

RECREATIVE TRAINING FOR SCOUTS

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Editor's Note:

The reader is reminded that these texts have been written a long time ago. Consequently, they may use some terms or use expressions which were current at the time, regardless of what we may think of them at the beginning of the 21st century. For reasons of historical accuracy they have been preserved in their original form.

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FOREWORD

Those who have seen Ronnie Campbell with a team of boys or men know his wisdom and his enthusiasm, but many often have felt things wouldn't work the same way for them.

In these pages will be found a way proved by experience, easy to follow. A way which anyone can employ to bring to P.T., which can be so dull, those qualities on which we insist for our Proficiency Badges. Something to think, something to do, something to enjoy. Mind, Body, and Spirit. Thought, Action, Fun.

This book is a “MUST” for every Troop library and will be a standby for every Pack or Troop night, helping to build healthier, brighter, happier boys, fit to enjoy life to the full and to make the world a better place for other people, too.

Rowellam.
Chief Scout.

Recreative Training for Scouts

PREFACE

I had the great privilege and good fortune to know B.-P. personally. When I was Inspector of Physical Training in the Army he frequently visited the Army School of Physical Training and gave us talks on Scoutcraft and its ideals in his own characteristic way.

His talks were a great inspiration to us. He made us realise that, what matters in training, first and foremost, and makes it worth while, is its moral value, its power to create spirit by developing the qualities that make for character. At the same time he made it clear that those qualities can only be won by constant self-effort and grit.

I have tried to make this evident in the following pages, which deal with the development of **Mind, Body, and Spirit** in accordance with the principles and aims which B.-P. himself laid down in Scouting for Boys.

R. B. Campbell

GRATEFUL ACKNOWLEDGMENTS

I wish to record my gratitude to Colonel Charles Usher, Director of Physical Education, Edinburgh University, for the use of the University Gymnasium and allowing me to have the valuable services of Major Charles Mather and Mr. Tom Houston to demonstrate the exercises, many of which they had invented, for the illustrations in the book.

I must also thank Mr. John Mackay for his patience and the infinite trouble he took in order to get the correct expression of the exercises in his illustrations.

R..B.C.

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Chapter One

THE SPIRIT, PRINCIPLES AND AIMS OF RECREATIVE TRAINING

CONTENTS

- I The Spirit of Achievement
- II Guiding Principles
- III Aims and the Means of Attaining Them

The Spirit, Principles and Aims of Recreative Training

*"Nations have passed away and left no traces
And history gives the naked cause of it:
One single simple reason in all cases—
They fell because their people were not fit."
Rudyard Kipling*

I

THE SPIRIT OF ACHIEVEMENT

Every boy feels the power of fitness and realises the need of it when he plays in a vigorous manly game or carries out some tough enterprise. If he is fit his mind works in close co-operation with his muscles; he can think and act quickly, his muscles are responsive and are charged with energy and eager for effort, and above all he has the spirit – the will-power – to stick it.

How do you get fit for a game? By training. Although a game of football may only last an hour, yet you put in many hours of training for it distributed over many weeks. The scheme of training you do is well planned. You adapt it to the game. How? By making a careful study of the qualities of the mind, body, and spirit needed to do well in the game, you make your training as near the real thing as possible. You have the imagination to introduce the atmosphere and the pulse of the game into the exercises; you live in the training by concentrating your thoughts on it. When you finish you feel a glow within you, a spirit of achievement which creates self-confidence and adds to your morale – you are eager for the game.

So it is with Scouting. But Scouting is not confined to a game or single enterprise, it deals with the game of life made up of many enterprises, tough jobs, and hard knocks. Now, one of the most important and worthwhile jobs of a Scout is to make a fit body; it is his special responsibility, his duty to God and the King. A Scout is just at the age when his body makes the biggest sprint in its development. The body has to be trained and brought in touch with the mind and the spirit created in it during the spring of life. If the body is

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neglected at this stage of life it cannot be developed later in life. The tree that does not blossom in spring bears no fruit in the autumn.

II GUIDING PRINCIPLES

What chiefly matters in training is the thought which inspires the movement and the effort of will with which it is performed. Movement without thought is not much more than a form of St. Vitus's Dance, while thought without appropriate action is likely to evaporate in a daydream. In recreative training, adapted to Scouting, the mind and body must work together in the closest harmony. The habit of associating thought with action makes for character. What is character? It is a combination of moral qualities which have the power to express themselves. Character is dynamic and not a storehouse of static ideals. Character is manifest in action; it must be built up act by act, brick by brick; the finer and greater the number of acts the larger and more noble the edifice. As B.-P. tells us, ally exercise with character. In your training let each exercise be associated with an ideal you want to attain, associate it with an act of the will.

The muscles may dwindle in power as you advance in age, but the moral qualities you have developed are immortal; they are stored in the consciousness, they give a set to the soul! and shine with added lustre and give a wider influence in life as you grow older in experience.

In your training think of the body as the factory of the soul. The making of the soul is a job which you, and you alone, can do.

III AIMS AND MEANS OF ATTAINING THEM

How can this be done? What are the aims of Recreative Training? Our aims are threefold.

(i) To make a fit **mind** by giving it suitable expression in Observation, Memory, Intelligence, Alertness, Resource, Initiative, Judgment, Concentration, and Imagination.

(ii) To develop the **body** and make it fitter by increasing its Muscle-tone, Co-ordination, Balance, Health, Vitality, and all-round Muscular Aptitude.

(iii) To create **spirit** and build up character by carrying out acts of Discipline, Self-effort, Will-power, Endurance, Fortitude, Independence, Good Will, Co-operation, Teamwork and Leadership.

Yes, it is a tall order, and will require some doing, which is only natural. You don't learn how to play a game by lying in bed and dreaming about it; to achieve success you must practise and practise; the bigger the job, the greater the effort. A danger, and one too common in training, is the tendency to make it too elaborate and scientific and get bewildered in a glare of fanciful theory, so that it fails to find expression in action and finally fades away into an unfulfilled good intention.

The aims of Recreative Training must be concrete and practical and always kept in view.

In our efforts we must be urged on and encouraged in the knowledge that **Character** and **Health** are “our two main aims in Scouting”, as they are fundamental to the life and happiness of our people.

Chapter Two

RECREATIVE TRAINING – ITS APPLICATION

CONTENTS

- I Spirit and Personality in Leadership
- II Self-Effort, Individuality, and Independence
- III Measurements and Tests of Physical Ability
- IV Class Organisation
- V Classification of Recreative Training

Recreative Training – Its Application

I

SPIRIT AND PERSONALITY IN LEADERSHIP

The success of any form of training depends upon the Inspiration and personality of the leader. The leader who takes a class in Recreative Training, as applied to Scouting, must naturally be first and foremost a Scout, one who can apply its spirit, principles, and aims. Every exercise in Recreative Training should be linked to some aspect of Scouting. In addition, he must love his job as well as know it inside out. A class is quick to detect whether a leader is genuine and has his heart in his work; if he has, their response will be spontaneous and generous. A leader to inspire must have his heart and soul in what he teaches. There is no greater force in leadership than the force of example.

To “click” with his class the leader should be a boy in spirit, a good-hearted elder brother who is out to join in the fun.

A boy is full of humour, it is in his make-up. The training should be done in a spirit of good will, zest, and enjoyment; it should be good fun, a jolly recreation done by a jolly fraternity, all out to give of their best. A boy learns with his heart rather than with his brain.

Remember, the Scout scroll is turned up at the ends like a Scout’s mouth because he does his duty with a smile and willingly. B.-P. says: “The ordinary boy is apt to frown when working hard at Physical Education.”

II

SELF-EFFORT, INDIVIDUALITY, AND INDEPENDENCE

In order to sustain self-effort and zest in training the effort must be founded on true discipline. What is true discipline? It is a free gift from a free person. It cannot be

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compelled from without; it must come from within. It is a spirit which is created by the constant performance of acts of:

- (a) Self-effort
 - (b) Glad obedience
 - (c) Punctuality
 - (d) Cleanliness
 - (e) Tidiness
 - (f) Method
 - (g) Teamwork
- qualities which are necessary and basic to a well-ordered life as well as Scouting.
- It is preferable to train by means of the eye than the ear; as well as being more vivid and practical, it saves time by eliminating long verbal explanations—the bugbear of training.

As far as possible use signals rather than words of command; they teach observation, which in turn trains the memory and exercises the intelligence. When instructions and orders are given orally a natural voice and a quiet conversational tone should be used; the leader should be his natural self. The quieter the voice the more intently the class are likely to listen – teach them to use their ears in the right way – it is a useful Scout accomplishment – also, it introduces the attentive and observant atmosphere of Scouting into the training. He should take up a commanding position in front of his class where he can be seen by all when he gives a signal.

In teaching a new exercise the leader should demonstrate without further explanation; the class should do it working independently, a stated number of times, the leader in the meantime closely watching the performance of each individual. Don't expect perfection at once. When all have finished select the best performer and get him to demonstrate the exercise to the class: give them another try. Such positive methods in instruction stimulate a wholesome spirit of enterprise and at the same time encourage "home Industry" and individual effort.

All the exercises should be done in free time, on one's own, with individual expression and not with mechanical uniformity. The development of individuality is an essential feature in Scouting. It should be regarded as a triumph in training if an individual is induced to train himself; it is a concrete step towards self-leadership, the basis of leadership. When exercises are done in independent time it eliminates the risk of strain to the weaker members of the class. We know that exercises performed together by the whole class, under the direction of the leader, make for mass production, stifle initiative, and are apt to be a torture to the backward individual.

In class an average exercise should normally be performed six times, while extra light exercises can be done from eight to ten times. Progress is maintained by greater self-effort and expression put into the action by the individual and not by increasing the number of times the exercise is performed.

Independent self-effort, stimulated in class, influences a Scout to train on his own, a big step in the all-round development of the individual. A leader who is able to induce one of his own class to do this has truly scored a goal and proved his ability to lead and inspire.

As solo training, in the privacy of one's room, is the means of kindling greater keenness for class training in Troop Headquarters, so should Recreative Training, done

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during the winter months, be a suitable preparation and inspiration for greater keenness and zest for Scouting in the countryside during the summer. The more that Recreative Training can be associated with actual Scout activities, the more likely is it to help towards this end.

III MEASUREMENTS AND TESTS OF PHYSICAL ABILITY

It adds greatly to the interest in training if measurements of the body are taken and tests in physical ability carried out. It enables a Scout to see for himself the extent of his progress and judge for himself the value of the training. It is a simple matter to carry out tests in agility, strength, dexterity; tests should be done before and after a course of training. They should be simple and practical for an individual to carry out on his own and to record the results for himself.

IV CLASS ORGANISATION

Much Recreative Training can be done in twelve minutes if the plan or scheme of training is rehearsed by the leader, with explanations reduced to a minimum and all the preparations made beforehand. The necessary equipment should be laid out tidily, the method of collecting and putting it away during class should be made a means of training the memory and giving practice in organisation and control. In fact, from start to finish the training should hold the attention and interest of the class, who at the end should be even more eager and keen than they were at the start. As the training progresses it should include working in “**Groups**” under a Group Leader.

The range of Recreative Training is wide and can embrace the whole Scout family. Anybody, whatever his age, can benefit by **dexterity** exercises and by the training of the senses. In a class comprised of all ages of the Scout family the training should be adjusted to the most backward pair. The younger the class the quicker should be the tempo of the training.

The number in a class should be limited to sixteen, but it is advisable for a leader without much experience to start with a smaller number, say, from six to eight. As much training as possible should be done in pairs. Scouts in the field often have to work in couples; training in pairs also teaches the value of co-operation and inculcates a spirit of comradeship, which induces a Scout to try his hand training others outside his class – perhaps his younger brother or sister at home. In this way, as well as spreading the gospel of fitness and Scouting, he is taking a natural step in creating in himself a spirit of enterprise and the ability to lead others. Leadership is relative: a boy of ten years can usually lead a boy of eight, and a boy of twelve the boy often, and so on, up the scale. There are all grades of leaders; you must look up for inspiration in order to lead those below you – **the road to leadership is followership**. As self-leadership may be said to be the first step in leadership, so can working with another – co-operation – be the next step.

A class should fall in at the “Ready”, the hands at the side and the feet about the width of the shoulders apart. This is the usual position that one stands in games, ready

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for instant action. This stance provides a stable base for the balance of the body and is the natural starting-position for most physical actions.

The signal for the “Ready” should be a prearranged one, some sound quick and crisp and not too loud, such as a whistle, a snap of the finger and thumb, a click with the tongue, etc.

Much time can be saved if the class formations are natural and simple and can be quickly taken up at a signal. Changing from one class formation to another is in itself a simple and good quickening exercise and a useful means of giving training in **Observation, Memory, Alertness, and Method.**

Each Troop should have its own signals for the different class formations; they should be changed from time to time.

- (a) *In Line.* The class in single line facing front and sized off from right to left. The class should be numbered off in twos from right to left.
- (b) *In single or Indian file* One behind the other, sized off with the shortest in front and the tallest at the back.
- (c) *In Two Files or Teams, each under a Team Captain.* In two files parallel to one another about 3ft. apart, with leaders in the front. To form two files from single file, even numbers take a pace to the left (with the left foot) and one to the front (with the right foot).
- (d) *Groups each under a Group Leader.* If the class consists of twelve or more it should be divided into four groups.
- (e) *Circle formed from Line or Single File.* Form a circle, keeping same relative places as in file, an arm's length between individuals. The leader to stand in the circumference of the circle and not inside it. Where space is restricted a double line can be formed with odd numbers in the front, the even numbers standing in rear of the spaces between the odd numbers. As many exercises as possible should be performed in a circle as control is easy and it is economical of space as well as being a companionable and democratic formation.
- (f) *Spots.* A useful formation in which the class is distributed over the training space equidistant from one another. If possible there should be 6ft. between individuals; this arrangement gives sufficient space for individual staff exercises. The place where each individual stands should be marked by a well-defined spot on the floor.
- (g) *Sitting and Lying Down, etc.* Signals for each action.
 - (i) *Sit down.*
 - (ii) *Lie down.*
 - (iii) *Stand up.*
 - (iv) *Rest.*

V

CLASSIFICATION OF RECREATIVE TRAINING

For practical purposes physical action can be classified as follows:

Freehand Movements

Movements made with limbs and trunk with nothing held in the hands—the hands “free”.

Agility

Walking, Running, Jumping, Vaulting, Skipping, Balance.

Strength

A wide range of useful actions, as: Gripping, Pulling, Pushing, Throwing, Heaving, Hauling, Lifting, and Carrying.

Dexterity

Includes those everyday handy actions of life in which the “measuring eye” guides the hands and feet, as in aiming and throwing, catching, kicking, dribbling, juggling, balancing of objects, etc.

Senses

All the senses, especially of seeing and hearing, play an important role in Scouting and are in close touch with the mind. Their development should always be included in a scheme of training.

A plan of training for a class, to be complete, should include at least one exercise from each of the above forms of training. In the arrangement of the exercises their sequence should be such as to allow for one exercise to react sympathetically and be complementary to another.

For Instance, such light and quick forms of training as agility and dexterity should follow heavy and more deliberate actions of strength, as well as those which require concentration of the mind and vice versa. Such an arrangement gives a natural rhythm to the training and stimulates and sustains self-effort and zest.

Chapter Three

FREEHAND EXERCISES

CONTENTS

- I Their Correct Performance
- II Joint Movements and Exercises
- III “Knitting” Exercises
- IV Exercises of Co-ordination
- V The Daily Ritual – The Scout’s Very Own

Freehand Exercises

*And though your Spirit seem uncouth or small,
Stubborn as clay or as shifting as the sand.
Strengthen the Body and the Body shall
Strengthen the Spirit till she take command.
Rudyard Kipling.*

I

THEIR CORRECT PERFORMANCE

By exercising the muscles regularly not only are they toned and strengthened, but are more closely linked to the mind, which enables one to think and act more quickly. Strong, well-toned muscles create a glow of health and stimulate the mind with energy, a desire for action.

The results of Freehand Exercises are not outwardly apparent and measurable like acts of **agility, strength, and dexterity**; they deal more with the inner sense if properly performed.

So what matters chiefly in the performance of Freehand Exercises is the thought and effort of will behind the action, the meaning and expression with which the exercise is performed by the individual himself.

Exercises done in the form of “jerks” or as a drill, with or without music, are shallow in comparison with the real thing. There is music in Freehand exercises, but it is music created in oneself, in muscle tone and in the harmony of inspired thought expressing itself in muscular activity. This inward impression will be dealt with more fully in the **Daily Ritual**.

II

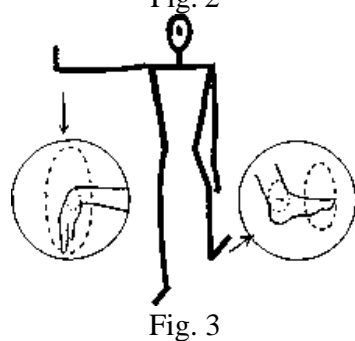
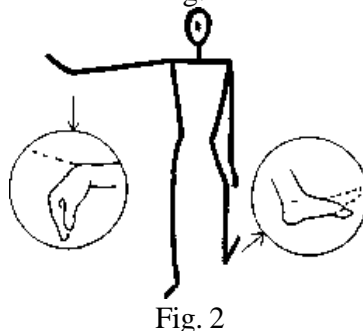
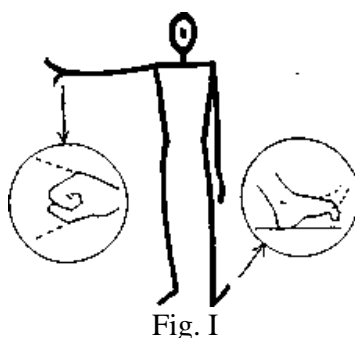
JOINT MOVEMENTS AND EXERCISES

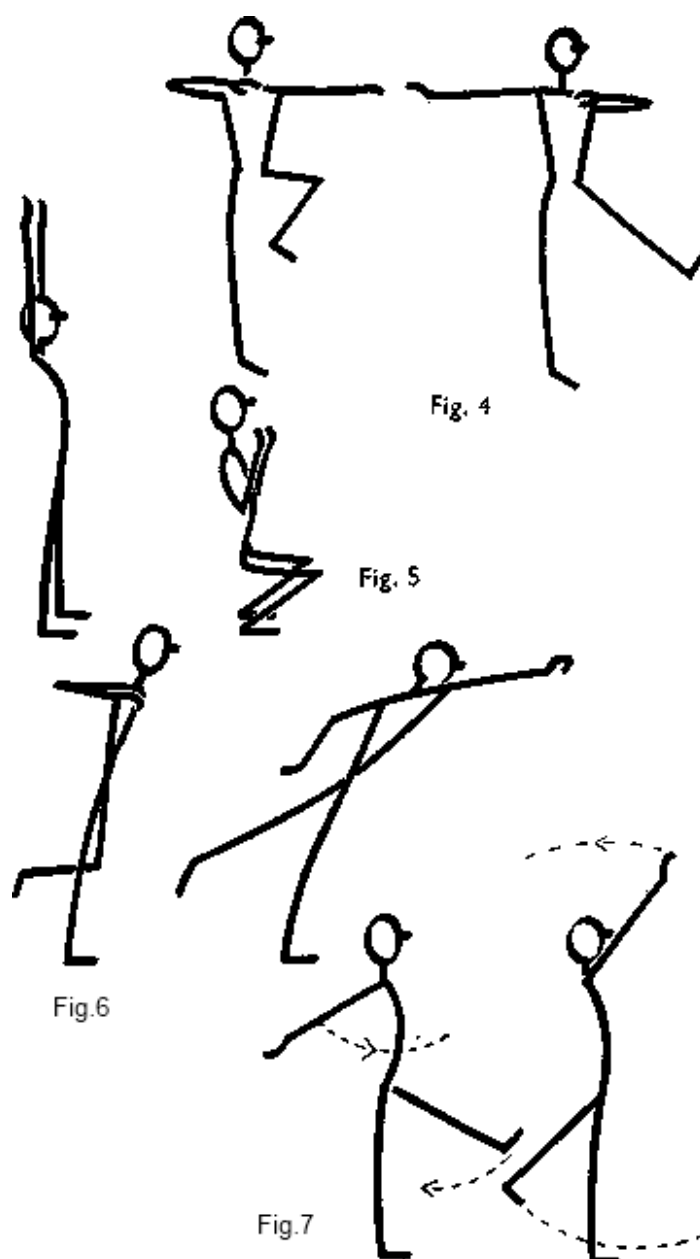
The chief function of the muscles is to move the limbs and bones at the free joints. So if you move the limbs and trunk in the different directions they are capable of moving, you can assume for practical purposes that you have worked all your muscles. In doing so you will have also circulated the blood, toned the nervous system, and added to your physical power.

For the purposes of a serviceable scheme of training we can say that the basic joint movements are:

- (a) *Fingers, Toes, Elbow, and Knee*. Two movements at each joint: (i) Bending, (ii) Stretching.
- (b) *Shoulder Blades*. Three movements: (i) Up, (ii) Down, (iii) Revolving.
- (c) *Ankle, Wrist, Neck, Waist*. Four movements at each joint: (i) Bending, (ii) Stretching, (iii) Revolving, (iv) Rotating, i.e. side-to-side action.
- (d) *Upper Arm and Thigh*. Five movements at each joint: (i) Swinging, forward and backward, (ii) Raising and Lowering, (iii) Revolving, (iv) Punching with arm and Back Kick with leg, (v) Rotating.
- (e) *Jaw*. Limited to one action – teeth clenched during the performance of the exercises.

In all there are thirty-seven basic movements – the ABC of Physical Education.





JOINT EXERCISES

All the exercises are performed standing with feet apart, hands at sides, unless otherwise stated.

1. *Toe Joints*

Raise fore part of foot – bend and stretch toes, one foot at a time. (Fig. 1.)

2. *Ankle Joint*

(i) With leg raised and knee bent, straighten and bend foot (Fig. 2.)

(ii) As above, turn foot from left to right, and right to left.

(iii) As above, revolve foot from right to left and left to right. Exercises performed first with right and then with left foot. (Fig. 3.)

3. *Knee joint*

- (i) Leg raised, with knee bent – straighten and bend knee. (Fig. 4.)
- (ii) Bend leg backward from knee, left and right leg alternately. (Fig. 4.)
- (iii) Keeping heels on the floor, feet apart, bend and stretch both legs. (Fig. 5.)

4. *Hip Joints*

- (i) Raise the lower leg backwards with body inclined forward and kick the leg backwards – i.e. “Donkey Kick” – each leg alternately. (Fig. 6.)
- (ii) Keeping the leg straight, swing it forward and backward as high as possible – a pendulum movement. (Fig. 7.)
- (iii) Jump astride with feet well apart and back again. (Fig. 8.)

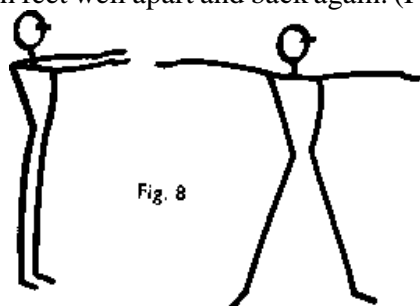


Fig. 8

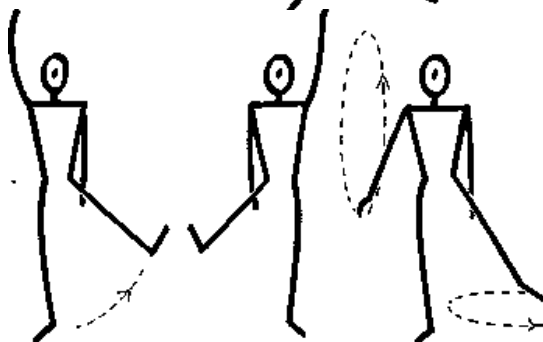


Fig. 9

Fig. 10

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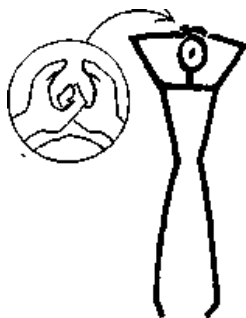


Fig. 11 (a)



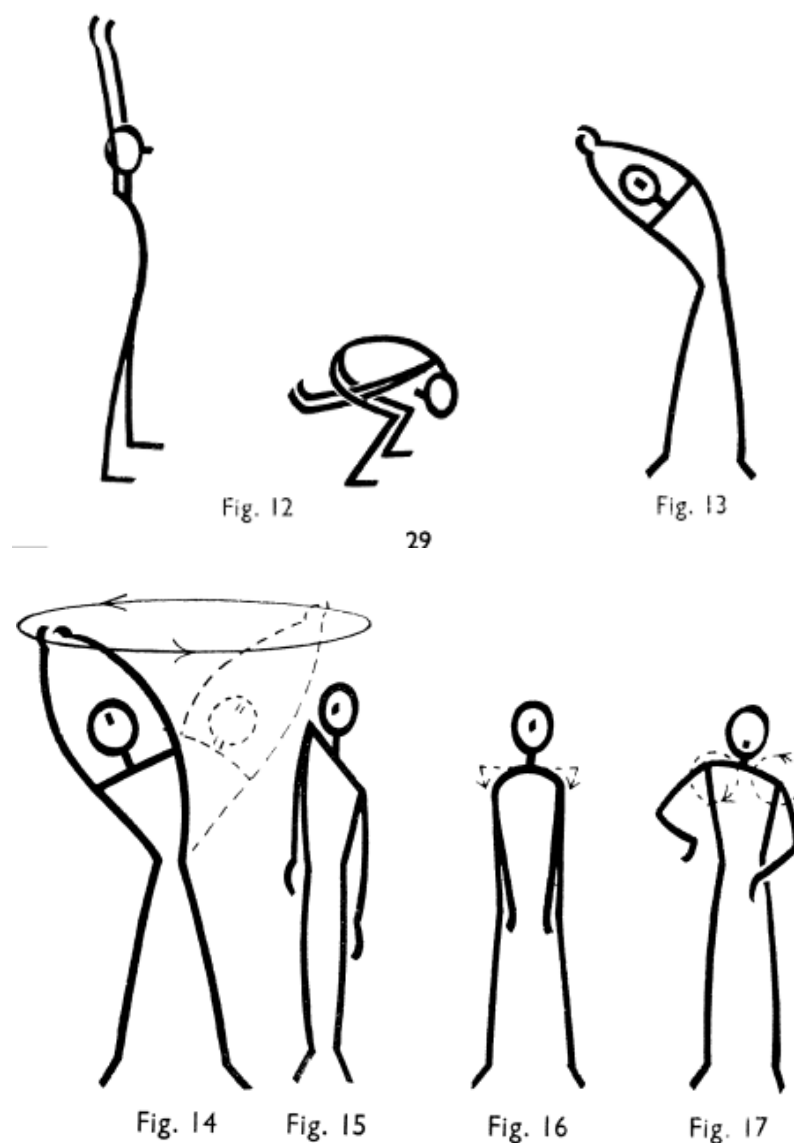
Fig. 11 (b)

- (iv) Keeping the leg straight, raise it sideways as high as possible – alternate action. (Fig. 9.)
- (v) Standing on one leg, revolve the other in each direction alternately (Fig. 10.)

5. *Waist*

- (i) With feet well apart and toes turned inwards and hands pressed on the head with fingers interlocked, turn the body slowly from right to left and left to right. (The

effect of this exercise can be increased by pressure on the head with the hands.) (Figs. 11 (a) and (b).)



(ii) With the arms stretched above the head, swing body downwards between the legs, bending the knees in doing so. (Fig. 12.)

(iii) With arms stretched above the head, thumbs interlocked, bend the body at the waist from side to side. (Fig. 13.)

(iv) As above, and looking upwards, revolve the body from the waist to the right and to the left. (Fig. 14.)

6. *Shoulder Blades*

(i) Raise each shoulder upwards as high as possible and downwards alternately – loose action. (Fig. 15.)

(ii) Bring shoulders forward and draw them backward. (Fig. 16.)

(iii) Revolve shoulders to right and left, four times in each direction. (Fig. 17.)



Fig. 18



Fig. 19



Fig. 20.

7. Neck

- (i) Turn head to right and to left. (Fig. 18.) (ii) Bend neck backward and forward. (Fig. 19.) (iii) Bend neck sideways, keeping the ear over the centre of the shoulder. (Fig. 20.) (iv) Revolve the head to the right and left. (Fig. 21.)

8. *Shoulder Joints*

Note. A “twin action” is an arm action which corresponds with a leg or vice versa. The two actions are carried out simultaneously in the co-ordination exercises performed later.

- (i) Punch to the front with right and left arm alternately (twin action to kicking back with the legs). (Fig. 6.)

- (ii) Swing the arms forward and upwards and then downward and backward (twin action to legs swinging forward and backward). (Fig. 7.)

- (iii) With arms stretched and together in front and in line with the mouth, part them outwards in line with the shoulders and close them (twin action to feet astride and together). (Fig. 8.)



Fig. 21

- (iv) Keeping the arms straight, raise them sideways to overhead (twin action to leg raising sideways). (Fig. 9.)

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(v) Keeping the arms straight, revolve to the right and left (twin action to leg revolving). (Fig. 10.)

9. *Elbow Joints*

(i) From position of arms outstretched in line with shoulders, fists clenched with finger nails upward, bend and stretch the arms at the elbows (twin action to leg bending backwards and lowering). (Fig. 4.)

(ii) From the same position, but with fingers straight and palms of hands downward, bend the arms at the elbow—bringing the hands to the chin—and straighten them again quickly (twin action to leg stretching forward),

(iii) With arms stretched above head—bend and stretch both arms (twin action to knees bending and stretching). (Fig. 5.)

10. *Wrist*

(i) With arms outstretched sideways, fingers straight, palms downward, bend and straighten the hand at the wrist (twin action to foot bending and stretching). (Fig. 2.)

(if) As above, move hands side to side (twin action to foot turning side to side).

(iii) As above, revolve the hand right and left (twin action to foot revolving). (Fig.

3.)

11. *Fingers*

With arms raised sideways, clench and open the fist (twin action to toes bending and stretching). (Fig. I.)

12. *Jaw*

Clench the jaw during the performing of the exercises.

III

“KNITTING” EXERCISES

Their Purpose

Supple Joints make for quick action of the limbs, but in order to act they must work on a stable base, a firm, resilient, well-knit body, as well as a good balance. For this reason special attention should be paid – to the muscles of the stomach and waist which prop up the trunk, the head, chest, back, and arms, and knit it to the lower part of the body, the hips, buttocks, and legs. These muscles, together with those in the small of the back, are the pivot and springboard for these strong activities which combine simultaneously the actions of the upper part of the body with those of the lower limbs, as in swimming, vaulting, climbing, wrestling, etc. If there is a breakdown in this vital muscle system, there is likely to be a complete collapse of effective physical action. The muscles around the waist have other important functions as well, they protect the internal organs, help with the breathing, and assist in the action of the bowels; they are the real “posture” muscles, the main support of the body. A “well-knit” man is one who is well knit at the waist. Judging by their statues, the Greek athletes evidently concentrated on developing their “corset” muscles.

As “Knitting” Exercises chiefly involve the big muscles of the trunk, they should be done slowly, each exercise performed four times and done in the individual’s own time. They harmonise well with agility and dexterity and quickening exercises in a plan of training.

First Series ("Knitting" Exercises)

(i) Starting *Position*. The body prone on the floor, supported on the hands and on the toes, legs apart. Arm and legs kept straight. (Fig. 22.)

(ii) Raise the right arm above the head and lower to the floor. Repeat with left arm. (Fig. 23.)

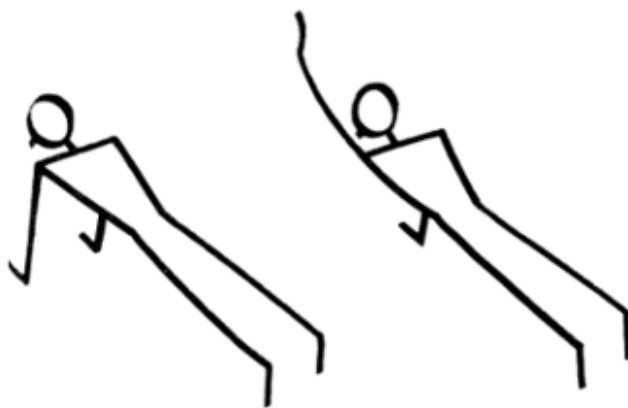


Fig. 22

Fig. 23

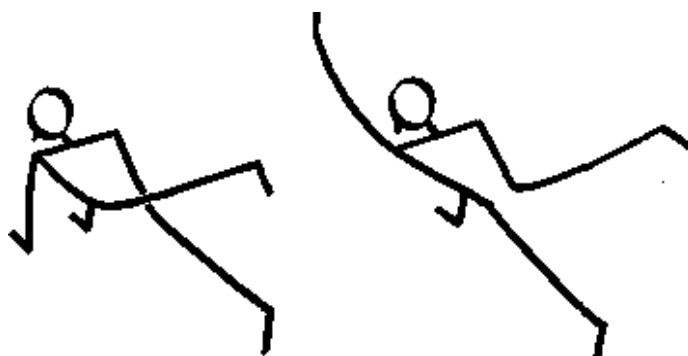


Fig. 24

Fig. 25

(iii) Raise and lower one leg at a time, alternate action. (Fig. 24!)

(iv) Raise right arm and left leg simultaneously, then left arm and right leg. Continue alternate action. (Fig. 25.)

(v) Keeping the arms and body straight, bend the right knee and bring the right foot to right hand and back, then left foot to the left hand and back (alternate action). (Fig. 26.)

(vi) Bring both feet to hands and back again. (Figs. 27 and 28.)



Fig. 26



Fig. 27



Fig. 28

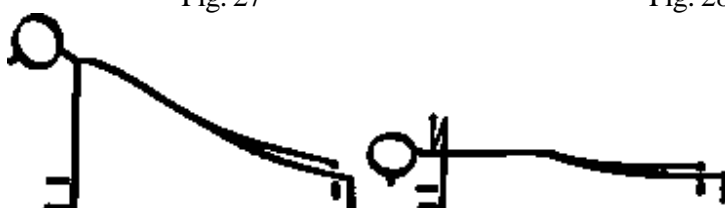


Fig. 29 (a)

Fig. 29 (b)

(vii) Keeping the body straight – bend and stretch the arms. (Figs. 29 (a) and (fa).)

Second Series (“Knitting” Exercises)

(i) Starting Position. Right side of body supported on the ground by the right arm and right leg, with left arm on left side and left leg resting on right leg. (Fig. 30.)

(ii) Without moving the body, raise and lower the left arm and then raise and lower the left leg. (Fig. 31.)

(iii) Turn the body on to the left side and do likewise with the right arm and right leg. (Fig. 31.)

(iv) Turn again to the right side and raise and lower the left arm and left leg simultaneously. (Fig. 32.)

(v) Turn on to the left side and do the same with the right arm and right leg (Fig. 32.)

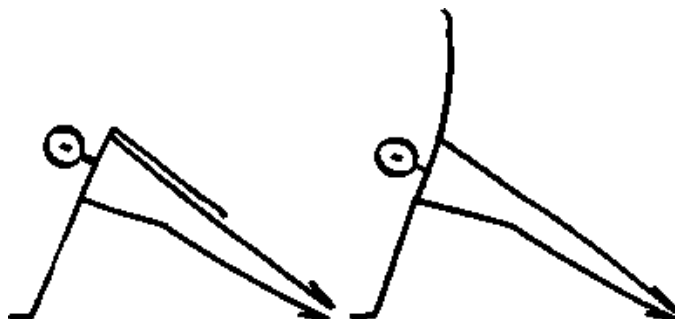


Fig. 30

Fig. 31

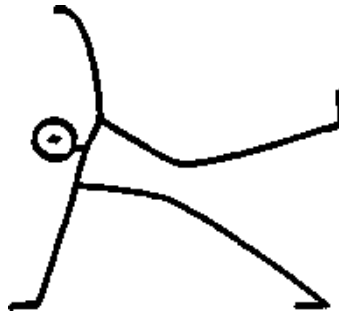


Fig. 32

(vi) With the body prone, supported by both arms kept straight and both feet, bend the arms and at the same time raise the right leg, stretch the arms and lower the leg. Repeat exercise, left leg raising and lowering. (Figs. 33 (a) and (b).)



Fig. 33 (a)

Fig. 33 (b)

Third Series ("Knitting" Exercises)

- 34.) (i) Starting Position. Lying on the back, body straight with arms at the sides. (Fig. 34.)
- (ii) Keeping the legs straight—raise right and left leg slowly at right angles to the body—alternate action. (Fig. 35.)
- 36.) (iii) With legs together and at right angles to the body, open and close the legs. (Fig. 36.)
- (iv) With the legs apart and raised at right angles to the body, revolve one leg to right and the other to the left. Then reverse the action; both legs work simultaneously. (Fig. 37.)
- (v) Keeping the legs straight and slightly apart, raise the body off the floor and touch the toes with the hands. (Figs. 34 and 38.)
- (vi) Legs together and at right angles to the body, revolve them to the right and left. (Fig. 39.)
- (vii) With legs wide apart and kept straight, raise the body and touch the left foot, with the right hand, and lower the body. Then raise the body and touch the right foot with the left hand (alternate action). (Fig. 40.)
- (viii) Legs together and raised at right angles to the body, arms outstretched, keeping the body still, lower and raise the legs from side to side. (Figs. 41 (a) and (b).)
- 42.) (ix) As above—touch the ground above the head with both feet. (Figs. 41 (a) and 42.)
- 43.) (x) As above, keeping the legs together, reach upwards as high as possible. (Fig. 43.)



Fig. 34

Fig. 35

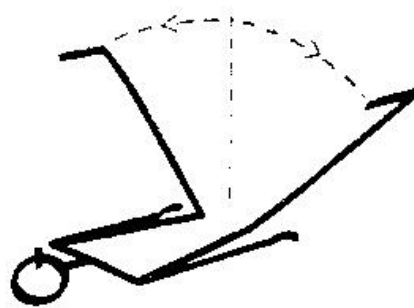


Fig. 36

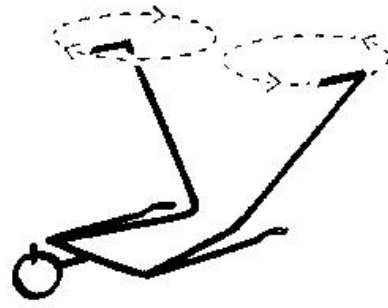


Fig. 37



Fig. 38

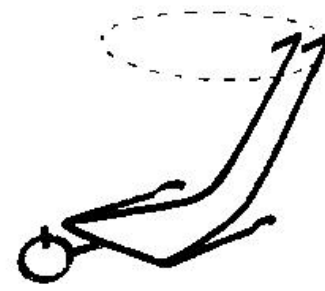


Fig. 39



Fig. 40

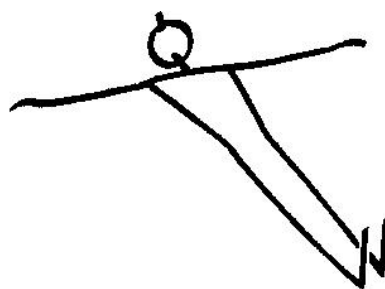


Fig. 41 (a)

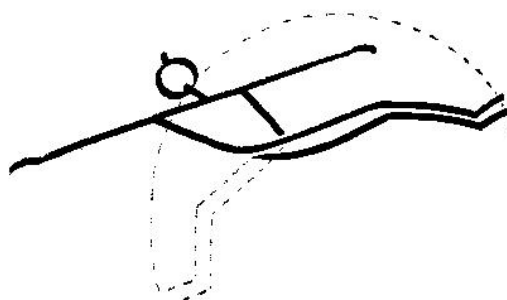


Fig. 41 (b)



Fig. 42

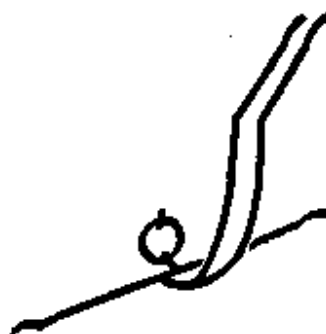


Fig. 43

IV EXERCISES OF CO-ORDINATION

Introduction

To be started after the Joint Movements have been mastered.

Exercises of co-ordination, as well as strengthening the muscles, help to tone the nervous system, control muscular action, and give balance to the body.

In these exercises the movements of the arms should be performed in conjunction with those of the legs, the right arm working with the left leg and the left arm with the right leg, which is a natural action and makes for balance, as in walking, when the right arm swings forward with the left leg and the left arm with the right leg.

In fencing the usual stance is right arm in advance, left leg in the rear, but the action of fencing, as in the lunge, is right arm working in conjunction with the left leg.

Also, it is the nerves on the left side of the brain which control the muscles of the right leg and vice versa.

In the exercises when both legs are working simultaneously, as in legs astride, then both arms will carry out a corresponding action, i.e. arms parting.

1. *Fingers and Toes Movements*

Exercise

- (i) Starting *Position*. Arms at sides and feet apart.
- (ii) Action. Clench and open fist with toes bending and stretching. First right hand and left foot and then left hand and right foot (alternate action). (Fig. 1.)

2. *Wrist and Ankle Movement*

Exercise I

- (i) Starting *Position*. Right arm raised sideways in line with shoulder. Left leg raised with knee bent,
- (ii) Action. Bend hand and foot downwards and stretch both upwards. Each hand and foot. (Fig. 2.)

Exercise II

- (i) Starting *Position*. As above.
- (ii) Action. Turn hand and foot from side to side. Each hand and foot.

Exercise III

- (i) Starting *Position*. As above.
- (ii) Action. Revolve hand and foot in both directions. Perform same exercises with left hand and right foot. (Fig. 3.)

3. *Elbow and Knee Movements*

Exercise I

- (i) Starting *Position*. Right arm forward bend, hand in front of mouth, palm downward. Left leg raised,
- (ii) Action. Quickly straighten and bend arm and leg. Repeat with left arm and right leg (alternate action). (Fig. 4.)

Exercise II

- (i) Starting *Position*. Both arms stretched out sideways in line with shoulders, fist clenched and fingers upward,
- (ii) Action. Slowly bend and stretch right arm, simultaneously, bend left knee backward and lower. Repeat with left arm and right knee (alternate action). (Fig. 5.)

Exercise III

- (i) Starting *Position*. Both arms stretched above head, (ii) *Action*. Bend and stretch arms and legs simultaneously, keeping feet flat on floor. (Fig. 6.)

4. *Arm and Thigh Movements*

Exercise I

- (i) Starting *Position*. Right arm stretched upward. Left leg straight and raised backward.
- (ii) Bring arm downward and backward, swing leg forward and upward (pendulum action) four times. Repeat with left arm and right leg, four times. (Fig. 8.)

Exercise II

- (i) Starting *Position*. Feet apart and arms at sides.
- (ii) Action. Raise right arm and left leg sideways, then left arm and right leg (alternate action). (Fig. 10.)

Recreative Training for Scouts

Exercise III

(i) Starting Position. Balance on right leg, with body inclined slightly forward, left knee and right arm bent.

(ii) Action. Punch forward with arm and kick backward with leg (“Donkey Kick”). Balance on left leg and repeat action with right leg and left arm (alternate action). (Fig. 7.)

Exercise IV

(i) Starting Position. Right arm raised in line with shoulder, left leg raised sideways.

(ii) Action. Revolve right arm and left leg in both directions. Repeat action with left leg and right arm. (Fig. II.)

Exercise V

(i) Starting Position. Feet together, arms straight in front of body in line with the mouth, palms-inward,

(ii) Action. Combine arms parting sideways in line with shoulders with feet astride and back. (Fig. 9.)

V

THE DAILY RITUAL—THE SCOUT’S VERY OWN

Co-operation Between Mind and Muscle

The muscles are the instruments of the mind; the extensor muscles are usually employed in the performance of quick movements, as in hitting, grabbing, reaching out, etc.; the flexor movements are generally more slow and deliberate, as in gripping, pulling, holding, guarding oneself; the raising and lowering of the arms indicate Calmness and Reflection, a circling movement gives the feeling of Rhythm and Relaxation, while Balance is the physical expression of steadiness and self-control. Every movement has its feeling, which is registered in the mind and gives a shrewd peep into its mood.

Movements that are habitually performed influence and stabilise the thoughts as well as develop the body. In the process of evolution it was the action of the mind which in due course shaped the body, so that “posture” can be said to be a figure of the mind. We all know that a great deal of character is conveyed in the gait and build of a man.

A Scout is told to smile and whistle under difficulties. Why? Because smiling and whistling are indications of a cheerful and confident mind. So if you are faced with an awkward situation smile and whistle; they will help to put you in the right frame of mind to pull you through the difficulty. Again, if you set your teeth, clench your fists, and brace your knees you will summon up a spirit of determination and be in a mood to tackle a tough job.

So it is with every physical expression which indicates a state of mind; if you assume the outward appearance it will stir up the inward meaning.

For this reason in Recreative Training every exercise should be harmonised to a suitable thought. Their combined action will help to create a spirit within you. If this is done it makes the exercises more worth while and is a greater inducement to do them.

“Mingle prayer with your exercises.” Make your Daily Ritual a Dynamic Prayer. Put a soul into your muscles and muscle into your soul.

What more practical and suitable prayer could there be for a Scout to mingle with his exercises than the Scout Promise and the Scout Law?

Recreative Training for Scouts

If he does this he will find that the Scout Promise and Scout Law will live more vividly in his memory and will ripen and take shape within him as embodied thoughts eager for fulfilment.

The pulse or feeling of an exercise cannot be experienced by anyone except the individual performing it.

The selection of each exercise, to be associated with a prayer, should be sacred to the individual—the Scout's very own. If a Scout makes his own adaptation of thought to action the exercise will be performed more naturally; he will regard it as his own creation; it will reach down to his inmost self and help to make morale and build up his moral stature.

The Daily Ritual

The Daily Ritual should consist of one exercise for the Promise and one for each Law; eleven exercises in all. When the training becomes more familiar more exercises can be added and interspersed with the Promise and Scout Law Exercises.

The exercises to be selected from the Joint Movements and Knitting Exercises. It should be observed that more vivid expression can be put into arm exercises, while those of the trunk demand more physical exertion. Together with the supplementary exercises the Daily Ritual should consist of some twenty-two to twenty-four exercises.

In timing the Ritual allow ten to twelve seconds for each exercise, so that it could be completed with deliberate action in five minutes. A space of six feet by six feet is ample for Freehand Exercises. They should be performed stripped to the waist, if possible, every morning.

Yes, to do them will require an effort of Pluck, Patience, and Endurance. It is a challenge. Will you accept it?

Chapter Four

AGILITY

CONTENTS

- I Introduction
- II Agility With Hands Free
- III Hands and Feet
- IV Groundwork or Tumbling

Agility

I INTRODUCTION

1. Scoutcraft and Agility

Comprises Walking, Running, Jumping, and Vaulting, makes a natural appeal to the Scout, for it embraces most of his physical activities in Scouting.

Walking is not confined to marching and hiking, but includes tracking, stalking, shadowing, night prowling, etc. In fact, a Scout should be able to feel with his feet; and glide along like a Red Indian or Zulu.

In running there is the “wolf-trot” for long distances, sprinting and medium-distance running, and runs across country surmounting all sorts of obstacles on the way. A Scout needs to be adept in Jumping, vaulting, and balancing. A run across country can be a tough proposition which tests a Scout’s skill and endurance in all these respects.

Again, a Scout who is agile is in a mood and ready to answer the call of the wild and go for rambles and to roam in the countryside to feel the fellowship of the trees, fields and hedgerows and woods, and get to know their birds, animals, insects, and flowers. There is a close link between agility and nature.

Apart from its importance in Scoutcraft, agility of all forms of physical education is most in harmony with the natural development of boys of the Scout age. It is during the spring of life that the legs need to be strengthened, the knee and ankle joints firmly knit, and the feet made flexible and sensitive, so that an even tread of the foot is acquired. When the upper part of the body develops later in life it will require strong legs and steady feet to support and balance it. There is no more valuable legacy that boyhood can pass on to manhood than two well-knit and supple feet.

There is much truth in the saying that if you feel good in the feet you feel good all over. It is also true that you start to grow old feet upwards; decrepit feet make for decrepit action and old age.

2. Training Appliances

- (a) Staves—one for each Scout. (Broom-handles for Cubs.)
- (b) Skipping-ropes—one for each Scout. Skipping-rope about 8ft. in length.
- (c) Ball, suspended for high touch.
- (d) Hickory staff for pole vault.
- (e) Swinging bag (soft bag tied on to end of skipping-rope).
- (f) Chalk.

II

AGILITY WITH HANDS FREE

1. Balance

Of basic importance in agility; in fact, all physical skill is directly or indirectly dependent on it.

Man's greatest individual victory was won in babyhood, when, in spite of innumerable tumbles and tosses, he looked up and persisted in his efforts until he was able to balance his body, stand erect, and walk. His determination established the power of his will, which was to be the controlling force of his life.

The seat of balance is in the brain; if you lose your balance, you will "lose your head" as well as physical control. Balance unites body and mind and is the co-ordinating factor in Physical Education.

There are two aspects to balance—one, the balance of the body on the feet, the other the balancing of something on the body, leg, or the hands. The latter is an outer balance and is dependent chiefly on local muscle control, and as it does not make a demand on the imagination and nervous system it is free from a feeling of nervousness and fear. The former is an inner sense and depends on mental self-control and makes a demand on the whole nervous system. An awkward person, totally lacking in "outer balance", may be able to stand calmly on the brink of a precipice, provided that his inner sense of balance or equilibrium is good.

Training in both forms of balance should play a conspicuous part in the training of a Scout.

A simple and useful practice for improving equilibrium is to walk on stepping-stones while balancing a staff horizontally on the head. The combination of these two exercises is a test of self-control. If at the same time there is added the performance of a simple act of dexterity, as throwing up and catching an object, the difficulty of the exercise is very much increased.

Balance and natural poise are improved by all exercises of co-ordination, where hands and feet work, as explained in the Freehand Exercises.

2. "Footsense"

A very important factor in maintaining balance is an even tread of the foot, which in turn depends on flexibility and sensitiveness of the feet—"footsense". Feeling in the feet—muscle tone—creates energy in the feet—the drive for expression. This is noticeable in children, whose feet are supple and sensitive and responsive; a child prefers to run rather than to walk. Dull and lifeless feet, on the other hand, bring the body to anchor on a seat.

This feeling or "footsense" is created in the feet by means of light agility exercises, which, when possible, should be performed in the bare feet. If the training is done on bare boards, care should be taken that they are free from splinters. Most softwood floors are splintery. As well as exercising the feet their care and comfort should be studied.

The feet should get the same attention as the hands. After washing the hands in the morning and at night, also wash the feet; a simple way of doing this is to place the basin on the floor, spreading the towel alongside it, and step into the basin. After washing the feet, step out on to the towel and dry them. Washing and rubbing the feet with a towel stimulates the circulation in turn and keeps the skin healthy and sensitive.

Recreative Training for Scouts

Special care should be taken to wear well-fitting boots or shoes. Socks and stockings should be loose and kept clean.

When standing or walking try to take the weight of the body on the outside of the feet; never stand or walk splay-footed, i.e. feet pointing outwards.

Although the feet and the head are at the furthestmost extremities of the body, there is a close affinity between them. Close and quick interaction between them is essential in agility; the greater the “footsense”, the closer the sympathy between them.

3. Walking

Learn to walk naturally with a free and natural action. There should be no swaying of the body; bring the leg forward loosely from the hip—as if it was made of rubber—straight to the front.

The tread of the foot should be even—the weight of the body being taken chiefly on the outside of the feet. The action of the feet should be resilient; to get this action the muscles supporting the ankle must be strong and well knit and the toes sensitive and supple.

The arms should swing forward naturally and balance the action of the legs. Practise walking backward as well as forward. Walk in line as well as in single file.

A good exercise to help to improve equilibrium and an even tread in walking is to balance an object on the head and walk on “stepping-stones”, i.e. bricks.

4. Walking Combined With Foot Exercises

Walk ten paces on tiptoes, then ten paces on the heels and ten paces on the outsides of the feet. Repeat these exercises four times.

5. Running and Breathing

Run on the ball of the foot; the arms should be loose and bent and conform to the action of the feet. Incline the body slightly forward.

As well as an easy “wolf-trot”, practise long-stride running and sprints; the latter is a good means of improving the “wind”. During running ensure that the breath is taken in through the nose and fully exhaled. By this means the chest walls are exercised and a good habit of breathing acquired.

6. Free Skipping (without rope)

This is a natural rhythmic action and popular with children. It is a good exercise for balance, strengthening the muscles of the feet and ankles and loosening the legs.

Keeping well on the toes, step forward with the left foot and at the same time hop with the right, then step forward with the right foot and hop with left, and so on—rising up as high as possible.

7. Hopping

(i) Hop on alternate feet; with each hop lift up the body as high as possible.

(ii) Hop on right foot ten times, then hop on left foot an equal number of times.

Hopping has a very strong effect on the toes and ankles. It helps to cultivate a “footsense”.

8. Squatting

(i) Bend the knees to the full extent and sit well down on the heels, which are raised.

(ii) Keeping In the squatting position, jump forward a number of times; then stand up and walk and repeat the squatting action, and so on alternately.

(iii) “Frog-jump” forwards and backwards and to each side.

Recreative Training for Scouts

(iv) “Dwarfs and Giants.” Walk a number of paces in the squatting position, then stand on tiptoes, reaching upwards with the arms as high as possible and walk an equal number of paces.

Repeat the alternate actions three or four times.

9. Jumping With Feet Together

(i) Jump forward, backwards, and to the right and to the left.

(ii) Standing *Broad Jump*. From behind a mark jump forward as far as possible. Measure length of jump from starting mark to position of rear heel in landing.

(iii) Standing *High Jump*. Jump over staff held out horizontally—height increased with progress.

10. Striding

(i) *Single Stride Jump*. From standing position, step forward with right foot as far as possible, at the same time pushing off vigorously with the left foot. Repeat action of opposite foot.

(ii) As above with a walk.

(iii) Then with a run.

(iv) *Double Stride jump*. From a standing position—a double action with right and left foot alternately, landing on both feet.

(v) and (vi) as above, but with a walk and then with a run.

11. Hurdle Jump

With a run, stride jump over a hurdle, i.e. a staff held out horizontally. Later introduce “hurdling” over a number of staves, allowing plenty of distance between hurdles.

12. Hop-Step-Jump

Hop forward with one foot—step forward with the other and then jump, landing on both feet. The three actions should be continuous from start to finish.

(i) First stage—from standing position.

(ii) Second stage—with a run.

13. Jumping Over Swinging Bag

Class stand in a circle with the leader in the centre. The latter swings around a soft bag suspended on a cord about 8 ft. long. Each individual jumps over the bag as it reaches him. As progress is made, increase the height and speed with which the bag is swung around.

The “swinging bag” gives good training in “timing” a moving object and in appreciating speed.

14. Jumping Over Swinging Staff

The pairs facing each other—one Scout holding staff at one end swings it from side to side towards the feet of the other, who jumps over it, as with the swinging bag.

(i) With both feet.

(ii) Hopping.

15. Jumping Over Moving Staff

A staff held at each end about a foot high by two Scouts is taken at a run under the feet of a class standing in two files. When the last two have jumped the staff it is handed to them and they run to the front and repeat the exercise, until all the class have carried the staff. This can be made into a team race.

16. Jumping Between Two Staves

Held horizontally and parallel to one another about 3½ to 4 ft. apart. (Fig. 44.)

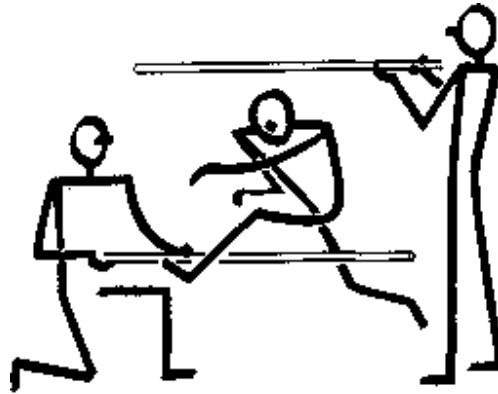


Fig. 44

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III HANDS AND FEET

1. *Skipping With a Rope*

Skipping as well as being a convenient means of strengthening the ankles and toning the muscles of the feet creates a “feel” in them and is very good practice for the co-ordination of hand and foot. It is for this reason that skipping is such a popular form of training with boxers. There are many elaborate forms of skipping, but for practical purposes a Scout need only confine himself to four skipping exercises as described below. All skipping exercises should be done an equal number of times with the rope going backward as well as forward.

Rope used for clothes lines, about 8ft. in length, is suitable for skipping.

2. *Forms of Skipping and Exercises*

(i) Feet together

With double bounce off feet, one turn of the rope.

With single bounce off feet, one turn of the rope.

Single bounce with two turns of the rope.

(ii) Right foot leading continuous action—and left foot leading. Progression as above.

(iii) Alternate foot leading; progression as above,

(iv) Running (a) Forward, (b) Backward.

3. *Speed Skipping*

In all the above exercises introduce speed skipping. For instance, how many skips can be performed in, say, ten seconds, fifteen seconds, twenty seconds?

4. *Skipping Relay Race*

Teams of three facing same direction, either in line or at skipping-rope distance behind the others.

Each individual to skip a stated number of times. When No. 1 reaches the number he calls out his total, when No. 2 will start to skip and call out when he reaches the total, when No. 3 will start. The team which finishes first wins. The “race” can be two or three “laps”, No. 1 continuing when No. 3 calls out, and so on.

5. *Leap-Frog Over Back*

Recreative Training for Scouts

The “horse” stands with left leg advanced and bent, the right leg slightly bent, with foot sideways, firmly gripping the ground; the body leaning forward and supported by placing the hands just above the knee of advanced leg, keeping the arms rigid and slightly bent and the head well tucked in. The body should never be allowed to “give” when being vaulted over.

6. *One-Hand Vault (sideways)*

Over staff held horizontally and firmly at each end by two other Scouts.

Run from right side and place the right hand on staff and left leg forward in walking position; take off with right foot and vault over staff, landing on both feet; assist action by swinging left arm upwards. Reverse action with left hand. (Figs. 45 and 46.)

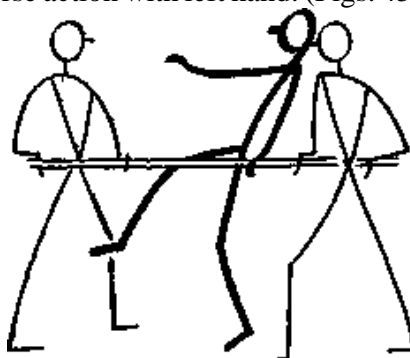


Fig. 45

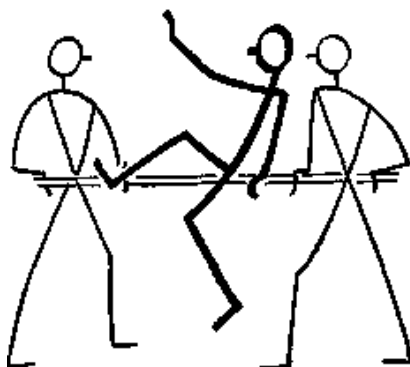


Fig. 46

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7. *Two-Hand Vault*

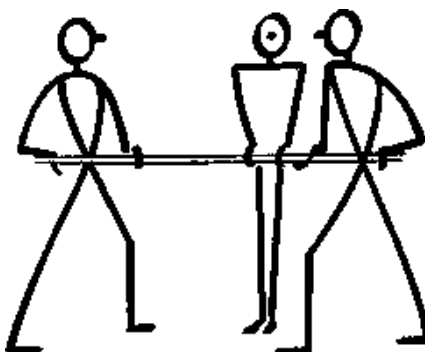


Fig. 47

Recreative Training for Scouts

Staff held as above, grip it with both hands and stand up close to it—bend arms and legs and bring the feet together over the staff either to right or left of the hands. (Figs. 47 and 48.)

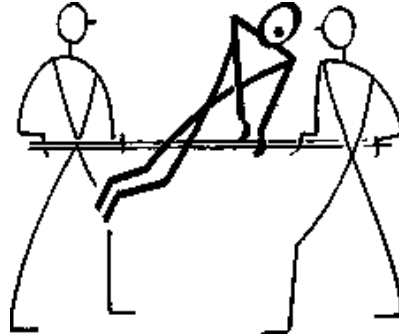


Fig. 48

8. *Jumping Between Hands Over Staff*

- (i) Hold staff at ends with both hands, arms at full length in front of body. Jump over staff between hands. (Fig. 49.)
- (ii) With staff held at arm's length behind back, jump backwards over staff. (Fig. 50.)
- (iii) As above, jump forward and then backward.

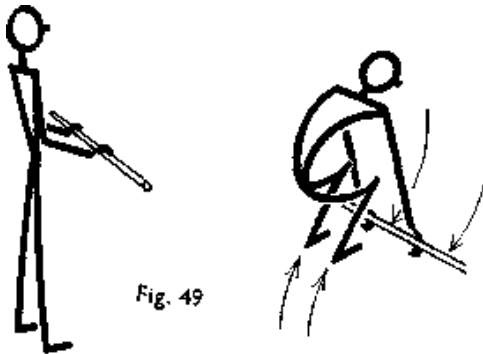


Fig. 49

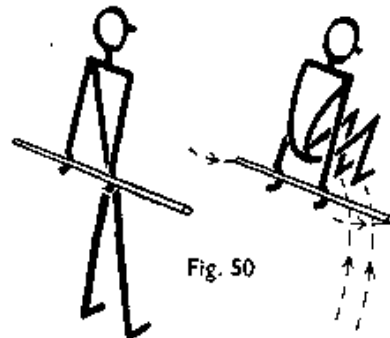


Fig. 50

9. *Catching Falling Staff*

Two Scouts standing about six paces apart, facing one another, each holding a staff vertically one end on the ground at the side of the body; at a signal from one, each releases his staff, allowing it to fall forward, runs and catches his partner's staff before it falls to the ground. Each takes it in turn to give the signal. With progression increase distance between staves. (Figs. 51 (a) and (b).)

To make test more difficult it can be done with both kneeling on one knee.

10. *High Touch*

(i) Run forward and jump, reaching up to touch a bail or some object suspended from a height—Increase height with progress.

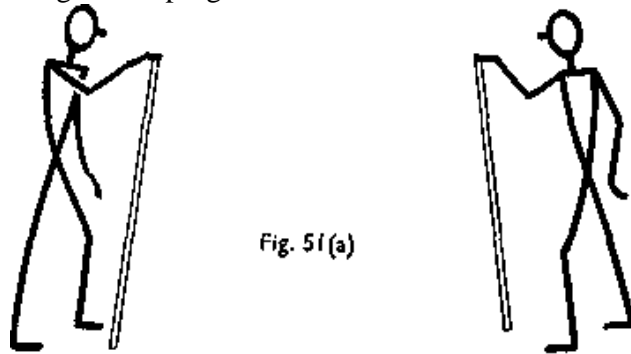


Fig. 51 (a)



Fig. 51 (b)

(ii) Run towards a wall, large tree, or side of a house, take a step upwards with one foot against it and reach up and touch a mark on it or make a mark on it as high as possible. The leg should be well bent when stepping upwards. This is a good competitive practice which develops dash and limb co-ordination, and is valuable training in surmounting obstacles.

11. *Throw—Run—Catch*

Stand behind a starting mark; throw up a ball and run forward and catch it before it touches the ground. The object of the competition is to cover as great a distance as possible from the starting mark to the point where the ball is caught. As well as being a trial of throwing, running, and catching—strength, agility, and dexterity—it is a test of the ability to adapt speed in running to the velocity of the ball through the air, which is excellent training in “timing” and in appreciating distance.

12. *Pole Vault*

(i) *Off a height*—stand on a chair or form, place one end of the pole on a rough surface and vault off on to the ground.

(ii) *Brood Vault*. Place end of staff on a mat and vault over it.

N.B.—Ensure the staff is a stout one and strong enough to bear the weight of the performer. For this purpose use, if possible, a staff of hickory wood.

IV

GROUNDWORK OR TUMBLING

1. *Introduction*

Tumbling is an attractive form of gymnastics, it also teaches a Scout how to fall without injuring himself and how to save himself from falling—a useful accomplishment.

2. *Front Roll*

Stand close to mat, feet apart. Place hands on mat, duck the head until the chin almost touches the chest. Push off with the feet and roll over on shoulders and stand up, reaching forward with the hands. Later, practise Front Roll with run.

To start with, the class leader should kneel close to mat and assist the performer. At a later stage the Front Roll can be combined with an upward jump.

3. *Handstand*

(i) Support the body horizontally on the hands and feet. Keeping arms straight and head back, throw up one leg and take the weight on the hands and arms. This is a very important stage of the training.

(ii) Hand Stand against wall. Both knees full bend, hands on ground. Place one leg back and throw up with it to the wall—allowing the other leg to catch up with it as it touches the wall.

This exercise can also be done in pairs—one acting as the wall and catching the feet of the other as he kicks up. Later this exercise can be done with a hop and skip.

4. *Bock Roll*

Stand with back to the mat, feet apart. Reach for the toes with the hands, at the same time sitting back with legs straight until the mat is met. Continue the backward movement; bring legs over the head. Keeping the legs well apart, move the hands to each side of the shoulders; as soon as the feet touch the mat, over the head, push with the hands and stand up. Keep the head fixed during the movement.

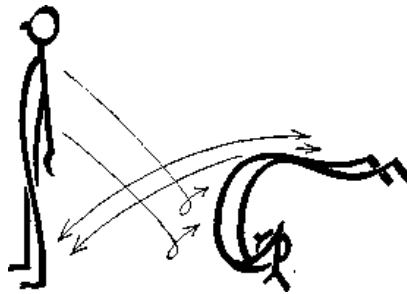
5. *Cartwheel*

Practise the hop-skip as for the Hand Stand finishing, with left (right) hand held in line with the shoulders, palm to the front and the left (right) knee held in line with the hip.

Lower the forward leg to the ground—at the same time the forward arm should be lowered and the back leg swung up over the head, the back arm now coming to the ground, passing through the Hand Stand position with the legs well separated; continue the movement, pushing with the hands until the feet meet the ground one at a time, the hands also leaving the ground one after the other.

The back should be kept straight all the time the movement is being executed.

6. The “Upstand”



Figs. 52 (a) and (b)

Lie on the back, with legs raised over the head, hands on the ground over the head; with a vigorous beat forward of the legs bring the feet to the floor by pushing with the hands and shoulders and spring up to a standing position. (Figs. 52 (a) and (b).)

Chapter Five

STRENGTH

CONTENTS

- I Introduction
- II Exercises With Scout Staves
- III Strength Exercises With Quoits
- IV Exercises With Bricks

Strength

I INTRODUCTION

1. Strength and *Its* Scope

Strength in some form or other plays an important part in our daily life, also in many Scout activities. It is expressed in acts of gripping, pulling, pushing, lifting, carrying, heaving, etc., in which the muscles of the arms and trunk are chiefly employed, and in digging and climbing, where power is needed in the legs. A Scout needs to be strong in order to pull or push a trek cart, to handle and carry camp equipment, to use an axe or two-handed saw. Bridge building makes a demand on strength as well as dexterity. Also, one must be strong to become proficient in such games and sports as rugby, rowing, tug-of-war, gymnastics, throwing the hammer, and putting the weight.

But too much emphasis should not be put on the development of the strength of the fast-growing Scout, as overdeveloped muscles of the chest and back are apt to restrict the free action needed in breathing.

For instance, weight-lifting for the purpose of performing feats of strength should be avoided at the Scout age. There is a risk of serious injury if boys attempt to lift too heavy weights. Suitable exercises should train a boy to appreciate weight in respect of his strength and teach him to realise his limitations in the same way as he knows his limitations in jumping, in which he can estimate his length or distance within an inch or two. He will have ample time and be at a more suitable age to develop the big muscles of his body when he reaches Rover age.

A Scout often has to tackle a job which is considerably beyond his individual capacity; such jobs should be done by the teamwork of several Scouts. For this reason it is important to give frequent practice in co-operation and teamwork. Most of his staff exercises help towards this end.

Recreative Training for Scouts

In arranging a plan of training perform Strength exercises after some light form of training such as Dexterity or Senses; they should be followed by Agility or Alertness. Allow about one-quarter of the time given to training in Physical Activities to Strength.

To be in keeping with the spirit of Scouting the appliances employed in the strength exercises are simple and practical: Scout Staff, Quoits, and Bricks. They can be used in camp or countryside, as well as in a hall or gymnasium.

2. Training Appliances

Staves—one for each Scout. (Broom-handles for Cubs.)

Quoits—one for each Scout. Inside diameter of quoit, 5 in.

Bricks—one for each Scout.

II

EXERCISES WITH SCOUT STAVES

A staff, as well as helping a Scout in his hikes and treks and serving him for many purposes in camp, provides him with an extremely useful and convenient training appliance for activities essential to Scouting, In acquiring all-round physical ability and in the development of his body.

There is a very large range and variety of exercises in Strength, Dexterity, and Agility which can be done with the aid of a Scout staff, while the exercises performed in pairs have a special value, as they create a spirit of comradeship and co-operation and are a leading rein to teamwork and leadership. Also, by working in pairs, greater expression can be put into the exercises. For instance, quick loose movements without resistance make for supple actions, while by gripping the staff firmly and keeping the arms rigid strong exercises in Pushing and Pulling can be performed, the strength of the action being regulated by the power of resistance offered to it. The greater the effort the slower should be the movement; allow plenty of space for all exercises with staves.

A. First Series

Individual exercises with staff—Solo Training. Exercises to be performed from six to eight times.

1. *Ready Position.* Staff held with both hands the width of the shoulders apart, horizontally in front of the body, arms full length, feet apart. (Fig. 53.)

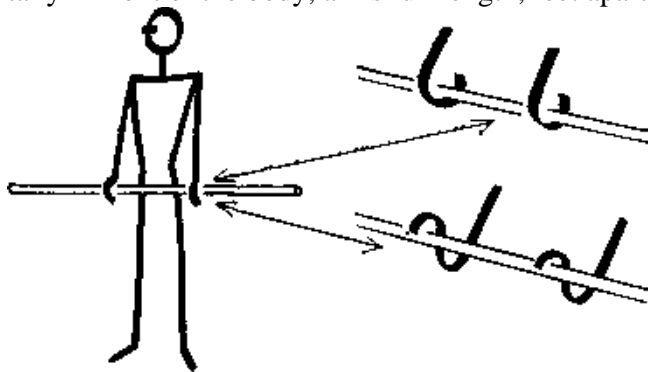


Fig. 53

Fig. 54

2. *Wrist Bending.* Keeping the arms straight, bend wrists up ward and downward—quick, vigorous action. (Fig. 54.)

3. *Staff Twirling.* Hold staff in the centre with the right hand, in front of body, and twirl it from side to side—same action with the left hand. (Fig. 55.)

Same action as above, but staff held with both hands close together, the action strong and vigorous. (Figs. 56 (a) and (b).)

Staff held over grip with one hand and under grip with the other—spin it around and around, to the right and then the left, passing it from one hand to the other. (Figs. 57 (a) and (b).)

Fig. 55

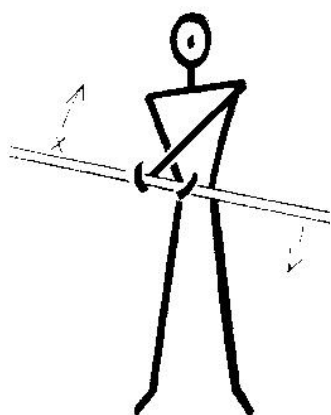
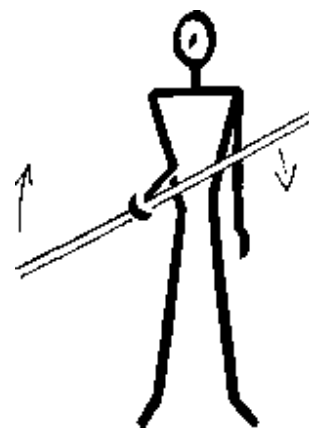


Fig. 56(a)

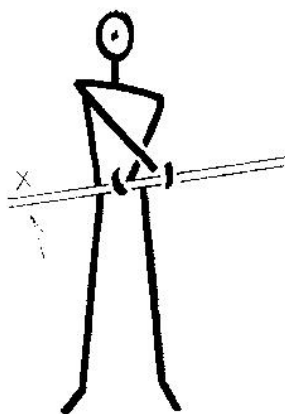


Fig. 56(b)

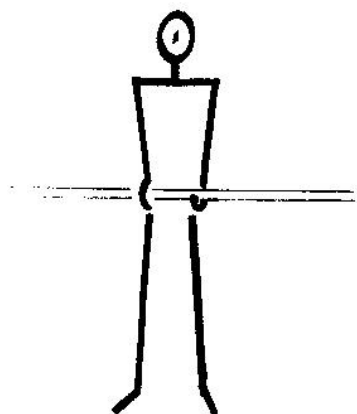


Fig. 57(a)

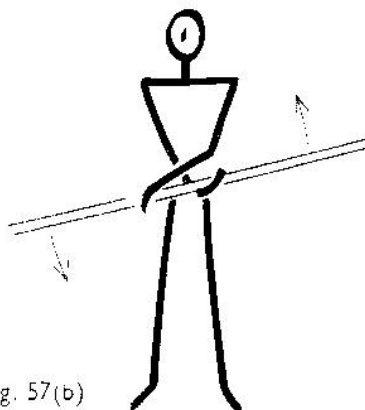


Fig. 57(b)

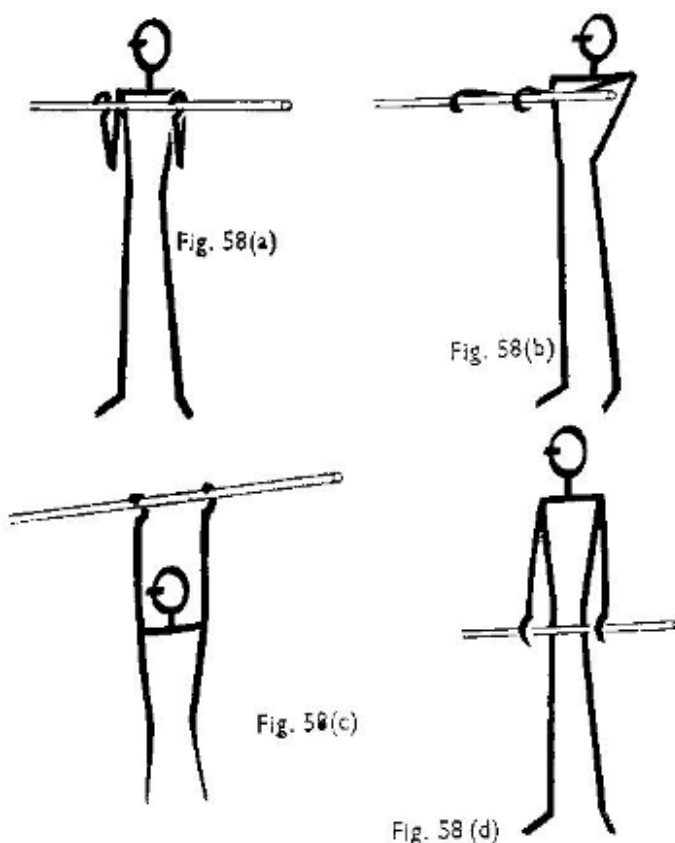
Recreative Training for Scouts

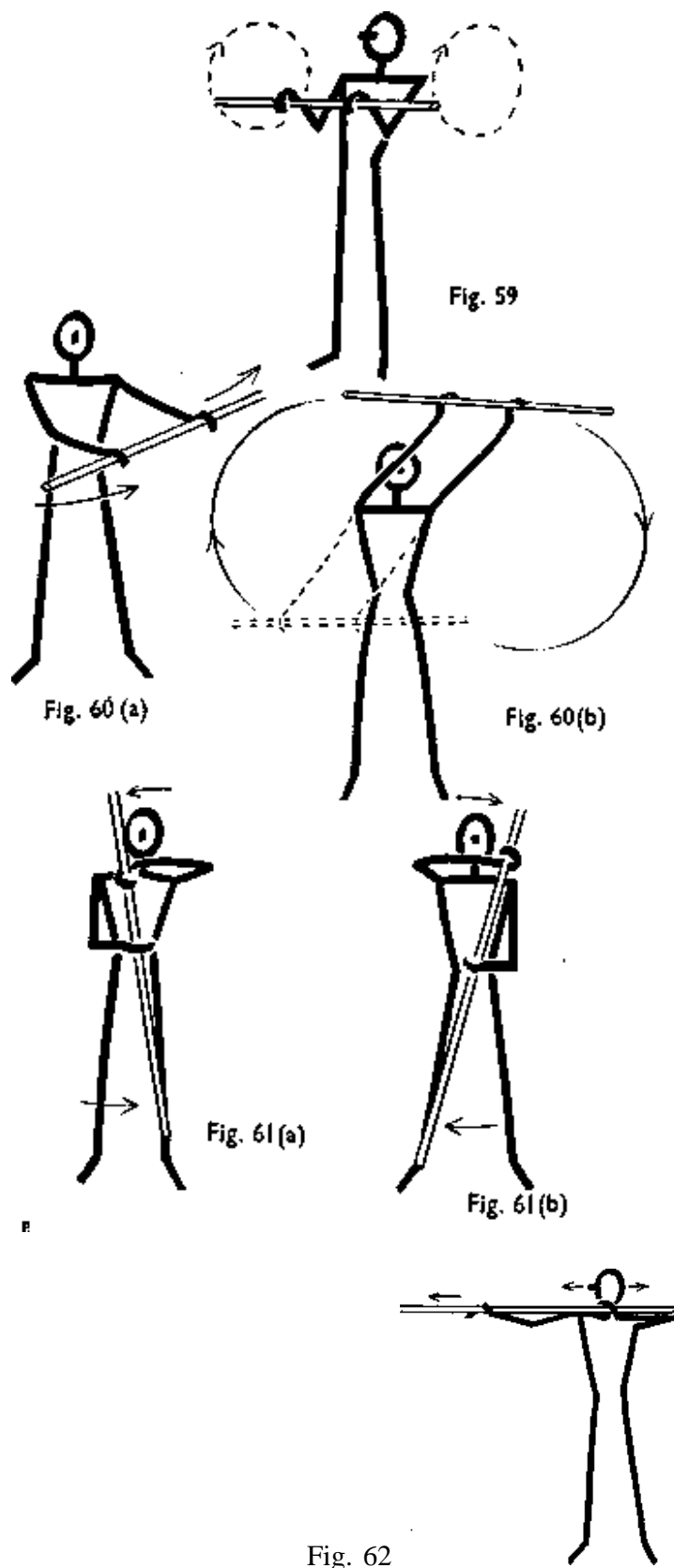
6. Hold staff in front of body and level with the chest with both hands, width of shoulders apart, arms bent. Stretch arms forward, upward, forward and downward. (Figs. 58 (a) to (d).)

7. Staff held as before, revolve it forward, downward and upward, then upward and downward. Quick easy movement. Reverse action. (Fig. 59.)

8. Staff held as above. Arms revolved sideways across the body to the right and then to the left. Reverse action. (Fig. 60 (a).)

9. Hold staff as above, keeping the arms rigid, twist the staff slowly downward with the right hand and upward with the left, then reverse the action. (Figs. 61 (a) and (b).)





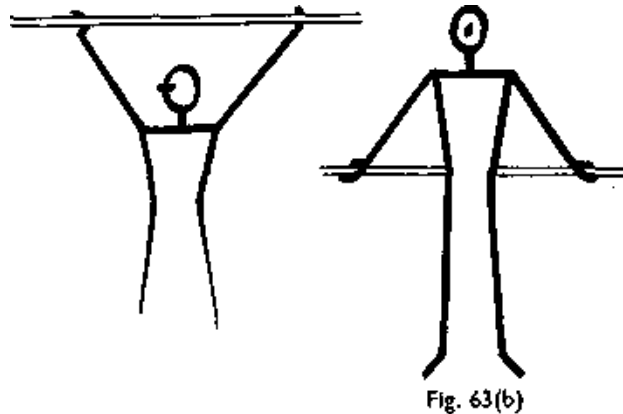


Fig. 63(a)

Fig. 63(b)

Arms bend—staff chin height—stretch right arm side ways to the right and bend left arm with head turning to the right, then left arm to the left, bending right arm with head turning to the left—alternate action. (Fig. 62.)

Starting with the staff in front of the body, hands well apart, arms straight, raise them above the head to behind the back. Arms straight—reverse the action, bringing it to the front of the body. (Figs. 53 and 63 (a) and (b).)

Staff across the shoulders behind the neck, arms stretched sideways along the staff. Bend trunk to right and then left— alternate action. (Fig. 64 (a).)

As above, trunk turning to right and left—alternate action. (Fig. 64 (b).)

As above, head bending backward against strong resistance with the staff. (Fig. 64 (a).)

Staff behind back, knuckles to the front, arms straight. Bend the body downward, at the same time keeping the arms straight, swing the staff backward and upward. (Figs. 65 (a) and (b).)

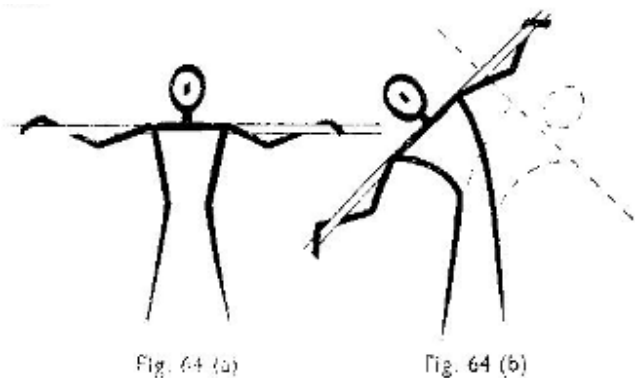


Fig. 64 (a)

Fig. 64 (b)

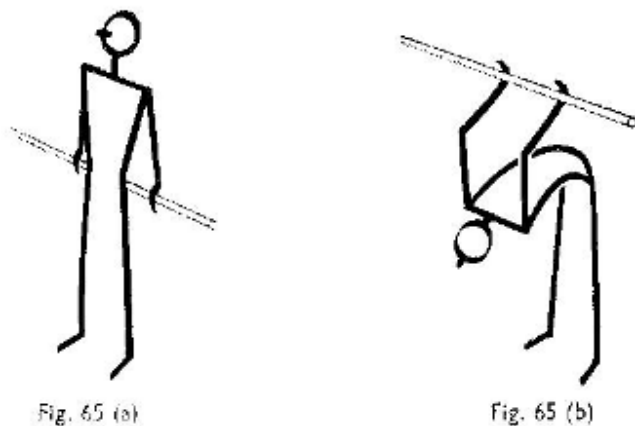


Fig. 65 (a)

Fig. 65 (b)

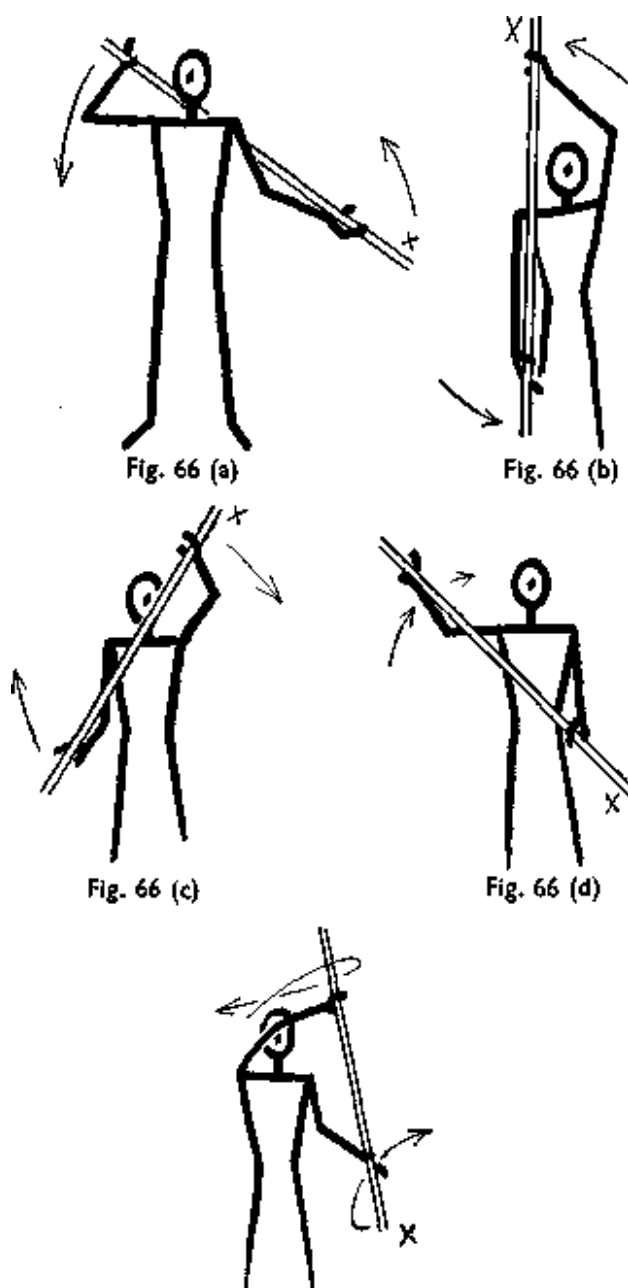


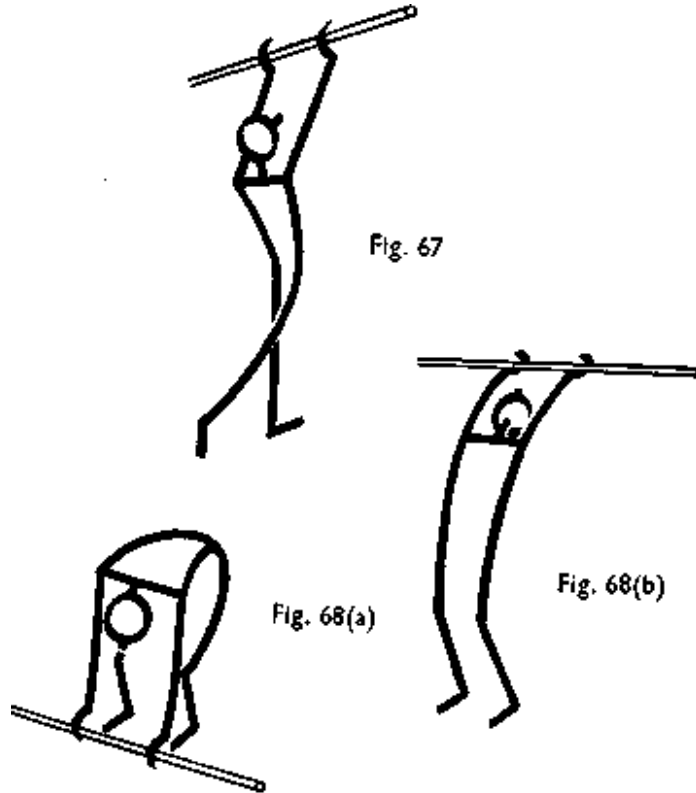
Fig. 66 (e)

16. Holding staff width of shoulders apart in front of body, take the right hand over the head, bringing the staff to a horizontal position behind the back; without pausing, raise the left hand and return to the first position in front of the body. The action should be continuous, akin to the “trudgeon” stroke in swimming. It should be done in both directions. (Figs. 66 (a), (b), (c), (d), and (e).)

17. Starting position as before. Trunk turning with staff swinging vigorously overhead from side to side, rising well on the toes of the opposite foot, (Fig. 67.)

Recreative Training for Scouts

18. From arms stretched above head bend body downwards and touch the ground with the staff, bending the knees in doing so. The action should be free and vigorous. (Figs. 68 (a) and (b).)



19. Hold the staff towards the top with the right hand. Reach well forward and place the end on the ground, so that the staff is vertical. Bend the body forward, raising the right leg backward and upward as high as possible, supporting the body with the staff, at the same time raising the left arm upward in front of the body. Similar action with left leg and right arm. (Fig. 69.)

20. Raise the right knee and place the staff under it, one hand each side of the knee. Lift the knee to the level of the waist—while in this position bend and stretch the knee, loose action. Same action with the left leg. (Figs. 70 (a) and (b).)

21. In the sitting position, hold the staff with both hands. Bend the right knee and place the top part of the foot against the staff between the hands. Bend and stretch the ankle, working against resistance with the staff. Same action with the left foot. This is a good exercise for rowing. (Figs. 71 (a) and (b).)

22. Same action as above, except with both feet.

23. As before, but place the middle of the right foot against the staff. Bend and stretch the knee, working against strong resistance with the staff. Same action with the left leg. (Figs. 72 (a) and (b).)

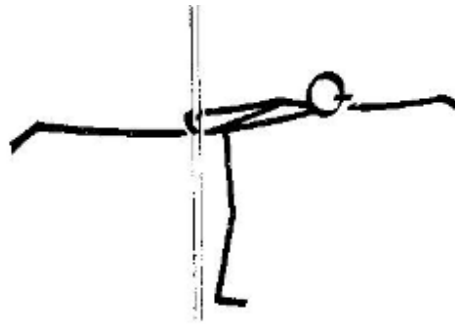


Fig. 69

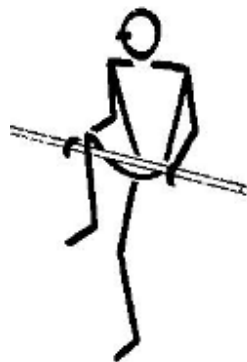


Fig. 70 (a)

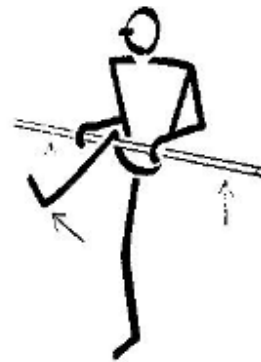


Fig. 70 (b)

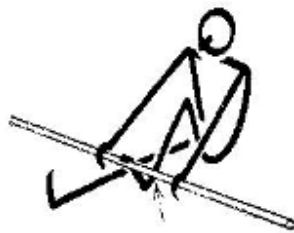


Fig. 71 (a)



Fig. 71 (b)



Fig. 72 (a)



Fig. 72 (b)

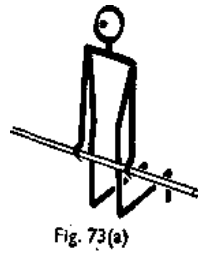


Fig. 73(a)

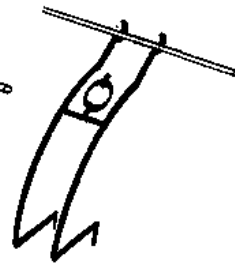


Fig. 73(b)

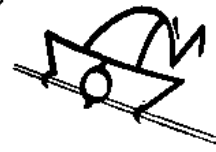


Fig. 73(c)



Fig. 74

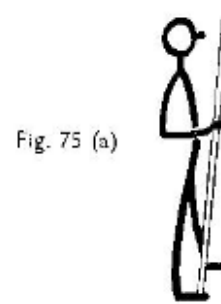


Fig. 75 (a)

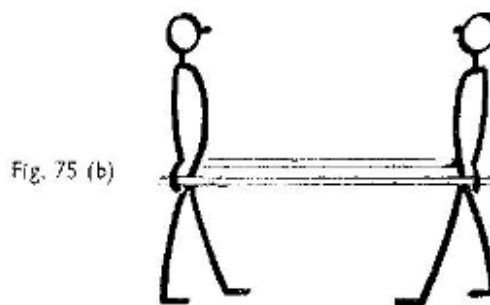


Fig. 75 (b)

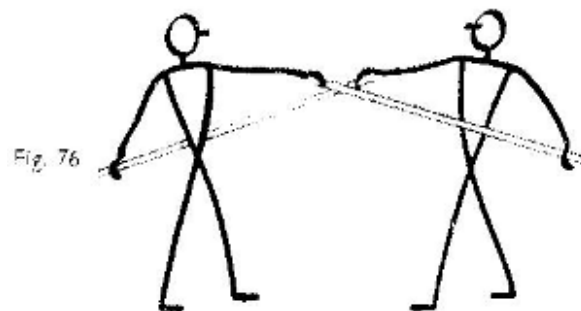


Fig. 76

24. Kneeling on both knees—staff held with both hands in front of the body—keeping arms straight, raise them backward above the head, leaning back as far as possible; lower the arms and reach forward, touching the ground with the staff. Continue the action. (Figs. 73 (a), (b), and (c).)

25. Sitting on the staff, grip the staff towards the top with both hands, and place it between the legs—lower the staff and sit on it, placing the forearms on the knees, the weight of the body being taken by the staff and the forearms. (Fig. 74.)

B. Second Series (working in pairs with two staves)

1. Ready Position. Class in two files in open order, the staff held vertically with right hand at the right side of the body, the butt resting on the right foot. (Fig. 75 (a).)

2. Starting Position. Facing each other, staff gripped firmly at ends, hands centre of thighs, left foot forward, body upright, arms swinging alternately forward, down and backward. easy movement. Change feet same action. (Figs. 75 (b) and 76.)

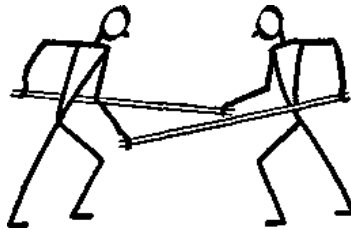


Fig. 77

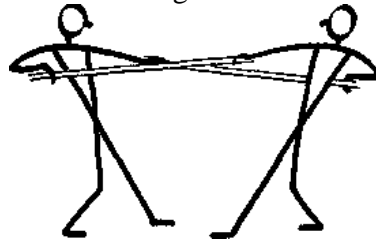


Fig. 78

3. Starting position as before, but leaning forward—strong pushing action against resistance. (Fig. 77.)

4. Starting position as before, but leaning back—strong pull ing action against resistance. (Fig. 78.)

5. Feet apart and level with one another—swing arms to gether forward and backward—easy action. (Fig. 79.)

6. As before, action slow and strong. (Fig. 80.)

7. As before, lie well back and steady pull. (Fig. 81.)

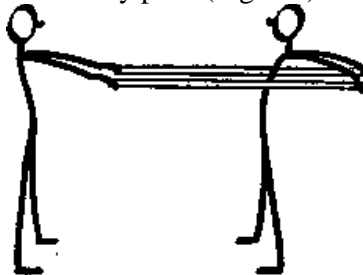
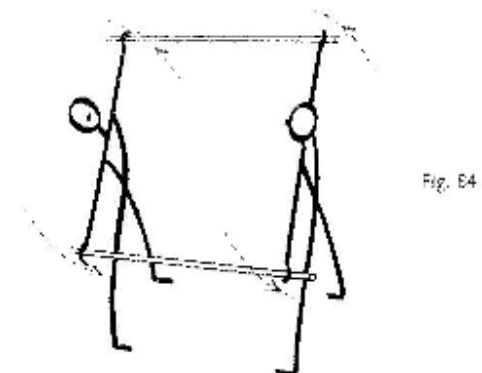
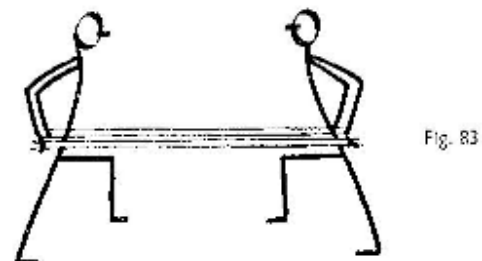
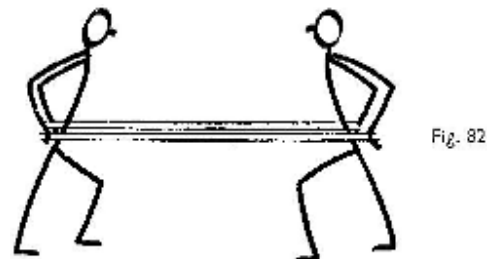
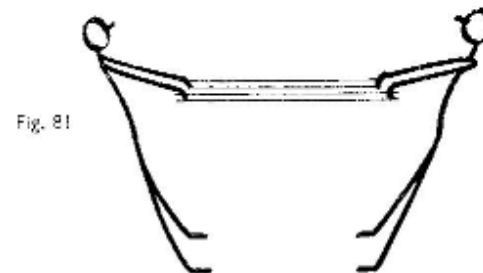
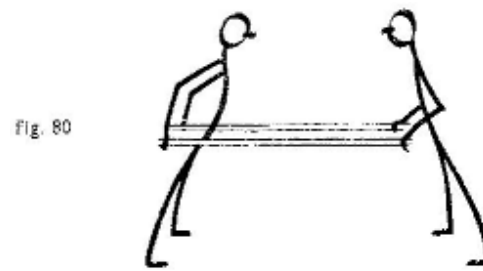


Fig. 79



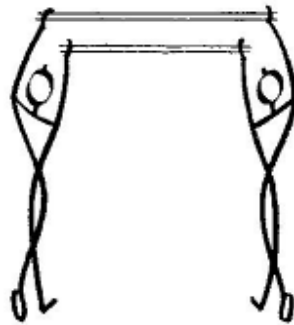


Fig. 85

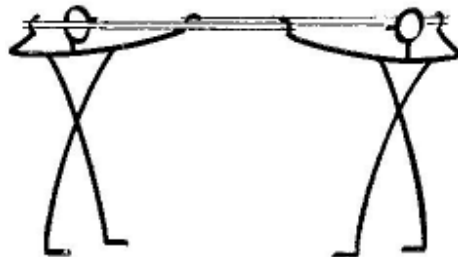


Fig. 86

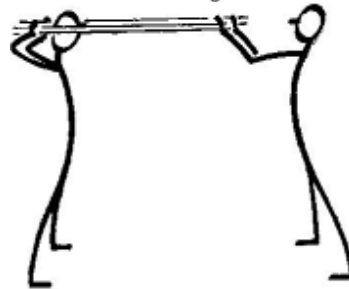


Fig. 87

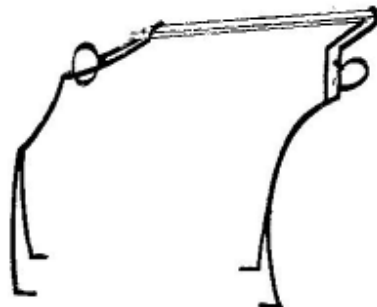


Fig. 88

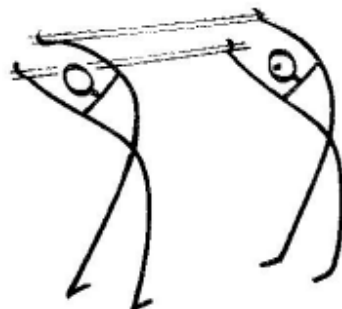


Fig. 89

Recreative Training for Scouts

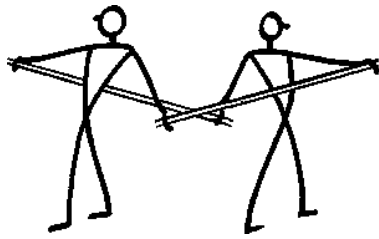


Fig. 90

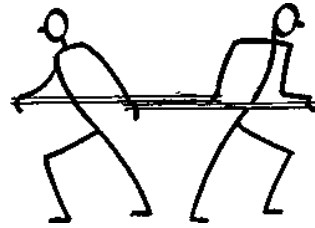


Fig. 91

8. Advance right foot, body forward, rear leg braced, arms bent and rigid – steady push – change feet. (Fig. 82.)

9. As before, raise forward leg – push and balance. (Fig. 83.)

10. Feet in line – arms stretched outward in line with shoulders – keeping arms rigid, bend body side to side. (Fig. 84.)

11. Feet in line – swing staves side to side well above the head, rising up on opposite foot. (Fig. 85.)

12. Staves held with bent arms above the shoulders – left foot forward, arms stretching and bending, alternate action, first with easy action, then with strong action, change feet. (fig. 86.)

13. As before, but with feet level—both arms bending and stretching; slow action. (Fig. 87.)

14. Feet well apart and arms stretched above the head— trunk bending forward and backward—slow action. (Fig. 88.)

15. As before, trunk bending side to side. (Fig. 89.)

16. From the hands at the sides, left foot forward, swing the arms upwards and change to the back-to-back position, hands at sides. Change grip. Swing the arms alternately forward and backward, easy action. (Figs. 85 and 90.)

17. As before, body inclined forward, hands forward and backward—slow pulling action with resistance. (Fig. 91.)

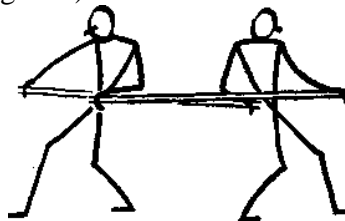


Fig. 92

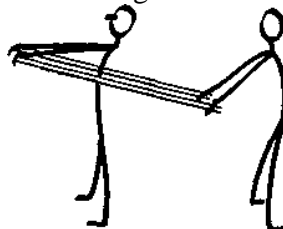


Fig. 93

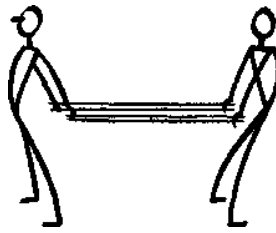


Fig. 94

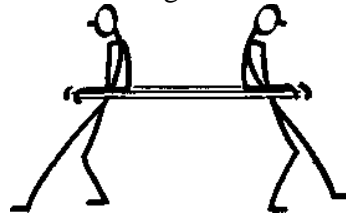


Fig. 95

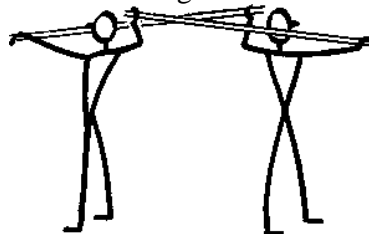


Fig. 96

18. As before, reverse action—lean back—hands forward and backward, slow pushing action with resistance. (Fig. 92.)

19. As before, feet level—swing both arms forward and back ward, easy action. (Fig. 93.)

20. As before, lean forward and pull steadily with both arms. (Fig. 94.)

21. As before, left foot forward—lean back and push, slow steady action. (Fig. 95.)

22. Hands above the shoulders, left foot forward, arms forward and backward, easy action. (Fig. 96.)

23. Arms stretched above the head—feet level—keeping the arms rigid—bend the body forward and backward, slow steady action. (Fig. 97.)

24. As before, body side to side. (Fig. 98.)

25. From the above position, release the staff with the left hand—retaining the grasp with the right hand, come to the “Ready” position. (Fig. 75 (b).)

C. Third Series

One staff between two Scouts, staff held lengthways at each end with both hands. Formation: in two files, facing each other. No. 1 files carry the staves.

1. Left foot in front. Push and pull staff forward and backward (action of cross-cut saw)—change feet and repeat actions. (Fig. 99.)

2. Feet in line and well apart—arms and legs straight, head back, steady pull. (Fig 100 (a).) Release the staff with one hand first—the left hand—and hold on with the right hand, and then change hands. (Fig. 100 (b).)

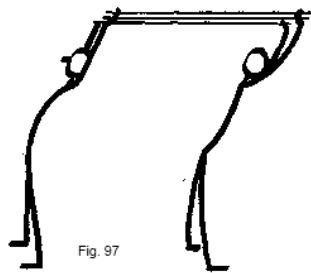


Fig. 97

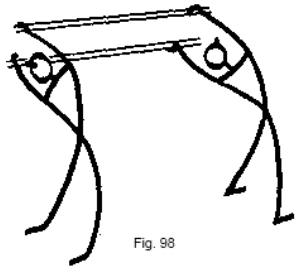


Fig. 98

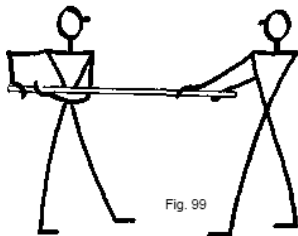


Fig. 99

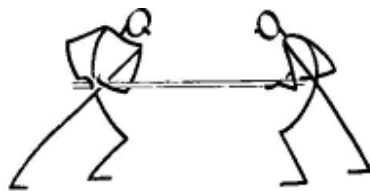


Fig. 101

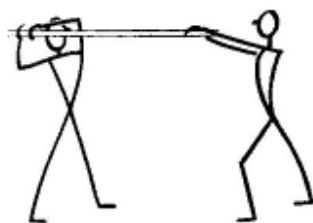


Fig. 102

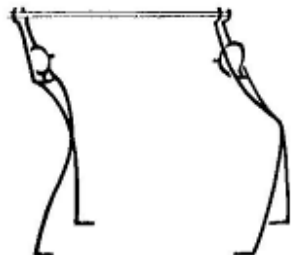


Fig. 103

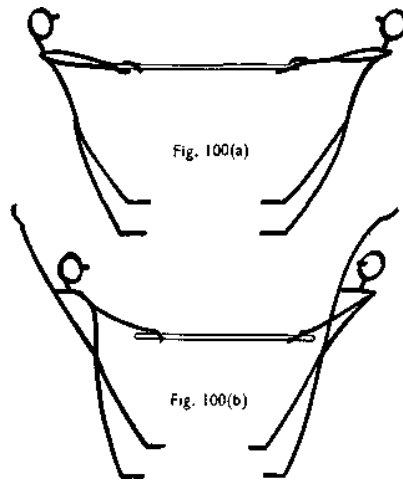


Fig. 100(a)

Fig. 100(b)

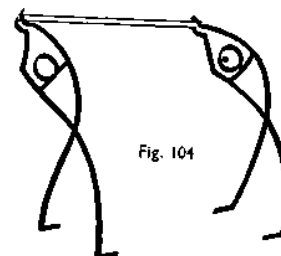


Fig. 104

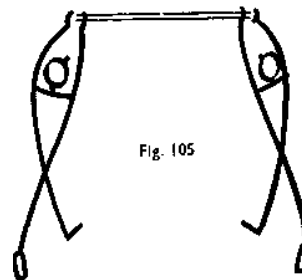


Fig. 105

Recreative Training for Scouts

3. Left foot advanced, arms bent and rigid, body forward, steady push against resistance. Change feet and continue action. Later raise front foot and push and balance. (Fig. 101.)

4. Left foot advance, hands above right shoulder, straighten and bend arms against resistance, change feet and sides and continue action. (Fig. 102.)

5. Arms stretched above head and kept straight—body swayed slowly forward and backward—without, and then against, resistance. (Fig. 103.)

6. As before, bend body slowly side to side. (Fig. 104.)

7. As before, swing staff downward and upward—side to side—loose rhythmic action, rising well on opposite foot. (Fig. 105.)

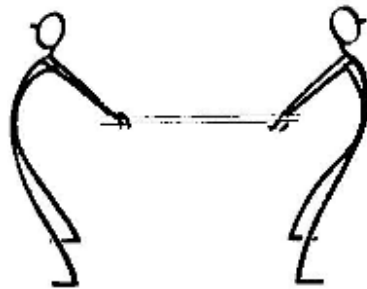


Fig. 104

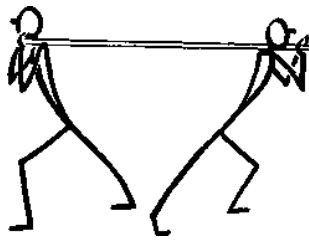


Fig. 107

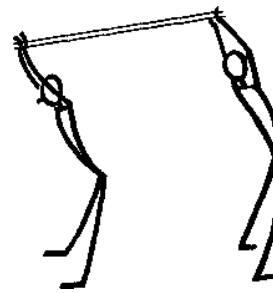


Fig. 108

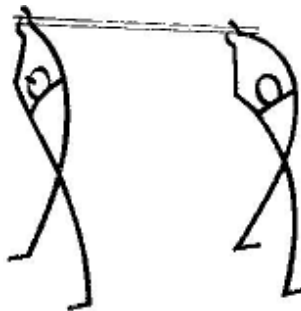


Fig. 109

8. From above position swing to back-to-back position with staff level of the waist—lean body forward and with steady pull of the arms. (Fig. 106.)

9. As before, take off left hand, gripping only with right hand; change hands.

10. Advance left foot, bring staff over left shoulder, lean forward, steady pull—change feet and bring staff over right shoulder. (Fig. 107.)

11. Keeping the arms stretched above the head, feet in line and well apart, (i) sway body forward and backward (Fig. 108), (ii) bend body from side to side. (Fig. 109.)

12. From above position—bring hands to front of body—No. 2 releases staff and both face to the front.

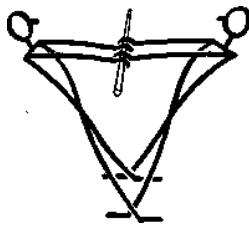


Fig. 110

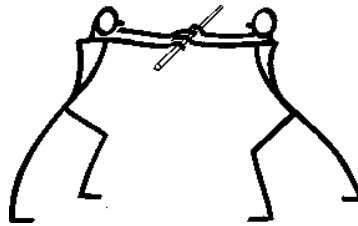


Fig. 111

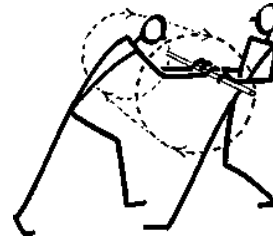


Fig. 112



Fig. 113



Fig. 114

D. Fourth Series

Starting position—face to face, holding Scout staff horizontally with both hands width of shoulders apart—hands over grip—alternate positions. Arms straight, feet apart and in line with one another.

1. Face to face. Feet well apart and in line, hands chest height, arms and legs straight, lean back and maintain a steady pull. (Fig. NO.)

2. Reverse action—left foot forward, arms straight and level with the chin, body braced forward: (i) maintain a steady **push**. Change feet and continue action. (Fig. III.) (ii) Raise advanced foot off the floor.

3. As above, bend and stretch arms against resistance.

4. As above, revolve staff forward and downward quickly and easily, both directions. (Fig. 112.)

5. Staff twisting downward and upward (i) quickly and easily, (ii) against resistance. (Fig. 113.)

6. Swing staff upward from side to side—rising well on the opposite foot. (Fig. 114.)

7. Raise arms above head and lower them to the ground, bending the knees in doing so. (Figs. 115 (a) and (b).)

8. As above, swing upwards and turn about to back-to-back position. Hands level of the waist. Lean forward, head back and maintain a steady pull. (Fig. 116 (a).)

9. As above, release staff with left hand, turn about face to face, resume starting position. (Figs. 116 (b) and (c).)

10. No. 1 standing feet well apart. No. 2 without releasing staff lies down between the legs of No. 1, who stands erect and grips the staff firmly. (Fig. 117.) No. 1 pulls up to his chest. Change positions and No. 2 pulls up. (Fig. 118.)



Fig. 115(a)

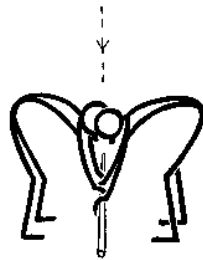


Fig. 115(b)

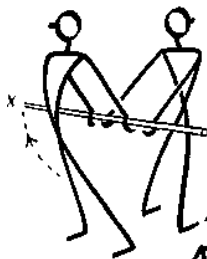


Fig. 116(a)

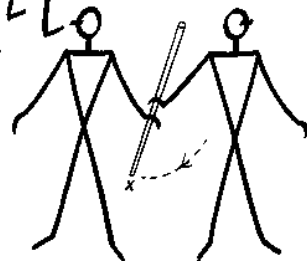


Fig. 116(b)

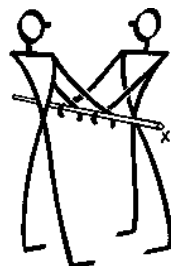


Fig. 116(c)

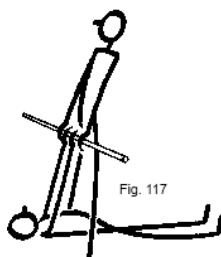


Fig. 117

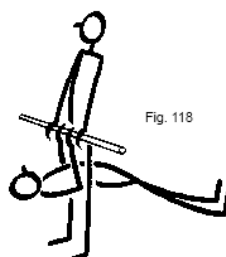
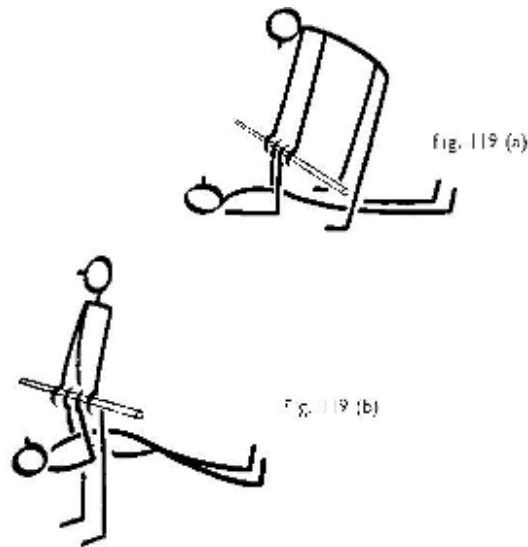


Fig. 118



11. As above, No. 1 inclines forward so as to allow No. 2 to bend his arms—No. 2 keeps them rigid while No. 1 raises him up and slowly lowers him on to the floor. (Figs. 119 (a) and (b).) Change positions.

12. Both sitting facing one another (No. 1 legs inside, No. 2 feet against buttocks), move body forward and backward, rowing action. (Figs. 120 (a) and (b).)

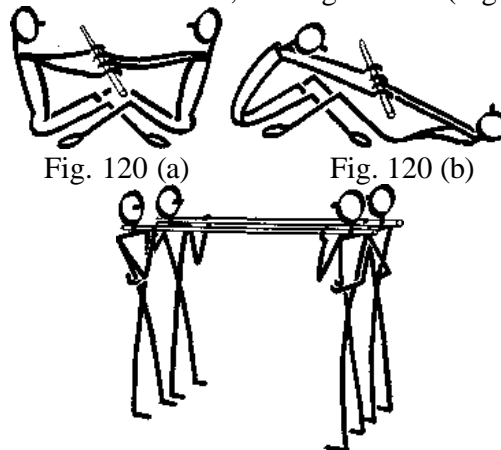


Fig. 120 (a)

Fig. 120 (b)

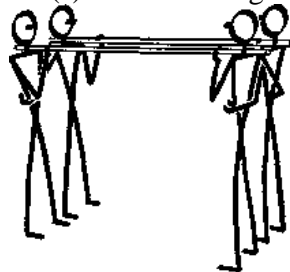


Fig. 121 (a)

E. Fifth Series

Staff gymnastics and practice in supporting and carrying weights.

1. *Introduction.* Very elementary gymnastics on the “horizontal bar” and “parallel bars” can be performed by means of staves. The class to work in groups of four, two to act as supports and two to perform and, if necessary, to assist each other. (Figs. 121 (a) and (b).)

As well as practice in gymnastics, the use of improvised apparatus gives training in teamwork and provides a very useful means of developing the strength and stability of those who act as supports, and is excellent practice for carrying weights.

Special stout staves should be used for gymnastics, the shorter the distance between the two “supports” the greater the strain the staff can bear. In case of doubt as to the strength

and suitability of a staff, use two staves bound together. A staff of hickory wood is best of all. All movements in staff gymnastics should be performed deliberately and slowly.

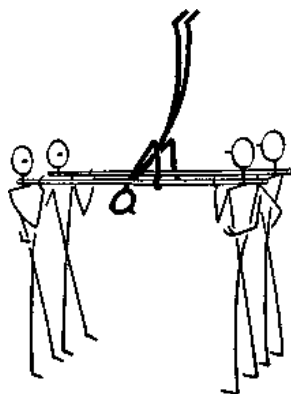


Fig. 121 (b)

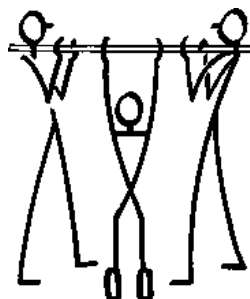


Fig. 122

2. *Horizontal Bar*. Starting position: pairs facing each other. The staff supported on the right and left shoulders respectively, and with both hands under the staff, with the arms bent and held rigid. The feet well apart and firm. (Fig. 122.)

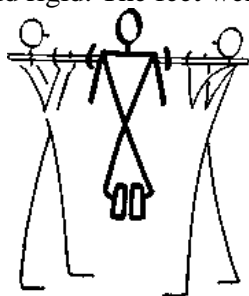


Fig. 123

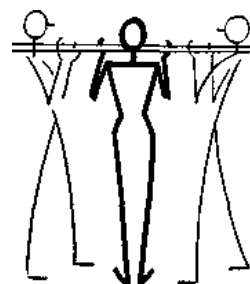


Fig. 124

3. *Pulling Up*. Nos. 1 and 2—support for Nos. 3 and 4—to pull up one at a time to the chest from the hanging position over grip; arms straight, knees bent. After Nos. 3 and 4 have pulled, they will act as supports for Nos. 1 and 2 to pull up one at a time. (Fig. 123.)

4. *Circling the Bar*. Performer stands under the staff and holds it with both hands under grip, pull up and circle over it, bending the knees. In doing so, then rise up above the staff, with arms and legs straight. Practise with both over grip and under grip. (Figs. 124, 125, and 126.)

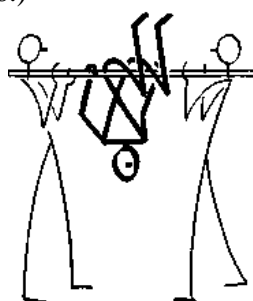


Fig. 125

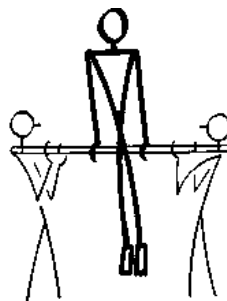


Fig. 126

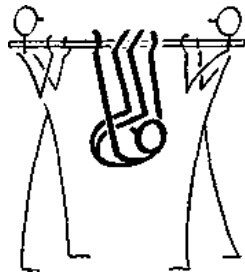


Fig. 127

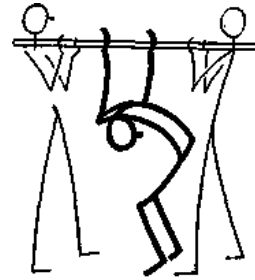


Fig. 128

5. *Circling Between the Arms.* Starting position: as for the circle; raise the legs, bending the knees and circle between the arms—retain the hold on the staff until the feet touch the floor—progress to circle back again. (Figs. 127 and 128.)

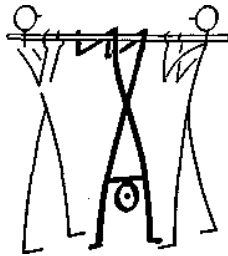


Fig. 129

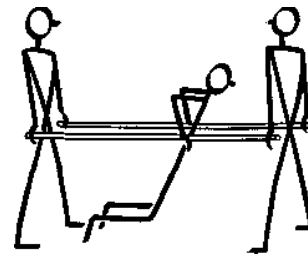


Fig. 130

6. Circle between the arms as above and hang on to the staff with the hocks; release the hold of the hands, lower the body until the hands touch the ground—supporting the body with them, slowly bring the right foot, followed by the left, to the ground. (Fig. 129.)

7. *Parallel Bars.* Both staves held at arm's length at the sides and close to the body. (Fig. 130.)

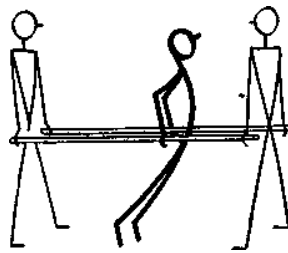


Fig. 131

8. *Pressing Up.* Stand between the staves and grasp them firmly with the hands. Straighten the arms and raise the feet off the floor. (Fig. 131.) Bend and stretch the arms slowly. (Figs. 130 and 131.)

9. *“Stretcher Bearing.”* (i) As above, place a leg on each staff—bend the legs so that they are supported under the hocks by the bars. Lean back and support the body by the forearms resting on the staff, (ii) Carry the “stretcher” forward and backward. (Fig. 132.)

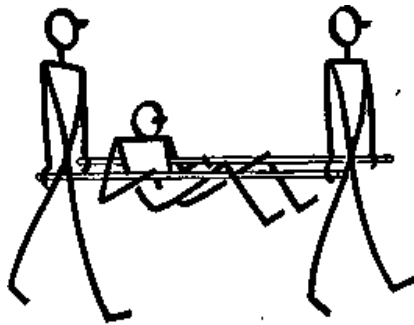


Fig. 132

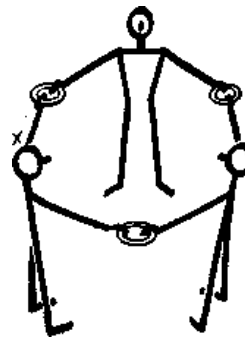


Fig. 133

III

STRENGTH EXERCISES WITH QUOITS

A quoit provides a very handy form of training appliance; it is usually associated with dexterity, but many forms of grip and arm exercises can be performed with it.

The grip with which the quoit is held is different to that needed to grasp a staff, in which the pressure of the thumb plays an important part. In holding the quoit the chief strain is on the fingers; it is a “clutch” grip, while the grip for the staff is more like that of a vice. The “clutch” grip is used in carrying a pail of water, etc., and the “vice” grip for pushing a trek cart and pulling a rope, etc. (Fig. 133.)

Strength exercises with the quoits can be performed in pairs, in fours or with the class in a circle. By linking up the members of a class with quoits it helps to put them in a sociable mood and a receptive frame of mind. One quoit to each Scout, held in the right hand. (Fig. 133.)

1. *Individual Exercises*

(i) Clutch the quoit with each hand, chest height, keeping arms bent and rigid, pull outwards.

(ii) *Sitting*. Place fore part of right foot in quoit—holding it with right hand—bend and stretch leg with resistance; same action with left hand.

(iii) *Standing*. Place right foot in quoit and support the body with left hand with a staff or against wall. Bend and stretch leg; same action with left hand and left foot.

2. *Pairs*

(i) Quoit in each hand. Carry out the suitable exercises in second series of staff exercises.

(ii) *Rowing*. Sitting with knees bent and legs of No. 1 outside legs of No. 2, with feet against buttocks—row backwards and forwards.

3. *In groups of four or more*

Form circle facing inwards—link up by grasping quoit of neighbour on the left. (Fig. 133.)

(i) Pull outwards, odd numbers inclining forward, even numbers lying back.

(ii) Swing arms upwards and backwards.

(iii) Side-stepping around and around to the left and then to the right.

(iv) Odd numbers sitting and even numbers standing. Odd numbers, keeping their feet on the ground, bend their arms and raise their bodies off the ground—even numbers assisting to lift them up. Change position and continue exercise.

(v) As above, the sitters “circling” their feet over their heads and standing up.
(vi) Without releasing hold of quoit, from facing inwards turn to facing outwards. To do this No. 1 will pass between and under the uplifted hands of the two Scouts opposite him, the rest of the circle following him. (Figs. 134, 135, and 136.)

4. *In circle facing outwards*

(i) Lean forward—raise right leg backwards and upwards. Same with left leg.
(ii) Odd numbers sit down and Me back, even numbers remain standing and lean forward—reverse actions. Change position and continue exercise.

(iii) To return to circle facing inwards—No. 1 will pass backwards between Scouts opposite him, the rest following.

5. *Sitting. Four in a circle facing inwards—feet in the centre*
Odd numbers straighten legs and lie back, even numbers bend knees and bring the body well forward. Continue the action backwards and forwards.



Fig. 134



Fig. 135

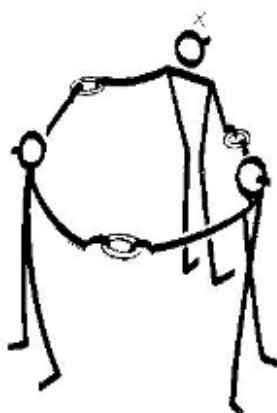


Fig. 136

IV

EXERCISES WITH BRICKS

A brick is suggestive of construction and development and can serve a useful turn in building up the human body. It is a typical Scouting form of training appliance which provides an opportunity for ingenuity and initiative.

Most of the exercises which can be done with bricks come up under the headings of strength and heavy dexterity.

Exercises with bricks should be done with due care and concentration; a heavy brick heaved or passed carelessly may cause injury.

Rough edges on bricks should be smoothed off.

1. *Manipulation of Bricks*

Formations: in pairs, or along a line, or in a circle. Passing bricks with two hands: (i) Passing sideways, (ii) Over head, (iii) Under legs.

Speed competitions in the handling of bricks can be arranged between two or more teams formed in lines. First handle one brick, then two bricks. To be held with both hands, one each side of brick.

2. *Heaving and Catching (with two hands)*

Two lines facing inward. Individuals not standing directly opposite, but to the right and left of each other. Heave brick or bricks along line. The action of the heave is slow and rhythmic. Never heave a brick until you are certain the catcher is ready to receive it.

Races should not be carried out until a high standard of manipulation has been attained.

3. *Exercises In Gripping*

(i) Grip brick at top with fingers and thumb right hand, walk twenty paces and change hands. Continue for eighty paces. Later walk with brick in each hand.

(ii) Place brick longways on its side on the floor. Balance a brick across each end of it. Grip the bottom brick, between the two upper bricks, with fingers and thumb and lift up off the floor.

4. *Lifting Bricks*

Lift up bricks from the floor and place them on to a higher level. With progression increase the number of bricks lifted and the height of the level.

5. *Carrying Bricks*

(i) On shoulder. Place brick or bricks on right shoulder, with right hand placed on right hip, arm bent to steady and support the shoulder.

(ii) On head, using a towel or suitable cloth as a pad, balance a brick on the head and walk with it forward and backward.

Chapter Six

DEXTERITY

CONTENTS

- I Introduction
- II Balancing and Handling
- III Hitting and Throwing
- IV Throwing and Catching
- V Handling and Striking With Baton
- VI Juggling

Dexterity

*“The even heart that seldom stirs its beat—
The cool head weighing what that heart desires—
The measuring eye that guides the hands and feet—
The soul unbroken when the body tires—
These are the things our weary world requires
For more than superfluities of wit;
Wherefore we pray you, sons of generous sires.
Be fit—be fit! For Honour’s sake, be fit.”*

I

INTRODUCTION

I. *The Range of Dexterity*

To be dexterous a Scout must have a “measuring eye” that makes for clever hands and nimble feet. It is dexterity that refines the effort of the big muscles of the body and expresses them in the finger-tips—dexterity is the top joint of the rod of strength; it is the highest aspect of Physical Education, and is closely linked with the mind, the finger-tips being the outposts of the brain.

A Scout needs to be handy; it is his job to be able to tie knots and use tools and to try to excel in handicrafts. He must also have the “eye” to aim and throw, to catch and punch, to “time” and to be able to strike with an implement a moving object, whether a ball or a poisonous snake. He should also have the hands to feel and estimate the weight of an object and be able to apply the exact muscular power needed to handle it with skill. The economy of muscular power makes for continuity of effort and endurance.

Dexterity, which ranges from the subtle touch of an artist to the deft vigorous stroke of a skilled axeman, provides a wide range of useful activities for a Scout—activities which will help him in his daily life and serve him until the end of his days.

The chief physical feature of our games is dexterity; for this reason its appeal is universal.

The exercises which follow should be regarded as suggestions to stimulate the imagination to invent more exercises of the same nature adapted to local conditions, which will give greater effect and reality to the training.

Recreative Training for Scouts

2. Training Appliances

(i) Staves. (Broom-handles for Cubs.) (ii) Potatoes or round stones, (iii) Bouncing balls, (iv) Quoits (5 in.), (v) Batons (2ft.). (vi) Bricks, (vii) Pieces of cord (2½ ft.).

One of the above for each Scout.

II

BALANCING AND HANDLING

1. Balancing

(i) Balance staff horizontally on head. (Fig. 137.)

(ii) As above, kneel down and stand up.

(iii) As above, step four paces to the front, then backward, and to the right and to the left.

(iv) As above, stand on one leg and do arm and leg exercises.

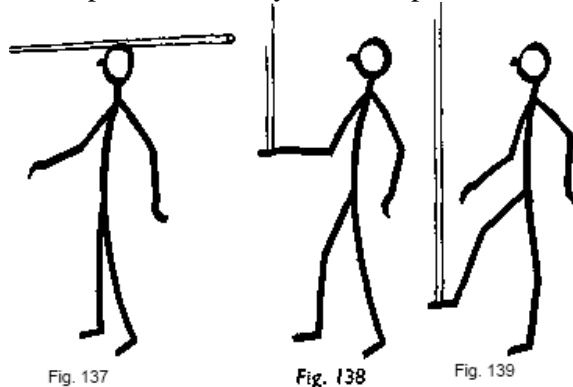
(v) Balance staff vertically on the palm of the hand and on each finger. (Fig. 138.)

(vi) Maintaining the balance of the staff, transfer it from one hand to the other and from finger to finger.

(vii) Balance staff on hand, throw up and catch on hand, maintaining the balance.

(viii) Raise one leg off the ground and bend knee and balance staff vertically on the foot. (Fig. 139.)

(ix) As above, kick up staff vertically on to the palm of the hand and balance.



2. Handling

(i) Practise the careful and controlled handling of training appliances when collecting and putting them away.

(ii) Tie knots with cord, behind back or with eyes shut.

III

HITTING AND THROWING

1. Hitting—Elementary Skill-at-Arms

(i) Pairs—hit palm of outstretched hand with fist. (Figs. 140 (a) and (b).)

(ii) Pairs—toe touching with point of staff—staff held at the butt with both hands; the point resting on the ground in front of the body, release one hand and try to touch lightly either foot of opponent. The point to be avoided either by moving the foot away or by parrying it with the staff, (Fig. 141.)

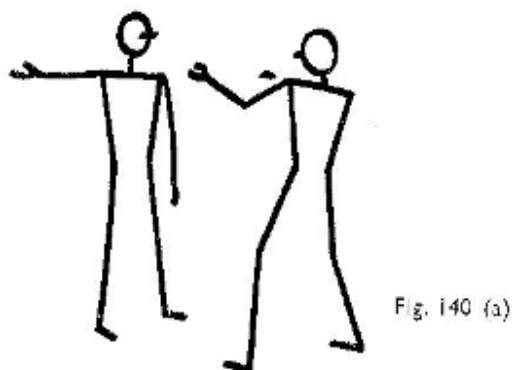


Fig. 140 (a)

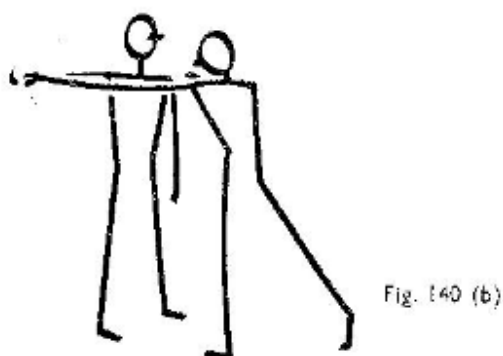


Fig. 140 (b)

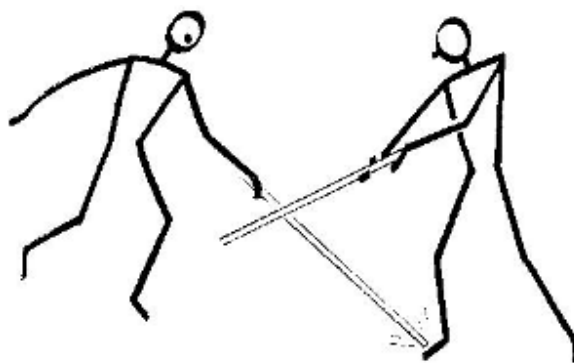


Fig. 141

2. *Throwing—Individual* (performed outside)

(i) *Ball or Stone*

(a) Straight overhand throw.

(b) Bowl underhand.

(c) Bowl overhand.

(d) “Jerk” underhand.

(ii) *Staff*

(a) Fling underhand. (Figs. 142 (a) and (b).)

(b) Throw javelin fashion. (Figs. 143 (a) and (b).)

(c) Swing round over head and hurl like a hammer. (Figs. 144 (a), (b), and (c).)

(iii) *Quoits*

(a) Throw up and catch as with ball.

(b) Pitch quoit on hub. (Fig. 145.)

Recreative Training for Scouts

(c) *Pairs*—one quoit—thrown over partner's hand, arm bent in front of body, fingers straight and held together to form a hub. (Fig. 146.)

(d) Partner raises leg in front of body, with foot kept up right to form a hub. Throw over this. Increase distance with progression. (Fig. 147.)

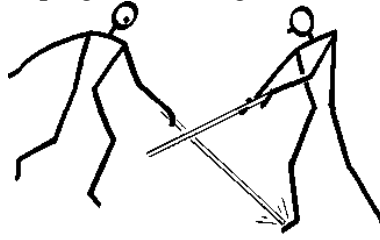


Fig. 141

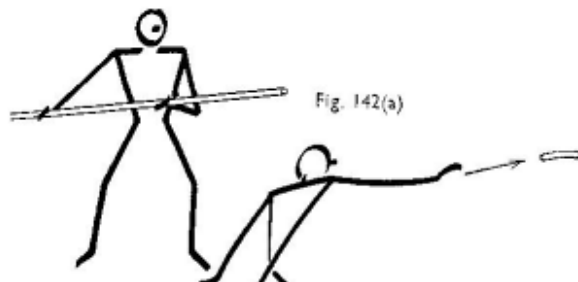


Fig. 142(a)

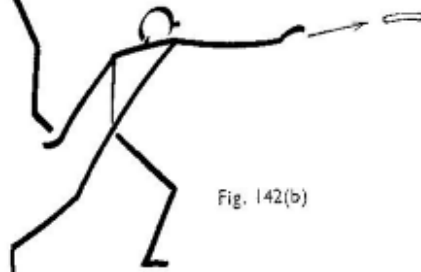


Fig. 142(b)

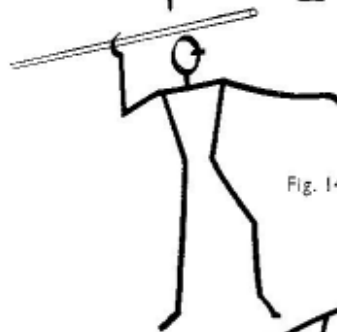


Fig. 143(a)

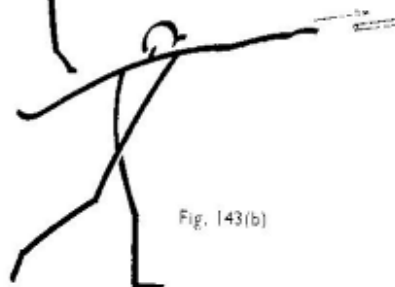
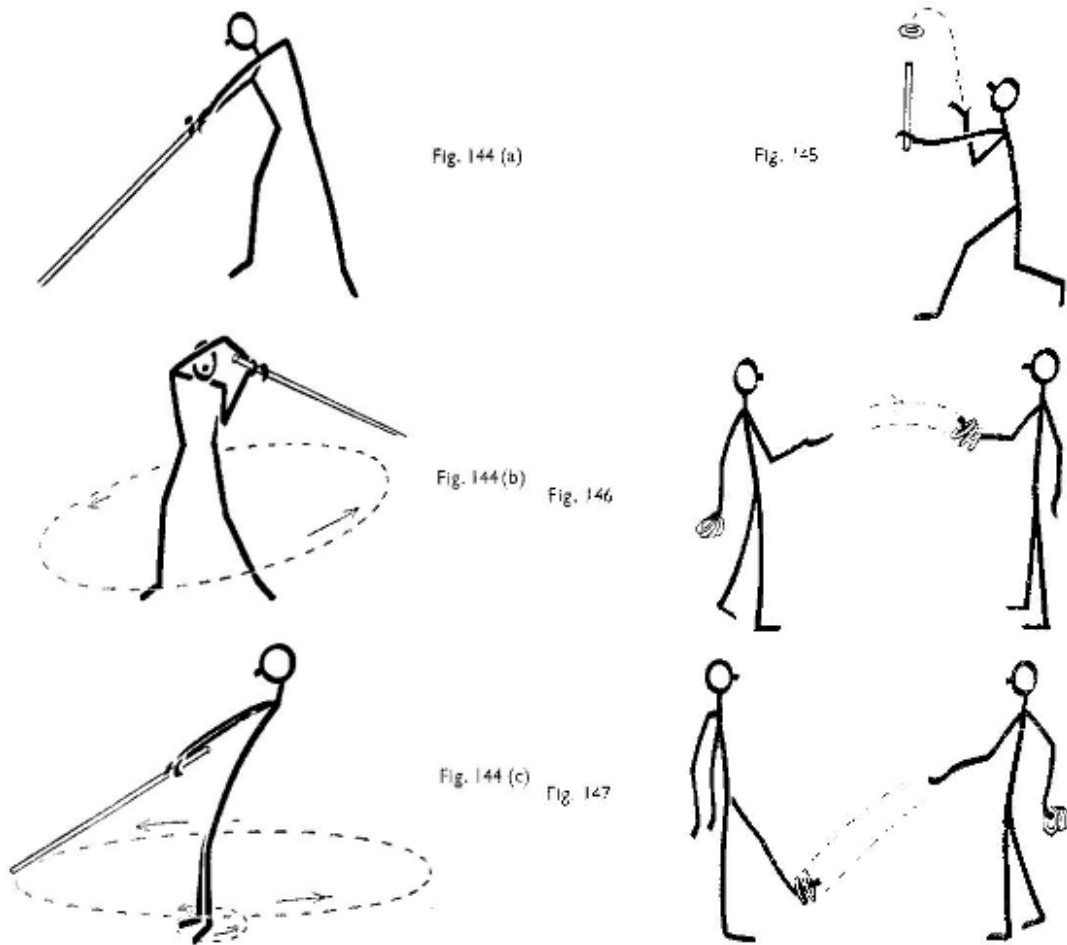


Fig. 143(b)



(iv) *Ball and Quoit*

(a) Place quoit on floor and bounce ball within it and catch it.

(b) Same exercise. While walking kick quoit along the floor; after every kick bounce ball within quoit and catch it.

(c) *Relay Race*—one ball, and two or three quoits to each team. Place the quoits on floor in line, three or four paces in front of each team and from each other. On the signal to start, No. 1 from each team runs forward and bounces the ball inside the first quoit and catches it; then on to the next and on to the last, when he runs back and gives the ball to No. 2, and so on. The ball must be bounced properly and caught. The first team that finishes wins. Also one quoit can be used and the ball bounced and caught two or three times.

(v) *“Pot” Shies with a bouncing ball*

(a) In pairs (at a brick standing on end)—one each side and equidistant from the brick; whoever knocks down the brick sets it up again.

(b) *Falling Bricks Competition*. Teams of two working together. Place brick on end midway between two throwers—one ball. No. 1 throws at brick; if he misses, No. 2 catches the ball and in his turn throws at the brick. If the brick is knocked down the thrower sets up the brick again, while his partner hurries off to retrieve the ball. Five or

six pairs can take part in the competition. The pair which knock the brick down most times in a stated time are the winners.

IV THROWING AND CATCHING

1. Staff

(i) Hold staff with both hands at arm's length horizontally in front of body, throw up and catch—also with one hand, and with reversing the grip, i.e. from under grip to over grip and vice versa. (Figs. 148 (a) and (b).)

(ii) Hold staff vertically in front of body with left hand, place right hand under the butt, toss up and catch. (Figs. 149 (a) and (b).)

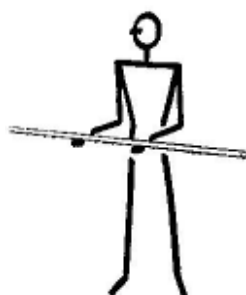


Fig. 148 (a)



Fig. 148 (b)



Fig. 149 (a)



Fig. 149 (b)

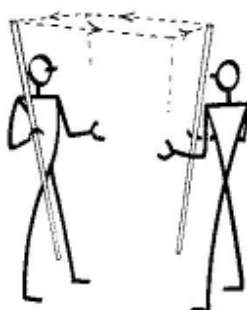


Fig. 150

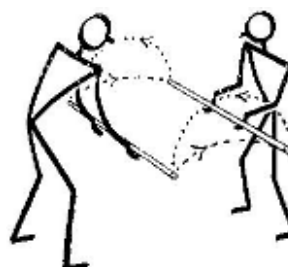


Fig. 151



Fig. 152

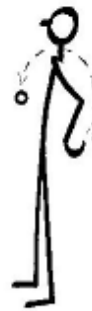


Fig. 153

(iii) As in (i), throw up staff over the head and catch with both hands behind the back.

(iv) Holding the staff horizontally with both hands behind the back, throw up and catch behind the back.

(v) One staff between two—hold staff vertically in front of body with one hand and throw it to partner.

(vi) Same actions with a staff each. (Fig. 150.)

(vii) One staff between two—hold staff horizontally in front of body with both hands and lob into partner's hands.

(viii) The same actions with a staff each, one over, one under. (Fig. 151.)

2. *Ball, Potato, etc.*

(i) Throw up and catch—with both hands—one hand.

(ii) Throw over head and catch behind back with both hands.

(iii) Throw up with right hand from behind back over left shoulder and catch with right hand in front of body; throw up with left hand from behind back over right shoulder and catch with left hand in front of body. (Fig. 152.)

(iv) With right hand behind back, with strong wrist action throw ball over right shoulder and catch in front—both hands—one hand. Ditto with left hand over left shoulder. (Fig. 153.)

3. *Bouncing Ball*

(i) One ball—individual.

(a) Bounce and catch off floor.

(b) Bounce and catch off wall.

(c) Bounce and catch off floor and bounce and catch off wall—alternate action.

(d) Bounce off floor behind back with right hand from right side—turn around quickly to left side and catch. Same action with left hand from left side.

(ii) Two balls—individual.

(a) Bounce both balls on floor and catch, simultaneous action and the alternate action. (Figs. 154 (a) and (b).)

(b) Bounce ball on floor with right hand and simultaneously throw up and catch with left hand (Fig. 155), and vice versa. (Fig. 156.)

(c) As above, alternate action.

(d) Bounce both balls on floor, catch right-hand ball with left hand and left with right, alternate action, then simultaneous action.

(iii) Pairs

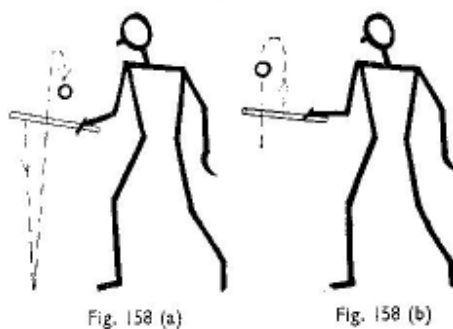
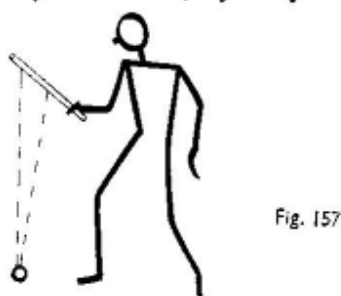
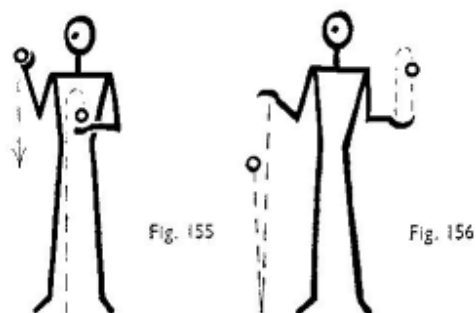
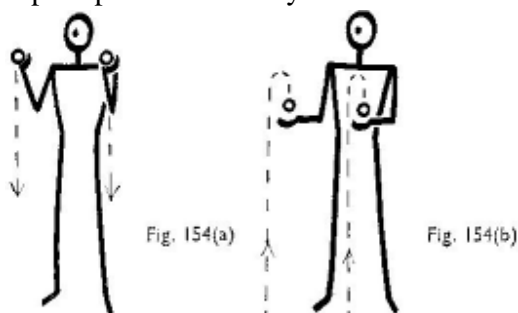
- (a) One ball—overhand throw and catch to each other—catch with both hands.
- (b) As above, catching with one hand.
- (c) Throw to bounce on floor midway and catch—right and then left hand.
- (d) With a ball each—standing and sitting. Maintain progression by increasing distance between throwers.

V

HANDLING AND STRIKING WITH BATON

I. *Spinning Up and Catching*

- (i) Hold the baton at one end and spin it up and catch it at the other end.
- (ii) Make complete spin up and catch it by the end it was originally held by.



2. Ball and Baton

- (i) Beat down and bounce ball on floor. (Fig. 157.)
 - (a) With right hand.
 - (b) With left hand.
 - (c) Each hand alternating.
- (ii) Beat down and bounce ball, then beat up the ball, continue action, alternating bouncing and beating up ball. (Figs. 158 (a) and (b).)
 - (a) Right hand.
 - (b) Left hand.
 - (c) Right hand.
 - (d) Left hand.

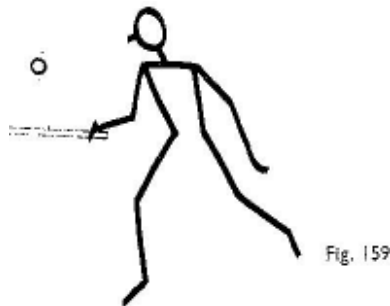


Fig. 159

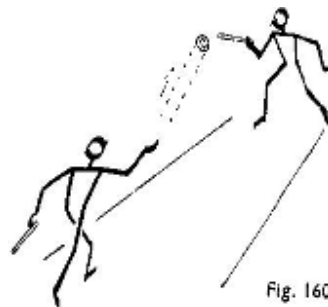


Fig. 160

- (iii) With baton beat up ball as man/ times as possible. (Fig. 159.)

- (iv) As above, with alternate action right and left hand.

Note. All the above exercises can be combined with walking and running, and relay races arranged.

3. Baton and Quoit

- (i) Pairs about 20ft. apart—one throws quoit, the other spears it. (Fig. 160.)
- (ii) With quoit each. Throw quoits simultaneously to each other and each try to spear quoit with baton.
- (iii) “Feeding the Chickens,” Each member of the class with a baton. Leader, from a distance of about 20ft., throws up quoits either one at a time or several together, to the class clustered in a group. Each competes to spear as many quoits as possible on baton. (Fig. 161.)

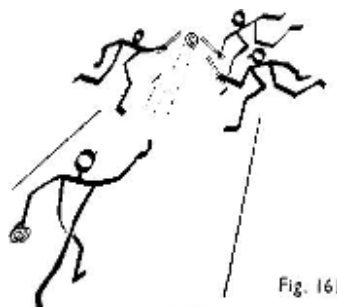


Fig. 161

VI
JUGGLING

1. Balls *or* Potatoes, etc.

(i) Juggle two objects with one hand. (Fig. 162.)

(ii) Juggle three objects with two hands. (Figs. 163 (a) and (b).)

(iii) Ditto—bouncing ball off wall.

(iv) Ditto—off floor. (Fig. 164.)



Fig. 162



Fig. 163 (a)



Fig. 163 (b)



Fig. 164

Chapter Seven

THE SENSES

CONTENTS

I	Introduction
II	Sight
III	Hearing
IV	Touch
V	Smell
VI	Taste

The Senses

I INTRODUCTION

1. *Woodcraft and the Senses*

“The Romance of Scoutcraft—the underlying feature Is the spirit of the Movement and the key that unlocks this spirit is the romance of woodcraft and nature lore.”—Scouting for Boys.

It is by means of the senses of Seeing, Hearing, Feeling, Smelling, and Tasting that every living creature gets to know its surroundings, fits in with them, and fulfils its life. And so, in order to be in tune with nature, understand its language and feel its pulse, a Scout must have keen and well-trained senses.

It would indeed be a dull job and a lonely one to prowl through woods and wander over the country without being able to walk arm in arm with nature and feel its fellowship.

Woods and hedgerows may be beyond one’s reach for daily visits; it may not be possible to make frequent visits to the countryside to train the senses and study nature, but with a little imagination the senses can be exercised in the Scout hut during the winter meetings. Training in them can be linked with the romance of woodcraft and nature lore, and the true Scout spirit kindled within, so that a Scout in summer, when expeditions are made into the wilderness, will be in tune with it and feel at home. He will be able to distinguish sounds: the flapping of wings in the air, the cracking of twigs and leaves underfoot, the noise of the rabbit burrowing, the woodpecker tapping, sheep and cattle grazing, bees humming; he will be able to identify the high-pitched note of the bat overheard at dusk or of the shrew buried deep in the coarse grass of the hedgerow.

His quick eye will catch the flash of the kingfisher, detect the squirrel as it scurries into the branches of a tree; he will know the meaning of the action of the brooding bird as it squatters off its nest shamming a broken wing. He will spot the trout as it darts under a rock, and will have the touch to guddle* it! He will inhale with a glow of satisfaction the mossy smell of the woods. The perfume of the flowers and the taste of the wild berries will all help to cast over him the spell of woodcraft, the thrill of nature-lore and the meaning of Scoutcraft.

*Scots for tickle!

Recreative Training for Scouts

The senses are the gateway of the brain, the world outside streams in through them; they increase the powers of perception and help to create a receptive and understanding mind.

By training the senses during the winter months a Scout will be in the right mood and eager to give them expression in more natural conditions during the summer.

2. Training Appliances

- (a) "Objects" for sight training.
- (b) "Shake" tins and objects for producing sounds.
- (c) Bouncing balls—different variety.
- (d) "Touch" bags, one between two Scouts.
- (e) Objects of different shape, size, and weight for training in touch.
- (f) Bags containing material of different shape and substance.
- (g) Patterns of cloth of different texture,
- (h) "Smell" bottles as described.
- (i) Flavours and objects for tasting as described.

II SIGHT

The eye should be trained to distinguish an object by its size and shape, i.e. a distant tree, a bush, a sitting bird or squirrel, a minute seed or insect; perceive the colour of a flower, bird or butterfly; recognise a bird by its actions and flight; take in at a glance, like a shepherd, the number of sheep in a field or of a flock of birds flying in the sky.

The more his eye is educated the more will it observe and the greater will be the interest and zest of a hike or prowl.

1. Exercises for Training the Eye—Shape and Position

(i) Place several objects, of different shapes, behind a screen. Quickly remove and replace the screen. Describe the objects seen. The number of objects can be increased with progression, (ii) Semaphore *practice* gives the eye useful training in perceiving positions.

2. Motion

(i) Flying object—two Scouts stand screened from view with an open space, in view of the troop, between them. One throws an object across the open space, the other catches it. The Troop to distinguish the object. Speed increased with progress.

(ii) Signalling with the morse flag trains the eye in movement.

III HEARING

It is at night, or in a fog, when sight is limited, that the ear takes charge. In a dense wood the ear distinguishes sounds of many kinds, of voices and calls of birds and animals. A well-trained ear should be able to judge the distance of a sound and also the direction from which it comes. Hearing, like the other senses, can be improved by suitable training.

Methods of training the ear to identify different sounds:

- (i) *Shake tins half filled with:*
 - (a) Broad beans or peas.
 - (b) Barley, oats, or wheat.

- (c) Pebbles.
 - (d) Sand.
 - (e) Sawdust.
 - (f) Nails and screws, etc.
 - (ii) *Objects of different weights and substance* dropped behind screen on floor, e.g.:
 - (a) Empty tin.
 - (b) Spoon.
 - (c) Knife.
 - (d) Half-filled tin.
 - (e) Small bag of pebbles.
 - (f) Stone, etc.
 - (iii) Sound of objects “crawling”, i.e. attached to string, and *drawn along the surface of the floor*.
 - (a) Tin.
 - (b) Stone.
 - (c) Brick.
 - (d) Quoit.
 - (e) Baton.
 - (f) Bag of sand.
 - (iv) *Spoon tapped against a tin, cup, glass, a knife, wood, another spoon, etc.*
 - (v) *Balls bounced on floor*, e.g. :
 - (a) Tennis ball.
 - (b) Ping-pong ball.
 - (c) Lacrosse ball.
 - (d) Golf ball.
 - (e) Football.
 - (f) Handball.
- The Troop to sit back listening to the sounds and write them down as they hear them.
- (vi) *Distinguish direction of sound*. Troop formed in a circle, each member of it to make, when called upon, a special sound, i.e. a click with the tongue, hiss, whistle, snap with thumb and finger, tap floor with foot, cough, bounce ball on floor, drop a quoit, etc. If possible every member should be able to make a different sound. Everyone in turn stands blindfolded in the centre of the circle. When the leader, standing in the circle with the class, points to an individual in the class he will at once make his particular sound. The blindfolded Scout will point in the direction from which he considers the sound came. Each be given four or five tries. Increase speed with progression.

IV TOUCH

Touch is the innermost sense; it is active throughout the body, from the muscular sense in the joints, which makes for equilibrium of the body, to the finger-tips, the outposts of the mind. The fingers are the perceiving organ which work with the eye and ear to bring us intelligence of the world in which we live. All feeling is recorded in the brain. We have to rely chiefly on the sense of touch in the dark, in rough and stormy weather, when the way has to be felt with hand and foot. The finger-tips can feel the shape of objects, their

weight and substance, the texture of leaves, the roughness or smoothness of tree trunks, the density of liquids, the temperature of water, etc. A good Scout can feel with his feet as well as his hands; his touch, also, can be transmitted to the end of the staff, which will help to increase the range of his hand as well as help to clear obstructions from his path. It is touch that gives “good hands” to a horseman, it is the delicacy of feeling which enables a fisherman to strike his fish and play it.

Many exercises can be carried out which will help to improve the delicacy of touch and increase its range.

Training in Touch

(i) “Touch Bag.” Each bag to contain from twelve to eighteen different articles. There should be sufficient bags for every two individuals in a class. Every bag should contain the same articles.

The Troop sits in a circle, the bag held behind the backs of each pair in a position to be passed quickly between the two.

The leader will have a bag of his own from which he will take a number of the articles. These he will place in a line in the centre of the circle. On the signal to start No. 1 in each pair will feel in the bag and get out the first article, place it in front of him, and pass on the bag to No. 2, who will get the second article, and so on. The pair who finish first hold up their bag.

Articles suggested for the “touch bag”—clay marble, glass marble, cork, Chubb key, ordinary key, screw, nail, counter, button, French nail, India rubber, pebble, broad bean, French bean, pea, chalk, acorn, chestnut.

(ii) Feel blindfolded the substance and nature of materials contained in bags, e.g. broad beans, barley, pebbles, marbles, sand, oatmeal, sawdust, etc.

(iii) *Estimating Weight.* Estimate and arrange in order of heaviness closed tins of the same size, but of different weights.

(iv) *Feeling Texture* (with eyes shut). Feel texture of such materials as canvas, tweed, flannel, calico, velvet, blanket, etc.

(v) Feel texture and shape of:

(a) Leaves on *twigs*—Summer—oak, ash, elm, lime, fir, beech, chestnut, etc.

(b) *Leaves on twigs*—Winter—rhododendron, laurel, bay, ivy, strawberry, privet, etc.

(vi) Identify twigs without leaves of oak, ash, chestnut, birch, beech, elm, lime, larch.

(vii) *With end of staff feel* (a) the substance of materials contained in each of the bags described in (ii) above, (b) The shape of objects on the floor, e.g. brick, quoit, potatoes, stone, bouncing ball, golf ball, ping-pong ball, bean bag, small bottle, etc.

(viii) With sole of foot feel objects described in (ii) and (iv).

All the above exercises to be performed blindfolded.

(ix) With bare feet, (a) Standing—pick up with the toes small objects, i.e. marble, pebble, matchbox, small bottle, chestnut, acorn, etc. (b) Sitting—lift up between the soles of the feet and feel such objects as football, brick, tennis ball, stone, potato, bean bags, tins, etc.

(x) To stimulate and increase a “footsense” in the soles of the feet—sitting as above, raise the feet off the floor and rub the soles together.

V

SMELL

A quick well-trained sense of smell adds much to the enjoyment and fulfilment of Scouting. To be able to appreciate the delicate perfume of wild flowers, or herbs and grasses, of new-mown hay, and the smell of the earth after a summer shower adds much to the pleasure and attraction of the countryside. The fragrant smell of wood and peat fires are among the happiest associations of camps and hiking.

Again, a keen sense of smell stimulates the action of taste; it gives more flavour to food and adds to the enjoyment of it.

A fox on the prowl may not be able to see or hear its prey as it lies still under cover. It is then that the nose comes to the assistance of the eye and ear. A waft of wind will bring the scent of his hiding victim within reach of the fox's sensitive nose and lead him to it.

A Scout with a discriminating nose soon knows when he is in the vicinity of a fox's earth, a badger's hole, a nest of young owls, or the borings of the Goat Moth Caterpillar. It increases his range of observation and Scouting ability.

Also, it will have a utility value in camp when he does his cooking; it will help to protect his health in giving warning of offensive drains, in detecting which he will render a useful public health service.

Means of Cultivating a Sense of *Smell*

(i) "*Smell Bottles.*" Distinguish between the more common household commodities which have a pronounced smell, i.e. vinegar, petrol, paraffin, methylated spirits, vanilla, eucalyptus, etc. Keep in small coloured bottles corked up tightly, each bottle numbered. A list of the bottles and contents of each to be kept on a sheet of paper and numbered to correspond with the numbers on the bottles. Uncork bottles, smell and identify between the contents of them.

(ii) "*Smell Bags.*" Distinguish smells of lavender, mint, coffee, ginger, cloves, peat moss, etc., contained in strong muslin bags.

(iii) During the right season distinguish between the smell of

(a) Garden *flowers*—pink, wallflower, primrose, violet, nasturtium, rose, lilac, syringa.

(b) *Wild flowers*—hawthorn, ragwort, meadowsweet, wild orchids, heather, bell-heather, honeysuckle, wild thyme, bracken, male fern, the blossoms of rowan, elder, and lime.

VI

TASTE

Taste is an important factor in helping with the digestion of food and in the maintenance of health. It is a subtle sense which is injured by over-indulgence in strong sauces, alcohol, and smoking.

Every Scout should be able to discriminate between things that are sweet—sour—salt—bitter.

Distinguish between the flavours of golden syrup, honey, syrup of ginger, salt water, sweetened water, olive oil, etc., which should be kept in coloured bottles, and tasted with a small piece of wood the size and shape of a match.

Outside there is a wide range of flavours to be obtained, e.g. wood sorrel, crab apple, sloe, wild cherry, blackberry, blaeberry, wild strawberry, wrack (seaweed), water cress, nasturtium, etc., which can be obtained in most country districts.

Chapter Eight

ALERTNESS AND TEAM SPIRIT

CONTENTS

- I Introduction
- II Signals and Formations
- III “Quickeners”
- IV Team Games

Alertness And Team Spirit

I INTRODUCTION

1. Alertness—Its Value *in Scouting*

An alert Scout is prepared for any emergency; he must think and act in a flash. He must have eyes at the back of his head, ears around his body, be able to feel with his feet as well as his hands. In fact, he must be like a wild animal on the prowl, and like a wild animal he must be alive to his surroundings. To be an expert Scout he must have the imagination to anticipate a possible emergency and know how to deal with it.

By means of suitable training frequently and methodically carried out much can be done to teach a Scout to keep his head and act quickly in an emergency and deal with the unexpected.

To create a nimble mind in a fit, well-conditioned body must be regarded as all-important in the training of a Scout. Alertness is a peak quality in Scouting.

2. *Training Appliances*

- (a) Swinging bag.
- (b) Objects for grabbing.
- (c) Batons—one for every Scout.
- (d) Football.
- (e) Ball for “Stickey”.
- (f) Quoit for “Stickey”.

II

SIGNALS AND FORMATIONS

The class in line to number as rapidly as possible to the end of the line and back from the last number to No. 1 again.

2. *Signals and Formations*

By means of signals get the class to take up quickly the different formations. For instance, from single file to two files and then “in line” from line to circle and back to two files, etc., and so on.

3. “Prove” *Individuals*

(i) At a given signal the odd numbers to sit down and the even numbers to kneel—at another signal the even numbers to stand, the odd to sit down.

(ii) Call out individual numbers and get each to do a different action, e.g. run and touch an object, jump up on a box or chair, or someone else’s back, etc.

4. *To the Side and Back*

(i) *Class in two files*—the left file facing the leader to be No. 1 team and right file No. 2 team; also No. 1 team odd numbers and No. 2 team even numbers. While in two files number off in pairs.

(ii) *Signal left arm* stretched out *in line with shoulders*—No. 1 team to keep formation and move quickly outwards three or four paces and touch the floor and return to starting position.

(iii) *Some signal, right arm*—No. 2 team will move outwards to their side and do likewise.

(iv) *Signal of both hands outstretched*—both teams will simultaneously go outwards and return.

(v) *Arms crossed in front*—teams will pass through each other, touch given mark and return. Other signals for other actions can be invented. Subtle and quiet signals should be used as the class gets more responsive and alert.

III

“QUICKENERS”

“Quickeners” are simple exercises which can be employed at intervals during the training. They should be frequently changed.

1. “*Sit down.*” “*First up!*”

2. “*Lie down.*” “*First up!*”

3. When marching in file—touch the person in front or jump on his back.

4. “*Off the floor!*”—when everyone must try and get his feet off the floor by jumping, climbing, or clinging on to something.

5. In circle formation—even numbers run around to right —odd numbers to the left and back to their places.

6. In circle formation, odd numbers jump on back of even numbers, and vice versa. Also crawl between legs and then jump on back.

7. “*Take cover!*” “Cover” will be represented by a chalk circle—about 2ft. in diameter—on the floor. There should be two less circles than the number of individuals in the class. At a prearranged signal, which will be given at intervals unexpectedly, the class will rush and take cover. The two not standing in a circle will perform some

“penalty”, i.e. to carry the leader in a shepherd’s chair or leap-frog over the rest of the class.

If performed outside, instead of circles place some small objects on the ground which have to be touched.

8. “*Swinging bag.*” (i) Class in a circle, facing right or left, to run around and jump over bag fixed to end of a rope (a) coming from the front, (b) from the back, (ii) Facing inwards—duck under bag swung head height from (a) right, (b) left, (iii) As above, swing bag under feet and change to head height and back under feet.

9. “Crows” and “Cranes.” (i) Class in two files standing facing back to back midway between two marks on the floor or the walls of a room. One file represents “Crows” and the other “Cranes”, The leader stands at one end (between the two files). If he calls out “Cranes”—the cranes try to reach mark or wall in front before being touched by the “Crows”, and vice versa.

(ii) A variation of the above is for both ranks to sit down facing each other, legs apart—feet upright, and touching soles of opposite number. Midway between the ranks alongside the feet at each side of them place two different objects, i.e. potatoes or quoits, the potatoes to represent “Cranes” and quoits the “Crows”. Both sides keep their hands behind their backs. If the leader calls out “Cranes”, both strive to grab the potatoes; and if “Crows”, grab the quoits. If the wrong object is grabbed the grabber loses a point. The side which gets most points in, say, six tries wins.

10. Grab! To improve sense reactions, alertness, and memory. As above, sitting in two ranks, legs closer together, and objects in line and one each side of the soles of the feet. Hands behind the back.

Alertness and Tom Spirit

(i) *Sight and shape*—if leader raises his hand fist clenched to his front, the object on his side of the feet is grabbed; if he raises an open hand, the other object is grabbed; if he places both hands on his head, both objects are snatched. A point is scored for every object grabbed—two points lost if wrong object is grabbed.

The signals by the leader should be varied to test other reactions, such as:

(ii) *Sight and movement*—the leader’s hand making three different actions, i.e. upward, downward, and a circle or the flight action of different birds, e.g. starling, swallow, wagtail, etc.

(iii) *Sight and colour*—leader exposes three different coloured objects—flags, cloth, flowers, etc.

(iv) *Hearing*—(a) Three different sounds, e.g. click of the tongue, whistle, cough, etc. (b) Notes of birds, e.g. moorhen, crow, peewit, etc. The exercise allows for a very wide selection of objects and sounds, which should, as far as possible, be things and sounds associated with nature.

(v) Grab! can be made a team competition, the wins for each side being totalled for four or five “grabs” in each series, or It can be the means of finding out the best individual in the class by eliminating those who lose two grabs; places to be rearranged after each elimination until finally two remain to decide the winner.

After two or more series have been carried out the test of memory can be made more difficult by including any of the signals previously used.

IV TEAM GAMES

1. *Hand Ball*

Football played with hands. Five a side. Pitch 40 ft. by 20 ft. Football or smaller rubber ball can be used. Goal width, 9ft.

2. *Pass Ball*

Same as basket ball, except that no step or dribble must be taken with the ball in the hand; when tackled the ball should be passed to someone in a better scoring position. Instead of a “basket” to shoot into, the ball to be thrown to a “goalie”, who stands at the other end of the pitch inside a small circle and acts as a goal. A goal is scored if he catches the ball thrown to him by his side.

3. “Stickey”

Hockey played with a short stick or baton and soft ball— five a side. Pitch same dimensions as for Hand Ball. Goal width, 6ft.

4. Team Passing

Sides five to ten. No boundaries or goals. The object is to gain possession of the ball and make the longest run of consecutive passes between members of the same side. If the ball is dropped or touched by the other side, the run ends. Possession of the ball is gained by interception or by picking up a dropped ball. Tackling and contact generally and running with the ball may be allowed outside on grass, but should be controlled or stopped indoors. As skill increases more than two consecutive passes should not be allowed between the same two players; they must then pass to a third player. The running score should be called out by the leader.

Note. To be played well, team games demand considerable skill and teamwork. For this reason they should not be changed too frequently.