

'While processing the array of big and small losses the pandemic has led to, we've all had to find our own ways to cope'

**Art therapy, page 18**

Autumn term 2020

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Published by Scouts,  
Gilwell Park, Chingford, London E4 7QW  
Tel: 0345 300 1818  
Fax: 0208 433 7103  
Email: [scouting.magazine@scouts.org.uk](mailto:scouting.magazine@scouts.org.uk)  
Website: [scouts.org.uk/magazine](http://scouts.org.uk/magazine)  
Registered charity number:  
306101 (England and Wales)

Scout Information Centre  
9am–5pm weekdays via email and webchat  
Email: [info.centre@scouts.org.uk](mailto:info.centre@scouts.org.uk)  
Post: Scout Information Centre, Gilwell Park,  
Chingford, London E4 7QW



Tel: 0208 1813 151  
Website: [scoutadventures.org.uk](http://scoutadventures.org.uk)



Tel: 0345 040 7703  
Email: [scouts@unityins.co.uk](mailto:scouts@unityins.co.uk)  
Website: [unityins.co.uk/scout-insurance](http://unityins.co.uk/scout-insurance)



Tel: 01903 766921  
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At Scouting magazine, we make every effort to ensure that our content is accurate, complete and up to date at the time of going to press. Occasionally, mistakes might be made.

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Scouting magazine is produced by Immediate Media Branded Content on behalf of The Scout Association  
Eagle House, Colston Avenue,  
Bristol BS1 4ST  
[imcontent.co.uk](http://imcontent.co.uk)

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## Why we're stronger together as times change



Change is part of who we are. It challenges us to think differently, to learn and grow. But change is easier when we remember our values and support each other. We've all had to accept a huge amount of change during this crisis – but I've been so impressed by the way you've adapted, stayed positive and remained

strong. An incredible 80% of groups are meeting online. That's what I call never giving up.

I'm also really proud to announce that I will be renewing my own commitment to Scouts too – pledging to carry on as Chief Scout for at least the next three years. I've never been so proud to be your Chief Scout than during this tough time.

The world is changing around us. We've had to accept a new reality and an uncertain future. But one thing's for certain: if our communities are to remain strong, we'll need to listen better, work harder and be kinder than ever. The goal is a humbler, kinder, more unified world. Events in the UK and US this summer have been a stark reminder of the need for that.

We'll have to change too. We'll refocus our work to make sure Scouts continues in the places where it's needed most. We'll support groups to recover. We'll also need to make tough decisions. You'll have heard that this is our last issue of Scouting magazine: it's been an incredible journey, but we know you need support in new and different ways.

Thank you for your incredible resilience, generosity and spirit in the face of adversity. You're all so amazing and remain such an inspiration to me – and it's that Scouts spirit that makes our global family such an unstoppable force for good.

Your friend,  
Bear Grylls OBE, Chief Scout

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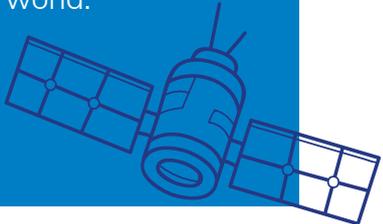
**Make. Do. Share.**



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# From our homes to yours

We try to tell our volunteers how amazing they are as often as we can, but we know it means more when it comes from the young people you help and their families

Words: As told to Jade Slaughter | Photographs: Claudine Hartzel, Ashley Coombes and Tony Richardson



More than 80% of you have carried on Scouts meetings during the lockdown period virtually, through apps like Zoom. Here, we give families the chance to tell you just how much of a difference this has made to them, and what incredible stars you all are.

**Noah (7):** 'A big thank you to Kingfisher [Sarah Ashbourn-Stacey]. She is kind and fun, and gave me the confidence to try my first overnight camp. I love lockdown Beavers because it means I can still see my friends.'  
[1st Aylesbury Beavers](#)



## Volunteer heroes



**Rhys (6):** 'My Beaver Leader, David, is kind, friendly and fun!'

**Dad (Ross):** 'David has been a star during lockdown. He's kept the Beavers going, by setting them challenges and supporting them

to complete activity badges. He's even held a session using Zoom to work towards their air activities badge – impressive considering it was full of six and seven year olds!'

[114th Braid \(Fairmilehead\) Scout Group](#)





**Elizabeth (mum of Alex, a Beaver, and Lesley, a Cub):** 'Lockdown's been mixed for us. I think it does help them to see their friends in the group. Especially during the iJam Camp, they enjoyed doing activities – Alex created a garden, painted stones, built a

tower, and they both built a den. Amy (their volunteer) is really wonderful – and it's so nice that she volunteers her personal time to help people. She runs her programmes flawlessly – I don't know how she does it.'

[64th Birmingham Group](#)



## Volunteer heroes



**Louie (11):** 'Thank you, Gemma and the team!'

**Mum (Simone):** 'Thank you so much!'

**Dad (Steve):** 'Scouts is absolutely wonderful. In this time of strangeness and crisis, you

keep in normality, keeping our kids involved and making them feel like part of a team. It's really, really massive. Thank you very, very much, Team Walthamstow!'

[7th Walthamstow](#)



## Volunteer heroes



**Eva (6):** 'Thank you, Shelly. I really, really like all the games you've played with me and you're like one of the best teachers I've got. 'Cause I love all the games and the activities and all the new words you teach me and everything, and I love all the badges you give

me and the story time. Thank you.'

**Amaira (6):** 'Thank you, Shelly, for giving me badges, keeping me busy, and for doing my Gardening Badge. Thank you! And Book Reader Badge. And new skills. Thank you.'

[Loughton Scout Group](#)



## Volunteer heroes



**Kaia (12):** 'Thank you, Gemma, Stephen and Anton, my Scout leaders. I really enjoy Wednesday evenings in lockdown – it's a time where I can talk to my friends and have

some fun, and not see who I usually see. And I wouldn't really be able to do this if you didn't do this, so thanks a lot.'

[7th Walthamstow](#)



## Volunteer heroes



**Agnes (7):** 'Thank you, Layla and Ness, for supporting me during lockdown.'

**Edmund (11):** 'Thank you, Andy and Leigh, for supporting me. I always have something to look forward to as we get to

play fun games.'

**Mum (Peggy):** 'Thanks to Kay Leggett and Violeta D Thompson – they're the backbone of our Scout group!

[2nd East London Scout Group](#)





**Lola (12):** 'We'd like to say "thank you" to Amanda and Cherry for helping us and doing Zoom chats. We've been doing activities such as VE Day sleepover and we've both completed our Scout in the House

challenge. Amanda is a very kind and helpful leader.'

**Willow (6):** 'Tracey is funny and makes me laugh.'

[12th Kings Lynn Scout Group](#)



## Volunteer heroes



**Ruby (11):** 'Thank you to Sarah Harrison, who is my Scout leader. I really enjoy doing Scouts via Zoom because it's a nice way to communicate with my friends. I would describe Sarah in three words:

inspiring, adventurous and kind. I really enjoyed bivvying because it's a nice way to enjoy the outside world at nighttime. Thank you, Sarah!'

[Bowthorpe Scout Group](#) 🇬🇧



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## **How Scouts is becoming anti-racist**

The issues raised by the Black Lives Matter movement aren't new, but recent events in the US and UK have shone a light on systemic racism in our society. Systemic racism is a problem in our sector too – and Scouts is not immune

Words: Annabel Rose



## ‘We’ve asked all of our staff to learn about anti-racism and make a commitment to continue learning what it means to be actively anti-racist’

We’re aware of how painful the past few months have been for Black people and communities, including our members and colleagues. We’ve started taking action, but we know there’s still more work for us to do to become anti-racist.

The first step was creating spaces to listen to our Black colleagues (and all staff affected by racism) so we could understand how to support our people and tackle racism at Scouts.

This wasn’t about asking or expecting people to take on this work; it’s an ongoing commitment to making sure people’s views and experiences shape Scouts’ actions.

To be clear, we know this may not have felt safe, comfortable or easy. We made sure people knew we would receive feedback in whatever way they were happy to give it, including anonymously and through an online forum.

We also signposted people to the Black, African And Asian Therapy Network, so they could seek support outside of Scouts if they wanted to.

We’ve asked all of our staff to learn about anti-racism and make a commitment to continue learning what it means to be actively anti-racist as colleagues, as managers, and in the work that they do.

We shared resources to help people get started, making it clear that it wasn’t the responsibility of (Black) colleagues, friends, or family to educate people.

We encouraged people to use team meetings to begin important conversations about making Scouts an actively anti-racist organisation, with the support of Hannah Kibirige, our Equality, Diversity and Inclusion Manager.

Going forward, we’ve set out five actions that we’re taking for anti-racism at Scouts:

- We’re reviewing and removing barriers from our volunteer recruitment processes to increase representation at all levels.
- We’re embedding anti-racism tools and learning within volunteer training and inductions.
- We’re setting up community engagement forums to involve members of diverse ethnicities in our decision-making.
- We’re amplifying the voices and experiences of Black, Asian and minority ethnic young people and volunteers.
- We’re embedding inclusion in all we do, providing young people with opportunities to learn about race equality, rights and freedom.

We’re looking for input in developing our community engagement and learning opportunities. If you’re from a Black, Asian or minority ethnic background and would like to be involved or share your own experiences and ideas about anti-racism at Scouts, please get in touch with Hannah by emailing [hannah.kibirige@scouts.org.uk](mailto:hannah.kibirige@scouts.org.uk).

Finally, we know that these are small steps – tackling systemic inequalities properly will take time and work. For us, this is the start of a much longer journey.



**A personal reflection from Lexie Sims,  
Scouts Trustee**



Recent events have brought systemic discrimination and inequality to people's attention. We must reflect on our reactions as individuals and as an organisation – even a non-reaction means something. Personally, these last few weeks have been painful as I process my feelings and analyse the part race has played in my life and hopes for the future. I've had days of despair and days where I believe that, this time, we'll be able to make substantive change.

Friends have asked me if I relocated to London to escape racism. That never crossed my mind when I made the decision 20 years ago. The skin is the largest organ of the body: I can no more escape discrimination than I can shed my skin. My skin was with me when my US company transferred me to South Africa. Our Afrikaans driver and bodyguard would switch from English to Afrikaans when they said something unacceptable. Black South Africans wanted to know what part I played in the struggle against apartheid; they didn't ask this of my white colleagues.

I wore my skin when colleagues decorated my desk on the day I received my UK citizenship. One of the founders of the headhunting firm I worked for asked about the decorations, so I explained that I'd become a proud dual citizen. He said, 'You know what you need now? Elocution lessons.'

I grew up in a small, east Texas town. Racism and prejudice permeated every part of life. At an early age, you decide how much you let it affect your life and defer your dreams.

My parents taught me the unwritten rules: you never leave a store without the receipt. You never take a purchase from one store to another unless it's in a bag and you have the receipt – in case you're accused of stealing the item from the second store. You never touch anything that you don't intend to buy. You never leave home without current identification and cash in case there's trouble. If you're driving and you're stopped by the police, you keep your hands on the steering wheel. You do nothing unless instructed. You make no sudden moves. The only possible answer to any question is, 'yes, sir' or 'no, sir'.

Every parent of colour must have this talk with their children; it could be a matter of survival.

I have risen to director level in organisations in the US and UK. My skin means I take on extra responsibility. I feel that I (as the only person of colour on the SLT, in a meeting, or at an event) represent all people of colour – I feel extra pressure not to let the side down.

Being Black is part of who I am, not all that I am. I have interests and hopes and dreams. I love blues music and American football. My favourite poet is Walt Whitman. I want to learn to speak French and play guitar. For just 60 seconds, I wish I could dance like Beyoncé.

What should we do about racism? I have no definitive answers. We can all be more honest with ourselves and others, have conversations, and admit no one has all the answers. It's a period of reflection for us as individuals, as a movement with a long history, and as a society. For now, we can take pride in putting one foot in front of the other as we march towards betterment and substantive change. 🙏

# Art therapy

With galleries closed, artists and illustrators creating work from their homes provided us with much-needed inspiration. Welcome to the Hiberniate Modern, a gallery of very contemporary art

Words: Jacqueline Landey



Reflecting on their experience of lockdown, illustrating duo Craig and Karl said they 'went through the rollercoaster of anxieties and emotions that came with such an unprecedented event'. We all took a ride on that rollercoaster this year. As projects and plans were cancelled, many of us had more time to reflect.

For Craig and Karl, this period of reflection led to their series *The Great Indoors*, which, they explain, 'was born out of imagining various scenarios playing out in different homes. They're quite heightened and humorous to add a sense of levity and highlight the relative absurdity of the situation.'



While processing the array of big and small losses the pandemic has led to, we've all had to find our own ways to cope. For illustrator Elizabeth Haidle, this has meant making little comics for herself 'every morning as a sort of therapy'. She says, 'It's a way that I can explain my life to myself, in bite-sized pieces... a way that I can take care of myself.'

From tiny comics to great big billboards, we've seen artists sharing reflections of this time in all sorts of ways. In collaboration with Jack Arts' Your Space or Mine project, illustrator Bethan Woolvin filled an empty billboard space with a positive piece of artwork to uplift the community.

Sharing positive messages during this time has been essential, not only because of the pandemic. As Bethan explains: 'Around week six of lockdown, [the news] started to take a toll on my mental health, and I began avoiding the news altogether. However, once hearing about George Floyd and the spate of killings in the US by police, I couldn't ignore it. A silver-lining to lockdown is that it's given people the opportunity to learn and educate themselves about racism, and why people are protesting, myself included.'

Alongside the pandemic, the Black Lives Matter movement has shown us how much work still needs to be done to tackle racial and socio-economic inequality. Artist Kojo Marfo confronts these issues through his artwork. In the powerful piece featured here, he explores 'how there is an emotional curfew placed on black people, where their emotional expression is censored and contained to areas deemed acceptable. The stereotypes of "angry black woman" or "dangerous black man" prevent black people from freely expressing the human range of emotions allowed to others in society.'

In lockdown, Kojo's used yoga and meditation to try and embrace 'being rationally hopeful', saying, 'I've come to terms with the fact that

the situation we are in is genuinely dark, but I also acknowledge that there are so many signposts leading up and out.'

Using visuals to transform important ideas and information into pictures that expose, clarify and help us understand things, is something data journalist Mona Chalabi achieves too – from infographics sharing facts about COVID-19, and racial and social injustice, to more playful subjects. Under lockdown she drew our attention to the macro inequalities we need to address, but she also drew the tiny world around her in lockdown, in her 'What I saw today' series.

Zebu is another illustrating duo who know about the power of a picture to lift us out of our inner slumps and show another view. In their book, *When I was a Child*, they reimagine the world from a young person's perspective. To create it, they spoke to parents, grandparents, friends, fellow artists and illustrators and found that 'everyone had funny/amazing/beautiful/almost poetic stories from when they were children'. During lockdown, their zine *Let's Go Outside* helped us remember the feeling of the great outdoors. Though based on real-life travel experiences of being in nature, some of the illustrations, they explain, 'are things we wish we could do – like sleeping in a hammock between trees, four-metres above ground'.

A little closer to the ground, illustrator Hiller Goodspeed reflects on the world around him in his post-it-style illustrations – from the inner anxieties of lockdown to wider social injustice. When reflecting on his experience of lockdown, he says, 'I used to daydream about a future where I could spend every day at home, listening to music, drinking coffee, working steadily on projects and assignments. It would be perfect, I thought, like a movie. Well the future is now! And though it is not the utopic vision I had once imagined, I continue to persevere (and try not to eat too many hotdogs).' ☘





Exhibit 1: Craig and Karl on The Great Indoors



Creative reflections on lockdown



MY YOUNGER BROTHER & FAMILY ARE MOVING OUT OF THE COUNTRY. WE CAN SPEND 1 MORE DAY TOGETHER.



DESPITE GLOBAL PANDEMIC, WE MAKE THE DRIVE. MEETING AT A RURAL CABIN, THE KIDS EAT S'MORES WHILE GROWNUPS CHAT.



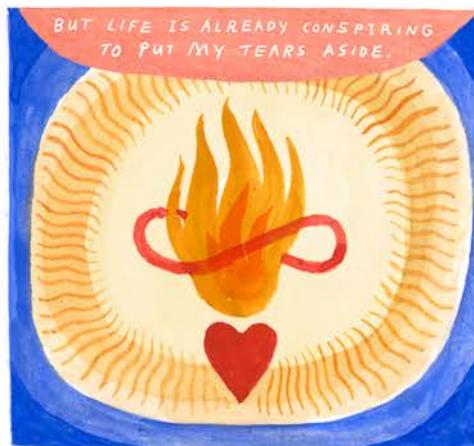
IT'S ODDLY NORMAL, AS IF WE DO THIS EVERYDAY, UNTIL THE GOODBYE-HUG MOMENT. ITS INVISIBLE 'WAVE ARMS ACROSS A GAP.'



IT'S NOT ENOUGH, OF COURSE. I'M ALREADY GREEDY FOR JUST ONE MORE QUESTION...ONE LAST JOKE.



I TRY TO MAKE A MELANCHOLY COMIC ABOUT IT: WHY DO WE KEEP LEAPING AT THE CHANCE TO EXPAND OUR HEARTS, THEN WATCH AS THEY BURST?



BUT LIFE IS ALREADY CONSPIRING TO PUT MY TEARS ASIDE.

I NOTICE MY TEENAGE SON ON THE COUCH, (contentedly reading *Salinger* like I always hoped he would) — and my LOVE IS STRUMMING SOFTLY ON HIS GUITAR, BY THE FIRE. I'VE NO CHOICE. WILL HAVE TO FEEL SAD... LATER.

Exhibit 2: Elizabeth Haidle's comic on quarantine goodbyes





Exhibit 3: An uplifting billboard from Bethan Woolvin





Exhibit 4: Kojo Marfo's powerful reflection on racial inequality



# Things I Saw Today



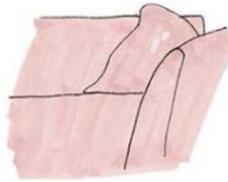
The mailman delivering things people want and things people need.



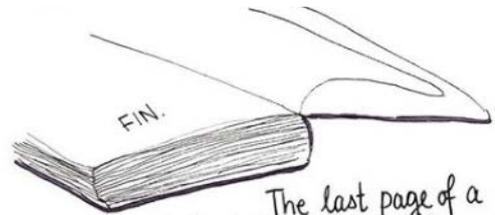
A flower whose name I do not know.



A tumbleweed of my hair on the floor



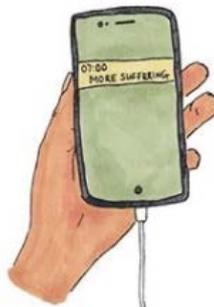
A bleach stain on my pink couch.



The last page of a book that I've been wanting to read for a long time and now wish I didn't have the time to read.



A woman in a mask pushing a baby in a stroller followed by a kid in a mask pushing a doll in a stroller.



Another distressing news alert



My toes in the shower (same toes as yesterday)





Exhibit 6: Zebu taking us outside, and outside of ourselves





Exhibit 7: Hiller Goodspeed's post-it notes on the world around him



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## Happy eaters

We speak to an intuitive eating expert to get the lowdown on cutting through confusing and conflicting messaging around food

Words: Annabel Rose | Ceramics: Sarah Hughes

We all want to help young people become healthy eaters who enjoy a variety of foods, are happy with their bodies, and know there's more to life than what's for dinner. It's not easy though, especially when school kitchens have hit pause and we're planning meals and snacks all day, every day. We asked Laura Thomas, Registered Nutritionist and Director

of the London Centre for Intuitive Eating, for some tips.

### All foods fit

Laura explains that nutrition's quite a difficult, abstract concept for kids to grasp. 'If we're categorising foods,' she says, 'the subtext we're selling kids is "If I eat a bad or unhealthy



food, I am bad or unhealthy.” Instead, try to remember that ‘all foods fit as part of a healthy, varied, balanced diet’. Take kale and chocolate – both are tasty, both have different nutrients, both are just food.

### Shared responsibility

‘The division of responsibility divides the roles of feeding and eating into the parent and carer role, and the child role,’ says Laura. The parent or carer decides ‘what food to offer, and where and when to offer meals and snacks – it’s important that there’s some structure and it’s not just a free for all’.

Meanwhile, ‘children decide how much and what to eat, from what’s offered’. It’s about offering a mixture of familiar and new foods, and encouraging them ‘to help themselves and take a little bit of everything, without putting pressure on them to do so’.

This technique helps to reduce conflict too. ‘Kids don’t have autonomy in a lot of places in their lives,’ Laura explains. ‘Food is sometimes one of the ways they exert autonomy. By using the division of responsibility, we set some boundaries but let children have some control.’

It’s also important not to rush. ‘In the same way that we wouldn’t expect kids to bust out a complex equation, we can’t expect them to want to eat a complex dish,’ says Laura. Children need the chance to get to know textures and flavours before they’ll enjoy tucking in. Laura has plenty of non-pressurised ideas to help broaden their experiences of different foods, including food play. Even playing kitchens or shops with empty packets counts!

### Big picture

But what about a balanced diet? ‘Parents and carers often feel pressure to provide perfect meals at every feeding event,’ says Laura, but she emphasises that ‘children’s appetites and emotional states fluctuate. Zoom out, and



look at the bigger picture over days, weeks and months.’ This picture isn’t just about food, either – we can ask other questions too.

‘Are they growing predictably? Do they have lots of energy? Are they getting about the same number of colds and infections as their friends? Are they playing? Are they doing OK at school?’ All of these bigger things can help us determine how healthy a child is, says Laura – ‘rather than narrowing in on “well, they haven’t eaten their broccoli!”’.

### Snack time

When it comes to snacks, Laura has two pieces of advice: ‘Make sure the snack is big enough – an apple is not enough to keep a kid zooming around.’ And ‘Look at something that’s quite balanced in terms of proteins, carbs, and fats,’ to give energy. ‘We might put out some sliced apples, some bits of cheese and some crackers,’ says Laura. ‘It might also be a plate of cookies with some fruit on the side, or a trail mix kind of thing.’ 🍌

To find out more about Laura, you can find her on Instagram @laurathomasphd or at [intuitivecentreforeating.co.uk](http://intuitivecentreforeating.co.uk).

If you’re worried about disordered eating, check out Beat – the UK’s leading eating disorder charity.

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## ‘To help other people at all times’

Recent events have shown us that caring for others is one of the greatest qualities: without it, society simply wouldn't function

Words: Jade Slaughter

We've seen it in big ways – with key workers risking their lives to make sure people have healthcare, food and hygienic homes and streets – and in small ways, as thousands of rainbow signs have appeared in windows with encouragement for passers-by. 'Care' is one of our Scout values, and we know members do it by the bucketload.

In the last year, our young people logged more than 230,456 hours helping their communities (and it's estimated that the actual number is two or three times more than that). In the last few months, there's been an even more focused effort on helping one another, with some amazing results.





Hello? I am charlie,  
I am 7 and I  
am in year 2, I  
go to Beavers. I  
am NOT missing school  
but I am missing  
my friends. I have  
been off for 11

weeks. Are you enjoying  
your time at your  
care home this is  
me and my family



from  
charlie  
charlie  
Mum  
daddy



Our Community Impact Group (a group of elected young people) have launched multiple brilliant campaigns, including #CareForCareHomes. Young people said they usually help residents throughout the year and that the crisis shouldn't stop that from happening. #CareForCareHomes encourages them to continue, collectively carrying out 10,000 acts of kindness. At the time of writing, they've carried out nearly 3,000 acts of kindness, with almost three weeks to go – a great result. One group livestreamed their weekend camp directly to a care home, while others have sent letters, videos and drawings to residents.



Of course, the movement made a huge impact together on 23 April, when BBC Children in Need and Comic Relief hosted TV fundraiser The Big Night In. As part of the event, Scouts came together to Hike to the Moon – walking around homes, gardens, and up and down stairs, dressed as aliens, astronauts and even planets, all to raise money for a fantastic cause. Chief Scout Bear Grylls and Scout Ambassador and ESA Astronaut Tim Peake also appeared together on BBC Breakfast to announce that they were taking part in the project – Bear by hiking lengths of his garage, and Tim by climbing his stairs about two hundred times (he felt it was important 'to gain some altitude'). In total, everyone hiked more than 440,000 miles (enough to go to the Moon and back again), and the government pledged to match the funds, meaning we contributed a whopping £750,000 to communities affected by COVID-19.

We could go on forever. Locally, Scouts have done everything from sending postcards offering neighbours support with shopping or loneliness-busting virtual catch-ups to making face masks for key workers.

One Beaver Scout, Saul Grocott, has been spreading happiness around his village by delivering sunflower seeds. He said, 'Because

everyone is so worried at the moment, I wanted to do something to make my village more happy. I bought seeds in packets and split them into groups and put them in my own packets with a message from me. Me and my little brother Angus have been travelling around on our bikes delivering the seeds to every house. I hope they enjoy growing them and we get giant, happy, sunflowers soon!'

At Scouts UK HQ, we've been doing everything we can to reflect your kindness. In March, we launched The Great Indoors – a free database of 150+ activities for quarantined families. At the time of writing, more than 525,000 people have visited, and more than 43,802,039 people (around two thirds of the population) have read about it. We're really pleased with its success, as it means Scouts has been able to support both existing members and new young people.

Together, we've been able to make a positive difference during this crisis. We know it's not over, that there's still lots we can do to help those who've been most affected. This could feel overwhelming, but looking at everything achieved so far, we know we'll be able to help so many more people. And that's all down to you – thank you. 🌻



Be kind



A selection from your acts of kindness and caring during lockdown

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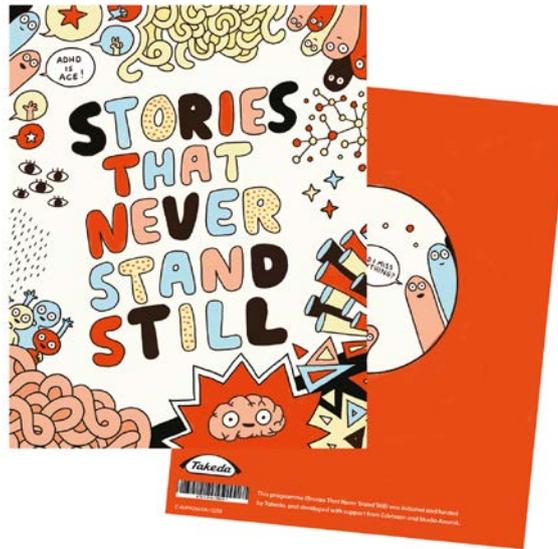
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# Stories that never stand still

Empowering young people to embrace the positives of having an ADHD brain

Words: Jade Slaughter | Illustrations: Graeme Zirk

Created by people with ADHD for people with ADHD, *Stories That Never Stand Still* is a collection of real-life experiences and expert insight celebrating the exceptional lives of people with ADHD. Initiated and funded by Takeda, and developed in collaboration with a range of UK organisations and Studio Anorak (known for their kids' magazines, *Dot* and *Anorak*), the book aims to inspire, educate and empower young people with ADHD, and those around them, including families, teachers and healthcare professionals.

*Stories That Never Stand Still* was created to give each reader an opportunity to learn about the positives of having an ADHD brain – and all the incredible things people with ADHD can achieve – while also suggesting ways to offer support with the negatives. The book's illustrated exclusively by artists with ADHD. 'It was our plan from the start to

commission neurodiverse artists so they had a direct affinity with the project,' explains Anorak founder Cathy Olmedillas. For each story, Cathy chose an illustrator to capture its essence. 'Some of the accounts were deeply personal and poignant, and I wanted to give them the care they deserved by treating them almost like standalone spreads or paintings. I also wanted to have a variety of styles so it would appeal to a wide age range, from 12 year olds to teachers.'

The best part is that *Stories That Never Stand Still* is being distributed for free in secondary schools, to members of patient organisations and on request to parents and teachers, and is available as an e-book for free download [here](#). Studio Anorak and Takeda have also very kindly given us permission to include some of the book in this issue. Enjoy!



# A TO Z

## A Anxiety

Hounded by a sense of impending doom? Heart racing? Feeling nauseous? Breathing fast? Say hello to our old foe, Anxiety! The good news is that to identify the cause of it means discovering ways to manage it.



## B Brain

The master. The big one. Our brains are not like your standard, run-of-the-mill, regular boring old brains, but rather brilliant machines that should be celebrated.



## C Creativity

Creativity is not just our best friend. It's THE thing that powers our success. We have unlimited reserves of it. It means it can help us and we can become creative champions like them.

## E Energy

Why do you think some of the world's most successful athletes? Yep, that's their endless energy levels. They can focus on tasks for a lot of people.



# OF ADHD

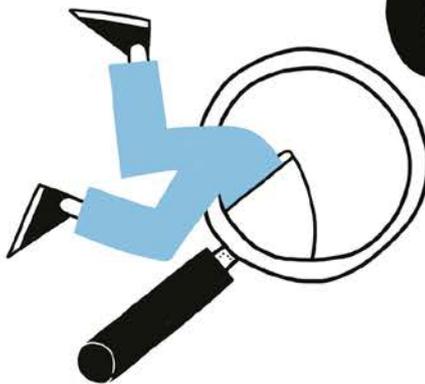
## F Forgetfulness

Ever gone to get something and COMPLETELY forgotten what it was? Or forgotten where you've put something, or overlooked a really important date, like your Mum's birthday. Our BFF in that case? To-do lists.



## G Gloom

If you're feeling down in the dumps, struggling to get out of bed or unable to find the joy in things that are usually ace, you might be suffering from depression or 'The Big Gloom', as we like to call it. The Big Gloom's biggest enemy? Talking it out.



## H Hyperfocus

So, we are not distracted. Yay! But now we are... hyperfocused, which means we are so engrossed in something we can't shift our attention away from it. Hyperfocus can be a powerful tool for productivity, and for that, we need to understand when to harness this energy.

# HOORAY FOR ADHD

ADHD can be complicated, messy and frustrating. But it can also be fun, happy and exhilarating. Here's how.

We make some of the greatest problem solvers. A problem is not really a problem when you are ADHD. It is just a reason to find a solution.

We make some of the most dedicated sportspeople. Having that much energy on a pitch or in a pool is a gift to any teams.

We make some of the most loyal friends. We know how tough it is to be different so we value those who support us or go through a hard time.

We make some of the most brilliant creative thinkers. Imagining is our favourite thing to do, and we can always rely on that to make us mega creative.

We make some of the greatest class clowns. Much to our teachers' despair, we bring the fun in the classroom like no other.

We make some of the most dedicated workers. Once we are passionate about something, try to stop working on it. N.e.v.e.r!

We make some of the most tolerant humans. We know to be different is cool because well, we are different. And we won't judge you for being late.

We make some of the most excited people on earth. Everything is great, we love everything!

Illustration by Yvonne Keeshan

## LIVING WITH ADHD AIN'T EASY... IT'S EPIC!

SELF-SOOTHING  
SQUIRRELS  
DOG  
MINDFUL TALKS

## I AM FREE

I've been in the hospital for a while, and I'm free. I'm free to go home. I'm free to go to work. I'm free to go to school. I'm free to go to the gym. I'm free to go to the store. I'm free to go to the bank. I'm free to go to the post office. I'm free to go to the doctor. I'm free to go to the dentist. I'm free to go to the hair salon. I'm free to go to the dry cleaner. I'm free to go to the car wash. I'm free to go to the pet groomer. I'm free to go to the vet. I'm free to go to the lawyer. I'm free to go to the accountant. I'm free to go to the insurance agent. I'm free to go to the real estate agent. I'm free to go to the travel agent. I'm free to go to the wedding planner. I'm free to go to the event planner. I'm free to go to the party planner. I'm free to go to the DJ. I'm free to go to the caterer. I'm free to go to the florist. I'm free to go to the decorator. I'm free to go to the photographer. I'm free to go to the videographer. I'm free to go to the musician. I'm free to go to the dancer. I'm free to go to the actor. I'm free to go to the comedian. I'm free to go to the writer. I'm free to go to the artist. I'm free to go to the designer. I'm free to go to the developer. I'm free to go to the programmer. I'm free to go to the engineer. I'm free to go to the scientist. I'm free to go to the researcher. I'm free to go to the teacher. I'm free to go to the student. I'm free to go to the parent. I'm free to go to the child. I'm free to go to the friend. I'm free to go to the family. I'm free to go to the community. I'm free to go to the world.

## STOP CHASING GOLD STARS

It's time to stop chasing gold stars. It's time to stop chasing perfection. It's time to stop chasing approval. It's time to stop chasing validation. It's time to stop chasing praise. It's time to stop chasing recognition. It's time to stop chasing fame. It's time to stop chasing fortune. It's time to stop chasing power. It's time to stop chasing influence. It's time to stop chasing success. It's time to stop chasing happiness. It's time to stop chasing love. It's time to stop chasing peace. It's time to stop chasing joy. It's time to stop chasing meaning. It's time to stop chasing purpose. It's time to stop chasing destiny. It's time to stop chasing fate. It's time to stop chasing destiny. It's time to stop chasing fate. It's time to stop chasing destiny. It's time to stop chasing fate.

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# THANK YOU

Imagery taken before Covid-19 lockdown



# Let the fun begin.

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Store



## Two-word stories from lockdown

A selection of two-word stories from Scouts about the everyday realities of their time at home

Words: As told to Annabel Rose | Illustrations: Caitlin Metz



POSTY PARCELS. CLEAN  
NEXT WEEK. SHEETS. GARDEN CAMPING.  
LIE IN. CHEESY. NO MILK.  
BEAMING SMILES. CHIPS. HOT CHOCOLATE.  
KEYBOARD CAT. WAITING ROOM.  
FORGOTTEN PASSWORD. CAMPFIRE  
GOODBYE BEAVERS. STORIES.  
BAKING'S BURNING.  
ZOOM MUTED. TEA'S BREWING.  
GREAT INDOORS. WRONG  
LIGHTS OUT. ANGLE.

'Cancelled plans. Apple crumble. Half day...' began a list of two-word love stories, shared on social media at the beginning of March. Things have changed a lot since then, including at Scouts.

Thankfully, people thought on their feet to make sure the skills could go on. We've swapped meeting places for Zoom calls, campsites for gardens (and bathtubs!), and adventures outside for The Great Indoors.

We asked for your two-word love stories to recognise everyone who's come up with a plan B, and to share the unexpected moments of joy you've found along the way.

Of course, there have been plenty of ups and downs. We know that Scouts at home hasn't always been a smooth ride. So, in the interests of accurate representation, we asked for your two-word horror stories too. You didn't disappoint. ✨

**We need tea makers,  
activity planners,  
tidy-uppers and helpers  
for as little or as much  
time as you can spare.**

We meet every Wednesday evening to help Woodheath's 8- to 11-year-olds get going, get thinking and get stuck into all kinds of things to give them skills for life. Every now and then that may well mean using a compass, but more often than not it's about confidence, speaking up, thinking on their feet and going for it. Can you help?

[23rdWoodheath.org.uk](http://23rdWoodheath.org.uk)



We want to make creating on-brand materials as easy as possible. Our brand centre [scouts.org.uk/brand](http://scouts.org.uk/brand) has lots of templates, tools and resources to help with your communications and recruitment, including:

- guidelines on how we talk
- brand guidelines
- logo artwork
- local logo generator
- web-to-print templates (including banners, posters, flyers, certificates, stationery)
- social media templates
- MS Office templates
- photo library
- videos

# The legacies we leave

As Scouting magazine draws to a close, we look at the ways people find to leave something behind

Words: Jacqueline Landey | Stamp prints: Stephen Fowler

'It seems to me that later on neither I nor anyone else will be interested in the musings of a 13-year old schoolgirl.' These are the words of Anne Frank, written in 1942 while in hiding during the German occupation of Amsterdam. Her diary has become one of the most widely read and revered accounts of life in the second world war.

We never know when we're going to get caught up in history. In 2020 we've found ourselves in an unexpectedly historic time, as COVID-19 arrived and countries around the world locked down. Inspired by second world war research, a mass observation study at Swansea University is currently documenting everyday lives through a collection of quarantine diaries. Similarly, Historic England is gathering an archive of images of life under lockdown, from ghostly city centres to back-garden haircuts.

Be it on Zoom, social media or podcasts, people are documenting and sharing experiences: from the birdsong we might be able to appreciate more, to what we miss about life before. In a quarantine letter to his future self, playwright James Graham wrote: 'Dear Future me, say thank you to your hairdresser and mean it. I'm serious. You always do, I know, but use this opportunity to celebrate how the world is full of people with underappreciated skills doing a thousand lovely things, quietly, every day.'

In solidarity with all of us daydreaming at home, a group of artists sent out a template

online, inviting people to draw in their ideal isolation home. The CoronaMaison project now showcases imaginations from across the globe.

Collectively, these drawings, diaries and documents offer lessons for the future. From reminding us to keep spare loo roll in the cupboard, to giving future historians a picture of our lived experience, to providing experts with insight into our patterns of movement and behaviour that may help them plan and prepare for future pandemics.

## The next generation

The world leaves all sorts of legacies for future generations. Right now, for instance, in a forest in Norway, one thousand trees are quietly growing. Planted in 2014,



‘Since its beginnings, Scouting magazine has only grown, continuing to share invaluable insight, reflect the good work Scouts do, and highlight transformation’



they'll supply paper for the Future Library – an anthology of books that'll be printed a century later. Each year, a writer is contributing a secret text for publication in 2144. Not far from the Future Library, there's a vault hidden deep in the snowy mountains: The Svalbard Global Seed Vault. It stores 4.5 million varieties of crops, to preserve diversity and resupply the world's crop collection in case of disaster.

The things we leave behind become our legacy. As Scouting magazine comes to an end after a 111-year history, it leaves behind an abundant legacy. The publication began in 1909 as Headquarters Gazette, became The Scouter in 1923 and Scouting Magazine from 1971. Early editions chart the development of, and confront challenges facing, the movement, from introducing younger sections to sharing safeguarding policies,



to advice on how to talk to Scouts about relationships, particularly during the war when many fathers were absent. During both world wars, it was a leading publication listing those who were lost during the conflicts. It also included advice pieces, such as what to do if a Scout is embarrassed about you meeting their new love interest.

### Invisible legacies

Since its beginnings, the magazine has only grown, continuing to share invaluable insight, reflect the good work Scouts do, and highlight transformation. We've helped show how to make Scouts more inclusive and accessible for all.

We've done this by raising awareness around issues of disability, dementia, mental health, homelessness, the refugee crisis, domestic abuse, the climate crisis and the dangers of drug and alcohol misuse. We've documented Scout groups checking wheelchair accessibility in the Lake District, bringing inmates and their children together in a prison, and the group specially created for young people experiencing bereavement.

We've celebrated women in Scouts, explored faith-based Scouting, and shared voices from across the movement: from the leader who found himself caught up in the Manchester Arena terror

attack, to a young Scout coming out to the world as male instead of female.

We've taken you armchair travelling, on journeys to Alaska, Cambodia and rural Mongolia; coastal foraging and urban foraging; and from the smallest house in Britain to the smallest Scout Group in the UK, on the tiny island of Muck.

We've done tent reviews, geared up volunteers with the latest activities and the greatest harmless pranks. We've shared expert advice on spotting fake news, working together, building resilience, nurturing confidence, and how to keep young people safe.



And as we move online, we're committed to continuing to do so. Digital communication means we'll be sharing expert advice and stories in new and interactive ways, and we can't wait for you to play an even greater part in this next chapter. As the

wise young diarist Anne Frank wrote: 'Everyone has inside of him a piece of good news.

The good news is that you don't know how great you can be!

How much you can love!

What you can accomplish!

And what your potential is!'

We look forward to sharing your good news. ✨

2020

# South West Lakes



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Make. Do. Share.

# Make. Do. Share.

## Contents: the skills issue

Help prepare your young people for the world and encourage them to explore their own individual skills

**1** Find out how to tell the difference between fake news and real news with Nominet on **page 48**

**2** Budding engineers can test their skills by building a pylon with UK Power Networks on **page 50**

**3** Use leadership skills to face these challenges from Manchester United Foundation on **page 51**

**4** Come up with a green idea to help reduce climate change with Rolls-Royce on **page 52**

**5** Explore the impact of weather on aviation by creating clouds with the RAF on **page 54**

**6** Test how salt in sea ice can have an impact on climate change with the UK Space Agency on **page 55**

**7** See if you can match these beasts to their foods and homes with Gruffalo Explorers on **page 57**

**8** Forage some nettles to make this dip while you're on a camp with Victorinox on **page 59**

**9** Help to protect butterflies by making this butterfly feeder with Pets at Home on **page 61**

**10** Complete these challenges using different skills with Pokémon on **page 63**

**11** Get to grips with the basics of car maintenance with the British Army on **page 66**

**12** Cook up a healthy camp breakfast using this pancake recipe with Jaffa on **page 68**

**13** Make a model to see how tides are created with the Royal Navy on **page 70**

**14** Try out this simple trick to measure distance with GO Outdoors on **page 73**

**15** Diagnose conditions when you're in cold climates with the Royal Marines on **page 74**

All activities must be safely managed. Do a risk assessment at [scouts.org.uk/riskassessmentsmadeeasy](https://scouts.org.uk/riskassessmentsmadeeasy) and take appropriate steps to reduce risk.

Always get approval for the activity and have suitable supervision. See [scouts.org.uk/adult ratios](https://scouts.org.uk/adult ratios).

For more activity rules and safety guidance, head to [scouts.org.uk/safety](https://scouts.org.uk/safety) and [scouts.org.uk/a-z](https://scouts.org.uk/a-z).

All information in this issue of Make.Do.Share. was correct at the time of publishing – please follow government guidance for up-to-date advice. If your group's meeting through Skype, Zoom or any other remote way, some of the activities featured can be adapted for this.



# How to spot fake news



How do we know what's real and what's fake when we're reading news online or on social media? Use this activity to explore how to judge online sources for accuracy

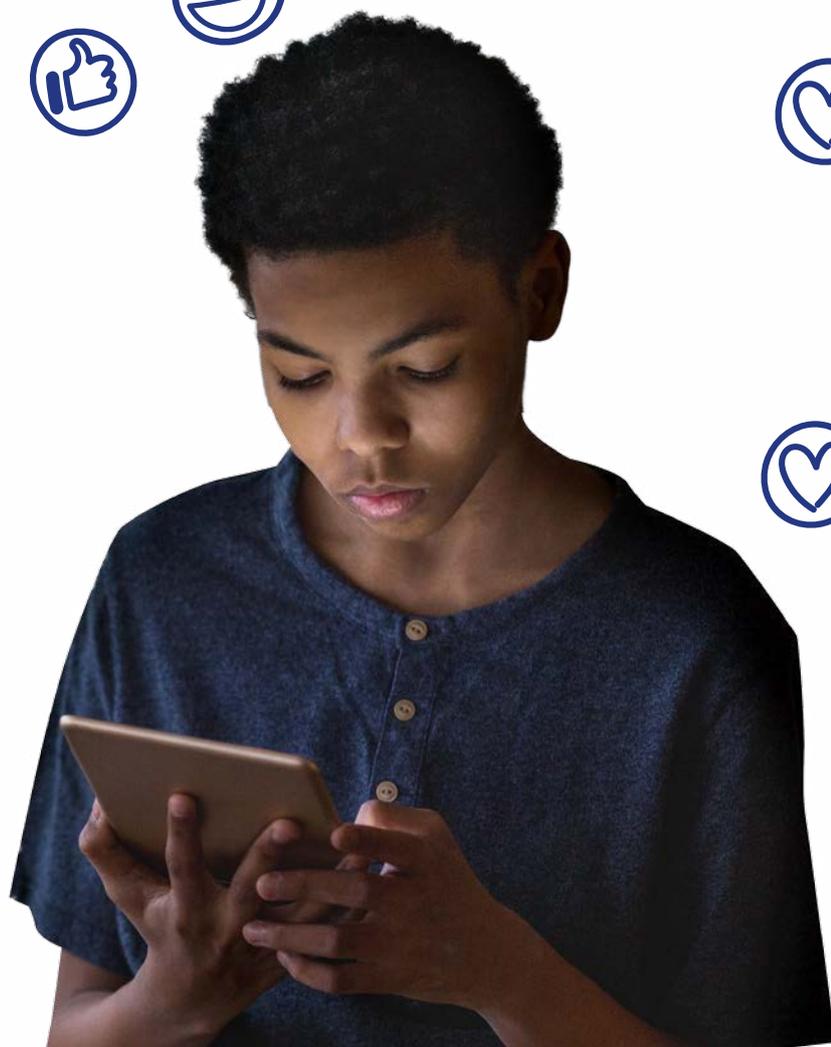
## Suitable for Scouts

### Before you start

Find out how to stay safe online: [scouts.org.uk/volunteers/scouts-at-home/taking-scouts-online/staying-safe-online](https://scouts.org.uk/volunteers/scouts-at-home/taking-scouts-online/staying-safe-online)

### You will need (per small group)

- devices with internet access
- 3 tips on how to spot fake news (found over the page)



**Time needed**  
**60 minutes**



### Badge



Nominet partners the Digital Citizen Staged Activity Badge

### Partner



### Outcomes

Scouts and Explorers will be encouraged to investigate what they think about fake news and bias online. They will explore what they think are the best ways to identify fake news and use tips from experts Sense about Science to analyse what they read. They'll use the internet to research what people are saying about a topic and explore how to tell the difference between opinion and fact.

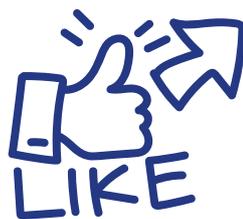


### More information

For more badge resources and activities go to [scouts.org.uk/supporters/nominet](https://scouts.org.uk/supporters/nominet).



# True or False?



## Instructions

**1** With their leaders and in small groups, Scouts should choose a topic to discuss that they can research online and then present information they've found from a range of sources. Topics could include things that might impact them, such as lowering the voting age to 16, the protests about climate change or Black Lives Matter, or how lockdown has affected young people.

**2** Once their topic has been chosen, each group should gather 3–5 pieces of content that are talking about that subject – these should be from different sources, like online newspapers, videos, tabloids, magazines, influencers on YouTube and other social media posts.

**3** The groups should then apply the 3 ways to spot fake news (found on this page) from Sense About Science – a charity that champions using scientific evidence to make decisions that affect us – and use these to analyse their sources and make a call on how reliable they think they are.

**4** Come back together afterwards to discuss your findings and what everyone thought of the process. Will the young people look at what they see online more critically now? Do they believe what influencers say on social media?

## Take it further

Delve further into analysing news with the Evidence Hunter pack – download it from [scouts.org.uk/evidencehunter](https://scouts.org.uk/evidencehunter).

## 3 ways to spot fake news, from experts Sense about Science

### 1. Look at the source

Who's making the claim? Is it a celebrity, a company or an academic journal? From there you can begin to work out where the claim has come from, and if there's any evidence.

### 2. Ask questions

Does that source have any vested interests? Are they making money from it? Why are they making this claim? It doesn't always mean the claim's dubious, but it's a good place to start. On Instagram, lots of celebrities get paid to promote a product. They won't necessarily look at the evidence, but they'll say it's effective for a fee.

### 3. Evaluate evidence

Has it been peer reviewed: have other academics read it and agreed with the claims? Is it just one study, or have multiple studies proven it? Sometimes it's one sensational case that newspapers are talking about, not something that's been subject to different studies, which the scientific community generally agrees upon.

# Build a power pylon

Young people will need to collaborate and use their problem-solving skills to see if they can build a pylon out of newspaper that can withstand the weight of a roll of sticky tape

## Suitable for Scouts

### You will need (per group of 5)

- paper and pens
- newspaper
- roll of sticky tape
- scissors (Always provide supervision. Store sharp objects securely, out of the reach of young people.)

### Instructions

**1** Divide the young people into teams of 5 and challenge them to design and build the tallest pylon (tower) out of newspaper and sticky tape, which can support a roll of sticky tape placed on top of it without collapsing.

**2** Give everyone 20 minutes to work together and use the materials to build their pylons. Let them know they're allowed to cut the newspaper and sticky tape when constructing their pylons. Remind everyone to listen to each other and consider each of their team members' ideas.

**3** When the time's up, the pylons must be able to support the full weight of the roll of tape when placed on top.

**4** The group that's built the tallest stable pylon, which is able to hold the tape, are the winners.

**5** After the challenge, bring everyone together and ask them how it felt to work as part of a team. They should also think about the types of teams there are in their local community, such as families, sports teams, work colleagues, emergency services. How might they better support teams in their local community?

**Time needed**  
**30 minutes**

### Badge



UK Power Networks partners the Scout Local Knowledge Activity Badge

### Partner



### Outcomes

Young people will work together to develop teamwork, innovation, communication and leadership skills.

### More information

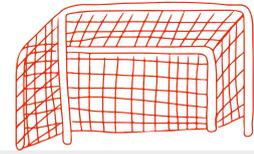
For more badge resources and activities go to [scouts.org.uk/supporters/ukpowernetworks](https://scouts.org.uk/supporters/ukpowernetworks).

## Apprenticeships with UK Power Networks

Teamwork, innovation and leadership are all skills that are valued at UK Power Networks – it's what they look for in an apprentice. Just google 'apprenticeships at UK Power Networks' to find out more.



Make. Do. Share.



# Own the zone

Everyone will explore their skills to find their own greatest strengths and practise working as a team to reach their goal

**Suitable for Scouts and Explorers**



## You will need

- 5 simple challenges like riddles, anagrams or visual puzzles, a football and makeshift goal

## Instructions

**1** Arrange 5 bases around the room. These should include quick challenges like visual puzzles, riddles, anagrams, shooting a football into a goal and keepie-uppies. Here are some suggestions that cover the five pillars of a great session, just like Manchester United Foundation includes in every activity with the young players they work with:

- **Technical** – time yourself dribbling a football around lots of obstacles.
- **Tactical** – solve a puzzle.
- **Physical** – set up an activity course that includes things like star jumps and shooting a ball into a goal (you can use jumpers for goal posts or whatever you have).
- **Psychological** – solve an anagram challenge.
- **Social** – think of one potential challenge associated with going back to school or Scouts after a break, and suggest a possible solution.

**2** If you're able to get together or if you're meeting online, divide the group into teams of 4–6. Explain that the teams are going to complete the challenges and that each person will use their different skills.

**3** Each challenge has a new team leader, who will assign someone for the challenge based on their skills. Perhaps one person will shine at shooting a football, while another is a whizz at word games.

**4** When each team has completed all the challenges, come back together and ask the young people if they want to share their experience of leadership and using their skills as part of a team.



**Time needed**  
**60 minutes**

**Badge**



Manchester United Foundation partners the Team Leader Challenge Award

**Partner**



**Foundation**

**Outcomes**

Young people will gain experience in leading a team and assigning tasks based on their skills. They'll work together to complete challenges, choosing the person most suited to a task, and reflect on the outcome. If they're doing the activity at home, they can use the challenges to see where their own greatest strengths are.

**More information**

For more badge resources and activities go to [scouts.org.uk/supporters/manchester-united-foundation](https://scouts.org.uk/supporters/manchester-united-foundation).



# Making a difference

Come up with a green idea and use engineering to help change the world

## Suitable for Scouts

As environmental issues rise along with the number of people who travel by air, we have to find new ways to travel that have a smaller impact on our world. Carbon emissions, noise pollution and the rising cost of fuel means we need new solutions. Rolls-Royce is working on a power revolution to see aeroplanes powered by electricity. In this challenge, young people will come up with their own ideas to create a more sustainable future.



SAVE OUR  
PLANET



**Time needed**  
**90 minutes over**  
**several sessions**

### Badge



Rolls-Royce partners the  
Cub and Scout Scientist  
Activity Badges

### Partner



### Outcomes

Young people will be challenged to come up with ideas for reducing the human impact on the planet through more carbon-neutral air travel or another innovation that will help to cut carbon emissions. This will inspire them about the opportunities available through a career in STEM (science, technology, engineering and maths).

### More information

For more badge resources and activities go to [scouts.org.uk/supporters/rollsroyce](https://scouts.org.uk/supporters/rollsroyce).



## You will need

- pens or pencils
- paper

## Instructions

**1** The Scouts are challenged to invent a piece of technology that will help us ensure a greener future – this could be about flying aeroplanes or any other environmental challenge that's threatening our planet, such as making sure those in the poorest and most remote communities have access to a supply of food, water and energy. Have a discussion about the information provided in this activity and open it up to new ideas.

**2** When coming up with their inventions, the young people should think about the design and innovation, and about finding solutions to the existing problems raised in the discussion.

**3** The Scouts can either write down or draw their ideas, with annotations to explain their invention.

**4** Once they have come up with the idea, the Scouts should look critically at their design and analyse it for any potential problems and how it can be further improved. Share ideas and work together to come up with the best solutions.

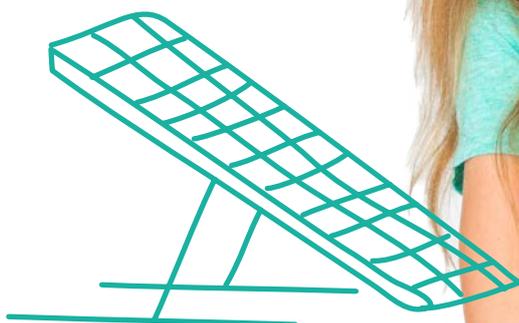
## Careers in STEM

Find out about the STEM careers available with Rolls-Royce at [careers.rolls-royce.com/united-kingdom](https://careers.rolls-royce.com/united-kingdom).



## Did you know?

By 2030, the International Air Transport Association predicts there will be six billion people flying every year. Rolls-Royce says that with electric power, planes will be able to take-off and land vertically, cutting down on noise, fuel emissions and space.



# Make a cloud in a jar

Find out how clouds are formed with this simple science experiment

**Suitable for Cubs and Scouts**

## You will need

- a glass jar with a lid
- about 75ml hot water (always supervise young people appropriately when handling hot water)
- ice cubes
- hairspray

## Instructions

- 1** Pour the hot (but not boiling) water into the jar, then carefully swirl it around a bit to warm up the sides of the jar. The jar might get hot, so hold it near the top and take care.
- 2** Turn the lid upside down and carefully place it on the top of the jar. Place several ice cubes onto the lid and leave to rest for about 20 seconds.
- 3** Take off the lid, quickly spray a bit of hairspray into the jar, and then replace the lid on the jar with the ice still on top.
- 4** Watch as a cloud forms inside the jar. Once it has built up, remove the lid and the cloud will escape from the jar and into the air.
- 5** Using the information provided, explain the science behind the experiment (found on this page) so that everyone knows why and how the cloud formed.

## How it works

When you add warm water to a jar, some of it turns to water vapour. This vapour rises to the top of the jar. When it comes into contact with the cold air, created by the ice cubes, the water vapour condenses as it cools down. A cloud will form if the water vapour has something to condense onto. In real rain clouds, water vapour may condense onto dust particles, air pollution or pollen. Here, the water vapour condensed onto the hairspray and a cloud was formed.

**Time needed**  
**20 minutes**

**Badge**



RAF partners the Staged Air Activities Badge

**Partner**



**Outcomes**

This activity will highlight roles within the RAF that don't focus directly on aviation or flying, such as meteorology. The young people will make a cloud in a jar to explore and demonstrate how clouds form. They will also explore how weather can affect aeroplane flights.

**More information**

For more badge resources and activities go to [scouts.org.uk/supporters/raf](https://scouts.org.uk/supporters/raf).

**Life in the RAF**

Find out more about the wide range of duties and roles in the RAF here: [raf.mod.uk/recruitment/life-in-the-raf](https://raf.mod.uk/recruitment/life-in-the-raf).



# Ice, ice baby

This simple experiment shows the importance of sea ice to the environment

**Suitable for Scouts**

## You will need

- two same-sized containers you can put in the freezer
- measuring jug
- water
- teaspoon
- tray
- table salt
- food colouring

## Instructions

### Before you start

Ask the young people if they know what sea ice is and why they think it's important to study it. Explain that as ice forms, the salinity and density of the surface water increase. As ice melts it sends fresh water into the upper ocean. This decreases the salinity and density of the water, and the lighter, less dense water forms a fresh layer at the surface.

## Did you know?

Sea ice (frozen seawater) is one of the most important indicators scientists have to study climate change and its possible consequences. They use satellite images taken from space to track how much sea ice there is. The more sea ice, the more light is reflected back into space, helping prevent global warming. The salt content of water influences the freezing point: the higher the salt content, the lower the freezing point.

**Time needed**  
**30 minutes**  
**(across 2 days)**

**Badge**



UK Space Agency partners the Scout Astronautics Activity Badge

**Partner**



**Outcomes**

Young people will explore how scientists use satellite images to measure sea ice, and how this can be used to track global warming. They'll find out how sea ice behaves compared to freshwater ice and the impact this has on the environment and sea life.

**More information**

For more badge resources and activities go to [scouts.org.uk/supporters/uk-space-agency](https://scouts.org.uk/supporters/uk-space-agency).

**Take it further**

For more fascinating STEM resources and activities, head over to [stem.org.uk/esero](https://stem.org.uk/esero).



**Day 1**

**1** Fill each of the two containers with about 200ml of tap water.

**2** In one of the containers, add 1.5 teaspoons of salt and stir until all the salt has dissolved.

**3** Label the containers so you know which is which and put them both in the freezer overnight.

**Day 2**

**1** Remove the 2 ice blocks from the containers and place them on the tray with the top side up. Describe their appearance in the table. The freshwater ice should be clear and fairly see-through. The saltwater ice should be more cloudy, with a less tight structure.

**2** What do you think will happen if you add food colouring to the ice blocks? Will the food colouring behave the same way on both blocks? Write your prediction in the table.

**3** Add some drops of food colouring to the block of freshwater ice and observe what happens. Write your observations in the table. The food colouring should not penetrate the ice, but run off it.

**4** Add food colouring to the block of saltwater ice and observe what happens. Write your observations in the table. The food colouring should absorb into the ice and form visible channels, called 'brines'.

**What's a brine?**

Brines are channels or pockets which form inside blocks of frozen sea ice during freezing. Brines trap microorganisms like plankton. Algae also grows on the bottom of the sea ice, which provides food for small sea life and even whales. In the spring, when there's light for photosynthesis and the water warms, sea ice melts and releases algae cells and tiny animals back to the sea, which become food for larger animals.

	Freshwater ice	Saltwater ice
Description of ice before adding food colouring		
Prediction of what will happen when food colouring is added to the ice		
Description of ice after food colouring has been added		

# Know your nature

Match up these animals, birds and insects with what they eat and where they live, either by drawing lines or cutting them out, then go out and see which ones you can spot

**Suitable for Beavers and Cubs**

**Time needed**  
**30 minutes**

**Badge**



Gruffalo Explorers partners the Beaver My Outdoor Challenge Award

**Partner**



**Outcomes**

The young people will match up animals, birds and insects with their foods and habitats. They can then take the factsheet out into their gardens or on a walk in a local park or woodland and see how many of them they can find.

**More information**

For more badge resources and activities go to [scouts.org.uk/supporters/Gruffalo-explorers](https://scouts.org.uk/supporters/Gruffalo-explorers).

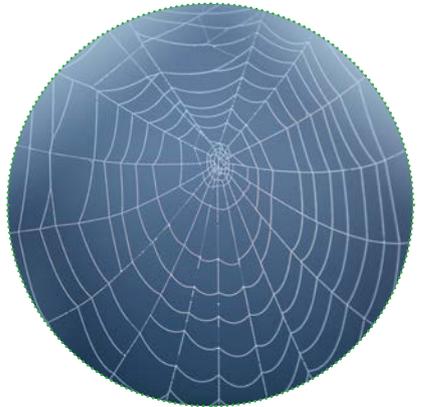


Make. Do. Share.

**Who am I?**

**What do I eat?**

**Where do I live?**



Make. Do. Share.

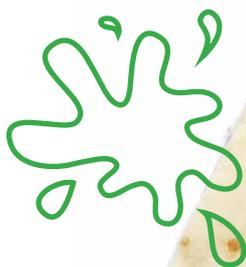
# Make a dip using foraged ingredients

This simple nettle and sorrel dip can be made using ingredients found in the wild

## Suitable for Scouts and Explorers

### You will need (serves 4)

- gloves
- 150g green lentils (cooked)
- 2 handfuls or a full pint jug of fresh nettle tops (washed)
- 1 handful of sorrel leaves (washed)
- olive oil
- juice of ½ a lemon
- 2 tbsp chopped chives (or wild garlic if available)
- boiling water (Always supervise young people appropriately when handling boiling water.)
- chopping board
- sharp knife (Teach young people how to use sharp objects safely. Supervise them appropriately throughout. Store all sharp objects securely, out of the reach of young people.)
- saucepan
- spoon or masher
- knob of butter (optional)
- flatbread or pitta to serve
- salt and pepper to taste



**Time needed**  
**20 minutes**

**Badge**



Victorinox partners the Scout Survival Skills Activity Badge

**Partner**



**VICTORINOX**

### Outcomes

The young people will make a simple and inexpensive dish using foraged foods. It doesn't have many ingredients so could be done on camp. Young people could be inspired through their experiences to consider pursuing a career in nutrition, or as a chef.

### More information

For more badge resources and activities go to [scouts.org.uk/supporters/Victorinox](https://scouts.org.uk/supporters/Victorinox).



### Instructions

**1** Check for any dietary requirements or allergies to the ingredients being used before proceeding. This recipe is vegan if you use oil instead of butter. Make sure a responsible adult is supervising the activity.

**2** Blanch the nettle tops in boiling water for a couple of minutes to remove the stings. Carefully remove or drain and squeeze out as much water as you can, then place on a chopping board.

**3** Put the lentils into a dry pan over a medium-low heat and add a few glugs of olive oil. Shake to mix.

**4** Lay the sorrel leaves on top of the nettles and carefully chop both together as finely as you can. Add this to the lentils and mix. (You can add the butter at this point, or use a little more oil to keep it vegan).

**5** As the mixture heats through, add the lemon juice, salt, pepper and any other herbs you want to use. Mash it together with the back of your spoon or a masher until it resembles a course pate.

**6** Finally, remove from the heat and stir in the chives. Spoon into a serving bowl and eat with flat bread, pitta or serve as a side dish to your main course.

Recipe kindly provided by Wild Food UK

**Wild garlic**

**Nettles**

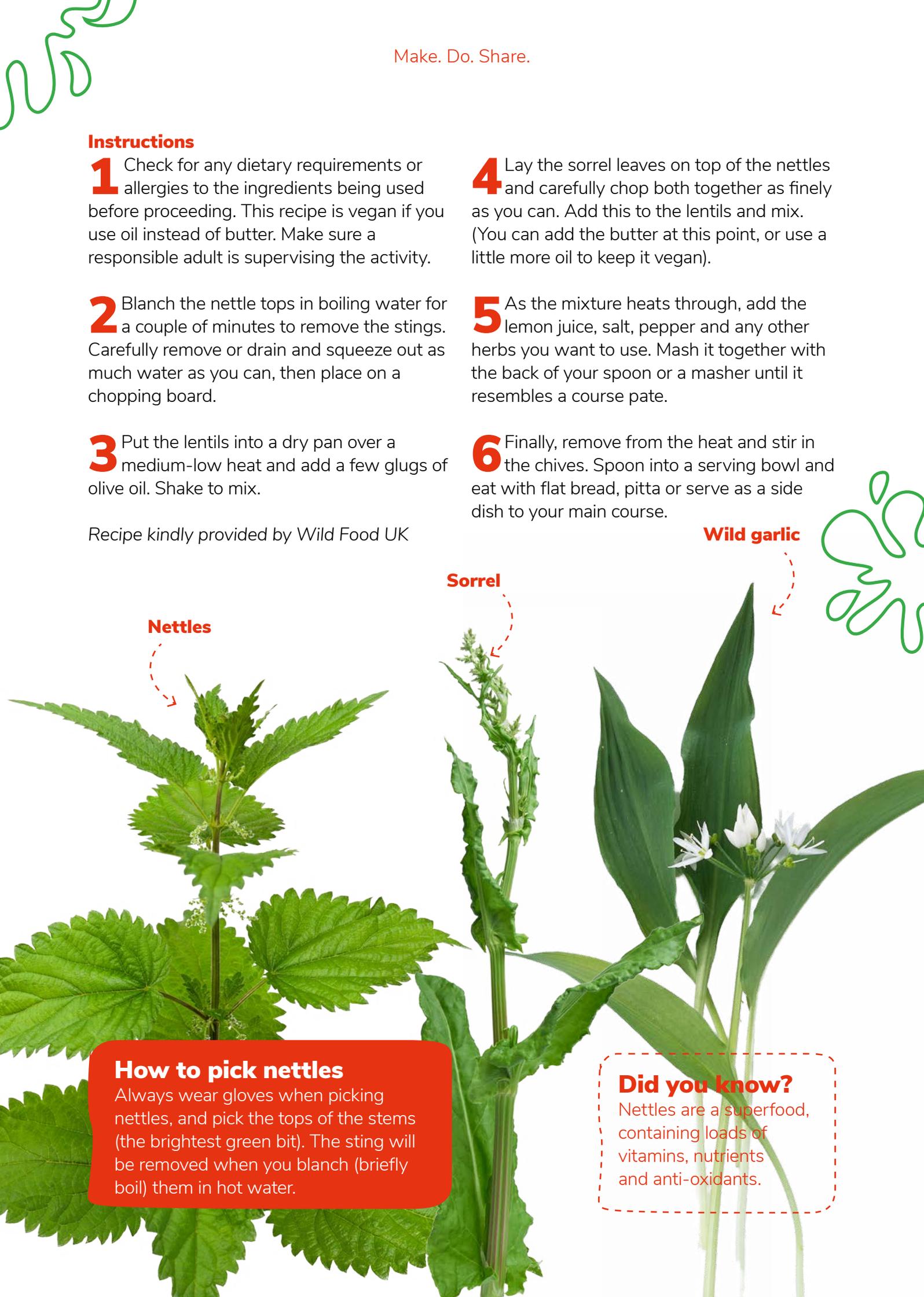
**Sorrel**

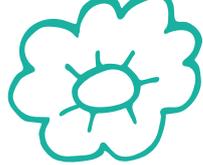
### How to pick nettles

Always wear gloves when picking nettles, and pick the tops of the stems (the brightest green bit). The sting will be removed when you blanch (briefly boil) them in hot water.

### Did you know?

Nettles are a superfood, containing loads of vitamins, nutrients and anti-oxidants.





Make. Do. Share.



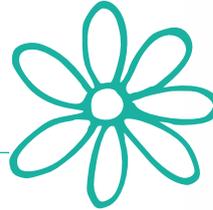
# Make a butterfly feeder

Make this simple butterfly feeder to put in your garden and encourage these pollinating insects to visit

**Suitable for Beavers and Cubs**

## You will need

- ultraviolet pens (available online, approx. £2–£5)
- card
- scissors (supervise young people and store all sharp objects securely, out of the reach of young people)
- wooden golf tees (available online, approx. £2 for 20)
- sugar water
- pencils
- colouring pens or paints
- modelling clay or plasticine



**Time needed**  
**30 minutes**

## Badge



Pets at Home partners the Beaver Animal Friend and Cub Animal Carer Activity Badges

## Partner

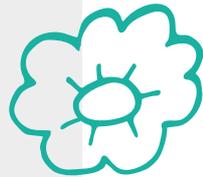


## Outcomes

This activity will encourage young people to develop habits and behaviour that will help nature thrive. They will learn about some of the threats facing butterflies, and provide a feeder for them in their gardens.

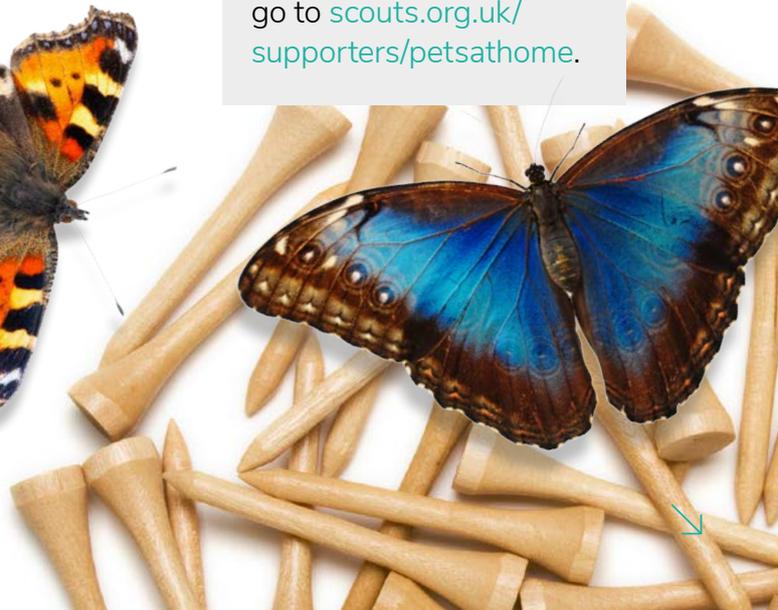
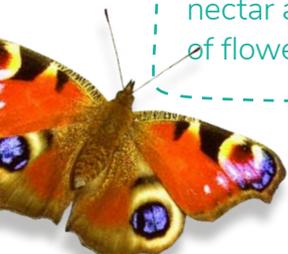
## More information

For more badge resources and activities go to [scouts.org.uk/supporters/petsathome](https://scouts.org.uk/supporters/petsathome).



## Did you know?

Butterflies see the world differently. They use markings that we can only see using ultraviolet light to guide them to the nectar at the centre of flowers.



### Instructions

**1** Draw a simple shape onto the card, such as a flower or butterfly, and cut it out. Carefully make small holes where you want the tees to go by pushing them through the card, then set the tees aside.

**2** Next, decorate your feeder. Butterflies can't see red very well, so try using other colours – blue and yellow are good colours for attracting butterflies. Once the designs are dry and ready, use the ultraviolet pens to draw designs around the holes where the tees will go. These are landing lights for butterflies.

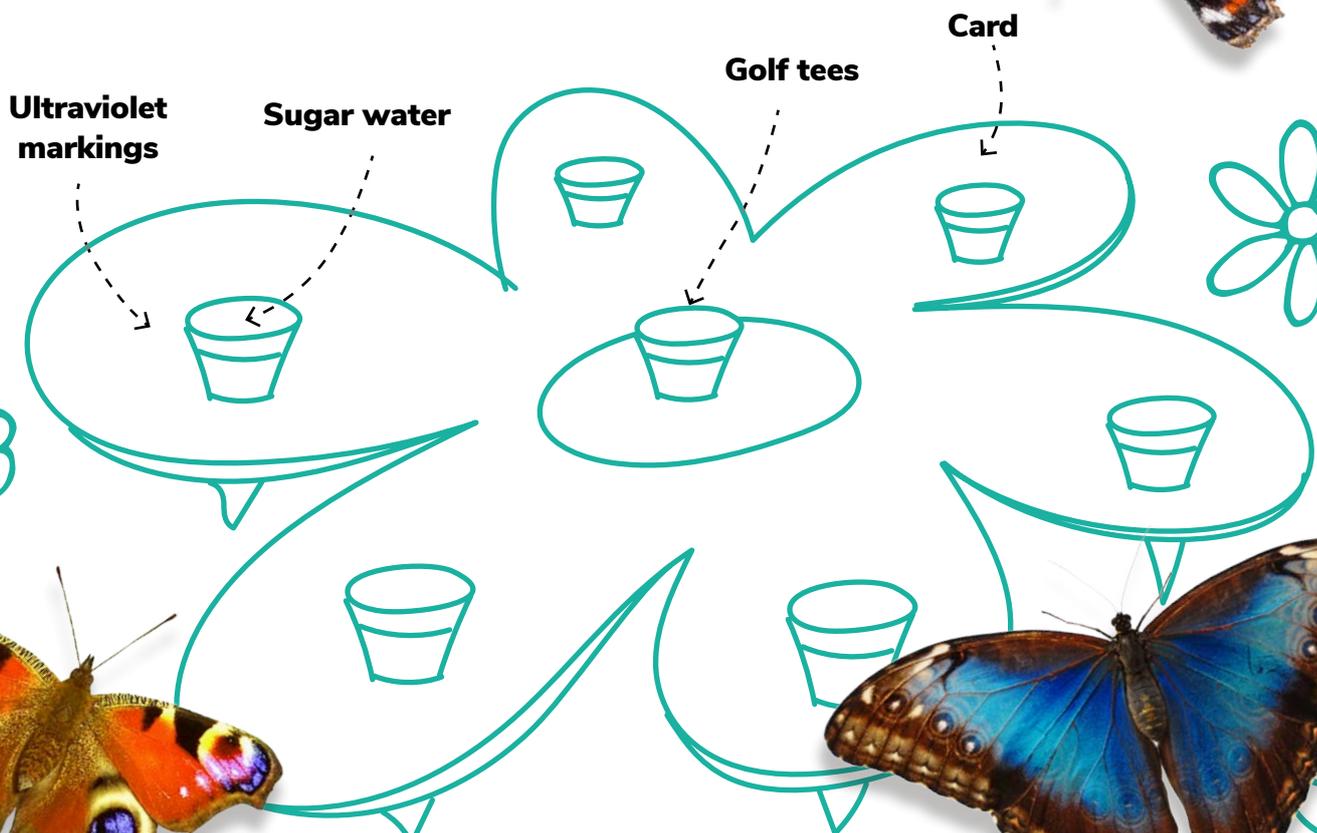
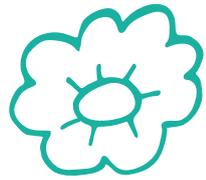
**3** Push your golf tees through the holes and secure them in place with the clay or plasticine. Then position the feeder outside and push the tees into the ground to keep in place. Put your feeder in an open place, away from bushes where predators like birds or cats can hide.

**4** Add sugar water to the golf tees. To make the sugar water, simply dissolve some sugar in a bit of warm water – one part sugar to 10 parts water. Don't leave the feeder outside in the rain.

**5** Keep watch on your feeder from a short distance and see if any butterflies visit it!

### In numbers

UK butterflies are under threat from habitat loss, pesticides and climate change. Recent warm summers have helped butterflies, but more species have declined than increased since the 1970s.



# Teamwork makes the dream work

Completing these games will encourage young people to work together, and will introduce them to some characters from the Pokémon team who have special skills

## Suitable for Cubs

### Transport water with Lapras

#### You will need

- containers of different shapes and sizes (5 per group)
- measuring jugs (1 per group)
- water

#### Instructions

**1** Divide the young people into groups of about 5 and ask them to stand in rows. Give one container to each young person.

**2** Pour the same amount of water into the first container of each group and challenge the young people to pour it as quickly as possible into the next container, then the next, without spilling it.

**3** The person at the end of each line pours the remaining water into the measuring jug to see how much water has made it successfully to the end of the line.

**Time needed**  
**90 minutes over several sessions**

#### Badge



Pokémon partners the Cub Collector Activity Badge

#### Partner

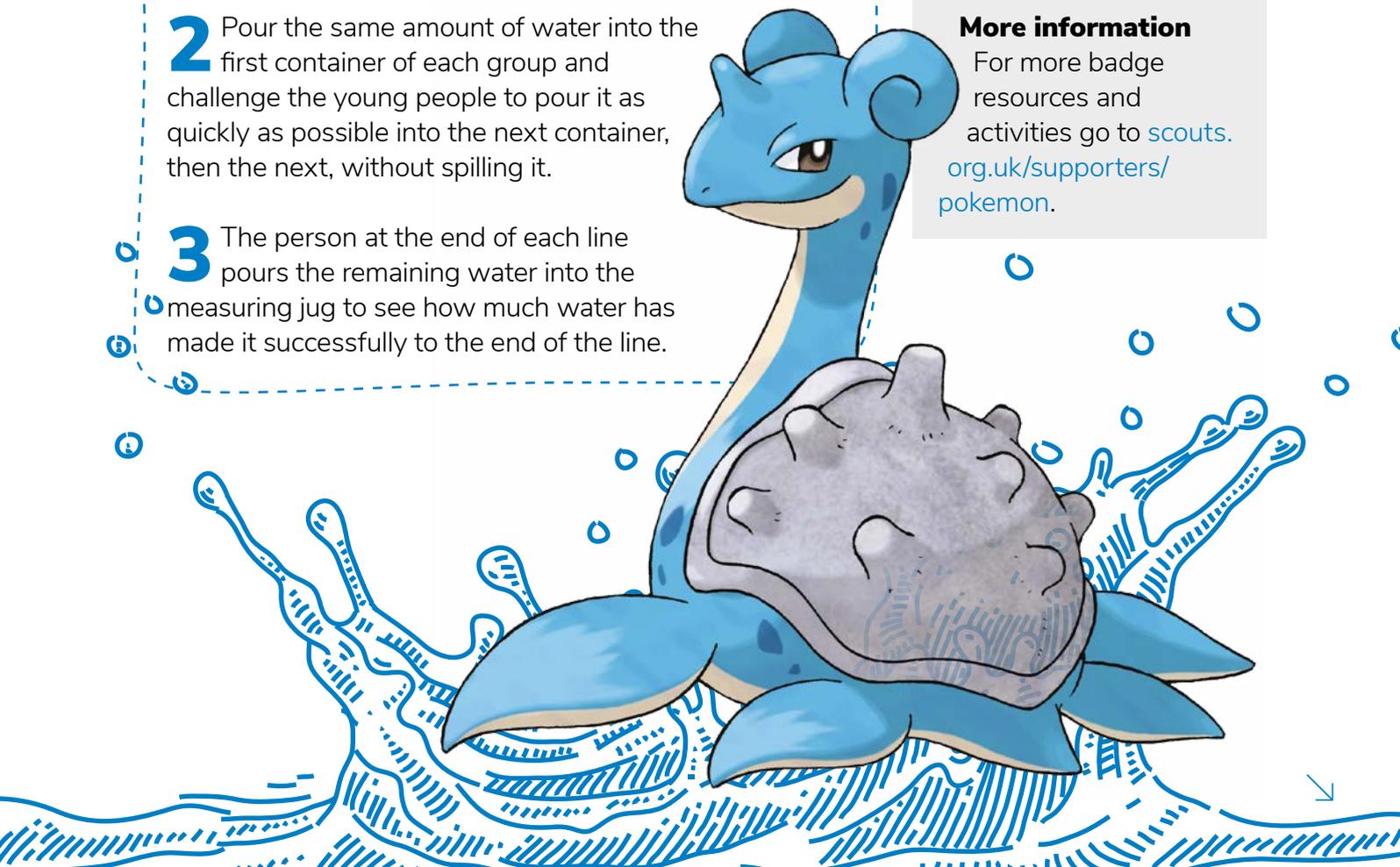


#### Outcomes

The young people will work in teams to do a range of activities that will also introduce them to Pokémon characters.

#### More information

For more badge resources and activities go to [scouts.org.uk/supporters/pokemon](https://scouts.org.uk/supporters/pokemon).



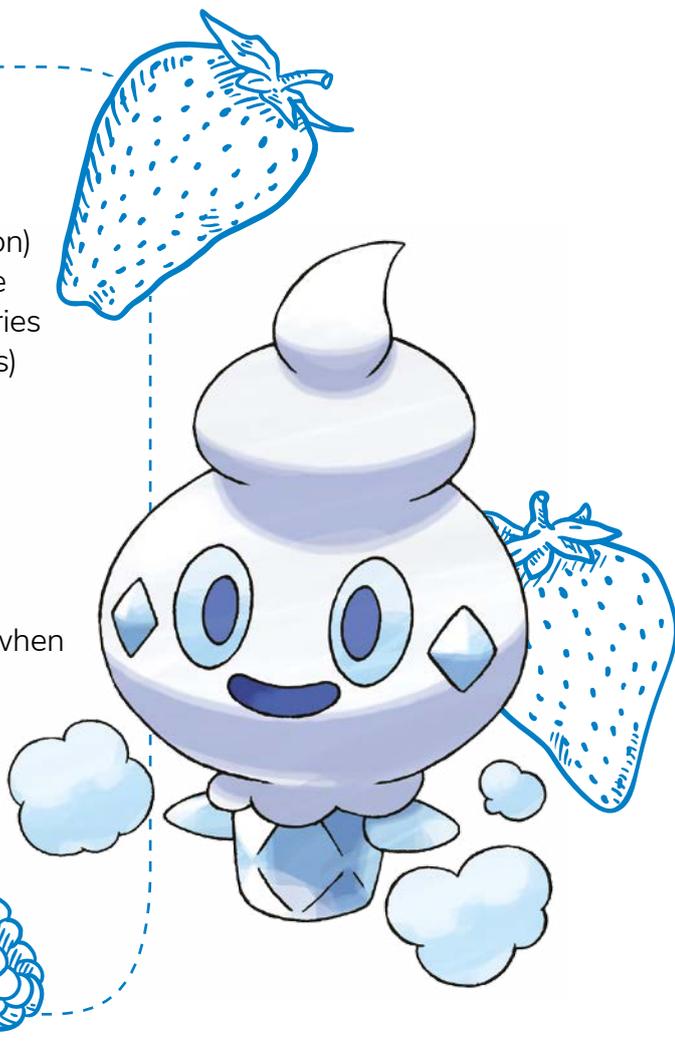
## Make sorbet with Vanilite

### You will need

- food processor or blender (under adult supervision)
- frozen fruits of your choice – the best ones to use have a high water content, like mango, strawberries or raspberries (you can try different combinations)
- sweetener, such as maple syrup, agave or honey
- squeeze of lemon juice
- a little water or fruit juice (if required)

### Instructions

- 1** Make sure nobody has any allergies or dietary requirements and take this into consideration when choosing your fruits and sweetener.
- 2** Add everything to the blender or food processor and whizz until smooth. If the mixture is too stiff, add a little water or fruit juice.
- 3** Everyone can enjoy a sweet but healthy treat!



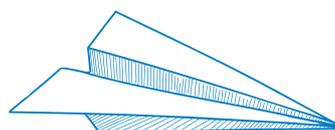
## Hold a paper aeroplane competition with Drakloak

### You will need

- A4 paper (different colours if possible)

### Instructions

- 1** Divide everyone into small groups and give each group some different-coloured paper, so each group has one colour each. Challenge them to make the best paper aeroplanes that they can.
- 2** Everyone stands in a line and throws their planes as far as they can.
- 3** The team with the plane that flies the furthest is the winner.



## Create tracking symbols using rocks with Geodude

### You will need

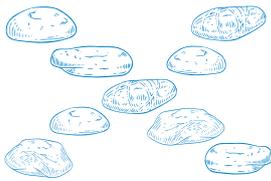
- a collection of small stones or pebbles
- sticks (optional)
- paints or marker pens (optional)

### Instructions

**1** The young people can create a route for their friends to follow using stones and sticks to make tracking symbols.

**2** Use different types of symbols to show 'turn left' or 'turn right'.

**3** Challenge everyone to follow the path made with the tracking symbols.



Don't go this way



Go left



Go right



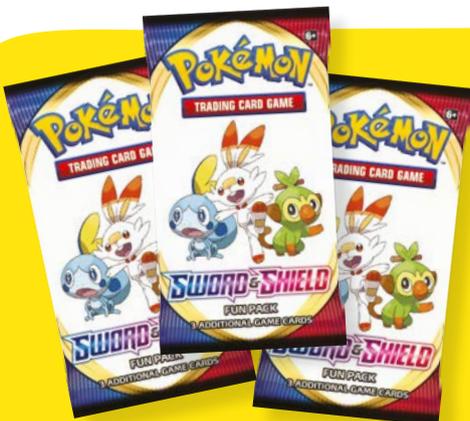
Straight on



Go left



Go right



Through our new partnership with Pokémon Trading Card Games, your Cub Group can now order free Pokémon Sword and Shield Fun Packs from Scout Stores! To order them for your Cub Group (while stocks last) go to: [scouts.org.uk/supporters/pokemon](https://scouts.org.uk/supporters/pokemon).

# How to check your levels

Look under the bonnet and learn one of the basics of car maintenance: checking the radiator coolant

## Suitable for Scouts

### You will need

- access to water
- radiator coolant
- funnel
- cloth
- access to a car (with the correct manual)

### Safety first

Before completing this activity make sure you have suitable personal protective equipment (PPE). This could include eye or ear protection, gloves, and anything else you need to protect yourself. You'll know what you need as a result of completing a risk assessment.

### Chemicals

This task involves the use of potentially harmful fluids or chemicals. Make sure you follow all relevant safety guidance. Make sure you dispose of them appropriately too, in line with safety guidance.

### Before you start

Make sure the engine's fully cooled. The vehicle should be parked on flat, stable ground with the parking brake applied. All vehicles will be different so always follow the manufacturer's guidelines.

**Time needed**  
**40 minutes**

### Badge



The British Army sponsors the Scout Mechanic Activity Badge

### Partner



### Outcomes

Young people will learn a useful life skill that will empower them to tackle the basics of car maintenance and could inspire them about a career in mechanics.

### More information

For more badge resources and activities go to [scouts.org.uk/supporters/the-british-army](https://scouts.org.uk/supporters/the-british-army).





### Instructions

**1** Have a discussion with the young people about what radiator coolant is. Does anyone already know? Use the information on this page to explain why it's important.

**2** Open the bonnet by releasing it from inside the car, then finding the second release catch underneath the bonnet. Once it's open, make sure it's locked in the open position – secure it with the bonnet strut if the vehicle has one.

**3** Most vehicles have a coolant expansion tank with 'minimum' and 'maximum' lines. Look for this tank, and check the level of coolant using the lines as a guide.

**4** If the coolant needs topping up, remove the cap and add coolant using a funnel. Try not to spill any – if you do, wipe it up straight away using the cloth, as it's poisonous to plants and animals and can corrode or damage paintwork and other vehicle parts.

**5** After the activity, have a discussion about why it's useful to know the basics of vehicle maintenance. It helps keep people safe and can save you money. It's better for the environment to look after vehicles as it can make them more efficient and use fewer resources.



### Keep your cool

Engines burn fuel at high temperatures, creating lots of heat. The radiator and cooling system cool the engine down – the coolant absorbs the heat and moves it away from the engine. It's important to keep the radiator topped up with coolant.

### How does it work?

Coolant is a mix of water and anti-freeze. When a liquid freezes, the molecules bond together and can't flow around. It's important to stop the coolant from freezing for two reasons:

**1** It needs to flow freely to move the heat away from the engine.

**2** Liquids expand when they freeze – if the coolant expanded it could damage the engine and cooling system.



# Make a healthy camp breakfast

This healthy pancake recipe is simple to do and you can pre-weigh the ingredients, so you can enjoy a delicious breakfast on your next camp – or try them at home!

## Suitable for all

### You will need

#### Ingredients

- 500g self-raising flour (use oat flour for gluten-free diets)
- 4 rounded tbsp golden caster sugar
- 1 rounded tbsp ground cinnamon
- 125g pot of natural yoghurt
- 1 large egg
- 1 tbsp milk
- butter for frying (or oil for vegans)
- oranges for serving
- pinch of salt
- maple syrup, Nutella or other toppings

#### Equipment

- frying pan
- cooker or camp stove
- jug
- large bowl
- fork or whisk
- spatula (for flipping)
- air-tight container (if making on camp)



**Time needed**  
**10 minutes to prepare and 20 minutes to cook**

### Badge



Jaffa partners the Beaver Health and Fitness Activity Badge and the Cub Our Skills Challenge Award

### Partner



### Outcomes

The young people will make and enjoy a healthy breakfast of fluffy pancakes using ingredients that are low in sugar and fat, served with fresh fruit.

### More information

For more badge resources and activities go to [scouts.org.uk/supporters/jaffa](https://scouts.org.uk/supporters/jaffa).



Make. Do. Share.

## Instructions

**1** Make sure nobody has any special dietary requirements or allergies before making these pancakes.

**2** Combine all the dry ingredients. If you're making these on camp, tip them into an airtight container.

**3** When you're ready to make your first batch, tip the yoghurt into a jug with the egg and milk, then mix with the fork or whisk. Clean and dry the yoghurt pot (or bring a spare one) so you can use it to add a scoop of dry mix to a bowl. Create a well in the middle of the dry mix, add the wet ingredients, then beat together into a smooth batter.

**4** Heat a frying pan and add a knob of butter (or oil if you're making vegan pancakes). Add tablespoons of batter to the pan, not too close together, and cook for about 2–3 minutes, until bubbles appear. Flip and continue cooking until the pancakes are firm. Add more butter or oil and keep cooking pancakes until the batter is all used up.

## Make your pancakes vegan and gluten-free

- Use oat flour instead, adding 2 tsp baking powder and ½ tsp bicarbonate of soda for every 150g flour
- Swap the milk for an unsweetened plant-based substitute
- Swap dairy yoghurt for a vegan alternative, like Alpro
- Use sunflower oil for frying the pancakes

## Get £1 off!

You can download a £1 off voucher to buy Jaffa oranges for this recipe at [scouts.org.uk/supporters/jaffa](https://scouts.org.uk/supporters/jaffa)



## Boost your breakfast

Serve with orange wedges on the side as part of a balanced breakfast.



# How tides work

Use this model to explore how the Earth's Sun and Moon influence the tides

## Suitable for Scouts

In most places on the Earth, there are 2 high tides and 2 low tides each day. This activity models the 'equilibrium theory' of tides, showing why there are two tides each day, why the heights of the tides change over the course of a month, and why the tides occur about an hour later each day.

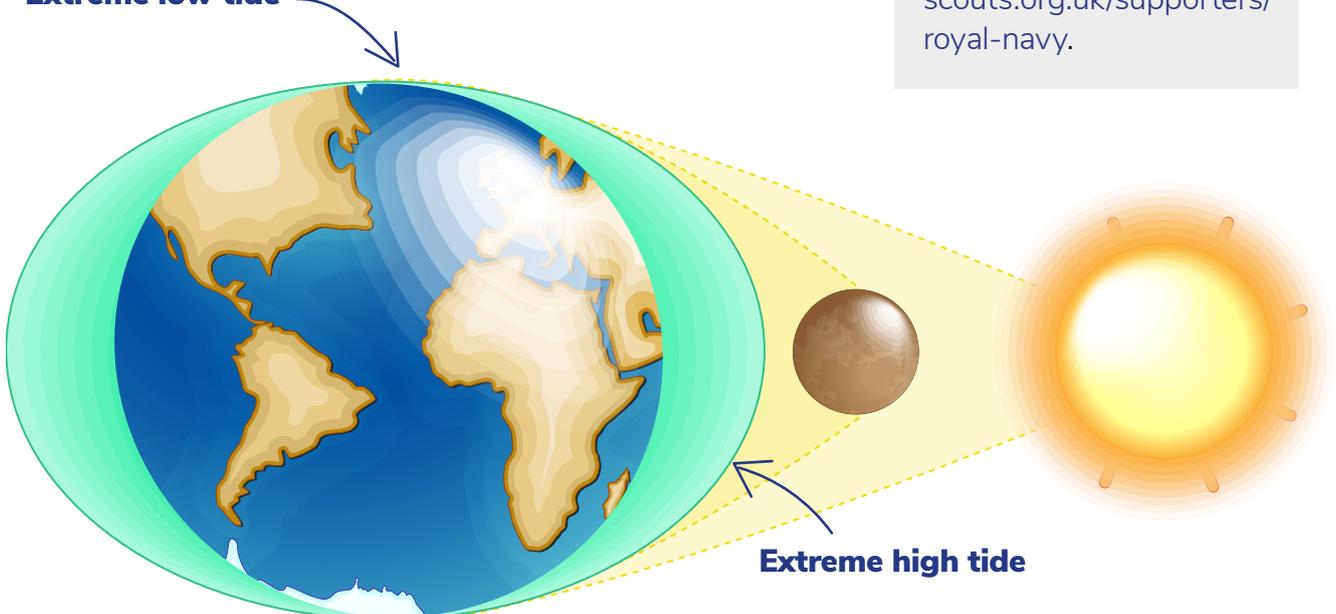
### Before you start

Download the tidal templates from [scouts.org.uk/supporters/royal-navy](https://scouts.org.uk/supporters/royal-navy).

### You will need

- Earth-Sun template, printed or copied onto white card or thick white paper
- Earth-Moon template, printed or copied onto tracing paper
- Earth model template, printed or copied onto white card or thick white paper
- 2 split pins
- pushpins
- large piece of white cardboard or card stock, at least 30x30cm (optional)

### Extreme low tide



**Time needed**  
**90 minutes over several sessions**

### Badge



Royal Navy partners the Time on the Water Staged Activity Badge

### Partner



### Outcomes

Scouts will learn why there are tides and that these are caused by the gravitational forces of the Sun and Moon.

### More information

To find out more go to [scouts.org.uk/supporters/royal-navy](https://scouts.org.uk/supporters/royal-navy).



## Instructions

### Part 1: solar tides

**1** Cut out one of the rectangles containing the Earth and Sun from the Earth–Sun template, and one of the Earth models from the Earth model template. (Note that the perspective is centred over the North Pole.)

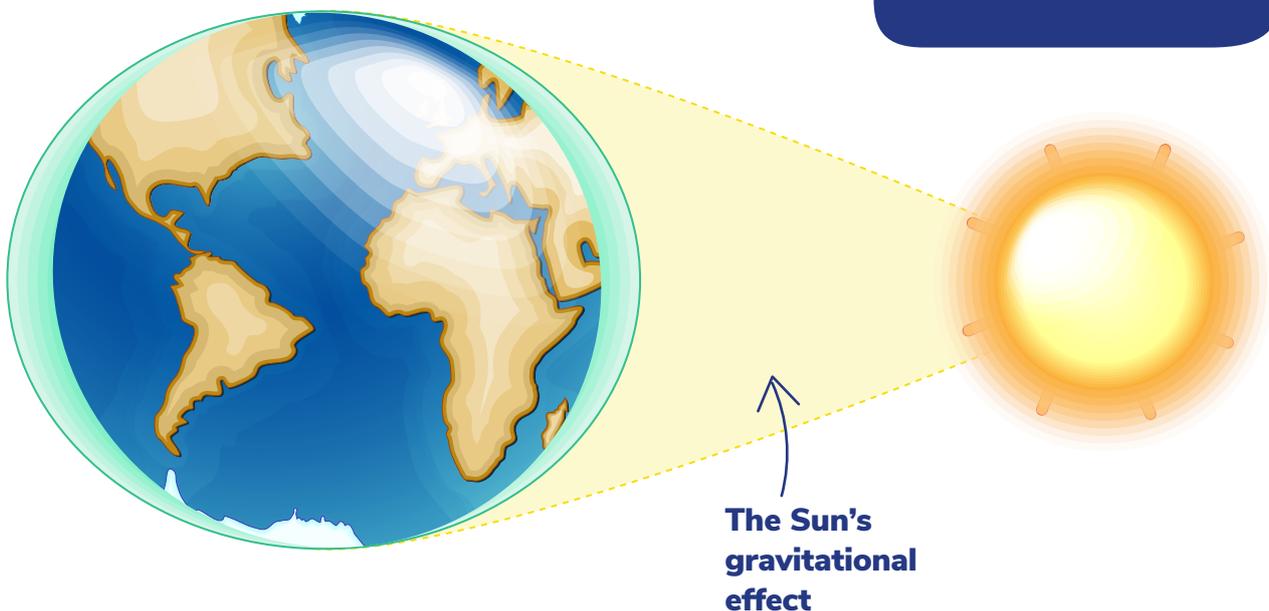
**2** Use the pushpin to carefully make a hole at the + in the centre of the Earth template, and in the white circle with a + sign (which represents the Earth) on the Earth–Sun template. Attach them using a split pin. If you are using the large piece of cardboard or card stock as a background, make a hole through the centre of the Sun and use a split pin to attach it to the middle of the piece of cardboard/card stock.

**3** Notice the tidal bulges on two sides of the Earth, indicated by the yellow ellipse around the Earth. Where are the tidal bulges located? When you revolve the Earth around the Sun, do the tidal bulges change?

**4** Rotate the earth a full turn to show one day. How many tidal bulges does any one place on the earth pass through? (Draw a mark on the Earth to help you keep count.)

## What's happening?

Tides are caused by gravity that's determined by the masses of and distances between objects (like the Earth, Sun and Moon). The force of gravity exerted by the Sun pulls our oceans towards it. This causes a high tide – one on the Sun side of the Earth and one on the opposite side, because gravity is also pulling on the Earth. The ocean on the side nearest the Sun experiences the largest force; the ocean on the side farthest from the Sun experiences the smallest force, and the Earth experiences a force somewhere in-between. As the Earth rotates on its axis, it passes through 2 high tides in one day. As Earth revolves around the Sun (which takes one year), the high tides stay in line with the Sun.





## Instructions

### Part 2: lunar tides (Moon tides)

**1** Cut out one of the rectangles that includes both the Earth and the Moon from the Earth–Moon system template that you’ve printed or copied onto tracing paper.

**2** Remove the split pin from the Earth–Sun model. Insert the Earth–Moon system between the Earth model and the Earth–Sun model. Make sure all the + signs line up, then re-insert the split pin so it passes through all three models.

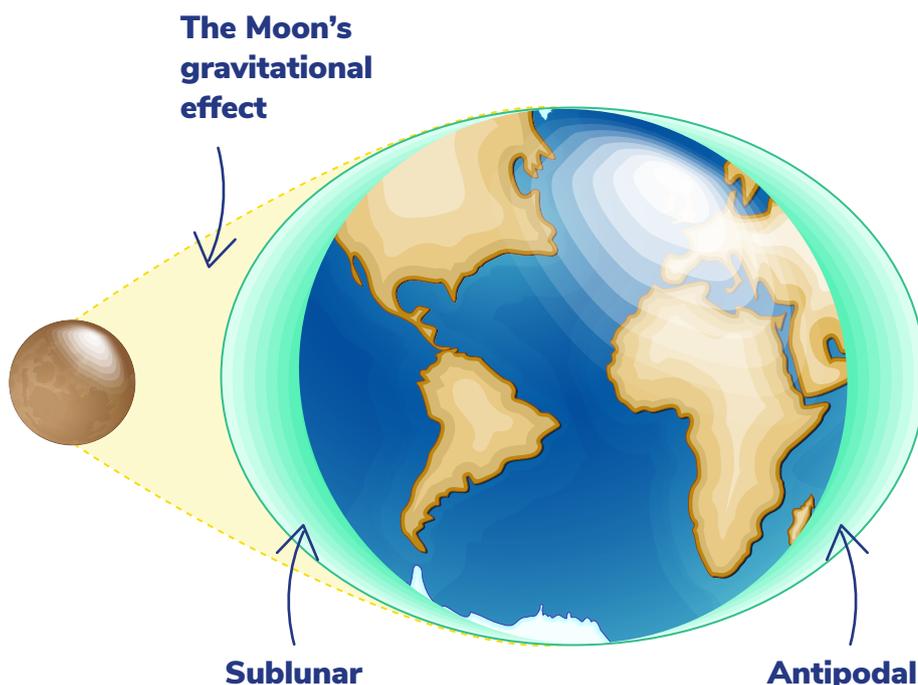
**3** Examine the graphics on the transparency. What do you notice? Where are the lunar tidal bulges located? When you revolve the Moon around the Earth, do these tidal bulges change position in relation to the Moon?

**4** Rotate the transparency so that the Moon is in-between the Earth and the Sun, representing a new moon. Do the solar tides and lunar tides ‘line up’? Keeping the transparency still, rotate the Earth through one day. Through how many high and low tides does any one location on the Earth pass?

## What’s happening?

Just like the Sun, the Moon also creates two high tides on the Earth – one on the side closest to the Moon and one on the opposite side.

These lunar tides are created by the same gravitational forces that produce solar tides. Although the Moon is much smaller than the Sun, it is also much closer to Earth, so its tidal influence is twice that of the Sun. As you rotate the paper Earth model through a full day, each part of the Earth rotates through 2 high tides, and therefore there are 2 high tides and 2 low tides per day on most parts of the Earth.





# How far away is that?

Try out this simple activity to measure the distance between yourself and a nearby object

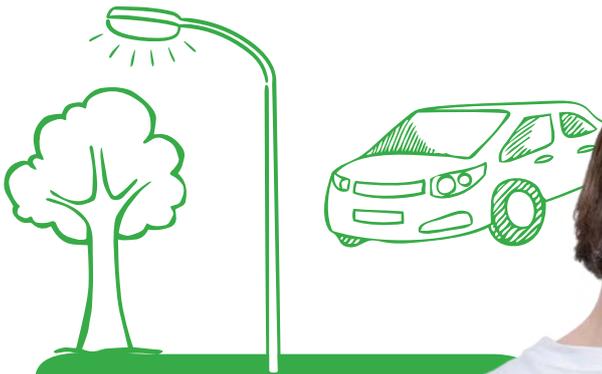
## Suitable for Scouts

### Instructions

**1** Go outside and look for an object in the distance that you can use to measure how far away it is: measure three things, such as a tree, car, streetlight or building.

**2** Hold your arm out straight with the thumb pointing up. Close or cover one eye using your other hand, and move your thumb until it's in line with the object. Keeping your thumb very still, switch over so you are looking at it with your other eye. It will look like the object 'moves' – try and estimate how far it moved. You can use something like the length of a car to do this (about 5 metres).

**3** Multiply the distance it moved by 10, and that will give you a rough idea of how far away the object is. For example: if it moves half a car length, multiply 2.5 by 10 and the object is about 25 metres away from you.



### How to work it out

If your thumb 'moves' about half a car length (2.5 metres):  $2.5 \times 10$  = the object is about 25 metres away.



**Time needed**  
**15 minutes**



### Badge



GO Outdoors partners the Hikes Away Staged Activity Badge

### Partner



### Outcomes

Young people will learn a simple way for measuring distance, which might be useful when on hikes or expeditions. They'll be challenged to measure the distance between themselves and 3 different objects.

### More information

To find out more go to [scouts.org.uk/supporters/go-outdoors](https://scouts.org.uk/supporters/go-outdoors).

### Give it a go

See if you can measure the distance between you and:

1. a tree
2. a streetlight
3. a car

# Emergency response



Young people will explore serious situations and important skills through this fun game

## Suitable for Scouts

### You will need

- copies of the three briefing cards (found on the next pages)

### Instructions

- 1** Discuss with the young people that they are going to find out about the symptoms of some serious conditions that can occur when you're out in cold conditions.
- 2** In small groups, make sure each person has access to the three lists of symptoms. Give everyone about 5 minutes to read the symptoms and treatments for the first condition, and discuss them if they want to, then set them aside.
- 3** Choose one person to be 'unwell', suffering from one of the three conditions.
- 4** The person playing the role of the patient will describe one of the symptoms to the other people in their group, who are the emergency response team.
- 5** The emergency response team can then ask yes/no questions to try and find out what's wrong with them and diagnose the condition based on their symptoms.
- 6** Once the condition has been diagnosed, the response team is challenged to suggest a treatment, based on what they remember. Then check the answers and make sure everyone is aware of what to do in each scenario.
- 7** Swap teams so that someone else describes the symptoms of another of the three conditions, and another team has to diagnose the condition. Keep going until all the conditions have been discussed.

**Time needed**  
**30 minutes**

### Badge



The Royal Marines sponsors the Snowsports Activity Badge

### Partner



### Outcomes

Young people will be equipped with the knowledge to identify sign of frostbite, hypothermia and dehydration, and the treatments that can make a difference until help arrives.

### More information

For more badge resources and activities go to [scouts.org.uk/supporters/royal-marines](https://scouts.org.uk/supporters/royal-marines).



# Frostbite

Frostbite is damage to skin and tissue caused by exposure to freezing temperatures – typically below  $-0.55^{\circ}\text{C}$  (31F). It can affect any part of your body, but the extremities, such as the hands, feet, ears, nose and lips, are most likely to be affected.



## Symptoms

### Early stage (frostnip)

The symptoms usually begin with the affected parts feeling cold and painful. You'll experience pins and needles, throbbing or aching in those areas. Your skin will become cold and numb, and you may feel a tingling sensation. This stage is known as frostnip, and it often affects people who live or work in cold climates. The extremities are most commonly affected.

### Intermediate stage

Prolonged exposure to cold will cause more tissue damage. The affected area will feel hard and frozen. When you're out of the cold and the tissue has thawed out, the skin will blister. There may also be swelling and itching.

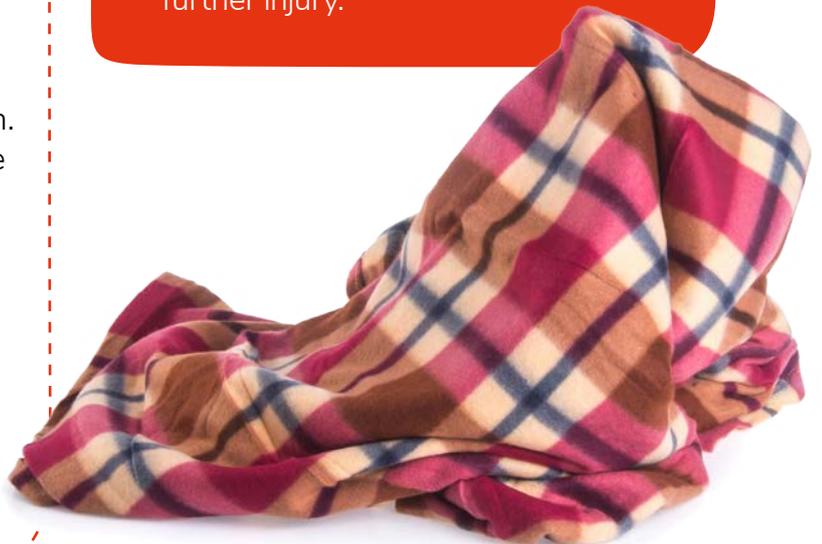
### Advanced stage

When exposure to the cold continues, frostbite gets increasingly severe. The skin becomes blotchy, and the tissue underneath feels hard and cold to touch. Further damage may occur beneath the skin to tendons, muscles, nerves and bones. This is known as deep frostbite and requires urgent medical attention. As the skin thaws, blood-filled blisters form and turn into thick scabs. If exposure to the cold continues, you may feel pins and needles before the area becomes numb as the tissues freeze.

## Treatment

Treatment for frostbite depends on how bad your symptoms are. Always seek medical attention if you think you or someone else has frostbite. If medical assistance isn't available, the following steps can be taken to treat frostbite:

- Move to a warmer place (if possible) – it's best to avoid walking on frostbitten feet and toes as it can cause further damage, but in emergency situations this may not be possible.
- Replace wet clothing with soft, dry clothing to stop further heat loss.
- Warm the body by wrapping it in blankets and protecting the frostbitten parts.
- Don't rub the affected area or apply direct heat (such as from a fire or heater) as this can cause further injury.



# Hypothermia

Hypothermia is a dangerous drop in body temperature below 35°C (normal body temperature is around 37°C). It's a medical emergency that needs to be treated in hospital.



## Symptoms

- Shivering
- Pale, cold and dry skin – the skin and lips change colour
- Slurred speech
- Slow breathing
- Tiredness or confusion.

## Treatment

### What to do while you're waiting for help

- Move the person indoors or somewhere sheltered as quickly as possible
- Remove any wet clothing, wrap them in a blanket, sleeping bag or dry towel, making sure their head is covered
- Give them a warm drink and some sugary food like chocolate if they're fully awake
- Keep them awake by talking to them until help arrives
- Make sure someone stays with them.

### What not to do

- Do not use a hot bath, hot water bottle or heat lamp to warm them up
- Do not rub their arms, legs, feet or hands
- Do not give them alcohol to drink.



# Dehydration

Dehydration means your body loses more fluids than you take in. If it's not treated, it can get worse and become a serious problem.



## Symptoms

- Feeling thirsty
- Dark yellow and strong-smelling pee
- Feeling dizzy or lightheaded
- Feeling tired
- A dry mouth, lips and eyes
- Peeing little, and fewer than four times a day.

## Treatment

- Drink small sips of water
- Use rehydration sachets
- If they find it hard to drink because they feel sick or have been sick, start with small sips and then gradually drink more
- You should drink enough during the day so your pee is a pale clear colour.

\*Information from NHS.UK





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