

FIRST CLASS



MAP READING

1. From an elevated observation point draw a sketch map of an area of urban or rural territory of not less than one hectare. Using an adventurous scenario of your own imagination, devise and run a wide game for your Patrol based on the map.

Once again, this is a practical exercise where you have to show your mapping skills by putting your map to use in a game. You will be evaluated on the quality and detail of your map, how you use it in the wide game, and the reaction of the Patrol afterwards.

You will be expected to make a reasonable map of an area fairly well covered with trees, features, buildings, or other fixed objects. These should be clearly shown on the map, which should also have a name, date and north point. If the game requires more than one copy of the map, it may be traced, carbon copied or photo copied, depending on the resources available.

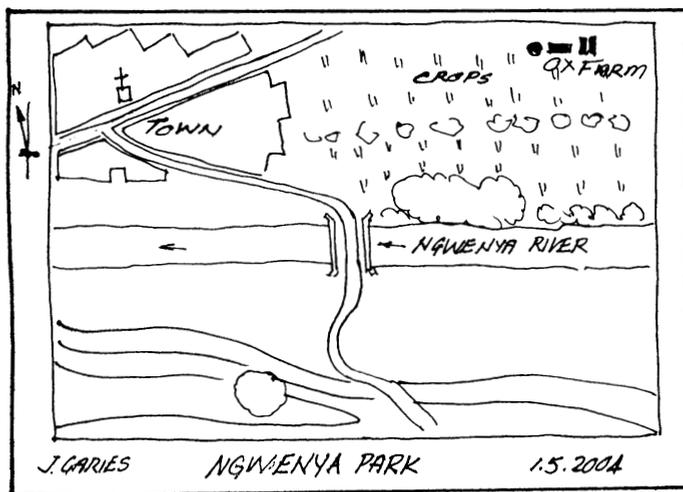
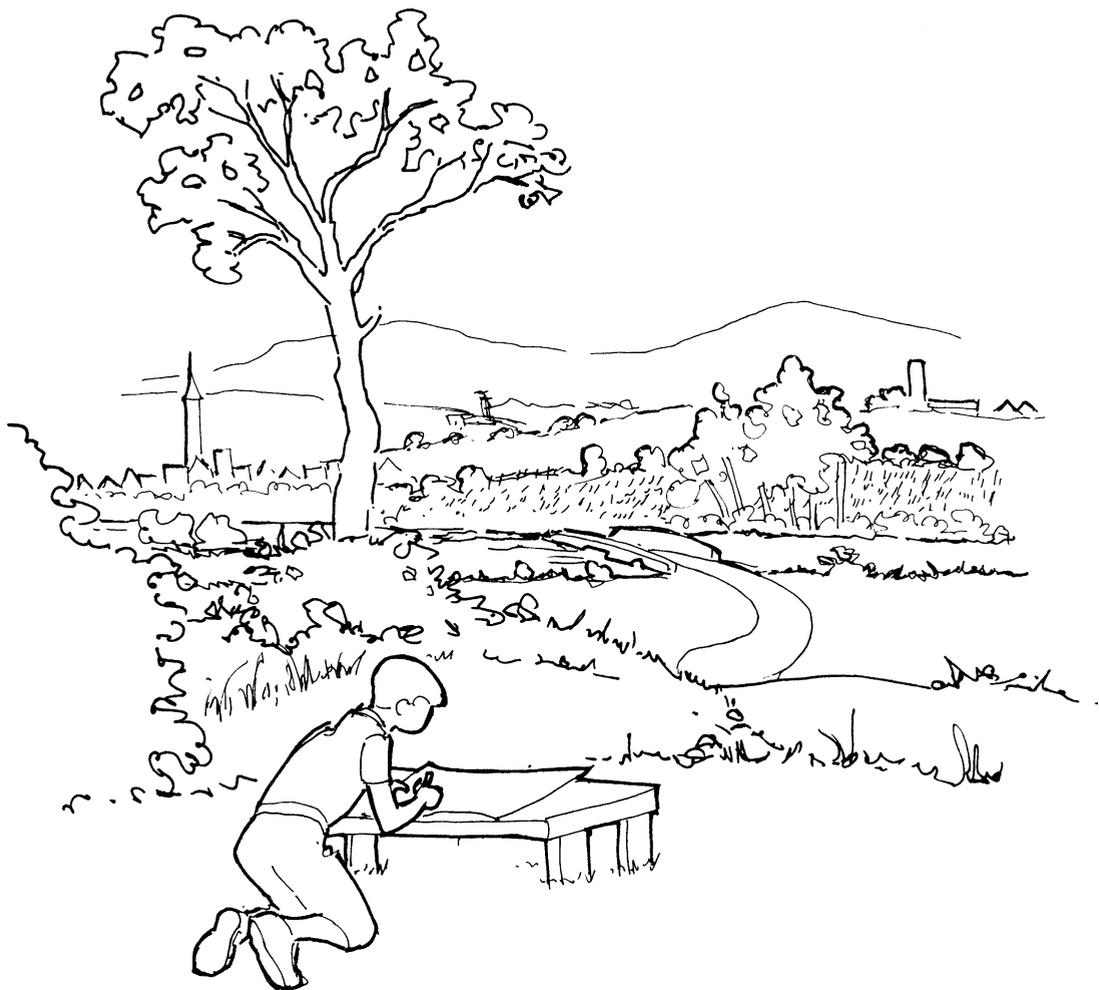
The game must be based on the map in such a way that it could not be played without it. The type of game could be anything from mini-orienteeing to a form of treasure hunt, but it must be adventurous and exciting for the Patrol.

First select an area, which would be suitable for the wide game you wish to play, and which can be seen from an elevated point. (In towns you could draw it from a high building and in the country from a hill.) Next set up your paper at your observation point and draw in the north point. Now sketch the rough outlines and then fill in the detail using conventional signs and sticking to one scale as much as possible.

Once you have completed the map you must brief your patrol on how to play the game. Invite your Scouter to help with the running of the game and at the end evaluate the results with your Patrol. It should have been an adventure which was enjoyed by your Patrol.

Remember that you must satisfy your Scouter that you are doing your best and reaching the required standard by applying the knowledge gained at the lower levels.





Drawing a Map of a Rural Area

CAMPING

- 2. Have camped away from the Scout meeting place at least 15 nights as a Scout.**
- 3. Patrol Camp. Within the limits of your equipment:**
 - a. Plan and run an overnight Patrol camp away from the Scout meeting place, in which you train your Patrol in camp layout, setting up camp, proper storage of equipment and personal kit, making camp gadgets, camp and personal hygiene and camp programme;**
 - b. Plan and use a balanced menu for the camp, including baking a loaf of bread;**
 - c. Report back to the Court of Honour on training objectives achieved at the camp.**

- 2. Have camped away from the Scout meeting place at least 15 nights as a Scout.**

You should already have at least 10 nights from your Pathfinder and Adventurer levels so another 5 should be easy. Two patrol camps and overnight hikes will already give you four nights, and you should attend your troop camp which should be 5 to 10 nights, so you should make it without even trying.

- 3. Patrol Camp. Within the limits of your equipment:**
 - a. Plan and run an overnight Patrol camp away from the Scout meeting place, in which you train your Patrol in camp layout, setting up camp, proper storage of equipment and personal kit, making camp gadgets, camp and personal hygiene and camp programme.**

Planning leadership, and the efficient use of the available equipment for training younger Scouts are all-important factors of this section Your camp will be visited by a Scouter who will eat a meal with your patrol and evaluate the effort you have put in to making this camp a success and the standards achieved, taking into consideration the amount of resources available. Ten days before the camp you must submit a drawing of the planned layout of the campsite, the proposed programme, a list of equipment and other resources that will be taken, a menu, quantity list, budget and a list of training objectives that you wish to achieve during the camp.

You are required now to start training other Scouts in the skills of camping. So it's not a bad idea to check up that you're doing it right yourself. Younger Scouts will learn most by just watching you in action: they will remember what you **do**, not what you say. Don't give 'lessons' at camp. Just explain quietly why you're doing it that way while you get the job done.

Planning

Like anything in this world, the more carefully you plan ahead, the better it is likely to turn out. You want time at camp to enjoy life, so do the planning now. Start by chatting it over with your Scouter and checking that the necessary permits have been obtained. What about transport? Does your Troop have a transport committee, or do you need to ask for help from your Patrol parents? You may also need to talk with the owner of the site to know any local requirements or problems.

Can you light fires? If so, what's the wood supply? Drinking water? Nearest phone in case of emergency? Latrines?

Each Scout should know his own *personal* kit – see Pathfinder Section 12 – but give them a list all the same. It's your job (perhaps with your Patrol quartermaster) to check your Patrol equipment.

Patrol kit list

- Sleeping tent – with its complete set of poles, pegs, guys, mallet
- Store tent, if possible – otherwise sufficient boxes or containers, screening for latrines, with poles, guys and pegs
- Spade and/or trenching tool
- Toilet paper
- Lamps – with repair kit and spare
- Hand-axe (and felling-axe if required), bow saw
- First Aid box – checked and refilled where needed
- Flag – perhaps with flagpole and halyards
- Cheesecloth – for making a larder
- Matches, candles, washing soap
- Tabletop
- Washbowl, large dixie (or urn) for hot water, two medium cooking pots (billies), two small cooking pots (billies), frying pan
- Water container (plastic) with lid, fire grid, milk jug
- Cooking utensils – tin opener, large knife, egg lifter, wooden spoon, ladle, etc. (as menu may require)
- Dishcloths, Broom
- Games box, ropes – and string to mark out cooking area



You are unlikely to need all of that! Make out your list according to what you plan to do at camp. For example, if you plan to build a bridge, you're going to need plenty of rope; if you're in the middle of the Karoo, you may not need any – though an extra canvas and some poles to create extra shade might be wonderful.

Campsite layout

Look back at the suggestions provided in this book for Adventurer 11. There's no point in repeating them all again here. Have your camp plan in mind, so you can tell the Patrol where the tent and the fire are to go soon after arrival. Safety is your main concern: think about the prevailing wind, and what might happen after heavy rain in the area.

Have a general explore as soon as you arrive, then get the main items up —like the tents – before your Scouts unpack any personal kit. Think back to your own first camp. What worried you most? Probably where the latrines were, and why you had to do all the dull jobs. Be helpful and fair!

Wiser to give different people (in pairs) responsibility for different jobs – all of which you will have planned beforehand anyway, so they know what to do.

Programme of activities

Every camp should have a purpose. Don't ever go to camp and then 'joll about' wondering what to do. Equally, don't let your planned programme rule your life if something interesting turns up. Every camp should have: fun time/ training time/ relaxing time. (And a secret plan in case of bad weather.)

Hygiene

Make it something your Patrol is proud of. All of you wash each morning! Latrines sensibly used. No cooks with dirty hands. No tops left off food containers. All cooking pots and cutlery properly washed in hot water.

Your reward will be a healthy camp with no danger of constipation, disease or food poisoning.

Running the camp

Don't do everything yourself! But, at the same time, don't expect everyone else to do it for you!

That's teamwork in a nutshell. "Would you come and help here?" works far better than "Go and do that there". All the same, trust a Scout to do a job and he usually gets it done. If you get a moment to sit and think, ask yourself this question: "Is everyone at this camp enjoying it? If not, why not?"

EXAMPLE OF A PIONEERING DAY

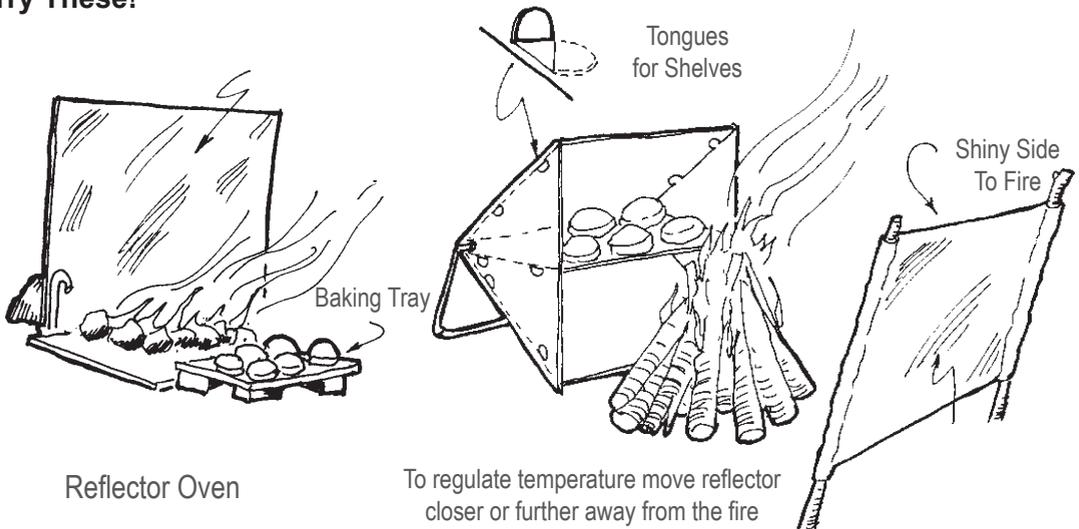
06h30 Rise shine	Pioneering activity	Afternoon
PT	Teaching and doing	Washing up
Wash	Lashings	Quiet time
Prepare breakfast	Ends with trestles and	Build signalling tower
BREAKFAST	Trestle race	Use it!
Washing up	Snack	Prepare supper
Tidy site	Swim	1700 SUPPER
Inspection	Sort equipment and plan for	Evening wide game
Flag break	afternoon activity	Free time – Wash
Prayers	Prepare lunch	Prepare for bed
Notices	13h00 LUNCH	22h00 Lights out

Spare a thought for anyone –and any animal – that lives within earshot of your camp. This is *their* home ground. You are the visitors. There is such a thing as noise pollution. So make “Lights out” mean “No noise” as well.

Fireplaces

Time to experiment with some new style of fireplace? (Instead of the hole-in-the-ground type you’ve been using too often.)

Try These!

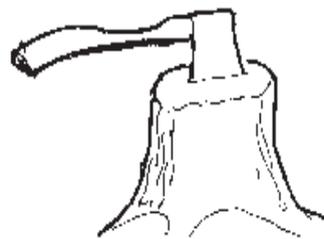


Reflector Oven

Make from thin aluminium or galvanised iron sheet (first make full-sized cardboard model as a pattern)

Axes and Saws

- The axe man must wear stout shoes.
- Spectators at least two axe lengths away.
- Chop on a chopping block (log), not on the ground
- Mask the axe or put it in its cover after use.
- No axe is safe to use unless it is sharp. That may sound crazy! Think about it.



Axe Masked in Stump

A saw is actually far quicker and easier, but as an axe is so much more fun to use, make sure that your Patrol uses them sensibly. When you're sawing, you can stop halfway through a finger that's not so easy with an axe. Clear the ground where an axe is to be used. No overhanging branches, and nobody wandering through.

At the end

Baden-Powell's advice on this was quite clear. "Remember the only two things you leave behind you ... 1. Nothing & 2. Your thanks".

Though you may check every bush and blade of grass that *nothing* remains, you still leave something behind every time – your Patrol's reputation. Will you – and other Scouts – be welcomed back?

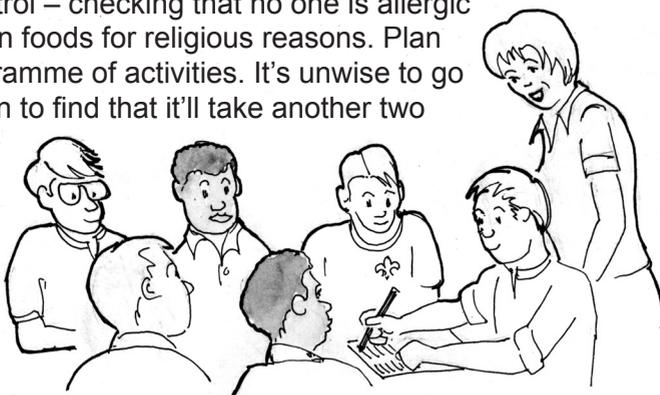
And *your thanks* will be due to several people: to the owner of the campsite, to the adults who helped you plan and transport the camp, and to God. Some Scouts make a point of saying a quiet "thank you" prayer before they leave any campsite. That's not a bad idea.

3b. Plan and use a balanced menu for the camp, including baking a loaf of bread.

Catering

Work out your menu with your Patrol – checking that no one is allergic to anything or unable to eat certain foods for religious reasons. Plan the menu together with your programme of activities. It's unwise to go out hiking for four hours and return to find that it'll take another two hours to cook the supper!

List everything needed for each piece of cooking. For example, eggs and coffee for breakfast will also need cooking oil and salt (and bread?) as well as sugar and milk. Mums are quite useful people to give advice on quantities.



Work out your Menu with your Patrol

A Sample Menu

Supper

Sausages (1 or 2 each?) + tomato sauce

Mashed potatoes (allow 2 per person)

Bread and butter (how many slices each?)

Tea (with milk and sugar)

Fruit (what's in season and cheapest and won't get squashed?)

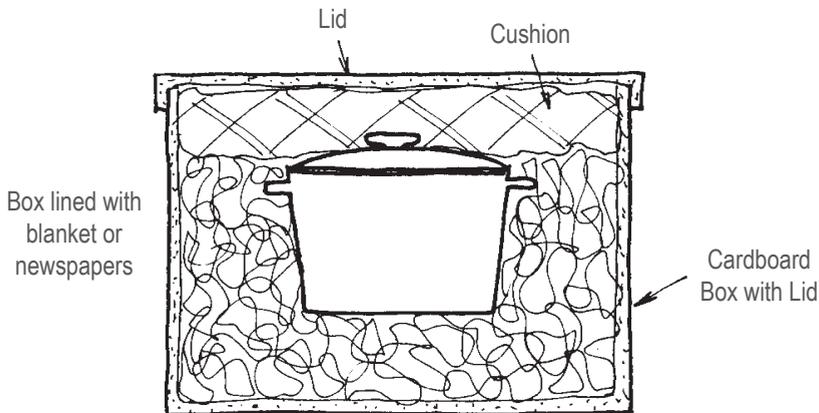
Breakfast

Porridge (cooked in haybox overnight?)

Tea or coffee (always start the day with a hot drink)

Egg on fried bread (don't forget the salt)

More bread, with jam, for anyone still starving



Side View of A Haybox

Lunch

Hot dogs – easy to cook. Heat frankfurters in boiling water; slice rolls and butter them; perhaps fried onions?

Fresh fruit

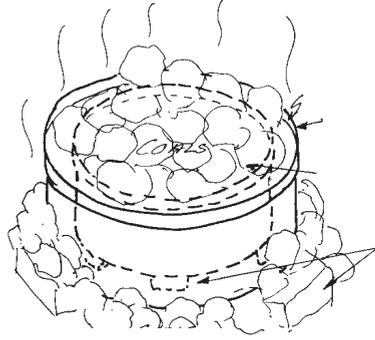
Mug of tea or coffee

Allow one luxury item per person only, but no sweets with wrappers!

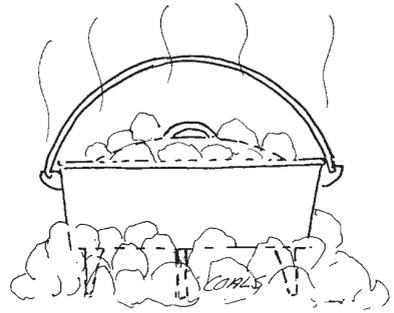
Costing it out

Someone then goes to the supermarket and checks prices on everything. You work out your total cost (according to how many are going), add anything needed for transport, add a little in case of emergencies, double-check with your Scouter, and then tell your Patrol how much each has to pay. If there's anything over (as there should be) refund it afterwards.

To make a loaf of bread you will require a "Dutch Oven" or you need to make an oven out of a large tin or earthenware pot which you put in the fire and pile the coals over the top.

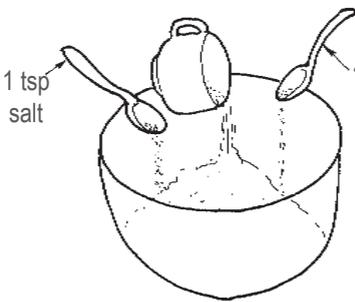


Make-shift Dutch Oven

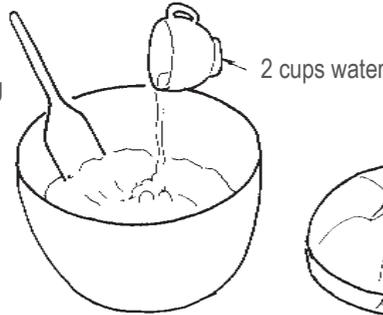


Traditional Dutch Oven

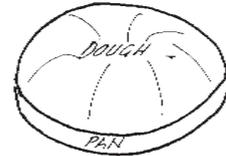
If you have the time, a nice loaf of bread can be made in a clay oven. Make a large fire inside the oven and then when it's really hot rake out the fire and seal the dough inside till cooked.



Sift together dry ingredients



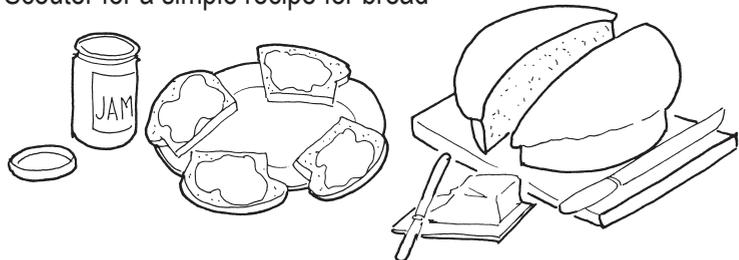
Add water and stir slowly until Dough is Formed



Place Dough into Greased Pan. Place into Dutch Oven

The basic recipe for bread is to put the bread flour in a bowl or billy then add a pinch or two of salt and a teaspoon of baking powder. Make a hole in the middle of the flour and slowly add water and stir till stiff dough is formed which does not stick to your hands. Knead well, and then with a little flour on your hands pat into shape and put into your preheated "Dutch Oven" or other type of camp oven and bake till golden brown (about 40 minutes). Do not let the bread touch the oven or it will burn. Place some stones under the bread to keep it off the bottom. There are many other simple recipes for breads that can be made in camp. Remember this is a proper loaf of bread not a damper or twist. Ask your mother or Scouter for a simple recipe for bread

using *baking powder* as the raising agent as it is easier to use than yeast. To change the flavour of the bread add a packet of dry onion soup or add bran or raisins.



Baking Powder Bread

3c. Report back to the Court of Honour on training objectives achieved at the camp.

After the camp you must report to the COH on which training objectives were achieved and how each Scout in camp benefited from this training. Notes, sketches photographs, or models showing training objectives achieved could support your verbal report. This report should cover the successes and failures and your reasons why you think the camp turned out as it did, and what could be done to improve future camps.

PIONEERING

- 4. Plan and run a programme of training activities for your Patrol involving pioneering projects to be built which are used in an enjoyable way to train your Scouts in the following:**
 - a. The six basic knots and the fisherman's knot;**
 - b. Sail maker's, West Country and simple whipping;**
 - c. Square, diagonal, round and shear lashings;**
 - d. Prussic knot, marlinspike, taut-line and rolling hitches.**

This activity is not just a pure pioneering exercise; it also involves the evaluation of your ability to plan, lead and impart knowledge to others, which is an important life skill. This should preferably be carried out while at your Patrol training camp (section 3) or another Patrol camp. If this is not possible then do it at a patrol meeting where you have full control and can teach the skills in a practical manner, using them in projects which can be used by the patrol. Your Scouter will assist you and will check the level of skills displayed by the Scouts who you instructed, and will examine the pioneering projects produced. The obstacles for the Explorer incidents could be constructed during this activity in consultation with the candidate who is running that activity.

The skills shouldn't be new to you, as you would have completed them as you climbed the ladder to First Class, and you should refer back to those activities and practice the skills well before embarking on this training exercise.

Advanced planning, making an action plan and gathering resources would be your responsibility. All the skills need not be taught at once, but could be spread over two or three sessions.

The first thing is to find out the training needs of your patrol. Who knows all the knots and could help you? Who has a basic idea and could be taught quickly and used to help others? Who has no idea and needs a lot of individual attention and practice?



The second thing is to set clear objectives of what you plan to achieve by the end of the training. Also note some guidelines for reaching those objectives.



The next is to list the resources you will need such as ropes for each participant, large ropes, staves, cord, etc.

Now make your action plan as to how you will carry out this training making it as practical as possible. Write out a programme for the training.

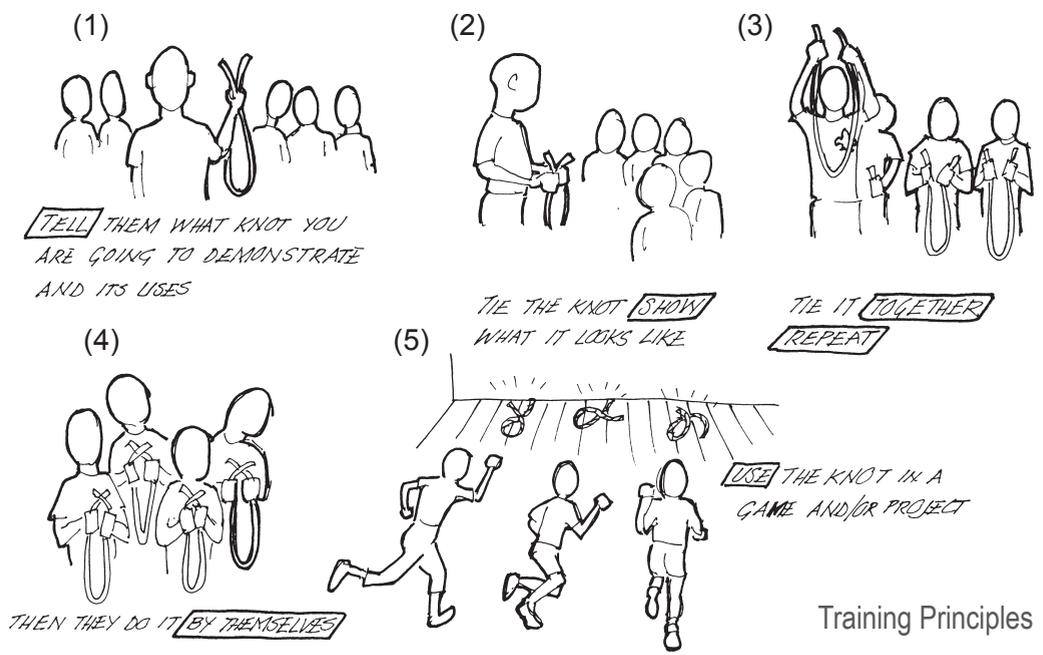


Advanced Planning

Do not forget to evaluate after each knot and at the end of each session to see if you have got the information over to everyone, and that they can not only tie the knots but also know how to use them effectively.

Start by stating which knot you are going to demonstrate and explaining its uses, then tie it and show the group what it looks like. Turn your back on the group and slowly tie the knot above your head while the participants try to copy you. (This lets them see your knot the same way round as theirs.) Do it once more then check who has got it right. Get those who can tie the knot to help those who cannot. You must give personal attention to the ones who don't know where to start.

Once everyone can tie the knot, use it in a project, for example if it was a prussic knot get everyone to climb a rope tied high up in a tree using the prussic knot. If it was a lashing make a trestle or flagpole where they all can see the lashing in use.



Training Principles

Have a chariot race using the trestle to add a bit of fun to the exercise, or build the obstacles required for the obstacle journey.

Remember as they are carrying out these tasks you have to see they are using the correct knots and tying them correctly. If not, you have to help them again.

Remember to arrange that your Scouter and Patrol Leader are there to evaluate how well you have taught your patrol these pioneering skills.

FIRST AID AND EMERGENCIES

- 5. Conduct a series of training events in which you train your Patrol in the prevention, signs, symptoms and treatment of the following:**
 - a. Hyperthermia**
 - b. Hypothermia**
 - c. Sunburn / sunstroke**
 - d. Dehydration**
- 6. Demonstrate how to rescue someone in distress and apply the necessary first aid for:**
 - a. Bleeding**
 - b. Fractures**
 - c. Sprains**
 - d. Cardiac arrest**
 - e. Burns**
 - f. Poison**
 - g. Choking**

- 5. Conduct a series of training events in which you train your Patrol in the prevention, signs, symptoms and treatment of the following:**
 - a. Hyperthermia**
 - b. Hypothermia**
 - c. Sunburn / sunstroke**
 - d. Dehydration**

This would be an ideal activity to include in your training camp or you could carry it out at a patrol camp or a few patrol meetings. Remember, it must be carried out as a practical demonstration of the treatment and not just a lecture.



Before you carry out this section you should request your Patrol Leader or Scouter to train you in the basic presentation skills such as writing an objective, making an action plan, gathering all the resources, making use of different media and getting 'audience participation'. The First Aid content should be presented in a practical way with more detail than expected at Adventurer level. Your audience should all be able to pass the Adventurer section 8 by the time the training events are complete. Reread section 4 of this level and the appropriate section of the Adventurer First Aid to refresh your memory.

You are going to be evaluated not only on your first aid knowledge but also on your planning and presentation. The Scouters will expect all your patrol to have the knowledge to pass this section of the First Aid at Adventurer level once you have completed the training sessions, so you need to evaluate their knowledge as you go along and repeat sections they do not understand.

Your objective is obvious:

By the end of your sessions your Patrol will have a good knowledge the diagnosis, prevention and treatment of Hypothermia, Hyperthermia, Sunburn and Sunstroke and will have reached the standard required for this activity at Adventurer level.

Your resources will include:

1. People: Yourself, your knowledge and your skill.
Your casualty person for demonstrations.
Your audience and their participation.
2. Possible Visual Aids: Charts, posters, flash cards, flip chart.
3. Equipment: First Aid and survival kit and blankets.
4. Venue: Seating, table, shade, weather protection if required.
5. Time: Have a dummy run, then allocate time and add 20%.

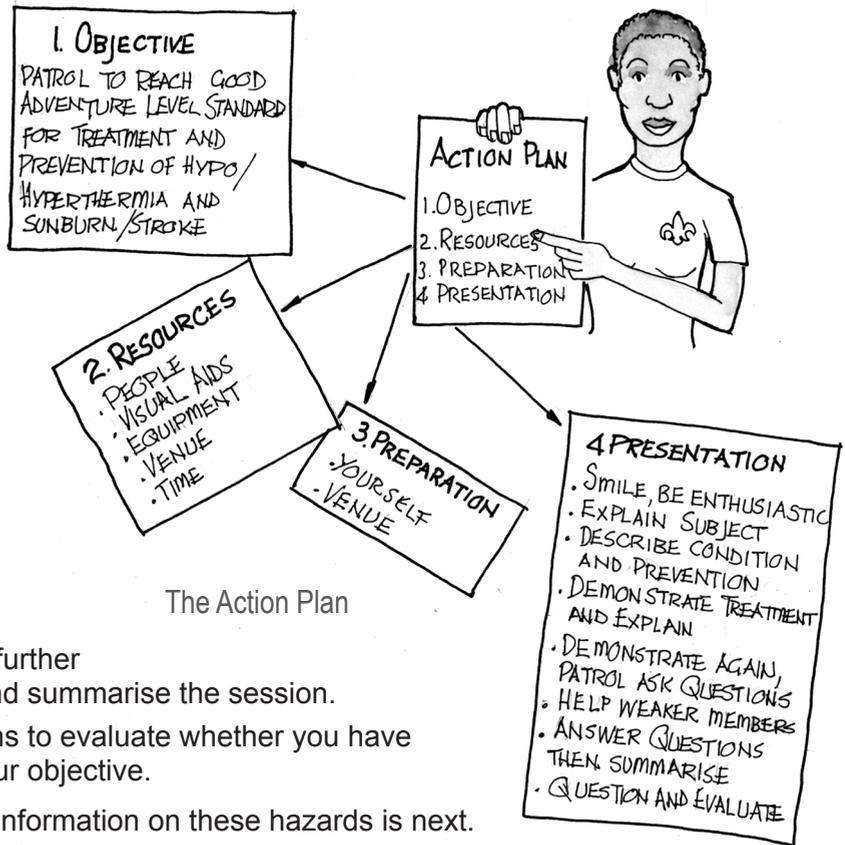
Your Action Plan should include:

1. Checking your objectives.
2. Collecting your resources (make, buy, borrow).
3. Preparation of yourself and the venue.
4. Complete a presentation plan. (How will you present the information? When will you use the props?)

Your Presentation should follow a pattern such as:

1. Smile at your audience and show enthusiasm.
2. Explain what you are going to teach.
3. Describe the condition and its prevention.
4. Demonstrate the treatment and explain your method.
5. Demonstrate again and let the patrol ask questions.
6. Let them try and help those who do not succeed.





7. Respond to further questions and summarise the session.
8. Ask questions to evaluate whether you have achieved your objective.

Some additional information on these hazards is next.

5a. Heat exhaustion (hyperthermia)

This is caused by excessive sweating and thus dehydration. The casualty has lost fluid through the sweating and the circulation is affected because the blood flows away from the major organs and pools in the blood vessels just below the skin to increase cooling and this could produce shock. On a hike you will always sweat more than usual. To avoid dehydration, you must drink water from time to time, even though you may not be thirsty. During a hot hike you need about *half a litre of water an hour*. (Additional salt is not required.)

The main symptoms are faintness, dizziness, blurred vision, headaches or cramps. The pupils of the eyes are dilated (i.e. larger than normal) and there is excessive sweating. There may also be signs of shock including: cold clammy skin, weak and rapid pulse, rapid shallow breathing, vomiting and unconsciousness. The person feels ill and cold, and complains of weakness and dizziness. Often they have a severe headache. They may be ashen pale, and their skin cold and clammy. A person who has collapsed and is sweating freely almost certainly is suffering from heat exhaustion.

(There may be heat cramps and heavy sweating before actual heat exhaustion sets in. Move the person into the shade. Give as much water as they will take, or if available give rehydrate. Reassure the person. If the cramps do not subside, get medical help.)

The person suffering from heat exhaustion must be moved to a cool, shady area as soon as possible and allowed to rest. Make them lie down with legs and feet lifted. Remove excess clothing and loosen clothing at the neck and waist. If they are conscious, give plenty of cool water to drink. They should not be exposed to heat again the same day. If they do not show signs of recovery in 30 minutes then remove to medical help.

Training and fitness can reduce the danger of heat exhaustion. Take swims on the trail whenever you can (provided there is no bilharzia danger) and take frequent rests.

5b. Exposure (or hypothermia)

This is caused by insufficient protection against wind, cold and rain. Together these three factors are deadly. That means they can kill.

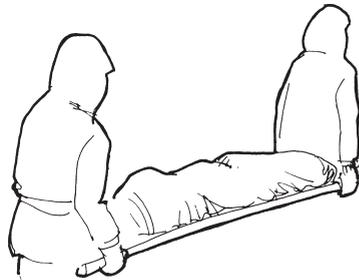
If one or more of your party starts falling behind, stumbling or speaking with a slight slur, these are all symptoms. They may start shivering or begin to talk incoherently. If they collapse, the problem is a serious one.

Call a halt and move the person or people out of the wind. Try to erect a shelter and if possible help them to put on dry clothes. Cover their hands and head, and give them something warm to drink (but no alcohol). Use an emergency (space) blanket or a dry sleeping bag for protection. Don't put your patients into cold sleeping bags; they are not generating enough body heat to warm them. Pre-warm them by someone else getting into them first in underclothes and moving around a lot.

When warmth and dryness seem in short supply, huddle close together using each other's body heat. If any of the casualties become unconscious, go on keeping them as warm as possible and call for medical assistance.

Temperatures drop increasingly at greater heights. Use rucksacks, plastic sheeting, to create





windbreaks if rocks or caves are not available. If it becomes very cold, place the casualties' feet inside their rucksacks (while in their sleeping bags) and place their hands under their armpits.

SIGNS OF HYPOTHERMIA

SIGN	MILD	MODERATE	SEVERE
Pulse	Normal	Slow & weak	Weak, irregular or absent
Breathing	Normal	Slow & shallow	Slow or absent
Appearance	Shivering, slurred speech	Shivering violently or stopped, clumsy, stumbling, pupils dilated, skin bluish	Shivering has stopped
Mental State	Conscious but withdrawn or disinterested	Confused, sleepy, irrational	unconscious

5c. Sunstroke or Heatstroke

This is different and far more serious than heat exhaustion. This is a life-threatening condition where the body temperature rises far above normal. The danger lies in the excessively high temperature, which should be lowered as soon as possible. It is caused by prolonged exposure in a hot, humid and perhaps badly ventilated environment. Sunburn combined with dehydration causes a sudden rise in body temperature, often made worse when the person is unfit or overweight. Elderly people and those in poor health are more likely to suffer from heatstroke, but it does occur in fit young people as well. In “classic heatstroke” the body’s temperature control mechanism fails, sweating stops and the body temperature rises very rapidly. In “exertional heatstroke” the body temperature rises rapidly due to heavy physical exertion in high temperatures, even though sweating continues.

The temperature quickly rises to over 40°C. (Normal body temperature is 37°C. Three degrees above that doesn’t sound much, but it is dangerous!) The victims will be flushed and the skin hot. They may be dizzy, feeling sick, rigid and eventually unconscious. The pulse is rapid and full, but get weaker in the later stages. Breathing is noisy and the skin is flushed, hot and dry in classic heatstroke and flushed, hot and sweaty in exertional heatstroke. The casualty will be restless or aggressive and may complain of headaches, fatigue, dizziness and nausea. Then vomiting, convulsions and unconsciousness.

Remember, in heat exhaustion the skin is moist and cold while in heatstroke the skin is always hot and flushed but can be moist or dry.

They must be moved into shade as soon as possible, and their clothing removed to expose the body to air. Small drinks of water can be given if conscious, but no stimulants (alcohol) and no salt. If there is enough water, sprinkle it lightly over the casualty’s body, sponge down, cover with a wet sheet or immerse in cold water. Create a cooling draught by fanning with a shirt or towel. When the skin feels cool cover them with a dry sheet and if conscious put in the “shock position” otherwise in the recovery position. Monitor the casualty and if the temperature begins to rise repeat the treatment. Apply mouth-to-mouth resuscitation if breathing stops. Get medical help as soon as possible.

5d. Dehydration

Dehydration occurs when fluid is lost from the body due to excessive sweating, burns, bleeding or illness. This needs to be replaced as soon as possible, but again “prevention is better than cure”. It is better to see that everyone is hydrated during an activity by supplying plenty of fluids, rather than having to treat a collapsed casualty. Treat as for hyperthermia. It is important that the fluid is replaced as soon as possible and the best solution is a “rehydrate” which contains minerals and salts needed by the body to function normally. If this is not available, water should be given but if the casualty feels nauseous give it in small amounts or it will be lost by vomiting.



6. Demonstrate how to rescue someone in distress and apply the necessary first aid for:
 - a. Bleeding
 - b. Fractures
 - c. Sprains
 - d. Cardiac arrest
 - e. Burns
 - f. Poison
 - g. Choking

This activity should be carried out in the form of an incident hike where you lead your Patrol in rescuing and treating simulated casualties. This could be done during a Troop meeting but it would be better if your Scouter could arrange that it took place as part of a Troop or Patrol camp programme where it could be spread over a much longer time. The incidents should include water rescue, rescue from a smoke-filled room, a car, from heights or trapped by fallen boulders or rubble. You should know the various rescue techniques as well as the signs, symptoms and First Aid treatment. You must show good leadership abilities and be able to take charge of a situation, make decisions and carry them out. You must understand the need to assess the situation and check for hazards before putting the Patrol in danger. You must carry out the safety precautions when working with dangerous or life-threatening situations such as bleeding or the presence of other body fluids.

You must be competent, as poor First Aid could endanger your own as well as your assistants' and the casualty's life. Re-train in sections that you do not understand.

Here are some real life emergencies that might be simulated in this activity. Wouldn't it be wonderful if accidents never happened? We all hope that, but unfortunately they do happen – and mostly as a result of carelessness. You're in a hurry to get a meal ready – you knock over the frying pan, the fat catches alight, and the kitchen is on fire. You're in a hurry to get home – you accept a lift from a stranger, you are taken away, perhaps molested.

“Be Prepared” is the Scout Motto. If you are prepared, every accident may be prevented.

The first rule in any emergency is **DO NOT PANIC.**

Panic only creates more panic, and more people get hurt.

Stand still and do nothing, while you sum up the situation.

Don't rush in to a dangerous situation and add to the number of victims.



Don't Panic!

General Emergency Procedure

1. Do nothing. Assess the situation.
2. Decide if it is safe to proceed.
3. Make an action plan.
4. Help (if you know how) to attend to breathing, bleeding and shock.
5. Telephone or call for help. (You have learnt to attend to a patient with breathing difficulties in Pathfinder.)



1. Assess the Situation



2. Make An Action Plan



3. Help



4. Call For Help

Fire

Wherever it is, check first whether you and your mates can put it out and whether it is safe for you to do so. The quicker you assess things and jump into action, the more chance you have of putting out the fire. Use branches or brooms as beaters. Wear shoes, and cover your arms as protection against flying sparks.

Remember your safety and that of your patrol.

Summon the fire brigade

When you phone the Fire Brigade, the person on duty will ask for your name and address and your parents' telephone number. Be prepared to give this information.



In a house: Check that it is safe for you to enter. If the fire is out of control or the house is filled with choking smoke, leave it for the professionals to deal with (they will have protective clothing and breathing apparatus – you don't!) but if it is small then shut doors and windows to prevent draught, and cut off the supply of air to the flames. Check in each room for any injured or unconscious person. Tie a wet handkerchief or your shirt (wet) over your mouth to act as a filter against smoke and fumes. In thick smoke, keep flat on the floor as you investigate – and rescue anyone.

If a person's clothing has caught fire (and nylon burns very easily) force them to lie down and roll their body in a blanket, carpet or curtain to extinguish the flames.



In the veld: Check the wind direction to see the likely path of the fire. Collect beaters (properly clothed) in a line and beat upwind of the burning area to prevent it spreading, using green branches or wet towels, etc. If a hose or water is available, think first of what is not burning and might catch fire next, and soak that first. Beware of burning trees, which can fall and trap you. **Remember, safety first.**



Fireman's Drag

The **Fireman's Drag** method is an exhausting but safe method of dragging a heavier body. Bind the victim's wrists together with your Scout scarf, a handkerchief, belt or long sock. Straddle the victim on all fours and put your head under his wrists. You can then drag him along a little at a time. In a smoke-filled room, this has the advantage of keeping both your heads near the floor where the air is purer. This can be practised as a relay race or Patrol game.

If your patient is conscious (and you hope he is), you can give a **Walking Assist**. Take one of his arms across your shoulder and hold on to the wrist. Place your free arm round his waist, taking a good grip on the belt of his trousers. This is a good way of helping someone with a sprained ankle.

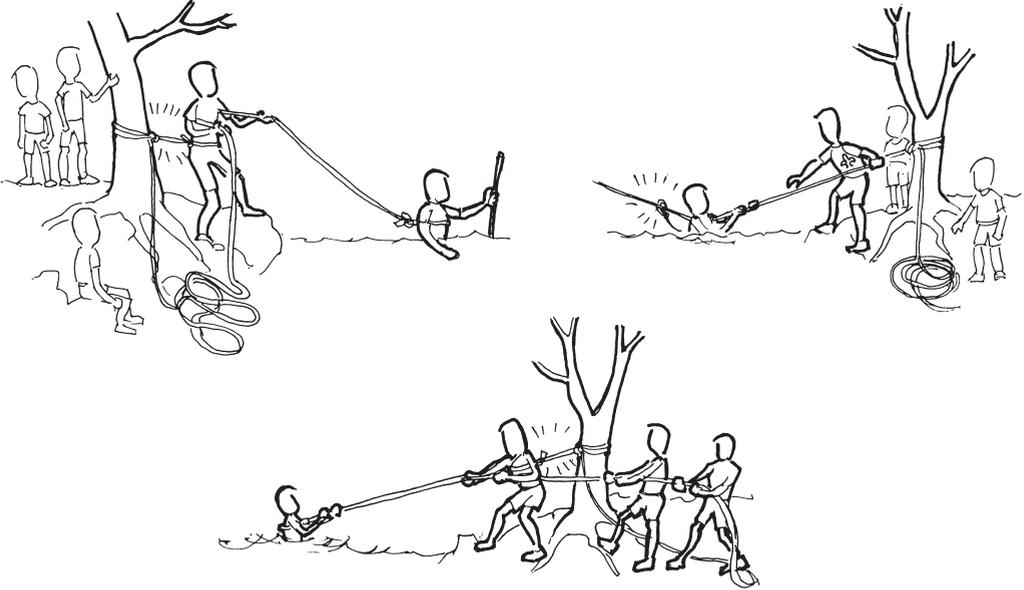


Walking Assist



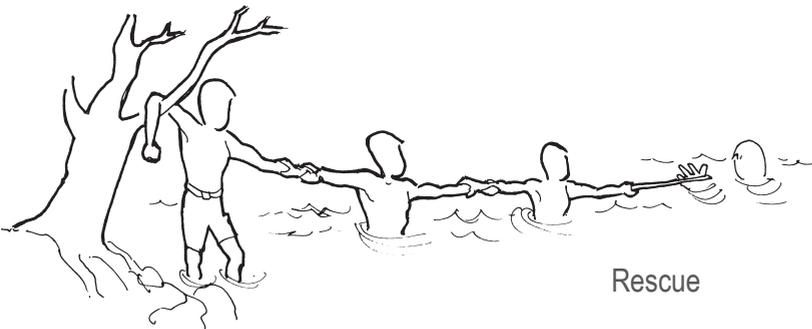
Flood

Do not try to do anything on your own. Flooding water has a greater power than you can imagine. In shallow water, you may be able to help rescue objects of value. Beware of people intent on looting. In deeper water, form a chain (gripping wrist to wrist, not hand to hand – or else roped together) to help someone in trouble.



Crossing A Flooded River

Flooding rivers are extremely dangerous to cross. A decision to do so should not be taken lightly. To cross a flooded or swollen river, work as a team. Anchor a rope to a tree or other firm point near the bank. The leader wades/swims across with the rope looped under his armpits, and fastens his end to a strong point on the other side of the river. Subsequent team-members hitch themselves to the fixed line with a loop of rope round them and the line.



Rescue

The last person ties himself to the main rope and is helped across by the others. You can practice this in a swimming pool.



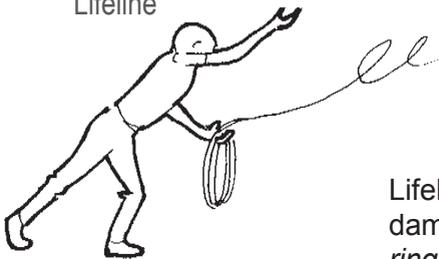
When flood waters subside, beware of broken glass and hidden dangers under the mud. The greatest danger is often that of infection, from broken sewerage pipes and drains. Boil any water used for drinking, cooking or washing – for at least 5 minutes. If in doubt use water purification tablets.

Not all lifesaving concerns people in the water. But when such accidents do occur, NEVER try to attempt a rescue by swimming if you can do it a safer way. Reach the person with a pole, a branch or a helping hand. Throw a life ring or a lifeline. Row out with a boat of some sort. Only if all else fails, do you start swimming – **but only if you are a strong swimmer yourself.**

Remember: REACH-THROW-ROW-GO AND TOW.



Throwing A
Lifeline

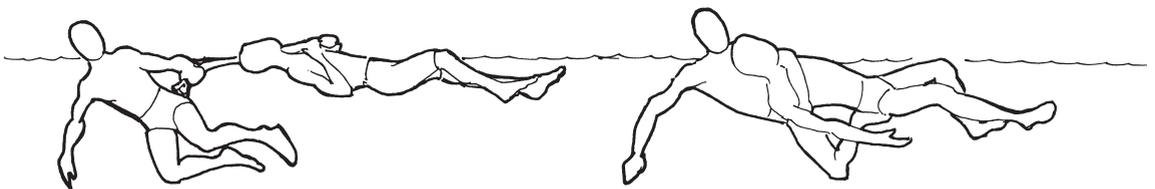


A **lifeline** is a length of rope that can be thrown to someone who is in difficulty, from the shore or from a boat. One end of the rope should have a heavy knot (like a monkey's fist) to make it throw further. Never weight a lifeline with a stone, as this could be very dangerous. Before you throw, fasten the standing end to yourself or a firmly fixed object.

Practice. Take a light, flexible rope about 30 m long. Place two markers one metre apart and pace out a distance of 12 m. Practice throwing the rope to land between the two markers. You should aim to succeed three times out of five. If you are a Sea Scout, you will be expected to throw a lifeline or heaving line accurately while standing in a moving boat.

Lifelines are often displayed on public beaches, and on dams and river banks. These lines will be tied to a *life ring*. Throw it in the same manner.

Beware of the person who is in trouble grabbing you in a panic – because then you're *both* in trouble. Even a young child can drown you, if you allow yourself to be grabbed. Reassure the person by talking calmly. If they are co-operative, let them grab one end of a towel or shirt. Pull them, swimming backwards. If – and only if – you are a strong swimmer, stay behind the victim in the water and tow him by pulling with one hand on his collar. Your legs kick as you would doing backstroke. If he is in a bathing costume, then have one hand under his armpit. This needs practice – and, as with all lifesaving techniques is best learnt from a competent instructor. You can't learn it from a book.



Mouth-to-mouth resuscitation

You learned this basic skill as part of your Pathfinder Badge. By now you're expected to be better at it. It may be needed in rescue operations: victims rescued from fire and near drowning will almost certainly need some form of artificial respiration. So may victims of bee stings or snakebite.

Car/boat/air accident

Any vehicle with an engine presents an immediate danger of a petrol explosion. Never use a water hose, as water only disperses petrol – it does not put out the flames. If petrol is leaking out, cover it with dry sand and make sure that no one is smoking or lights a match.

Do not move any injured person if there is a possibility of an internal or spinal injury (broken bones, damage to lung, stomach, heart, etc). By moving him, you may increase the injury and the pain.

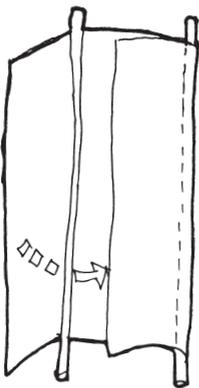
Bomb

Parcels left in waste bins or at prominent points may contain bombs (or explosive devices). Do not touch them. **SUMMON THE POLICE** or any security guard in the area.

If there has been an explosion, check to see if there is any First Aid which you can administer. If not – provided help has been summoned – leave the scene of the explosion. Don't stand around gaping and getting in the way. In any case, there might be a deliberate second explosion.

You may be asked to transport a casualty by the most suitable method to get away from danger or further injury or to get them to medical help.

Transporting an injured person



Blanket folded over Poles

First, if you suspect internal injuries, don't move the victim at all – unless circumstances make it essential. You need to see what materials are available to make a stretcher. Two Scout staves would make excellent poles: perhaps there might be branches you could cut and trim, or tent poles, lengths of pipe, or oars. Loop belts together, or put the poles through the sleeves of shirts pulled inside out so the sleeves are inside the shirt, which remains buttoned. Or use blankets, groundsheets, strong sacks or heavy plastic farm bags with holes cut for the poles.

You may have to carry the victim. A *four-handed seat* makes a secure chair, especially if the victim is conscious and can hang on with an arm around each neck. Each carrier grasps



Four-handed Grip

their own left wrist with their right hand; then you join forces. This makes a good game as a relay race.

If you are on your own, and the unconscious victim is smaller and lighter than you, you may be able to use a *fireman's lift*. This places his body squarely across your shoulders, and leaves you with one hand free to climb with, push branches away, open doors, etc.



Four-handed Seat

Lifting an unconscious body is the hard part. Stand in front of him and raise your patient to his knees, then to his feet. Grasp his right wrist with your left hand. Duck your head under his right arm. Allow his weight to fall evenly across your shoulders. Then, only when he is balanced evenly, pass your right hand between (or around) his legs, reach across and grab his right wrist where it hangs from your left shoulder. Now stand up. That's not easy! (Make sure his weight is balanced evenly.) Once you're upright, it's not difficult to walk.



(1)



(2)



(3)

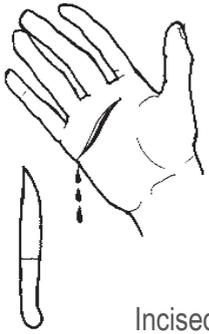
Fireman's Lift

Practice this as a Patrol game, but only with someone lighter than you.

6a. Bleeding

Both external and internal bleeding should be covered. You must know how to control external bleeding by elevation, direct pressure and a pad and bandage, and know the dangers of the use of a tourniquet. Once again, the dangers to you and your team when dealing with blood and the use of gloves must be emphasized and demonstrated, even when the injury is a mock-up.

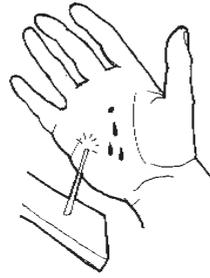
The smallest cut can bleed profusely. Don't be put off by the amount of blood there seems to be. There are four main types of wounds, which you are expected to know at this stage. They are: "Incised, Lacerated, Punctured and Contused".



Incised



Lacerated



Punctured



Contused (Bruise)

An open wound allows blood to escape and germs to enter. A closed wound (often visible as bruises or collections of blood under the skin) shows that blood is escaping from blood vessels inside the body but not through the skin. Other internal bleeding can only be detected by outward signs.

Minor wounds require cleaning and treatment to prevent infection while serious bleeding is life threatening and must be stemmed as soon as possible and the cleaning can be carried out later by the doctor. Remember, blood could contain the Aids or Hepatitis B virus, and therefore gloves must be worn when dealing with any wound or other injury where body fluid is present.

Treatment of Minor wounds

Expose the wound and check for “foreign bodies” (grit, splinters of glass, dirt). Remove them if possible. Apply direct pressure to control the bleeding by pressing with your gloved fingers or palm of your hand. If the wound is large, squeeze the edges together.

- If bleeding allows, always try to wash the wound, especially if you’re out hiking or camping.
- Place a sterile dressing over the wound, making sure it covers it completely.
- Press it down firmly and secure it with a bandage. (For a small cut, a small plaster may be sufficient.)
- If no suitable dressing is available, use a clean handkerchief folded as a pad and secured with a sock or a strip torn from a shirt.
- If necessary, remove the patient to hospital or a doctor.

NOTE: if you think it is likely that the cut will need stitches, do not apply any sort of antiseptic.

Treatment of Severe Bleeding

- a. Lay the patient in a comfortable position with the bleeding area elevated.
- b. Put on the latex gloves or if not available a plastic bag over each hand.
- c. Grip the bleeding area and apply direct pressure while preparing a dressing. If the casualty is conscious show them how to apply pressure to the wound.



- d. Send a bystander for help or to telephone for medical assistance.
- e. Place a dressing or pad over the wound and bandage firmly using a ring pad if there is anything protruding from the wound.
- f. Check circulation below the injury and compare it with the other side.
- g. If blood comes through apply another dressing on top and bandage over. Do not remove the first bandage.
- h. Keep the wound elevated and transport the casualty to hospital as soon as possible.
- i. Once the bleeding is under control check for other injuries and give ongoing casualty care and reassurance.

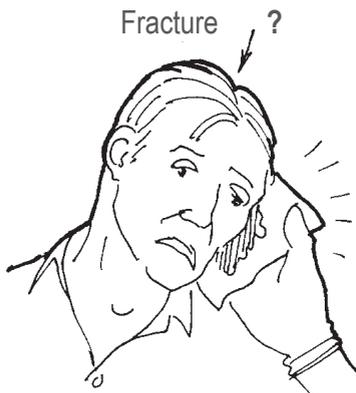
Internal bleeding

If the injury is from a severe blow to the body look for signs of internal bleeding.

Bleeding or straw-coloured fluid from the ear could indicate a fractured skull. Put a sterile dressing over the ear and if possible incline the casualty to the injured side, steady the head and monitor his/her breathing. Treat for shock.

Coughing up red frothy blood could indicate a lung injury, while blood that looks like coffee grounds comes from the stomach. If the casualty is conscious place him/her in the position best for the injuries, but if unconscious place in the recovery position, because vomiting may occur. Call for help, loosen tight clothing, keep the casualty at room temperature, speak reassuringly and do not give anything by mouth, but wet his/her lips, remove to hospital as soon as possible. Nosebleeds are normally not serious, but could be if associated with other injuries such as a fractured skull.

Sit the casualty with his/her head slightly forward and ask them to pinch their nose for 10 minutes. (Do not pinch if you suspect a fractured skull.) Loosen clothing around the neck and instruct the casualty to breathe through the mouth. Get medical help if the bleeding does not stop, or recurs.



Bleeding or Straw coloured Fluid From The Ear could indicate a Fractured Skull

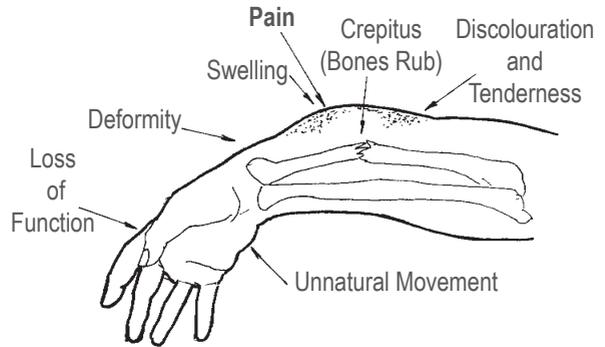


Coughing Up Red Frothy Blood could indicate Lung Injury. Blood that looks like Coffee Grounds comes from the Stomach

6b. Fractures

You should be able to demonstrate the treatment of fractures of the collarbone, upper and lower arm, hands and fingers, the lower leg and ankle. You must understand the dangers of moving a patient with a suspected back or neck injury and should also demonstrate how to handle this type of injury.

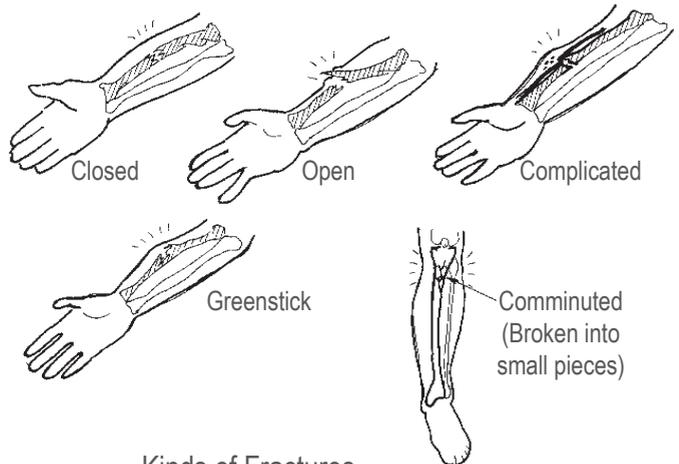
Fractures can be recognised by the presence of some or all of the following signs & symptoms: Irregularity, crepitus (this is the grating of broken bones), unnatural movement, pain, loss of function, swelling, deformity, discoloration and, tenderness. Shock will also be present. Fractures could be closed, open, comminuted, green stick or complicated.



Some Signs and Symptoms of Fractures

The general rule for the treatment of fractures is as follows: The objective of First Aid for fractures is to prevent further damage and reduce pain. Do not put the casualty through the discomfort of splinting if medical assistance is readily available. If not:

- Treat the casualty where he/she is found unless there is immediate danger in which case provide temporary support while moving them to safety.
- Slowly and steadily realign the fracture with gentle traction (pulling) to a position of natural alignment. Maintain this position by supporting the limb.
- Dress wounds to stop bleeding and prevent contamination. Protect protruding bones with a ring pad over the dressing.
- Immobilize the fracture to a padded splint or healthy limb.
- Raise and support the injured limb after immobilization to reduce the bleeding and swelling.
- Check for circulation beyond the bandage by comparing the temperature of the two feet or hands and taking the pulse at the wrist or ankle. Press on the nail and the pink colour should return within 3 seconds. If any of these fail loosen the bandages slightly and re-check.
- Monitor circulation below the fracture.
- Transport to medical aid.



Kinds of Fractures

Splinting helps:

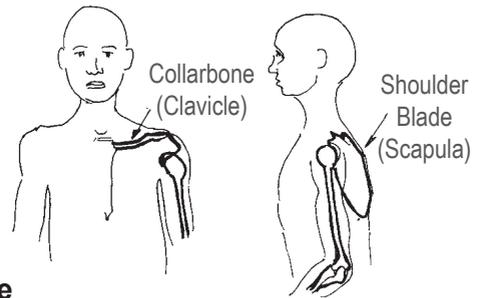
- prevent movement of the broken bones
- prevent further damage to soft tissues like nerves, the spinal cord and blood vessels
- prevent a closed fracture from becoming an open fracture
- prevent impaired circulation below the injury
- prevent excessive bleeding into the tissues at the fracture site
- reduce pain
- to make transporting the casualty easier

At this level you must be able to treat the following fractures:

Collarbone/shoulder blade fracture

Signs & symptoms

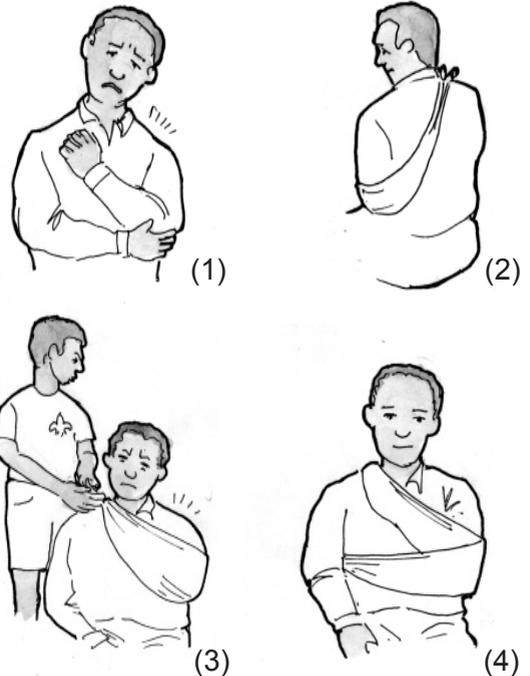
- pain at injury site
- swelling and deformity
- loss of function of the arm on the side of the injury
- casualty holds and protects the arm if he can, and may tilt the head to the injured **side**



The collarbone (clavicle) and shoulder blade (scapula) form and support the shoulder. These bones can be fractured by either direct force, like a blow to the shoulder, or by indirect force like falling on an outstretched hand.

Treatment

- Check circulation below the injury. If circulation is restricted, get medical help quickly.
- Place the arm in the position of most comfort. Apply a tubular sling.
- Secure the arm to the chest with a broad bandage to prevent movement.
- Check for the circulation below the injury and if it is impaired, and wasn't before, loosen the sling and bandage.
- With all fractures treat for shock without causing more pain to the casualty.
- Remove the person to medical help as gently as possible.



Upper Arm

- Secure the arm with a sling and two broad bandages.



Upper Arm

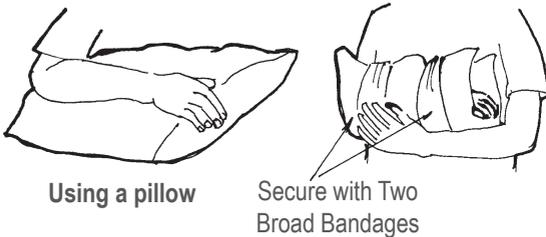
Lower Arm and Wrist

- Measure the splint against the uninjured arm to make sure it is the right size. Pad the splint for comfort and to support the fracture.
- Position the arm on the splint with as little movement as possible.
- Immobilise the forearm and wrist as shown below when you suspect the forearm or wrist is fractured, or the wrist is badly sprained.
- Examine the injury and decide the best position for splinting – this is usually in the position found. Have the casualty or a bystander steady and support the injured arm as you gather and prepare the supplies you will need.
- Put injured arm in a large arm sling with the hand slightly raised and fingers showing. Treat for shock.



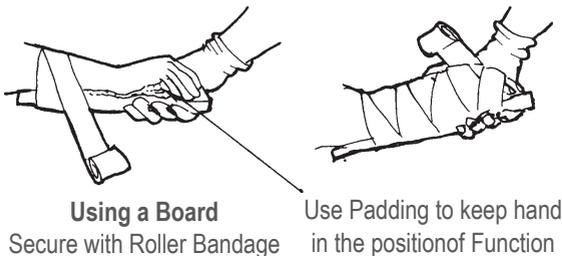
Lower Arm and Wrist

If only the hand is injured



Using a pillow

Secure with Two Broad Bandages



Using a Board

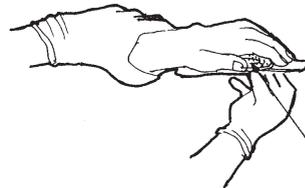
Secure with Roller Bandage

Use Padding to keep hand in the position of Function

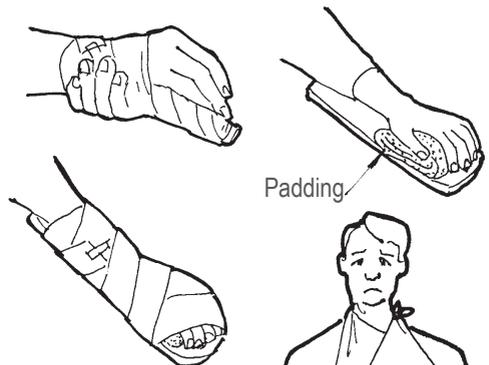


Leave Fingertips Visible to Check for Circulation

If only the finger or thumb is fractured

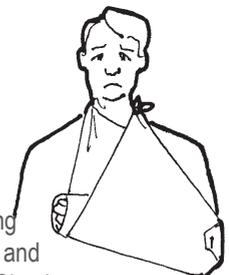


Finger: Use Padding to Support Finger in Position of Function



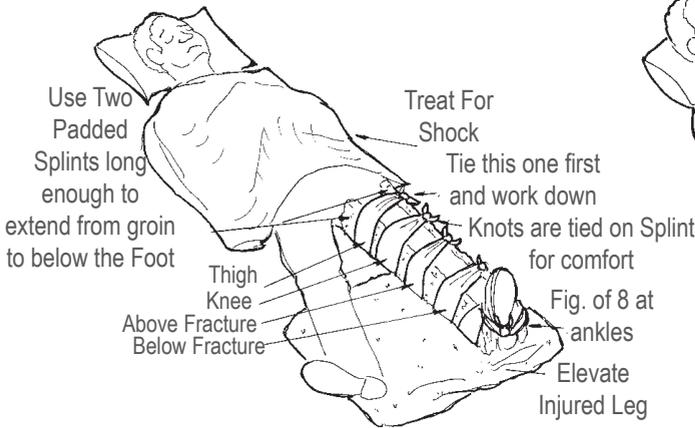
Padding

Put Injured Arm in Sling with hand slightly raised and fingers showing. Treat for Shock.

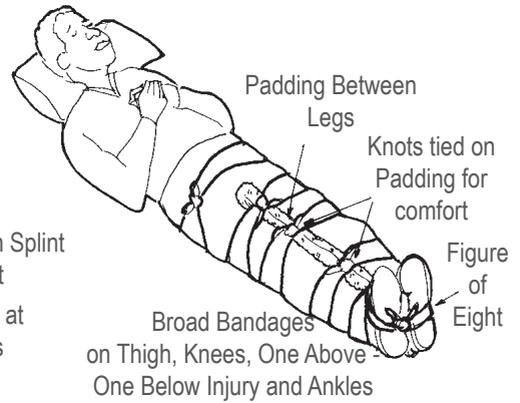


Lower leg

- Tie the bandages starting at the thigh (the stable end) and working down. The bandage at the ankles is tied as a figure-of-eight, to hold traction.
- Once the leg has been secured the person should be treated for shock.
- The limb can be slightly raised on a folded blanket or pillow.
- Remove to medical help.



Lower Leg (using splints)

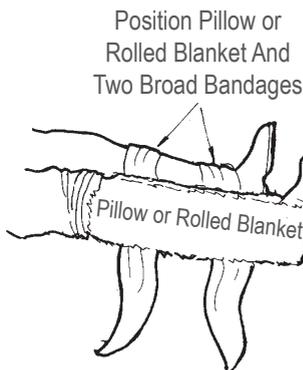


Lower Leg (using the sound leg as splint)

The Ankle

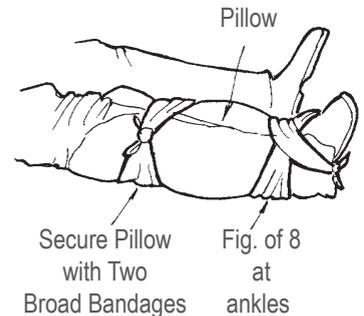
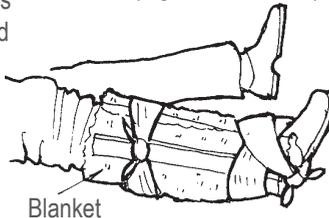
The ankle should be strapped or splinted whenever you suspect a sprain or a fracture. Loosen footwear to allow for swelling but do not remove it unless the fracture is open and you have to dress it. If the injury doesn't seem serious, or if the journey to medical help will be smooth, use a blanket splint or pillow splint to support the ankle, as shown below. If the fracture is serious or the journey rough, splint the ankle as for a broken lower leg.

Elevate the injured limb and apply cold. Check for circulation if the foot is bare. Check circulation below the injury. Give ongoing casualty care and get medical help.



Make sure Splint extends beyond ankle

Place Splint on either side of blanket and tie bandages (Fig. of 8 at ankles)



The Ankle

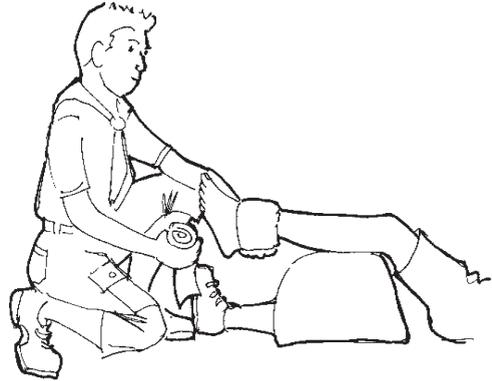


6c. Sprains

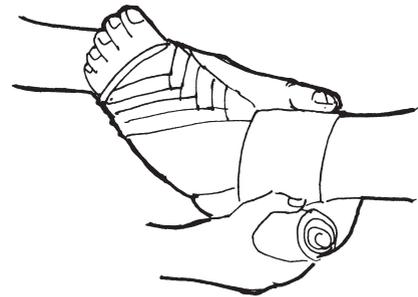
You should demonstrate how to treat a sprain and how to move the casualty using the 'hand seats' and 'human crutch' methods. This is a practical exercise which could be included in the obstacle hike.

A sprain is an injury (usually to a joint) where the ligaments and tissues are suddenly wrenched or torn. Some sprains are minor; others are linked with such extensive damage to the limb that they are difficult to distinguish from fractures. If in doubt, treat them as fractures.

A sprain can be recognised by the pain, swelling, bruise-discolouration, and inability to use the limb. If in doubt treat as a fracture. The most common sprains are at the ankle or wrist but an elbow can also be sprained. Treat it by applying a firm bandage (if the casualty will have to walk, e.g. on a hike, then bandage over the boot). Apply cold compress or ice packs elevate the limb if possible.



Rest and support the injured part in the most comfortable position you can arrange. Expose the joint and apply a cold compress (a cloth pad soaked in cold water) to reduce the swelling. If the ankle is sprained and skilled help is not available, do not remove the shoe. Pour cold water over the whole foot/sock/shoe.

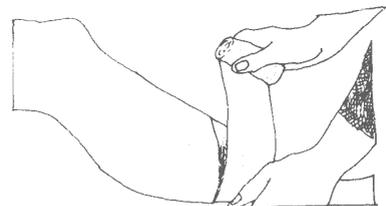


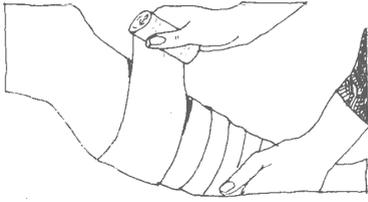
Bandage securely, but not too tightly, with a figure-of-eight bandage over the shoe if necessary. Get medical help if the sprain is serious.

Roller bandage

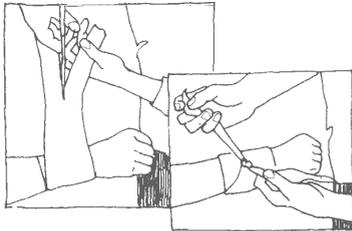
A crepe (i.e. stretchy) bandage may be used for treating sprains.

Start by making a firm turn to hold the bandage in position. In the case of an ankle make a figure-of-eight round the ankle and foot a few times until it holds the ankle firmly. Tie off or pin on the outside of the leg. If the casualty has to walk, bandage over the boot or shoe.





For a wrist, start as for the ankle but make a series of spiral turns, working up the limb a short way to give extra support to it. Each turn should cover 2/3 of the previous layer. Place the arm in a large arm sling.



Finish off by securing with a safety pin, or adhesive tape, or slit down the end of the bandage for about 15 cm, tie a knot at the split, wrap the ends round the limb and tie off with a reef knot. Apply a cold compress or ice to reduce the swelling. Repeatedly ask if the bandage is too tight, as the sprain will swell.

Advise the person to see a doctor to check the severity of the sprain.

In the case of a sprained elbow the arm must be immobilised against the body. If the elbow can be bent, place the arm on a large arm sling, pad between the elbow and chest and place a broad bandage around the upper arm and chest to limit the movement.

If the elbow cannot be bent, strap the arm to the body with two broad bandages, one above and one below the elbow, and transport as a stretcher case. Remember to check the circulation at the fingertips to see that the sprain or the bandages are not constricting the blood flow.

6d. Cardiopulmonary Resuscitation

Remember CPR must only be practised and demonstrated on a dummy and never on other people. You must demonstrate Cardiopulmonary Resuscitation alone and with the assistance of a second Scout, and understand when it is to be used and the variations by age of the casualty.

The sequential steps in performing one rescuer CPR are explained at Pathfinder Level. If two rescuers are available a similar method is used as follows:

1. Assess the responsiveness of the casualty.
2. Assess the breathing.
3. Call out for help.
4. If there is no breathing place casualty on his/her back on a firm surface.
5. Open the airway by 'head tilt-chin lift' manoeuvre.
6. Re-assess the breathing.
7. If there is no breathing, ventilate the lungs for 1 to 1.5 seconds then pause and repeat one more breath.
8. Assess the pulse at the carotid artery.
9. Send for help from the emergency services.



10. The second rescuer then begins 15 chest compressions to a depth of 4cm to 5cm at a rate of 80 to 100 per minute.
11. The first rescuer ventilates the lungs twice.
12. Repeat the 15 compressions and two ventilations four more times.
13. Re-assess pulse.
14. If there is still no pulse give two ventilations.
15. Continue compressions and ventilations in ratio 15:2.
16. Recheck the pulse every two minutes.
17. Continue until the casualty is handed over to medical help or they recover, in which case put them in the recovery position and monitor the breathing and pulse.

If either rescuer tires they can reverse positions or change to new rescuers. The one at the head says "Take over after the next two breaths", gives two more breaths and moves away. The new rescuer moves into position, checks the carotid pulse for 5 seconds, then if there is no pulse the compressor starts with fifteen compressions. The same applies for the change of the rescuer who is doing the compressions who must be ready to take over at the end of the ventilation.

Remember, don't stop CPR until either the casualty's pulse returns, another first aider takes over, medical help takes over or both rescuers are exhausted and cannot continue two-rescuer or one-rescuer CPR.

Compressor gives fifteen compressions and then pauses while the ventilator gives two breaths. Continue CPR in cycles of fifteen compressions and two ventilations. Reassess the carotid pulse and breathing every few minutes.

You might want to switch positions when giving two-rescuer CPR. The following switch-over method helps ensure that CPR is given continuously. Continue cycles of fifteen compressions and two ventilations, starting with compressions.



CPR Using Two Rescuers

Carry out preliminary steps then:

- If no breathing, give two breaths
- Check carotid – if no pulse, give 15 compressions
- Re-assess pulse and breathing every few minutes

To switch positions:

Ventilator moves opposite to compressor position after giving two breaths places hands over compressor's and gets into the same rhythm – compressor moves to blow two breaths after compression cycle carries on as before.

6e. Burns and Scalds

These are injuries caused by heat, which can come from hot surfaces, flames friction, chemicals, electricity, radiation or hot liquids. Burns caused by “wet” heat such as steam or hot liquids are called scalds. With mild burns and the first signs of sunburn, the skin gets red. These are called first-degree burns.

If blisters form, these are called second-degree burns. They are more serious because the blisters may break and turn into open wounds, allowing germs to enter and infection to start. When the skin is burnt away and the tissue is charred, it is called a third degree burn. First or second-degree burns, which are no larger than the size of the patient’s palm, may be treated at home or at camp. Larger or more severe burns will need proper medical attention. Remember the following rules.

DO NOT put adhesive dressings directly on the burn.

DO NOT apply lotions, ointment or fatty substances.

DO NOT break the blister or remove any loose skin.

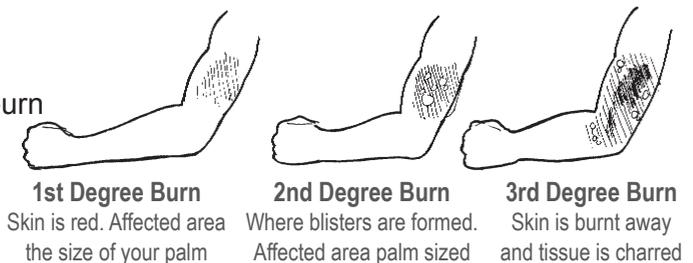
Burns HURT, so your patient will be suffering from shock to some extent. So treat for shock as well, depending obviously on the extent of the burn.



Blisters

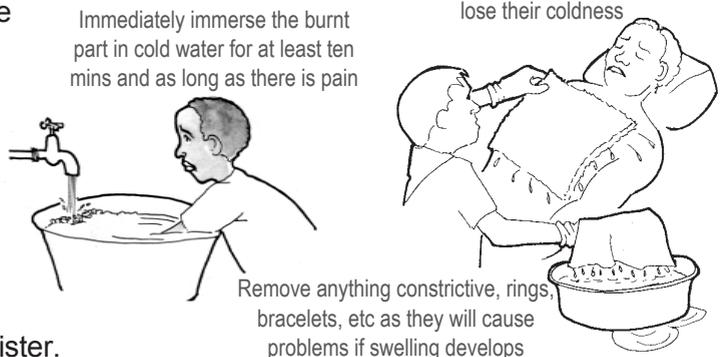
These are formed by a small burn or when there is too much friction. You may collect blisters using an axe, a bow saw or a spade, and when rowing or hiking. If you feel a blister forming on your hand or heel, put adhesive plasters over the area. It’s wise to “break in” a pair of new boots, doing a little walking at a time: don’t go off on a long hike in brand-new boots.

If a blister needs protection, apply a dry dressing large enough to cover the affected area. Keep it on until the fluid within the blister is absorbed. Once again, don’t break the blister.



1st Degree Burn Skin is red. Affected area the size of your palm
2nd Degree Burn Where blisters are formed. Affected area palm sized
3rd Degree Burn Skin is burnt away and tissue is charred

With chest and abdominal burns drench area with cold water and maintain this with wet cloths. Renew cloths as they lose their coldness

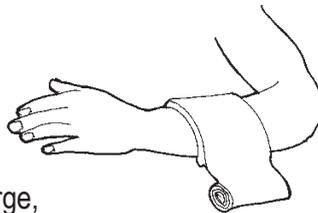


Immediately immerse the burnt part in cold water for at least ten mins and as long as there is pain

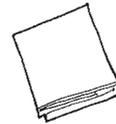
Remove anything constrictive, rings, bracelets, etc as they will cause problems if swelling develops

The general treatment is as follows:

- a. Remove the cause from the casualty or the casualty from the cause. In the case of chemical burns, brush off any dry powder then place under cold running water while removing any contaminated clothing. For electrical burns shut off the current or remove wires from the casualty with an insulated object. Assess breathing and circulation.
- b. Start CPR if necessary.
- c. Reassure the patient and place the injured part quickly under slowly running water, immerse in cold water or wrap it in wet towels filled with ice, for at least ten minutes. (Cold milk or cooldrink could be used instead.) By cooling the skin, you are reducing the pain, the swelling and contracting the blood vessels, which reduces blistering.
- d. Dress the area with clean (preferably sterile) non-fluffy material. Use a wound dressing, or a triangular bandage, or a clean white handkerchief.
Do not break blisters.
- e. Treat for shock.
- f. In minor burns water-soluble burn creams may be used.
- g. If the burns are deep or large, arrange for the casualty to get immediate medical attention. Do not apply creams.



Dress area with clean
non-fluffy material
Use a wound dressing,
clean triangular bandage
or white handkerchief
Treat for Shock
Get immediate
Medical Attention



How to put out burning clothes

Some modern fabrics melt and burn very easily. Without swift help, the result could be severe burns, shock and possible death.

Lay the victim down to prevent flames leaping up the body, and put out the burning clothing with water. If there's no water, wrap the victim tightly in a coat, curtain, blanket or carpet, which will starve the flames of oxygen and so put them out.

Be careful that you do not use nylon or other inflammable curtaining in your attempt to smother the flames. Don't "roll" your victim along the ground, as this could be painful and could cause other areas of clothing to catch alight.



6f. Poisoning

You should know the safety precautions to be taken to prevent poisoning such as: Keeping household products and medicines in their original containers to make them easy to identify and keeping them out of reach of children. Reading labels before use. Returning old unused medicines to the pharmacist for safe disposal. Destroying contaminated foods. Children should be warned about the dangers of poisonous plants, especially those found in the area.

You should also know the local Poisons Unit telephone number. This you will have to look up in your local phone directory.

Before treating cases of poisoning the following four facts should be known.



- What was taken?
- How much was taken?
- How was it taken?
- When was it taken?



(1) Ask the Casualty or Bystanders the 4 Questions



Treatment should not be delayed:

- Ask the casualty or any bystanders the four questions above.
- Contact the Poisons Unit and give them the facts.
- Follow the advice of the Poisons Unit and get the casualty to hospital as quickly as possible.

(2) Contact the **Poison's Unit** (The local number should be in your notebook and cellphone)

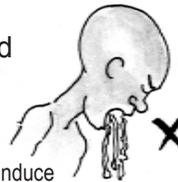


(3) Follow their instructions and get the Casualty to Hospital as quickly as possible. **Do Not Delay.**

4. If you are not able to communicate with the Poisons Unit proceed as follows:

- Swallowed poisons should not be diluted and never induce vomiting unless advised to do so by the Poisons Unit or doctor. Rinse out the mouth and put in the recovery position. Take to hospital keeping a check on the breathing all the time. Take any poisons or containers with you and hand to doctor.
- Inhaled poisons should be cleared from the lungs as soon as possible. Move casualty to fresh air and start mouth-to-mouth M CPR if required. Transport to hospital in the recovery position.

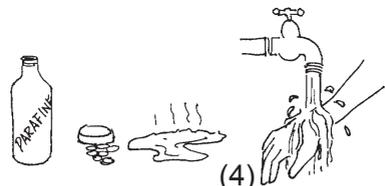
(1) Do Not dilute or induce Vomiting Unless advised by the Poison's Unit or a Doctor



(2) Rinse Mouth, Place in the Recovery Position



(3) Take the Casualty to Hospital, (In the Recovery Position) Also samples of vomit and poison allegedly taken. Keep close check on breathing



(4) Poisons on Skin must be removed by Flushing skin with water. Take along sample when Casualty taken to hospital

- c. Absorbable poisons such as insecticides or powdered chemicals must be removed from the skin, hair or finger nails, as soon as possible by flushing with large amounts of tepid water and then washing with soap and water. Transport to hospital in the recovery position. Take the remainder of the poison with the patient, so that it can be identified.
- d. Poisons injected by syringe, bites or stings should be kept near the injection site by keeping the casualty at rest and keeping the injection site at heart level to slow down absorption. Flush the site of the injection to get rid of any surface poison. Place in the recovery position and transport to hospital or a doctor depending on the severity. Take the syringe, the remains of the poison or the cause of the bite or sting with you to the doctor for identification if possible.

6g. Choking

Something stuck in the throat or blocking the air passage can stop breathing. This can cause unconsciousness and death within minutes.

A choking person will clutch their throat and cough and wheeze. The breathing could stop and the casualty falls to the floor unconscious. (They may be embarrassed and leave the group when choking. Follow them in case they collapse.) Assess the obstruction. If the casualty can speak encourage coughing. If a conscious person cannot speak, cough or breathe then call for help, give up to four thumps between the shoulder blades. If this is unsuccessful give the abdominal thrust, (*the Heimlich Manoeuvre*) or chest thrust in the case of pregnant women as follows:



Universal Choking Sign
Airway may be blocked by inhaled piece of food

Wrap your arms around their waist just below the ribs.

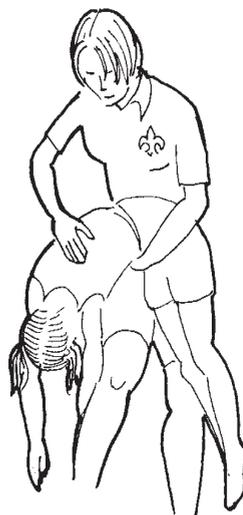
Make a fist with one hand and grasp it with the other hand.

Press your two clasped hands into the victim's abdomen below the breastbone with a quick and forceful upwards and inwards thrust. Repeat up to four times if necessary. This usually creates enough sudden pressure to dislodge the object that is causing the person to choke.

If the casualty becomes unconscious ease them to the floor on their back.

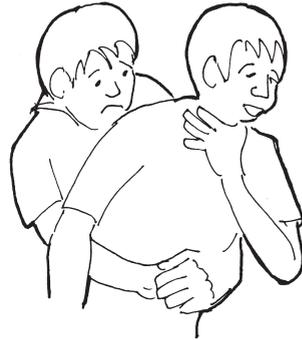


Stand behind the Casualty and Thump him between the shoulder blades - Up to four times



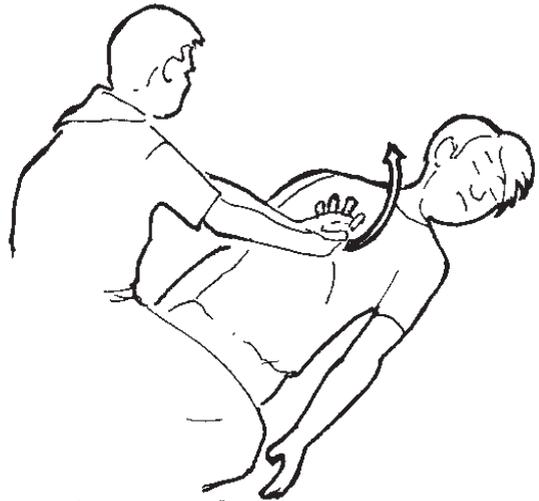
Treating A Child

Carry out the finger sweep of the mouth to remove any foreign bodies. Open the airway using the 'head tilt-chin lift' method. Try to ventilate the lungs, and if not successful give the abdominal thrust. Repeat finger sweep, ventilation and thrust until breathing starts or medical help arrives. In the case of an infant put him/her face downwards supported on your thigh with head lower than the chest. Give five back blows followed by 5 chest thrusts, repeated until the obstruction is cleared. Stay with the casualty until he/she is handed over to a medical practitioner, an ambulance or a hospital.



Heimlich Manoeuvre -
Manual Thrusts to upper abdomen
with one fist held in other
(Thumb just above navel)

1. If the person is unconscious then carry out a finger sweep of the mouth to try to remove any foreign bodies from the mouth or throat.
2. Now push back on the forehead, lift the jaw and try to breathe into their mouth. If the chest does rise, give another breath and if there is a pulse start mouth-to-mouth. If not, start CPR.
3. If the chest does not rise, kneel astride the person and find the hip bone.
4. Find the right hand position.
5. Give up to five abdominal thrusts.
6. Carry out a finger sweep.
7. Try to ventilate.
8. If the chest does not rise repeat the abdominal thrusts and repeat 6&7.
9. Continue until the casualty breathes or medical help takes over.



The Unconscious Casualty
Give up to 5 quick inward and
upward thrusts each with the
intention of removing the object



OBSERVATION

7. Bush craft:

- a. Demonstrate the ability to camouflage and conceal your Patrol and put this skill into practice in the form of a wide game.
- b. Prepare a tracking story for younger Scouts to solve.

These activities are designed to evaluate your leadership and organising ability in setting up the game and sand story for the younger Scouts and those working on observation at Adventurer Level. This is a chance to be evaluated while having fun.

You must train the Patrol beforehand in the skills of camouflage and how to read a tracking story. You must show your planning of these exercises to your Scouter before the event and he/she will evaluate the wide game and sand story on the success of these events and how well the activities followed your planning

7a. Demonstrate the ability to camouflage and conceal your Patrol and put this skill into practice in the form of a wide game.

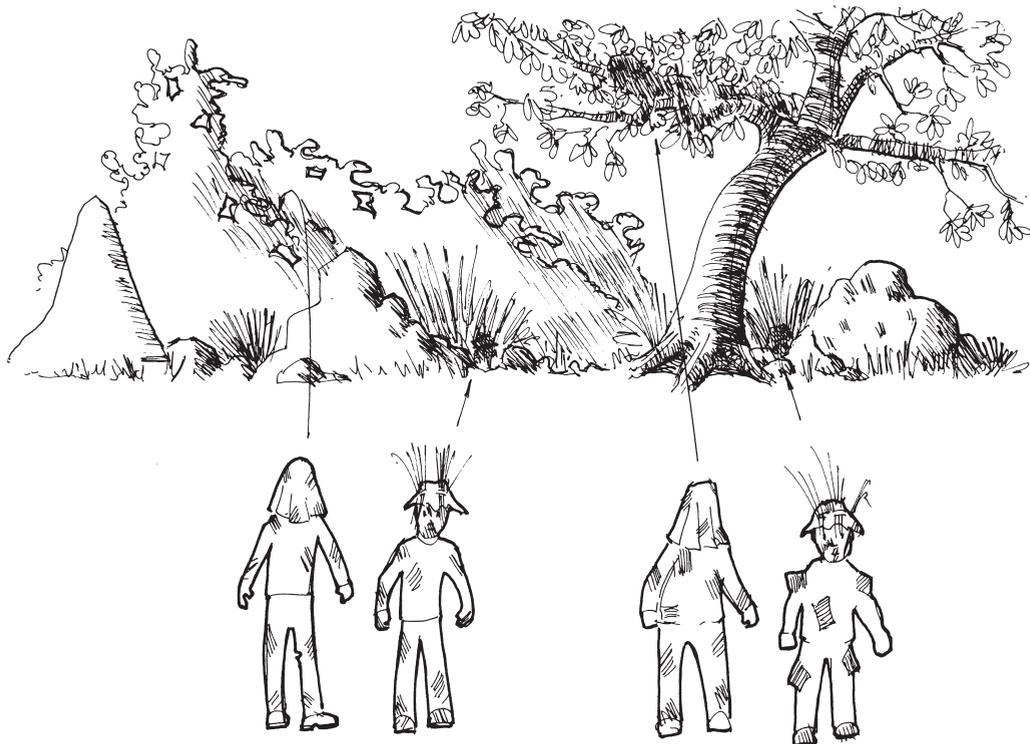
Your Scouter will evaluate your ability to camouflage the patrol and whether the game was enjoyable.

Disguise and secrecy are great fun, but try to impress on your Scouts that careful preparation and *patience* are what really count. Don't run one of those wide games where the Scouts creep briefly through bushes and then charge madly to grab a flag at the end. Far better that they have to fetch something and return, unseen and unheard all the way there and back.

Check back on what you learned yourself in Adventurer level Observation 10b before you start with this activity.

Teach *Camouflage* by getting the Scouts to DO it. Don't just give them a lecture! Work on the 'Right' and 'Wrong' method. For example, while the rest of the Scouts watch, send one to peer out over the top of a rock and one to do so through the grass round the bottom. Let your observers see which works best, Then use two different Scouts for the next demonstration.

Another idea is to position a number of objects for the Scouts to spot. Discuss why some are easier to see than others. Shape-shadow-colour, etc. When the Scouts begin camouflaging themselves, make sure they're wearing old washable clothes (as well as any camouflage robe) and not Scout uniform!



Demonstrate Camouflage and Concealment

To remind you: SIGHT includes colour camouflage; breaking up the recognisable human outline; painting face with thick parallel stripes. SOUND includes human noises; give-away sounds from vegetation; night clarity. SMELL includes human scent carried to animals; need to be down wind; the power of perfume!

Practise *Movement* with them, using the different types of crawl you learned yourself: UPRIGHT CROUCH for high bushy countryside, FELINE CRAWL for low bushes, FLAT FELINE CRAWL for grass or open ground. Demonstrate the crawls yourself, then let them loose to do the same. (Better out in the countryside than inside a hall!) With the Feline Crawl ensure that the knee goes exactly where the hand was, and no looking down.

Show them how to avoid showing their SILHOUETTE against sun or skyline. Show how SHADOW can hide them, even without cover. Show them the skills of SECRECY: how to plan each stage of the way, moving carefully and freezing still in moments of danger. Learn that from the animal world! How often have you spotted someone because he ran for cover? If he hadn't moved, he wouldn't have been seen at all.

Suggested *Stalking Games*: Before you start, make two things clear to everyone: WHERE the game ends – i.e. the boundaries – and WHEN it ends. A whistle signal, perhaps. And an hour is quite enough.



1. “This valley is the home of a very rare bird/plant (make up a good name) and three foreign naturalists are trying to steal the eggs/flowers. They are hiding, as they do not want to be seen themselves, but they are bound to move around as they search for specimens. Your task is to find them and shadow them, making detailed notes on what they look like and what they are wearing. They MUST NOT see or hear you. You must be back here within an hour. I’ll give a warning owl hoot ten minutes before. (Your ‘foreign naturalists’ have notebooks in which to record who they spot and how often. All meet afterwards, with a cool drink, to discuss success and failure.)
2. “You have all heard of RADAR and perhaps you know how they used to drop shredded silver paper in the 2nd World War to deflect the beams and prevent signals being received. We have reports of two aliens from outer space in the veld/wood/bush between us and the road. They are trying to signal to each other (some vital secret message which you invent) with closed-circuit radios. Your task is to find them, make notes on their appearance, and then pass BETWEEN them with these sheets of silver paper (which you hand out) to spoil their radio contact. They MUST NOT know you are there. If they cannot contact each other during this next half-hour, then we shall have succeeded.” (Your ‘aliens’ have transistor radios to fiddle with, so that the Scouts can hear where they are. As in Game No.1, they note down who they see. Meet afterwards to discuss the game and find out who was seen.)

Always make up a bit of a story – it gets imaginations going! Don’t just say, “The idea is to get as close as you can without being seen.” Wiser, too, to avoid mention of warfare or terrorists in your story. You’re training Scouts, not soldiers. What about ending the session by concealing your patrol and asking the Scouters to find them?

7b. Prepare a tracking story for younger Scouts to solve.

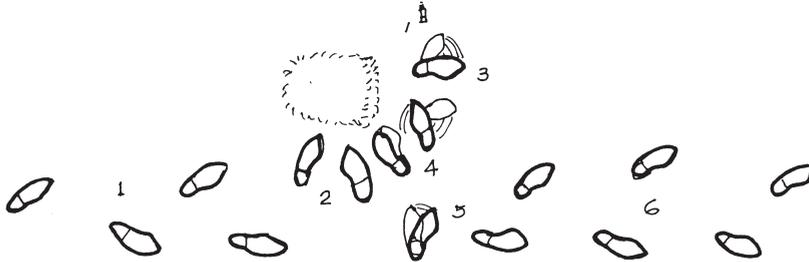
You are setting up a series of ‘clues’, like a detective story, for younger Scouts to work out. That needs a STORY as well as detailed tracks. Look at the area first: what’s the ground like? Sand, mud, any water? Trees, rocks? What could happen here – and what clues would be left behind?

Then, you’re going to need some friends to help. Different shoes for characters? Any animals you can involve? Other items which would leave marks or stains? Try to work out a simple story where people move in different ways – limping, staggering, hopping; backwards, but always with a reason that fits your story idea.

(Check back on Adventurer level Observation 10c)

Sample stories:

1. Man walking across sandy area carrying bag (so footsteps weighted on one side). Man stops, makes fire, makes coffee and throws dregs away. Lies down to sleep. Another man (different shoes) tiptoes up, stabs sleeping man, steals bag. Blood trail to bushes with unconscious body!



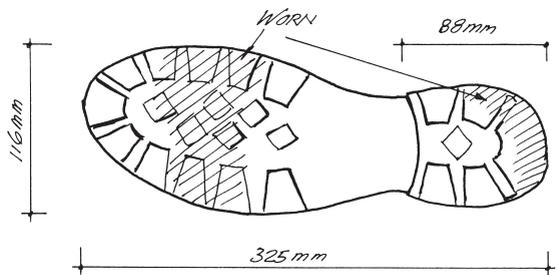
A Sand Story

- | | |
|--|--|
| 1. Man Carrying Heavy Load | 4. Man stands up, Turns Around and Picks Up Load |
| 2. Stop and Put Load down | 5. Steps Back and Turns to the Right |
| 3. Man sits on Load, Lights and Smokes Cigarette | 6. Walks off to Right with Load |

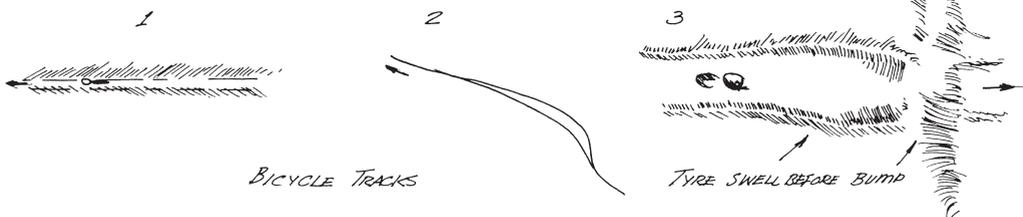
2. Man with dog meets woman. They stroll together and sit. Cigarette stub on ground. (Which one was smoking? Lipstick on the cigarette stub would be a clue. But then, a woman won't necessarily be wearing lipstick, so if there's no lipstick on the stub you couldn't be sure which one was smoking.) Thinking like detectives! Child arrives on bicycle, falls off, drops of blood. Man puts child on bicycle and wheels him off home, while woman follows with dog.

Your actors must rehearse their actions first (on another piece of ground).

Lay the tracking story on unmarked ground if possible, or wipe it clear with branches. Don't stick to a narrow path or one stage of the story may happen 'on top' of another part, and the trackers will get confused. You can use cars, wheelbarrows, skateboards. Add in walking sticks, shopping trolleys, and the endless trail which pollution can leave behind. But do remember to clear up afterwards!



DRAWING A DIAGRAM OF A BOOT/SHOE TRACK.



BACKWOODSMAN

- 8. Prepare a presentation to demonstrate to your Patrol one natural method of fulfilling each of the following five survival requirements:**
 - a. Finding food**
 - b. Making shelter**
 - c. Obtaining warmth**
 - d. Finding water**
 - e. Finding your way out.**
- 9. Be able to identify five types of venomous snake commonly found in South Africa. Explain how to avoid snakebite and how to apply first aid to someone who has been bitten.**

- 8. Prepare a presentation to demonstrate to your Patrol one natural method of fulfilling each of the following five survival requirements:**
 - a. Finding food**
 - b. Making shelter**
 - c. Obtaining warmth**
 - d. Finding water**
 - e. Finding your way out.**

(See the note on hobnails in Adventurer Tracking.)

This must be a practical demonstration and not a talk, but may be backed up by drawings, handouts, etc. The ideal situation for this would be at an Explorer backwoods camp, but you could carry out this activity at a Patrol or Troop camp where the Patrol can put these skills into practice and a backwoods meal could be included for the Adventurer level scouts.

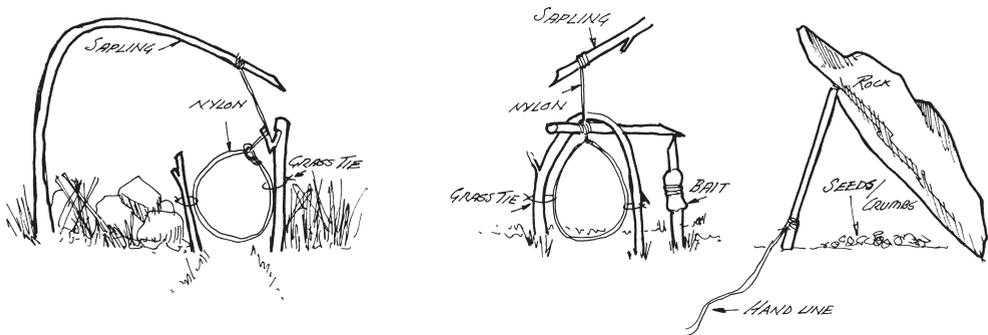
Your Scouter will visit the camp or site where the demonstrations are taking place and evaluate the effectiveness and the value gained by the Patrol, as the passing on of knowledge in this exercise is as important as the knowledge itself. You should have control and explain each item, which you have set up, in a logical way as part of your leadership training



8a. Finding food

You should know the various sources of food in the wild, the rules for testing edible wild plants and be able to build & demonstrate an animal snare. It is illegal to leave snares in the veld and they may only be used if it is a matter of life and death, and then they must be removed as soon as they are no longer required. For this activity, which is to prepare you for such an emergency, you are required to build the snares, demonstrate their use and then remove them without delay.

If it seems likely that you will have to wait more than a day or two before being rescued, then finding suitable food will be important. From a survival point of view, there is little to beat red meat. Not only is it nutritious, but having it roasting on a fire also raises morale all round. Snares may be used to catch small mammals and birds. However, this is illegal and should only be done when your life depends on it. Snares (wire nooses) are very cruel: check at least once a day to ensure that anything caught does not suffer unnecessarily. This will also lessen the chance of scavengers finding your prey first.

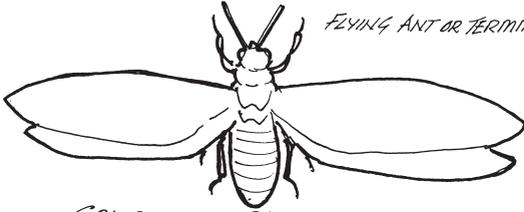


Kinds of Snares / Traps
(Dismantle when no longer needed)

Slightly rotten meat can be eaten if you boil it, throw the water away and boil the meat again. It won't taste too good but it may keep you alive.

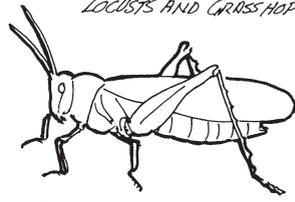
Reptiles such as lizards are good eating if they are degutted before roasting, frying or boiling. Snakes should generally be avoided, but if you do catch one, make sure it is good and dead before you pick it up. Some species, like the Rinkhals, pretend to be dead when they are threatened. Before cooking a snake, cut off the head about a finger-length back, to prevent any venom from entering your bloodstream via stomach ulcers or cuts in the mouth. (With adders, discard the front third of the snake.)

Insects are rich in fat and very nutritious. Flying ants, mopane worms, scorpions and locusts are amongst the most palatable. (Or perhaps the least unpalatable – depends how hungry you are!)



FLYING ANT OR TERMITE

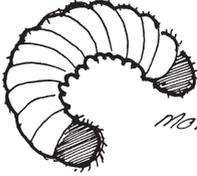
CAN BE EATEN RAW OR FRIED IN ITS OWN FAT. EAT HEAD AND ALL



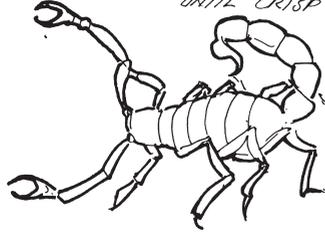
LOCUSTS AND GRASSHOPPERS

TO EAT PULL OFF HEAD. ROAST UNTIL CRISP -OR SUN DRY

SINGE OFF HAIRS
COOK 15 FOR
LOCUST

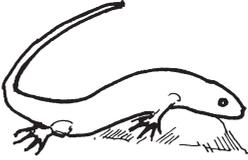


MOPANI WORM



SCORPION

REMOVE TAIL AND PULL OFF HEAD
ROAST UNTIL CRISP

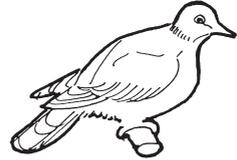


LIZARDS

CUT OFF HEAD, GUT, ROAST OR FRY

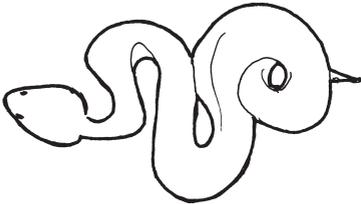


BIRDS EGGS
EAT RAW, BOILED
OR FRIED



BIRDS

REMOVE HEAD AND FEATHERS
GUT AND ROAST



SNAKES

CUT OFF HEAD (WITH ADDERS, A THIRD
OF LENGTH, OTHER SNAKE A FINGER LENGTH
FROM HEAD) ROAST WHOLE OR IN CUT PIECES



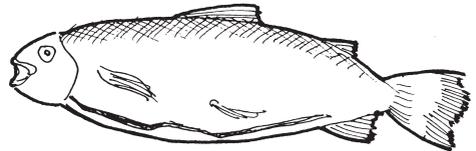
FROGS

CUT OFF HEAD, GUT, SKIN
AND ROAST OR FRY
(SOME FROGS HAVE TOXINS
IN THEIR SKINS)



RATS AND MICE

CUT, SINGE OFF
FUR, CUT OFF
HEAD AND TAIL -ROAST



FISH (SHOWN GUTTED)

GUT, REMOVE SCALES, ROAST, FRY OR BOIL.

Finding Food

Plants

There are many edible plants in South Africa. It is wise to know a few of them well and broaden your knowledge slowly by experience. Amongst those regarded as weeds, young dandelion leaves and nasturtiums can be added raw to salads. Pigweed (*Amaranthus thunbergh*) and Blackjack or Beggar-ticks (*Bidens pilosa*) can be stewed like spinach, though the latter has a bitter taste. In northern Gauteng the leaves and tender young fruits of the Wild Cucumber (*Cucumis melo*) make a delicious and wholesome stew.

All grasses are edible, as are many roots, but some grasses can irritate the digestive tract, and cause vomiting. If you make a tea from any grass you can drink it without any ill effects. Many trees and shrubs have edible fruit. Mushrooms are best left alone unless you really know what you are doing. Some species are deadly poisonous.

If faced by a gnawing hunger in your stomach and you find edible-looking plants, test them like this:

Inspect and try to identify the plants. Avoid plants with milky sap, red plants or plants whose fruit is divided into five segments. They should be young and green without milky sap. If not, LEAVE THEM.

1. Crush a few leaves and smell. If it smells bad or like almonds or peaches LEAVE IT.
2. Rub its leaves into the skin of your wrist and wait 10 minutes. If there is any irritation, a rash, discomfort or swelling, LEAVE THEM.
3. Rub its leaves onto the lips and wait 10 minutes. If there is any irritation, a rash, discomfort or swelling, LEAVE THEM.
4. Rub its leaves into the corner of the mouth and wait 10 minutes. If there is any irritation, a rash, discomfort or swelling, LEAVE THEM.
5. Lick it. If you get an unpleasant taste or sensation, LEAVE THEM.
6. Place a small amount under the tongue for 15 minutes. If there is any burning, irritation, discomfort or swelling LEAVE THEM.
7. Nibble a little piece. If it tastes OK it probably is, but wait a good five or six hours to be sure. If any discomfort, LEAVE THEM.
8. Eat a spoonful. Wait another six hours. If any discomfort LEAVE THEM.
9. Eat a handful and if no harmful effects after another two hours you can regard the plant as edible and feed it to the party.

Remember the second and not the leader of the party should do the testing and the third the next plant and so on. Only one should be tested at a time and no one should test more than one on the same day. The leader does not test as he has to lead the party out and must not get ill.



8b. Making Shelter

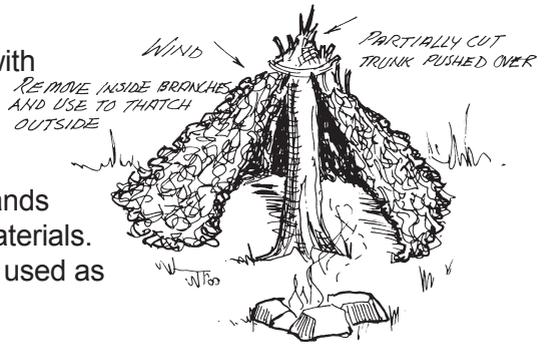
Your demonstration should include the construction of at least one type of shelter and your discussion should cover other types of shelter such as caves etc. and the dangers associated with them. You must also cover the choice of site, the use of different materials such as natural, groundsheets or from an emergency kit.

Shelter is especially important if it is hot, cold or windy. Choose your site with as much care as you would any campsite. Sleeping in a tree is uncomfortable and should be avoided. You may find a natural shelter such as a cave or overhang, which gives the protection you need, but do not spend too much time and energy looking for the ideal spot if you have other means of putting up a shelter, especially if you have some of your party members showing signs of hypothermia. A shelter should be on high ground between rocks or trees, sheltered from wind & away from riverbeds. If you choose a cave make sure it is not the home of a wild animal that might come back while you are asleep.

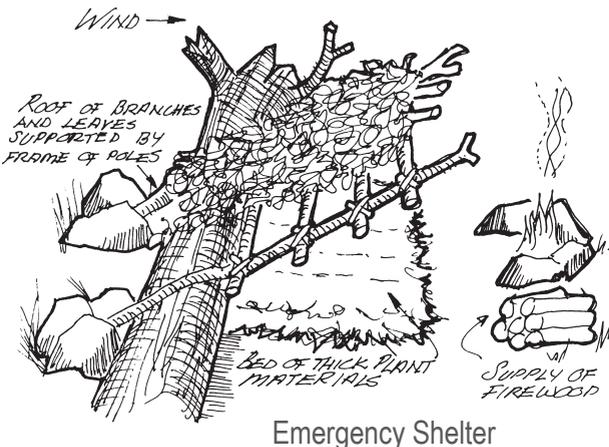
A shelter can be improvised on the ground with groundsheets, natural vegetation, or even wreckage parts. The opening to your shelter should face away from the wind. The best shelter is the elongated pyramid as it withstands wind and rain the best and uses the least materials. Black plastic bags or a groundsheet may be used as cover if no leafy branches are available.

In snow, make a shelter under an overhang of rock (or anything else) and build up the entrance with snow. Make sure there is an air hole, and leave a brightly coloured signal outside.

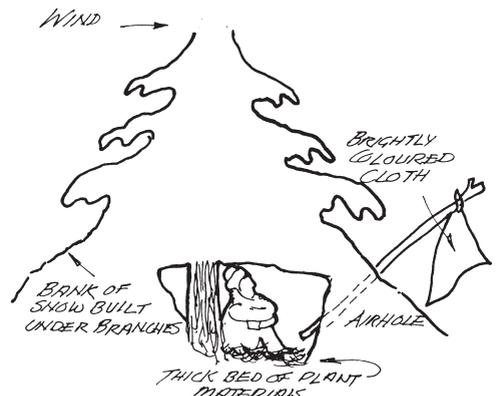
The important thing is SHELTER. Don't waste time building an elaborate Swiss Family Robinson shelter if a hole in the ground will do.



Chopped Tree Shelter
(Only Cut Trees in Emergencies)



Emergency Shelter



Snow Shelter

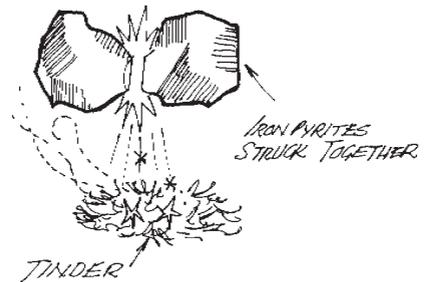
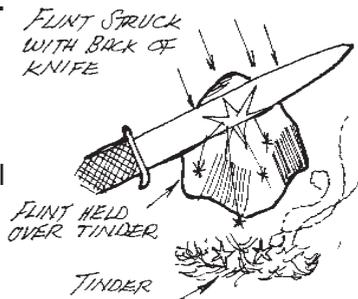
8c. Obtaining warmth

Your demonstration should show how to waterproof matches and at least one method of starting a fire without matches. You must also demonstrate the correct way to lay a fire for easy lighting. Your discussion should cover the importance of having a fire or other means of warming up to diminish the dangers of being wet in the wind, especially when tired.

In your survival kit there should be dry matches. No problem. However, you should know emergency methods.

1. Flint and Steel.

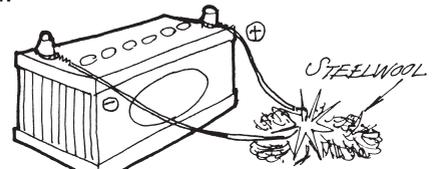
Several types of hard rock will provide a spark when struck with steel (i.e. your knife). Producing the spark isn't the problem!



Using Flints to Obtain Fire

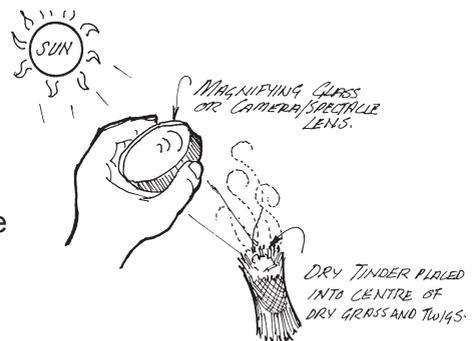
Catching the spark to make your tinder burn is the problem. Very dry, fine tinder is needed.

- ### 2. Electricity.
- A battery (vehicle battery or several torch batteries together) will provide enough electricity to cause a piece of steel wool to glow hotly when it is short-circuited across the poles. The steel wool can then ignite the tinder.



Using a Car Battery

If you are near a broken down vehicle or aeroplane you can fill a small piece of cloth with sand and then dip it in petrol or aviation fuel. Remove the battery from the vehicle with its battery leads and slowly bring the leads together next to the cloth. Just before they touch they will spark and ignite the petrol vapour from the sand. Quickly add small twigs and build up the fire. Never try to light a pool of petrol or throw petrol on to a burning fire as this is very dangerous. Once the fire is going you can use the car oil to help fuel it and to create black smoke to alert rescue craft.

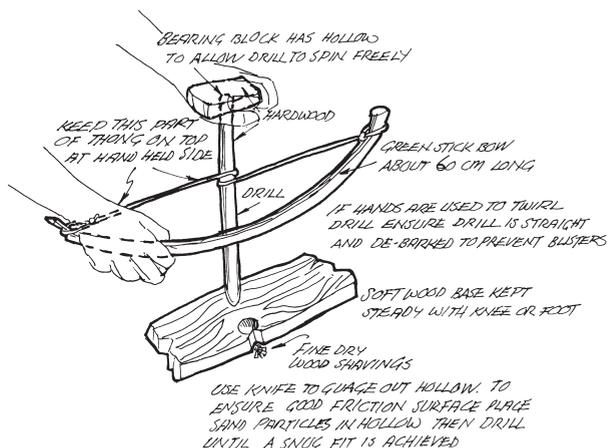


Using A Magnifying Glass to get Fire

- ### 3. Magnifying Glass.
- A convex lens, such as found in cameras, binoculars and some spectacles, can focus the sun's rays on to a point in the tinder, igniting it.

4. **Friction.** This method is best left to the Bushman unless you have already mastered the technique. It is more difficult (and time-consuming) than it looks.

In all the above, the secret is in the tinder. Bird or mouse nests, weed tops, scraped lint, charred cotton wool or shredded dry dung may be tried. As soon as the tinder begins to smoulder, pick it up in your cupped hands and gently blow the hot spot until it ignites. Put it carefully down and add kindling and finally larger fuel.



Keep a small fire going, rather than a huge bonfire. The time that you would have spent collecting wood can then be used on other things. But keep a good stock of quick-burning materials (and smoke generators) handy to convert your fire into a beacon quickly if you need to make a signal. At night, if you are cold and have no shelter, make several small fires around you.

8d. Finding water

This demonstration should show at least the solar still or another condensation method. The collection of dew or rain could also be demonstrated. Your discussion should cover where the most likely places to find water would be, and signs such as animals, birds and bees. The collection of water from plants should also be covered. The importance of conserving water by resting, keeping cool and limiting eating and talking should be discussed.

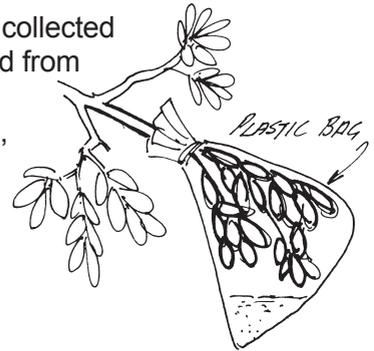
You need an absolute minimum of one litre of water per day, even when you stay cool and still. You will need up to four litres if you are hot and active. Insufficient water leads to *dehydration*. Even partial dehydration lowers your efficiency, both mental and physical.

If you are lost in the bush without water, you could be in serious trouble. Walk downhill, until you reach the lowest point in the landscape. If you reach a dry stream bed, push a stick into it and see if it comes up glistening. If it does, dig a hole about a metre deep and as narrow as possible. You should reach water, though it may take some time to seep into the hole. The most likely places are where there is thriving vegetation, or upstream of rock bars across the stream bed. To recap: the most likely place to find water is at the bottom of a valley, dry riverbed or above a layer of shale.

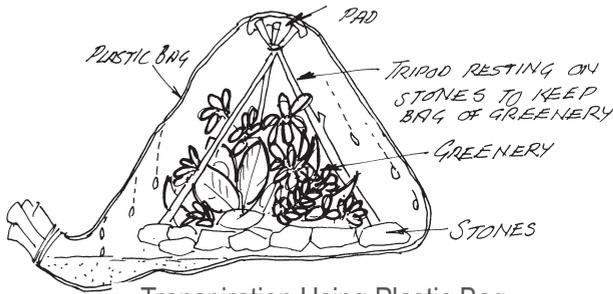
Plants lose water by *transpiration*. Tying a living branch inside a large plastic bag can collect this water. The temperature inside the bag is raised, and collects the water

released by the plant as a result. Up to a litre a day may be collected from some trees in this way. Water could also be obtained from succulents, vines, roots and cacti by splitting the leaves, roots or stems and squeezing the water out. The baobab, palm trees and tamma melons also contain quite a bit of water. Before drinking any, check to see whether it contains any plant chemicals, which could be poisonous.

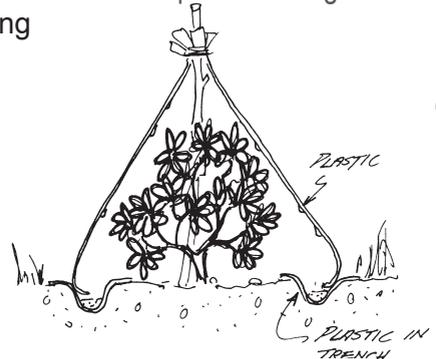
- If the water is very bitter or irritates the mouth, DO NOT DRINK IT.
- If not, swallow a mouthful and wait four hours. If there are no ill effects, you can continue drinking in small quantities.



Transpiration Using Branch



Transpiration Using Plastic Bag



Transpiration Using Shrub

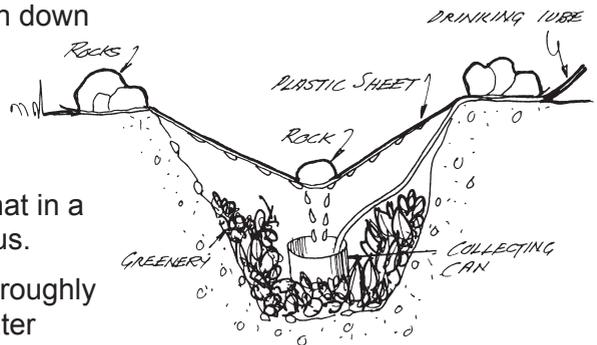
Making a Still

Dig a hole about a metre square and place a mug or bowl in the middle of the bottom. Pack as much green vegetation as possible round the mug in the hole. Drape a large sheet of plastic over the hole and anchor it round the edge with stones, sealing it with soil. Carefully place one stone in the middle of the plastic, directly above the mug. Water evaporating inside the still condenses on the plastic and will drip into the mug.

Where the ground is too hard to make a hole, a simple still can be made by taking a plastic bag, making a hole in the bottom and placing it over a plant. Dig a small groove around the plant and let the edge of the bag rest in it. Now tie the top to a tree so that it stands up to a point. The leaves will transpire and the water will collect on the plastic and run down and collect in the groove. Carefully lift the bag off and let the liquid run into a cup.

The liquid inside a herbivorous animal's stomach can be drunk, but that in a carnivore's or scavenger's is poisonous.

Wherever possible, boil any water thoroughly for at least five minutes (excepting water collected from plants or a still) to prevent bilharzia, typhoid, cholera and other diseases.



Solar Still



8e. Finding your way out

You must demonstrate finding north by day and by night. This could include shadow sticks, a watch or the Southern Cross. Your discussion should cover the pros and cons of moving when lost and the things that should be taken into account before moving off.

Help will come – provided you have told someone where you are going and when you expect to be back. The more accurate the information you leave behind, the quicker you will be found.

Golden rules:

1. Never leave anyone alone.
2. If you were in an aircraft or car, stay with the vehicle/wreck. It is far more visible than you.
3. Get signals ready as soon as possible. If the search is by air and you are not seen, it may be a long time before the searchers return to where you are. If one of your party is seriously injured, this could mean the difference between life and death.
4. If you are on foot and it is possible to retrace your steps (and you think it will help) then do so. If not, head for a koppie, mountain or tall tree from which you can see a fair distance. Stay there until rescued.
5. Above all – RELAX, STAY CALM, DON'T PANIC.



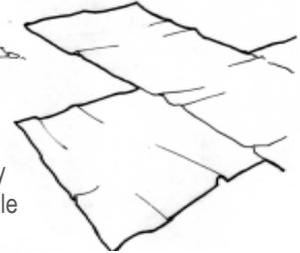
(1) Never Leave Anyone Alone



(2) If in Vehicle/Aircraft, Stay with it, It is more visible



(3) Get Signals Ready As Soon As Possible



(4) If on Foot, Head for a high Feature - Stay Until Rescued



(5) Relax, Stay Calm, Don't Panic

Attracting attention

Fire is a good way of attracting attention. Be careful though – it is a two-edged sword! If you set fire to the surrounding veld, you will cause considerable damage to the landowners, as well as destroying natural plant foods and chasing away the animals you might need for food. Build a fair-sized fire, but light it only when an aircraft or ground vehicle is heard. Smoke (often more visible than fire) can be made by piling on rubber tyres or oil (black smoke) or wet, green vegetation (white smoke).

Finding North

If you decide it is the best to move off, then you need to have a means of checking your direction so that you know which way to move to the closest inhabitants. Once moving you need to check regularly, as humans are inclined to think they are walking in a straight line but actually veer off to one side. The easiest is a map and a compass or a GPS but you may not have these items. Just to recap what you learnt at Pathfinder level: *You can complete this activity by carrying out a demonstration for your Patrol or as a section of a Troop incident hike, or it could be combined with a candidate completing his/her incident hike for first class.*

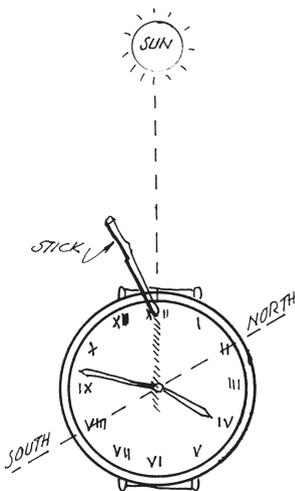
The 4 main (or 'cardinal') points of the compass are: north, south, east and west.

That's pretty easy! In between the cardinal points are: northeast, southeast, southwest and northwest. Try working out what is between them and convert them to degrees.

Using the sun

Now let's link those compass points with what we know about the sun. The sun rises in the east and sets in the west. From where we are in the southern half of the world (hemisphere) the sun travels round to the north of us, which is why people like to live in a north-facing house. At mid-day the sun is directly north of Durban: that means that shadows at mid-day point south.

If you have a watch with moving hands, you can be even more accurate.



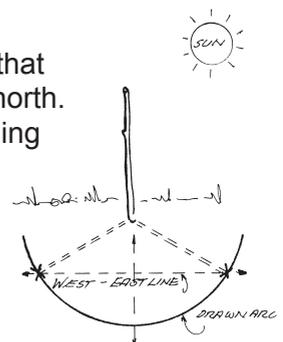
Watch Method

Hold your watch flat. Place a piece of twig or stiff grass upright on top of the 12 of the watch. Turn the watch until the shadow of the twig falls through the centre point. (You are pointing twelve o'clock at the sun.) Then divide in half the smaller angle between the hour hand and the figure 12 on the watch-face. That dividing line will indicate north. Remember, South African Standard Time is taken from Durban, and if you are in (or north of) Cape Town, point the figure ONE) at the sun instead of the twelve. In places between the longitudes of Durban and Cape Town use a position between twelve and one.

If you have a digital watch, remember that at mid-day (12h00) the sun is directly north. So if it's past lunchtime and you're feeling hungry, you know where north is!

Shadow sticks

As well as being north at mid-day, the sun is also at its highest point in the sky. That means that its shadow is shortest at that time. So if you fix a straight stick exactly upright in the ground (a weight on a string will help you

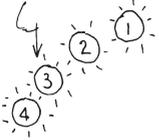


Shadow Stick Method

check it) and mark the tip of its shadow as it moves, where the shadow is shortest must be your north/south line. Of course, you can't do that while you're moving – remember it for a lazy day at camp or in the holidays.

The following works on the same principle as above and has the same disadvantage: that you have to wait till the shadow hits the arc again, which will delay if you are on the move. An arc is drawn from the tip of the shadow in the morning. In the afternoon when the shadow again touches the arc the spot is marked. Join the two for a west/east line or bisect the angle for a north south line.

SUN'S PATH



SHADOW READINGS
EACH 15 MINUTES

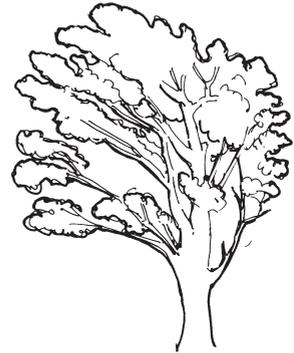


Shadowless Stick Method

The best method while moving is the *shadowless* stick as it is much quicker and just as accurate. Again, take a straight stick and hammer it into the ground slanting so that the line of the stick points directly at the sun. That will mean there is no shadow at all. Wait until a shadow has formed, about 15 cm long – the thinner the stick, the thinner the shadow, so more accurate. At any time of day, the shadow that is cast lies in a true east/ west line, with west at the base of the stick and east at the tip of the shadow. Try it!

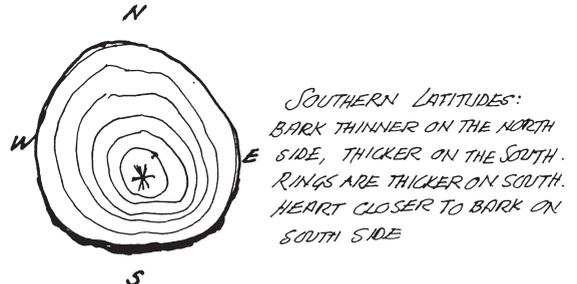
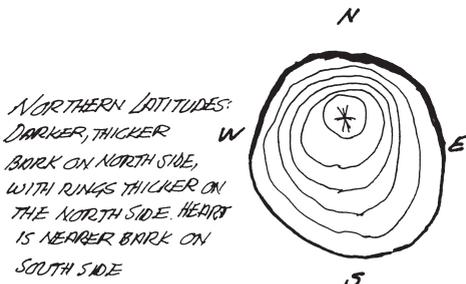
Trees

Most areas have what is called a 'prevailing wind' – a wind blowing most often from one particular direction. In the Cape, everyone knows the South-Easter! (Nicknamed the 'Cape Doctor', as it is supposed to blow germs away.) This causes trees to lean away from the wind. Once you have noticed a general slant to trees in your area, you can use that knowledge to check your own direction finding.



The dominant wind in an area causes trees to lean and retards foliage on windward side

The bark rings on a sawn stump may be a help as well. Branches and tree trunks grow better on the sunny side, which is north. So the heart of the tree is often to the south (in our southern hemisphere).

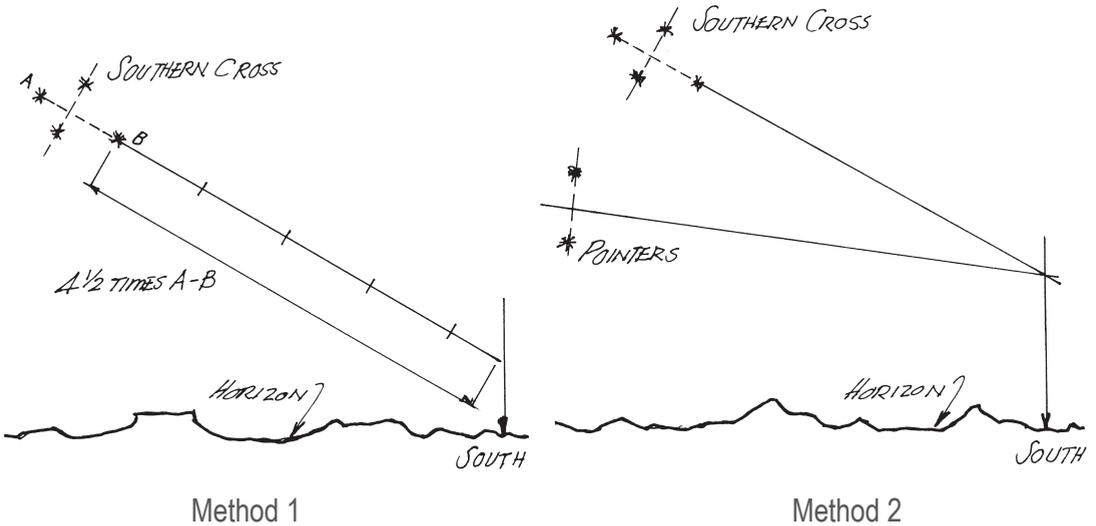


The Tree Stump Compass

By the stars

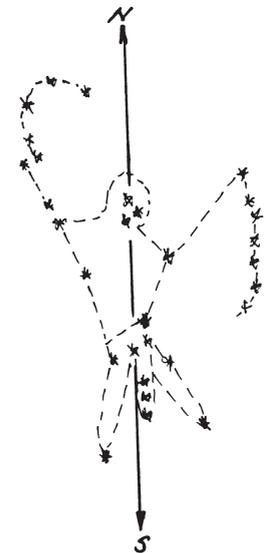
Two groups of stars are particularly helpful.

The *Southern Cross* has four stars shaped roughly like a kite. Imagine that the kite has a tail. Measure along the length of the kite about four and a half lengths of 'tail', and at that point in the sky is due south. It's easier to understand from the picture!



Another and more accurate method is to find the two bright stars east of the cross-called the 'pointers'. An imaginary line at a right-angle to these cuts the 'tail' of the Southern Cross 'kite' at a point due south.

The constellation of Orion is easy to spot from the three stars in Orion's Belt, with three small stars showing the hunter's sword hanging down. An imaginary line from the centre of the belt up through Orion's head (see the picture) is a north/south line through the heavens.

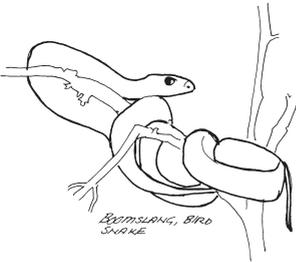


Finding South by Orion's Belt

9. Be able to identify five types of venomous snake commonly found in South Africa. Explain how to avoid snakebite and how to apply First Aid to someone who has been bitten.

The ideal situation for this activity would be a Patrol outing to a snake park where you could identify to the Scouter and your Patrol 5 snakes as they look in nature. Where this is not possible pictures may be used. You should try to obtain a good book on snakes in your area or get one from the library. Below are a few examples, but you must know the snakes from the area where you hike and camp. You must know if their poison type is cell-, blood- or nerve-destroying and the effects of each type, such as breathing problems with neurotoxin from a Cobra bite. You must also demonstrate to your Scouter the first aid treatment you would apply to a casualty who has been bitten by a snake.

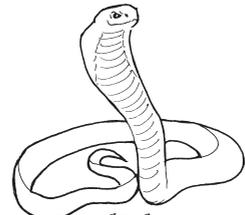
Prevention is better than cure. Snakes are not aggressive and attack only when disturbed or frightened. So try not to stand on them or surprise them.



BOOMSLANG, BIRD SNAKE



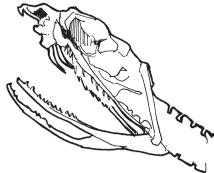
SEA SNAKE



CAPE COBRA, EGYPTIAN COBRA, SPITTING COBRA, ROYALS
BLACK MANTLE, GREEN MANTLE



BACK FANGED SPECIES



FRONT-FANGED SPECIES



PUFF ADDER, CARBON ADDER, NIGHT ADDER, BENG ADDER, HORVED ADDER



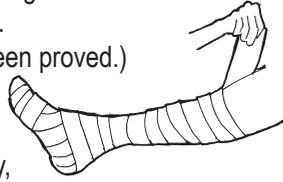
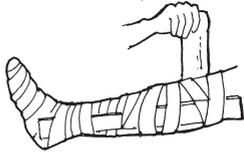
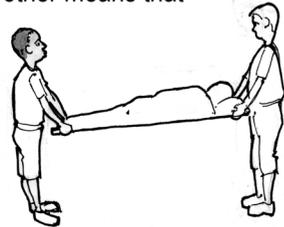
ADDER SPECIES

You should know the following precautions:

1. Watch your step.
2. Step on to logs or rocks and not over them.
3. Wear loose fitting trousers, boots & gaiters when in snake country, especially if you are going through the bush in summer when the snakes are most active.
4. Do not pick up what appears to be a dead snake.
5. If you come across a snake, wait then back off slowly.
6. Keep your site free of rubbish and keep your equipment off the ground.
7. Take a first aid kit whenever you go into the country.
8. If bitten, don't panic, call for help.

Treatment of snake bite

Once again, you are not a doctor. If a poisonous snake has bitten anyone, the important thing is to calm the casualty down and prevent too much movement. Excitement, agitation and movement increase the speed with which the blood vessels spread the poison round the body.

1. Reassure and keep the patient calm and still to prevent an increase in the heart rate.	 <p>1. REASSURE PATIENT</p>
2. Wipe excess venom from the wound and flush with soap and water if available. Do not suck the bite with your mouth but if a suction kit is available and the bite has just occurred this may be applied.	 <p>2. WIPE OFF EXCESS VENOM AND FLUSH WITH SOAP AND WATER</p>
3. Apply a broad bandage (preferably crepe) firmly to the affected limb, starting at the tip and extending as far as possible overlapping each turn two thirds over the previous turn. (The effectiveness of this has not been proved.) Do not completely restrict circulation to the limb.	 <p>3. START ABOVE BITE, DOWN TO END AND THEN BACK UP - COVER WHOLE LIMB</p>  <p>3. START ABOVE BITE, DOWN TO END AND THEN BACK UP - COVER WHOLE LIMB</p>
4. Immobilise the limb either to the body, other limb or a splint and keep below the level of the heart.	 <p>4. THEN SPLINT TO WHOLE LIMB TO KEEP IT IMMobilISE</p>
5. Transport to medical help on a stretcher or other means that keeps the patient comfortable and at rest.	 <p>5. TRANSPORT TO MEDICAL HELP ON A STRETCHER</p>
6. Keep a check on the breathing all the time and talk to the patient to keep them calm and to check their state of consciousness.	 <p>6. HAND OVER TO MEDICAL HELP AND EXPLAIN TREATMENT YOU HAVE GIVEN</p>
7. Hand the patient over to medical help and give the history of the case, report on what treatment you gave, and when.	

Speed is important and all cases must be taken to hospital even if the snake is not poisonous. Tetanus or infection can complicate the effects of the bite.

The use of snakebite anti-venom is not recommended as routine treatment, as allergy to the serum could threaten the patient's life if not treated immediately. It should only be used by a trained First Aider or Doctor and then only if the patient is unconscious or having breathing difficulties and a long delay is anticipated. Both ampoules should be injected into the muscle of the buttock in this case. Stay with the casualty until he/she is handed over to medical help.

Spitting snakes usually aim for the eyes. Venom in the eye should be washed away with plenty of water.

INTEREST BADGES RECOMMENDED: Backwoodsman & Weatherman

HIKING

10. Plan for and lead a Patrol of at least three other Scouts of lower advancement level than you, on an overnight cross-country hike of not less than 20 km. Half of the distance may be on water, animal or bicycle. The hike must be approved and evaluated by the DC or his nominee, who may be the Troop Scouter. A written log is to be submitted to the evaluator within 21 days after the hike. The hike may only qualify one Scout. This must be the last item before the PGA.

This is the final evaluation for the First Class Badge. You must already hold the Adventurer Badge and have passed all the other sections of the First Class Badge and only have the PGA with your TS still to be completed.

While the District Examiner will set a standard as the bottom line, you will be expected to do your best and use your scouting skills to the advantage of the party. If you do not meet these criteria you will be asked to repeat the hike. Should you wish to complete a section of the hike by an alternative mode to walking then that section should be increased by half the distance covered. For example if you hike for 14km and cycle the rest then that 6km must be multiplied by 1.5 and you would have to cycle 9km. This is to make the timing and effort similar to that of the candidate who goes on foot all the way.

Should you choose to carry out part of the hike on water you must play a part in navigating steering propelling acting as coxswain or performing some other function while on board. (Either yourself or a member of your party must be a holder of a Water Charge Certificate in this case).

While only you can lead this hike and qualify for the First Class hike section, another Scout could assist you and qualify for the Adventurer Badge hike (section 14) if he/she meets those criteria.

You've been on hikes before. This time you are the leader. That makes a big difference. (The other Scouts with you must not yet hold First Class or be taking their First Class hike at the same time.)

You are the leader of a team. All of you are going on the hike, so all of you are important members. As leader, you must identify the jobs that need doing and make sure that things get done. Keep Vic Clapham's "Veld Lore Scrapbook" No. 2 *Hiking* beside you. It's full of wise advice and ideas.

For safety reasons, your party should consist of at least four people. (In the event of an accident, one person can stay with the patient, while the other two go off to fetch help.)

As part of the First Class hike requirements, you must:

- plan your route (Refer to Tranters variation chart in the Adventurer level)
- make out the kit lists (personal and for the group)
- decide on the menu, and work out what ingredients are required – ensure that you take an adequate first aid kit
- arrange any help with transport needed
- keep notes on all the planning – write your report afterwards.

You must also take responsibility for training your party before and during the hike, and for emergency precautions. That sounds a lot. It is. You will have younger Scouts' lives in your care. You cannot afford to make mistakes. Your responsibility, as the leader, is to ensure the general health of the whole party. Clean food, clean water, sufficient sleep and camp hygiene are as important to health as treating any cuts and blisters. For example, everyone washes before eating and after using the toilet . Keep trowel and toilet paper handy. At night make sure everyone knows which area to use for a latrine, and the importance of digging deep and covering up afterwards.

Get them all together for a first meeting. Explain that though you are the leader (and have to take the responsibility) you want their brainwaves as well. Listen to their ideas – try to agree on possible dates (at least two months ahead). Discuss who's going to do what. You may have someone who is a genius on bird watching, or a wizard with aluminium foil cooking, or the local authority on local geology. Use their skills to make the hike more interesting for everybody. Then talk to your Scouter about the necessary permits and forms.

Your First Class hike distance must be at least 20 km, of which half may be on water but to make the effort the same each 3km covered on water will only be counted as two. In consultation with your Scouter, decide on the area you are going to hike through. Then plan your route carefully, using 1:50000 maps, bearing in mind transport, the time of the year, available equipment and your abilities as a leader. It must be across open country and not following roads, or hike trails with concrete footprints or other symbols pointing the way. Your skills of navigation should be tested. Make sure it will be a challenge for your party and has a suitable camping site which should be in an area with water (river, stream, dam, borehole); contour lines not too close together (or you'll roll down the hill); perhaps on a north or east slope, so you wake to the rising sun and a touch of warmth. On the day, start looking for a good campsite



well before the sun starts going down. Rocks or broken ground may give shelter from wind, but you also need flat ground to sleep on. Imagine the worst weather that could happen (downpour of rain, gale, mist) and choose accordingly. Avoid hollows that could fill with water.

Check in advance that you will be allowed to camp, and that farmers don't mind you crossing their land. You don't have to be in open countryside all the way, though you may not travel on roads. Part of your route may be through semi-urban agricultural holdings. Warn your party in advance not to trespass, climb fences or damage fruit or crops.

Each member of the party will require a tracing of the route (perhaps photocopied). Take at least two good compasses amongst you. Devise a plastic cover to protect your map during the hike.

Once you have chosen your party of three other Scouts who are less qualified than you and preferably from your own Patrol, and the Troop Scouter is satisfied it is a suitable route, you must visit the examiner (the DC or his/her nominee) and discuss the route, escape route, theme and action plan with him/her and if the route, theme, etc. are approved you will be instructed to proceed with the planning, which is an important part of this activity.

You must then prepare:

- a. Personal kit lists for each member of the party.
- b. Patrol kit list of equipment to be divided among the party.
- c. List of items in the general First Aid kit and the pocket kits to be carried by the party.
- d. List of contents of the survival kit to be carried by each member.
- e. Menu and quantity lists, including costs.
- f. Means of transport to and from the hike.
- g. Budget of all expected expenses, including costs of permits, transport and food.
- h. A letter to each candidate giving details of the hike, copies of the above lists and a parent consent form.
- i. The Scout application form applying for a hike permit. (This must be submitted to Area HQ at least 21 days before the hike.)
- j. The application forms, from the Department of Forestry / Conservation or private owners, for permission to cross land. (These should also be submitted at least 21 days before the hike to allow time for the permits to arrive.)

Ten days before the hike all the above must be submitted to the TS & DC for approval. They may want to discuss your planning and find out why you chose certain items, so make sure your planning is thorough and you can justify your choices.

On the evening before the hike you must present your party and their kits to the Troop Scouter who will inspect the party and their kit and satisfy him/herself that your party has the correct equipment and is ready to meet the conditions that may be expected on the hike. If the Troop Scouter feels you are not sufficiently prepared or that the conditions are not conducive to safe hiking he/she will instruct you to postpone the hike till you are ready and have the correct equipment to meet the requirements of an overnight hike of this nature. If you meet the criteria the TS will advise the DC or his/her nominee that he/she is satisfied with the preparedness of the party and the expected weather and that the hike will proceed.

Should your party have to use one of their escape routes and by so doing not complete the full distance, the DC in consultation with the Area Hike Advisor will decide if it was the right decision (e.g. An injury to one of the party).

If it was unavoidable, or the safety of the party was at stake due to some unforeseeable circumstances, the distance covered will be accepted even if you did not cover the full 20 km. If it was due to the weather and the weather report predicted heavy rain, then the correct decision would have been not to start and so bad weather would *not* be an acceptable reason for not completing the full distance.

Within an hour of arrival at the end of the hike you must advise the examiner and the TS that you have completed the hike and all is well.

Within 21 days of completing the hike you must submit to the examiner your rough notes and a log written in the standard format (as you used for the Adventurer hike) covering your journey, the terrain you crossed, the flora and fauna you saw and the feelings of your party. This time it will have more pages and opposite each page of writing there will be a strip map to a rough scale of 1:15000 or larger.

Remember the left hand page must be divided into five columns with the following headings:

“Time”, “Direction”, “Leg Distance”, “Details” and “Total Distance”. The log should be factual and make it possible for future hikers to easily follow the route when read in conjunction with the strip maps. Brief items of a personal nature should be included to add to the interest and give an insight to the reader of the feelings of your party.

The final log

The log should be rewritten into an A4 hard-covered book with the log on the left hand page and the strip map and sketches, photographs etc. on the right. Remember, what you read on the left hand page you must see on the map on the right hand page. You need to adjust your map scale so that it matches the text. The opposite right-hand page should contain a strip map covering the area that



SATURDAY, 19 JAN, 1974			
WEATHER: CLEAR. VISIBILITY: SOME HIGH CLOUD			
Time	Direction	DISTANCE LEG TOTAL	REPORT
07h15		0m 7.2k	Had breakfast in pine plantation. Good spot for one night camp. Ample firewood (Pine). Drinking water from farm tank. Nearby stream Bilharzia infected, water not to be touched. Milk from farmer, Mr. Greyling. Farmhouse "Nooigedacht" shown on map.
07h35	310	300 7.5k	Left camp and went over bridge & up hill. Reached Sunset Rock. Wonderful view over Makimba's Kloof - Could see van der Merwe's farm, which we will pass later. Took photo. Crops here mainly Maize, Indian Corn. No cultivation to immediate South. Some Soil erosion, due to converging footpath.
07h55	185	400 7.9k	Proceeded South to Makimba's Kloof. Country mainly grassveld with some bush. Saw a cairn which may be connected with the Zulu wars in this area but no positive identification. Considerable number of sheer grazing slopes.
08h00	225	400 7.9k	Left campsite - heading for Fisantekraal.
08h00	200	1/2 km 1/2 km	Saw boat house (see sketch) - followed Jeeptrack along dam wall then across veld towards Koppie (bearing 240).
08h30	240	1km 1 1/2 km	Arrived at Koppie, took photos, drew view of dam, collected specimens of local shale.

Rough Notes and Log

has been logged on the left-hand page. The scale may be adjusted on each page but should not be smaller than 1:15 000 and should show tracks, vegetation, gradients, landmarks and places of interest. It should also clearly show the paths you followed and the direction of travel. Each map must have a scale, key and must show both magnetic and true north.

Where you are not moving very far, for example when you are packing up and leaving your night stop, a more detailed map to a larger scale should be drawn so that future hikers could easily find the spot.

The log should also contain a road map with instructions on how to get to the start and away from the end of the hike and a brief description of the route to be followed.

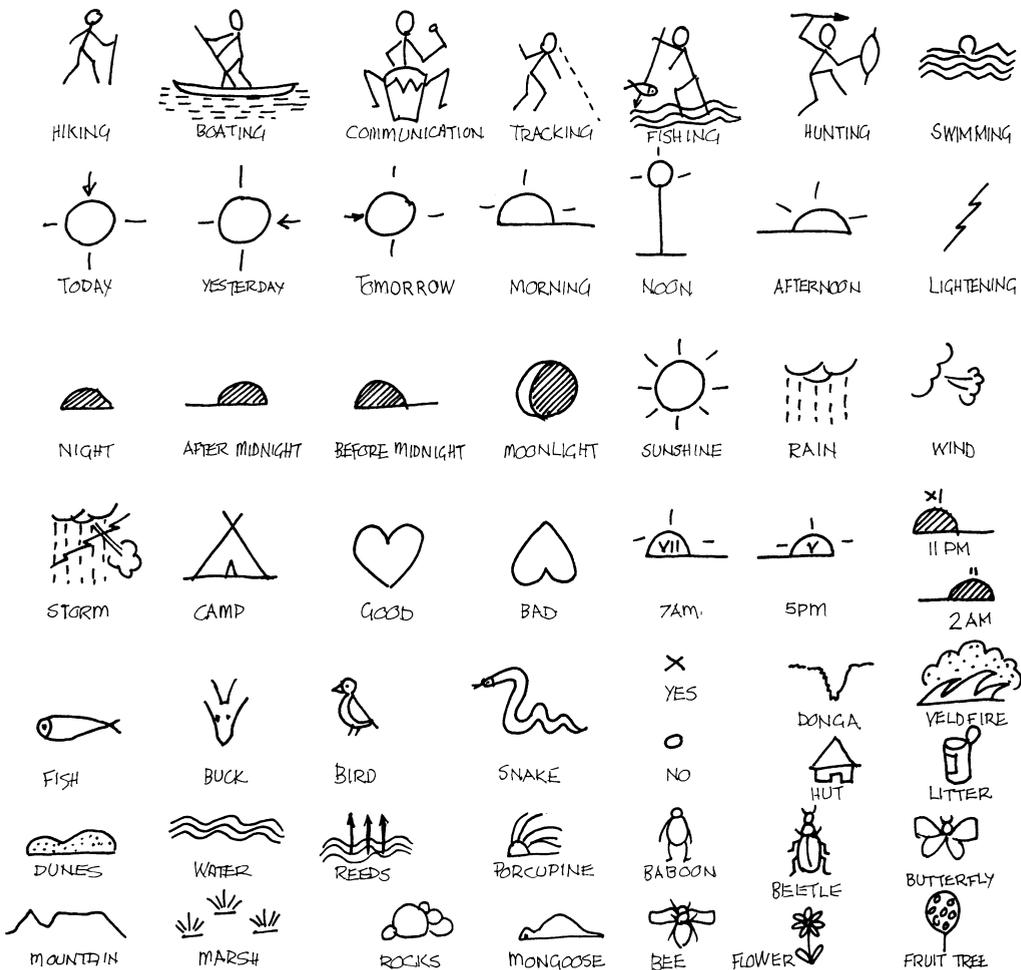
At the end of the log reports, sketches and photographs of flora, fauna, soil erosion and conservation seen in the area should be included. All the parent consent forms, permits, equipment and food lists should follow these with comments on their suitability.

The final page should be a conclusion, giving your feelings and the feelings of the party and any recommendations to future hikers.

Use these “Bundu” signs to brighten up your log and strip map. They can save a long description and make it more pleasing to the reader.

BUNDU SIGNS

COPY THESE INTO THE BACK OF YOUR HIKE LOGBOOK - USE THEM INSIDE!



Bundu Signs

Kit

Teaching and telling are not the same. *Teach* your Scouts what to take with them, don't just *tell* them! Suggest that they each draw up their own personal kit list (for you to check) while you are gathering the group stuff you need:

- Plastic sheltering or hike tent(s). Cooking utensils (to fit menu planned).
- Conservation stove (or what cooking method?) Trowel or trenching tool. First Aid kit.
- Personal kit is what you *need* – not what you might find useful! It all has to be carried.

Tips for hiking kit list:

- Light sleeping bag and/or knitted wool blanket(s). (An inner sheet for your sleeping bag makes you extra warm and keeps your sleeping bag clean inside).
- Aluminium or plastic plate and plastic mug.
- Small towel, tooth paste & brush, comb. You can share soap if you like.
- Sleep in spare clothes or tracksuit, so no need to carry pyjamas.
- Remove cardboard packets of foods; store in plastic food bags; put items like sugar into small plastic containers. Keep labels with instructions.
- Plastic raincoat can double up as a groundsheet.
- Lightweight torch, or candle (a head torch that straps to your forehead can be useful, as it leaves your hands free).

In chilly weather, never cut down on warm clothes just to reduce weight. That jersey, anorak, blanket might save someone's life.

Each member of the party should carry a 1m x 2m sheet of plastic. It has the following uses:

- As a Groundsheet or a sleeping shelter. To cover a tent that has sprung a leak.
- As a poncho covering you and your rucksack.
- As a cover for your rucksack/firewood/ food overnight.
- For collecting rainwater.
- Protection for injured person or making an emergency stretcher.

A few sheets of newspaper can also be very useful for:

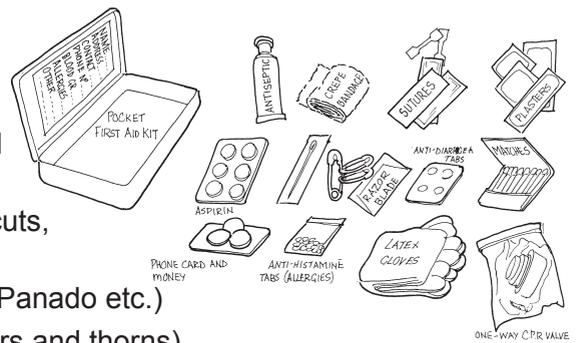
- Insulation between sleeping bag and groundsheet.
- Insulation between blankets for extra warmth.
- Stuffing into wet footwear to dry overnight.
- Splint for arm, if firmly rolled.
- Cooking meat or fish, if no foil.
- Emergency toilet paper.
- Fire lighting.



Personal hike first aid kit

Each member of the party must carry a personal First Aid kit containing:

- A selection of adhesive plasters and dressings (for cuts, blisters)
- Small tube of antiseptic cream (for cuts, burns, scratches)
- 6 soluble painkiller tablets (Disprin, Panado etc.)
- 1 clean needle (for removing splinters and thorns)
- 3 safety pins, 2 triangular or roller bandages, 1 new razor blade
- 2 medium wound dressings, 4 anti-diarrhoea tablets
- Latex gloves and a one way CPR valve



Store all these in a waterproof container together with matches and some money for an urgent phone call.

Food

Nourishing and lightweight. Those are your two essentials for hiking trail foods. Less substantial food when you are on the move. Good filling stuff for supper and breakfast. Planning ideas:

- ProNutro is ideal: nourishing and very light. You can pre-mix your own patent “muesli”, adding milk powder and sugar so that all that’s needed is water.
- Porridge is filling and gives you lasting energy. (Try “OatssoEasy”).
- Bullybeef (if you need meat) is compact and will not go ‘off’ overnight.
- Canned pilchards are the cheapest, most nutritious fish.
- Onions/potatoes don’t squash so easily.
- Dried fruit can be eaten without cooking.
- Dried sausage/biltong was invented for those on trail!
- Packet soups/Oxo cubes provide quick hot drinks or flavouring. Add noodles, macaroni, rice or pasta for added ‘body’.
- You need **salt** on a hike, to replace body loss through sweating, and to combat heat exhaustion.
- Cheese is compact, nutritious, but expensive.
- Tea-bags, instant coffee, sugar, milk powder are light-weight, but don’t take more than you require.
- Bread is bulky and soon goes dry. Use rusks or dry biscuits, or take self-raising flour and make twists or camp bread.
- Carry ‘squashy things’ (margarine, cooking oil, jam) in small plastic boxes, or screw-top film tins.
- For *padkos* take fresh fruit, nuts, raisins, dates, boiled sweets (but don’t drop the wrappers!).
- Always carry fresh water. (*Don’t fill all the bottles with cold drink.*)



Transport

It's possible that you won't be starting your journey directly from someone's house, so you may need transport to the starting point and possibly back from the finishing point as well. This has to be thought of in advance, and it's wise to consult train and bus timetables, to fix dates and times, and to check on the cost involved. If adults offer lifts, a donation should be agreed on to cover petrol. Remember: Scouts don't hitch-hike. Make sure the vehicle is large enough to take your team and their kit. Do not forget to confirm departure and return times with the driver. It can be quite disheartening when your party arrives at the end of the hike all tired out, only to find the transport will only arrive in two hours time.

History

Every route passes places of historic interest. Why not do some local research so you all know what there is round you or under your feet? Old roads and passes are worth finding. You could even make history your theme for the hike.

Conservation

Again, do your local research beforehand on plants, birds and animals to give all of you an idea of what to look for. Swot up on spoor. Have a light-hearted identification quiz before you go. Carry a spoor chart or book for quick identification on the trail. This would make a very good theme.

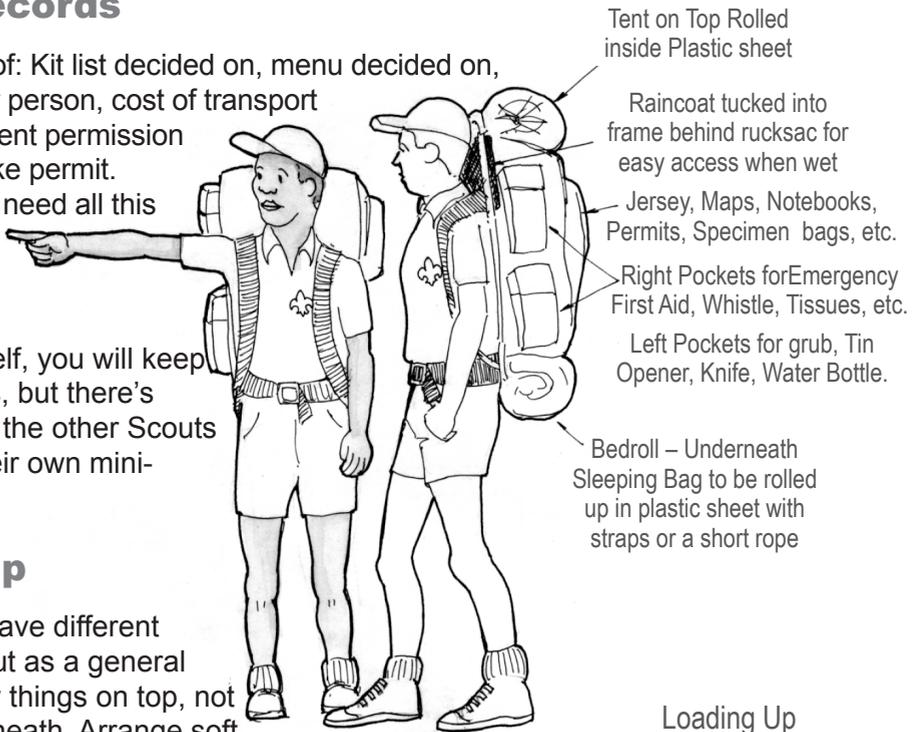
Written records

Keep a record of: Kit list decided on, menu decided on, cost of food per person, cost of transport per person, parent permission forms, camp/hike permit. You're going to need all this when you put together your report.

On the hike itself, you will keep your own notes, but there's nothing to stop the other Scouts from writing their own mini-reports as well.

Loading up

All rucksacks have different pockets, etc. but as a general rule load heavy things on top, not hanging underneath. Arrange soft



Loading Up

items (like spare clothing) inside against your back. Pockets are for items you may need in a hurry. Weigh your loaded rucksacks. No one should carry more than a third of his own body weight; preferably nearer a quarter. Aim for a load of about 10 to 15 kg.

On the trail

No one goes alone. Keep to that rule and you reduce accidents, as well as the chance of getting lost. It also means: no one burning on way in front, and no one allowed to lag behind. If someone's tired, *you all stop*.

Remind yourselves: you are a *team*. Each one keeps an eye on the person in front and the person behind: a rucksack snagged in a branch, giving them a helping hand on a slippery rock, something slipping out of a rucksack pocket.

Emergencies

It's unlikely you'll get lost, if you stick together on your planned route. (Look back at the advice offered in Adventurer.) If you are uncertain about route-finding, look UP and look DOWN. Up will show you viewpoints from which you can get a better sight of the countryside. Down will show you streams and rivers which usually flow towards civilisation.

Never travel at night. Make camp and stay there, even if someone is hurt. Don't waste your torches signalling unless you know someone is searching for you. Most rescue work is done by daylight.

The accepted *distress signal* is three signals together, regularly spaced: shouts, whistles, flashing of mirror or torch, waving of distinctive cloth, or three small fires in an evenly spaced triangle. Always take a brightly coloured item such as an orange rucksack or groundsheet, which can easily be spotted.

Survival kit

It is your responsibility to see that every member of your party has a survival kit containing the correct items to survive if conditions get bad or you get lost. Think through each item of its contents, in relation to where you are going to be and what weather conditions are likely. You could be required to explain to your Scouter or evaluator why you chose what you did.

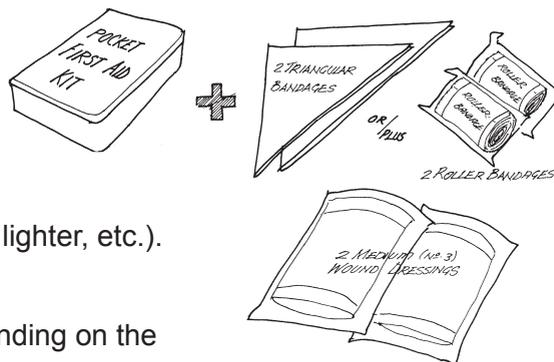
Survival is a serious business. It means staying alive. Read the newspapers, and you will see it is not just theory, but reality. However carefully a trip has been planned, taking all precautions, something can still go wrong – and you and your fellow Scouts are in danger. Our motto, “Be Prepared”, can mean the difference between life and death.

Man's basic needs are water, *food*, *shelter* and *warmth*. Your survival kit should provide those needs until you are rescued. It is also important to know how to make contact with (and communicate with) your rescuers, and how to use the survival techniques to sustain you until help arrives.



Essential items at all times:

- Full 1 litre water bottle.
- A good knife.
- Sheet of transparent plastic at least 1 metre square.
- A source of fire (waterproof matches, lighter, etc.).
- Whistle.



Personal First Aid Kit

The following would also be useful, depending on the expedition:

- Small compass.
- Water purifying tablets (e.g. Chlorflac). 3 m of thin, high tensile steel wire, such as is used for leaders when fishing.
- Fishing line, small hooks and sinkers. Solid fuel tablets.
- Signalling mirror (steel, with hole in the middle).
- 'Space blanket' or 'emergency blanket'. Flexible 'wire' saw.
- Paper and pencil stub. Energy bars.
- 1 dehydrated hiking meal. 5 barley sugar sweets. Medical kit containing at least butterfly sutures, anti-malaria tablets, anti-histamine tablets, small tube of antiseptic, crepe bandage.

The whole lot, except the knife and waterbottle, should fit inside a pouch. Ideally, this should be wrapped in plastic and the open ends sealed with tape to make it waterproof. (Maximum weight of contents: 500 g.) Carry the kit in an outside pocket of your backpack, or attached to your belt.

Where you are going will make a difference. Fish hooks, for instance, are of little use in snowy weather on the Drakensberg. In desert conditions, the signalling mirror is essential.

Remember, your survival kit may save someone's life. Don't pinch things from it. Check the contents carefully before any hike or expedition.

Survival techniques

What you need to do will depend largely on where you are. And often your first priority is to find that out!

Where are you? Can you identify your position? (Look back at the advice given in Adventurer level.) How easy is it for a rescue party to find you? Include bright clothing or a coloured groundsheet in your equipment, so you can be spotted from a distance. How can you make enough noise to attract attention? Is there a way of creating smoke signals?

Always, your ability to survive will depend on the **four key points**.

1. **Water.** Are you carrying enough? How well can you conserve what you have? Don't (while you are waiting) take violent exercise in the heat of the day and so use up body moisture, as well as making yourself more thirsty. Where can you collect water? What can you store it in?
2. **Food.** Do you have a reserve supply? Can you recognise the natural foods that may be available in your area? Fruits – berries – nuts – roots – shellfish – fish? And do you know which ones are poisonous?
3. **Shelter.** Your most persistent enemy may be the sun, but shelter from wind and rain and even snow may also be needed. (Check back on what you learned in Pathfinder 3a and Adventurer 8b.) What natural materials are there?
4. **Fire.** Your “best friend” may save your life by providing a signal, (smoke by day or flame by night), which can be seen from a long way off. Fire also keeps you warm and dries your clothes, cooks your food. If you are short of matches you may need to keep a fire going all the time till you are found.

Your report

Your First Class Hike Log could be written, or you can use modern technology and type it on the computer. You will need to have certain information before you start:

THOSE TAKING PART names, ages, experience.

KIT LISTS and weight carried by each person.

FOOD LIST with menu and quantities and comments on the suitability of your chosen kit and food.

ROUTE with map.

TRANSPORT details. Specific reports on History, Conservation, etc. – perhaps with an added section contributed on a special topic by one of your team.

THE LOG ITSELF, with times, bearings (of sections of route), distances; and all your notes on the route, weather, observations, adventures. This will be a neat copy of the rough notes you made along the way, laid out in the way shown earlier in this chapter.

MAPS The full map of the route, your rough strip maps and a road map to and from the hike.

ILLUSTRATIONS drawings, photos and cuttings, leaf impressions, bark rubbings, etc. Specimens or plaster casts.

Creating a Hike Log and making it look attractive is an enjoyable skill – and it should prove to anyone reading it that you enjoyed the whole procedure, planning, hiking and the report back. Why not use some of the “Bundu Signs” shown earlier?



Hike

LOGBOOK Guidelines



THE COVER

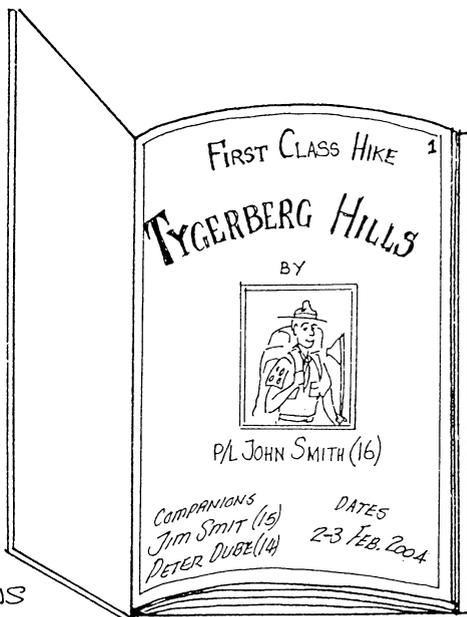
- YOU WILL PROBABLY WANT TO KEEP YOUR LOGBOOK AS A PERMANENT RECORD. WHY NOT MAKE THE COVER FROM PLYWOOD OR LEATHER?
- THE DESIGN WILL MAKE IT DISTINCTIVELY YOURS.
- YOU MAY EVEN CONSIDER KEEPING ALL YOUR HIKE REPORTS IN ONE BOOK

THE FRONT PAGE

- LIKE A BOOK, IT SHOULD TELL US WHAT WE'RE READING ABOUT.
- INCLUDE A PHOTO OF YOURSELF AND WRITE IN YOUR NAME, RANK AND AGE.
- LIST THE NAMES OF YOUR COMPANIONS AND THEIR AGES.
- GIVE THE DATES OF THE HIKE

NOTES

- PRETTY PICTURES AND 'FLOWERY' WRITING DO NOT MAKE A GOOD LOG.
- YOU MUST WRITE A FACTUAL ACCOUNT OF WHAT YOU SAW, DID, FELT AND HEARD. USE ILLUSTRATIONS AND SKETCHES TO PROVIDE CLARITY AND INTEREST.



INTRODUCE THE AREA TO THE READER/EXAMINER

2

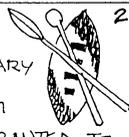
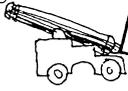
HISTORY: THE HILLS WERE FIRST USED AS A MILITARY AND CATTLE OUTPOST. FROM 1670 TO 1704 FARMS WERE GRANTED TO FREE BURGHERS.

ON KANONKOP AND KANONBERG CANONS WERE SET UP TO WARN FARMERS OF ATTACKS OR OTHER DANGERS AND LATER OF VISITING SHIPS.

THE AREA TODAY CONSISTS OF FARMS VINEYARDS WHICH ARE RAPIDLY FALLING TO ENCROACHING URBANISATION.

POINTS OF INTEREST:

- THE MAGNIFICENT VIEWS
- THE OLD FARMSTEADS
- THE OLD CANON

FAUNA: STEENBOK, GRYSBOK AND ROOKAT ARE THE LARGER ANIMALS PORCUPINE, MOLES, MANGOOSE AND TORTOISE ARE QUITE COMMON.

SNAKES: COBRA & MOLE SNAKES AND PUFFADDERS INHABIT AREA.

BIRDS: GUINEA FOWL, BUNTINGS, SHRIKES HAWKS AND BUZZARD CAN BE SEEN.

FLORA: THIS IS A UNIQUE TRANSITIONAL RENOSTERVELD/PYNBOS AREA. NOT FOUND ELSEWHERE.

GEOLOGY: WEST IS SANDVELD REGION AND THE EAST RICH HUTTON TYPE SOILS. GRANITE IS QUARRIED AND SUPPLIES 90% OF C. TOWNSTONE AGGREGATE.

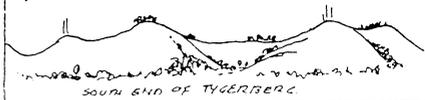




AND SHOW WHAT IS IN THE LOG, WHAT THE EXAMINER WANTS AND WHERE IT CAN BE FOUND.

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3. FLORA & FAUNA	3
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8. KIT LIST & PERMITS.	17-18
9. MENU & FOOD LIST/COSTS	19-20
10. COMMENTS ON HIKE	21
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SOUTH END OF TYGERBERG

EXAMINERS INSTRUCTION

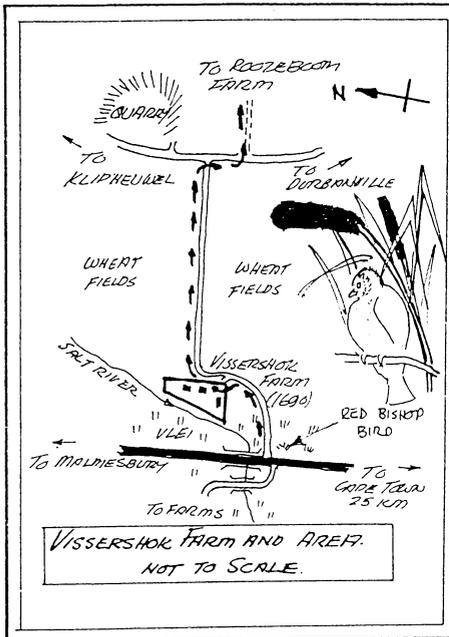
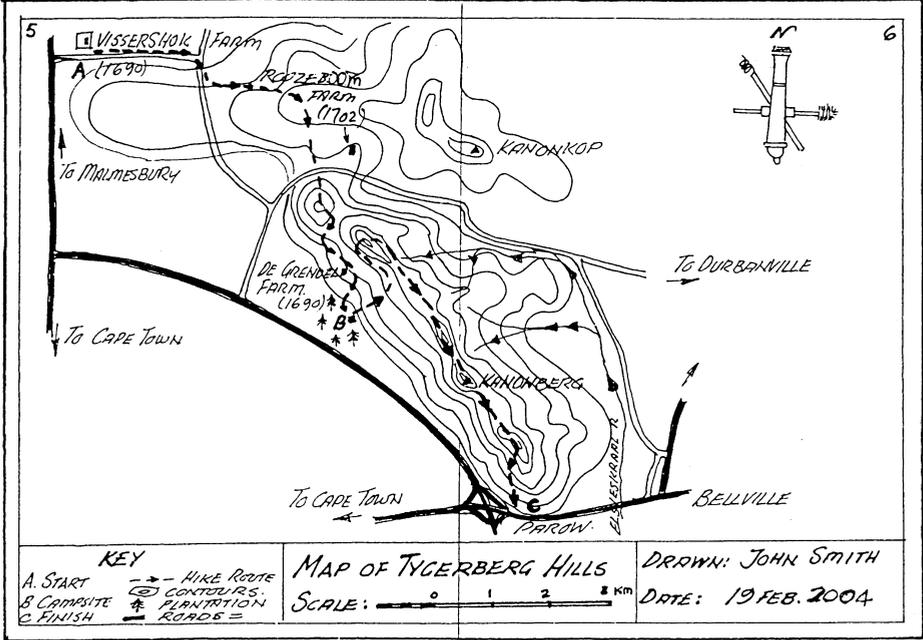
- HIKE FROM VISSERSHOK TO PLATTEKLOOF 7-14
- COMPLETE A NATURE REPORT 15
- DRAW PLAN OF CAMPSITE
- DRAW SKETCH OF CANON
- GET DETAILS OF VISSERSHOK HISTORY FROM THE FARMER. 2.
- DRAW SCALE MAP OF HIKE ROUTE 5-6
- TAKE COMPASS BEARINGS FROM KANONBERG TO BLOUBERG & T.M. 12.

REPORT ON POSSIBILITY OF A HIKING TRAIL(S) IN AREA 21.



PORCUPINE

THE MAP: AS IMPORTANT AS THE LOG, ALWAYS INCLUDE: (i) NORTH POINT - ALWAYS FACING THE TOP (ii) THE TITLE, SCALE AND KEY AT THE BOTTOM (iii) CONTOURS, MAIN ROADS/TRACKS, RIVERS AND PLACES OF INTEREST AS WELL AS PLACES MENTIONED IN THE LOG.



TIME	REPORT	
1200	WE BEGAN WITH A VISIT TO VISSERSHOK FARM. IT WAS GRANTED BY VAN DER STEL IN 1690'S AND HAS BEEN USED AS A STAGING POST AND A COLONIAL DETENTION CENTRE. TODAY IT IS A DAIRY FARM. THE SALT RIVER FLOWING BELOW FARM WAS ONCE NAVIGABLE. THERE IS A LARGE VLEI AREA AND MANY FINCHES AND WATERBIRDS NEST THERE. WE FOUND THE WATER BRACKISH AND UNDRINKABLE. LEAVING THE FARM WE FOLLOWED THE TAIR ROAD AS IT CLIMBED THE EASTERN END	0 20 40 60 80 100 120 140 160 180 200 220 240 260 280 300 320 340 360 380 400 420 440 460 480 500 520 540 560 580 600 620 640 660 680 700 720 740 760 780 800 820 840 860 880 900 920 940 960 980 1000
1245	OF THE T'BERG HILLS. WE CAME TO A "T" JUNCTION 100M SOUTH SAW CURT TRACK TO ROOZEBOOM FM. THE CROP BEING FARMED WAS MAINGLY WHEAT.	100 120 140 160 180 200 220 240 260 280 300 320 340 360 380 400 420 440 460 480 500 520 540 560 580 600 620 640 660 680 700 720 740 760 780 800 820 840 860 880 900

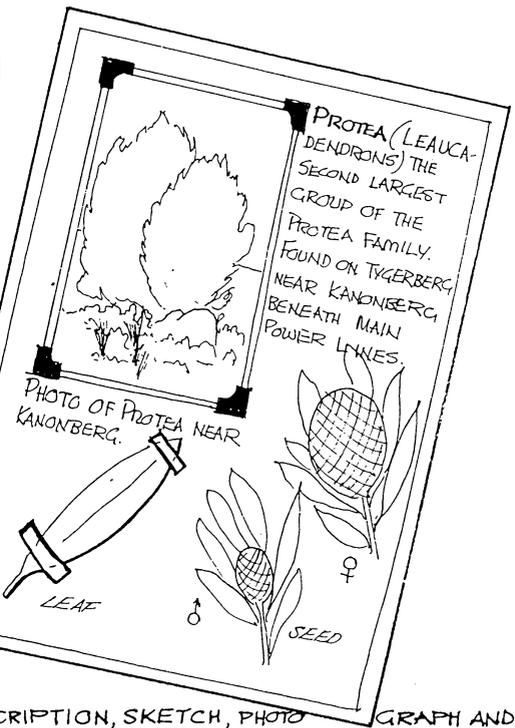
THE LOG: WRITE ABOUT WHAT YOU SAW, HEARD & FELT - BE NATURAL & PERSONAL WITH YOUR DESCRIPTION. A SKETCHMAP AND ONE OR TWO THUMBNAIL SKETCHES CLARIFY THE WRITTEN WORD. USE COLUMNS TO INDICATE TIME, DISTANCE AND DIRECTION (BEARING) JW '90

NATURE REPORT:

WEATHER: SAT. WINDY WITH  CIRRUS CLOUDS. OVERCAST AT NIGHT. SUN: CUMULUS CLOUDS AND RAIN IN AFTERNOON.

FAUNA: BLACK SHOULDERED  KITE WERE SEEN OFTEN OVER THE WHEATFIELDS

 PORCUPINE TRACKS AND QUILLS WERE FOUND AT KANONBERG WE SAW A CAPE MONGOOSE  ON THE TRACK LEADING TO ROOZEBOOM FARM.



PROTEA (LEUCADENDRONS) THE SECOND LARGEST GROUP OF THE PROTEA FAMILY. FOUND ON TYGERBERG NEAR KANONBERG, BENEATH MAIN POWER LINES.

PHOTO OF PROTEA NEAR KANONBERG.

LEAF

SEED

♂

♀

FOR GOOD RESULTS, OBSERVE, WRITE A DESCRIPTION, SKETCH, PHOTOGRAPH AND TAKE SAMPLES (DON'T BREAK THE LAW AND DON'T DESECRATE!) WHEN YOU RETURN HOME READ UP ABOUT YOUR SUBJECTS. FURTHER INFORMATION CAN BE OBTAINED FROM LIBRARY, CONSERVATION OFFICE OR LOCAL BOTANICAL GARDENS OFFICERS.

KITLIST: (TOTAL WEIGHT 12KGS)

- KITBAG
- SLEEPING BAG
- HIKE TENT
- WATERPROOFS
- TRACKSUIT
- TOILET KIT
- FIRST AID KIT
- GAS STOVE
- EATING UTENSILS
- TACKIES
- MAP & COMPASS
- WRITING MATERIAL
- CAMERA
- TORCH
- FOOD

CONSENT FORM

PERMIT

MENU:

- SAT. SUPPER: STEW
TINNED FRUIT
TEA, PROVITA & CHEESE
- SUN BREAKFAST: BACON, EGG & MUSHROOMS
TEA & RUSKS.
- SUN LUNCH: TUNA & PROVITA, CHEESE
NUTS, RAISINS & TEA.

Food List:

- SAUSAGES, POTATO, ONION, CARROT, SOUP
MIX. GUAVAS & TIN IDEAL MILK, TEA
BACON, SEGGES, TIN MUSHROOMS, RUSKS
TUNA, PROVITA, NUTS & RAISINS, CHEESE
TOTAL COST FOR 3: **R67.00**

TAKE NO MORE, NOR NO LESS, THAN YOU NEED.

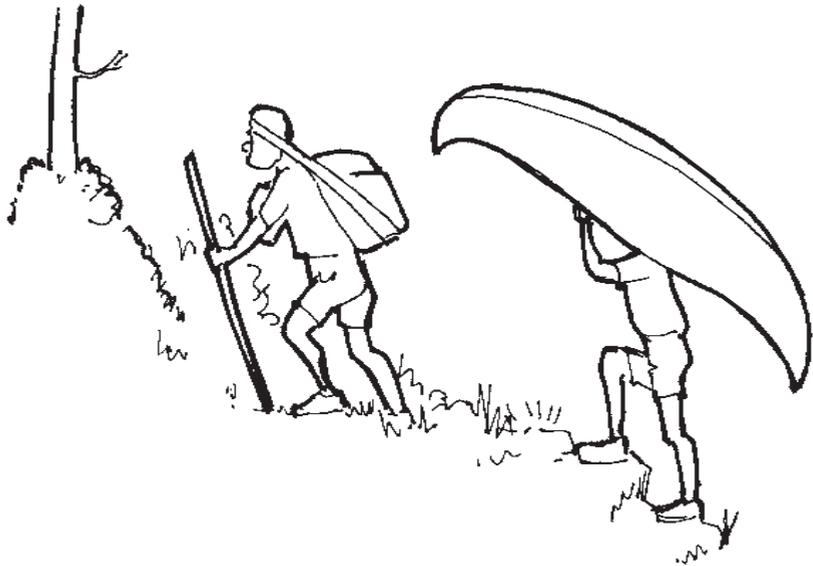
Afterwards

Of course, your *thanks* to many people:

- those who went with you
- those who helped with transport
- those who gave advice or assistance along the way
- the owner of the campsite
- the Scouter reading your Hike Log.

You will have learned a lot from your First Class Hike. Hopefully, it will remain an exciting and worthwhile memory for you and your team. As you now realise, so much Scouting is involved in its planning and execution. That's why it is left right to the end of the First Class requirements – before your Personal Growth Agreement discussion.

INTEREST BADGE RECOMMENDED Patrol Leadership, Hike Leader



Scouts Learn Endurance in the open like Explorers,
they carry their own burdens and “paddle their own canoes” - B-P.

PERSONAL AND INTERPERSONAL DEVELOPMENT

- 11. Assist in the planning of a Scouts' Own and form a personal evaluation of its success that you discuss with your Troop Scouter in preparation for the time when you will plan and lead your own Scouts' Own.**
- 12. Identify an outdoor service project to improve the quality of the environment in your community. It must require not less than ten hours' work. Lead your patrol in carrying out the project.**
- 13. Plan and lead a friendship activity for your Patrol with people of another culture. If the locality of your Troop is too far away from people of another culture, undertake this activity with a Patrol from another Troop.**
- 14. In the form of a ten-minute yarn for each, tell the Troop what you did to fulfil the requirements of items 12 and 13, and interpret the experience in terms of the Promise and Law.**
- 15. Lead a song or a dance or present a skit or lead a formation display or a Scout band rendition at a campfire or AGM.**
- 16. After consultation with your Troop Scouter lead your patrol in a discussion on AIDS awareness and prevention, plus one of the following social issues, relating to the Scout Law:**
 - a. Theft**
 - b. Child abuse**
 - c. Substance abuse (alcohol, tobacco, drugs)**
 - d. Or any other similar topic approved by your Troop Scouter.**
- 17. Explain to your Troop Scouter what steps you would take if a member of your patrol reported to you that he or she was being abused either by someone in your group, a friend, relative or stranger.**
- 18. Earn an interest badge that shows proficiency in sport or physical ability.**
- 19. Complete a Personal Growth Agreement with your Troop Scouter as the final requirement for this level.**



11. Assist in the planning of a Scouts' Own and form a personal evaluation of its success that you discuss with your Troop Scouter in preparation for the time when you will plan and lead your own Scouts' Own.

This is a practical activity, which should be built into the normal programme of the Troop and should be evaluated by the Troop Scouter, on effort you put in to the service.

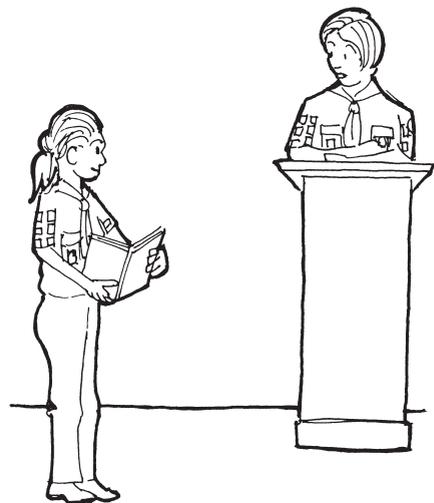
Where possible you should assist a candidate who is running a Scouts' Own for the Springbok level, but you could also assist with any Scouts' Own for the Troop. This could be at the hall, at Troop camp or even at a District function. The main criteria are that you take an active part, which requires some preparation, such as a prayer or Bible reading and shows an interest in and understanding of the overall organization.

Your Scouter will lead with questions about how the Scouts' Own and your input relates to the Law and Promise. You should be prepared to explain the purpose of a Scouts' Own Service and what its content should be. The contribution that you made will also be discussed. At the end of the discussion your Scouter will sum up and pass on any ideas for you to use when running your own service.

Scouting does not aim to “teach” religion. That is for the religious leaders in our community. But as each one of us has promised to do our Duty to God, we do encourage all Scouts to belong to a recognised religious body.

By now, you must have become aware that the Scout Movement aims to do more for its members than just providing camps and games at Troop meetings. The aim of Scouting is to strengthen the development of every Scout in mind, spirit and body. You have the opportunity here to assist in that strengthening of spirit which can come from a well run Scouts' Own.

There will be a group of you involved in the planning, perhaps including a Scout who is working on this requirement for his Top Award. The main point you have to decide is: What is this Scouts' Own to be about? What message or intention do you want your Scouts to take away with them?



Assist a Candidate who is running a Scouts Own for Springbok level

There might be a particular problem in the Troop, which you hope some deeper thinking might help – wastefulness, bullying, unhelpfulness, or general lack of interest. Don't aim to cover more than one at a time. Search your minds and memories then for a good reading and a good story, which have to do with that subject. Readings can come from all sorts of books. If all the Scouts attending the service are of the same religious faith, then you might well choose a passage from the scriptures central to their religion. Be careful, though, not to give offence if you have Scouts of differing faiths or even different denominations of that faith. (For example, there are differences amongst Christians – Roman Catholic, Anglican, Methodist, Presbyterian, etc. – of which you may not be aware.) There are excellent readings to be found in many books of poetry, travel, and biography.

If you are at camp, there may be a local feature— a river, trees, or erosion, which you could use as a parable in the story. Live fish in a pool swim against the current and choose where they want to go, while dead fish are carried wherever the current takes them. The leaves of a tree may have several separate parts which all make up one leaf. The trees, which survive a storm, are the ones with the strongest roots, even though you can't see them. Veld ground without over-grazing and with all its wildlife does not suffer from erosion so much as ground with thin vegetation, cut to pieces by sharp hoofs.

A Scouts' Own should contain: suitable, topical prayers; a reading (or more than one); a story (yarn) making a point; and perhaps some singing though, again, be aware that some faiths do not sing religious songs. If you feel you can include hymns, then you may need to have them duplicated so that everyone can have a copy. It might be wiser to use some of the quieter campfire songs such as Kumbayah, In My Father's House, or Taps.

Try to avoid the Scouts having to listen for too long without getting a chance to take part. That is where communal prayers and singing make everyone feel he is a part of the worship.

As you can see, a Scout's Own requires careful planning in advance. Well planned and run, such an occasion can build you and your fellow Scouts in the way you believe, think and live.

Afterwards, you will discuss it all with your Troop Scouter, to rejoice in all that "worked" and to learn from any part that didn't.

INTEREST BADGE RECOMMENDED Religion and Life



Use some of the Quieter
Campfire Songs

12. Identify an outdoor service project to improve the quality of the environment in your community. It must require not less than ten hours' work. Lead your patrol in carrying out the project.

The term 'Environment' covers not only nature, but also all aspects that affect the community. This activity is not only to provide a service, but also to make you aware of your surroundings. Through this project you will learn the advantages of preparation and forward planning

You must identify a need in your community and then discuss with the Troop Scouter how you plan to meet that need. If the Scouter accepts the project you must hand in the plans including the 'Objective', 'the resources you will use' and 'the action plan to achieve the objective'. The 10 hours of work do not include the planning time, but could include an hour of preparation time.

You are not required to lead a team for this activity, but if it is carried out with other Scouts you must carry out the planning on your own and take a leading part in the project. Where it is a very large project and more than one candidate is involved, the project must be split and each candidate given a section to plan and carry out. Once completed the Scouter must be satisfied that you did your best and put in 10 hours of work towards achieving the objective.

Once the project has been completed you must submit a short report showing what you achieved, how the work was carried out, assistance used and who it benefited. Should the need not have been fully met you must include the reasons for this in your report. Where possible a set of photographs of 'before' and 'after' the project should be provided

As part of your Adventurer Level you took part in a service project. Now you are required to open your eyes even wider. Sure, conserving the environment is one huge problem but it isn't the only one. There are problems just as worrying concerning people, and Scouts should be doing their best to help. This time you are expected to take the lead in drawing up the project, even though it may well require knowledgeable adults at key points, or a candidate working towards the Springbok Level.

The problems you may tackle could be:

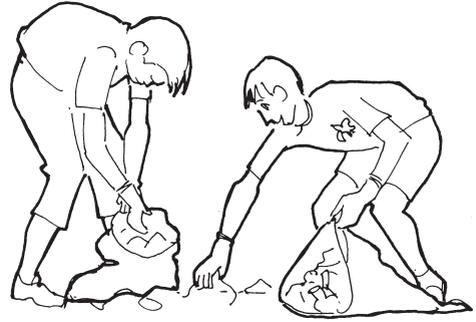
Litter problems, noise pollution, vandalism, noxious weeds, graffiti, alien vegetation, soil erosion, bad farming, fire hazards, water pollution, abandoned aged people, air pollution practices or other things like general health problems that weaken or injure so many people – poor diet, smoking (and the danger of cancer), alcohol, ill health through lack of immunisation.

Your first task is to find out. Do a survey of your area, perhaps with your Patrol. Then do your research. Ask people who know. Check facts at your library.



You need a team behind you, and you need the local community on your side. One of the most positive and useful steps you can take is to increase local awareness of the problem and of its possible cure.

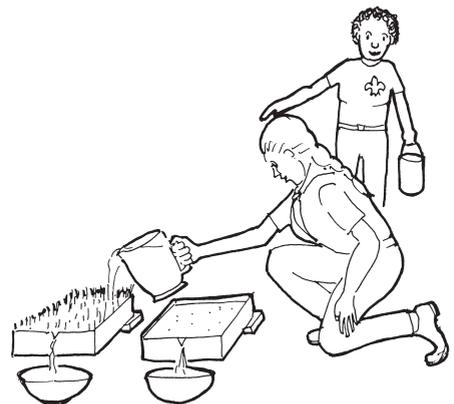
- Organise a visit by the whole Troop to the area where your chosen problem is most evident. Show and explain what's wrong. Let them feel as indignant and disturbed as you do. Encourage them to become involved.
- Arrange an exhibition: of invading alien plants, of polluting objects recovered from the river, of models showing erosion or fire hazards, of photographs showing local vandalism. Get your Patrol or Troop to help collect and arrange it all, so they are part of the project.
- Invite a speaker (after consultation with your Scouter) to a parents' evening, explaining the work of a social organisation such as the Cancer Society, Alcoholics Anonymous, the National Sea Rescue Institute, St John Ambulance Brigade, Child Welfare, Fire Brigade, your local old age home or hospital. You write or phone to arrange the speaker (or, even better, visit), and your Patrol or Troop help to arrange the venue for the meeting.



Litter Pollution

Your project will last at least ten hours. Instead of one of the projects mentioned so far, you might decide on a practical job of work aimed at putting right the worst local example of your chosen problem.

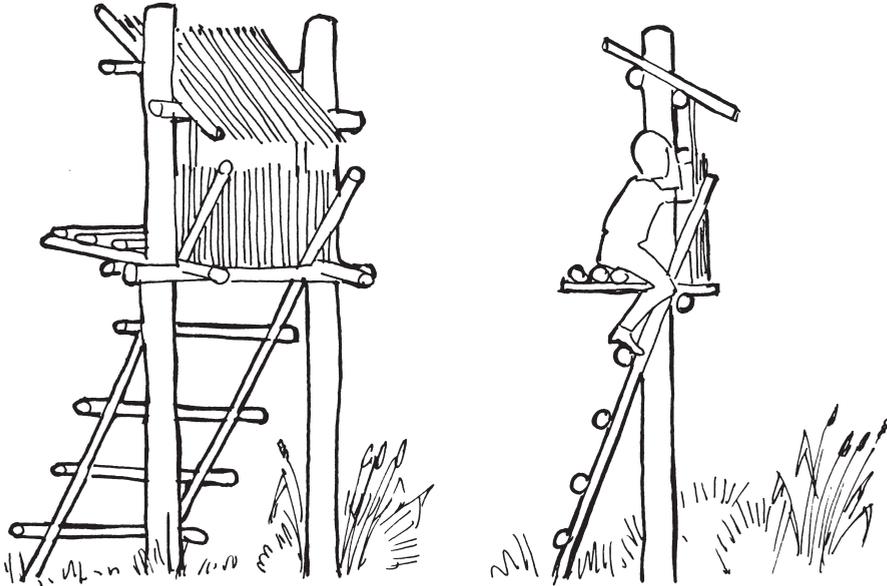
- Adopt an area. Your Troop accepts the responsibility of keeping a local park or a picnic spot or a camp site clean and tidy.
- Adopt a river. Upgrade the banks, eliminate undesirable weeds, and remove the litter.
- Plant a windbreak of indigenous trees.
- Clear any exotic vegetation from an area.
- Erect tastefully painted litter bins, and empty them regularly.
- Re-grass an eroded area, and re-channel water.
- Establish a bird cafeteria by planting trees and shrubs which bear fruit attractive to the birds in your area.
- Make and maintain an aquarium, or a pond for birds (and for beauty).



Models showing Erosion



- Build an observation shelter at a place of natural beauty, and equip it with notes on species to be observed.



Build an Observation Platform

- List the plants and animals in your area which are in danger of extinction, and create a mobile display with pictures, photos, spoor, etc.

*“Let no one say, and say it to your shame:
All was beauty here, until your campers came . . .”*

There are 76 conservation projects in the *International Show-and-Do Conservation Kit* by Vic Clapham (available through your Scout Shop).

Your project might be in the form of involvement with a local social service. A hospital, children’s home, old-age home, society for handicapped persons, might appreciate regular help or a special visit (singing carols, presenting a suitable show). You might involve your Troop supporting a church fete, crafts fair, school fun day, flea market, sports meeting – with a chosen cause or charity reaping the benefit. You might arrange a broadcast with your local radio station, because spreading awareness and knowledge is a most important part of any community improvement project.

There are many people in your community whose lives could be made happier or healthier through the vigour generated by you and your Troop. That’s First Class thinking.

INTEREST BADGES RECOMMENDED Forester, Public Health, World Conservation



13. Plan and lead a friendship activity for your Patrol with people of another culture. If the locality of your Troop is too far away from people of another culture, undertake this activity with a Patrol from another Troop.

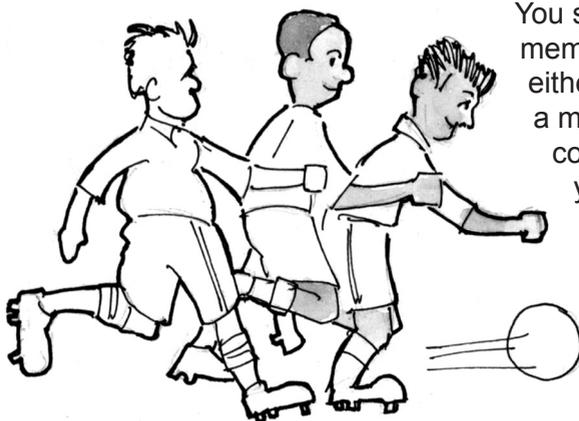
The aim of this activity is to get you to mix with people of another culture and see the differences and similarities and from this learn tolerance. It is important that the group you choose are from the same age group as your Patrol.

You may only take the second option if your Scouter agrees that there are no other cultures within a reasonable distance of your troop HQ. (The rule of thumb is that if the nearest group of people of another culture is more than 40 minutes driving time from your HQ then you are allowed to use the second option of meeting with a Patrol from another Troop, but where possible this group should be from another community.)

You have a wide scope in the activities that you could carry out e.g. Inviting people of another culture for a traditional meal, playing sport with them, taking them on a outing hike or camp. Whatever you choose, remember it is a friendship activity to help you to get to know another culture and their customs. You are not required to submit a written log but must explain to your Scouter before the activity your planning and the details of the activity and afterwards how successful it was and what you learnt from it.

You are about to organise an activity for a group of your peers from another culture or if you are forced by distance to run the activity with a patrol from another Scout group then the activity must be typical of the culture of another community in South Africa.

A Scout is a friend to all. It's almost impossible to be friends with people you have never met. Many of the barriers, which exist between people in this world, are caused by ignorance or unfounded prejudice and you need to learn the true facts and how to be tolerant to other cultures.



Friendship Activity

You should be able to make contact with members of another cultural community either directly, through a Scouter or a member of your troop or through a community organization or church. Keep your eyes open, round your town or district, and see what openings there are for such contacts. Often they can start with a friendly soccer match or shared campfire – but you want this contact to go further than that. You want to understand more about their culture and the way other people live.



Once you have made contact, do a bit of research. Talk with people; see if your library has any books that may help, or the Tourist Information bureau in your town. It will probably surprise you as you find what differences there are between you – how they live and eat and dress, their beliefs and traditions – habits that have become respected over hundreds of years – are important to us all. Having learned a little, perhaps enough, to ensure that you and your Patrol will not do something which might offend, then you are ready to arrange some joint activity. Whatever you do, make sure that one group doesn't feel it is doing a favour to the other, or receiving a favour from the other. This should be a friendly meeting of people on equal terms.

The ideal would be for your patrol to link up with a group of your peers from another culture and plan an activity with them that would enable an interchange of cultural ideas and customs. It could be a meal, a joint camp or you could invite them to a special Patrol meeting. It might be part of the sharing experience if you and your fellow Scouts wore improvised traditional clothing – but check carefully with your contacts in the community you are visiting that this will not give offence. Perhaps most important of all, when you have made new friends in another community, keep them as friends. Keep the link strong between them and your Troop, follow up with other activities so that you can really get to know what they do and why, and maybe build up a lasting friendship. You never know what changes such links can make to the future of the world and South Africa.

It will be interesting to try to answer the following sorts of question in your patrol before you embark on the activity:

- Does culture mean the same as language?
- Does culture mean the same as religion?
- Does culture mean the same as race?
- Or is it a mixture of all these?

How big is the **cultural** difference between (say) two middle-class English-speaking white boys in Johannesburg, both their fathers are businessmen, they go to the same school, play for the same rugby and cricket teams – and one is Jewish, the other Christian?

How big is the **cultural** difference between the son of an illiterate rural Zulu peasant farmer who attends a remote country school – and the son of a Zulu lawyer, partner in a big legal practice in Durban, who attends a prestige private school?

If it is not possible to plan a shared activity with people of another culture from your own or a neighbouring community, you and your buddies will aim to learn about the customs of another way of life. It might be by inviting a Patrol from another group to join your Patrol for a traditional meal of another culture followed by a traditional dance, a traditional song or a pleasing seasonal custom. You could learn a traditional dance or song and teach it to your guests. Find out about traditional

costumes, play traditional games, make traditional musical instruments, (and perhaps even managing to play them). By trying it yourselves, you will get closer to the way that other people think and live, and could discuss the customs with the other Patrol afterwards.

For example: Headgear and the customs relating to it differ in different communities. To Jews it is respectful to keep your head covered in a synagogue, usually with a special cap called a yarmulke. When Muslims enter a mosque, they cover their heads but remove their shoes, and carefully wash their hands and feet. In Christian communities, it is considered polite to take your hat off when you enter a church or someone's house. These are small examples of different customs.

Whatever you decide to do, make it a fun event that everyone will enjoy and this will help to narrow the cultural gap and build new friendships without prejudices and teach you a lot about tolerance at the same time.

Remember before the event you must discuss your planning with your Scouter and afterwards tell him how it went off and what you learnt from the experience.

INTEREST BADGE RECOMMENDED: World Friendship

14. In the form of a ten-minute yarn for each, tell the Troop what you did to fulfil the requirements of items 12 and 13, and interpret the experience in terms of the Promise and Law.

Once you are ready to carry out this activity you need to advise your Troop Scouter so that it can be built into a Troop meeting. It is preferable that both 12 & 13 be covered in one session, but if the activities are carried out far apart they may be split. This is an exercise to evaluate your public speaking, the delivering of concise reports and your understanding of the Promise and Law. Therefore you need to be well prepared.

You may use notes of key events, but should speak rather than read aloud. You should start with a description of the events and then explain how the experience could be interpreted in terms of the Promise and Law.

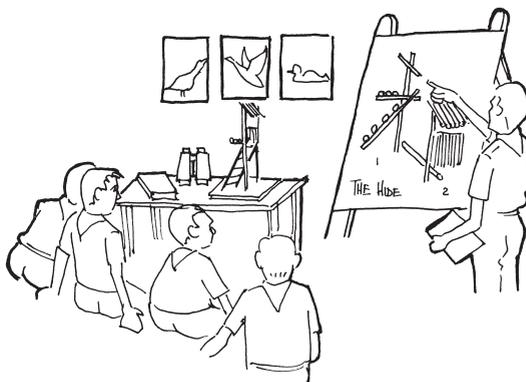
If you only use words, your audience won't remember all you said. Give them things to look at, and to touch, if possible. (An actual example of the traditional clothes or headgear worn by the people you had to dinner would make your point very firmly!)

- A couple of assistants act a scene from your service project, instead of you just telling the story. (Of course, this will have to be carefully rehearsed.)
- Make charts and posters to pin up on the wall, or show round, giving your objectives and outcomes. Use bold pens to make your lettering stand out. Bright colours help.
- A flip chart or chalkboard and coloured chalks can also be used.



- Project slides to hold an audience's attention, while you are talking. They also help you progress from point to point.
- Display photographs, souvenirs, things made and kept, etc.

Once you have put together your talk and any other aids to explain the Service & Cultural projects you carried out for section 12 & 13, you need to look at their *relationship to the Promise & Law*. Start by asking yourself what parts of the promise you were fulfilling during these activities and then repeat the question looking at each Scout law. Based on this research, prepare the second part of your yarn showing the relationship between your projects and the Law & Promise.



Ten Minute Yarn

INTEREST BADGES RECOMMENDED Scribe, Speaker

15. Lead a song or a dance or present a skit or lead a formation display or a Scout band rendition at a campfire or AGM.

This activity should, if possible, be carried out where at least a few Scouts from other groups or outsiders are present. This activity should last between 3 and 5 minutes and will be evaluated on your participation, leadership and effort, as well as the presentation.

If you chose to do a skit at a campfire you could use Scouts who are ready to carry out section 18 of the Pathfinder level to assist you. The skit should be in good taste and have been rehearsed.

If you choose a song or dance you must be a fairly proficient leader who knows the item well and holds the attention of the audience. Remember, this is not a solo and you must lead and motivate your audience to participate with you.

As part of your Adventurer Badge, you took part in some form of entertainment. Now it's your turn to play a major role in planning and preparing another show. Give pleasure to others by enjoying yourself. You're going to need a show, a place to perform, and an *audience*.

Show, place and audience may arrive together at a big campfire. Make it a special occasion. Have a notebook in which you collect details of campfire items, and browse through such books as Vic Clapham's *Veld Lore Scrapbook on Campfires*, or the two *Gilwell Camp Fire Books* by John Thurman and Rex Hazlewood. You could perform easy choruses, action songs, old favourites, story songs, music by itself such as performing with the troop band, games, sketches or skits. Campfires aren't all singing. Whatever you choose, make sure you know it well and you have rehearsed with your assistants.

Your skit could be a Scouting memory with a lesson woven in, a good laugh or a bit of spine-tingling drama!

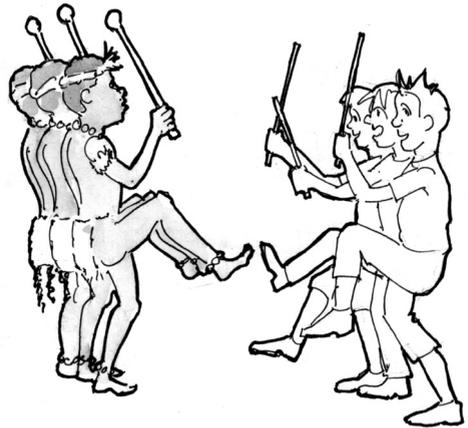
List your planned items, choose the best and write out the script so you don't forget it. Give due warning to your assistants ("We're on after the next song – OK?").

You're not just aiming to entertain your own Troop. So it'll need quite a gang of you in action, because any show has to have those vital backstage blokes.

So what's it to be? Talk over the possibilities with your team. Whatever you decide, it's got to have 'class'! That means REHEARSING. The more you practise, the better you'll be – and the more your confidence will grow.

Ideas

- **Musical instruments.** A Scout band, a traditional or tribal band, a guitar group
- **Singing.** Country style, full choir, harmony group
- **Sketches and skits.** Campfire type, parodies of TV adverts, mock interviews of famous people
- **Traditional or tribal dancing, folk dancing.**



Learning a Traditional Dance

Where

A specially planned Scout *Campfire* might be the answer. Campfires provide the most excellent entertainment of **all kinds**. So this time it's going to be unforgettable! **Special invitations to special guests** – at your Troop.

HQ, or at camp. Check where your guests will be sitting: a horse-shoe shape rather than a full circle might leave more room for the performers.

If you've decided to put on a skit or band performance at your AGM, a local hall may be suitable, or your own Troop HQ. Or you could choose a suitable open air stage for your performance. The most important things to check on are that the audience can SEE and HEAR the performance.

The Audience

From the suggestions above, you can see that your audience might be the Troop parents, invited guests or special people you have set out to provide entertainment for (like disabled children, or old people in a retirement home). It doesn't have to be a long show. You are only required to perform for 5 minutes, but will have to fit in with any other performers.

INTEREST BADGES RECOMMENDED Campfire Leader, Entertainer, Musician

16. After consultation with your Troop Scouter lead your patrol in a discussion on AIDS awareness and prevention plus one of the following social issues, relating to the Scout Law:
- Theft
 - Child abuse
 - Substance abuse (alcohol, tobacco, drugs)
 - Or any other similar topic approved by your Troop Scouter.

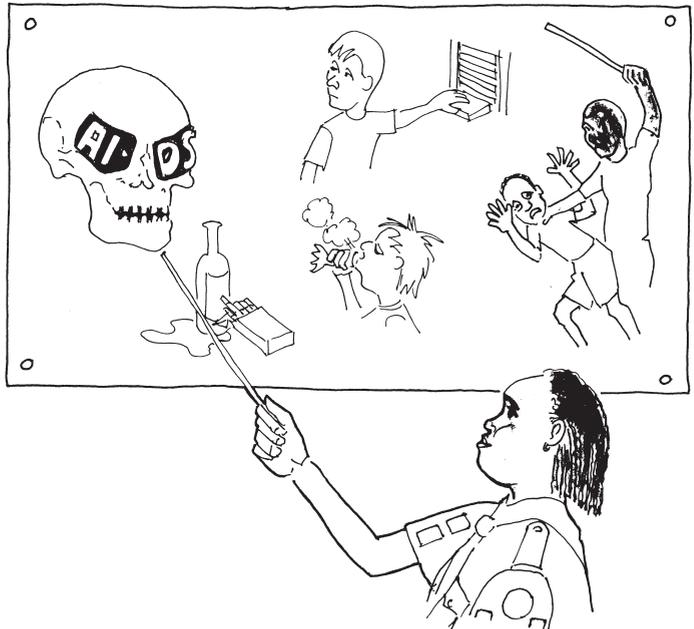
This section should assist you to learn research methods and practice public speaking and reinforce your knowledge of AIDS and other social issues.

The Patrol Leader could set up the discussion group, but you must introduce the topic, lead the discussion and summarise at the conclusion. You must base the AIDS discussion on the 'Scouting and Aids' pamphlet, but you must broaden your knowledge to be able to answer questions that may develop from the discussion. You must decide which other social issue is to be discussed. You must then carry out some research at a library, school or through one of the organizations dealing with the chosen topic.

Before you hold the discussion with the Patrol, you must show your Scouter that you understand the facts and their relationship to the Scout Law at a higher level than what you learnt at Adventurer level, and that you would be able to answer the younger Scouts' questions correctly.

If your Patrol Leader has completed the First Class Level he/she should handle the whole debate and no Scouter need be present. If not, then a Patrol Leader with First Class from another Patrol or a young ATS could evaluate your handling of the discussion. You must satisfy the evaluator that you did lead, had done some research, knew the facts and related the topic to the Scout Law.

It could be carried out at a Patrol meeting or Patrol camp.



Patrol Discussion

This is an activity where you have to go out to find the information at a library, from an expert or from an organization dealing with AIDS and the other problem you have chosen. You must be well prepared and have any visual aids you may need at hand.

As with all discussions, see that the group is comfortable and can hear each other. You must lead the discussion but must give the others a chance to speak.

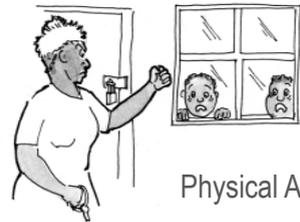
17. Explain to your Troop Scouter what steps you would take if a member of your patrol reported to you that he or she was being abused either by someone in your group, a friend, relative or stranger.

It is your duty to protect the younger members of your Patrol or any children for that matter, against abuse of any kind, and to report it to an adult who can take the correct action to stop the abuse and bring the abuser to book. It is a criminal offence to abuse a child.

What constitutes abuse?

Physical abuse

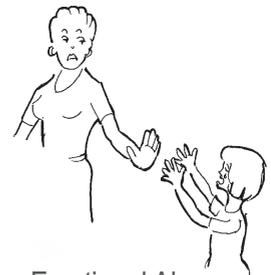
Any physical hurt or injury, which is inflicted deliberately, or is the result of deliberate neglect.



Physical Abuse

Emotional abuse

The negative effect on the emotional development of the child caused by emotional ill-treatment. (Emotional abuse could include constant belittling, making a child feel worthless, creating fears, creating unjustified feelings of guilt, etc. Remember, a parent's threat "I'm going to go away and leave you and never come back!" may be just as frightening to a small child as a threat of physical injury. Emotional abuse often occurs together with verbal abuse.)



Emotional Abuse

Verbal abuse

Excessive shouting or swearing at or in front of children, threats, teasing, insults or racial taunts. (Constant and repeated verbal abuse becomes emotional abuse. Do you see how these two overlap?)



Verbal Abuse

Sexual abuse

Involving a child in, or exposing him/her to, any sexual activity or pornographic material.



Incident procedure

All allegations or suspicions of abuse, no matter how insignificant they might seem to be or when they occur, must be referred as soon as possible to your Troop Scouter, Group Scouter or District Commissioner, who will refer them to the Area Commissioner or Area Manager immediately. Nothing must be withheld or filtered. Swift reporting will enable the correct authorities to give advice and take appropriate action. These procedures must be followed to fulfil our legal as well as our moral responsibilities. At all times the abused young person's welfare should be the most important consideration.

Your role

- Listen sympathetically.
- Write down what your patrol member said, using his/her own words as far as possible.
- Report it to your Troop Scouter, Group Scouter or District Commissioner immediately.
- **Do not investigate it yourself.** Just refer it to your Troop Scouter, Group Scouter or District Commissioner who will take the appropriate action.

18. Earn an interest badge that shows proficiency in sport or physical ability.

This is to ensure that you are showing an interest in an activity which will help your physical development. You should take up a sport if you are not already playing at school or with a club.

Once you have chosen the badge you want to earn, your Scouter will arrange for an independent examiner to evaluate your proficiency in the activity. This could be a coach, teacher, or someone with a serious interest in the chosen sport. If you are in training you could get your coach registered as an examiner and he could evaluate your performance at a sports practice.

The following interest badges qualify for this activity:

Archer, Athlete, Boardsailing, Canoeist, Cyclist, Fisherman, Hike Leader, Horseman, Lifesaver, Marksman, Master at Arms, Physical Fitness, Rock Climber, Snorkler, Sportsman, Swimmer and Wave Rider.

A "good sport" plays for the sake of the game. Sport can bring many benefits – physical exercise, mental stimulation, co-ordination, teamwork, friendships are all part of sport.



Swimmer's Badge

It is pleasant to win a game, but not so pleasant if no one wants you in the team (or the game) next time.

We call ourselves “amateurs” in sport, because the word means that we take part because we love doing so. Our love of the game is the only reward. Too often in “professional” sport, where winning is linked with a person’s income, we see bad sportsmanship in action: bad language, criticising the referee, trying to put off the opponent, sulking if you lose; disregarding the rules of the game – in other words, cheating.

Sportsmanship doesn’t only apply to such sports as soccer, rugby, tennis, cricket, water polo, softball, etc. It applies equally to games played at Troop and Patrol meetings – in fact, even more so, for then you are part of a *Scout* team.

The poet Grantland Rice wrote:

*For when the One Great Scorer comes
to write against your name,
He marks not that you won or lost,
But how you played the game.*

19. Complete a Personal Growth Agreement with your Troop Scouter as the final requirement for this level.

This must be the final item in this level before you start the Explorer Level. This PGA will be conducted in a similar way to the one at Adventurer level, except that the discussion will be expanded to include self-reliance, personal responsibilities, feelings about parents and teachers and social relationships. A more mature discussion will be expected by your troop Scouter at this level.

You will be required to set more detailed objectives and plans for achieving the Explorer Level of advancement and other goals outside of Scouting

Now that you have reached the last of the requirements for your First Class badge, it is time for another Personal Growth Agreement discussion with your Troop Scouter. At this stage of your Scouting, you should have a good grasp of all the Scout skills, and in the words of Baden-Powell you are now a “true” Scout. Looking back on your First Class level, you will probably see it as the transition period that took you into the top league of Scouts in your Troop. As such, you will be expected to be living up to the title of “First Class Scout” in all respects, including your skills, behaviour, attitude, loyalty and support.

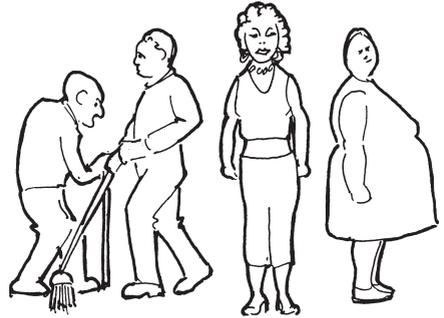
By now you will probably be playing an important part in helping to run your Troop. Your Troop Scouter will want to make sure that you are actively pursuing the ideals of the Promise and Law in your own life, whether in or out of uniform. So you need to consider:



- Am I considerate to my fellows?
- Have I learned to be punctual, or do I keep other people waiting for me?
- Do I have an open mind towards strangers, or do I perhaps prejudge them?
- Is my behaviour a reliable example to the other Scouts?
- Am I playing an active role in the life of the Troop, and am I a loyal member who supports Troop activities?
- Am I always willing to assist other Scouts who need my help?



PUNCTUAL



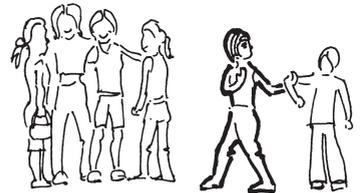
OPEN MINDED TO STRANGERS



WILLING TO ASSIST OTHER SCOUTS AND PLAY AN ACTIVE ROLE IN THE TROOP



A RELIABLE EXAMPLE TO OTHER SCOUTS



CONSIDERATE

Apart from focusing on your own contribution to the welfare of the Troop, this Personal Growth Agreement discussion will look ahead at the requirements for the Explorer level. Firstly you will have to decide whether to opt for the Explorer badge, the Sea Explorer badge, or the Air Explorer Badge. You will then be able to consider the choice of Interest Badges, and decide on the most suitable ones to work on. Where necessary, your Troop Scouter will be alerted to any specialist training needs you have, or where to make provision in the programme for you to complete some of the requirements. He will also discuss any Area courses, which would be of benefit to you, such as Interest Badge courses.

Your future scouting

Having got this far in your advancement along the Scout trail, it would be a great pity if time ran out during your efforts to earn the Springbok Scout Award. You will need to draw up a detailed timetable for the Explorer level, ensuring that you leave yourself enough time for the Springbok Award as well. Once you have set your sights and laid down your targets, stick to those target dates.

Have a look at the Challenge Awards too, to establish which of them can be earned simultaneously while working on your Explorer.

Now you are a First Class Scout. Great! With all the skills you have learnt, you will be well equipped to make a positive move towards improving some things in your community. You are sure to be one of the key Scouts in the Troop, sharing in the responsibility of running it. Less experienced Scouts will be looking to you for guidance. This presents you with a wonderful opportunity to promote Scouting's ideals, and bring those younger Scouts even closer to the Promise and Law.

As a First Class Scout, you will find new doors opened, and more senior activities being offered to you. Consider the Explorer level as a time for broadening your horizons. Look wide in seeking paths that will bring you so many rewarding experiences.

*Have you ever watched the campfire
when the flames have fallen low,
When the ashes start to whiten
round the embers' crimson glow?
Tell me, were you ever nearer
to that Land of Heart's Desire
Than when you sat there thinking
with your feet before the fire?*

This old campfire verse catches the moment of contentment at the end of a day in camp. "We dream of bygone campfires and long for those to come."

There must be many memories of your own Scouting, all the way to the pride of being a First Class Scout. But you're not going to spend the rest of your Scouting days looking at memories! Your own "Land of Heart's Desire" will include the Explorer level and your eventual Springbok Award.

Good Scouting!



