

SCOUTS-L

**SCOUTING IN THE
UNITED KINGDOM**

Date: Sun, 7 Jan 1996 07:08:15 +0000 (GMT)
From: Ian N Ford <ianford@dircon.co.uk>
To: "Michael F. Bowman" <mfbowman@CapAccess.org>
Subject: Re: A Slap of the Tail

Hi Michael!

The Sixers' Council went quite well - we had five lads turn up. A few were missing because we had forgotten that the local soccer team were playing at home and some kids had already booked tickets.

We went over the job of the Sixer and Second i.e. making sure their Six was organised for opening and closing , leading ceremonies, setting an example on uniforming , behaviour etc. On camp the Sixer is responsible for his Six, looking after younger kids and " showing them the ropes ". At meetings the Sixer looks after new kids (here kids join during the year, we don't have a " sign up " and start dens of all new kids.)

Then talked about recruitment - as I say, we don't have " School Night for Scouting " or whatever , recruitment is by existing boys bringing friends. Why do they join ? The kids said it was for activities , because it was fun , and because their friends were there. Here most new kids come with a friend, they are not signed up by a parent. So they have " targetted " possible new recruits. The pack is currently 22 and 30/36 is a good number.

We were talking about Leadership , currently Bill (CSL) , Martin (a dad who has just joined as Pack Helper , and myself when available. We are asking parents to help on a rota, and we sold this to the boys so they could " mug " their parents. We identified activity badges that parents could help with , and the boys will try to work on mum and dad. Turns out they have also found one of the teachers to test the Book Reader badge.

The major issue was reorganising the Sixes now older Cubs have joined Scouts.

We now have a Senior Sixer and four Sixers and Seconds. This will be on a month's trial before appointments are confirmed. Quite a bit of time was spent working out which boys would work with whom then moving around to get four Sixes of roughly similar composition. We also identified kids who are in line for promotion if the number of sixes increases.

Then we spoke about camps. We are running a weekend camp for Sixers and

Seconders over Easter which will be subsidised, and we are "strongly encouraging" the older boys to attend. This is where they get intensive training in camp skills. We expect the Cubs to set up their own tents, help with the cooking and cleanup and so on ... the comparison with BSA would be more with a "New Scout" patrol than Cub Scout camping. The way

our group tends to run it is we have the Sixer helped by a Scout, very much like the New Scout P/L and a Troop Guide. We have one adult to every

four to six kids, but the boys tend to sort out most of the problems. The older kids are pretty good, and if we get the odd spot of homesickness or whatever the older boys do the "big brother" bit which usually works.

Then in May we are running a four night camp doing the Explorer badge. The Cubs will build shelters to sleep in, cook backwoods meals, do a compass course and two half-day wide games including navigation, first aid,

initiative test and so on. As you see, our program is <very> different from BSA Cub Scouting.

I discovered this my first year at BSA Summer Camp. I had four kids straight up from Webelos, no older Scouts. We joined another troop to give the two-deep leadership, but basically it was me and these four guys. Being used to the British program I just said "OK, find a spot and set up your tent, then get your kit sorted out" and started to get my own gear organised. Durrh! Well, they did manage to get the tent up after a few false starts and a few suggestions from me, and got their beds made up and so on. So what next ... the SP/L meeting. We picked one of the Scouts to be SP/L. "OK, take a notebook, go to the meeting, come back and tell me." So off goes little new Scout into the hall with the Star and Life Scouts. But it worked. I was the Archery director as my "day job" - fortunately that year we had central cooking so they didn't have to cook. So the kids had to find me and check in at lunchtime and at the close of activities, then I was back on the site in the evening. So for a whole week these four new Scouts "did their own thing" ... they got themselves to classes, did their chores etc. and got a pretty good review from the staff. Last I heard all four were in Scouting, three as Eagles and one well on the way. It was only later that I realised what a baptism of fire I had given them ... I just <assumed> that Webelos graduates would be like my own older Cubs, most of whom have at least six and maybe ten or more nights of camping experience. They just

<assumed> that this was what Boy Scouts was about and got on with it.

But back to the story of my Sixers ... By this time they had nearly wiped out the chips and sodas and it was time to wind up. We ran over some of the activities this term. We are doing the " World Faiths " activity badge and will be visiting a mosque and a hindu temple and finding out a bit about Buddhism. The non-Christian kids will be visiting the church. That way every Cub will get a chance to earn the " My faith " and " World Faiths " badges. (Our Hindu Cub will help with the temple visit as part of his " My Faith " badge project.)

We will also be doing the World Conservation Badge (the panda badge) and there will be some projects including setting up bird and bat boxes in the garden at the back of the church. Perhaps I ought to explain that where we meet we have a large campus which has the junior school (3-11)

which a lot of the kids attend , the Catholic Club (where we meet) the church and the priest's house , which was the home for a religious teaching order, and now houses the priest, the schoolkeeper (janitor) and the basement is the meeting room and Scout stores. So we have a large area. The Scouts can light fires and pitch tents in the garden or use the school playground for games.

Next week the Cubs will also choose other badges to work on , both at Pack meetings and on their own. Our next meeting is in five weeks' time in the Club , and we will teach them some new games and brush up on some skills. Our other theme for the term is " back to basics " and this will include knotting , compass , map reading and so on.

So, a pretty good ninety minutes' work ...

Keep on a' Beaverin' ...

Ian

Date: Sun, 9 Jun 1996 06:50:31 +0100 (BST)

From: Ian N Ford <ianford@dircon.co.uk>

To: "Michael F. Bowman" <mfbowman@CAPACCESS.ORG>

Subject: Re: Commissioner's College

Hi Mike

There is a debate going on here in the UK over the Trainer training. Basically the new system requires trainers to complete certification in a particular function, e.g. Skills Instructor, Presenter, Facilitator (e.g. coach counselor) , Assessor. The awards set out varies " competencies " that have to be demonstrated, and the candidate can present a portfolio of evidence to support this or the assessor can assess him directly. These competencies relate closely to the National Vocational Awards in Training and Development at Level Four, which would be the equivalent of modular credits for a bachelor level degree.

The debate is whether the Scout Association should become a formal NVQ agency and issue credentials which are professionally and academically valid (and validated) The debate is that some trainers would appreciate that if they are going to need to do a lot of work for assessment (and it took about eighteen months for me to get my portfolio together for the first two awards) then they ought to get a recognised award. The case against is that Scouting is a volunteer organisation and ought not to be equated with " real work " .

There is certainly a possibility that Trainers will be going down the NVQ route, either by the Association agreeing to formal NVQ validation of its own certificates, or by trainers having an NVQ agency do an " accreditation of prior accredited learning " assessment on their portfolio to award the corresponding NVQ certificate.

I can also see that as our Leader training is becoming more modular and competency based we may end up with that being NVQ rated, maybe at Level Two (roughly the level needed to be accepted for an undergraduate certificate course - I think your equivalent would be the first year of an Associate degree.) Personally I think that if Leaders had the opportunity to take an NVQ in Child Care or Youth and Community Work it would serve as a motivation. In my district we have leaders who are unemployed for whom an entry level professional award could open new career prospects. In addition there would be motivation for leaders to take continuing training, whether as trainers, specialist instructors etc.

Already our activity instructors must have national body awards - e.g. I am about to do my Archery Leader award, which is issued by the GNAS and is recognised by the Department of Education and the Sports Council as

the minimum standard for PE teachers, activity centre staff etc. Most hazardous activities require national body teaching awards ... the chap who is Waterfront Director at Camp Baden-Powell this year is a British Scouter who is just finishing the training which the Scout Association requires ... basically RLSS Bronze Medallion (professional lifeguard) plus BCU kayak Trainee Instructor and Royal Yachting Association's Yachtmaster. The latter is recognised by the Board of Trade as the equivalent of a master's licence for a small yacht carrying passengers for reward.

I know some US colleges give credit for Wood Badge etc. - I was amazed at just what " prior experience " they do give credit for ... over here we tend to do three year specialist degrees without the emphasis on liberal studies, so if you do a psychology degree you will <just> study psychology and maybe a bit of sociology, philosophy or computer science, perhaps biology if you are doing ergonomics.

Can you see BSA ever doing a deal with a university to accredit the Commissioner College, maybe as a " real " management or education degree ?

Here in UK there are courses in Community Work Management which would seem to have very similar components. When I was at college I knew a girl whose boyfriend went to a US college and got a degree in " Dairy Science " which apparently specialised in ice cream and yoghurt technology, so I guess you can get some pretty esoteric degree courses on your side of the pond ...

Chat later ...

YiS

Ian F

Date: Sun, 4 Aug 1996 08:40:06 +0100
From: Ian N Ford <ianford@DIRCON.CO.UK>
Subject: Re: Scout Council address HELP HELP

I skipped the original message, so apologies for replying to the list. British Scouting is organised into Counties (similar to US councils) and Districts, which are autonomous Scout Councils and not part of a council as in BSA.

The Scout Association does not employ " executives " below Headquarters level, but depends on volunteers at county level. The County Commissioner is responsible for program and training , and the County Secretary for administrative matters. Some counties employ part-time or full-time clerical and administrative staff, often based at a county campsite or activity centre. You will not find a US-style glass and chrome council office building with offices for staff and a " service center " and Scout shop !

If you need to contact a county official write to :

**County Commissioner for ...
c/o Records Office
The Scout Association
Churchill Industrial Estate
LANCING BN18 8UG
United Kingdom**

for arrangements for visits etc. write likewise to the ACC (International) instead of the County Commissioner. As Scout Counties don't follow the administrative counties it might be wise to enclose a covering letter explaining that you are looking for the Commissioner for the area which includes Somthingtown, Barsetshire or whatever. For instance, the five Scout Counties of Greater London include addresses in parts of Kent, Surrey, Essex and Middlesex, which is no longer an administrative county but still exists as a postal designation.

**Ian Ford
AGSL 25th Greenwich
Scout County of Greater London South**

From <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU> Fri Jan 31 02:03:57 1997

Return-Path: <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU>

Received: from pucc.PRINCETON.EDU (smtpc@pucc.Princeton.EDU [128.112.129.99]) by cap1.CapAccess.org (8.6.12/8.6.10) with SMTP id CAA04372; Fri, 31 Jan 1997 02:03:57 -0500

Received: from PUCC.PRINCETON.EDU by pucc.PRINCETON.EDU (IBM VM SMTP V2R2)

with BSMTP id 8652; Fri, 31 Jan 97 01:58:29 EST

Received: from TCUBVM.IS.TCU.EDU (NJE origin MAILER@TCUBVM) by PUC.C.PRINCETON.EDU (LMail V1.2a/1.8a) with BSMTP id 3096; Fri, 31 Jan 1997 01:58:28 -0500

Received: from TCUBVM.IS.TCU.EDU (NJE origin LISTSERV@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail V1.2a/1.8a) with BSMTP id 2335; Fri, 31 Jan 1997 00:57:00 -0600

Received: from TCUBVM.IS.TCU.EDU by TCUBVM.IS.TCU.EDU (LISTSERV release 1.8b)

with NJE id 2281 for SCOUTS-L@TCUBVM.IS.TCU.EDU; Fri, 31 Jan 1997

00:54:29 -0600

Received: from TCUBVM (NJE origin SMTP@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail

V1.2a/1.8a) with BSMTP id 2280; Fri, 31 Jan 1997 00:49:29 -0600

Received: from ALPHA.IS.TCU.EDU by tcubvm.is.tcu.edu (IBM VM SMTP V2R2) with

TCP; Fri, 31 Jan 97 00:49:10 CST

Received: from mx2.rmplc.co.uk (tiger.rmplc.co.uk) by ALPHA.IS.TCU.EDU (PMDF

V5.0-5 #20456) id <01IEUE7QTWV4000W7G@ALPHA.IS.TCU.EDU> for

Scouts-L@ALPHA.IS.TCU.EDU; Fri, 31 Jan 1997 00:48:02 -0600 (CST)

Received: from hawk.rmplc.co.uk (hawk.rmplc.co.uk [194.238.48.14]) by mx2.rmplc.co.uk (8.6.12/8.6.9) with ESMTP id GAA19835 for <Scouts-L@tcu.edu>; Fri, 31 Jan 1997 06:46:19 +0000 (GMT)

Received: from rmplc.rmplc.co.uk (rm-dynf1-206.rmplc.co.uk [194.238.52.206]) by

hawk.rmplc.co.uk (8.6.12/8.6.9) with SMTP id GAA01293 for <Scouts-L@tcu.edu>; Fri, 31 Jan 1997 06:47:57 +0000 (GMT)

MIME-version: 1.0

X-Mailer: Mozilla 3.0Gold (Win95; I)

Content-type: text/plain; charset=us-ascii

Content-transfer-encoding: 7bit

References: <199701290616.GAA23738@hawk.rmplc.co.uk>

Message-ID: <32F19530.3D2@rmplc.co.uk>

Date: Fri, 31 Jan 1997 06:46:08 +0000

Reply-To: Chris Boardman <keschool@RMPLC.CO.UK>

Sender: Scouts-L Youth Group List <Scouts-L@tcu.edu>

From: Chris Boardman <keschool@RMPLC.CO.UK>

Organization: King Edward's School

Subject: Re: A time to tell video (long)

X-To: Scouts-L Youth Group List <Scouts-L@tcu.edu>

To: Multiple recipients of list SCOUTS-L <SCOUTS-L@TCUBVM.IS.TCU.EDU>

Status: RO

X-Status:

I am moved by your discussion on this topic. A key leader at our local county camp site, who was interested in coming to Holland with us and came to a meeting at my house about the Jamboree, was arrested while we were away and is now in jail as a result of serious abuse of Cub Scouts.

Our county has reacted to strong press criticism from parents of victims who rightly felt that a proper apology had not been offered by the association. Even if you plan as a parent just to help drive children to a scouting event you are expected now to undergo a police check, supply two references and face an interview panel! Possibly, rather over the top.

Anyhow, the video sounds very interesting. Is it in the BSA catalogue (which a list reader is kindly sending to me), or do I need to order a copy elsewhere? I think our county might be interested in seeing it, especially as all leaders shall be asked to attend an 'awareness' session this year.

Last year, all Scouters in the UK were sent a card to carry with them. I must confess that my wallet is rather full (with ID cards mostly, rather than cash!), but the card is in my scout folder which goes to each pack night. I am sure the association would not mind my reproducing it here:

'YOUNG PEOPLE FIRST'

It is the policy of the Scout Association to safeguard the welfare of all members by protecting them from physical, sexual and emotional harm.

**A code of practice for Adults in Scouting.
Designed for you to keep with you - carry it.**

Code of Behaviour

Do treat everyone with respect

Do provide an example you wish others to follow

Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others

Do respect a young person's right to personal privacy

Do have separate sleeping accommodation for leaders and young people

Do provide access for young people to talk to others about any concerns

they may have

Do encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like

Do maintain a healthy adult lifestyle

Do remember that someone else might misinterpret your actions, no matter

how well-intentioned

Do recognise that caution is required even in sensitive moments of counselling, such as when dealing with bullying, bereavement or abuse.

Do not permit abusive youth peer activities (eg initiation ceremonies, ridiculing, bullying)

Do not play physical contact games with young people

Do not have any inappropriate physical or verbal contact with others

Do not jump to conclusions without checking facts

Do not allow yourself to be drawn into inappropriate attention seeking behaviour such as tantrums or crushes

Do not exaggerate or trivialise child-abuse issues

Do not show favouritism to any individual

Do not make suggestive remarks or gestures

Do not rely on just your good name to protect you

Do not believe "it could never happen to me"

What happens if ...?

If you suspect a child is being abused:

- 1. Immediately tell your Group Leader or District Commissioner**
- 2. Record the *facts* as you know them and give a copy to your District Commissioner**
- 3. Ensure that the child has access to an independent adult**
- 4. Ensure that no Scouting situation arises which could cause any further concern.**

If a child discloses to you abuse by someone else:

- 1. Allow the child to speak without interruption, accepting what is said**
- 2. Alleviate feelings of guilt and isolation, while passing no judgement**
- 3. Advise that you will try to offer support, but that you *must* pass the information on**
- 4. Same steps as 1-4 as in suspecting a child is being abused.**

If you receive an allegation about any adult or about yourself:

- 1. Immediately tell your Group Scout Leader or District Commissioner**
- 2. Record the *facts* as you know them and give a copy to your District**

Commissioner

3. Try to ensure no-one is placed in a position which could cause further compromise

You **must refer, you **must not** investigate.**

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Chris Boardman

Cub Scout Leader

1st Bournville Panther Cub Scouts, Birmingham UK

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