

From: Jonathan Hazell

To: All Scout Leaders, Assistant Scout Leaders and Sectional Assistants

Subject: Scouting at home in Northants

Date: 22 March 2020

Dear all,

As you will know by now, all face-to-face Scout meetings, events and activities were suspended until further notice on 17 March 2020 to try to ensure the safety of everyone involved in Scouts, both young people and adults alike.

On behalf of the Scout Section I have drawn together the following pages which I hope will encourage and enable our youth members to continue with their Scouting in a novel way whilst routine meetings are suspended; I know that many others are working on the same thing but I am adding a choice, which I hope some of you will like.

There are also some other great initiatives on-line to help beat the blues during this period of suspension, I particularly like Northumberland Scouts idea Camp@Home, www.facebook.com/events/497678237569344/

Essentially what I've done is produce one large handbook covering 18 activity badges that can be earned whilst we are away from our usual routine; I've broken it up into bite-size chunks (this one contains four badges) mixing things up so that there's a badge that requires a bit of thinking with another that is more practical. I haven't brought the staged badges in to the book but there's no reason why our young people shouldn't make progress with those badges either. In future issues I will draw attention to some of the requirements of the Challenge Awards that can be completed at home.

The handbooks have been designed to produce evidence that you can assess when you decide whether to award a badge or not – I have not included lined pages for written replies, I want your members to respond to the suggestions in their own way. I accept that one risk is that there may well be lots of half-finished activity badges, but surely that's also an opportunity and may provide some ideas for your next programme planning session?

I know that not every requirement of every badge can be completed at home, and so you might think about making a plan with your young people to discuss what they have achieved, and what they have left to achieve, once the suspension of face-to-face Scouting is lifted.

I am trying to be supportive and offer ideas, and so there's no obligation on anyone to complete any of the handbooks, and so please feel free to carry on your Scouting in a way that suits you, provided it is within the current health guidance!

Kindest regards,

Jonathan

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Air researcher

1 Research one historical aspect of flight

You might like to find out about:

- ✿ the development of aviation or flight over a period of time
- ✿ balloons or airships, from their first appearance to the present day
- ✿ a type of aero engine, such as a jet or piston engines in general, or a specific engine like the Rolls Royce Merlin
- ✿ the development of an aircraft type, like a Spitfire, Boeing 747, Harrier, Stealth Bomber, space shuttle or the Wessex helicopter. You could find out details about its history, role and achievements

2 While you're doing your research, visit at least one place of interest that relates to your chosen subject.

It could be a museum, an air display or an aeronautics factory.

Unfortunately, this cannot be done within the current health guidance

3 Present what you have found out.

Your presentation should include a model that you have made based on your subject. You should also include diagrams and pictures wherever you can.

What to do now?

Use your usual search engines for your research, but also take a look in other places, such as www.scouts.org.uk/the-great-indoors/.

Some ideas to start you off with requirement 1:

- ✿ who made the first manned flight?
- ✿ how does an aeroplane stay airborne?
- ✿ what did Leonardo de Vinci draw that was so far ahead of his time?
- ✿ who were the Montgolfier brothers?
- ✿ what uses were made of airships by the military during the world wars?
- ✿ how did the shape, or performance, of your chosen aircraft change over time, and what made those changes necessary?

When you think you're ready start to compose your answers, we don't mind whether that's hand written on paper or whether you work on screen – depending upon what you are doing may help decide how you respond. Please use your own words when presenting your response rather than simply printing off some pages from the internet.

Chef

1 Plan a menu for a weekend event for between four and six people.

- ✿ Include the quantities you'll need and any dietary needs of the group for cultural, religious or medical reasons.

2 Show how and where to shop for the food and the best way to transport it.

3 Show how to store food properly, hygienically and in ways that prevent food poisoning.

- ✿ Explain what you might need to consider if you're using an indoor kitchen or a camp kitchen.

4 Cook and serve at least one of the meals from your menu.

- ✿ The meal must be at least two courses and can be prepared on an open fire on camp or in a kitchen.

5 Demonstrate the best way to clear up afterwards.

- ✿ Clearing up should include washing up utensils, pots and pans, disposing of rubbish and leftover food in a way that prevents vermin or disease.

What to do now?

Ask at home for permission before you think about doing this badge!

Use your usual search engines for your research, and <https://www.scouts.org.uk/scouts/activity-badges/chef/>, but also take a look in other places, such as www.bbcgoodfood.com/ and www.scouts.org.uk/the-great-indoors/.

Some ideas to start you off with requirement 1:

- ✿ think about what you might be doing over the weekend, and so how you might cook your meals
- ✿ food provides energy – depending on when you camp you might need different food choices

For requirement 2 think about using supermarkets, local stores, or on-line shopping – what happens if you can't get what you want?

Remember in requirement 3 to think about how to keep surfaces clean to prevent the spread of harmful bacteria.

Provide photos or videos in response to requirements 4 and 5.

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Global Issues

1 Identify where your clothing or other belongings have been made.

- ✿ With other Scouts, talk about why companies might choose to have the items made in other countries. What are the advantages and disadvantages of overseas production?

2 Investigate a recent natural disaster by looking at photos, news articles or videos online.

- ✿ Decide what five things were needed to help people after the disaster. Decide how best you can help when a natural disaster happens.

3 Find out about an international sporting event and discuss with your Troop how sporting events can contribute to international peace and understanding.

4 In small groups, learn about an international health issue and use a creative way to share what you have learnt with your Troop.

- ✿ Issues could include Malaria, Ebola, HIV and Aids.

Unfortunately, this cannot be done within the current health guidance

5 Think about the rights that we have in the UK (like the right to vote, the right to go to school and equal gender rights).

- ✿ Compare these with the rights a Scout in another country might have.

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What to do now?

Use your usual search engines for your research, and <https://www.scouts.org.uk/scouts/activity-badges/global-issues/> but for requirement 2 take a look in other places, such as the NHS <https://www.nhs.uk/> Public Health England, <https://www.gov.uk/government/organisations/public-health-england> and for requirement 3 the sports' governing bodies web pages, such as <https://www.ecb.co.uk/> or <http://www.thefa.com/> or <https://www.englandrugby.com/home/>

When you think you're ready start to compose your answers, we don't mind whether that's hand written on paper or whether you work on screen – depending upon what you are doing may help decide how you respond. Please use your own words when presenting your response rather than simply printing off some pages from the internet.

Librarian

1 Show that you know how to look after books and e-readers.

2 Show that you can use a library catalogue.

3 Explain how fiction and non-fiction books are arranged on the shelves.

🌀 Why are they treated differently?

4 Learn what is meant by a reference book or material.

Use some of these references to gather information for a journey with a purpose:

- 🌀 leisure leaflet or webpage
- 🌀 bus or train timetable
- 🌀 almanac or a who's who

5 Show how you would search for information using the internet.

6 Talk to your assessor about:

- 🌀 books you have read and why you enjoyed them
- 🌀 information you found from books or websites
- 🌀 getting books on the internet for e-readers.

What to do now?

Use your usual search engines for your research, and <https://www.scouts.org.uk/scouts/activity-badges/librarian/> but also take a look in other places, such as the British Library, <https://www.bl.uk/> and www.scouts.org.uk/the-great-indoors/.

It makes sense to me if you start with requirement 4!

You can use photos or video to show how you meet requirements 1, 2, 3 and 5.

Write down your response to requirement 6, it's not the same as a discussion but at the moment that option isn't available. Please use your own words when presenting your response rather than simply printing off some pages from the internet.