

Chief Scout's Platinum Award Activity Pack

This pack contains a series of activities that work towards aspects of the Chief Scout's Platinum Award for Explorers and Young Leaders. Each activity contains: a list of resources needed, an estimated time, other badges that the activity links to, and step-by-step instructions.

This pack was put together by the Avon County Youth Team on behalf of the Avon County Woodhouse Park team.

Social Distancing Disclaimer:

Any activity undertaken face-to-face needs to comply with current social distancing guidelines and the current advice and readiness level from Scouts UK. Any face-to-face activities must have an associated risk assessment, and be undertaken in compliance with Covid-19 regulations.

If you'd like to provide any feedback on this activity, please email the Avon County Youth Team at avoncountyyouthteam@gmail.com.



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Introduction

The Chief Scout's Platinum Award is one of the top awards for Explorers and Young Leaders. To earn this award, a young person must have been involved with Explorers for at least 6 months, and must complete at least six nights away as an Explorer (4 of which must be camping). Under current guidance, nights away are not permitted so these should be completed at a later date when nights away are allowed.

This pack focuses on the International, Community and Values activities that need to be completed as part of this award.

As well as completing everything mentioned above, an Explorer must also either hold the Bronze Duke of Edinburgh's Award or complete the four Platinum Scout Challenges. More information about this and the other requirements can be found on the [Scouts website](#).

International, Community and Values

An Explorer must complete two activities that contribute towards the [International, Community and Values activity list](#). Each of the two activities should come from different sections (i.e. a young person cannot complete two International activities to earn their Chief Scout's Platinum Award). Below are some ideas of activities that young people could complete to contribute towards their ICV activities.

International

International trips within Scouting are not allowed until at least February 2022, and UK-based expeditions are also not currently permitted. Whilst travelling abroad may not be possible at the moment, there are lots of other activities that Explorers can do to work towards this section of the Chief Scout's Platinum Award.

Explorer-Lead Sessions

It's important that completing this Award is primarily led by the Explorers. A great way to ensure this happens is by encouraging them to run a session within their section, or with a younger section. If they are working towards their Young Leader Belt, running the activity with a younger section may be able to tick off requirements for that award as well. Work with the Explorers to identify an international theme that they can run **two sessions** on. Potential themes can include:

- Talking about any international Scout events they have attended in the past
- The food and culture of another country they have visited
- Cultural ceremonies from another country they have visited
- Scouting in other countries
- Languages of countries they have visited
- The history of the World Scout Movement
- Exploring traditions and traditional craft from around the world

If the Explorer is running activities with younger sections, specific activity ideas can be found on the [Scouts' Global Programme Ideas page](#).

International Development Project

Explorers can take an active part in a project with an international development organisation to complete this section. They would then need to present their experiences to their Unit or a relevant audience, such as another section. Below are some International Development charities with based in the South West or with links to Scouting that Explorers could look to support:

- **Save the Children.** Save the Children are one of The Scouts official partners for the Million Hands projects. They aim to support refugees and displaced children. You can find out more information about their work and some project suggestions on the [Save the Children page of the Scouts website](#).
- **Cool Earth.** Cool Earth is a charity that works alongside rainforest communities to halt deforestation and its impact on climate change. You can find out more information about their work, and access pre-planned activities that can be run with younger sections, on [their website](#).
- **Frank Water.** Frank Water is a charity that works to improve access to safe water, sanitation and hygiene in India and Nepal. You can find out more information about all the ways you can support them, through volunteering, events and fundraising, on [their website](#).
- **School in a Bag.** School in a Bag is a charity that sends school bags filled with educational resources to poor, orphaned, vulnerable, disadvantaged and disaster affected children in 49 countries. They have lots of resources that groups can use to support them, which can be found on [their website](#).
- **Send a Cow.** Send a Cow helps people in rural Africa to grow their own futures on their own land. They support farmers and help them get the most out of their land to help them get out of poverty. They also teach families about gender and social inclusion, and teach business skills to farmers and landowners. You can find out more about their work on [their website](#).

Community

This section is all about developing the Explorer's knowledge and skills and putting them into practice to make a real difference in the local community. This section could be completed as part of a Million Hands project. There are lots of pre-planned activities on the [Million Hands website](#) that your Explorers could complete to work towards this section of the award. Below are some additional activity suggestions.

Woodhouse Park Site Service

Woodhouse Park reopened as parkland in April 2021 after being closed for a year due to the Coronavirus, and the Woodhouse Park team are always on the lookout for volunteers to help restore and maintain the site. Volunteering on the site will involve elements of DIY and repair

work, looking after the trees and grass, and ensuring the site is secure and tidy. If you would like to find out more about volunteering at Woodhouse Park, visit the [Woodhouse Park website](#).

Woodhouse Park Tree Planting

In the Autumn and Winter, the Woodhouse Park team are looking to plant a series of trees at Woodhouse Park to ensure the site is as eco-friendly as possible, and to replace any trees that have needed to be felled due to disease. The Woodhouse Park team would love to get young people involved in planting the trees. If you are interested in finding out more, fill in the contact form on the [Woodhouse Park website](#).

Strongest Shelter Challenge

This activity should teach the young people about what life might be like for refugees or displaced young people who do not have access to a permanent shelter. This can be run within the Unit by an Explorer looking to complete their Platinum Award, or the Explorer can run it at another section.

You will need:

- A collection of materials to build a shelter (these will vary depending on whether you are building an outdoor or indoor shelter)
- A copy of the "[What makes a good shelter?](#)" Information sheet
- A copy of the "[Strongest Shelter Challenge Stories](#)" sheet

Instructions:

1. Set the scene by talking about having to leave home in a hurry to escape a dangerous situation and ending up without shelter. Ask the group how they would protect themselves and what they might use to build a shelter?
2. Use the 'What makes a good shelter? Information sheet' sheet to help.
3. Everyone should split into small groups of no more than six people.
4. Explain to everyone that they'll be building shelters against the clock, so they'll need to work as a team and use the materials they have to build a shelter that can stand up to all weather conditions.
5. Explain to everyone that the outdoor shelter should be large enough to fit the entire group in without falling over. If indoors, explain that the table-top shelters should be large enough to protect all of the mini-figures.
6. Everyone should be given a time limit to build the shelter. Younger groups should have 20-30 minutes to complete the task, while older groups should have 15-20 minutes.
7. Everyone should now build their shelters.
8. When they are finished or have run out of time, test each shelter for waterproofing using the watering can or hose. The winner is the group that worked together the best and made a shelter that kept the people or the mini-figures driest.
9. Everyone should gather together in a circle and discuss:
 - a. How difficult did they find the challenge?
 - b. What did they think about when working out how to build their shelter?

- c. What would it be like to sleep in their shelter outdoors for one night or a whole week?
- d. How do they feel about the story of the refugees or displaced children who live in temporary camps?

Displaced Cook Off

This activity should show the young people what life is like for those who must cook and eat after being displaced. This can be run within the Unit by an Explorer looking to complete their Platinum Award, or the Explorer can run it at another section.

You will need:

- Spoons
- Wooden spoons
- [“Displaced cook off ingredients” sheet](#)
- Displaced cook off ingredients
- Suitable cooking apparatus (stove or BBQ)
- Bowls
- Frying pan
- Cooking pot
- Tongs
- Spatula
- Tea towels
- Tin opener
- [“Let’s eat” fact sheet](#)

Instructions:

1. Ask everyone to write down what they had for their last three meals.
2. Everyone should talk about what they ate and see if anyone had the same or anything that was different to everyone else.
3. The group should list some of the ingredients in the most popular meals.
4. Ask everyone if they’d be happy eating the same dinner every day for a week, a month or a year. How do they think it would feel to have to eat the same thing every day? How do they think it would affect their health?
5. Use the ‘Let’s eat!’ factsheet to discuss what people eat and where they get food when they’ve had to leave their home. What do they think it’d be like to not have the choice you get in a shop and to have to eat only what is available?
6. Bring out the box of basic food supplies. Explain to everyone that these are some examples of supplies people might have whilst living in a temporary camp or on the move.
7. Bring out the box of additional ingredients. Explain that these are ingredients that might make their food tastier, but would be harder to get when living in a temporary camp because they might be expensive or unavailable.

8. Split the group into smaller teams of 4-6 people. Ask everyone to plan and cook a dish using only the basic ingredients and a limited number of the additional ingredients (between 3-5 additional items depending on the level of challenge).
9. The groups should cook their meals on the stove or campfire.
10. Serve and eat!

Values

This section is all about the Explorers reflecting upon their own and others' beliefs and exploring what the Scout values mean to them. Explorers do not need to identify with any particular faith to complete this badge, but they should be encouraged to learn about and explore their own beliefs. Check out the [Scouts' Spiritual Development page](#) for more information about what this section involves.

Scouts' Own

Scouts have always taken moments to reflect together. A Scout's Own is the perfect opportunity for everyone to spend time sharing a topic. Scout's Owns are often themed, for example, the theme could be friendship, using resources wisely, or a special occasion such as new year. They should be informal and they shouldn't take ages – most can be done in 15 minutes.

It's up to the young people to decide exactly what their Scout's Own looks like and what they include. The best Scout's Owns get everyone involved with the preparing and presenting – it's not something that adults do for young people. As part of their ICV activities, get an Explorer (or a group of Explorers) to organise and run a Scouts Own either for their Unit or another section with a theme of their choosing.

Generally, a Scouts Own is made up of three parts:

1. Opening

The person leading the Scout's Own should make sure that everyone who's presenting feels comfortable and knows what they're doing. If they need to, they should take some time to reassure people. The young people should sit in a circle whilst the person leading the Scouts Own shares the opening thought for the session. This is usually a statement about life or Scouting that everyone can reflect on and think about.

2. Reading and Activity

The person leading this section should hand out copies of the reading they've chosen. One between two is usually OK. The person leading this section should read through the reading. Everyone else should follow the words along. On some pieces of paper, everyone should write what the opening phrase, or its theme, means to them.. It's up to them if they put their name on it too. The pieces of paper should be displayed for everyone to see somewhere in the meeting place.

3. Music, Reflection and Closing

The person leading this section should give everyone a copy of the lyrics (or signs) for the music they've chosen. One between two is usually OK. The person leading this section should play the song and everyone should join in. The person leading the

section should thank everyone for taking part in the Scout's Own, whether they took a big or small part in planning, leading, or joining in.

Understanding the Promise

This activity will help raise awareness that different people have different needs, and make the Explorer Scouts consider how we address these differences to avoid exclusion.

You will need:

- Beaver Scout, Cub Scout, Scout and Guide Promises, and Promises from around the world (available on the Scouts website)
- Flipchart paper

Note: Give the Explorers plenty of time to think about their answers in depth. This activity should last for at least 1 hour.

Instructions:

1. Display the various promises around your meeting place.
2. Ask the Explorer Scouts in small groups to look and notice the differences. Discuss these differences:
 - a. What are the reasons behind them?
 - b. What are their reactions?
3. Now ask Explorer Scouts to research Promise differences around the world and consider whether they are for
 - a. Religious reasons
 - b. Political reasons
 - c. Any other reason.

They could do this on their phones if they have access to the internet.

4. Ask the different groups to report back.
5. After discussion they can break up into groups again to write down what activities they have done that meet the Scout Promise. Each group reports back again.

Other Badges

Completing the above activities also contributes towards:

- Community Impact Staged Activity Badge
- Young Leader Belt
- Chief Scout's Diamond Award
- Queen's Scout Award