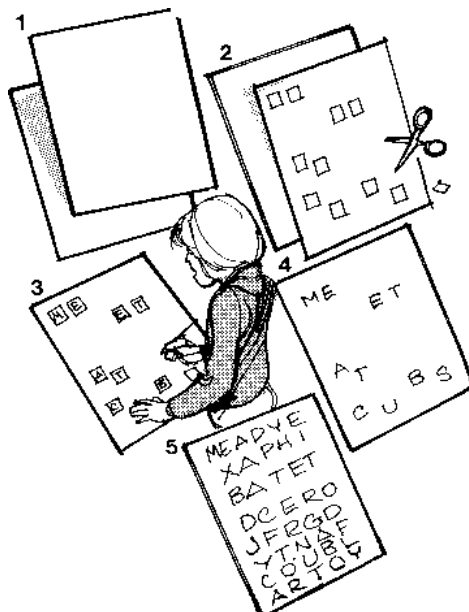
Codes

Vowel change

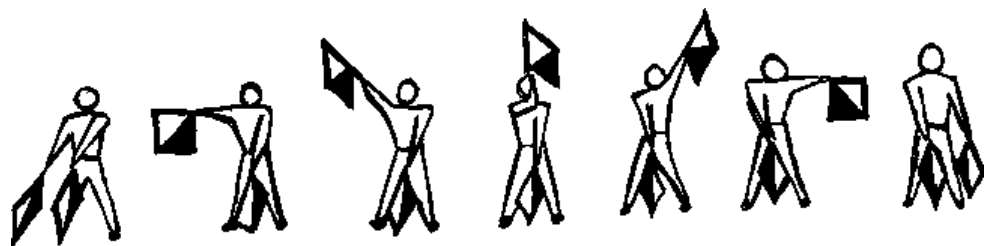
Change the vowels in words to set letters A becomes J, E becomes K, I becomes Z, O becomes X, U becomes Q. A simple message like 'Meet at the Scout Den tonight' becomes 'Mkkt jt thk sexqt dkn txnzght' and if you then write the code in groups of 4 letters it then becomes 'Mkkt jtht ksex qtdk ntxn zght' a simple operation but a hard code to break if you do not know the solution.

Back to front

Another simple code is to write the words



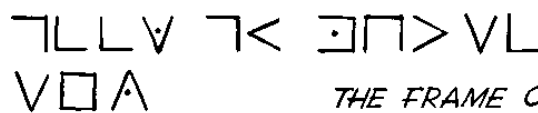
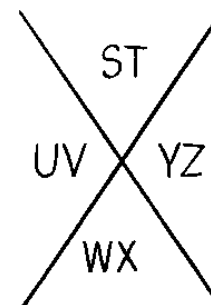
back to front for example 'Go to the oak tree in the park' becomes 'og ot eth kao eert ni eth krap' and again if you use a grouping device say in groups of 5 it becomes 'ogote thkao eertn iethkr ap'



Trellis device

A trellis device is a windowed card which when placed on a jumble of letters allows a message to be read through its windows. If you do not have the correct trellis then any number of messages can be created from the jumble but what is the correct one. This is a nice one for a wide game as obtaining the trellis can become a major part of the game with the coded message the final objective before heading for the treasure.

AB	CD	EF
GH	IJ	KL
MN	OP	QR



THE FRAME CIPHER

The grid code

The grid code, that was first used in the American Civil War, uses a grid to assign a location on the grid for each of the letters. The code provides a message that does not contain letters or numbers but rather a collection of squares and dots. This is a popular code in Scouting circles as it is easy to remember the grid

structure which is based on a X's and O's grid.

The Morse code

The morse code still used by radio hams

and operators but overtaken by technology is a great code for transmitting messages by sound and by light flashing as each letter is made up of dots and dashes – a dot being a short flash or buzz and a dash being a slightly longer flash or buzz. When using this code with your Pack it will be necessary to exaggerate the length of dots and dashes and pause between words so that the signal can be written down by the receiver. It is a great way to add drama, in particular during night games. You will need to supply a code sheet to the receiver as it is difficult to remember all the code.

Semaphore

Semaphore is a particularly Scouting code. Originally used by the army to signal over long distance hill top to hill top it relies on the positioning of flags to determine a letter. It can

be simplified by creating a grid of 5X5 squares and assigning a letter to each. Each Grid square is assigned two semaphore signals so that the letter A is signaled by two flashes of a flag. It is only necessary to know the first five semaphore signals using this method.



Foil Cooking

Foil cooking is an excellent outdoor adventure for your Cub scouts/Macacoimh to try at your local campsite. All that is required is some aluminium foil, a fire and a selection of food. Each Six armed with some basic utensils can cook their food using a number of methods and the whole experience should be run with 'learning by doing' to the fore.

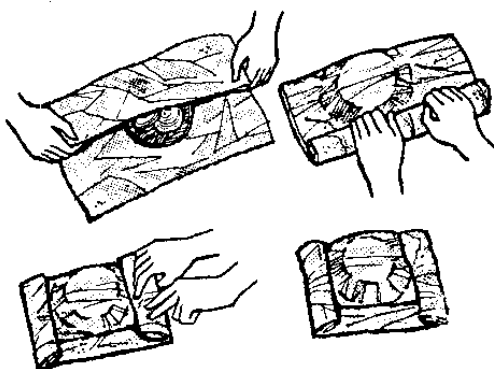
Getting ready

You will need a good supply of good hot embers. A keyhole shaped fire allows a main fire to be made in the main circle and hot coals can be raked into the smaller area for cooking. You can also consider giving each Six a bar-b-que pack which can be purchased in your local supermarket, or make a bigger bar-b-que type fire in a barrel. However, there is a certain romance attached to making your own fire and cooking your food on it. Opt for the bar-b-que option only if a 'real fire' is not possible.

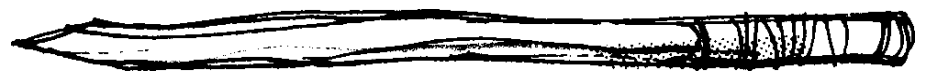
Choose heavy duty foil rather than the domestic version as it can be a bit light or use two layer of light foil.

Food is a matter of choice. It is usually a good idea to ask your Cubs to bring their own food to the activity suggesting some possibilities. These could include - burgers, sausages, corn on the cob, onions, mushrooms, tomatoes, a potato, an orange, an egg etc. it is best to suggest foodstuff that cooks quickly. Chunks of meat should be avoided as it is hard to get all the items cooked at the same time.

You will need a plastic sheet for each Six on which to prepare food. It is also a good idea to have a plastic lunch box or small plastic bags in which prepared food can be placed before cooking. Taking care with the preparation and hygiene will discourage flies and insects and avoid upset tummies later. Be sure to tidy up after your meal.

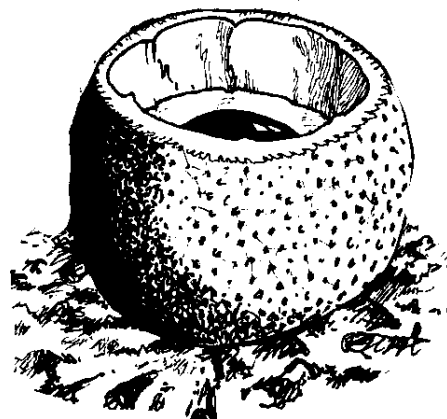


Create cooking sticks for kebabs by peeling off the bark of a green stick



Sixes will need to be supervised so that nobody or nothing is burnt. A first aid kit will need to be available. Leaders should allow Sixers to direct their Cubs in the cooking operation making sure that safety is maintained and everyone has an opportunity to prepare and cook their food. Sixes should also be responsible for cleaning up their area afterwards.

Try these ideas with your Cub Scouts / Macacoimh

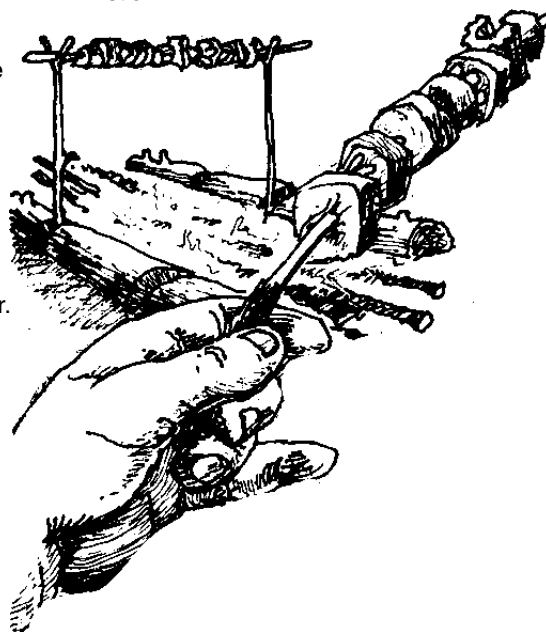


Egg in orange

Ingredients (per person): 1 orange and 1 or 2 eggs.

Method: Cut an orange in two, eat the contents without damaging the skin, break an egg into the orange shell, set the shell in the coals of an outdoor fire and allow to cook. When done, eat it from the container.

Foil Parcel



Onion eggs

Ingredients (per person): 1 large onion and 1 egg.

Method: Cut the onion in half after removing the outer skin. Remove internal contents except for three remaining outer layers. Break egg into shell and set in the coals of an outdoor fire to cook. When done, eat from the onion container after removing the outer scorched layer. Eat the onion, too, if you like - onion has Vitamin C.

Kebab

Use a metal skewer or a 600mm straight green stick with the bark removed about as thick as a lead pencil and point one end. Cut tender beef steak or lamb into 25mm squares; it may be marinated, it need be or you could use balls of mince meat. Peel onions and cut lengthwise once; separate the layers. To get fancy, cut up bacon, quarter tomatoes, slice cucumbers, or quarter green peppers, as you wish. Alternate slices of meat with vegetables on skewer then put over or beside hot coals, turning to grill evenly. Let everybody do his own. Eat right from stick.

Foil shish kabob

Ingredients: Meat in 4cm Cubes, rings of onion, potato, tomato, bacon, pineapple, banana.

Method: Make a skewer out of a thin green stick (without bark) or piece of clean fencing wire. Thread meat cubes on the skewer, sandwiched with rings of onion, potato, tomato, bacon, pineapple and banana in any order or combination. Wrap in foil and cook in coals for 15-20 minutes, depending on the heat

Burger in armour

Wash, peel and cut in 4mm slices a medium potato and a large carrot. Double foil into a 460mm square and spread the vegetables on one quarter of it, leaving a 50mm margin around them. Put a handmade burger of mince meat or a thawed out frozen burger beside the vegetables. Salt the vegetables, but not the meat; pepper, if you like. Add slices of onion and a dab of butter. Wrap in foil and leave room for expansion. Set on not too hot coals and cover with more. Cook 15 to 20 minutes. Eat from foil.

Camp bread

Make camp bread mixture-a moderately stiff dough with these ingredients: 1 teacup flour; 1 teaspoon salt; 1 tablespoon sugar, 1 teaspoon baking powder. Pat the dough into a round fairly flat cake. Wrap loosely in foil to allow for rising. Cook for about 10 minutes. You can also make a 'twist' by rolling the dough into a sausage shape and wrapping it around a thick stick to slowly cook beside the fire.

Chocolate Banana

Ingredients- 1 large banana, 3-4 pieces of chocolate 1 cm square.

Method: Slice a fine opening along the skin of the banana and carefully press the pieces of chocolate into the banana at intervals. Wrap the banana (still in the skin) in double foil and cook for 5-10 minutes-

Foil cooking times

Cooking time will depend on such factors as the size of the package and the heat of the coals; if necessary, peep into the package to see if it is done, but be sure to seal it up airtight again before replacing it in the coals. When cooking several things together, you must, of course, allow enough time for the slowest one to cook.

Some suggested foods and approximate times -

Food	Time (minutes)
Mince beef	8-12
Sausage	5-10
Lamb Chop	20-30
Fish - whole	15-20
Fish fillets	10-15
Carrots - sliced	15-20
Potatoes - whole	45-60
Potatoes - sliced	10-15
Apples - whole	20-30
Corn Ear	6-10
Onion - sliced	10-15



Exploring the countryside



Hiking, trailing and exploring are key activities of the Cub Scout/Macaoimh section. They provide excellent opportunities to put in to practice skills learnt at meetings and lay down base skills for later Scouting adventures.

Before you begin

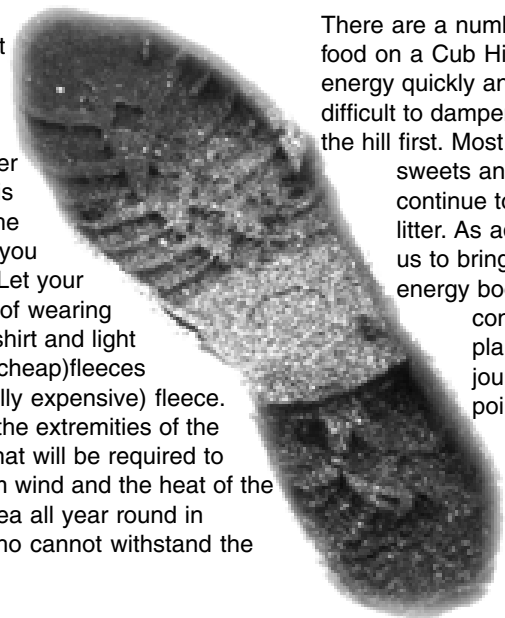
Your section will need a little guidance before you begin. As you will be travelling through wild countryside and perhaps over mountain tops it will be necessary to prepare your section so that they can complete the hike in safety and enjoy the activity.

At a number of meetings prior to your hike date you will need to cover the basics - What to wear, how to pack a rucksack, food on the trail, map reading and shelter and safety precautions. As the Cub Scout /Macaoimh progresses to the Scout section they can improve and polish these skills however within the Pack the Leaders role should be to cover the basics.

Clothing

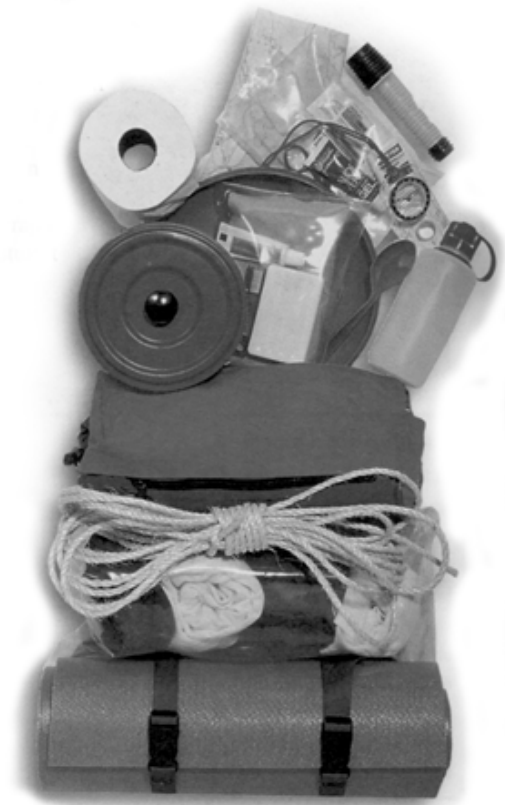
Most young people of Cub age are directed by their parents as to what they should wear and if any decisions are taken by the young people themselves it will be with regard to what they should wear playing on the street. In an outdoor environment such as open countryside the consideration as to what you should wear is completely different. Such factors as wind chill, exposure to the elements, driving rain etc. can greatly impact on what you wear. A good rain coat is a must as is a good pair of boots. For Cub hikes Wellington boots are a good alternative to trainers. Some will have hiking boots and they should be encouraged to wear them. Trainers should be discouraged as they provide very little ankle protection. Each young person should wear two pairs of socks both for comfort and as a protection against blisters.

When you start walking it can be cool and as you walk and heat up some clothing can be discarded. If the weather changes it can be put back on. A simple concept to an adult but to a young person it is hard to get across the dangers, in particular, wind chill and exposure. Some time at your meeting explaining the concept of layering clothing and the effect of wind and wet on body temperature may help them to understand. On the trail however you will need to be aware of this situation and keep an eye on the strip down which can occur as you climb a mountain for example. Let your Pack experiment with the idea of wearing two or three t-shirts instead of shirt and light pullover. Or wearing two light (cheap)fleeeces instead of one big heavy (usually expensive) fleece. Most body heat is lost through the extremities of the body in particular our head. A hat will be required to keep heat in and to protect from wind and the heat of the sun. Gloves are also a good idea all year round in particular for younger hands who cannot withstand the cold as adults do.



Carrying

Every thing that we bring on a hike has to be carried with us and that means in a rucsac and on our back and not in plastic bags. The rucsac will contain extra clothing, raingear, food, equipment. A simple day pack will be all that is needed by each Cub Scout/Macaoimh. Those new to hiking should be shown how to pack a rucsac for ease of use - soft stuff to the back - last in first out. The packing of the rucsac and the preparation of a lunch etc. should be done by the young people themselves, this can be indicated to parents when informing them of the hike. Be careful to point out that they will have to carry their rucsac all the way and try to indicate the weight of each item - the weight of essential survival items such as clothing as against a two liter bottle of coke which seems to be a stable companion of



most cub hikes. There should be nothing hanging from the rucsac, everything inside. Coats or boots or other such objects swinging from the back can unbalance the wearer or catch in low branches or fences as well as the fact that they look unsightly.

Food

There are a number of considerations with regard to food on a Cub Hike. Young people will be using up energy quickly and they travel on the hike and it is often difficult to dampen their enthusiasm to reach the top of the hill first. Most young people will be stocked up on sweets and bottles or tins of coke or 7up and will continue to eat them along the trail - what out for litter. As adults all the handbooks will encourage us to bring Mars bars and chocolate to give an energy boost so it will be difficult to control the constant munching. It is best therefore to plan a number of rest points into your journey and confine munching to these points. Crossing a river, resting to admire the view, at destination points. If there is collective munching it will allow sharing, litter control, monitoring. Our aim should be for the young people in your section to eat a good lunch rather than munch sweets.

Lunch need not be just straight sandwiches. You could ask your Cubs/Macaoimh to prepare foil packs before they go consisting of a burger and chopped up potatoes and onions which can be cooked at the lunch stop perhaps on a big communal fire if visiting a campsite or on bar-b-que tinfoil packs. Leaders should be aware of the many opportunities that exist around the days adventure. Firelighting for example is a trill for most young people and difficult to master without the use of fire lighters or paper. Laying the fire, collecting firewood, maintaining the fire and perhaps boiling water for a cup of tea are all great achievements for a young person. Leaving the area without a trace that 24 Cubs have been here is also an achievement, so plan in as much as you can into your lunch stop. Cub hikes tend to be more flexible than Scout hikes in terms of the duration and route taken and therefore it is best to break your hike at lunch time and do a number of activities rather than route march them all day. This method of hiking and exploring allows the young people of your section to explore and get to know the area a little better. Lunch time also allows you an opportunity to pass tests - fire lighting, tracking, and basic map and compass skills.

Finding your way

If you don't feel confident in either leading a hike or the selection of routes then seek help from the Scout section or the Venturer Section. In fact inviting Patrol Leaders from the Troop to help is an excellent way to introduce your Cubs to the Patrol Leaders and smooth the transition to the Scout Section. It is best to get away from roads and onto tracks and walk ways. There are numerous walkways and trails now sign marked around the country so you don't have to undertake tracks across open countryside if necessary.

No matter what track you use you will need to know where you are going and where you are at any given time and that is when you will need some map and compass skills again seek assistance if you are not up to full speed- the Scout and venturer section. In planning the route and walking the route use the map. You could also photocopy the map or have a map available for each Six so they can determine where they are and allow them to feel happy about map reading. Spend some time pointing out feature so that they can find them on their maps. Assign a Six to be the 'Leaders' of a particular section of the hike. Practical on the ground experience is using the 'learning by doing' concept to it best.

Be aware of any dangers along the trail such as step ground, ravines and cliffs and travel with care over these sections of the trail. Crossing of rivers add to your adventure but do so carefully, no messing, as there is nothing worse to dampen the activity than a cold and wet Cub who has fallen in.

Check for escape routes along your trail in case of bad weather or accident.

Safety and survival

Your Cub Scouts/Macaoimh need to be aware of what to do in an emergency - if they get lost, if you have to build shelters in case of bad weather, if someone is injured. This can be done easily at meetings and on the hike you might consider building lean to shelters or carrying an injured person on a stretcher or bivvy bag for some distance as a practice exercise. You should also get your Cub Scout /Macaoimh to make their own survival kits, to be taken on all outdoor activities (in real terms they may never be used but you never know and it add to the adventure and show them that they need to be prepared for any eventuality)

The Crystal Maze

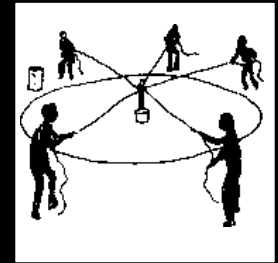
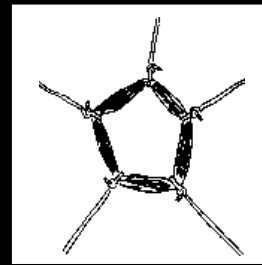
BREAK OUT

A number of puzzle bases are created, number of bases are determined by number of Sixes in your Pack/Gasra, and linked by obstacle course elements. Each base has a time limit and Sixes move between bases at a blow of a whistle.

Zone 2

Water Transfer

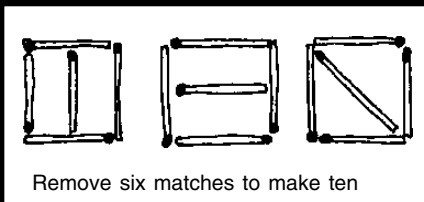
Using the device shown - strong elastic band with strings attached - transfer water from one container to another. Six can only operate outside marked out area.



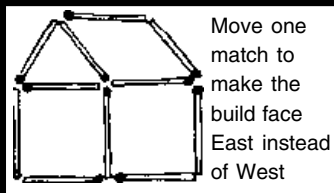
Zone 1

Match Puzzles

Use large poles or long bamboo poles to represent matches

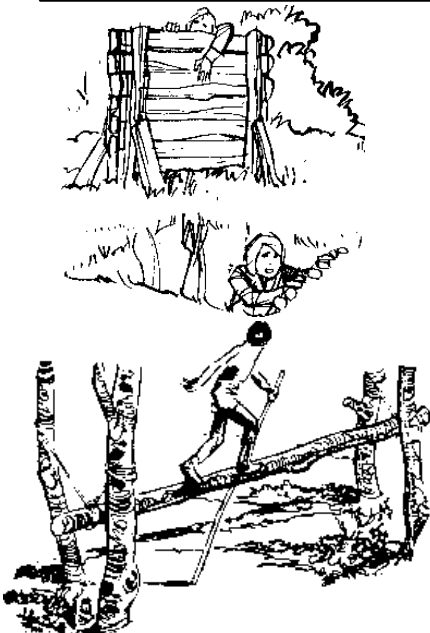
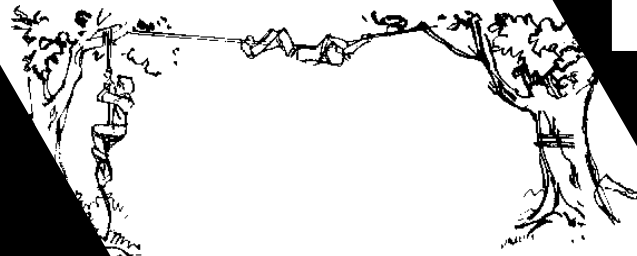


Remove six matches to make ten



Move one match to make the build face East instead of West

Ask Patrol Leaders or Venturer to assist in setting up and managing the obstacles

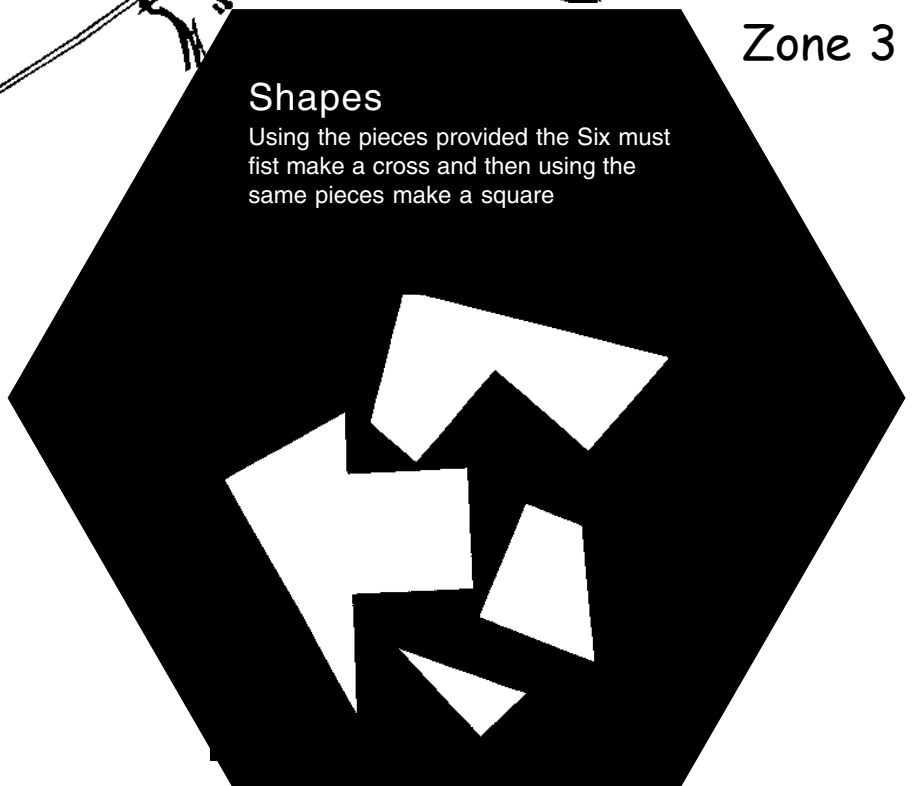


Award crystals (marbles) to each Six if they complete each Zone. The number of marbles held translates into time in the 'Crystal Dome'. The 'Crystal Dome' can be a roped off area in which the Six have a set time to eat as many cream crackers as possible within time limit. Winners receive small trophy or prize.

Zone 3

Shapes

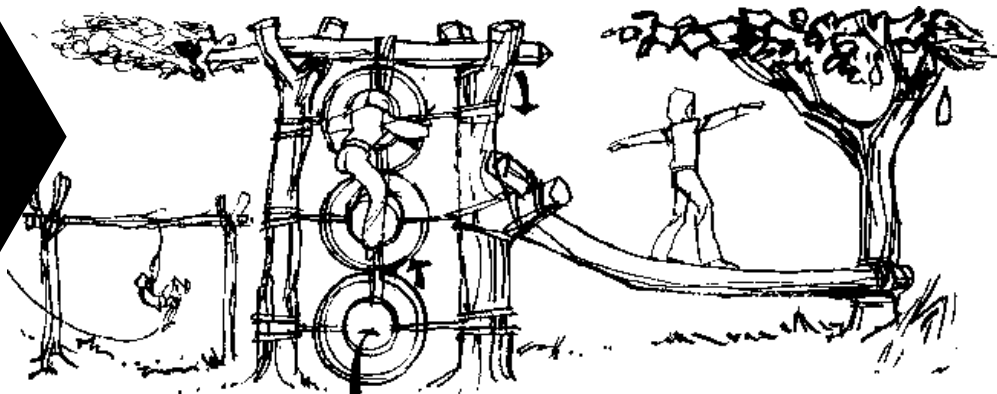
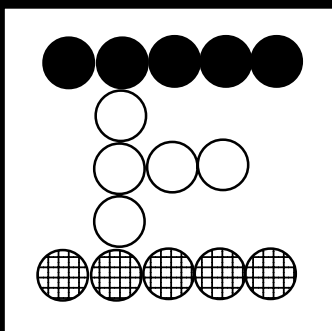
Using the pieces provided the Six must first make a cross and then using the same pieces make a square



Zone 4

Train Shunt

Six are presented with puzzle card layout as shown. Black and check circles are coloured counter pieces. Six have to move counters from one side to the other using the shunt.



Summer Fun



The Summer allows us to introduce new and exciting activities and outdoor meeting that are sometimes not possible at other times of the year. We want our Packs to be active full of interested and enthusiastic Cubs Scouts and Macaoimh. The attendance may be low or erratic as members go on family holidays but if the constant of your meeting exists then members will only be missing for one or two meetings in the period.

Here are some ideas for summer evening activities which involve little preparation

- Wide Games - ask Patrol Leaders and Venturers to lend a hand
- Fire Lighting and backwoods cooking
- Making a video
- BMX racing
- Conservation Projects
- Local visits
- Bar-b-que
- Nature walks
- Sports Centre visits
- Joint meeting with another Pack
- Proficiency badge courses

For the more adventurous.....

Medieval Fair

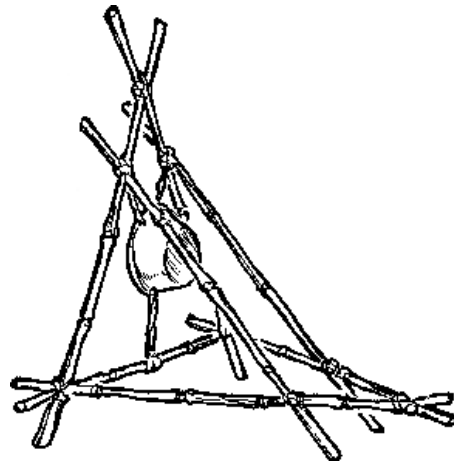
Hold a midsummer fair one evening ask Cub Scouts and Macaoimh to dress up as peasants or noblemen and to come ready for anything. A medieval fair would involve games and challenges for those attending as well as dancing and feasting. Provide each Cub Scout/Macaoimh with a currency for the fair. Paper 'groats' can quickly be made up and printed on a photocopier. Here are a few suggestions for activities to include in your evening.

Jesters

Every fair has its own jester who could not only make people laugh but was often an accomplished gymnast and juggler. See which Cubs/Macaoimh can keep three tennis balls going for the longest or can stand on their heads

Stocks

Village criminals were strapped in stocks and rotten vegetables were thrown at them. Fix one of your leaders in a pair of stocks and throw wet sponges at him/her.



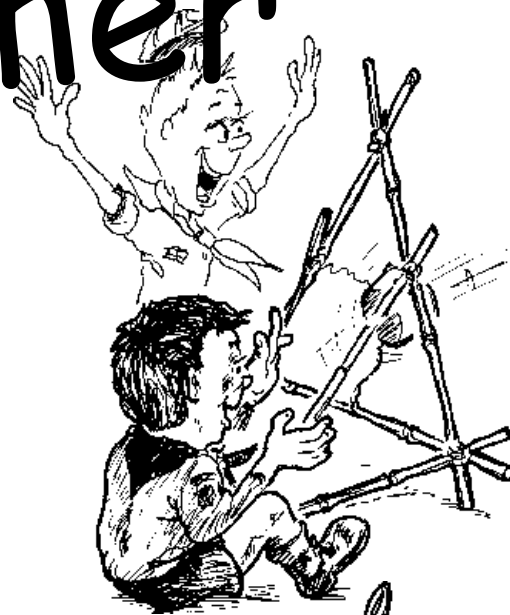
Make a ballista using bamboo canes and elastic bands

Rolling for a pig

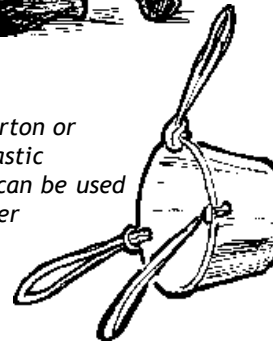
A game like skittles was played, the winner of which would receive a pig as their prize. Provide a skittle alley and give out a sausage to any Cub who can knock all the skittles over with three balls. Have a roasting fire going so winners can cook their prize.

Apple bobbing

Eating apples are placed in a basin of water. Apples are retrieved using your mouth only. Apples can also be hung from strings

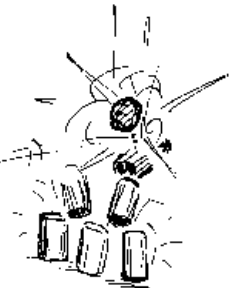


Yoghurt carton or similar plastic container can be used for launcher



then spray them with a jet of cold water .

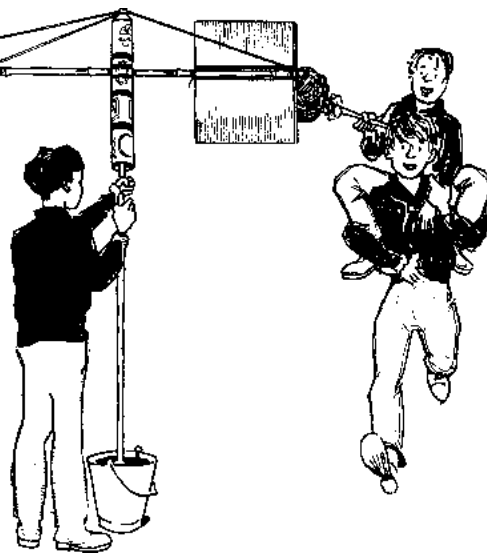
Chariot races and sedan chair races
Each team makes a simple chariot from three poles lashed together in an 'A' shape or in the case of a sedan chair two poles lashed to a chair.



Trails

Trails often provide an opportunity to present a number of different activities on a piece of rough ground, woodland or park. These activities are then done in a rotation fashion starting at one event and moving clockwise to other events on the blow of whistle. Some items to consider...

- Making a thimble of tea
- Finding the correct key for a treasure chest from a selection of keys hidden in a tree.
- Raising a flagpole and flying a flag
- Building a tower or a tree platform
- Tracking signs
- Compass directions
- Blindfold trail
- Blood trail (use tomato ketchup)
- Wool trails
- Cook a sausage
- Make a human pyramid
- Break a code
- Fire an arrow into a target
- Fressbe golf
- Inititive tests



Cock Fighting

Mark out a circular play area with chalk or string. Two Cub Scouts/Macaoimh sit down on their haunches and fold their arms. The idea is to knock your opponent over by barging into them. The game is lost by falling over, unfolding arms or standing up.

Fortune teller

Dress up a leader or parent as a fortune teller and use an old goldfish bowl as a crystal ball. Tell the Cubs/Macaoimh that they are about to have a surprise

National Cub Scout/Macaoimh Advisory Team Aims.

It is my intention as the newly appointed National Commissioner for Cub Scouts/Macaoimh to structure the department in the following fashion, thus allowing my team to provide a service to all leaders involved in my area. By doing this, it is my hope that it will enable leaders to provide a good and active programme for their members.

- The Cub Scout/Macaoimh Advisory Team will be available every Tuesday between 7p.m. and 9p.m.
- A full team will be appointed to look after all areas participating in my department, i.e. Adult Leaders, Programme Support, Events, Young Members, Resources, Training, Seminars and Conferences.
- I will have representatives in the South (based in Cork), in the North (based in Belfast), in the West (based in Galway) and myself for Dublin and Leinster.
- There will be at least two Leaders' Conferences/Seminars organised yearly in each of the represented areas.
- Events other than the established ones such as "The National Quiz", "The National Fun Day" etc. will be organised on a field bases as required.

Looking forward to your support and friendship in the years ahead

Yours in Scouting,

Anna Davy
National Commissioner for Cub Scouts/Macaoimh.



ADVENTUROUS ACTIVITIES

Adventure and the chance to experience it are as essential to a young person as food and love if they are to develop into a capable and happy adult. A sense of adventure is the need to satisfy natural curiosity. It is one of the most vital human qualities. Every new thing a young person comes across in their environment is a puzzle and a challenge. One problem facing Cub Leaders in handling the adventurousness of Cub Scouts/Macaoimh is finding ways of protecting the members of your Pack against their own desire to do and discover, while not damaging this desire. The Cub programme can provide an environment that is essentially safe yet full of challenge.

Adventure need not imply danger. For a young person almost any new experience, such as lighting a fire, and that in itself is a novelty these days, or going on a train for the first time, is a thrilling adventure. Some people are so concerned about physical safety that they do all they can to curb natural adventurousness. Many children live hedged in by embargoes of all sorts. Even the four walls of the Pack meeting place inhibit curiosity and adventure. Young people are often made so conscious of the dangers of being adventurous that they cannot give expression to their need to find out by personal experiment.

Many young people, particularly those living in cities, can never find round them all the chances they crave for the excitement of a real adventure. Our Founder Baden Powell talked of "the fresh excitements of new adventures." Cub Leaders can contribute by providing a challenging task or expedition. Journeys can be devised which need imagination and involve decisions - do you see one of our objectives being met here? Imaginative adventure too may set the scene or fill a gap. When a young person who has never been near water and boats reads or hears a story full of children who sail and camp and explore on their own, they identify with the children and live their adventures. Apart from fictional and real-life adventure stories, young people need fantasy that is not based on reality. "Theme Activities" can arise from stories of knights in shining armour, of dragons and monsters, of young people

fighting against impossible odds and winning, all give deep satisfaction.

Nobody is born bored. In the morning of our lives a caterpillar is an astonishment and a birthday cake is a marvel, but somewhere en route we adults lose our enthusiasm and our sense of wonder because we are afraid to reveal our real feelings. Without enthusiasm, we are blind and deaf and only half know our World. We must give our Cub Scouts/Macaoimh a wide variety of experiences. Some occurrence, commonplace to an adult, may be an adventurous activity for a young person. Every young person who becomes a Cub Scout /Macaoimh expects adventure. They will hope for unusual experiences, exciting happenings, the challenging and unexpected! You must provide these in your programme and fact that they do things away from their parents may be adventurous in itself.

Adventure, like looking at a work of art, is experienced inwardly and individually. There are few new experiences that hold no prospect of adventure, e.g. one Cub said to his Cub Leader, "I can hardly wait until the weekend to have that ride in a train "It was his first!

We must have all noticed how to some people things always seem to happening: however ordinary their backgrounds, they attract curious experiences, odd encounters and humorous incidents as a light attracts flying insects. The reason is not hard to find; they are on the look-out for the unexpected, and alert to the unusual; they are actually aware of the never-ending strangeness of life. This habit of mind is reflected in their choice of friends, in their holidays and spare time occupations and in their work; it shows in their conversation, in their ability to listen as well as to talk, in the avoidance of cliches and mistrust of accepted forms of thought.

How different, how dull by comparison, are the lives of those who find nothing extraordinary, nothing to wonder at in their daily round,, who within their protective shell of convention, have grown incurious or too timid. Who can tell us which undergoes the greater emotional experience - the young person exploring for the first time the source of a stream a couple of miles beyond his back garden, or the climber on the final peak of Everest.

If I were asked to hazard a guess I would say the former; for there is an essential quality in a young persons imagination, in their enjoyment of experience, which is usually submerged by the sophistication of maturity; their sense of adventure is still undefiled by complicated



motives, his fancy unfettered by facts and figures. It is possible that in the retention and development of this quality lies the hall-mark of the artist. Certainly something of it is necessary to the art of adventure, and it is a serious defect in the education of the average child that so little is done to preserve it. For the art of adventure is a large part of the art of living; lose it and life becomes drab.

Clearly, adventure is in the mind of the adventurer; its intensity and its value depend upon the perception and imagination and can only be measured by those experiencing it and then only with their own personal yardstick.

Of course you cannot measure something you have not experienced. Make adventurous activities a reality.

The Cub programme heralds a demand for imaginative, resourceful and qualified Leaders to create all kinds of experiences. We should realise that our physical environment has a tremendous impact on young people rather than in our egg-crate Pack headquarters. Have you thought of the effect of space, clouds, patches of blue sky, trees, flowers, asphalt pavements, ugliness, pollution on a young person? Young people thrive when they can touch, breathe, see, hear and feel beauty. The outdoors is a never ending source of discovery and adventure to a young person.

The following lists, will enable you to generate ideas with other Cub Leaders so that Cubs may have experiences, and adventurous activities. Use these lists as your IDEA BANK:

Signaling over long distances.
Outings with modern flavour - move an atomic warhead - land on the moon. Mock rescue - aircraft crashed in mountain.
Kite flying.
Making and sailing model boats on an outing.
Lay a trail.
First aid in a realistic way - surprise element.
Climbing trees.

Den building - test thatching by throwing a bucket of water over it.
Sausage sizzle with a theme.
Parent - Cub hikes
Cowboys and Indians
Wide games.
Special Pack meeting - theme TV heroes.
Chariot Races.
Scavenger hunts.
Explore rock pools.
Star gazing.
Treasure hunts.
Smoke signals.

Blindfold trails.
Semaphore with torches.
Nature ramble dressed up for big game hunt.
Cycle trials or scrambles
Tarzan fun - swinging on a rope.
Scavenger hunts with torches.
Explore cave
Tin lid fires
Catch frogs
Mystery trip
Robinson Crusoe night
Float fire on water
Climb a mountain
Visit farm
Visit wildlife reserve
Go tadpoling
Crabbing
Sand castle

Visit fire station
Visit Garda station.
Boat trip
Visit Soft drink factory
Night hike
Mystery hike
Planetarium
Polythene slide
Treasure hunt
Water fight
Water slide
Greasy pole
Kite derby
Rodeo
Bikeathon
Commando course
Day at beach
Fishing trip
Explore rock pools.
Island expedition.
Climb a hill.

Life saving practice.
Making rafts.
Obstacle course.
Mystery trips.
Obstacle trails.
Knot tying under difficult conditions.
Billy swinging - full of water.
Wide game with clues forming telephone number to be rung.
Dam building.
Fording a stream.
Making a stretcher.
Tree huts.
Rope climb.
Tinfoil cooking.
Codes and jumbled instructions.
Bike hikes.
Torch hikes.

Finding the abominable snowman.
Boomerangs
Stilts
Tarp shelter
Hobo stoves
Gold panning





Bamboo Cane Pioneering

Basic Principles

Cubs and Scouts can build pioneering projects with nothing heavier than garden canes lashed together with elastic bands. You will need an assortment of garden canes of different lengths and a good supply of elastic bands. For very light work you can link two or three thinner bands together with reef knots but for general purposes you will find slightly heavier bands more suitable.

When lashing with elastic you must keep the band at full-stretch all the time. It is a waste of effort to work with a slack band, in the belief that you can draw it tight with 'a good hard tug' at the end.

The illustration shows how to put on a square lashing when working near the end of at least one cane. Simply loop the band round one cane, turn it round behind the other and follow on until you have used up most of the band. The lashing can then be 'locked' by stretching the last cm. or so and slipping it over the end of one of the canes.

When no free end is available for the final 'lock', a good idea is to push a spent match or piece of stick into the lashing and then loop the band round both ends of the match.

A Self Supporting Flagpole

Now that the principles of instant pioneering have been mastered, a simple self supporting flagpole is a good project to start with.

This particular flagpole has two good points: first, it is easy to construct and second, it is self supporting so can be built inside.

Depending on the final height you want to achieve, you will need 8-10 garden canes about 1500mm in length, a supply of rubber bands and some twine to (the halyard as well as the guys). Don't forget to attach the halyard before erecting the flagpole.

A word of caution; the pole itself probably needs more rubber bands than just one at each end of each cane to ensure rigidity. The overlap needs to be at least half of each cane using 3-4 bands on each half. When sheer lashing two canes together for strength, loop the bands over the ends of both canes and follow with a series of similar loops, working towards the end.

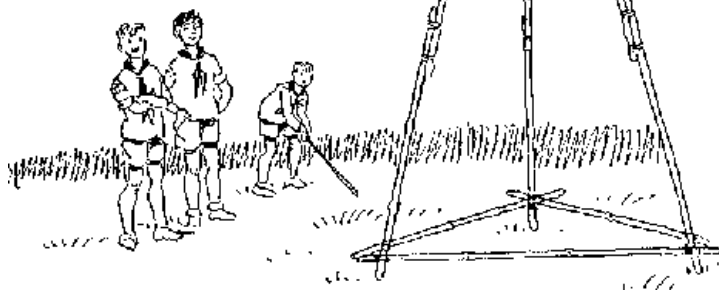
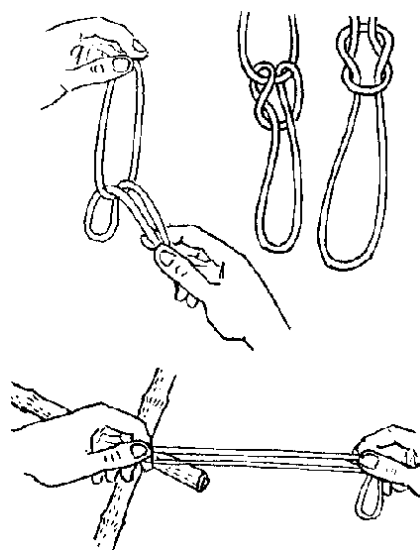
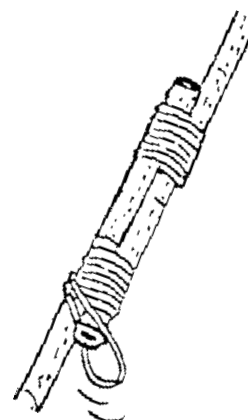
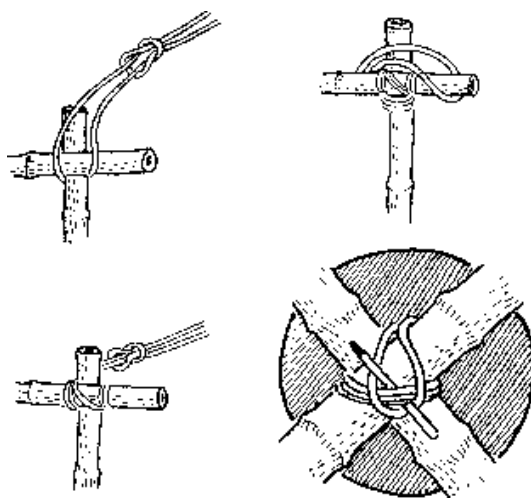
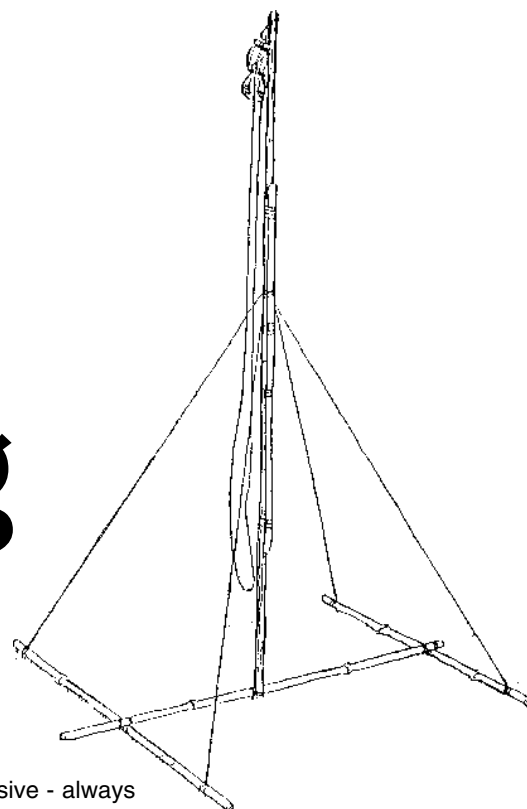
A Flagpole

With ordinary garden canes and elastic bands, Cubs and Scouts can build structures three, four, even five times

their own height. For this Instant Pioneering project you will need 20 long canes (about 1.3 metres), 6 short canes (about 75 cm) a good supply of 80 mm elastic bands and a sheet of white card and coloured felt pens for your Six or Patrol pennant, which can be secured to the top of the tower with sticky tape. As this structure is quite light, all the building can be done on the ground before the tower is raised. The moment of truth will come when you try to balance it on its three legs. The butt ends of the three canes should be lightly heeled into the ground.

Great fun, and very impressive - always provided that your pioneering has been well and truly performed.

Remember the Golden Rule: **Always work with the elastic band at full stretch.**



National Cub Scout/Macaoimh Christmas card competition 2000

Due to the success of the Christmas Card Competition in previous years, the National Cub Scout/Macaoimh Advisory Team have decided to hold it again this year.

This year the competition is divided into two categories -

- (1) Christmas Card Picture Competition (front cover only).
- (2) Christmas Card Verse Competition.

Application forms have been sent out to all Regional Commissioners in the beginning of October. Entries to the competition will only be accepted on these forms, they may of course be photocopied.

The closing date for entries as stated on the forms is the 3rd November 2000, entries received after this date will not be included. I have nominated Glen Vince of the National Cub Scout/Macaoimh Advisory Team to look after the competition.

A list of winners shall be published in a future edition of the No Limits Magazine.

Remember that by including this competition in your programme can also help promote badge work, as it can fulfil part of the requirements of the Artist Proficiency Badge.

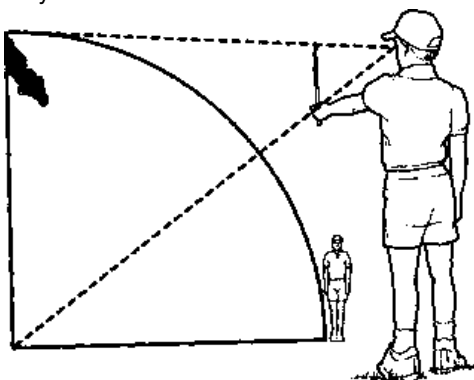
Good Luck to all Cub Scouts/Macaoimh taking part, and remember if you have any queries in relation to Cub Scouts/Macaoimh please do not hesitate to contact the Advisory Team in National Headquarters on Tuesday Nights between 7 p.m. and 9 p.m. on (01) 676 1598.

Anna Davy
National Commissioner for Cub Scouts/Macaoimh.

BREAKOUT

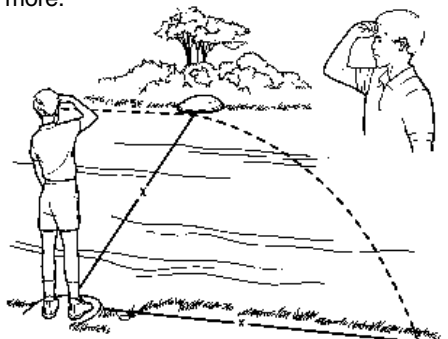
Age of a tree

Your Cubs probably know how to tell the age of a fallen tree, by counting the number of rings, but, do you know how to calculate the age of a tree *while it is still growing?* The method is fairly simple. Take a piece of string or sisal and wrap it completely around the trunk of the tree. so that you have a definite length and if the string measures (say) 50 cms., then the tree is about 20 years old. If it measures 25 cms. then this represents about 10 years growth. This method does not work on very young or very old trees.



Estimating height & width

The next thing is to try to find out how tall a tree is or the width of a river. There are two methods. To estimate the height of a tree we use the stick method. With your arm stretched out in front of you and the stick held vertically in your hand, start walking backwards until the top of the stick is in line with the top of the tree and the bottom of the stick is in line with the bottom of the tree (according to your line of sight). Turn the stick sideways. Pace out the distance (in metres) from where you stopped to the tree and by a clever piece of geometry this is the height of the tree. The hand method uses the edge of the hand to sight the edge of the bank. Then move around and sight a location on the bank. Measure to this point to discover the distance. Although these are very rough and ready measurements, they can absorb the Cubs/Macaoimh for a half an hour or more.



By now most Packs will have had a couple of outings with Mother Nature in the woods and hills, or along a canal or river. It may have been just a woodland walk to observe the changing seasons with a nature scavenger hunt, or a cookout to practice firelighting skills for the many hikes to come. Whatever the activity or location, there are some basic safety considerations to bear in mind each time you take your Pack into the great outdoors.

A walk in the countryside is a perfect opportunity to put the Country Code into practice. Why not have a quiz on the Code at your Pack meeting, or challenge the Sixes to make posters about protecting the countryside. The main points of the Country Code to remember are:

- Respect the life of the countryside.
- Guard against all risks of fire.
- Fasten all gates.
- Keep your dogs under close control.
- Keep to rights of way across farmland.
- Use gates and stiles to cross fences, hedges and walls.
- Leave livestock, crops and machinery alone.
- Take your litter home and leave nothing but footprints.
- Help keep all water clean.
- Protect wildlife, plants and trees.
- Take special care on country roads- wear bright clothing and carry a torch.
- Make no unnecessary noise.
- Be courteous to those whom you meet on your ramblings.

When walking in the outdoors you may not be close to civilisation at times and



whistle, and a first aid kit, and know how to use all of them. Ensure that all Cubs have a Parental Permission form for the activity and be aware of any medical complaints and medication required. The incidence of asthma in children is more common these days and you should keep an eye on Cubs for signs of fatigue or breathlessness and adjust the pace accordingly with frequent breaks on longer walks.

Cub outings provide fantastic opportunities for fun and discovery. The woodland is a virtual treasure chest of activities and rather than hike Scout pace through it, we should more often keep

the walking to a minimum and the exploring to a maximum. Why not try some of these ideas on your next outdoor activity and help your Pack put the out into Scouting....

Woodland scavenger hunt, bug hunt, tree hugging, stalking, wide game, hut building, orienteering, compass trail, leaf and bark rubbings, firelighting, backwoods cooking, seasonal collage, incident hike, bird watching, blindfold trail, plastercasts, tracking signs trail, listen to the woodland noiseslet us know how you get on.

The out of doors - putting the OUT back into Cubbing.

Seeing Double



Pictured back row L to R: James & Sarah Fitzpatrick; David & Jason Fallon.
Front row L to R: Colin & Eoghan Keane; Simon & James Corcoran

You may be correct in thinking that your are seeing double, but let me assure you that what you see is in fact four sets of twins. What is even more amazing is that they are all members of the same Cub Scout Pack, the 1st & 4th Tipperary. The Pack is just one Section of the large Clonmel Unit which is also home to the 22nd and 32nd Tipperary Packs. CSL of the 1st & 4th, Joe Nugent, who is a long serving member of the Unit, sent in this amazing photograph as he is sure it must be a first for Cubbing in Ireland.. The Pack is very active in the outdoors with regular hikes and weekends away, and they have achieved the Outdoor Award each year since it's inception. They will be heading to Cork for the Halloween bank holiday for the weekend so if you see them in the area give them a wave.

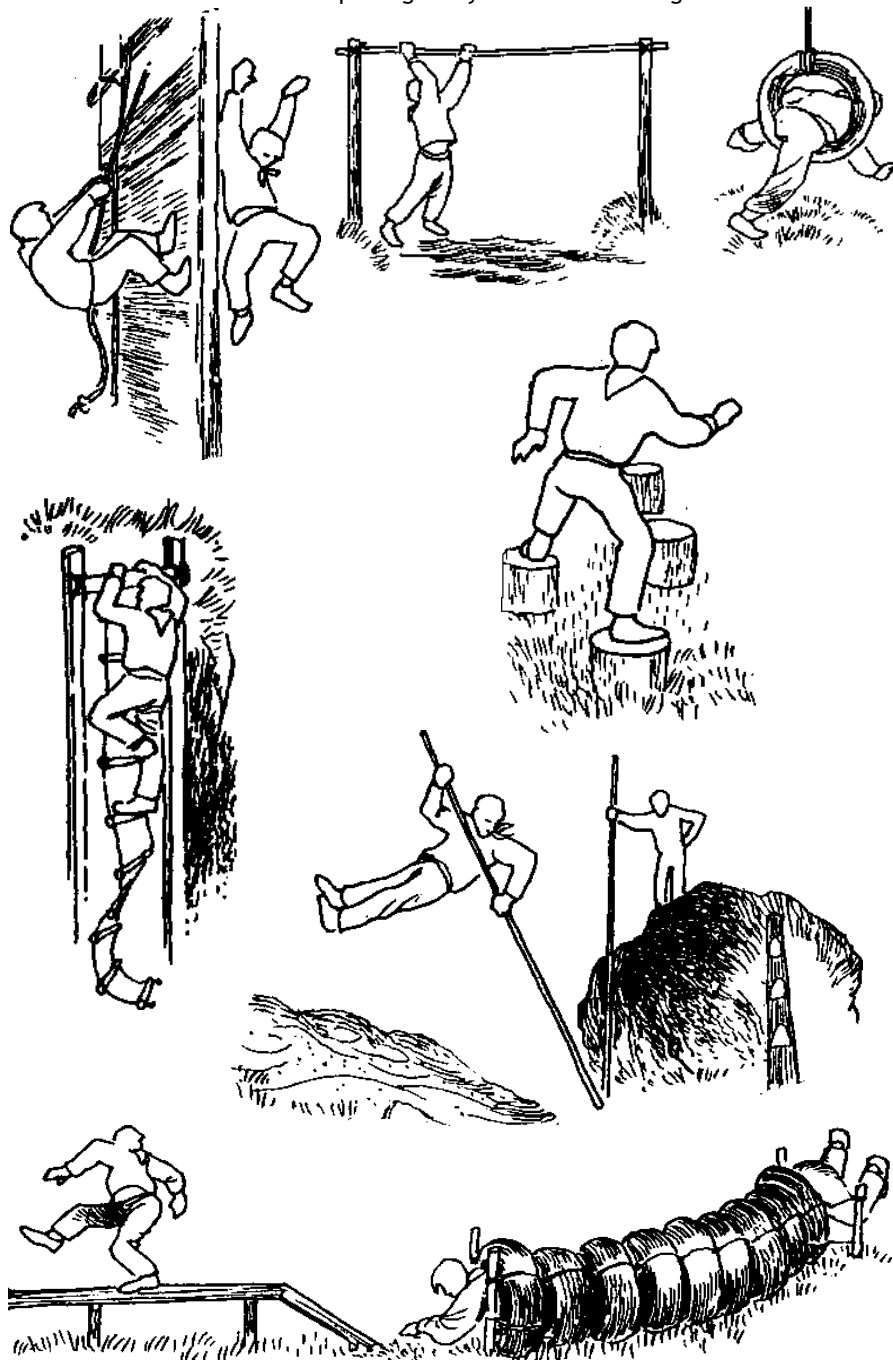
If your Pack has a claim to fame that you think is unique then please send us a photograph and some details about it. Include some info on your Pack and we would be delighted to publish it in the next edition of No Limits.

BREAK OUT



Commando Course

Construct a simple commando course using natural objects and simple rope bridges to compliment your Crystal Maze activity. The course should be spread out over the play area. Place Crystal Maze Challenges between the obstacles so that a team has to transverse a number of course elements before completing a Crystal Maze Challenge.



The Crystal Maze

The Crystal Maze an outdoor challenge. This activity could be run at your local camp site or park.

In *The Crystal Maze* programme, teams of people are faced with a variety of games testing skill, Mental and physical abilities. Success at a particular game wins the team a Crystal. Each Crystal won represents five seconds in the Crystal Dome at the end of the programme.

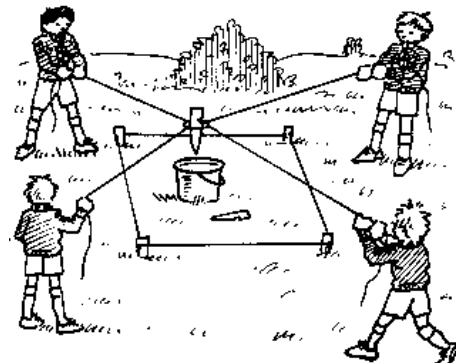
Our activity programme therefore consists of seven games which a Six play.

Game 1 - Bell trail

The team have to follow a string trail. Threaded onto the string is a contraption made of garden canes. The team have to negotiate the garden cane shape through the string trail. To make life more difficult, a bell is suspended from the contraption. The team are allowed ten lives which are, lost every time the bell is rung.

Game 2 - Connect up

The team are provided with a battery and an electric bell but the two are separated by a few yards. Around are hidden various short lengths of wire. The team have to find the lengths of wire, join them up and make the bell ring.



Game 3 - Radio active

The team are shown a bucket in the middle of an area marked out by string. They have a stock of wooden tent pegs, outside the playing area, which must not be touched as they are radio active. The team are also given a thick rubber band, onto which has been tied four lengths of string. The task is to pick tent pegs up, using the rubber band, and manipulate it over into the bucket without any Member of the team setting foot inside the marked area. Three pegs in the allotted time is required for a Crystal.

Game 4 Witchety grub

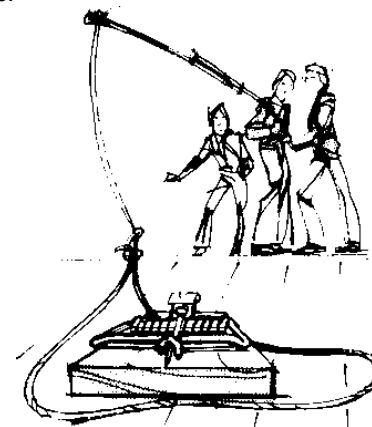
The team are provided with instructions for making Australian Witchety Grubs as follows:

Mix together 225gms (8oz) of minced beef, one egg, 6 slices of bread rubbed into crumbs,- one tablespoon of milk, a pinch of salt and mixed herbs. With same hands, shape the mixture into short sausage like shapes about 5/6cm long. These look like real Australian Witchety Grubs. Shallow fry for about ten minutes. In a given time the team have to light a fire, make a frying pan out of foil and sticks then create and cook their witchety grubs. Award a Crystal for each task.



Game 5 - Message jumble

The position of the missing Crystal is hidden in a message. The team have to follow a short compass course to the location and then search for the crystal following the instructions - 5 paces to the north 10 paces to the west etc.



Game 6 Catch the Snapper

Equipment: For each team, 4 Scout staves, 7 x 6ft (2 metre) lengths of cord/ sisal, number of mousetraps

Team are equipped and are on one side of a line representing the bank of a river. A number of 'cocked' mousetrap is on the other side of a line 10 feet (3metres) from the first.

On the signal, team members lash the four staves into a fishing rod, provide it with a fishing line, and attempt to catch the mousetrap. If they spring the trap without catching it, they may reset it within the time limit.

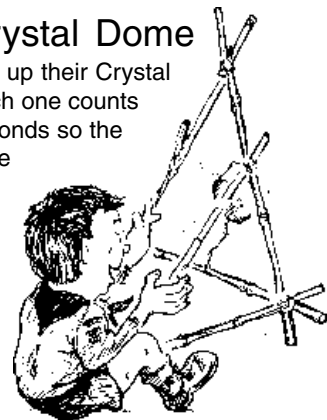
Game 7 Shoot them down

The team has the use of a ballista from which it must fire tennis balls. The team fire at swinging objects which are hanging from simple hooks, so if hit they should fall to the ground. Only objects that fall on the ground count. Set minimum number of objects that have to hit the ground.

The Crystal Dome

Teams add up their Crystal count. Each one counts for five seconds so the Crystals are converted into a total time. Hide chocolate coins in a play area and the team

then has their allotted time in the area, to find as many as they can.





Adventure - satisfying natural curiosity

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Adventure need not imply danger. For a young person almost any new experience, such as lighting a fire, and that in itself is a novelty these days, or going on a train for the first time, is a thrilling adventure.



Some people are so concerned about physical safety that they do all they can to curb natural adventurousness. Many children live hedged in by embargoes of all sorts. Even the four walls of the Pack meeting place inhibit curiosity and adventure. Young people are often made so conscious of the dangers of being adventurous that they cannot give expression to their need to find out by personal experiment.

Many young people, particularly in cities, can never find round them all the chances they crave for the excitement of a real adventure. Our Founder Baden Powell talked of "the fresh excitements of new adventures." Cub Leaders can contribute by providing a challenging task or expedition. Journeys can be devised which need imagination and involve decisions - do you see one of our objectives being met here? Imaginative adventure too may set the scene or fill a gap. When a young person who has never been near water and boats reads or hears a story about children who sail and camp and explore on their own, they identify with the children and want to live their adventures.

Apart from fictional and real-life adventure stories, young people need fantasy that is not based on reality. "Theme Activities" can arise from stories

of knights in shining armour, of dragons and monsters, of children fighting against impossible odds and winning, all give deep satisfaction.

Nobody is born bored. In the morning of our lives a caterpillar is an astonishment and a birthday cake is a marvel, but somewhere en route we adults lose our enthusiasm and our sense of wonder because we are afraid to reveal our real feelings. Without enthusiasm, we are blind and deaf and only half know our World. We must give our Cubs a wide variety of experiences. Some occurrence, commonplace to an adult, may be an adventurous activity for a young person.

Every young person who becomes a Cub expects adventure. He/she may not put it that way, but they will hope for unusual experiences, exciting happenings, the challenging, the unexpected! You must provide these in your programme and the fact that they do things away from their parents may be adventurous itself. Adventure, like looking at a work of art, is experienced inwardly an individually. There are few new experiences that hold no prospect of adventure, e.g. one Cub said to his Cub Leader, "I can hardly wait until the weekend to have that ride in a train." It was his first!

We must have all noticed how to some people things always seem to be happening: however ordinary their backgrounds, they attract curious experiences, odd encounters and humorous incidents as a light attracts flying insects. The reason is not hard to find; in them the art of adventure is well developed; they are on the look-out for the unexpected, and alert to the unusual; they are actually aware of the never-ending strangeness of life. That habit of mind is reflected in their choice of friends, in their holidays and spare time occupations and in their work; it shows in their conversation, in their ability to listen as well as to talk, in the avoidance of clichés and mistrust of accepted forms of thought.

How different, how dull by comparison, are the lives of those who find nothing extraordinary, nothing to wonder at in their daily round, who within their protective shell of convention, have grown incurious or too timid. Who can tell us which undergoes the greater emotional experience - the child exploring for the first time the source of a stream a couple of miles beyond his back garden, or the climber on the final peak of Everest.

If I were asked to hazard a guess I would say the former; for there is an essential quality in a child's imagination, in their enjoyment of experience, which is usually submerged by the sophistication of maturity; their sense of adventure is stiff undefiled by complicated motives, their desire unfettered by facts and figures. It is possible that in the retention and development of this quality rests the



in the education of the average child that so little is done to preserve it. For the art of adventure is a large part of the art of living; lose it and life becomes drab.

Clearly, adventure is in the mind of the adventurer; its intensity and its value depend upon his perception and his imagination and can only be measured by himself and then only with his own yardstick. Of course he cannot measure something he has not experienced. Make adventurous activities a reality.

The Cub programme heralds a demand for imaginative, resourceful and qualified Leaders to create all kinds of experiences. We should realise that our physical environment has a tremendous impact on small boys rather than in our egg-crate Pack headquarters. Have you thought of the effect of space, clouds, patches of blue sky, trees, flowers, asphalt pavements, ugliness, pollution on a young person? Young people thrive when they can touch, breathe, see hear and feel beauty. The outdoors is a never-ending source of discovery and adventure to a Cub.

Outdoor activities provide the opportunity to give boys a chance to know and appreciate wide spaces and nature, to develop an interest in birds and animals, in trees and rocks, in stars and planets.

Cubbing should mean getting out and about. Young people join Scouting looking for FUN and ADVENTURE and EXCITEMENT and a great deal of this will come from the activities they take part in with the Pack OUTDOORS.

The outdoors is an ideal environment to develop self-discipline, resourcefulness, ingenuity, self-reliance, team spirit and awareness. Doing things outdoors promotes physical fitness and a sense of well being, as well as helping to develop powers of observation, memory, and deduction. The study of nature in natural surroundings is the best way to encourage an appreciation of beauty, an increased capacity for simple pleasures, a consideration for - and a kindness to - all living creatures and also to deepen spiritual values.

In these days of increased awareness of the dangers of pollution, Cubbing has an opportunity to implant knowledge and understanding of nature in young people so that they will do their best to protect and conserve our natural heritage.

National Cub Scout Quiz

The National Cub Scout/Macaimh was held in Maynooth College recently, over 60 teams took part for representing Regions throughout the country.

The Event had a number of different elements. The Cub Scouts and Macaimhs took part in a morning activity of fun, games and mind teasers while the Leaders attended a mini conference or chat. Later all converged for the Quiz.

Leaders Conference

The conference attended by over 70 Leaders discussed a number of issues affecting the Cub Scout Macaimh Section. Colm Kavanagh Programme Development Officers ran a small survey or strawpoll in an effort to understand the problems facing all leaders. Many interesting facts were uncovered and a full report on these will be published in the next issue. The Conference also gave the Cub Scout Team an opportunity to introduce themselves to the Leaders and pick their brains for new ideas for forthcoming events. The Cub Team pointed out that their main function was to support and assist the Cub Leaders in the Association in what ever way they could. Many ideas were offered and taken on board. The Mini Conference was successful, even though it was only 2 hours long. Linking it to an event such as the Quiz meant that Leaders were not taken away from families for longer than is necessary. It is a good way to do business and the way forward stated Anne Davy National Commissioner for Cub Scouts/Macaimh.

The National Cub Quiz was conducted in the afternoon chaired by Quizmaster Fr. Mark Mohan. All the teams enjoyed the drama and at times nail biting silences as brains ticked away to discover the answers.

The winners teams were:-

- 1st Clare Regional Team
- 2nd St. Nessans Regional Team
- 3rd. Kerry North Regional Team

Visitors
Northern Ireland Scout Council



Working with and selecting Sixers

Leaders may either choose the Sixers and Seconds themselves, or allow members of the pack to fill the positions by voting. Usually senior Cubs assume these leadership roles, but in some cases younger or brand new members who have demonstrated leadership qualities and have shown that they can accept responsibility, may be suitable as well. Often, when the roles and duties of these positions are clearly explained to the pack, along with the importance of selecting the best candidates, the Cubs will choose the same youth as the leaders would.

These positions generally last for a full year to maintain continuity within the pack. However, some groups change the positions several times a Year to give more Cubs a chance to develop leadership skills.

Is this how your pack operates? If yes, take time to explain to everyone that the current Sixer/Seconds are not being demoted or removed for poor performance, but to allow others to have a turn.

Do Your Duty

Sixer and Second duties may involve:

- providing leadership and maintaining discipline in the Six,
- leading ceremonies,
- serving on the Sixer- Council.
- taking attendance and collecting dues,
- bringing problems in the Six to the leader's attention,
- working together to make sure the Six is running smoothly,
- phoning members of the Six with messages,
- preparing the Six for inspection, or opening and closing ceremonies,
- helping introduce Beavers (when they visit) to the pack's program,
- helping run pack games and getting equipment ready,
- providing a good model for other Cubs in behaviour, actions, uniform, etc., helping other Cubs work on' badges or stars.

The list is almost endless, but remember: these are young people aged 8-1 years old. Don't overload them with responsibilities to the point that they aren't enjoying themselves. The balancing point between responsibility and fun will vary with each Cub. Find out each child's comfort level, and work within that boundary. This will help the Sixer or Second fit we into the position, and they'll probably wish to take on more duties as the year progresses.

Sixer's Council

Each Sixer (and in some packs each Second too) is member of the Sixer's Council Several times a month (usually before or after a meeting), this group meets with leaders on their own to discuss pack activities. Here, they'll also plan future outings o programs, and deal with problems. Representing their six, the Sixers bring ideas or suggestions so the program stays focused and fascinating.

The Sixer's Council provides an opportunity for all members to be involved in planning and organizing the pack. The Council also will help those Sixers or Seconds experiencing difficulties with another member of their group. After discussing the issues, the Council can determine appropriate actions.

Sixes and a Sixer's Council will help leaders run a more exciting program. However, it will also develop leadership skills and give Cubs a taste of responsibility. They'll have ample opportunity to express their interests and custom fit pack activities to their interests. There's more. Cubs with this leadership training are more likely to move on to Scouts where they'll grow further. Make sure you give your Cubs these terrific learning opportunities.

Briefing

At the Leader conference held in conjunction with the National Quiz a simple survey of leaders was held and these are the results for reference. Our Leadership is changing and we are facing new challenges ahead. The Cub team will aim to tackle these problems and opportunities in the near future.

Training

Level of training among those present.

Full Woodbadge	33%
SIA	23%
No Training	43%

Of particular worry is the number of untrained leaders - 43%

Resources

What resouces do you use most in putting together your programmes

Cub Badge Book	50%
No Limits	48%
UK Magazine	10%
CD Rom – Resource Disk	1%
Over 60% stated that they would like to have a 1000 programme ideas resouce for Cubs	

Program 'Out of Doors'

Leader were asked what level of their programme is run out of doors

'70% of time outdoors'	50%
'50% of time outdoors'	30%

Leader Profile

Increasingly more of our Leaders are parents of our Cubs. This means that time available can sometimes be in short supply. If this is to be the case in the future then we need to adapt our programmes accordingly.

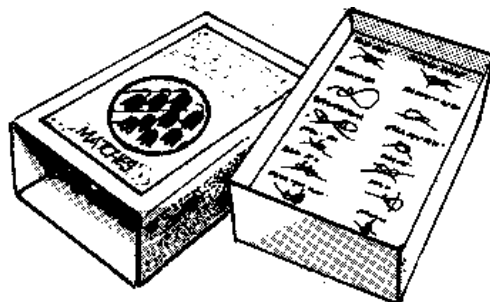
Parents of Cubs	50%
Parents of Ex Cubs	30%
Non parental leaders	20%

Job sharing parents on the increase

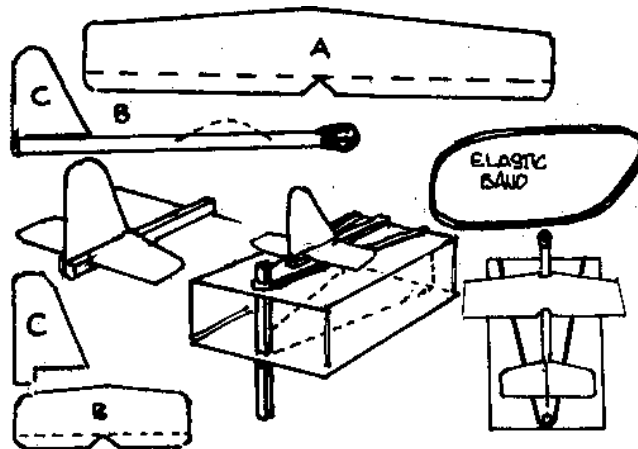
This is just a snap shot of our Leadership in the Cub Section. The National Cub Team and myself need to know what you are thinking and how I and my team can help in the future. If you have any comments or suggestions or require any assitance then contact the team on Tuesday night in NHQ.

Anne Davy - National Commissioner

Small Scale Fun



Challenge your Cubs to create mini knot boards inside a match box

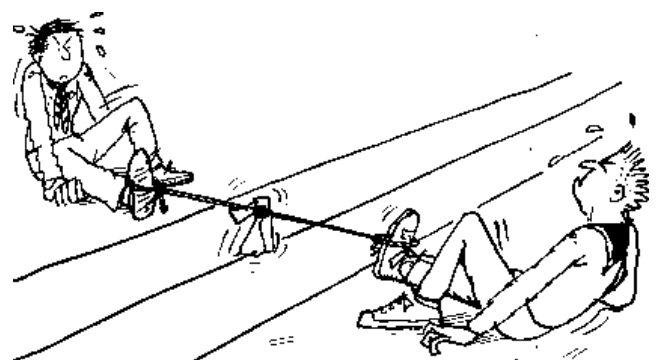
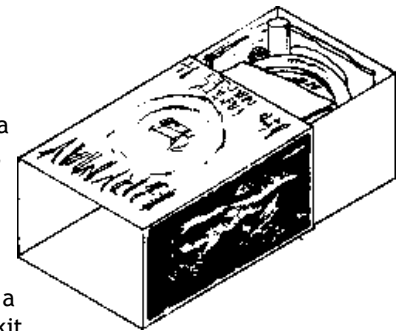


Match Box Flyers

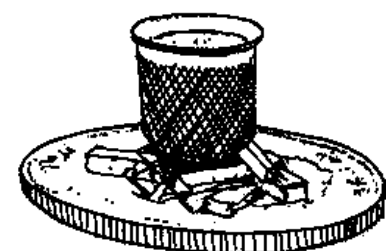
Make small planes from paper and match sticks as shown. Then create a launch pad using an elastic band and match box. After some practice hold competitions - best landing, farthest distance, best stunt flight.

Survival Kit

A Cub once claimed to have the following in an old wrist watch:- a fish hook, fishing line, 4 matches, a flint, acompass, a magnifying glass, a plaster, a piece of paper, a pencil lead, 4 pins. an aspirin, a scalpel blade, 2 safety pins. Invite your Cubs to participate in a competition to create a survival kit in a match box or film canister. Each item has to have a use, you just can't pack the box with small items



Foot tug of war



Smallest cup of tea

Make a small fire on a pound coin using match sticks as fuel and a thimble as a pot.

Pack Action



Water activities of one kind or another are great fun. Most Packs have a swimming pool nearby which can become the ideal place to put across and to increase an awareness of the dangers associated with water. As well as introducing the fun and adventure that water activities can provide.

Warning

Children are drawn to water with an attraction equaled by that of bees to honey. They can't keep away from it. Young people, because of their inquisitive nature, and adventurous spirits are specially vulnerable.

Drowning.

Three out of four victims of drowning tragedies are male. Boys of Scouting age form a big percentage of those fatalities. It is the opinion of the Royal Life Saving Society that ... most drownings are

preventable. A successful promotion of the Water Safety Code among those most at risk would go a long way towards reducing drowning incidents. Furthermore the Society states that the majority of drownings are rescueable.

A statistical analysis shows that the majority of victims were walking, playing near water and fell into it. The simple act of reaching with a stick or of throwing a buoyant object would rescue many casualties

A surprising fact was that approx. 25% of those who drown could swim -and were within standing depth. The lack stability to get their feet appears to have been an important factor

Our own Water Activity Policy provides guidelines and suggestions to make water activity safer. In particular the use of the 'Buddy' System where swimmers pair up with each other.

We can do the following:

- Teach our Cub Scouts the Water Safety Code.
- Promote swimming among our Section
- Ensure adequate supervision near water.

Basic Rules

DON'T GO ALONE.

Whether swimming, canoeing or even fishing, don't go alone. Because if trouble occurs, there could be no-one to help

IF YOU FALL IN AND CAN'T REACH SAFETY, FLOAT ON YOUR BACK.

Try to stay calm
Turn over and float on your back
Attract attention by waving one arm and shouting for help

IF SOMEONE ELSE FALLS IN, DON'T GO IN THE WATER AFTER HIM.

Don't panic.
Look for something to help him out - stick, rope or clothing.
Lie down to prevent yourself from being pulled in.
If you cannot reach him, throw any floating object football, plastic bottle - for him to hold on to. then fetch help.

Confidence

Confidence in the water is the key to safe water activities. Most Cub Scouts will only be able to swim a short distance or may not know how to swim. Some may be afraid of the water and need encouragement to enter it. Water games are a good way of fulfilling the needs of all the Cub Scouts and help to build confidence within the water.

Water games should always be played in waist deep water to encourage beginners to take part and to ensure safety in the water. If the water is too deep confidence can be destroyed very quickly.



back to the other side. He then tags the next Cub, who repeats the action. Team which finishes first with all their Six out of the water and on deck of pool is the winner.

Dog Race

For the younger cubs or least experienced swimmers only. A simple dog paddle race. Cubs will be at the pool side, on the deck. On the signal, they jump in, do the dog paddle over and back, and over and back again. First Cub to finish, climb on to the pool deck and bark three times, is the winner.

Newspaper Race

One Cub per Six swims a certain distance on his/her back carrying a newspaper. He/she must hand the paper to a judge at the finish line. The judge decides the winner on the basis of whose newspaper remained the driest.

Match Race

One Cub per Six swims a given distance with a match. The object is to keep the match dry because he/she must strike it for the judges at the finish line. The winner is the first to light his/her match after the swim.

Spoon Race

One Cub per Six swims a certain distance holding an apple, potato or rock-filled spoon in his mouth (sideways works best). If he/she drops the object, he/she must dive to retrieve it.

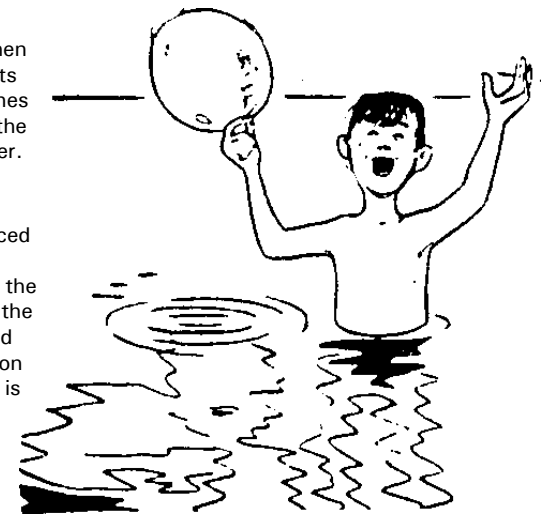


Nightshirt Relay

Give each Six a sweat shirt or T shirt. In relay style, each Six member races in shallow water to a designated point and back to the starting line. While racing, each Cub Scout must wear the sweat shirt and move on his hands with feet extended behind and kicking. When the Cub Scout returns to the starting line, he must remove the shirt and give it to the next Six member in start. First Six finished wins.

Cork Scramble

Throw 20-30 corks into pool. Sixes collect as many as possible.



Sailboat Race

Each Six builds a sailboat from a piece of wood, using a stick for a mast and a small piece of cloth or paper for a sail. All materials are identical when given to the Six, but Cub Scouts may alter shape and size in construction of their boats. The race is run relay style as one Cub Scout at a time from each Six places his boat on the starting line and, by blowing, directs it around a mark and back to the next Cub Scout in line.



Balloon Relay

Divide the Pack into two equal teams and give the first Cub Scout in each line a balloon. On signal, he starts swimming or walking, butting the balloon ahead of him. After rounding the turning point, he returns to his line the remaining team members repeat the action. The balloon may not be touched with the hands.

Jaws

This is a water version of British Bulldog. Choose one or more of the good swimmers to stay in the middle as 'Jaws'. On signal, each Six tries to swim from one side of the circle to the other without being touched by Jaws. When caught, a cub joins Jaws. Continue crossings until time is called. The Six with the largest number of members to escape Jaws is the winner.

GAMES

Float Tag

A good game for those who are just learning to float. One person is 'it'. He tries to tag the others, but they are safe as long as they are floating in any position - turtle, jellyfish, back or prone float or vertical float.

Horse and Rider

In waist-deep water, pairs of Cub Scouts form horse and rider teams with one Cub Scout astride the back of the other. The object of the game is to try to unseat the other riders. The last team still intact and upright is the winner.

Candy Hunt

Use sweets wrapped in aluminium foil or plastic wrap. Drop a number of pieces in waist-deep water. On a signal, Cubs jump in and retrieve as many sweets as they can. The Cub with the most sweets after two minutes is the winner.

Sponge Fishing

This activity is a lot of fun. The sponges are balloons filled with water and are very awkward to handle once out of the water. The diver must put them in a basket or pan on shore.

Kick Race Relay

Give each Six a beach ball or kick board. In relay fashion. Cubs race around a designated point, using only a leg kick for propulsion. Each contestant holds the ball or board out in front to keep their head up. First Six to finish wins.

Ping Pong Relay

For all six members of team - first Cub goes into the water and on a signal blows a ball to the far end of the pool until it touches the pool side, then the cub places it on his/her belly and swims



Casualty Simulation

Practicing first aid sitting comfortably in the den, with the patient looking healthier than ever, is all very well, but it is nowhere near what it is really like in an emergency. Everyone's reactions - and their ability at first aid 'under stress' - can be tested by staging more or less authentic incidents.

To help the realism, use make-up on the casualties and get them to react in the way real casualties would. This is not as difficult as it might sound. I have used young Patrol Leaders - one saying little except that 'he was cold', and shivering to prove it, the other pretending to be unconscious and therefore doing nothing. The biggest problem is always preventing them bursting out laughing (not surprising when you see some first aid treatment!) but the casualties must realise how important it is to concentrate on keeping a straight face.

First aid fun

What games could we use to learn first aid?

- A first aid box Kim's game.
- 'Guess the ailment' quiz.
- A bandage relay.
- Transport of patients 'relay'.

What practical exercises could we use to train our Cub Scouts/Macacoimh? Practice bandaging with the use of clothes rather than bandages. This does not mean using Scout scarf but ordinary, everyday items of clothing.

Different techniques of making and carrying stretchers. This would involve different terrain's: land, water, fields, roads, steep hillsides and so on.

Dealing with an incident

For a young person of Cub age their primary concern in a first aid situation is to seek help. The process of doing this is as important as the treatment of injuries. How to phone for help whether it is an ambulance, Gardai or fire brigade. Sometimes they may find themselves in situations where they can help, for example, when one of their friends has cut themselves when playing in a field and it is some distance to help, simple treatment can be applied before an adult arrives. This is the level that our first aid instruction should take. The introduction of more serious injuries into the programme only aids to frighten young people. First aid and dealing with emergencies is an ongoing feature of Scouting and as your Cubs progress

into the Scout section first aid will be revisited and new skills introduced so when setting up training or incident trails for your Sixes keep this in mind.

First Aid incident trail

For this exercise you need to set up a number of incidents which will form the trail. Usually 4 - 6 incidents with each incident lasting for 10 - 15 minutes. The sixes move between the incidents when a whistle is blown. At each incident there should be a helper/assessor who explains what has happened and watches the Six in action. It will be necessary to offer advice and warn the Six when they are doing something wrong, so that necessary skills are learnt with practice. Volunteer casualties who 'react' to treatment are better than dummies. Keep the incidents simple - a cut on a leg, someone who has fainted, a burn, someone who is choking etc. Have your volunteers wear old clothing to prevent dye and colouring from ruining or staining clothing.

Rub over the plastic to give a blistered effect

Recipe for grazes

Make an area of skin pink with food colouring
Rub a cocktail stick over the area to make scratch marks or use a red pen.

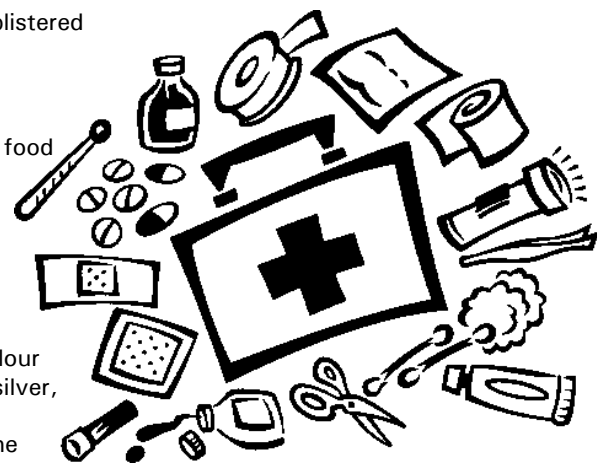
Recipe for bruises

Here you will need different colour make-up eyeshadow pencils - silver, blue, purple or brown.
Mix the colours according to the colour of the bruise required.
Apply the colour to the top of a thin layer of modelling clay for a swollen effect.

To produce a shiny "surface, rub with vaseline or similar,

Recipe for fainting signs

Simply use white talcum powder or chalk dust and lightly dust over the face and hands.



or clothing on fire. Shock 'make up' is important.

Fractures

These can occur in many situations including falling from a tree or downstairs as well as sports events. Fractures can be simple or compound and can occur in any part of the arm or leg or in the collar bone.

Unconsciousness

This condition may occur because of a bang to the head, suffocation due to drowning or gas poisoning, shock, electric shock or illness.

Mountaineering Accident

This calls for different treatment from normal due to the remote situation of the accident. The Sixes should, if possible, be given a map of a mountain area and their position so that they can work out how they are going to send for help.

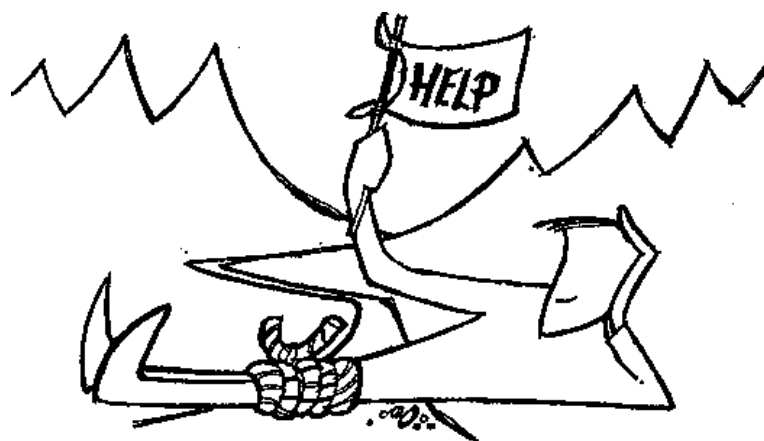
Rescue work

These incidents are primarily concerned with rescuing a casualty and the 'amount of actual First Aid required should be kept to a minimum otherwise the incident becomes too complicated to be tackled in the time available. It is better to have a live 'casualty' where possible but if this involves undue risk a dummy may have to be used. The story should be such as to make the required treatment correct in the circumstances concerned.

Ideas might include

- Rescue from swamp or quicksand.
- Drowning.
- Electric Shock.
- Rescue from island or flooding.
- Dangerous animal.
- Underground rescue.
- Rescue of person trapped in derelict building.

Practicing First Aid +



Casualty simulation

Here are some recipes to enable your Sixes to understand injury problems better. By concocting these recipes and applying them to practice situations, it will undoubtedly help them to recognise the real problems and will help to cope with the trauma of seeing the real wounds,

Recipe for blood

Food colouring
Water
Gelatine
Mix water and gelatine into a weak jelly solution. Add food colouring to mixture. Store in a bottle and shake regularly

Recipe for Burns

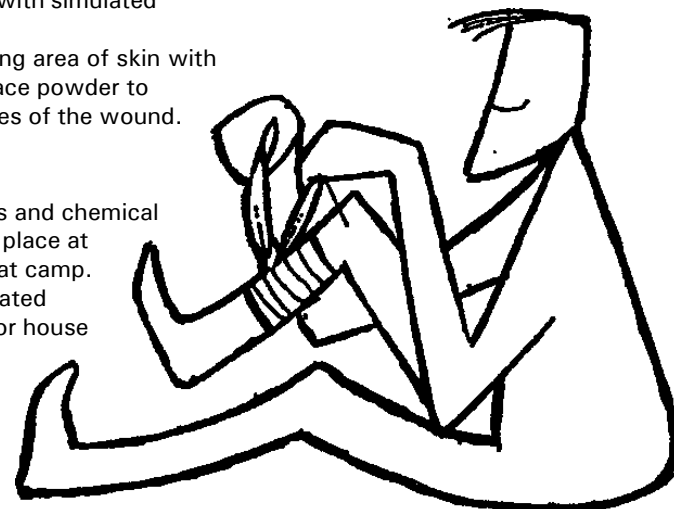
You will need some rouge, a yellow felt-tipped pen or food colouring and some clear plastic food-wrap. Apply a light area of rouge to the skin.
Use the yellow colouring to make 'blisters'.
Add a little water for the serum fluid.
Cover the area with the plastic foodwrap.

Recipe for cuts

You will need a small amount of modelling clay, some simulated blood and a plastic bottle (to simulate glass) and perhaps some nails and cocktail sticks.
Apply a thin layer of modelling clay to the area of skin.
Using the cocktail stick make a line to the rough depth of a cut.
Fill the 'cut' with small pieces of broken clear plastic. Cover with simulated blood.
Cover the surrounding area of skin with a small amount of face powder to camouflage the edges of the wound.

Serious Burns

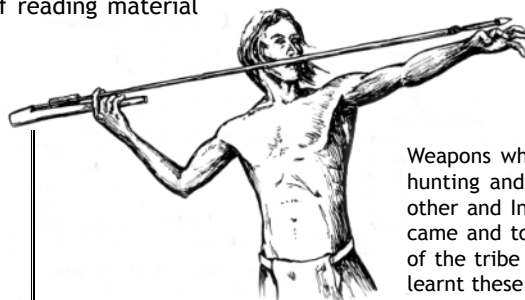
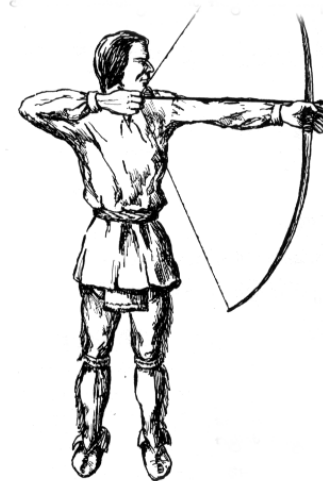
These include scalds and chemical burns and may take place at home, in factory or at camp. They may be associated with electric shock or house



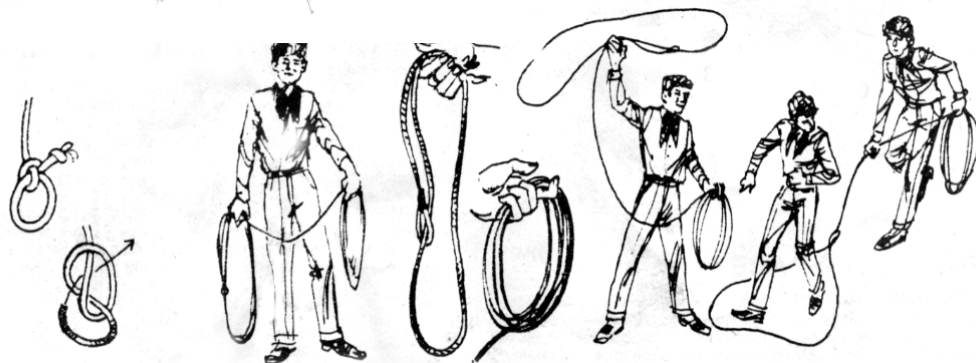
Indians



The native American Indians are closely linked to the Scouting programme as Baden Powell the founder of Scouting studied their crafts and living methods along with the Zulus in Africa when he was forming his ideas about Scouting. In our Cub Pack Programme their culture and way of living offer many exciting possibilities for activities in the out of doors. Some ideas are presented here, your local library and bookshop and of course the internet can provide tons of reading material and further suggestions.

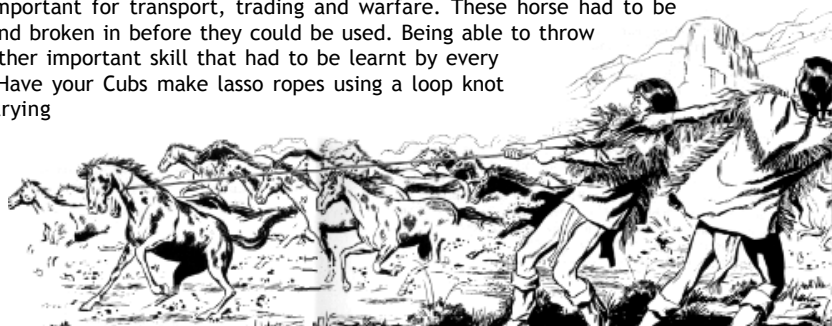


Weapons were important to the Indians for hunting and protection. Many tribes fought each other and Indians also fought the 'white man' who came and took their land off them. Every warrior of the tribe had to be a skilled archer and children learnt these skills from an early age. A simple action archery course provides a means to develop these skills. Buy or make simple bows for your Cubs to develop this skill



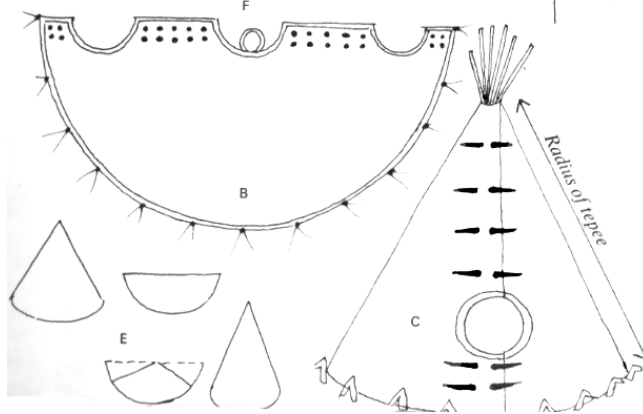
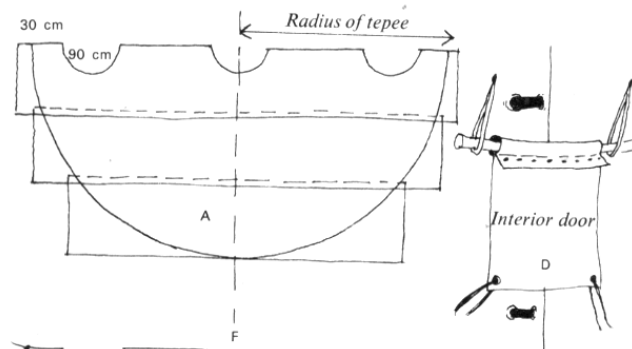
Lasso Throwing

Horses were important for transport, trading and warfare. These horses had to be captured wild and broken in before they could be used. Being able to throw a lasso was another important skill that had to be learnt by every Indian warrior. Have your Cubs make lasso ropes using a loop knot then practice trying to throw and loop objects



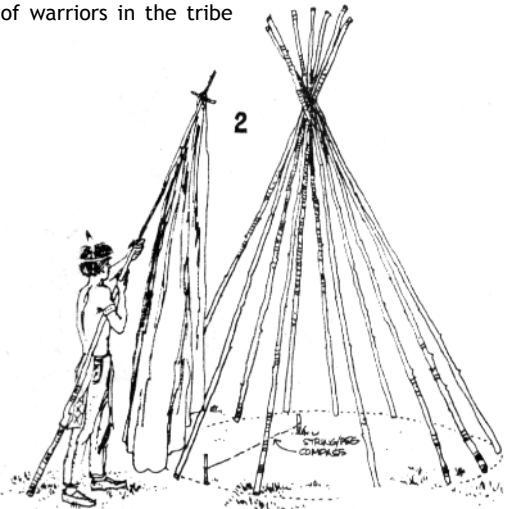
Travelling

The Indians used a tripod frame lashed to their horses for carrying the heavy skins and canvas of the tipis to new hunting grounds. Use this idea to have inter six races and practice of basic knotting and lashing



Tipis

Make tipis from strips of canvas or cheap cloth. For a cheaper version use plastic sheeting. Use the instruction as a guide, some minor changes will be necessary depending on the poles used to form the tripod. Indian families often painted the side of their tipis with decoration or using symbols to tell hunting stories or the exploits of warriors in the tribe





Games allow young people to be themselves, spontaneous, excitable, noisy, controlled. Games provide an activity in which young people can experience sociability, fellowship and a sense of belonging.

When we think and plan for play opportunities, we should never forget that play is not a passive occupation. For young people it is an expression of their desire to make their own discoveries in their own time and at their own pace. At its best, play is a kind of research, and like all research at adult level, it should be an adventure and an experiment that is greatly enjoyed.

Cubbing has a real responsibility in providing play opportunities. The fact that has to be faced is that modern civilisation interferes with a hard and heavy hand in the spontaneous play of children. Much that is exciting for children in and around their homes has been destroyed. Most of the shadow and mystery that lend enchantment to children's play have been swept away. Modern homes are hygienic and practical, and so cunningly planned that every corner is utilised. Gone are the private places where a young person could create their own world. Vanished are the large gardens where they could make forts or underground huts.

Young people need a place where they can develop self-reliance, where they can test their limbs, their senses and their brain, so that brain, limbs and senses gradually become obedient to their will. If a child is deprived of the opportunity to educate himself/herself by trial and error, by taking risks and by making friends, he/she may in the end, lose confidence in himself/herself and lose his/her desire to become self-reliant. Instead of learning security, he/she becomes fearful and withdrawn.

Young people of eight and over present a difficult challenge. One hazard for these vigorous children is boredom. We must provide an environment where they can do all the things they want to do: mend their bicycles, make models, meet their friends in seemly and cheerful surroundings. Another hazard is loneliness.

Imaginative play is a very valuable method of teaching young people of Cub age. Play and games are synonymous. To a small child a game is one of the serious things of life. It is a thing really worth doing, an occasion when every detail matters enormously. Here energy and enthusiasm are concentrated in real intensity.

Everyone knows the tendencies that assert themselves when adults are brought into

mutual contact over the competitive business of life. These same tendencies begin to assert themselves when young people come into mutual contact over an exciting game. To carry out a good game to the entire satisfaction of everybody is a real accomplishment..

In the selection of games, three things must be taken into consideration: the physical, mental and educational values of the games as they relate themselves to the Cub programme.

Physical Aspect

Consider first the physical aspect- the release of surplus energy within the physical ability of the group. A game must be satisfying to the strongest and yet not overtax the weakest. It should have a direct relationship to a Cub's health. In fact, it should stimulate growth and development of every muscle and materially assist the body functions. The circulatory, respiratory, digestive and nervous systems are stimulated by almost all active outdoor games.

Young people of Cub age are at a period when growth is rapid. Running and chasing are excellent. Hikes and expeditions should be levelled at this age level and should not impose undue endurance.

Mental

The second value of games is the mental side. Becoming a Cub for the sake of joining is not enough. There must be an element of excitement, competition, or accomplishment in the things a young person does. Working with the other members of their Six, they must learn to play - and to play fair. They must begin to follow certain rules. At this age, young people play simply to satisfy their aspirations and live a varied life. Games begin to develop quick thinking, alertness and even strategy. Educationally games demand the co-operation of all and stimulate such traits as a sense of fair play and consideration for others.



Games are FUN and a valuable activity that allows young people to reveal their true, spontaneous and unaffected nature. The more a young person enjoys themselves, the keener they will be and more likely to absorb and remember.

For Cub Leaders games provide a means to better understand Cubs. Through games they can discover: some individual needs - shyness, domination, lack of skills, clues to other interests and special skills; the group structure, formation of sub-groups, leadership, group values and spirit.

Leaders must therefore spend time preparing to lead games. We must know the games thoroughly ourselves and plan not only what we are going to play but how we are going to play them, where we are going to play them, the space required and the equipment necessary. Games selected should fit into the general purposes of the programme.

Hints for Game Leadership

A Pack needs a variety of games and a Leader who is able to lead them effectively and to adapt them to suit the nature of the group.

- Give directions clearly.
- Give directions simply.
- Explain games with enthusiasm. Create spirit of co-operation.
- Capture attention with the first game and this will aid in establishing the pace, tone and atmosphere of the whole programme.
- Be alert to capitalise on unexpected happenings: laugh with your Cubs and do not show annoyance.
- Vary the games - change the game when it seems to be going best.
- Move the Cubs to where you want them before giving directions for the next game or item.
- Demonstrate the action where possible.
- Stand where you can be seen.
- Speak so you can be heard, but do not shout.
- Expect the Cubs to listen.
- Keep a eye on the game with live interest.
- Plan all games for every programme.

Leaders should:-

- Use their imagination - give a game an adventurous name to suit your theme activity, weave a story around. Change the movement e.g. carry a chair, or have your arm in a sling.
- Let Cubs suggest variations to simple games. The needs and interests of the group are a prime consideration. Modify the game to suit the situation, equipment available, time of day, terrain.
- Occasionally discuss the games played at the conclusion of the meeting with the Leaders and the Pack

Playing Games

Did the Cubs have fun?
Did every Cub have a chance to play?
Did many Cubs have a chance to learn?
Did some Cubs have a chance to lead?
(This is shared leadership in action.)

Why we play games

- Personal physical development.
- Teaches sportsmanship.
- Respect for the rights of others.
- Develops skills, courage, vigour, and initiative.
- Provides fun and entertainment.
- Develops mental and physical co-ordination.

The games box

Almost anything provides equipment for games:

rope
bobbins
clothes pegs
bean bags
balls
cotton reels
drinking straws
spoons
marbles
foil plates
blocks of wood
pieces of card

General rules to follow

- Prepare all games. Do not say "What do you want to play?" You will get as many answers as you have Cubs and arguments will follow no matter which game is selected.
- Have all the material needed for the game ready at hand.
- Place Cubs in position for the game.
- Explain the rules.
- Demonstrate the game if necessary.
- Play the game.
- Resolve difficulties. If necessary replay game.
- Stop it while the enthusiasm is still high.

Games and the inter-related Programme

All elements of the Cub programme are catered for with games. Games using rope teach knotting skills, games using bicycles can teach highway safety, sense training games can develop touch, sight, hearing, smelling and taste, games using story based topics assist playacting whilst folding or tearing games develop handcraft.

Young people at play are truly ".-alive" - intense, receptive to instruction and teachable. Their interest and concentration is probably never higher.

Involve young people in a programme of games that are challenging, healthful and above all, FUN!

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.

Pack Action



Foraging in Sciatica

Equipment - dried peas

This game must be played in absolute silence. The peas are scattered in the middle of the hall/den and the lights are turned out. The Cub Scouts, working in Sixes, make their way to the centre of the room and pick up the peas. At intervals the lights are turned on for a second. A whistle is blown and lights put on. All Cubs remain still while peas are collected by Leader. The Six with the most peas collected is the winner.

Desert Rats

Equipment: 1 bottle of water,- 1 mug per Cub Scout.

Each Cub Scout is blindfolded and a bottle is then hidden in the hall. The first Cub Scout to bring the Cub Leader a mug of water is the winner.

Silence

Each Six has a chair, and in turn the Cub Scouts in that Six take the chair, turn it round on the floor, lift it, replace it and sit on it. All this must be done as quietly as possible. Points are awarded to the quietest and fastest Six.

Split Six Kim

Equipment: 25 objects as for Kim's game.

Twenty-four of the objects are laid out and half the Cub Scouts in each Six come to study them for one minute. The Cub Leader then removes one of the objects and replaces it with the twenty-fifth object. The other half of each Six is then allowed to study the objects for one minute. The first Six to discover the change made wins.

Stave Sardines

Equipment: 2 staves per Cub Scout, plus 1 extra.

passed down the line, the Cub Scouts remove their blindfolds and list the 'smells' in the order in which they received them. The Cub Scout with the most accurate list wins.

Note; the Cub Leader should insist that the bottles are only 'sniffed' and that they are handled carefully.

Twilight

Equipment: An old enamel plate.

The Pack forms a circle, and one player in the middle spins an enamel plate, and calls the name of another Cub Scout who must catch it before it collapses on the ground. If he/she is successful he/she spins it and calls out the next name. If he/she fails to catch it, the original spinner carries on.

Charge

Equipment.- 1 bamboo cane per Six,- 1 large curtain ring per Six,- 1 rope 10 metres (30 ft.) long,- piece of string per curtain ring.

Preparation: The rope is stretched across one end of the hall/den and the curtain rings are suspended from it on the strings.

On the word 'Charge!' one Cub Scout mounts on the back of another Cub Scout in his Six and charges down the hall armed with a bamboo cane. The first to spear a ring with his cane wins a point for his Six. This continues until everyone has had a go.

Challenge

Each Six thinks up a stunt e.g. climbing a certain tree and making a rope ladder to get down with. It then challenges another Six to carry it out. If that Six does not accept the challenge, or if they do not succeed, the challenging Six must demonstrate how it is done.

Basic Relay

The Cub Scouts divide into teams and stand in file order. They run in turn to a fixed point, returning to touch off the next player in their team. The first team to have all its players complete the course, wins.

There are numerous variations to this game: Instead of running try hopping; crawling; backwards; running backwards; puffing a balloon; balancing a stave; dribbling a ball;

bowling a plate as a hoop; crab walking (i.e. on hands and feet with back towards the ground); grasping ankles with hands; gripping an object (e.g. a beanbag) between the knees; squatting with a short stick under the

knees and over the elbows; hands clasped in front of shins; or carrying a potato on a large wooden spoon. With two players running together try horse and rider; three-legged race; wheelbarrow; back to back with arms linked tightly; Firemen's lift; one player blindfolded and the other steering him round the course with reins; or carrying a radioactive object (e.g. a shoe box or potato) with the aid of two staves.

Crossing the Marsh

Equipment. Chalk., Cardboard or carpet tiles

Preparation: Mark out a large area of marsh which the Sixes have to cross.

The Sixes line up in file order on one side of the marsh. They may not touch the marsh with any part of their bodies but may use the cardboard squares or carpet tiles as stepping stones to get across as quickly as possible. However, if more than two Cub Scouts are on a 'stepping stone' at one time it sinks into the marsh and the Cub Scouts on the 'Stepping stone' are lost. The Six that assembles itself on the far side of the marsh in the quickest possible time is the winner.

Two-Handed Carry

The Sixes line up in file order. The Sixer and his/her Assistant use the two-handed carry and transport each Cub Scout in the Six in turn to the far end of the hall. When all of the Six has been transported another pair of Cub Scouts carry the Six in turn back to their starting place.

Game ideas for your Pack

Clock in the Dark

Equipment: An alarm clock with a loud tick.

The clock is hidden somewhere in the hall/den where it may be reached. The players are blindfolded and all try to touch the clock, searching for it by listening. On touching the clock, the players may remove their blindfolds, but they must keep silent until the game ends.

String Trail

Equipment: Bail of string or twine.

Preparation: Unwind the ball of string around chairs and over tables in the hall and then take it outside-round trees, under bushes, through small gaps in brambles, in and out of puddles and back into the hall.

The lights are turned off in the hall and the Cub Scouts line up as one by one their hands are guided to the beginning of the string. They then simply follow the trail. A leader should guide each Six over difficult obstacles.

Note: If it is not dark outside blindfolds may be used.

One Minute Please

Equipment: 1 slip of paper for each Cub Scout,- 1 hat.

Preparation: On some of the slips of paper write titles for a one minute speech. Place the slips in the hat and mix them up.

The Pack forms a circle and the hat is passed round. Each Player will draw a slip of paper and if it has the title of a speech written on it the player must address the rest of the Pack on that subject for one minute. If the slip is blank the hat is passed on to the next player.

Sherlock Holmes and a Lost Memory

Equipment: 12 articles,- a tray.

The Cub Leader announces that a man has been found who has lost his memory, and the contents of his pockets have been put on the tray. Each Six tries to deduce something about the man from each of the objects.

Noises Off

Equipment: Any apparatus for making noises or if you have a tape recorder you can record a great variety of noises,, paper and pencil per Cub Scout.

Each Cub Scout is given a piece of paper and a pencil. The noise-making apparatus and the people who are to operate it are hidden on the stage or behind screens. The Cub Leader calls out a number and the noise is made, the Cub Scouts have to write down what they think the noise is. Noises could be, for example, pouring water from a bottle, bouncing a tennis ball, tossing a coin, tearing rag, tearing paper, bursting a bag or balloon, sand papering a piece of wood and so on.

Noses

Equipment: A number of bottles containing substances with good smells, e.g. vinegar, petrol, turpentine, bleach, disinfectant, onions, orange peel, etc.

This is best played by one Six at a time. The Cub Leader has the bottles together with a list of the contents. The Cub Scouts sit on chairs or on the floor and are blindfolded. The Cub Leader passes the bottles along the line allowing each Cub Scout a chance to smell the contents. When all the bottles have been



Some winter outdoor activities?

There are many different activities which can take your Pack outdoors this winter. Here are just a few to get you started.

Winter welly walk

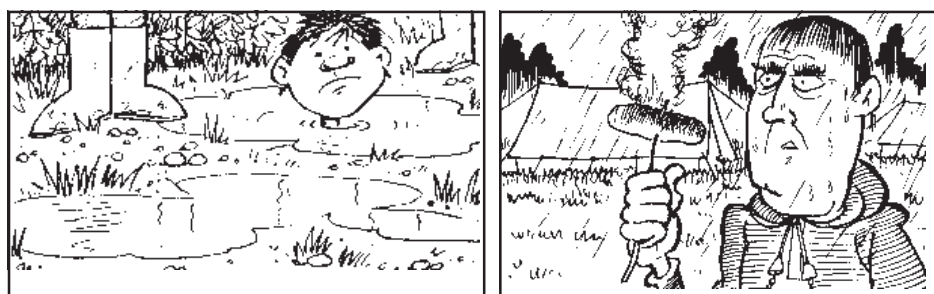
- Ask your Sixers to plan the route.
- Discuss suitable clothing for a winter walk with the Pack.
- Organise a letter to parents, giving details of the route and pick-up points,
- If possible, find something interesting to visit on the way, and devise a quiz or a challenge to do.
- Each Sixer can keep a log of who attended, where you went and what they saw.
- Remember to take proper safety precautions - especially if you are near any roads in the dusk or dark.

Cook on a fire

The following are recipes which can be cooked on an open fire.

Baked apples

Carefully cut the core out of a large cooking apple, so that there is a hole through the middle. Place the apple on two sheets of aluminium foil and fill the hole with sugar and sultanas, or with jam. Wrap the double layer of foil around the apple and place it in the glowing embers of the fire for 15 to 20 minutes. The apple can then be eaten with a spoon - but warn the Cubs to be careful as it will be extremely hot.



Twists

To make a 'twist', that all-time favourite, mix some self-raising flour and water together to form a dough. Roll a little of this dough into a long sausage shape and wrap it around the end of a green stick (don't let your Cubs pull sticks off living trees!). Then simply hold the stick so that the dough is over the fire, and wait until it turns a light brown colour (although most Cubs seem to prefer their twists flambé!). Your twist will taste especially good if you remove it from the stick and fill the hole with jam.

Chocolate bananas

Make a slit down one side of a banana (which should still be in its skin). Push some chocolate drops into the slit and then wrap the banana in a double layer of foil and place it in the glowing embers of the fire for 15 to 20 minutes. When

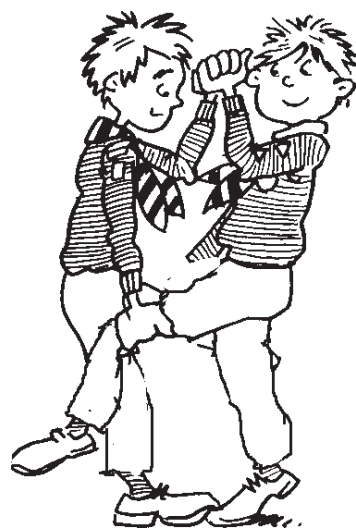
you unwrap the foil, the chocolate will have melted into the banana, and the resultant gunge can be eaten with a spoon - it looks a mess but tastes great!

Toasted jam sandwiches

Butter two slices of bread on both sides, put jam between the two slices and wrap the sandwiches in foil. Two minutes in the embers of the fire will produce a tasty, toasted jam butty!

Egg in an orange

Cut a large orange in half and remove the flesh - put this in a bowl for dessert. Then crack an egg into the half of orange peel, place the peel carefully in the glowing embers, and you can watch the egg cook.



Keeping fit the fun way

Fitness is something that is very much on the world's conscience at present - and rightly so! Fortunately, it is also something that you can work in to just about any Meeting, camp or Pack Holiday theme. Here are a few exercises and fun partner challenges you could use. By awarding points (I have suggested some where appropriate, but on pair challenges, ten for the winner and five for the loser is probably about right) you could find your Pack Champion Sportsman or Fittest Six.

Pull back

Two Cub Scouts sit facing each other with the soles of their feet pressed firmly against their partner's. They grasp each other's wrists and try to lie flat on their back, pulling their partner with them.



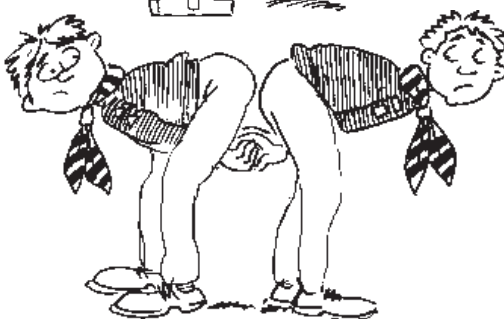
Bench jumps

A wooden bench is best for this but a strong wooden box or any step will do as an alternative. Start by standing a Cub on the bench, then, feet together, he jumps down then up again. How many can he complete in, say, 20 seconds? Each jump scores one point towards his cumulative total for the evening.



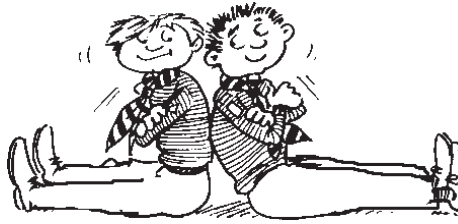
Hopping leg pull

Two Cubs face each other. Each raise their left leg and grasp their partner's left leg with their right hand. They join left hands. Each Cub tries to pull his partner along.



Chinese tug

Standing back-to-back, two Cub Scouts bend down and grasp their partner's hands between their legs. On the signal, each tries to pull the other forwards.



Sargeant jumps

Prepare a scale as shown (you will need to adjust it for each boy so that the bottom line is at the top of his normal reach, i.e. standing normally with one arm raised straight up). Each boy has three jumps and is awarded points for the best one - 10 points for a 35cm (14in) jump, 7 points for 30cm (12in) and 5 points for 25cm (10 in).

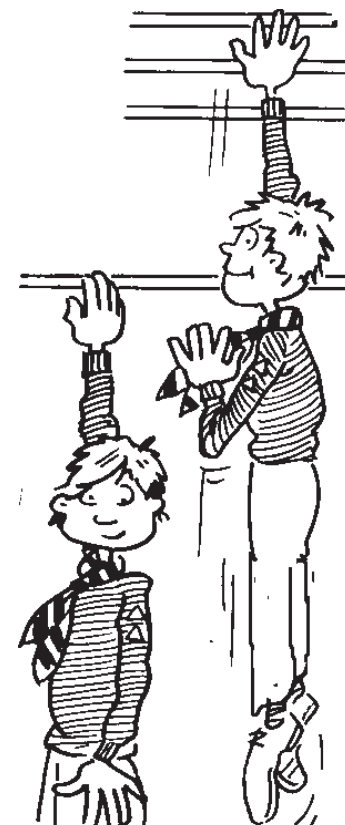


Squat thrusts

Pair off the Cubs (one to perform the thrusts and one to count, then reverse tasks). Adopt the 'pressup' position then jump legs forward into 'tuck' position, then back. Award one point for each squat thrust completed in 15 seconds.

Stand up!

In pairs, sit back to back with arms folded and legs straight out in front. At the signal, both try to stand up first without using their hands - it's not easy!

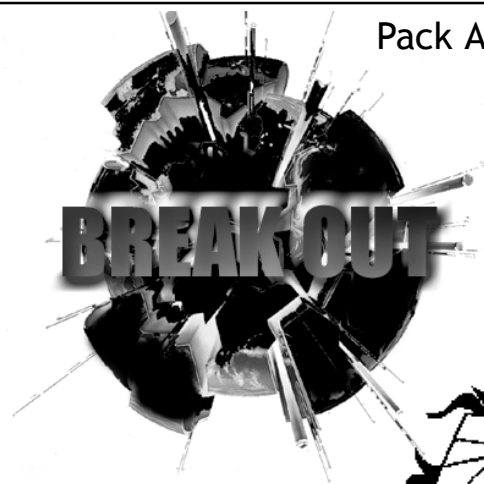


One-legged hand wrestling

In pairs, each boy holds his own right leg with his right hand and clasps his partner's left hand. The winner is the one who makes his partner touch the floor first with any part of his body or makes him let go of his right leg.

Push back

Two lines, two metres (two yards) apart, are drawn on the floor and two Cubs stand back to back between them and link arms. At the signal, each tries to push his partner across the line.



Pack Action

Casualty Simulation

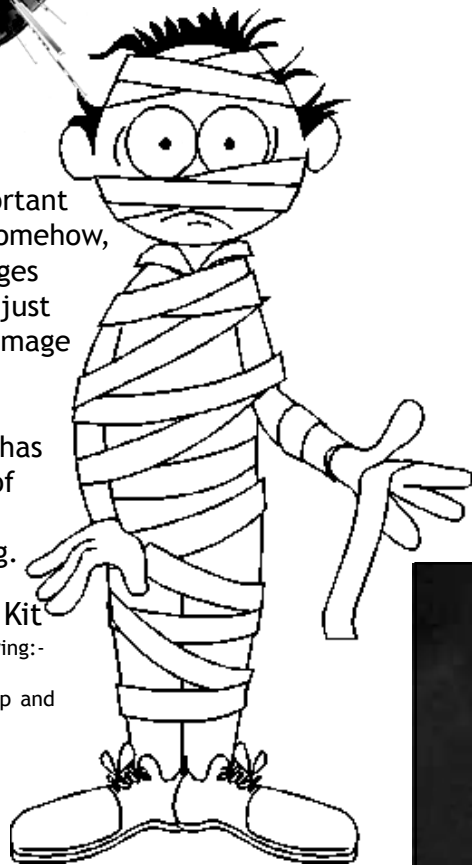
Teaching First Aid can be difficult, it is a very important and serious subject but somehow, placing crisp white bandages onto an imaginary injury just does not conjure up the image of a real accident.

Over the years, our Pack has come up with a number of ways of doing casualty simulation on a shoestring.

The Casualty Simulation Kit

For the Kit you will need the following:-

- A cheap watercolour palette (cheap and nasty toy one will do)
- Vaseline
- Tissues - plain white and thin
- Fake skin (see instructions below) or plastersine
- Butterknife
- Double-sided fabric plaster (most chemists will sell the stuff in rolls)
- Skin toned foundation powder
- Fake Blood (see below)
- Stuff to stick into wounds (nails, wood etc.)
- Bones of various sizes (chicken and Sunday joints are the simplest source)
- Scissors



Burns

Burns are great fun to play with. Not only do they look realistic but the blister will burst if handled too roughly. Firstly redden the area using a damp fingertip and red watercolour. Apply a dollop (technical term here) of Vaseline to the area and shape it into a blister shape. Place a piece of tissue over the vaseline and very carefully rub it until the vaseline soaks in and turns the tissue transparent. Very carefully, tear away the excess tissue and smooth the ragged edges into the vaseline.

Tips

Play around with the red paint before adding the vaseline to produce a really nasty burn. Don't add too much vaseline, most blisters don't stick up like half a ping-pong ball

Wounds

This is what the Cub Scouts really love, blood and guts!

How To Make A Nasty Wound

Cut a piece of double-sided fabric plaster to the approximate size and shape of the wound and stick it down to the arm or leg or whatever. Using small pieces of flesh, build up flesh on the bandage. Carefully blend the flesh with the real skin. Use make-up to blend the skin tones together.

Now for the wound.....

Decide on the type of wound you want and simulate it in the flesh
 Incised Wounds - these are clean cuts from knife slashes or glass, make these by cutting the flesh with a blunt butter knife.
 Lacerations - these are made by blunter objects like barbed wire. Simulate these by dragging a pencil point through the flesh.



Punctures - a stab wound made by a knife, nail etc. Use a blunt pencil to make this by working it in slowly widening circles in the flesh until the desired hole size is made. Next you need to dress up the cut. Use the paintbox to redden the inside and the edges of the wound. Add a few drops of blood inside the wound. You can have fun by inserting foreign objects such as nails or wood into the wound.

When you have finished with the basics you can really have fun. Open fractures with bones sticking out of the ripped skin.

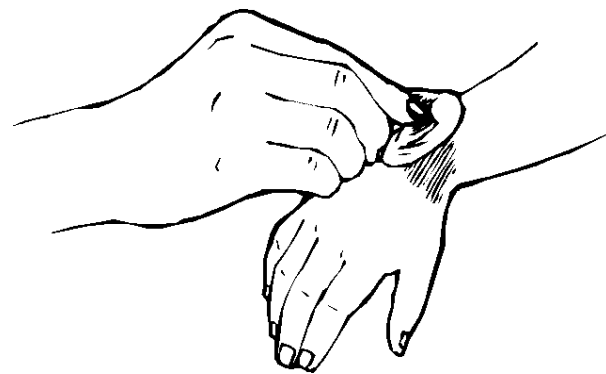
De-gloved fingers where the flesh has been ripped off the finger taking most of the bone with it (finger bent over, false stump made and a broken chicken bone used)

Let your imagination run riot!

So How do I use this at a Pack Meeting

Well what we normally do is to have the Sixes decide on a plausible accident and the dress up one of the Six as an accident victim. After half an hour of casualty simulation the Sixes move to a neighbouring Six corner and must treat the casualty as best they can.

One warning though, post a warning on the Scout Hall door. Some of the wounds can look very real and can cause the those not involved to panic.



Another consideration, although this is not real and the Pack know it is all fake, some young people can get a bit queasy about this so it is a good idea to have an alternative for them to do in another room

The Delia Smith Guide to making Blood and Flesh

To make flesh, you will need the following:-

- 2 cups of Self raising Flour
- 1 Cup of salt
- 4 Teaspoons of Cream of Tartar

Put all the ingredients into a pan, stir and cook until the mixture forms a soft ball. Couldn't be easier.

Making the flesh to the correct skin tone depends largely upon what skin tones you have in you Troop. I can get away with the bog standard pink tone most of the time. Minor variations in the pink skin can be dealt with by make up. I have not investigated the use of food colourings for darker skin tones but I should imagine that they should not be hard to get a hold of. One way of getting round the food colouring problem is to use a liquid foundation of the correct colour instead of the food colouring.

Blood

To make blood, you will need the following:-

- Cornflour
- Water
- A nice Blood Red food colouring

Make a paste of flour and a little water and blend it into the rest of the water. Slowly bring to a simmer and stir constantly until the mixture just begins to thicken. The exact amount you will need will depend upon the number of Scouts you have, however I rarely use more than a cupful. nothing looks more fake than buckets of blood! The mixture should be used quickly as it will thicken on standing.

WARNING

Some food colourings can stain clothes or skin. Please try it out before you use it otherwise you may end up with a huge cleaning bill, multi-coloured Scouts and a queue of irate Scout parents.

Recycling



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

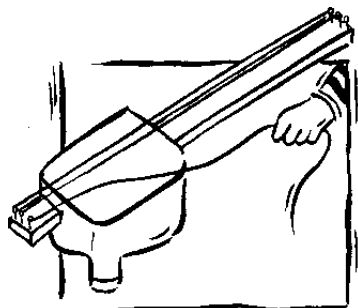
GUITAR

You will need:

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

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

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



DRUMS

You'll need:

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

For each bowl cut a piece of plastic a few centimetres larger than the opening. To get different drum sounds, use different-sized containers. Stretch each piece of plastic over the open end of its container. Secure the plastic in place with elastic or string. Beat your drum with your hands or make drumsticks out of things around your home. Try an empty thread spool on the end of a pencil, a chopstick with a thick elastic band around one end - or just a pencil with an eraser at one end.



HORN

You will need:

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

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

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

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

Film Canister - some ideas for programme ideas.

SPECIAL CAMPFIRE ASHES

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

STAR GAZING

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

SCAVENGER HUNT CONTAINERS

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

FILM CANISTER ROCKETS

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

Beaver News

Beaver Days Dublin & Waterford

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

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

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

Saturday, 11th May in Larch Hill

and the Beaver Day in Waterford will take place on

Help wanted.

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

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

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

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

Zoo Day

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

Booking in will take place at 10.30a.m.

Activities will start at 11a.m. with the day finishing at 3p.m.

These will include bouncing castles, aerial runways and many more Beaver fun bases.

75th Celebrations

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

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

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

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

Beaver Day Booking Form

Choose event Larch Hill Waterford

Name of section

Leaders Name

Address

Contact No.

e-mail

Number of Beavers attending

Number of Leaders attending

Total Monies enclosed @7 euro per Beaver

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

SEWING KITS

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

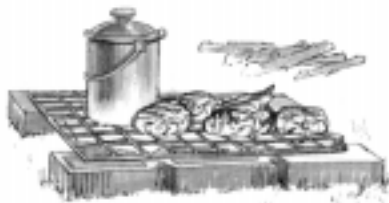
SURVIVAL KITS

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



Get Out

Now that the weather is a little better it is time to get out side and get involved in the many activities which are possible in the great out doors. The Arrow Scheme offers many ideas for you explore with your Pack. Your Cub Scouts /Macaoimh will need opportunities to learn new skills and put them into practice.



Fire lighting and cooking a simple meal or backwood cooking



A hike to a local place of interest. Sixers can help to plan the route and assist in map reading during the hike.

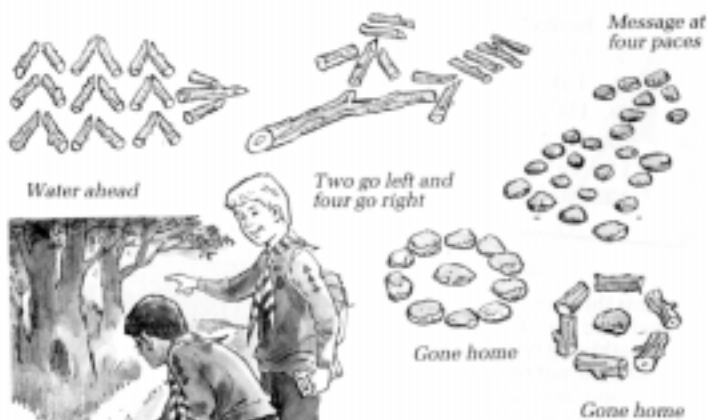
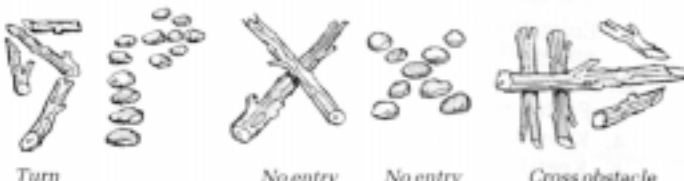
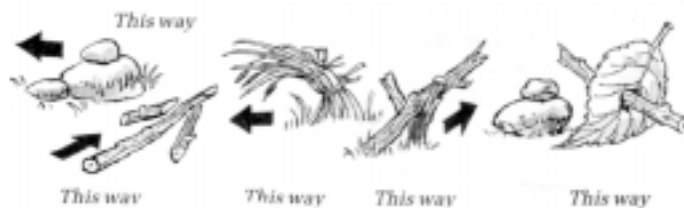


Build a shelter from natural materials

Gone Fishing - a trip to your local canal or river bank with fishing nets and jam jars catching 'pinkinns'



Compass trails and basic map and compass skills



Laying and following a tracking sign trail and old favourite of most cub Packs

MAKE AND FLY A KITE

You will need one lightweight plastic dustbin liner; two small garden canes; sticky tape; thin string.

- Cut and open out the plastic sack and cut out the shape shown.
- Cut the garden canes to fit down the edges of the kite and tape them in position.
- Carefully cut the two air holes.
- Put lots of tape over the comers of the wings to strengthen them and pierce a small hole in each one.
- Cut a length of string one and a half times the width of your kite and attach each end to the two small holes. Tie a small loop in the middle of the string.
- Attach the ball of string to the loop and let fly

Off to camp

Camping is popular with most Cub Packs. You may consider it as a Pack holiday option or perhaps having a joint camp with the Scout Troop. Don't forget a weekend camp to learn and practice camping skills. You could also consider a link weekend activity with those Cubs who are going up to the Troop. This would be more like a Troop camp with the Cubs working with Patrol Leaders and Patrols and it is an ideal way to develop friendship and bondings.



National Cub Scout / Macaoimh Fun Day
St. Finians College, Mullingar
 (Joint Scouting Ireland CSI and SAI Adventure)

We're all going on a bear hunt,
 but we're not scared!
 If you want to be part of a Pack of Braves going on a Bear Hunt at the Cub/Macaoimh Fun Day then don't delay.

Booking forms sent to all Sections

Web: www.cubsrus.com
 e-mail info@cubsrus.com

“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.

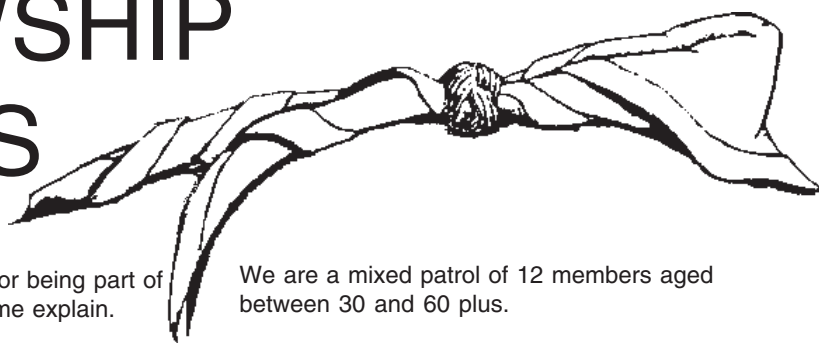
“In a sense, we offer a simulation or a microcosm of life in larger communities or societies and of what is meant by being an active and responsible citizen. If only the world resembled the microcosm of a World Scout Jamboree! The patrol system is about learning to live together in harmony and achieving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

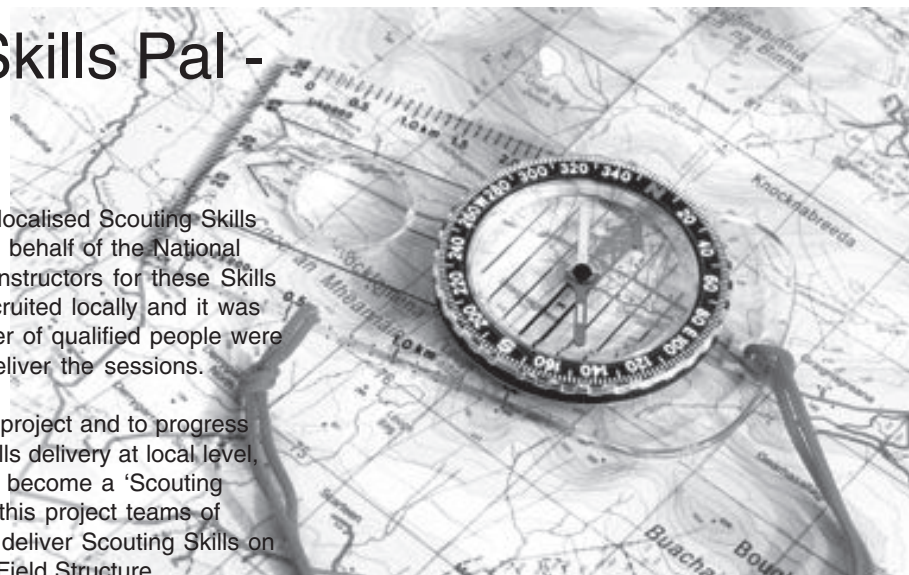
Last year a pilot project of localised Scouting Skills Training was carried out on behalf of the National Commissioner - Training. Instructors for these Skills Training Sessions were recruited locally and it was found that an ample number of qualified people were available to successfully deliver the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

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

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

The senses

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

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

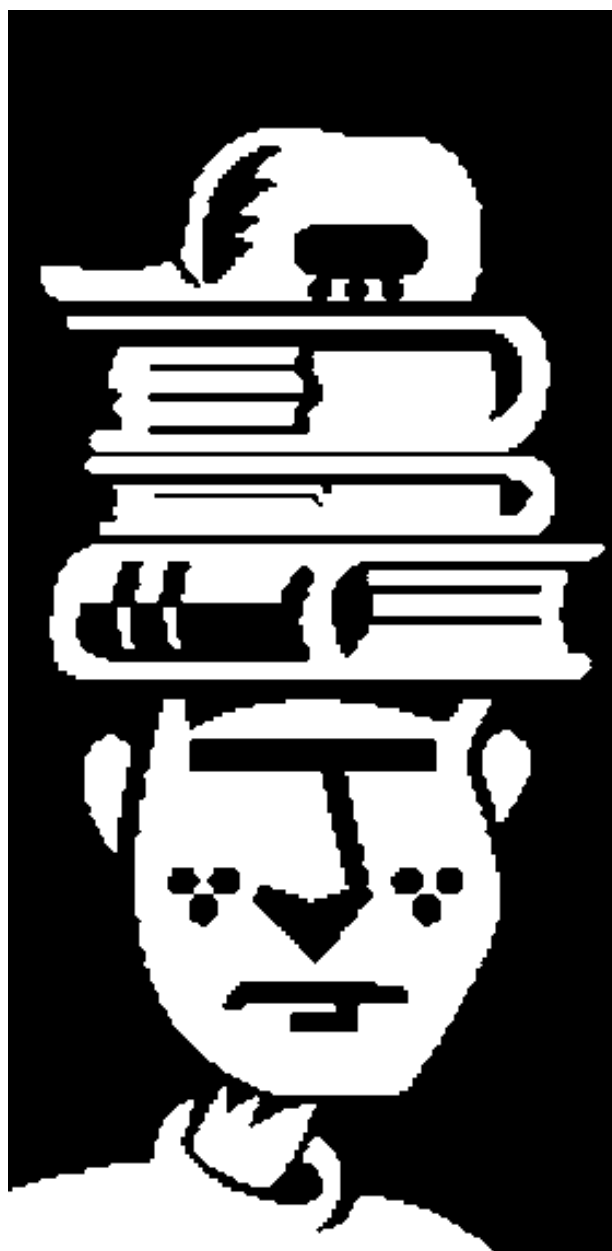
In planning any learning activity, it is important to remember that the five senses are the channels through which an individual is stimulated. Through the senses he or she makes contact with the things around him or her, and make responses which lead to the acquiring of new knowledge, skills or attitudes.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

Memory

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

Learning to do it

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



The Learning Process

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

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

Overcome the problem

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

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

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

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

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

Passing on a skill

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

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

How this happens is something like this: -

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

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

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

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

The Leader's Role

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

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

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

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

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

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

The Task

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

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

The Group

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

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

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

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

The Individual

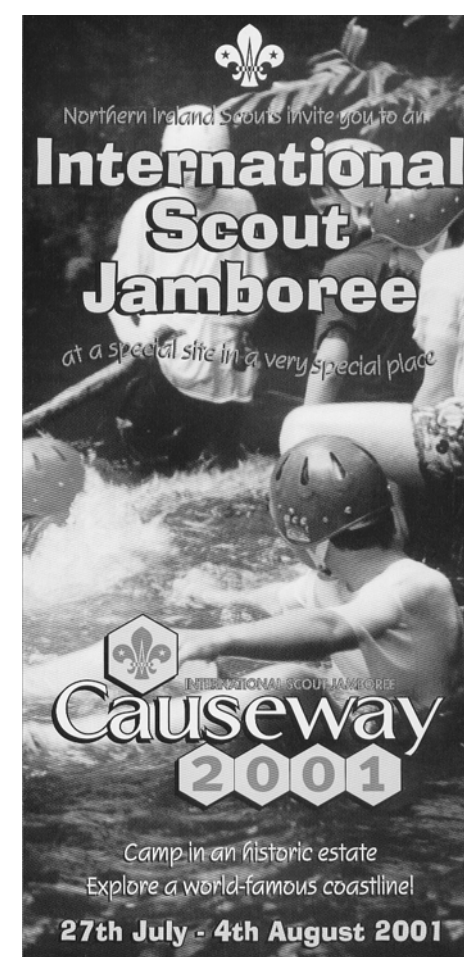
How about each individual in the group ? He must know exactly what he is going to do, and preferably why. The leader must then communicate this to him without misunderstanding. He has feelings and requires encouragement - Jim must treat him as a person, not

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

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

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

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



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

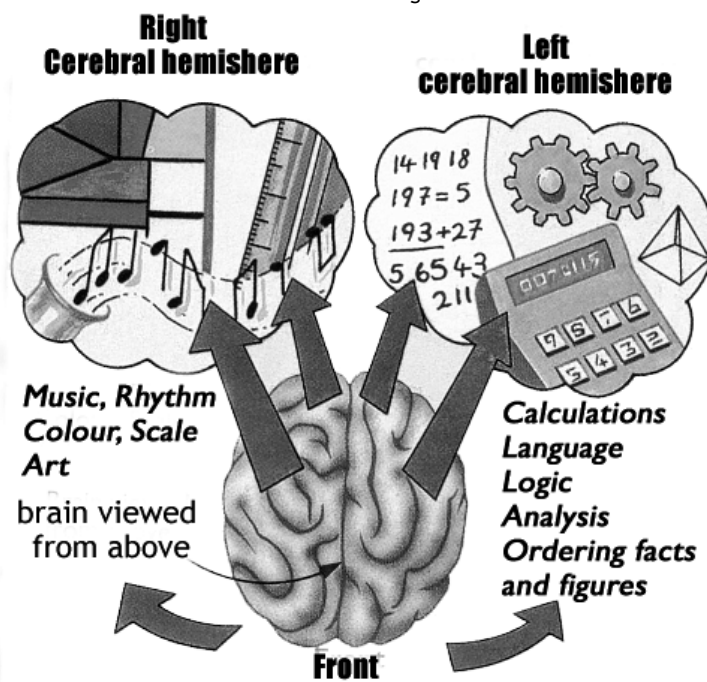
Our brain is made up of two halves that are joined together in the middle and connected to the spinal cord which takes signals through our body. Each side, the left hand and the right hand sides, have distinct functions.

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.

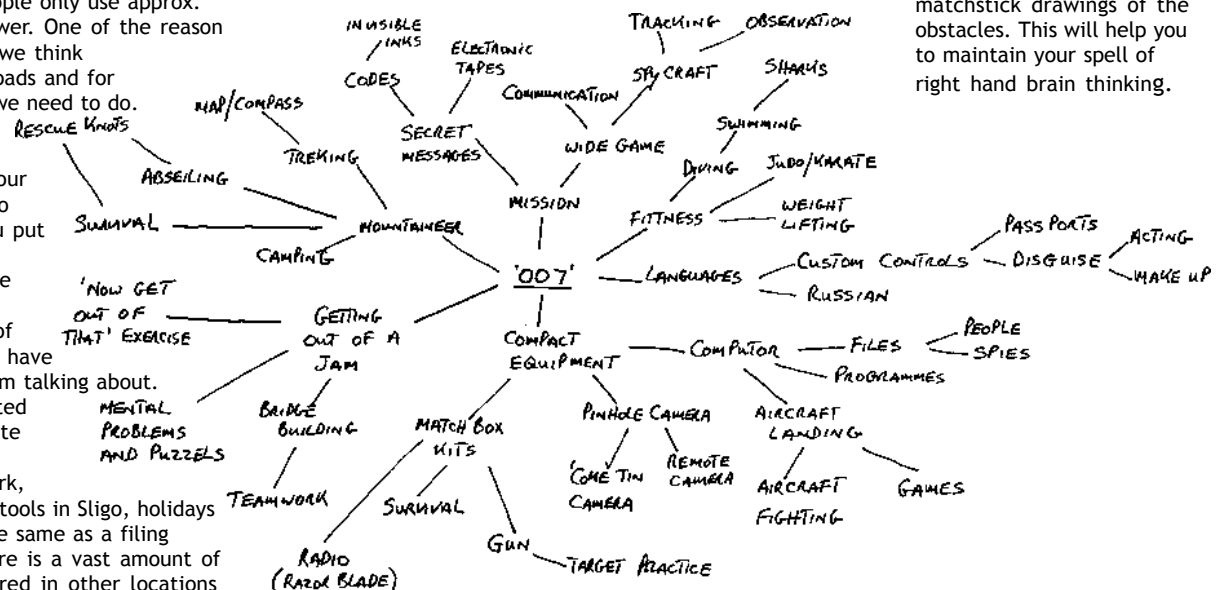
The tools

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

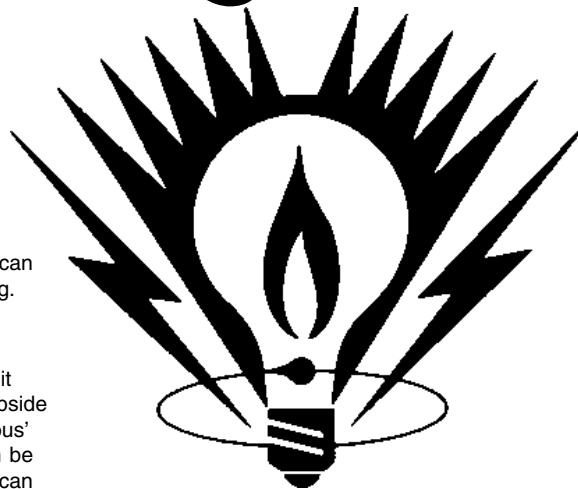
Most of the time our thinking is automatic. By becoming more aware of different thinking processes we can refine our thinking skills, and also improve communications and therefore performance when working with others. The six thinking hats communication device, developed by Edward de Bono, involves six 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.

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

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

Courage

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

Determination

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

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

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

Enthusiasm

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

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

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

Example

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

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

Phrases such as 'a leader should never ask others

to do something he

is not prepared to

do himself' are

very true, despite

their hackneyed

phraseology.

What we all have

to be on our

guard against is

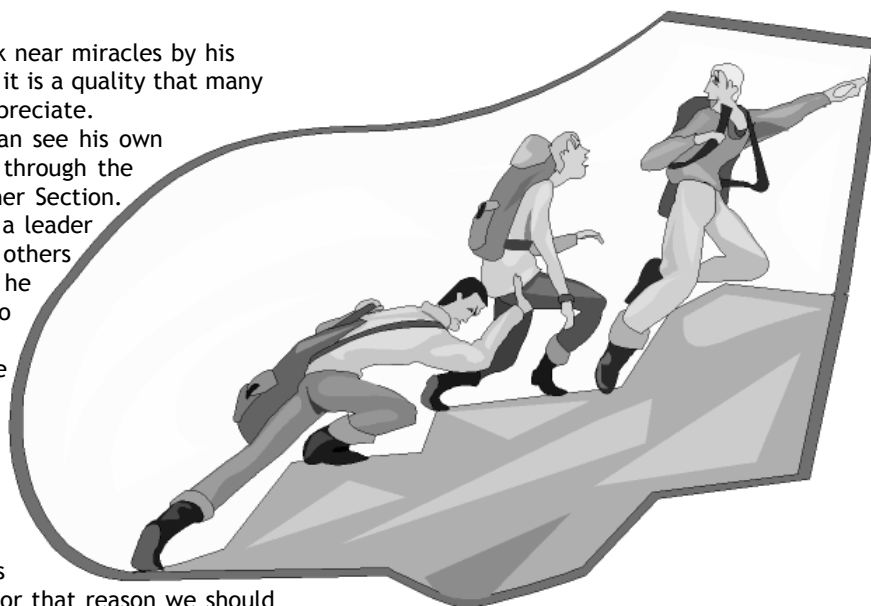
that bad example

is followed just as

easily as good. For that reason we should

take more care not to set a bad example

than to actively set a good one,



Justice

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

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

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

Knowledge

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

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

Loyalty

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

Self-discipline

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

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

Conclusion

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

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

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

Why do we need Youth Affairs Officers?

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

Little People Have Rights Too

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

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

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

Why do they not participate? Why do they leave?

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

Who minds the minders?

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

Youth Affairs - the bigger picture



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

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

Youth Participation

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

Unit Leaders and Regional Commissioners

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

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

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

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

Problem Shooter / Agony Aunt

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

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

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

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

Protecting Our Members

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

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

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

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

Ann Bruton
Assistant Chief Commissioner
(Programme & Youth Affairs)

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

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

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

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

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

Getting Started

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

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

Belonging

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



Parents an untapped resource

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

Easing Them In

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

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

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

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

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

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

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

Building Up

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

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

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

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

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

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

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

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

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

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

Fr. Peter Kehoe National Chaplain

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

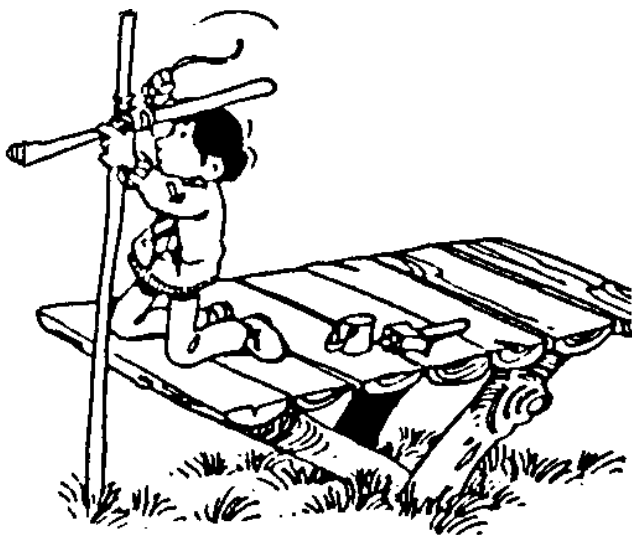
For many young people, last summer was full of fun, friendship and challenge. Many Scouts got a chance to meet other Scouts from different parts of the world. Some camped just a few miles out the road, built an overnight shelter from fallen leaves and branches and slept in it. Some visited Peel Castle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

The 'how' and 'why' of Scouting

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

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

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



Christian Leadership today

own religious belief and commitment was nurtured.

Christian leadership

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

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

This is what Henri Nouwen wrote about it:

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

The chaplain

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

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

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

Confusion

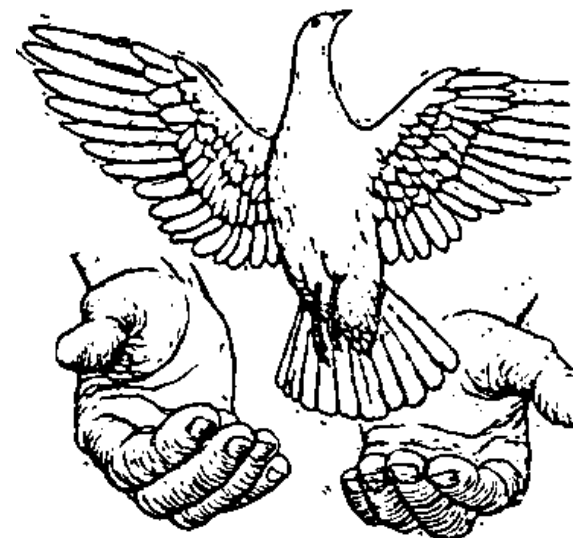
Among my own age group I sense apathy, complacency, frustration. The drug scene, youth drinking and vandalism form a collage of young people not at home with themselves; a young person trying to run away from an uncomfortable emptiness within.

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

In conclusion - a beginning?

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

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



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

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

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

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

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

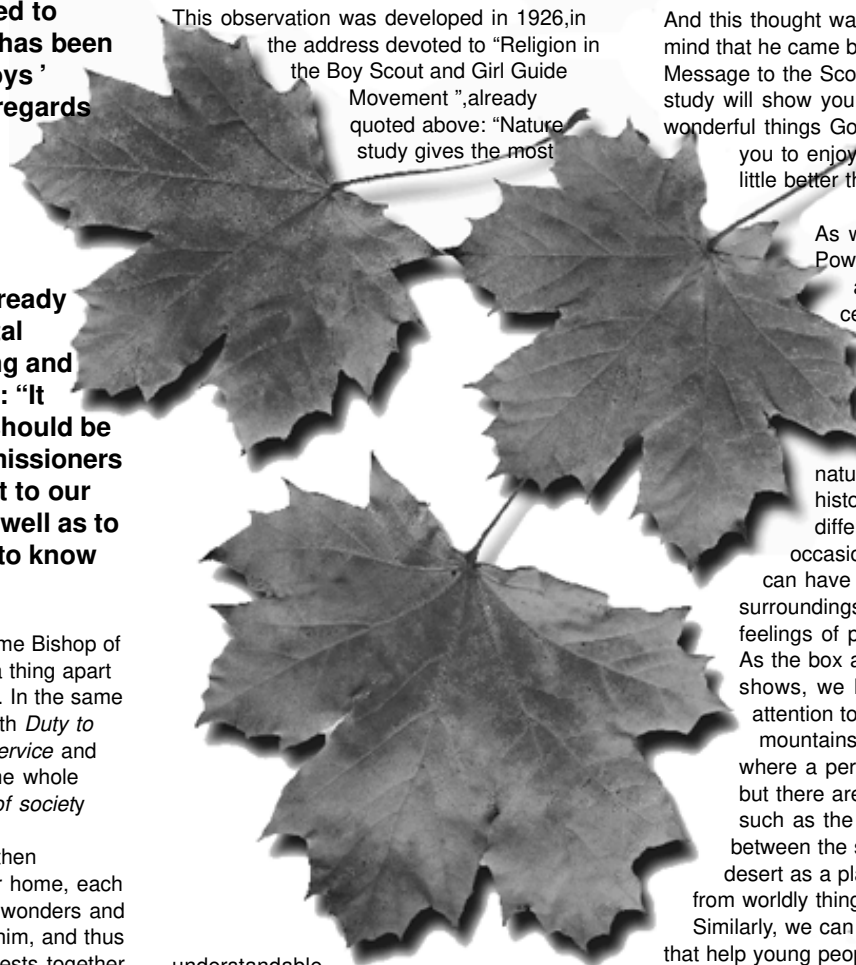
Spirit of service: "It is only through goodwill and cooperation, that is through cheerful service for others, that a man reaches true success, i.e. Happiness. For then he finds that Heaven is here in this world and not merely a vision of the next".

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

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

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

The Spiritual Dimension of Scouting



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Relationship between SCOUTING, NATURE and RELIGIOUS EXPERIENCE

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

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

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

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

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

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

Beaver

10 things a Beaver should be able to do

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

Cub Scout/ Macaoimh

10 things a Cub Scout should be able to do

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

Scout

10 things a Scout should be able to do

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

Venturer

10 things a Venturer should be able to do

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

Scouting Top Ten

Scouting is....

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

People who are Scouts are likely to be

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

Section Top Ten

10 things that should happen in your section each year.

The minimum standard should be an outdoor activity once a month. The breakup can be like this:-

- 6 Hikes or outings
- 2 Weekend camps
- 1 weekend hostel
- 1 Annual camp/expedition/holiday

Section Leader

10 things a section leader in any section should be able to do

- # Be able to camp
- # Light a fire with one match
- # Tie the basic knots
- # Use a map and compass
- # Render basic first aid
- # Know the SQS minimum standard
- # Know about TLP/Commissions/Permits
- # Ensure your on a NHQ mailing list
- # Basic elements of section programme
- # How to seek help and advice

Unit Leader/ Commissioner

10 things a Unit Leader/Commissioner should know and be able to do

- # Know the SQS concept
- # How to run and chair committee meetings
- # How to talk in public
- # Seek help and support from Unit Leader/Commissioner team
- # Know camping procedures and standards
- # How to induct new adults to scouting
- # Direct the training of your leaders
- # Get your leaders on a mailing list
- # Be able to hike and camp
- # Be aware of youth opinions and needs

Scouting can be complex or very simple to understand. This TOP TEN listings will enable you to get a simple picture of what a member of your section should be able to do. This is basic fare but yet these are the main items that your members expect from Scouting. Can all your members do everything on the list? if not, then it is an opportunity to do some of these items as part of your programmes.

The TOP TEN is a MINIMUM list, of course, there are thousands of other things that your members should be able to do but if they can do the basic list then you are half way there.