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CHAPTER 1

What are we really trying to do?

When watching a Scout Troop Meeting a number of things can be seen: Scouts playing games; making things; working in small groups; learning things, and generally having a lot of fun. This is exactly what Scouting is, a game and a game to be enjoyed.

Scouting is also a game with a purpose, so besides the fun, challenge and adventure Scouting is really trying to develop young people so that they are able to become successful adults in their community.

The Aim

Aim of the Association is to contribute to the development of boys, girls and young adults in achieving their full potential as individuals, as responsible citizens and as members of their local, national and international communities by:

- (a) developing their character;
- (b) training them in citizenship;
- (c) developing their spiritual, social, intellectual, and physical qualities;

Let's take camping as an example. For Scouts:

- ▶ Physical development happens through putting up tents, building bridges, canoeing, hiking, etc;
- ▶ Intellectual development occurs with programme planning, organising, learning map reading and problem solving;
- ▶ Social development grows through living together as a Patrol, learning to live with others and working together;
- ▶ Spiritual development comes from learning about themselves, their individual strengths, attitudes, values as well as from working with and valuing others.

The Troop camp also brings together Scouts from different backgrounds which will help them better understand the people that make up their community. Camping with Scouts from other Troops, from home or abroad, can greatly increase their wider understanding.

Camping is just one example, and most important as a Leader is that all the Scouts develop something more each time they take part in any activity.

Method (Rule 104)

The Scout Method is a system of progressive self-education through:

- ▶ a Promise and Law.
- ▶ learning by doing.
- ▶ membership of small groups (e.g. the Patrol) involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government directed towards the development of character and the acquisition of competence, self-reliance, dependability and capacities both to co-operate and to lead.
- ▶ progressive and stimulating programmes of varied activities based on the interests of the participants, including games, useful skills, and services to the community, taking place largely in an outdoor setting in contact with nature.

The way in which we achieve this Aim is by providing an enjoyable and attractive scheme of progressive training based on the Scout Advancement Programme.

Your role as a Scout Leader (Troop Scouter) is not to run the Troop, but to guide the Scouts to run it for themselves so that the Scouting is fun, enjoyable and attractive.

No Scout, however, will ever join a Troop asking to be 'developed' so the method of achieving this is by providing challenge, excitement and fun.

The Progressive Training Scheme

The Progressive Training Scheme is the training pattern for all Members of the Movement from eight to twenty years old; from Cubs to Rovers. To get the most from Scouting, individuals should ideally travel through all three Branches developing as they go. The Progressive Training Scheme is designed to help make this happen and a key part of your job is ensuring the successful transfer of Members from the Cub Pack to the Scout Troop and from the Troop to the Crew.

Each Branch of the Movement has its own badges and Awards. For the Scout Branch these include the Challenge awards and the Springbok Scout Award. Full details of all the Awards are laid out in Chapter 5.

Promise and Law

Many youth organisations have a stated aim and method not that different from The Scout Association's, but two principles that clearly set Scouts apart from others are the Promise, which every full Member of the Association has to make, and the Law.

Clearly, a key part of your role is to help your Scouts (and other Leaders) understand the Promise and the Scout Law before they decide to commit themselves to them.

Scouts need to understand what 'honour' means in terms of being trustworthy and reliable and its importance in showing that their Promise will be meant and valued.

Scouts need to understand what 'duty' means in terms of being committed to both their religious faith and to their country. They need to understand how to demonstrate their duty in practice, for example, by keeping the laws of the country in which they live.

Scout Promise and Law's

On investiture, Scouts, Rovers and all Adult Scouters make, or where appropriate, re-affirm the Scout Promise.

The Scout Promise is:

"On my honour I promise that I will do my best -
To do my duty to God, and my country;
To help other people at all times;
To obey the Scout Law."

The ten elements of the Scout Law are clear and simple to understand and one would hope the characteristics they encourage are appealing to all individuals and not just Scouts. However, some Scouts may need help in understanding some of the concepts.

It is important that Scouts clearly understand the meanings of the Promise and Law and are prepared to accept them because they cannot become Members of the Association otherwise.

The Scout Law is:

1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word, and deed.

Uniform

The Scout uniform is the outward positive sign of belonging to the Movement.

Most Troops will wear uniform for weekly meetings. Your Court of Honour and Group Committee needs to make various decisions about which uniform or activity dress is appropriate.

Wearing the uniform puts Scouts in the public eye and can be very good for our public image. It is important therefore that we wear our uniform correctly and with pride.

CHAPTER 2

The Leaders Role

The Troop Scouters position carries with it the highest level of responsibility in the Troop. Typically the Troop Scouter is assisted by Assistant Troop Scouters who together make up the Scouters Team. This Scouters Team is responsible for the following duties.

- ▶ To develop the Scouts Physically, Mentally and Spiritually through an active and challenging outdoor based programme.
- ▶ To ensure the safety and welfare of the Scouts at all times.
- ▶ To work as an effective team member with all other leaders in the Troop and Group.
- ▶ To set a good example to the Scouts and the community.

Troop Helpers

Troop Helpers are appointed by the Troop Scouter with approval of the Troop Scouters. The Troop Helpers responsibility is specified by the TS on appointment, but a Troop Helper may not carry any responsibility for the overall management of the Troop. Often, Helpers are recruited with a specific task in mind, for example to assist with planning or running an activity or to carry out a specific administration function. The Troop Helpers term of service is typically temporary or his/her attendance at meetings is not constant. If this is not the case it is recommended that the Helper become a uniformed member of the Troop Scouters Team.

Individual Roles & Responsibilities

Troop Scouter (TS)

The Troop Scouter is appointed by the Group Committee with the consent of the District Commissioner and is responsible to the Group Scouter. The Troop Scouters main duty is to ensure the proper and correct functioning of the Patrol System, the basis of an effective Troop. He / She is also responsible for the overall running of the Troop Programme to ensure that the Scouts develop to their full potential. The Troop Scouter is the leader of the Scouters team and must therefore ensure that all its members function effectively as a team.

Assistant Troop Scouter (ATS)

The Group Committee with the approval of the Troop Scouter appoints Assistant Troop Scouters. Their responsibilities are set out by the Troop Scouter depending on their experience and areas of expertise. In general an ATS will help the Troop Scouter with the management of the Troop and may take responsibility for certain events and activities. The ATS may also be assigned to the training of certain age groups. Ideally, an experienced ATS should be able to deputise for the TS when he/she is not available.

CHAPTER 3

The Patrol System

"The Patrol System is not one way to run a Troop; it is the only way."

Baden Powell

The Patrol System is the key to effective Scouting and is the one aspect that differentiates Scouting from most other youth organisations. Used effectively, it is the most rewarding way of running a Troop. The Patrol System has been used since the inception of Scouting on Brownsea Island in 1907. Long before there were organised Scout Troops with adult leaders there were functioning patrols, evidence enough that the Patrol System does work. It is very important that you look at the Troop as a collection of separate Patrols and not as a Troop that is merely divided into Patrols for convenience.

The Patrol

The Patrol is ideally a group of between 6 to 8 Scouts. A good Patrol will meet and operate outside of the weekly meeting, and this will only happen if they are friends and happy to work together. Each Patrol has a different name, traditionally a name of a bird or animal found in that region. Each Patrol is led by a Patrol Leader (PL). The PL is chosen by the Patrol, the Court of Honour and the Troop Scouter. He is assisted by an Assistant Patrol Leader (APL). The PL in consultation with the Court of Honour appoints the APL. To assist the PL in the running of the Patrol and to develop all Scouts to their full potential, it is suggested that the PL create specific jobs for the Patrol members. These jobs may include Scribe, Hike master, Quartermaster etc. It is important to assign Patrol Members to proper jobs where they can feel important. Do not have a Patrol Librarian if the Patrol has no books for example.

The Patrol in Council / Patrol Council Meeting

In the same way that it is not the Troop Scouters Troop to run, it is not the Patrol Leaders Troop either. It belongs to all the members of the Troop. It is the PL's job to represent his/her Patrol at the Court of Honour. The Patrol in Council is the way the PL finds out from his/her Patrol what their needs and requirements are. The Patrol in Council is simply a meeting of the Patrol members to agree

to what they want to do. At these meetings the Patrol members may discuss what activities they are going to do as a Patrol, suggest ideas for Troop Activities and receive a report back from the PL on the Court of Honour's decisions that affect them as a Patrol. Ideally the Patrol in Council will meet before the Court of Honour in order for the PL to receive information for the Court of Honour.

Once every few years in your Troop the Patrol System will work perfectly with the Court of Honour being effective, each Patrol having a life of its own away from the Troop and everything working well and providing you with what will probably be your greatest reward in Scouting. For the rest of the time it is your job to train and guide the Scouts and Patrol Leaders to make the Patrol System work effectively, providing all the necessary encouragement and support.

CHAPTER 4

Patrol Leaders and the Court of Honour

What is the Court of Honour (CoH)

The Court of Honour (CoH) is the body that runs the Troop. It is made up of the Patrol Leaders and the Troop Scouter. The CoH can invite special guests to attend its meetings. The CoH is run by the CoH Chairman (usually the Troop Leader / Senior Patrol Leader) and not by the Troop Scouter.

As a Troop Scouter, you may find it strange that you are not in charge of the body that runs the Troop.

The TS's Role

Operating the Patrol System and particularly the CoH is, without doubt, an unnatural process. As mentioned before, you will often feel that you could do the job better by yourself, in half the time, with half the effort and with a lot more efficiency than a bunch of Patrol Leaders. This may be true, but if you believe that is a better way of running a Troop, you are missing the point of Scouting. To run it yourself is not an option. The Patrol System and CoH are the only methods for running a proper Scout Troop. If you operate without the Patrol System and without giving the CoH real responsibility, you may have a well-run youth club, but it will not be Scouting!

What is described above is the ideal. Realistically, many Patrol Leaders are only 13 or 14 years of age and can not be expected to take on such a huge responsibility. What you as Troop Scouter must do however, is aim for the ideal scenario. This can be done by encouraging them to take on the responsibility they are capable of, while building their confidence to take on more. In this way the responsibility of the Troop lies, and will be seen to lie, with the Patrol Leaders rather than the adult leaders.

The Job of the Patrol Leaders

The job of the Patrol Leader can be divided into two main sections. These can best be described in the Patrol Leaders Handbook, but can be summarised as follows.

The first task is that of leading their Patrol;

- Lead, motivate and get the best from their Patrols.
- Build their Patrols into effective teams.
- Organise and run Patrol activities, hikes and camps.
- Hold and run Patrol in Council Meetings.
- Train Scouts.
- Maintain discipline and control.

The second task is to share the responsibilities of the Court of Honour;

- Agree to and assist in running the Troop Programme.
- Discuss ideas from the Patrol in Council.
- Maintain Troop standards.
- Discuss and approve appointments within the Troop.
- Invite Guests when necessary.
- Arrange Troop activities and Competitions.

Clearly, there is a lot to do and learn and no one can be expected to be able to do this all at once. A 14 year old Patrol Leader has a few years to learn and practice the many skills needed to become an effective Patrol Leader (and Leader).

How does the Court of Honour Operate?

This should be left up to the Patrol Leaders concerned, providing their methods are effective. From time to time they will need to have structured meetings with a formal agenda and minutes taken. They might also meet after Troop Meetings, on hikes or other activities. Meetings should take place at least once a month for a CoH to operate effectively.

If you are lucky enough to be starting a new Troop, then you will have to start from scratch. In many ways this is ideal, as there will be no preconceived ideas as to who does what or how things should be. Start by discussing the Patrol system and how it works. Give the Patrol Leaders the first big responsibility of dividing the Scouts up into Patrols.

Starting the Court of Honour

Although you will have to explain to the Patrol Leaders what their job entails, you will overburden them if you try to explain it all at once. Try to take it one step at a time, introducing new responsibilities when they have managed to build up enough confidence to take them on. Everything they manage to take on is a step forward and should be valued and praised.

The first few meetings of the CoH could follow these guidelines;

- Have a cup of tea with the Patrol Leaders, explain their job and listen to their views.
- Have a chat with the Patrol Leaders after a Troop Meeting about how the evening went
- Have a chat with the Patrol Leaders after a Troop Meeting to organise a day hike or similar activity.
- On the hike/activity ask the Patrol Leaders to plan and run a game for the next Troop Meeting.
- Have a meeting with the Patrol Leaders. Discuss three items, one of which needs to be discussed with their Patrols. Ask each Patrol Leader to report back the following week.
- Call a CoH and use an agenda and get a PL to take minutes. Keep it simple.
- Have a training session for the CoH members. Explain the procedures followed at formal meetings, minutes, agendas and the procedure for calling a meeting. Get the CoH to vote a chairman in.
- Get the chairman to organise and run the next CoH.

Let the process take the time it needs to become fully operational. Continually support and assist the Patrol Leaders in their duties giving encouragement and expertise. Then, you will be able to sit back and watch true Scouting in motion.

CHAPTER 5

The Badge Advancement System

This chapter and the following chapter are really inseparable. The Badge Advancement System and the programme planning are two sides of the same coin and it is suggested that you read this chapter in conjunction with Chapter 6.

The Badge Advancement System is the pattern of training devised to help Scouts develop to a level appropriate to their own age. The Badge Advancement System is different for each level, but the six advancement levels fit together as part of the overall Progressive Scout Training Programme.

Advancement Badges are intended to motivate Scouts to learn and have their achievements recognised in the form of badges. They also structure the learning into a logical sequence so that the learning can be put into practice in challenging and exciting activities.

As a general rule, providing it is fun and interesting, younger Scouts will be happy to learn for learning's sake, especially when it means that they are also able to gain badges to put onto their uniforms. Older Scouts, however, will want and expect to see value of what they are doing and know how, what they are being asked to learn will be put into practice. The badges themselves will be far less important to most older Scouts.

Ability and standards

Clearly what the Advancement System is not, and never should be, is a set of rigid task or activities which a Scout 'passes' or 'fails'. Scouting is open to all regardless of sex, creed, colour or ability, and in fact does more than many other youth organisations to cater for young people across the whole ability range. The Association's Aim encourages bringing people to their full potential and a Scout's promise to "do my best" is the key.

It is the responsibility of the Court of Honour and Troop Scouters to ensure that all Scouts get the chance to succeed if they do their best and that Award requirements are altered to their ability and understanding. In such a situation the Court of Honour should be encouraged to talk to the individual Scout about possible alternatives and seek advice, probably from you and the parents,

and the Assistant District Commissioner (Scout Programme) if appropriate. The Court of Honour should also ensure that every Scout gets the chance to take part in all activities.

In many ways it is those young people who perhaps 'fail' at school through limited ability or through actual disability that Scouting can do most to help.

Similarly, a Scout of very great ability might need difficult challenges to undertake.

This having been said the Advancement System does set standards which all Scouts should aim to achieve and some, particularly those to do with safety, are clearly not negotiable. For technical skills it is usually easy to set a standard. It is quite easy to see whether or not a Scout can tie a knot. To complete a requirement a Scout should be able to demonstrate the skill or use the knowledge required at a future meeting and not just on the same evening that it has been learnt.

In other areas, though, such as with creative work, pictures, writing or whatever, you will probably need to rely more on your knowledge of the Scout to know whether he or she has done his or her best.

Advancement System training should, wherever possible, be part of activities, games and exercises rather than just test work, which is particularly unattractive.

The Award

The starting point for any Scout is the Scout Membership Badge, regardless of age. Following that, the Scout Advancement System has five main Advancement Levels divided into three parts. The first Award, the Pathfinder Badge, is designed to give the younger Scout some of the basic skills needed to undertake the challenging activities of the next Award, the Adventure Award.

Similarly, the First Class and Explorer Award gives the older Scout the more advanced skills needed to undertake the activities and achieve the highest Award in the Advancement System the Springbok Scout Award.

Each of the main Awards is arranged into the same six developmental areas.

CHAPTER 6

Programme planning and making it happen

Programme Planning

The key to Successful Scouting

PREFACE

Remember the Aim of Scouting detailed in Chapter 1 (refer back if needs be).

Quite a task to be achieved! But have you ever stopped to really consider how little time you have at your disposal to achieve this huge challenge? If we take into account the likes of school holidays and public holidays, the average Troop is left with an average of 40 weeks in which to hold its meetings. If the typical Troop meeting lasts about two hours, this means you have a grand total of 80 hours per year in which to achieve Scouting's ambitious Aim! And if you are one of those Scouters doing your job correctly, you will not be talking for more than 10% of the time. This leaves you with no more than 8 hours a year to say your piece.

As one bumper sticker puts it so clearly:

*So much to do
So little time*

This bears two important messages for us. Firstly, that thorough planning is vital to ensure that every Scout gets the maximum value from the time he/she is investing in Scouting. A comprehensive plan is the only way to fill the limited time with the most effective programme. Our only hope of achieving our objectives is through proper Programme Planning.

Secondly, Outdoor activities, like camps and hikes, are invaluable in providing additional time for the development of our Scouts. Each weekend activity can add on another 25 to 30 hours of

Scouting time. And more time is spent at a four-day camp than the 80 hours spent at Troop Meetings! An active Outdoor Programme is an essential supplement to the weekly meetings.

When one looks at the reasons why strong Troops are so successful, two basic factors always stand out - the Patrol System and Programme Planning. Good Troops are always built on solid implementation of the Patrol System, alongside good Programme Planning.

WHY PLAN?

In a nutshell, Scouting is all about Character Development - the moulding of characters and instilling values in the leaders of tomorrow. This process does not just happen by chance. It has to be planned for.

Think of an architect who has a vision of an impressive house to be built. The architect will spend many hours planning the building process in the finest detail. Each day when the builders arrive, they know exactly what they have to do. Can you imagine what would happen if the architect did all his planning one day at a time - waiting for each morning before deciding what the builders should do! There would be no way of ensuring that the final product would be realised, if all the planning was left for the last minute.

And so too in Scouting. There is no way we can achieve our objectives properly if we limit our planning to the very short term only. We cannot be successful if we confine ourselves to planning one week at a time. We have to see ourselves as the Master Architect - having a clear vision of the final product we wish to see in our Scouts, and then planning the best route to facilitate the process, given the limitations of the available time.

Good Programme Planning will guarantee:

- Each individual will get the maximum benefit from the time he/she invests in Scouting.
- You will avoid unexpected clashes for major events that would otherwise result in wasted effort and energy.

- In each year's cycle you make time to cover all the important training needs and various areas of Scoutcraft training.

SO WHERE DO WE START?

The best starting point is to map out the year ahead on a large sheet of paper. This chart is called the Year-at-a-Glance. Most Troops prefer to do this on a calendar year cycle (January to December). Get hold of a large sheet which sets out all the days of the year being planned. Sometimes you can be lucky to get hold of a free commercial version; otherwise you can buy one from a stationery store, or even make one from scratch.

The planning process has to start at least 1 - 2 months before the year being planned - preferably around November. Fill in as much detail as possible on this chart, where you know the dates that will impact on your Scouting programme. Try to include all dates such as:

School holidays.
 School exams.
 Public holidays.
 Weekends.
 Area Scouting diary.
 District Scouting diary.
 Training course diary.
 Competitions.
 Special Group events e.g. Group birthday, AGM, Scout's Own.
 Special events like Arbour Day, BP's Birthday, Mountain Day, Earth Day, River Day.

Every good plan should start by combining all experiences to date. Hold a joint meeting of the Court of Honour and the Troop Scouters Council to outline the plan for the Troop's programme for the forthcoming year. Each Patrol Leader should be in a position to contribute the feedback from his/her Patrol, representing their views on the past year and their wishes for the year ahead. APL's should also be involved when they are expected to become Patrol Leaders during the coming year. This meeting needs several hours to be effective. Some Troops set aside a whole weekend at a suitable venue for this purpose.

The meeting should start with an evaluation of the past year, along the following lines:

- What has gone well during the past year (the real winners)?
- What did not go so well - could have been improved?
- Any activities that are not worthy of repeating?
- What should be done differently this year?
- Any ideas for new activities to be included?
- What major activities does the Troop want (camps, hikes, etc)?
- What competitions does the Troop want to take part in?

Review the list of the activities you end up with, and rank each proposed item on priority:

High (H), Medium (M) or Low (L).

At this joint planning session, it is useful to set certain objectives for the Troop for the year ahead, e.g.:

- Star Awards to be earned.
- Each Scout to progress at least one level in the Advancement Badges.
- Each Scout to earn at least one Scoutcraft or Interest Badge.
- All Patrol Leaders to have attended a PLTC or PLTU course.
- Each Scout to camp out at least 5 nights.
- Troop Scouters Patrol or Seniors activities.
- At least one major outdoor activity per Patrol per quarter.
- Formal Court of Honour meetings each month.

When the objectives have been agreed, they should be written up / typed out neatly. Give a copy to each Court of Honour member, and each Scouter, and display a copy prominently in your Court of Honour room. It is a great idea to give individual Court of Honour members responsibility for specific objectives, as the Troop's "watchdogs" to ensure that each is achieved.

By this stage of our planning, we have put together:

- The Troop's Year-at-a-Glance calendar
- A list of the activities proposed
- A list of the objectives for the year

your Annual Programme. Here are some possible themes to start with:

THE ANNUAL PROGRAMME

We now put together the basic outline for the year ahead. This is best done on a table chart which provides a row for each month, with various columns such as:

Theme for the month
Troop Meetings
Troop activities
District / Area events
Training courses
Badge of the month

On this Annual programme, fill in the details of all activities from your Year-at-a-Glance calendar that are likely to involve members from your Troop. Then select all the priority activities you have identified on your list of proposals. Start with the longest activities, like your Troop Summer Camp, and agree where these can best fit in on your Year-at-a-Glance calendar. As you decide on the dates for each, fill them in on your Year-at-a-Glance and on your Annual Programme. A typical order for working through these activities could be:

1. Troop Summer Camp
2. Senior Scout Expedition
3. Weekend Camps and Hikes
4. Troop Scouter's Patrol activities
5. Troop training courses
6. Troop competitions
7. Day hikes and other Troop activities
8. Parents activities
9. Special Troop Meetings e.g. Investitures, Campfires, TL's Treat, PL's Surprise

Give serious thought to the likely weather conditions to be expected, and avoid clashes with other activities that may prevent Scouts from participating, like school sports and exams. Review the list of objectives which you have set. Have you included all the necessary activities to achieve all your objectives?

Choose a theme for each month or even two themes for some months if you prefer. Make sure that all the main areas are included somewhere in

Airmanship
Backwoodsman
Boating / Sailing
Camping
Citizenship
Communications
Community Awareness
Compass and Mapping
Conservation
Cooking
Cosmos (Outer Space)
First Aid
Hiking
International
Lifesaving
Life Skills
Nature / Ecology
Orienteering
Outreach
Peace
Pioneering
Service
Sports and Hobbies
Veldcraft
Watermanship

Bear in mind that some months like December and January are very short months for most Troops, with only one or two weeks available for Troop Meetings. Avoid choosing these for the more involved themes like Pioneering. When your monthly themes have been selected, consider which Scoutcraft and Interest Badges to include as Badge of the Month, and fill these in. You should be able to identify one Scoutcraft Badge and one Interest Badge for each month, indicating that this will be the best opportunity to complete requirements for the badges identified.

To complete your Annual Programme, identify the major highlights to include each month. You don't have to finalise the exact dates for each, but should record all the good ideas while they are still fresh in your minds.

Now that you have completed your Annual Programme, make up a neat copy that can be photostatted to provide a copy to each person involved in putting it together. Copies should also be given to other people who will be affected, like your Group Scouter, Pack Scouter, Group Committee and District Commissioner. Place a

copy on your Troop notice board, for the rest of the Troop to see.

So the final document produced in your annual planning is your:

<input checked="" type="checkbox"/> Annual Programme
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QUARTERLY PLANNING

The Troop Scouters Council should meet before each quarter, to finalise the Quarterly or Term Plan. The planning for the Annual Programme is extended into greater detail for the three months ahead.

Draw up a table similar to your Annual Programme, providing for three months only. You obviously need a bigger space for each month, as you will need to record a lot more detail. Use similar columns as before, e.g.

Month	Theme and Badge of the Month.
Troop Meetings	Main topic, responsible Scouter, Duty Patrol.
Troop/Group activity	Investitures, Camps, Hikes, CoH Meetings, TS Patrol, and Fundraising.
District/Area events	Competitions, Regatta, SMC Meets.
Training courses	Troop, District and Area.

Fill in all the relevant details from your Annual Programme & Year-at-a-Glance calendar, including any changes since these were drawn up. You now need to decide on the main topics to be covered each week. Expand each theme by identifying the main topic for each available Troop Meeting, e.g.:

BACKWOODSMANSHIP	Shelters, Cooking, Navigation, Stars, Water Purification
CAMPING	Tent pitching, Camp gadgets, Camp cooking, Axemanship
COMPASS AND MAPS	Compass work, Map Reading,

Map making,
Plane tables,
Orienteering,
Treasure Hunt

COOKING

Methods,
Backwoods,
Pancakes,
Progressive meal,
Wheelbarrow
cooking,
International
Competition

PIONEERING

Knotting,
Lashing, Splicing
and whipping,
Gadgets, Major
projects

VELDCRAFT

Observation,
Stalking,
Tracking, Plaster
Casts, Kim's
Game, Wide
Game

Consider the requirements for the Badge of the Month if you are looking for more ideas.

Make allowance for some extra-special Troop meetings, such as Wide Games, Orienteering competitions, Cooking evenings, Night hikes, PL's Surprise, TL's Treat, Campfires and joint meetings with neighbouring Troops. Bear in mind any special training requirements in preparation for Troop highlights, like competitions or courses. This may also be useful as a lead up to major activities at Troop Meetings such as Orienteering or major Pioneering projects.

Decide which Scouter will be responsible for drawing up the detailed programme for each week. If you decide on Patrol Meetings in the place of a normal Troop Meeting, be sure to give clear objectives of what must be achieved at these meetings!

Record all the details on your quarterly chart, and make a neat copy for each of the Troop Scouters. So, the final product from each quarterly meeting will be a master plan for your Troop:

DETAILED MEETINGS

A Troop Scouter once commented to me, "*There is no such thing as an ordinary meeting in our Troop. Each one is special!*" What a great ideal! Imagine what Scouting would be like if every Troop Scouter aimed to make every meeting 'special'.

Remember that a wasted meeting is a meeting gone forever - you will never have the chance to redeem yourself by repaying your Scouts for their time that was not used to the full. So how do we go about making each meeting special? When we plan a meeting in detail, we need to have some basic objectives in mind:

- it must be exciting to every Scout
- there must be something new and something challenging for every Scout
- it must offer training value with ample opportunity for progress - every Scout must learn something new
- it must give each Scout maximum value from start to finish - keeping everyone busy and active throughout
- remember the ABC Winning Formula - a winning programme must provide plenty of fun through Action, Brotherhood and Challenge.

A number of items will feature in your regular Troop Meetings:

- Formal opening and closing
- Steam-release activity (game or contest)
- Skills training
- Patrol corners
- Inter-Patrol project or activity
- Sense-training activity (game or contest)
- Yarn (Troop Scouter's Minute)
- Prayer

You will never be able to include the whole list in every meeting, but every successful Troop Meeting will have most of these elements.

Start by writing down everything that has already been agreed in the Quarterly Programme - the theme, the main focus for the week, investitures, etc. Add to these by looking for fresh ideas by scanning through the variety of Scouting resources you have available. Plenty of ideas will be found in books like *Troop Scouting*, *Resource Packs* from Adult Training courses, your Troop Logbook, files of past programmes, *That's an Idea*, *Another Idea*, *Veld Lore Scrapbooks*, *101 Thrifty Ideas*, *Show and Do*, or scan through the *2004 Cape Western Area CD*. Jot down any good ideas you find which you think could be used, considering the range of items listed above. Whilst your programme file is always an excellent source of ideas, avoid the temptation of repeating complete programmes from the past. Strive to be creative in searching for better ways to present the activities in a more exciting way.

When you have written down plenty of ideas to choose from, determine the highlight for the programme. Decide how much time is required for this activity, and then start selecting the rest of the components around this highlight. Strive for a high level of 'linkage' between the various components of your programme. Fill in the details of your lead-up and wind-down. The usual lead-up to the highlight will consist of the opening, inspection, steam release activity and training in Patrol corners. The wind-down is likely to include a contest, yarn, notices and presentations, closing. Work out how much time is still available, and choose appropriate activities to fill these slots. If you allocate Patrol time, make sure you give specific objectives to be achieved. Make sure you focus on action, and avoid lecturing for long periods (never longer than 10 minutes). Decide which Scouter will be responsible for each part of the programme. Think of a catching name to give to your programme - something to catch the attention and interest of the Scouts, e.g.:

The Lunatic Fringe
Skills Championship
Grand Derby
Journey to the Centre of the Earth
Skill-o-Rama
Guinness Book of records
Mapping Mania
TL's Treat
Grand Prix
PL's Surprise
Search for Skylab
Oktoberfest

Mission Impossible
 Star Trek
 Pioneering in Action
 Olympics
 Scouts to the Rescue
 Paper Chase
 Sailing the Seven Seas
 Around the World
 Wild West Show
 Magician's Party
 Globe Trot
 Day at the Races
 Wizard of Oz
 The A Team
 James Bond 007
 Magnum PI
 Crack Squad

Lash-Math-a-Batics
 Hop 'n pop
 Look & Look
 Running Loose
 Etc.

Evaluate meetings afterwards with the Court of Honour. Record their feedback (see checklist) with the programme when you file it in your Troop's programme file and or Logbook write-up.

After each event / programme run in the Troop, all leaders should carry out the following:

Pull all the details of the Meeting together by writing down all the details in a suitable format, e.g.:

DATE _____ THEME _____

TIME ACTIVITY SCOUTER

It is an excellent discipline to have the detailed programme ready one week before the actual meeting. This allows you to brief your fellow Scouters properly, so that they can come along knowing exactly what is required from them, and are suitably prepared. If you leave all your briefing for the last minute, you are guaranteed to run into problems. The poor Scouter who is asked to run a game of his/her choice, on the spur of the moment, can never do as good a job as when he/she is given proper advance warning.

Draw up an illustrated copy to be placed on the notice board during the actual meeting. Make this as eye-catching as possible, adding in drawings and the like to stimulate interest in the programme. Some Troops include a question on the programme, with correct answers earning valuable points for Patrols that read the programme. Use exciting names that will keep the Scouts in suspense, instead of the usual standard terms. For example:

Stave Ho
 Invisible Knot
 Climb the Pole
 Dead man walking
 Passing water
 Beyond

<p><u>PROGRAMME EVALUATION</u></p> <p><u>TIMING</u> Adequate time allowed for activities to flow smoothly?</p> <p><u>FUN</u> Were activities fun for Scouts?</p> <p><u>ADVENTURE</u> Activities exciting / adventurous?</p> <p><u>PATROL SYSTEM</u> Use of Patrols and PL leadership?</p> <p><u>TRAINING</u> Scouts revise / learn new skills?</p> <p><u>UNEXPECTED</u> Something new and / or unusual to surprise Scouts?</p> <p><u>OUTDOOR</u> Use made of the outdoors during the meeting?</p> <p><u>VARIETY & MIX</u> Varied activities with a good mix of action?</p> <p><u>RESOURCES</u> Use made of Troop equipment, facilities and people?</p> <p><u>APPEARANCE</u> Notice board programme attractive and neat?</p> <p><u>PROMISE & LAW</u> Incorporated, reinforcing values in activities / talks / prayers?</p> <p><u>PREPARATION</u> Thorough planning done?</p> <p><u>EVALUATION</u> Of the actual programme run. Remember the Key areas and Scouting objectives</p>
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CHAPTER 7

Camps, expeditions and adventurous activities

In 1987 a professional survey carried out for The Scout Association of Members and non-members clearly showed that camping was by far the most popular activity the young people came for or joined Scouts to do. The next group of activities were all outdoor adventurous activities and it is important therefore that every effort is made to provide these for your Scouts - use the 'OUT' in 'SCOUT'!

Before making the annual programme plan, it is well worth discussing with family, friends, colleagues at work or any others that you have commitments to, how much time you and your fellow Scouters will be able to give to week or weekend activities. For most Troops summer camp is the highlight of the year, but if you cannot make a week then, if possible make the most of long weekends and public holidays. If it is just impossible for you to get the Troop or Patrols away to camp do not forget there are many other opportunities run by others that they could take part in such as:

- Patrol camps supervised by Camp Wardens or others.
- District and National camps.
- International camps.
- Joint camps with other Troops / Patrols / Guide Companies.

Some or all of these may take groups with one Leader or with none at all.

Scouts want to camp and you should do your best to see they get the opportunity.

Planning

Your starting point when planning any adventurous activity is to look at Policy Organisation and rules. (PO&R). Look for information camping, expeditions and rules of some specific adventurous activities such as rock climbing.

These rules are for your safety and for the safety of those for whom you are responsible. Some are referred to in the next few pages, but please read the relevant Branches in PO&R in detail before undertaking any major camp expedition or activity.

For camping and hiking you will also find the information on local regulations useful.

Starting out

Before starting on planning any activity it is worth considering the following questions. They are not in any order and all interrelate, but they do need answering.

Why are we going?

If you ask Scouts why they want to go to camp they will tell you because it's fun and that it's great. By asking a few more questions you can get a lot more out of a camp or expedition than just fun. Are you going to give some new Scouts a taste of camping? Is it for the older Scouts to complete Explorer and Springbok Scout's Award requirements? Is it to teach the Patrols to work together? What is the most you could get out of this? What are we going to do? Is it a visit to somewhere particular or an event? Is it to try a particular activity? Will you be based in one spot with a standing camp, or two or more sites with lightweight or hiking camps? Who is going to go? The whole Troop? New Scouts? Older Scouts? One Patrol or more? Your first questions here may be what adult support would you need and what is available, because these factors may limit the number of places. You must also ask yourself do I need specialist help?

Where?

Is it simply to go or visit somewhere specific? Does the location matter too much? What options are there? In many instances, it's not so much the location, but rather the program that makes a camp a success.

When?

What leadership is available and when? Are the Scouts on holiday? What is happening at school? Are there any Group commitments? Are there specialists available?

Generally you will have a starting point in one or more areas but they are all important to consider particularly:-'Why are we doing this?' and 'What is the most we can get out of it'?

At this point make sure all your answers make sense, and make a guess at costs. It is really not

worth going too far down the line if funds will not be available or could not be raised in time.

PLANNING AREAS

Once again these are not in any particular order but all will need considering.

Venue

If the activity is unique to one place then the decision is made for you. If not, look at possible options. For camps and expeditions you may only camp where you have permission.

When the choice has been narrowed between you and the Court of Honour encourage the Patrol Leaders to write to or telephone different sites for information on the site itself and any equipment and activities that they may provide. Some private farms still allow camping, but contacting them on a one to one basis is a very slow process. Other Scouters in the District may be able to give you ideas of possible farm sites.

Having agreed on a camp or expedition venue/s. visit it. Preferably with the Patrol Leaders if at all possible, and check for water supplies, sanitation arrangements, activity or equipment provision and the availability of specialist help. Also ask and look around the local area for Programme ideas and contact the local Scouts if possible.

Equipment

If the venue offers nothing or if you are hiking from place to place you will need to be self sufficient in most things. If you have never camped or backpacked, canoed or sailed, whatever it is you are going to do you will need help and advice. For camping or expedition advice your Assistant District Commissioner (Scouts) and your Group Scouter will be able to help. For hikes consult your Area Hiking Advisor. The Scout handbooks will help you with the details of what you should take, but you will need to consider the following four areas

1. Personal equipment

The best way to ensure that each Scout (and adult) has adequate and suitable equipment for activities is to issue a complete kit list.

2. Patrol / Troop / Group equipment

Depending on the activity this should include everything from marquees, sleeping tents, cooking equipment, down to loo rolls matches and can openers. If visiting a campsite enquire what they can provide. It is pointless taking the time, trouble and cost of transporting things you do not need to take.

3. Activity Equipment General

Particularly for camps you will need an assortment of everyday activity equipment such as balls, bats, ropes, poles, pens, paper and so on.

4. Activity equipment Programme

Check through your Programme for any equipment you will need. Either plan to take it or check that the site can provide it. For specialist activities it is best to seek expert help.

For specialist and adventurous activities most Areas have an Assistant Area Commissioner and specialists in air, water and land activities who will be delighted to help because surprisingly, they are often under-utilised. Alternatively use the specialist help available at the venue or someone they recommend and use locally. Having found the specialists you need to ask them to be responsible for the specialist equipment. It is by far the safest way. You could for example, borrow a climbing rope from another Group, but could you tell if it was safe? Expert help will also take the weight of the Programme detail off your hands, although you will probably still need to be present for the activities.

Programme

No matter how long a camp, expedition or activity is, make sure you plan a Programme. It is just as important when you are away for a day as it is when you are away for a week. A group of Scouts on an air experience flying day did practically nothing for a day because the weather was bad and no alternative programme had been planned. At best though, only three Scouts would have been in the air at any one time which still left plenty of time for other activities.

Having planned your main Programme also plan a wet weather alternative. At a long camp you will need to be prepared to be flexible so avoid leaving everything to the last minute. Activities which are being enjoyed should be extendable and items finished early catered for. It is also worthwhile

leaving free time periods for Scouts to choose their own activities. On hikes and expeditions also allow plenty of time for stops, rests and visits for things discovered along the way.

Menus

On camps and activities, often with long days, Scouts will need considerably more energy than usual and will probably eat far more than usual to get it. Menus should offer a well balanced diet and cater also for those who, for medical or religious reasons cannot eat certain foods. This does not mean that you have to cater for every like and dislike of each Scout, but consulting them on the menu will avoid a lot of food wastage. If backpacking and carrying all food, particular care must be taken that meals are nutritional, balanced and sufficient for the energy expended. Never allow food quantities to be cut as a means of reducing carrying weight or cost.

Travel

Methods of travel need to be considered and care taken not to overload minibuses with people and/or equipment. Many Scouts these days go everywhere by car and it can be a great adventure and training exercise for Scouts to go somewhere by train whilst the kit goes by road.

Parents are another good source of support, but if they agree to transport kit it is only fair to warn them what state it might come back in, particularly if it is wet! Also make it clear if the Troop will be offering petrol money or covering expenses.

Cost

This might come first or last depending on circumstance the cost can be calculated in two ways. One method to add up all of the costs e.g. travel, is food, site fees, activity charges, cost of specialist help, equipment purchases and then add 10% to cover emergencies and divide by the number of people going. Alternatively, you can add up fixed costs which at a minimum might be food and the cost of a particular activity, then fix a price that is acceptable and do whatever else you can for that amount of money.

Getting permission to go ahead

As mentioned before there are quite extensive rules covering camps, expeditions and activities which are there for the safety of all. Depending on the type of camp or expedition certain authorisations need to be

sought. These are detailed in the activity rules of Policy Organisation and Rules and should be studied in detail. Following is a brief summary of some of them.

Parents

Permission should always be sought from parents or guardians before Scouts take part in activities. Particularly if a Scout is to be away overnight. Standard parental consent forms are available from Scout HQ or your DC, but can easily be drawn up in the form of a letter after looking at the standard form. Information on the type of activity, duration of activity, transport arrangements costs and kit can always be included in one correspondence to parents with a tear off slip to be returned with their signature giving permission.

Medical and dietary conditions should also be sought from parents, particularly if the Scout will be away from home for any length of time. It is essential to get a disclaimer from parents allowing a Scouter to authorise medical treatment on the parents' behalf. If a Doctor feels treatment is necessary then he or she is empowered to take that decision as his or her own responsibility. Nevertheless, many doctors request the parent's general authority to whatever medical treatment may become necessary. The 'standard form includes a suitable form of words. The name, address next of kin details, medical aid number and any medical information that you do have will of course, be useful in an emergency. For any camp, expedition or activity you should ensure that basic first aid cover is provided as well as either personal, Patrol, Troop or Group first aid kits.

Permission to Camp

Scout camps must be approved by your District Commissioner. You must send off the permit application form (Outdoor Activity or Hike Application) at least a month before the date of the start of the camp. In most cases the DC can approve the camp / hike telephonically and the relevant forms submitted direct to Area HQ for permits or in the case of a hike, to the Area Hiking Advisor.

Authorisations

For water activities, caving, climbing and activities in areas designated by PO&R as Mountains activities must be led by someone authorised by the District or Assistant Area Commissioner to do so.

Authorisation is not a 'test', but is an assessment of the activity leader's competence, ability and experience, and suitability to lead that activity.

Anyone, including Scouts, may be authorised to lead activities.

Notable activities

Before taking part in any air activities such as flying, gliding, hot air ballooning and so on, the Assistant Area Commissioner for Air Activities must be notified of the type of activity, the number taking part and the dates.

Home Contact

If you are taking Scouts away from your home area it is essential to have a link with home base in case of emergencies. Before the activity, you must arrange a Home Contact, who will be available throughout the duration of the activity and who is not related to any member of the party, so that he or she may act dispassionately in the event of an accident. This Home Contact must be in possession of the names and addresses of the next of kin of each member of the party and have a contact in authority from either the Group or the District.

Expedition safety

When expeditions are going into unfamiliar or unpopulated areas or Mountains safety is of paramount importance. All parties must be trained in the use of and use, route plans. They must also carry Emergency Cards and have pre-planned well with bad weather alternative routes. As with all activities the right training, preparation and planning is essential, particularly if Scouts are to go off and do activities on their own.

Patrol camps

The method of organising a Patrol camp is no different from the process previously described and Patrol Leaders, particularly for the first time, will need your support through the process. Patrol Leaders should be particularly encouraged to pay attention to the programme for the camp itself.

Patrol camping does also have the additional issue of supervision to resolve. There is nothing to stop a

Patrol going away totally on their own and, indeed, this is to be encouraged. They will probably develop far more by doing this than on any supervised activity as they learn all the real skills of being organised. Working together through good and bad and being responsible. Many parents though are becoming increasingly reluctant to let their children go away unsupervised, particularly if the Patrol Leader is fairly young. There is little to suggest that parents trust their children any less, but the media does a good job of portraying every child in the country as being at constant risk and we must acknowledge and work with this situation. Involving and consulting parents at an early stage in the planning of any Patrol camp is essential. This is best done face to face at a special meeting particularly for that purpose, when an outline plan or plans can be proposed and parents have a chance to air their concerns.

All or some of the following Patrol camp ideas could be considered. They are arranged in a descending order of Scout responsibility.

A lightweight hike camp

Scouts camp each night at a different pre-arranged campsite.

A standing camp

Scouts camp throughout at the same place. Either of the above can be at Scout sites with a Warden in attendance. Either of the above with other Group members camping separately.

An indoor camp at a Scout camping ground.

An overnight camp in another Scout hall.

An overnight camp inside or outside your own Scout hall.

A supervised overnight stay somewhere.

Any of the above with scheduled visits by Scouters parents or others. These are only a few options and no doubt you will be able to think of many more. Offering a range of options to parents may allow an option which allays particular fears to be chosen, rather than permission not being granted for the Scouts to go. Time spent clarifying and discussing fears can often lead to a workable solution whether they be fears of outside attack or influence, fears of

injury with no adult support on hand or fears that the Scouts themselves are not capable enough.

Patrol camping is such a valuable experience for Scouts, that you should do all you can to give them some experience away from your direct supervision if at all possible. This may mean at the end of the day a Troop camp with the Scouters as a central resource and the Patrols operating their own Programme, menu, activities and so on if no other solution is available. Even this option offers Scouts and the Patrol Leaders some real responsibility.

Looking back over this chapter it may seem like a lot to do, but there is none of these things that cannot be done well by Scouts, themselves if given enough time and support. A simple checklist of items to consider follows. As we said at the beginning these are the activities that they come for and you need to do your best to provide them.

Initial planning

Location finds the site. Determine type of camp or expedition. Set the provisional dates. How many Scouts are expected to participate? How many Scouters are required and available? Are there any special requirements? Review available Scouters qualifications relevant to the activity make provisional bookings of campsite and facilities. Prepare outline budget. Determine provisional modes of transport. Prepare outline Programme. Issue information letter to parents.

Next steps

Visit the site (or obtain detailed information). Check the locations are suitable for the activities either by visit or inquire. What special permission or permits are needed to camp or carry out the activities? Advise Group Scout Leader. Submit Permission to Camp form (if applicable). Prepare detailed Programme. Prepare menu. Consider any special dietary or medical conditions. Check equipment requirements and availability. Confirm Home Contact for activity Prepare parents' permission to camp and health form and issue. Advise parents of further details. Finalise transport arrangements. Open camp bank. Consider / prepare contingency plans.

Final preparations

Finalise budget. Check all permits and permissions obtained. Check all Leaders qualifications are okay. Ensure all bookings are confirmed. Issue final details to parents. Confirm receipt of all parent approved permission to camp and health forms before departure. Ensure Home Contact has all the details for everyone. Pack and go.

CHAPTER 8

Training Scouts and Patrol Leaders

The definition of Training is;

*The development of the knowledge and skills
that enable a person to better perform a
function or task.*

How People Learn

Most of us have heard the saying

*'What I hear I forget,
what I see I remember,
what I do... I know.'*

Experts have concluded that the average person remembers 10% of what they hear, 25% of what they see and 65% of what they do. We also, for the most part, only remember things that we use and practice regularly. Take for example a simple matrix-maths theory of Pythagorean. Now, if you can fully explain this theory let alone demonstrate its use, then you are either a math's teacher or you have an excellent memory. The point is that if you passed matrix maths (or any other subject for that matter) you would have had to know specific bits of information. Unless you regularly use that information, it will be lost to you.

The above information provides a good guide to the structure of your training within the Troop. Keep the talking to a minimum. Demonstrate the skill and then let the Scouts practice the skill being trained.

We can use the Highwayman's Hitch as a brilliant example. Introduce it by explaining that the Highwayman's Hitch is used as a quick release knot. Excite the Scouts by telling them how the cowboys used to put the knot to use by tying their horses up. Give a short demonstration on tying the knot step by step. Give each a rope and go through the tying of the knot so each Scout has an opportunity to tie it (quite possibly you've trained your PL's prior, so that they could assist you here?). Then set up an activity where the Scouts get a chance to put the knot to use, for example climbing out of a tree using the Highwayman's Hitch and then releasing it from below the tree (or possibly a relay race to tie and untie). I guarantee that if you use these methods your Scouts will retain the skills learned.

"Learn by Doing."

CHAPTER 9

Discipline & Control

For the purpose of this chapter the two have been divided. The first part, on control, looks at the positive steps you can take to make sure you are in control and the second part looks at discipline, what it is, how you can encourage it and what to do when things go wrong.

There are, however, two factors, which affect both. The first of these is your personal relationship with each Scout. As a Leader you need to have an individual relationship with each Scout which both you and the Scout value. This will take time to build up, will mean giving individual attention to each Scout and extra time to those who need it for one reason or another. Friendship is what you should achieve with your Scouts.

Only by knowing the Scouts well can you know what motivates and excites them as individuals and what strengths and weaknesses they have. By knowing your Scouts well and anticipating how they might react in any given situation, many discipline and potential control problems can easily be avoided.

Secondly, you should always be one step away from discipline and control which is actually the responsibility of the Patrol Leaders. They will know their Scouts and how to handle them far better than you ever will. In the first instance the Patrol Leaders should address discipline and control.

CONTROL

Feeling 'in control' is a very personal thing. Some people feel quite happy with a whole range of things going on, a high level of noise, all sorts of equipment all over the place, which to others would look like chaos. On the other hand some people need to be tidy, organised and reasonably quiet to feel in control.

Your first step to being in control is to know what your best style of operation is.

The second step when running an activity is to consider the level of control that the activity demands. A scavenger hunt, perhaps, needs very little control, whilst climbing and abseiling will

need a lot more to ensure that safety standards are maintained.

When you are starting out then, if you fear that discipline and control may be a problem, the simplest way you can help yourself is to choose to run activities that demand your preferred level of control.

Finally, you must consider the Scouts themselves. The Scouts come voluntarily to the Troop to have fun. There is an upper limit of discipline and control beyond which Scouts will just cease to enjoy activities and reject the style by leaving. You must be careful to give them as much freedom as you can to experiment, learn by doing and develop as individuals, without ever losing control.

Controlling Activities

Your greatest source of control for any activity will be your planning. Plan:

- the length of the activity and how it will start and end;
- what equipment you will need;
- the subject well so you feel confident;
- all that you need to tell the Scouts at the beginning so that you don't have to stop the activity half way through;
- which Scouts will find it easy or difficult and who could help who;
- What help you will need from other Leaders, including Patrol Leaders and what you want them to do. They could particularly help 'difficult' individuals.

Before you start:

- Brief the Patrol Leaders and other Leaders on what you are going to do. This will help you make sure your instructions are clear and they may bring up something you may have forgotten or not considered.

During the activity:

- Tell the Scouts exactly what you and they are going to do and give them a timescale. If you need their full attention at the start you are far more likely to get it if they know they will only have to listen to you for a couple of minutes;
- Explain things clearly - use simple words. Make sure rules and instructions are understood. If you are going to use signals by hand or by

whistle or by other means, to start, end or mark branches of the activity, make sure they are clearly understood especially by new Scouts;

- Praise those who are doing well and support those individuals who may have difficulty or who may need motivating. If an individual needs constant help use another Leader or Patrol Leader to do this so that you are free to move around and keep an overview. You may from time to time, have to put individual support on hold to remain in control of the whole activity. Return to that person as soon as you can;
- Don't panic - if things aren't going quite as you hoped, don't be tempted to change the 'rules'. This often leads to confusion and resentment particularly amongst those who are doing well;
- If necessary stop the activity. If you feel you are losing control and can clearly give reasons why, stop the activity. Explain clearly why you have done so and, if possible, put those things right and make a clear re-start to the activity. If they cannot be put right don't be afraid to abort the activity in favour of something else.

If unacceptable behaviour is a problem, do not be afraid to stop the activity and say so. Do not publicly name names as this will cause resentment (both you and they know who the 'culprits' are) but point out the behaviour and explain why it is unacceptable.

Be careful not to be too self-critical. Just because an activity did not go quite as you had planned does not mean the Scouts did not enjoy or learn from what they did. Also if an activity 'fails' because it was too easy or too complex that does not mean that you lost control. It may well be that the activity planning was at fault and not you.

DISCIPLINE

Discipline is a difficult concept to understand and people often talk about someone 'showing a lack of discipline', meaning that their behaviour is unacceptable. Discipline and unacceptable behaviour are really two separate things.

Discipline is a positive thing, which can be learned, encouraged and is seen in people's adherence to their own personal code, standards, and self-respect.

The first step to discipline is about having a clear set of standards that you expect Scouts and yourself to stick to. Discipline can be trained. To be successful

in dealing with your 'problems', you must look far wider than someone being a problem because they 'won't do what I tell them'. Adopt a positive approach to discipline, then deal with lapses into unacceptable behaviour.

Agreeing Standards

All people carry around in their heads a personal set of standards for behaviour. The difficulties that Scouts often face are that firstly, their own code may be different from yours, and they may not actually see what is wrong. Secondly, and almost impossibly difficult for the Scout, within the Leadership team each Leader's own standards may be completely different from those of the rest of the team. This leaves a bewildered Scout constantly guessing as to what is 'right' or 'wrong'.

Each Troop, therefore, needs a clearly defined set of standards, ideally produced by the Scouts themselves.

Such a code might include behaviour, uniform, timekeeping, and respect for one another and so on. The Scout Law is a sound basis for this but may need discussing and clarifying, particularly concepts such as loyalty. This Troop code must also be clearly explained to each new member before joining.

Applying Standards

Once standards are clearly agreed the Patrol Leaders' Council should apply them. This code of conduct could also include agreed action for breaches of standards but these should be positive actions and not 'punishments'.

Why not punish? Well, one could argue forever about the merits of punishment, but most would agree it achieves very little above solving an instant problem or situation. A huge percentage of institutionalised young offenders re-offend on release. Punishment does not seem to achieve much for them.

Positive actions might include repairing something that has been broken or a Scout doing some individual badge work rather than being 'sat out' of an activity. Similarly, if your Troop uses a point's scheme, points are far better awarded for positive behaviour, rather than deducted as a penalty which penalises the whole Patrol.

Golden Rules

1. Praise commitment to discipline. Praise publicly, generally and often. Do not set individuals up as role models because they can easily become despised.
2. Be consistent and constant - Scouts need to be treated equally and fairly. Applying the same standard each time will also help you avoid letting any 'first offender' or a favourite Scout off.
3. Explain and justify yourself - Just because you 'say so' is not enough. You would not unquestioningly follow orders from your District Commissioner and neither should you expect a Scout to simply obey you.
4. Put your standards in order - If you seem to be facing a whole range of problems, tackle them one by one. If standards have been poor for a long time, a short while longer for the less important ones will not hurt?
5. Set an example - Easy to say and difficult to do. Examine yourself against the code.

Unacceptable Behaviour from Individuals

You will, from time to time, come up against unacceptable behaviour, which requires more than a swift reprimand. You do, however, have to be careful in judging unacceptable behaviour because you can sometimes unfairly label a Scout. A Scout who is hyperactive, perhaps, or highly intelligent and, therefore, easily bored or who is, perhaps, slow to learn can easily be labelled a 'problem'. The outward signs of their behaviour are unacceptable when, in fact, the fault lies with what is offered to that Scout. Such problems are yours and not the individuals. In such situations devise ways of giving individual support and seek advice from the parents who will often provide a solution from their own experience.

Types of unacceptable behaviour

Unacceptable behaviour will usually come in two different forms, isolated incidents, and repetitive behaviour. The key to the first is in your one-to-one relationship with the Scout. By removing the Scout from the situation, a conversation with the Scout

encouraging him or her to identify why his or her behaviour was unacceptable and what he or she thinks should be done about it, rather than you acting as judge and jury will probably resolve the situation. By knowing the Scouts' 'normal' behaviour you can deal with, and probably forget, one-off incidents.

Repetitive unacceptable behaviour will need addressing in a different way. It may be that the problem can be dealt with internally. A discussion with the Scout and an agreed personal conduct code, the Scout moving Patrols to avoid a personality clash and so on, may be possible.

Beyond that your first point of contact is the parent, with whom you should try to solve the situation in a spirit of co-operation asking 'Can we help X?' Rather than saying 'We have a problem with X'. This may well reveal other difficulties at home, at school or elsewhere. If the situation is temporary, you might choose to try to 'weather the storm'. However, if the situation is likely to be permanent, or there appears to be no reason for the behaviour, the real question then is, 'Can this individual Scout be helped without causing too much detriment to the rest of the Troop and, indeed, ourselves?

If the answer is no, then seek the help of your Group Scout Leader to help you resolve the situation. There are options, all of which need to be discussed with the parents, for example excluding the Scout from meetings for a period of time.

Other options include moving the Scout, or persuading the Scout to move to another Troop. This is not simply to move the problem on but if, for example, the Scout is a bully with a reputation to keep up, but could leave that reputation behind by moving or if the problem is a personality clash a move may resolve the situation. Ultimately a Scout can be dismissed from the Movement.

The key to most situations is not to battle on alone. Discuss it with Patrol Leaders, other adult Leaders, and the Group Scout Leader. Seek advice from all quarters. Always involve the parents as early as you possibly can.

CHAPTER 10

Developing your Leadership

Troop Scouting is not about you leading and the Scouts following blindly and trustingly.

Developing young people

Scout Leaders try and develop Scouts to their full potential, giving them maximum responsibility. You must share leadership with the Patrol Leaders and Scouts and be supportive whilst still maintaining overall responsibility.

Patrol System

The Patrol Leaders are responsible for the up front running of the Troop. They cannot do this if they have to compete with adults for this role.

Younger Scouts and older Scouts

Younger Scouts and older Scouts will often need two completely different leadership styles. Younger Scouts will be used to a firm and fair lead. On the whole they will be happy to accept being told what to do by their Patrol Leaders and by you.

Typically, the adolescent Scout will be questioning all forms of authority and seeking to set their own standards for their own lives. They will need to be led in a way that allows them to question, discuss and decide for themselves that what is being asked of them is reasonable and acceptable.

The skill of leadership is to develop a range of leadership styles and learn to select and apply the appropriate one to each situation you find yourself in.

Leadership styles

Telling

The advantage is that things get done as you want them to. In an emergency situation it is the only one to use and will be acceptable to the Scouts. On the other hand, it rarely develops young people, means you are overriding the leadership of the Patrol Leaders and, in most cases will be unacceptable to the older Scouts.

Selling

This approach is often necessary with older Scouts. It involves explaining what you want to achieve and why, and motivating the Scouts to do it. The key is in being able to explain why something needs to be done and getting agreement that it should and will be done. The big advantage is that the solution was chosen and committed to by the Scouts.

Letting go

This can be the hardest style to adopt, because it will make you feel redundant. When the PL's are working well, you will have to sit back and let them get on with it, even if they make mistakes. With your help they will learn from their mistakes later. This is the style you adopt everytime a Patrol goes out and does something on their own (like a hike or camp). The overall responsibility for the Scout's safety and welfare still rests with you and that responsibility can NEVER be delegated.

It takes far more confidence and ability to 'share' or 'sell' or 'let go'. New Leaders will often go through a first stage of using 'telling' all the time. You must help your whole leadership team, especially your Patrol Leaders, to develop a range of leadership styles.

No one style is right or wrong. All have their uses and should be applied with different groups at different times in different situations. Remember Scouts choose to attend Scouts voluntary, nobody should force them to attend. If the leadership is inappropriate for them, they will simply fade away and leave.

CHAPTER 11

Leadership, the wider view

The previous chapter looked at how you actually lead Scouts, but your leadership role also includes overall responsibility for their safety and welfare, your relationship with parents and your relationship with Scouting outside the Troop. The last of these is looked at in Chapter 12.

Managing risks

Almost all the activities that Scouts take part in involve an element of risk. Often it is the 'risk factor' that makes an activity challenging or exciting. If you are developing young people you are inevitably working on the edge of their physical intellectual, social and spiritual ability. Pushing these frontiers forward is actually what development is about. To keep the challenge and excitement present you must constantly balance risk and safety. Managing risk is not therefore, necessarily about making activities less 'dangerous' it is actually about making them safer. Managing risk can be divided into four key areas:

General safety, the safety of each Individual, your own safety, and your responsibility to parents.

General safety

Most accidents happen in and around the Scout Headquarters and at Camp rather than during adventurous activities. It is very easy to forget this because it is the rare, dramatic one off accidents that get the publicity. Training in safety itself is an important part of Scout training. Beyond that, being aware of risk and making Scouts constantly aware is the other half of the battle. Safety is really about common sense. If you are going to play an active game you would automatically clear the playing area. How often, though, do you forget to check the surrounding area for potential hazards, chairs tables, other equipment and so on? At camp it is perhaps useful to apply the 'norms' of what would happen at home. Scouts would not try to take ten litres of boiling water off the cooker at home by the hot handle, so they should not be allowed or encouraged to try taking it off a camp fire at camp. Similarly, a Scout would not expect to empty the contents of the tool box at home onto the lawn just to play with, so camp tools, such as axes and saws, should be got out to do a job and put away after use.

The Scout Branch has by far the highest accident rate of all Branches and a little thought, common sense and training would prevent most of them. For adventurous activities, if you do not have the skills and expertise, put the responsibility for safety of the activity into the hands of the specialist, leaving yourself free to concentrate on the safety and welfare of the individual Scouts.

Safety

Accidents and insurance

All accidents and injuries must be recorded and reported. If any person whether a Member of the movement or not suffers personal injury (where injury necessitates treatment by a doctor, dentist at hospital or involves a call out of any Emergency Service i.e. Police, Fire, Ambulance, Mountain Rescue or Sea Rescue) or heaven forbid dies in the course of a Scout activity. Headquarters must be informed immediately. On receipt of this information Headquarters will issue the necessary instructions in respect of possible claims. In the event of an injury or fatality, no admission of liability must be made unless advised by Headquarters. Accidents involving damage to third party property must also be notified to Headquarters and no admission of liability made.

Insurance

No medical policies automatically cover Scout activities. Nor are parents or other people who may help from time to time: nor members of the public or invited visitors attending an event covered by any medical insurance. It is strongly recommended to arrange cover for additional people.

A policy, covering Legal Liability protects Scouters against the risk of legal action on the grounds that their negligence caused someone to be injured or property to be damaged. Other adults helping with an activity or event are also covered, providing an appropriate person e.g. the Group Scouter gave authorisation and the helper has the right competencies and acts responsibly. If you are using commercial activity centres or facilities belonging to other people or organisations, particularly for air, water or adventurous activities you should check that they have adequate insurance cover and that the instructors hold appropriate qualifications from the relevant (sports) governing body. Always refer to Headquarters if you are asked to sign any form of

indemnity. As with all insurance, there are conditions associated with the policy and you should always check in advance with your Group Scouter or Assistant District Commissioner, or telephone Area HQ if you have the slightest doubt. Whatever you do, do not ignore insurance because 'accidents always happen to other people'. It is too late when one happens to you and you find you are not insured. Insurance cover is not there for the benefit of the ignorant or the foolhardy. Carrying insurance does not absolve you from taking the maximum care in all activities. Rather, the reverse applies. Occasionally accidents may happen but you are expected as with all insurance's, to take all reasonable steps to minimise risk to all those in your care.

Safety of the individual

Only by knowing each individual Scout will you know how he or she will react when the edge of his or her ability is being challenged in physical activity. You may get fears and concerns expressed which are easy to understand, but you may also get a display of bravado covering up real fears. In an intellectual activity you may get questions if a Scout does not understand, but you may also get disruptive behaviour as a way of saying the same thing.

Only your knowledge of the individuals will help you decide whether to push them on or withdraw them from the activity and support them. If in any doubt, rather play safe.

Your Safety

It is important as a Leader to know your own limits and abilities. If you are leading an activity with any potential risks always make sure that you are working well within your capabilities. If you are working on the edge of your own skills, then you are endangering yourself and all those you are responsible for. For adventurous activities seek specialist help and do your own development under their safety and guidance.

Sadly, in today's society you also have to think about safety in terms of protecting yourself from your actions being misunderstood or misconstrued. Once accepted actions of love, concern, care and friendship, such as putting an arm round a shoulder, going somewhere for a private chat, hugging or comforting a distressed Scout are now sometimes given the most destructive interpretation and lead to

accusations. You actually need to guard against this and having to think in this way is for many people quite hurtful. It can be personally insulting implying that you are untrustworthy and a danger to young people.

It is right and proper that a child should be able to challenge the behaviour of adults and, because none of us would like to see our Scouts hurt, injured or abused people who are a danger should be discovered and removed from the Movement. Unfortunately young people do sometimes accuse adults of mistreatment, often in the height of anger or distress, or for their own motives, such as revenge and only realise what they have done when it is too late. Once an accusation has been made. However, even if later disproved or withdrawn, the damage to your family, social standing and even your career may already have been done.

You need therefore, to protect yourself against such situations and these few simple guidelines may help.

- Do not rely on your good name to protect you.
- Do not, for one moment, believe , it can never happen to me.
- Whilst respecting the need for privacy and confidentiality try never to be completely alone with a Scout.
- When it is appropriate to work one to one make sure that others are within earshot and preferably within vision.
- Never touch a young person in a way that could be misconstrued.
- Never make suggestive or salacious remarks in the presence of young people.
- If you suspect a young person is developing 'a crush, on you discuss it with other Scouters and, if appropriate the parents.
- If you notice any of your colleagues are at risk from their behaviour or a young person's crush, discuss it with them.
- Mixed leadership in mixed Scout situations is always preferable.

- If you yourself, are emotionally disturbed or distressed by a situation, or feel an abnormal affection for a young person, withdraw from the situation immediately and discuss the matter with a trusted friend.

- Never, ever take a chance.

Like accidents, it will be the everyday situation and not the extraordinary one when it is most important to take care. For example, whilst dropping Scouts home after a camp or activity you will usually end up with one Scout alone with you in the car. A simple precaution which would cause no offence, would be to seat the Scout in the back of the car.

In this type of situation perhaps more than any other, you need to rely on the leadership team around you. Often, because it is instinctive Leaders will react to a situation for example comforting a Scout who is hurt. In that situation they are probably the last to realise the danger that they are putting themselves in: they are just trying to care for the Scout. Having more than one Leader there while first aid is administered and the Scout settles down, will produce an alibi if ever necessary for all those involved.

It goes against the grain to have to think like this and almost inevitably from time to time people will unwittingly or intentionally take risks. Never forget, though, that everything is at stake and all involved must take simple precautions to safeguard themselves and those in their care.

Your responsibility to parents

In the introduction to the activity rules your role as a Scouter is established as behaving at all times 'as a sensible parent'. and this is a useful bench mark. Parents trust Scouters with the care of their children. At the simplest level they have a right to know everything that their son or daughter is going to be involved in and of course have the right to say no if they feel it is inappropriate.

Parents, however, should be your greatest ally. If you are to earn their trust and respect then you need to convince them of your confidence.

Personal interest in the child

There is no substitute for making the time to visit or talk to each parent quite possibly with another Leader or Group Scouter. This takes time, effort and commitment, but is well worth it in the end.

Take the opportunity to discuss with them what Scouting is about, its Aim, religious policy, the Patrol system, the Programme, weekly meetings, other activities, events and camps.

It is far better to tackle issues they have concerns about, for example unsupervised Patrol activities or Patrol camps, when you have the time rather than have the Scout facing them with an ultimatum three days before the camp takes place. 'Open the door' on this occasion and encourage parents always to come and speak to you if they require information or have any concerns. You might also tactfully introduce ways that they may help the Troop.

Communicate in good time

There are many pressures on people's time. In order to make the best use of it, parents need to have adequate notice of events. They may also need to have time to talk to you before an activity if they have particular concerns or inquiries.

Clear information

Parents have notices and information coming in from many sources. Make sure that yours are clear and easy to read, contain all the right information and have an easy response system if one is required, for example a tear off: "I give permission for my son / daughter to attend" slip. When you have drafted a letter get someone else to read it before it is sent to make sure it is clear and nothing has been missed out.

Explain your role

Most parents automatically assume that the Membership / Subscriptions that they pay are for Scouters salaries. Getting this simple fact clearly understood can radically change some parents' approach and commitment to Scouting. Similarly, it is also reassuring to some parents to know that you have received, or are receiving, training as a Scouter.

The overall responsibility of managing a Troop and the safety and welfare of its members can sometimes seem a daunting task but risk is a major part of fun, challenge and adventure.

Adventure is what Scouts join for. By balancing these risks carefully, always being safety conscious and sharing the overall responsibility with parents you can ensure that young people get the enjoyment that they seek with the best possible care.

CHAPTER 12

Support

Scouting is the largest voluntary youth movement in the world with over 250 million members in more than 151 different countries and more and more Scouts and countries are joining all the time. The Scout Association in South Africa has about 110 000 members.

Obviously, such a large organisation needs structure and organisation to function, but unlike big business the whole structure is designed to support and help you to deliver the Scout Programme to young people.

The Scout Group

The first level of support is your own Scout Group, which may include both a girl and a boy Scout Troop, Cub Packs and a Rover Crew. Your Group Scouter Leader (often called the GS), is the first person who can help. The GS's role is to provide support for all the Branches of your Group. He or She will probably visit your meetings from time to time and be in regular contact. The GS is also responsible for arranging Group Scouters' Meetings, when all the Leaders from the Group get together so that they can support one another and share programme information. This helps you to ensure the programme is progressive and that activities are of the best possible standard.

In most Troops you will not be working on your own. Other Leaders that you work with will be your first line of help. If you are completely new and join an established Troop this will also include the Patrol Leaders. Ask your colleagues anything you are not sure about. Watch what they do, how they operate and pick up what tips you can from them. It is important, however, that you are yourself and have your own relationship with the Scouts, so do not try to copy others exactly, but incorporate their good points into your own way of working.

Many Scout Groups also have direct support from a church or other body in the form of a sponsoring authority that provides support.

Group Committee

Your Group will also have a Group Committee, which is the elected body of parents whose task is to support your Group. It is made up of all the Group's uniformed adult Leaders and any elected parents who wish to help. The Group committee, which is chaired by the Group Chairman, usually meets once a year at the Group's Annual General Meeting. At that meeting it must:

- ▶ approve the annual report of the Group and its audited accounts;
- ▶ appoint an Auditor;
- ▶ elect a Group Chairman for the next year;
- ▶ elect a Group Secretary, Group Treasurer and parents to serve on the Group Executive Committee;

This is the formal business that needs to be conducted. Most Groups keep to a minimum the formal proceedings and use the evening as a social function to show off what the Branches have been doing during the year.

Group Executive Committee

Each Group has a Group Executive Committee to deal with all other matters apart from running the Branches. This Committee, elected at the Annual General Meeting meet regularly during the year and look after fund raising, equipment, your premises and insurance.

The Group Executive Committee is made up of the Group Scouter Leader, all Branch Leaders (but not Assistants), the Group Secretary, the Group Treasurer and some Group Council members who are elected at the AGM.

The Branch Leaders must ensure that the Group Executive Committees give them the support that they need.

Another key role of both the Group Scouter Leader and the Group Executive Committee is to ensure that all the Branches have the adult support that they need. This task of recruitment will take quite a considerable part of their time. If your Group does not have a Group Scouter Leader then one of the Branch Leaders will normally be appointed Scouter-in-Charge to fill this important role.

The Scout District

The second level of support is your Scout District. The Scout District is made up of a number of Scout Groups usually about ten to fifteen in all, and is led by the District Commissioner. The District Commissioner is responsible for all Scouting activities that take place in the District, including activities that bring people in from other Districts,

To help provide support, the District Commissioner will normally appoint Assistant District Commissioners, usually one to help with Adult Leader Training and Resources, and one for Scouts and one for Cubs.

In addition a Lay District Team (Local Association) would support the District team as would a Group Committee a Group.

The Assistant District Commissioner (Scouts)

If your District has an Assistant District Commissioner (Scouts), the person will have considerable experience of working with a Scout Troop. He/she was probably a Troop Scouter and Group Scouter before being chosen as an ADC.

The Assistant District Commissioner will arrange Leaders meetings in the District for all those working in the Scout Branch. This is a chance for you to meet with your colleagues, share programme ideas and resources.

The organisation of the District is very similar to that of the Scout Group. The precise details for all the committees and bodies can be found in *Policy, Organisation and Rules*.

Area Office

The third level of support is your Area Headquarters. Areas are made up of anything between twelve and twenty Districts the size being determined by geographical factors and small Scout population as much as by anything else. The Areas are quite similar to the countries Provinces, but not all of them are the same.

Areas are led by Area Commissioners. They are supported by one Assistant Area Commissioners for the each Branch, being Cubs, Scouts, Rovers, Training etc.

The Assistant Area Commissioner's (Scouts) role is to encourage the development of the Scout Branch at an Area level, and to specifically support the Assistant District Commissioners (Scouts) in their support of you.

National Office

The fourth level of support is from National Headquarters. The Chief Scout is the head of the National organisation and is like you, a volunteer. The Chief Scout is supported by a number of National Commissioners. There is a National Commissioner for Scouts who advises on all matters relating to the Scout Branch.

Both Area and National Headquarters employ a few full time members of staff. They are available to support you directly. You can write or telephone at any time and they will do their best to assist you.

Headquarters also provides a vast range of materials, books, badges, uniforms, etc. to help you with your role. Your Area is also likely to publish a bi-monthly or quarterly magazine. The National office also publishes a magazine called "Scouting About". Make sure you get your copy, as it is always full of news and interesting ideas.

Besides those working in the Headquarters offices, there are a number of Field Commissioners who provide support, particularly in the rural areas. Ask your Area Headquarters for details.

World Organisation

Support does not stop at National Headquarters. There is also the World Organisation of the Scout Movement, which offers world-wide support. The World Organisation is divided into five regions, being Africa, Arab Asia Pacific, Europe and Inter-American. Each has its own bureau and support staff.

World Support

Beyond that is the World Scout Committee that consists of 12 people, each from a different country. They serve no national interest but only the interest of world Scouting.

Because membership is global, meetings are kept to a minimum and much of the work is carried out through correspondence. There is a steering group

of four committee members who meet more regularly.

The World Scout Committee is elected by the World Scout Conference, which meets biannually with different countries acting as hosts on each occasion.

Professional support for the World Organisation comes from the World Scout Bureau which is located in Geneva and consists of a Secretary General, and a range of different specialist Directors. Direct support is offered in the areas of support services, development, community programmes, Leader Training, programme matters and public relations.

All these people, believe it or not, have a common aim, which is to support you in the delivery of the programme to your Scouts.

Leader Training Support

Perhaps the best news, when you look through this book and realise how much there is to do and learn, is that there is training available to help you.

The Scout Association has a formal pattern of training, which we will look at in a moment, but the formal training is only half the story. Like the Patrol Leaders, most of your training will be informal “on the job” training. There are a number of people to help you with this, particularly if you are a new Leader.

When you become a uniformed Leader in Scouting you will be aware of the need to undergo training. It is really part of your responsibility to the parents who trust you to look after their children.

Your formal training is the responsibility of your GS supported by the District Commissioner, who will be assisted by the Assistant District Commissioner Resources.

Training pattern

Basically, your training will be in three main parts and follows your completion of an AA (Adult Application) Form.

The first part will introduce you to Scouting generally if you are completely new to the Movement and introduce you to Leaders working with the other three Branches so that you get a

picture of the Movement as a whole. You will also be introduced to the methods the Association uses to train young people, the detail of the programme and how it operates, and some very practical skills such as record keeping. Information regarding your local Scouting structure and where you can obtain support will also be covered in this part.

When you have been working with the Troop for a short while, the second part of your training, which is by far the largest part, will focus specifically on the skills you will need in the Scout Branch. This second part usually takes the form of a residential camping course spread over a couple of weekends, when you will work with other Scout Leaders, and covers such subjects as programme planning, leadership, operating the Patrol System and Patrol Leaders’ Council. This course will also give you a wide range of practical skills such as camping, fire lighting, map and compass work, pioneering and so on.

The final part of your formal training takes place when you have been working with the Troop for between one and two years. This normally takes the form of a short course, either over a weekend or a few evenings, which looks at extending your leadership skills, giving you some general management skills and looks at how you can work with, and train, other adults in the Association.

When your District Commissioner is satisfied that you have completed the full pattern of formal training he or she may recommend the award of the Wood Badge which is worn by fully trained Leaders all over the world.

As you can see, there is a huge amount of support to help you in your job. As we have said before, it is vitally important that you are pro-active in your training. Whilst people will usually be more than happy to help, you will have to ask them and let them know what support it is that you need.

Communication and decision making

The Scout Association, like Areas and Districts, has a National Scout Council, which is elected at the Annual General Meeting to manage the business of the Association. This Committee, which the Chief Scout is part of, is made up mainly of volunteers, and is the top decision making body for the Movement. The Committee has a number of Sub-Committees who look at matters such as programme

and training, community development, finance and other matters.

people that we work with can get the best possible Scouting.

Every Member of the Movement has the right to have a say in how the Movement is run and the structure of the Movement is designed to let you do this. Each individual's views however, cannot be given any more importance than anyone else's. At any point in the decision making process an idea may be rejected by a majority of people, and the reasons why will be communicated back to the individual. The chain of communication for decision making in the Scout Branch looks like this:

Scout

Patrol Leaders' Council

Scout Leader

ADC (Scouts) - District Commissioner

ACC (Scouts) - Area Commissioner

Area Scout Council

National Scout Council

How does it work?

Let us say, for example, that one of your Scouts has an idea for a Proficiency Badge. Having discussed it with the Patrol Leaders' Council it would then be fed through you to the ADC (Scouts) and discussed in the District. With their support it would be passed to ACC (Scouts) and discussed at Area level. If still approved, the ACC (Scouts) will feed the idea to a National meeting, where a number of ACC's get together to discuss common ideas and concerns.

The Area Commissioner will then take the idea to the National Scout Council, which meets once a year.

The process is a lengthy one and decisions can take up to a couple of years to make, but it is the only fair way of doing it for each individual.

Although cumbersome, the system does work and many of the current Proficiency Badges for the Scout Branch have been ideas that have come through this system from individual Scouts. It is the responsibility of each of us to ensure that we are involved in the decision-making and communication process so that at the end of the day the young

CHAPTER 13

Recruiting Scouts and adult help

A recent detailed study of voluntary organisations showed quite clearly that the main way in which people are recruited to voluntary organisations is by being asked to join, one-to-one by someone who is involved.

Considering the time and effort that is sometimes put into them, there is very little evidence to show that anyone is ever recruited by general appeals for help, advertisements in shops, libraries or newspapers or by displays in public places. Those that are recruited by displays or exhibition stands tend to be recruited because someone there was able to explain what it was all about, which comes back to one-to-one recruitment.

Recruiting Scouts

From outside

The best people to recruit new Scouts are your own Scouts themselves. The Scout Branch does not have the luxury of parents sending their children along to the Troop in the way that they do with the Cub Pack. Unfortunately, the Scout Branch also has an image problem as many young people in the Scout age range feel that Scouts is old fashioned and basically wet. Only youngsters with their own real experience of Scouting will be able to convince their friends and peers otherwise.

You can help your Scouts achieve this by:

- * Encouraging 'bring a friend' nights, camps and activities;
- * getting each Patrol to identify someone by name that they would like to join their Patrol and approaching that person;
- * pairing up Scouts to approach someone so that they don't feel silly doing it on their own;
- * follow-up visits as soon as someone shows an interest or comes to a meeting;
- * keeping an 'open door' policy so friends of Scouts who want to come just to watch at first, or talk to you about Scouting are able to do so.

From inside

The simplest approach to recruiting Scouts is to recruit Cubs who already know what Scouting is all about and used to coming. Every year about 1,000 ten-year-old Cubs leave that Branch and do not join the Scouts. That is about three or four per year per Troop, which is a terrible waste both for the young people themselves and for the Movement.

This can be prevented by:

- * establishing a good working relationship with the Cub Leader (Pack Scouter);
- * fully involving yourself and the Patrol Leaders in the Cub Pack with Link Badge Camps and Link Badge tests.
- * providing opportunities for older Cub to take part in Scout activities;
- * finding out the names of all the Cubs over 10 years old and phoning them up even if they leave the Pack before they are 10 and a half years;
- * showing an individual interest in each Cub;
- * recruiting from Packs that do not have a Troop in their Group.

A big and useful responsibility that an Assistant Leader might take on would be to look after the links with the Pack and/or Unit to make sure that they are a success.

The numbers game?

Finally you dare to ask the question, do you actually want more new recruits for your Troop or do you simply want more members? If it is more members that you want the simplest way to increase membership is to retain the Scouts that you already have.

Thousands of Scouts leave each year in the 13-plus age range through boredom, lack of responsibility, only being offered repetitive activities or activities targeted below their ability.

The retention of older Scouts could be helped by:

- * offering some challenging activities to the older age range;

- * ensuring activities are challenging to their ability;
- * using the Springbok Badge and Challenge awards;
- * giving real responsibility through the Court of Honour;
- * perhaps adapting your leadership style (see Chapter 10);
- * perhaps revising your Patrol organisation (see Chapter 3)

If you are in any doubt about recruiting start from the inside. If the Association simply retained all the Scouts it has at the moment and recruited all ten-year-old Cubs, the Scout Branch's numbers would more than double in under two years.

Recruiting adult help

Ultimately, the job of recruiting adults to be Leaders is not entirely your responsibility. It is the responsibility of the Group Scouter and Committee to help find suitable people and up to the District Executive Committee (Local Association) to make appointments.

Obviously, though, as Scout Leader you have an interest in recruiting because, firstly, you know what help you need and, secondly, you will have to work with the people that are recruited.

If you ask any Troop Scouter what they need they will often tell you more Leaders when in fact what they need is more help which is a different thing entirely.

It is a sad fact that about 1 000 Leaders join and leave the Association every year and many of those who leave go in their first year, because they don't feel used or were not allowed to do anything. This is obviously a total waste of resources.

Your first step in recruiting adult help then, having discussed the need with your GS and possibly your District Commissioner, is to be absolutely sure what it is you want done. This is important for two reasons. First, you do not waste resources, as in the example above, and secondly, people's time is very precious to them so they are unlikely to commit themselves to something if they do not know what it is you want them to do. For example you would not

choose a professional career just because the title of the job sounded nice, you would want to know what you would be doing.

Be clear about what you need. Do you need a new uniformed Leader, or do you really need someone to keep the records up to date, or handle money, or open the hall because you can't get there on time?

Step 1 - Make an accurate list of all the jobs that you need doing.

Next, Consider whether you need someone who can attend all meetings all the time or could you make do with someone who attends only for the first or last half of the meeting? Does it need to be one person or could it be two or more?

Step 2 - Draw up a 'job description' for each person you need which states clearly what it is they will do, what responsibility it will involve them with and how long it will take them.

Think about the type or person that could do the job. Could anyone do it or is it something that needs a particular skill or experience?

Step 3 - Draw up a 'person profile' for the type of person you need.

Then, think about all the people that you and your other Leaders know that could do the job. It might be someone from amongst your own friends, or parents of Scouts or Ex-Scout Members, someone from the church or sponsoring authority. Think as widely as you can. With a growing pensioner population there are many older people willing and able to help in small ways.

When you have your list of names, put them in order putting the best person for the job first.

Step 4 - Select your best option.

Now you are almost ready to ask them. First, though, try to put yourself in their shoes. Anticipate the questions that they will ask and prepare your answers in advance. Also think of things that they might get out of it for themselves, for example new friends, working with young people, or getting away from the husband or wife for the evening! That way you can offer them something as well, rather than just taking. Pick your best time and method to approach them.

Step 5 - Make your approach. Ask them to do what is on the job description and promise to stick to that.

Hopefully you will get the answer that you want, but if not go back to your list of people and try again. Having got a 'yes', before that person starts working with the Group you must let the GS know. He / She will see that an AA Form is completed, along with an IRCCS Form and sent off to the DC for necessary approval. A Permit (valid for a year) will be issued shortly after once approval has been obtained. If that small miracle happens and someone just turns up and offers to help, you must still let the GS then DC know with the necessary forms and await their approval.

As with the Scouts, a key responsibility to new Leaders and Helpers is to make sure that they get as much fun out of Scouting as anyone else. This will mean developing their skills, interests, and responsibilities if that is what they want to do. Never break the original contract you made with the person of what it was they agreed to do if that is what they want to stick with. If you do constantly pressure people to take on more responsibility, when you come to recruit again you will find it all the more difficult. Your reputation will go before you!

Finally, as with Scouts, Leaders retention is always far easier than finding new recruits and this has to be actively worked at. Remembering to say a genuine 'thank you' to all those who give time to help you, may be your strongest weapon.

CHAPTER 14

Spiritual and religious development

Spiritual development is part of the Aim of the Scout Association and should be built into the programme. Although Scouts should undergo religious development, it is not something Leaders are responsible for.

All members of the Association are encouraged to:

- Make every effort to progress in their understanding and observance of the Promise to do their best to do their duty to God;
- Belong to some religious body;
- Carry into daily practice what they profess.

If a Scout doesn't belong to a religious body, it is your responsibility to put him in touch with one which should be that to which his parents belong, or to which they have in the past been formally admitted. The parents' approval must be obtained.

In a sponsored Group the sponsoring authority is responsible for the religious training of the Scouts. You must maintain contact with religious bodies. Religious development is the responsibility of any sponsoring authority or the religious bodies themselves.

Spiritual development

The most difficult question to ask if you are to develop spiritually is, "What does God want?". One thing is for sure: He wants us all to grow and develop. We are not born fully developed or equipped with everything we need to know. So God undoubtedly wants us to grow.

Spiritual development in its simplest form means the process of learning to stand on our own feet, learning to get on with and live with other people, discovering about the world around us and being aware of God.

You can help your Scouts develop spiritually and grow in four areas:

- Myself;
- My relationship with other people;
- The world around me;
- With God.

Myself

Many aspects of the programme deal with the Scout looking after him/herself – health, fitness, cleanliness, etc. The spiritual aspect of this will come in the self-discipline of knowing and doing what is right to keep him/herself fit and healthy.

Making personal choices, challenging oneself, responsibility for the decisions one makes and accepting one's limitations are all signs of development in this area with which you can help your Scouts.

Relationships with others

Scouts grow a great deal in their relationship with others through the Patrol System. They will be responsible for working with others to achieve some quite difficult things without the direct control of adults. Through this they will learn the strength of teamwork through co-operation, relying on others and the responsibility of having others rely on them. You can help this development by providing opportunities to work in different groups and different situations.

The world around me

Because Scouting is largely based in the outdoors, an understanding and care for the world can easily be developed. Low impact camping, conserving natural resources, saving energy and recycling materials are all practical ways of making Scouts aware of their world. The development comes from understanding why these things are done and accepting a corporate responsibility for the World.

With God

Many Scouts will at some time or another challenge the existence of God. The best you can do is to help them acknowledge that there is a lot beyond their own understanding, to encourage them to keep an open mind and make chances for them to discuss their views.

You can also encourage them to pray to God in their own way. When praying together use the word "God" rather than to say Jesus or Allah, as this may confuse some people. You might also find out about different places of worship, different services and discuss these to give them insight as to how

different faiths worship and pray, should your Group contain mixed Religions.

In general, prayer should be an everyday, simple part of Scouting, rather than just a part of the ritual at the start and end of the meeting, when it is perhaps at its most meaningless.

A Scouts' Own is also a good idea, but it should be just that, the Scouts' own thoughts, prayers, wishes and ideas that they want to share and not a celebration of a particular faith (unless of course everyone is of the same faith).

These four areas of relationship can be summarised into target areas. You should be helping your Scouts to:

- develop an inner discipline and training;
- be involved in activities with others;
- help create a more just and caring society;
- discover the need for personal and shared prayer and worship.

You can and should run events, games, activities and training specifically devised to develop young people in these areas. Spiritual development should also form the backbone to everything you do as it is a part of the Promise and the Association's Aim. In many ways it is the "why" of Scouting and everybody should strive to develop in this area.

CHAPTER 15

Troop records

Troop records are an invaluable tool in supporting a Troop provided they are efficiently kept and are restricted to those things that serve and help the Troop. Keeping records can easily be delegated to an Assistant Troop Scouter or other suitable person. A parent that only stays for five or ten minutes at the beginning of the meeting can easily help with this task at a time when Scouts will want your individual attention. The only records that you are obliged to keep are Advancement, Parent Consent Forms and financial records and these are looked at later in this chapter.

Personal records

You will need, for contact purposes, a list of all the names, addresses, telephone numbers and emails of the Scouts in your Troop and their parents / guardians' names and addresses so that letters and communications can be properly addressed. You may also wish to note any particular hobbies or interests of the Scouts and, perhaps, factors which regularly limit their availability for certain days, such as Saturday School or religious obligations for example.

You may also find it useful to keep some personal hand-written notes on your Scouts, their strengths and weaknesses perhaps or very personal information such as relevant medical information or at what time of year they live with each parent, for example. Such notes should, of course, remain confidential to you (which they could not if entered on computer) and should only be kept if they can help you with a Scout's individual development.

Attendance records

These might be kept either by the Patrols themselves or centrally if felt necessary. The real advantage of attendance records is in large Troops in highlighting if a Scout's attendance become erratic or stops and contact with the individual can then be made. In a small Troop this is perhaps so obvious as to make attendance records unnecessary.

Progress records

You will need to keep a record of each Scout's badge work. The Association provides three means of doing this, a pocket size record card which Scouts can carry and record their individual progress in, A4 size individual cards (one of each Scout) with space

on the back for some of their personal details and record chart on which the progress of the whole Troop can be seen, with a line for each Scout.

Programme records

It is always worth keeping a simple record of your past programmes and, in particular, programme reviews and future planning notes. This is not an excuse for not planning for the future and you should always be looking forward with the Court of Honour and planning afresh. It would be better not to keep old material if all this leads to is constantly repetitive programmes.

A simple record can perhaps help you avoid repeating activities and playing the same old game again every other week. Old menus, camp kit lists, weekend camp equipment list and camp reviews, can also provide an invaluable starting point to a Patrol Leader trying to run an activity for the first time.

Equipment Records

These will probably be kept in the main record by a Group Quartermaster, but any items belonging to the Troop or Patrols themselves, will need to be listed somehow so that equipment is not lost, loans in and out are recorded and the Group Committee assets for insurance purposes.

Financial records

The financial administration of the Group is the responsibility of the Group Treasurer and you should seek his or her advice on what exact records should be kept.

As a minimum, thought, whether collected by Patrols or by the Troop centrally, a record of all income and expenditure must be maintained and vouchers (invoices, bills, receipts, etc.) for all expenditure kept. All monies should be passed as soon as possible to the Groups Treasurer and the income and expenditure record shown to him or her as least every three months. A simple annual statement of overall income and expenditure is also needed by the Treasure to form part of the Group's annual audited statement of accounts.

For everybody's safety the Association's rules state that no monies received from any branch may be paid into anyone's private bank account. If the Troop receives and handles large sums of money,

the Troop may operate its own bank account which must be set up with the permission and advice of the Group Treasurer.

No matter how small the amount it is a good training experience for Patrols to handle, account for and be responsible for some money of their own. Your own financial records will also be useful to you for budget purposes. Each year you, for Troop expenses, and the Patrols, for their expenses, should produce a simple budget forecast which can be discussed with the Group Treasurer. Find out from your Treasurer the exact methods used in your Group.

It may be worth stepping back at this point and considering exactly what records you do or do not need and comparing it with your current practices. Whatever records you feel you do need to keep, make sure that they serve a purpose for you and help the Troop rather than just being kept for records' sake.

There is an excellent record keeping program on the 2004 Cape Western Area CD, for maintaining Troop Records (and Pack Records) easily and accurately. Possibly this is the way to go if a computer is available to you. However, regular printouts and or manual records need still to be kept for all to see.

CHAPTER 16

Scout ceremonies and use of flags

Scouting has few ceremonies, but it is important that the ones it does have are performed well, otherwise they have little value. Scout ceremonies should be simple, short, and sincere. Simple so that everyone understands what is going on, short because attention spans for serious items do not last long and sincere as a mark of respect for those involved.

Many Troops and Groups over the years have evolved their own particular way of doing things, particularly Air and Sea Scout Troops, and that is fine. You do, however, need to guard against ceremonies becoming complex, overlong or indeed, intimidating for those involved. Ceremonies are usually more important to adults than to young people and you have no right to impose what you want on them if it has no real value.

This chapter merely gives a standard way of doing things. Alternatives are neither right nor wrong. The Scout salute, Scout sign, handshake and investiture are however universal and not to be altered.

The Scout salute

The Scout salute is used by all Scouts and Scouters on formal occasions. It is only used between members as a greeting as all members are equal and there is no ranked hierarchical structure. The salute should be made smartly both up and down using the 'longest way up and the shortest way down'.

The Scout sign

The Scout sign is only used when making or re-affirming the Scout Promise.

The Scout handshake

The Scout handshake originates from the Ashanti tribe in Africa where 'the bravest of the brave' shake with their left hand because it means putting down their shield to do so. Baden Powell adopted this handshake when he was greeted in this manner. The Scout handshake is recognised throughout the Scouting world.

Weekly ceremonies

Weekly ceremonies usually include flag break and flag down and quite regularly the presentation of badges and Awards.

Flag break

Flag break is usually used to start a meeting formally. A game as Scouts arrive may already have taken place. The duty Patrol Leader, before the ceremony should prepare the flag for breaking and hoist it unbroken to the top of the flagpole (how to do this is described in *The Scout Trail*).

On the command 'fall in' given either by a Scouter or the duty Patrol Leader, Scouts move to their respective Patrols in the hall to form an open square, facing the flag, standing at ease. Any Scouters or Troop Leaders present stand on either side of the flagpole. The duty Patrol Leader or the Troop Scouter then brings the Troop to the alert and all those not directly facing the flag (the Scouters for example) should do so at this point. The duty Patrol Leader pulls the halyard to break the flag and once it is unfolded the Troop salutes in time with the duty Patrol Leader who leads the salute or on the "Troop Salute" command. The duty Patrol Leader will usually then return to his or her Patrol and the Troop is stood at ease.

Following any notices, prayers or information the members of the Troop are brought back to the alert and instructed to 'break' or 'fall out' and they move away from the horseshoe. The Troop is only ever 'dismissed' at the end of a meeting or activity at which point the Scouts turn smartly to their right salute and move off quietly.

Flag down

The Troop is assembled in the same manner as for flag break. The Troop is brought to the alert and the duty Patrol Leader lowers the flag. No salute is given at this time. The flag, once correctly folded, is either passed to the following week's duty Patrol Leader if it is a Troop flag or left ready for the next Branch to use.

Flag break and flag down in camp

In camp it is usual to start the day formally with flag break and this is carried out in the same manner as for an indoor meeting. It is quite appropriate for everyone to be dressed in camp gear at this time rather than change twice unnecessarily. At flag down, however it is not usual for the Troop to

assemble at the flag-pole. At a given, fixed time each day before sunset the duty Patrol Leader and Assistant Patrol Leader parade at the flag-pole. A long blast on the whistle or a ring of the camp bell is then given at which everyone, whatever they are doing, stops, stands to attention and faces the flag. The flag is then lowered by the duty Patrol Leader, helped by the Assistant PL to make sure that it does not touch the ground. Once the flag is down two short blasts on the whistle are given as the signal to 'carry on'. The duty Patrol Leader and Assistant PL will then fold the flag correctly and pass it on to the duty Patrol Leader for the following day.

Presentation of Awards and badges

Frequently, badges are presented at the end of Troop meetings and this should always be done as soon as possible after the achievement of the Award. When the Scouts are in the open square at the end of the meeting, a Scout either comes forward to stand alone in front of the Troop Leader or is accompanied and 'presented' by the Patrol Leader. The Troop Scouter then briefly details what has been done to achieve the Award or badge and publicly congratulates the Scout. The badge is then passed over. The Scout and Troop Scouter shake hands, salute each other and the Scout returns to his or her Patrol. Usually the only exception to this procedure is the Springbok Scout Award, as the highest Award in the Scout Branch. It's achievement should be marked in a special way and it is usual for the District Commissioner or Assistant District Commissioner (Scouts) to be invited to this presentation. This can be presented at a Troop meeting, but is given more significance perhaps by being presented at the Group's Annual General Meeting, an open day or some such similar occasion. The Chief Scout should award the Springbok Scout Certificate at the Annual Area Awards parade, but the Springbok Scout Award badges should be presented in front of the Troop.

Troop Leader, Patrol Leader & Assistant Patrol Leader stripes

These stripes are presented in the normal way, although as they indicate the taking on of a new responsibility, some Troops ask those receiving them to re-affirm their Promise at this time. To do this the Troop Scouter brings the Troop to the alert, all those present who are invested members of the Troop make the Scout sign and the Scout repeats the Promise line by line after the Troop Scouter.

Other ceremonies

Going up ceremony

This ceremony clearly marks the transition between being a Cub and a Scout, not only in the mind of the individuals, but also in the minds of their fellow Cubs. The ceremony obviously needs to take place when the Pack or Troop are together and if they meet together on the same night it is quite easily achieved. The Troop can assemble just before the Pack's closing Grand Howl for the ceremony to be conducted. If, however, the Troop meets on a separate night, it is often impractical to ask the Troop to assemble just for this one task. At the very least some representatives of the Troop should be present and certainly the Troop Scouter and the Patrol Leader of the Patrol which the Cub will enter. Alternatively, the ceremony could be conducted after a Scouts Own or similar function when the Troop and Pack are already together. For the ceremony the Pack and Troop are each in horseshoe formation opposite one another with a gap across the centre line.

The Group Scouter, calls the Group to the alert and briefly explains the purpose of the ceremony. The Cub who is going up is called out in front of Akela who will briefly recall any highlights of the Cub's life in the Pack and wish him or her the best for the future. Akela then leads the Cub to the dividing line where the Troop Scouter and future Patrol Leader are waiting. The Troop Scouter then greets the Cub with a word of welcome and the Patrol Leader then takes the new Scout to join the Patrol.

Scout Investiture ceremony

This is the most important event in a Scout's life and actually needs to be treated with some solemnity and respect because the Scout is, after all, making a very important and difficult promise to live up to. The timing of the Investiture ceremony needs to be thought out and planned well in advance, because the Scout may wish to have parents or particular friends there and this wish should be respected. Some time before the ceremony the Troop Scouter will have visited the Scouts Parents as well as discussed with the Scout the meaning of the Promise and Law and what honour means to ensure that the Scout understands the implications and will try to keep the Promise and Law. The ceremony itself will also be explained. Just prior to the ceremony the Troop Scouter will usually remind the Troop of what is to happen, so that things run smoothly and ask them to take the ceremony

seriously perhaps referring to how they may have felt when they became Scouts.

For the ceremony itself

When everyone is ready the Assistant Troop Scouter should call the Troop Scouter who takes up a position just inside the mouth of the horseshoe. The Assistant Troop Scouter then calls the Troop to the alert and takes up a position on the right of the Troop Scouter and a little to the rear. The Assistant Troop Scouter carries any badges needed for the Scout with the exception of the Patrol Badge. If the Troop flag is to be used in the ceremony, the Troop Leader or another Patrol Leader stands on the other side of the Troop Scouter with the Troop flag. The Patrol Leader brings forward the recruit and they both face the Troop Scouter. The Patrol Leader then drops back one pace. The Troop Scouter then asks the new Scout if he or she understands what is meant by honour and if he or she understands the Scout Promise and Law. If the answer to this is 'yes', the flag bearer lowers the flag so that it is waist high between the Troop Scouter and the recruit who both place their left hands on the flag and make the Scout sign with their right hands. The Troop also makes the Scout sign and the recruit repeats the Scout Promise after the Troop Scouter. It is usual for the Troop Scouter to say the Promise, line by line, with the new recruit repeating it afterwards, which will help the Scout if he or she is stage struck or forgets the words. Having said the Promise, everyone drops their hands from the Scout sign and the flag bearer lifts the flag. The Troop Scouter then gives the recruit his or her badges and welcomes him or her into the Troop. If the recruit has come from outside the Movement and not from Cubs, the Troop Scouter can welcome the recruit into the worldwide family of Scouting and perhaps point out that the world over young people of all nations are trying to live up to the Promise that the recruit has just made. The Scout, if completely new to the Movement, is then presented with a Group scarf. This function is often performed by the Group Scouter. The Scouts Patrol Leader then gives the Patrol Badge to the Scout to show that he or she is a member of that Patrol. Finally, the Troop Scouter salutes the new recruit who returns the salute. The recruit then turns to face the Troop, salutes and the Troop return the salute. The recruit then goes with his or her Patrol Leader to join the Patrol.

Use of flags

Scouting does not often use its flags and colours but many believe that, when they are used, such as Church Parades and other formal occasions, that it is important that it should be done correctly. Scouts may use the National, World Scout, Area, District, Group and Patrol flags. All these flags should be treated with respect, but especially the National Flag, as failure to follow protocol may be distressing to members of the public and seen as an act of discourtesy.

The following protocol should be used when parading the National Flag:

The Flag must be flown with the toggle to the head of the mast. (Any national flag which is flown upside down is an internationally recognised signal of distress or surrender.)

When carrying flags in procession, the National Flag should be carried on the marching right.

When several Troop flags are being carried abreast, the National Flag should be carried in front at the centre of the line.

When the flags are crossed, the National Flag should be placed on the left as you face it.

When flags of several nations are to be flown, at the same time, flags should be flown separately on flag staffs of equal height.

No flag should ever be flown above the National Flag.

If several flags are grouped. The National Flag is always in the centre. If the other flags are non-national, the National Flag should be higher.

If the Flag is to be flown at half mast, the correct procedure is to raise it to the masthead first, then lower it slowly to the half mast position i.e. a flag's width from the masthead.

Flag carrying on the march

There are three positions for carrying a flag on the march: sloped, gathered in, and flying free. 'Sloped' is the normal position for carrying a flag with the flag sloped over the right shoulder with the flag gathered to the right hand, the left arm swings free.

'Gathered in' is used when marching past or when specially ordered using a flag carrier, the pole should be perfectly vertical and gathered in with the right hand. The diagram shows the correct position for the right arm and hand. The left hand swings free.



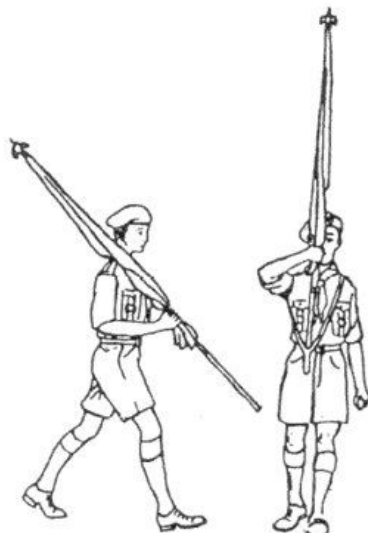
The flag is allowed to 'fly free' at the actual moment of passing the saluting base or whilst the National Anthem is being played. Both carrying positions using carriers are very tiring especially for young Scouts and should be used sparingly.

Flag carrying at the halt

The normal position whilst at the halt, is with the flag vertically at the right side with the butt on the ground, the flag gathered in the right hand. Whilst at the halt the flag may also be carried in the holder and be 'gathered in', or 'flying free'. This would only normally be during a period of inspection whilst the national anthem is being played, or for a special reason. If flags are instructed to be 'lowered', usually as a mark of respect, the pole is held under the right arm and the flag lowered until the top of the pole is on the ground. If the ground is wet and muddy however, the pole should be lowered to the lowest possible point without letting the flag touch the floor.



If the ground is wet and muddy however, the pole should be lowered to the lowest possible point without letting the flag touch the floor.

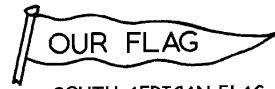


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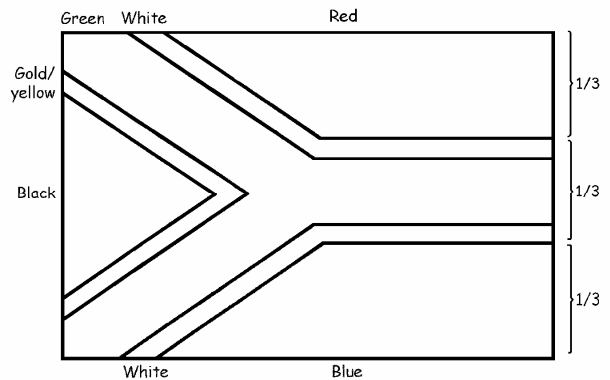
Resources and Ideas

Everyone struggles for an idea from time to time. The Court of Honour and your own leadership team

will be no exception. One way to tackle this problem is by building up a stock of resources for such occasions. This might include books, magazines or articles produced by the Association, materials produced by other youth organisations, games, videos, notes from training courses or

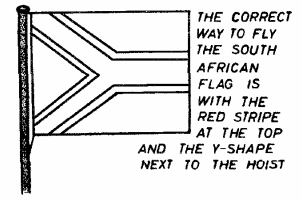
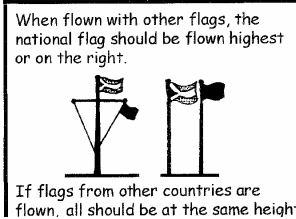


SOUTH AFRICAN FLAG - first flown on 27 April 1994



Sizes and widths

- o The width to height ratio of the flag is 5 : 3
- o The red and blue bands are one third of the height of the flag.
- o The arms of the Y meet exactly in the middle of the flag
- o The white and gold stripes are one fifth of the width of the red and blue bands.



workshops that you may have attended. These resources do not always have to be new either. Often it is worthwhile looking back at books and material that you think you know well because you will often come across something that you have not remembered, or you will come across something which you can adapt or amend slightly.

To have these resources on hand when you need them you must, of course, always be on the look out for things you can use and add to the Troop or Group library. Again, this is a responsibility which a Helper or parent may be willing to take on.

Here are just a few books which you may find useful when you are stuck for an idea:-

'Scout Badge Book'

Why not take an Interest Badge and develop it into a theme for a Programme?

'Games and Activities for Scouts', by A.J. Spalding

This book is a valuable resource for training games and activities that you can use or adapt.

'Camping Standards for South African Conditions'
by Frank Quinn

Why not take a particular aspect of campcraft to develop as a Programme?

'Seamanship Manual'

Why not attempt an aspect of water activities?

'Scout Pioneering' by John Sweet

Plenty Of ideas for wider scale and more imaginative projects than perhaps you have tried before.

'The Patrol Leaders Handbook' by Peter Foster

The Patrol Leaders Handbook has a number of ideas for things to try.

'The Scout Trail' & 'Scout Target'

A must to build a programme to foster advancement.

'The Troop Scouters Handbook'

A great help with running your Troop.

'The Patrol System' by Dudley Ford

Without the Patrol System you do not have a Troop.

'Scouting For Boys' by Robert Baden Powell

BP's own book written for the boys, but an inspiration to any Scouter.

Flick through these books might give you some ideas that you can develop. Do not forget the handbooks of other Branches, there may be an idea you can adapt to an appropriate level for Scouts.

Then of course, there's the *'2004 Cape Western Area CD'*, packed full of ideas for usage or adaptation by you and the Troop.

Lastly, why not also share ideas with another Troop, at a District Scouters Council or at an Area Workshop? One can just never get enough ideas - once you get going.