State Rally 2015

Activity Summary

This is a brief overview of most of the activities provided for the scouts at the NSW State Rally 2015, which was held at Glenfield Scout Activity Centre over the weekend of 30 July to 2 Aug.

Each activity base was tasked to run an activity program to fill 3 hours, covering all three levels of the scout award system wherever possible.

State Rally is run annually by Scouts Australia, NSW Branch.

Details are usually available on the NSW State Scout section website – www.patroltent.com

Compiled and photographed by
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Scout Leader
1st Picnic Point

(www.scouts.cubstuff.info)

RAC 1

Theme : Sci Fi

Entry to the RAC was through the TARDIS

Scout patrols spent 90 minutes on each of the 2 activity bases.

Badge-work it was possible to cover -

Activity 11a - Predator
Proficiency Badge - Communication
C- Activity
Activity 11a - Lost in Space
Proficiency Badge - Communication
A- Investigate
B- Skill

Activity 12 - Armageddon
Adventurer Construction
1a-Sketch and explain how to construct a major project
1b-Assist & test a scout to pass Explorer Construction Planning 1
3a (part) - knots and lashings in Adv.Campcraft 1b
3b - assist scouts with knots and lashings for a major project
3c (part) - Demonstrate tensioning ropes with/without pulleys
Adventurer Campcraft Knots and Lashings
1a (part) - Teach Explorer Knots and Lashings
1b ii-v - Hunters bend, Fisherman/prussick knot, Japanese and Phillipino lashing, alpine butterfly
Explorer Construction
1c - Sketch & explain making a 3M braced footbridge with handrails
1d - Assist a scout to pass Pioneer Planning
1b i,ii - How ropes & pulleys work & how they move heavy objects vertically and horizontally
3b i,ii - Double Sheetbend, bowline on the bight
Explorer Campcraft Knots and Lashings
1b i,ii,iv - Bowline on the bight/double figure of eight, sheepshank, round turn and two half hitches
1b v,vi - Diagonal lashing, figure of eight lashing
Pioneer Construction
1a - sketch & explain construction of a 5M flagpole with min 2 material lengths
3a,b - Demonstrate Scoutcraft knots and Pioneer lashings, know 2 types of anchorage
Pioneer Campcraft Knots and Lashings
1a - Know scoutcraft knots

1b i,ii,iii - Square, round and prussick lashings**PART ONE -**

RAC 1 Hume Region Activity Bases

Prepared by Ray Read
Revision 0 – 2 July 2015
Revision 1 15 July 2015

Construction

Award Scheme Component – Construction

Activity 1 – Planning – Facilitator Odds & Bods
Activity 2 – Lashings – Nepean District
Activity 3 – Knots – Liverpool District
Activity 4 – Sled Pull – Macarthur District
Activity 5 – Pulleys – South Metropolitan Region

Theme – Sci Fi

NASA has discovered that a rogue asteroid the size of Texas has passed through the asteroid belt. The asteroid will collide with Earth in 18 days, causing an extinction event. NASA scientists plan to trigger a nuclear detonation 240 metres inside the asteroid to split it in two, driving the pieces apart so both will fly past the Earth.

NASA sent your Patrol in the shuttle *Independence*, to the Russian space station Mir to refill with liquid oxygen after which you made a slingshot manoeuvre around the Moon to approach the asteroid from behind.

Your shuttle successfully performed the slingshot around the moon, but when approaching the asteroid, its engines were destroyed by trailing asteroid debris, and it has crashed onto the asteroid. Your Patrol has survived the impact and needs to recover all your equipment and take it along with the nuclear weapon towards the target site. Please be aware that the nuclear weapon's triggering device was damaged during the crash landing so you will need to transport it very carefully.

Before leaving earth, NASA put your Patrol through a short and rigorous astronaut training program. You will need to use this training at various locations along the way. Some of your Patrol may not have paid attention to their Training, so you as the Patrol Leader may need to assist them to achieve the required results before moving on towards the target site.

CONSTRUCTION

The Information sheet
The Award Scheme

RAC 1 Hume Region Activity Bases

AWARD SCHEME REQUIREMENTS

	ADVENTURER LEVEL concentrates on instructing others	**EXPLORER LEVEL** concentrates on knowledge and skill.	**PIONEER LEVEL** concentrates on participation and learning
Activity 1 – Planning	Sketch and explain how you, along with your Patrol, would go about constructing one of the major projects. Assist and test another Scout to pass the requirements of Explorer Planning	Sketch and explain how you, along with your Patrol, would go about constructing: a braced foot bridge with handrails to span about three metres Assist another Scout to pass the requirements at Pioneer level for Planning.	Sketch and explain how you, along with your Patrol, would go about constructing: a flagpole about five metres high using at least two lengths of material
Activity 2 – Lashings	Demonstrate Japanese Lashing, Filipino lashing Assist and test your Patrol or other Scouts to pass the lashings required in a major project.	Demonstrate Diagonal lashing, Figure of eight lashing	Demonstrate the Pioneer Campcraft lashings – Square, round, Prussick Square
Activity 3 – Knots	Demonstrate Hunter's bend, Fisherman's knot or prussick knot (for synthetic rope), Alpine butterfly knot (for synthetic rope). Assist and test your Patrol or other Scouts to pass the knots required in a major project.	Demonstrate Bowline (or double figure of eight for synthetic rope), Sheepshank, Round turn and two half hitches Double sheet bend, Bowline on the bight.	Demonstrate Reef Knot, Clove Hitch, Sheet Bend, Rolling Hitch
Activity 4 – Sled Pull	Demonstrate tensioning of ropes without pulleys Spanish windlass, Truckies Hitch.	Demonstrate a knowledge of how ropes … can be used to move heavy objects … horizontally.	Know how to tie two types of anchorages.
Activity 5 – Pulleys	Demonstrate tensioning of ropes with pulleys	Demonstrate a knowledge of how: Ropes and pulleys work, They can be used to move heavy objects vertically and horizontally.	

Activity One – Planning

Scouts were shown this bridge model (about a metre long) and then tasked with planning how they would build it as outlined on the table on the next page.

RAC 1 Hume Region Activity Bases

11	ADVENTURER LEVEL concentrates on instructing others	EXPLORER LEVEL concentrates on knowledge and skill.	PIONEER LEVEL concentrates on participation and learning
Activity 11 – Planning	Sketch and explain how you, along with your Patrol, would go about constructing one of the major projects. Assist and test another Scout to pass the requirements of Explorer Planning	Sketch and explain how you, along with your Patrol, would go about constructing: a braced foot bridge with handrails to span about three metres Assist another Scout to pass the requirements at Pioneer level for Planning.	Sketch and explain how you, along with your Patrol, would go about constructing: a flagpole about five metres high using at least two lengths of material

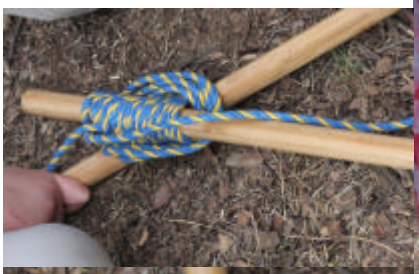
1. AS A PATROL – On the back of this page, sketch the model of the braced foot bridge shown to you. You should note what types of lashings, etc. are required on your sketch.
2. AS A PATROL – In the space below, list all the equipment that you will require to make the bridge in real life (not a model). You should include quantities and sizes e.g. 99 off 2m long 75mm diameter Poles.
3. Discuss your Patrol's finished planning with one of the Activity Base Leaders.

No.	DESCRIPTION	QUANTITY	COMMENTS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

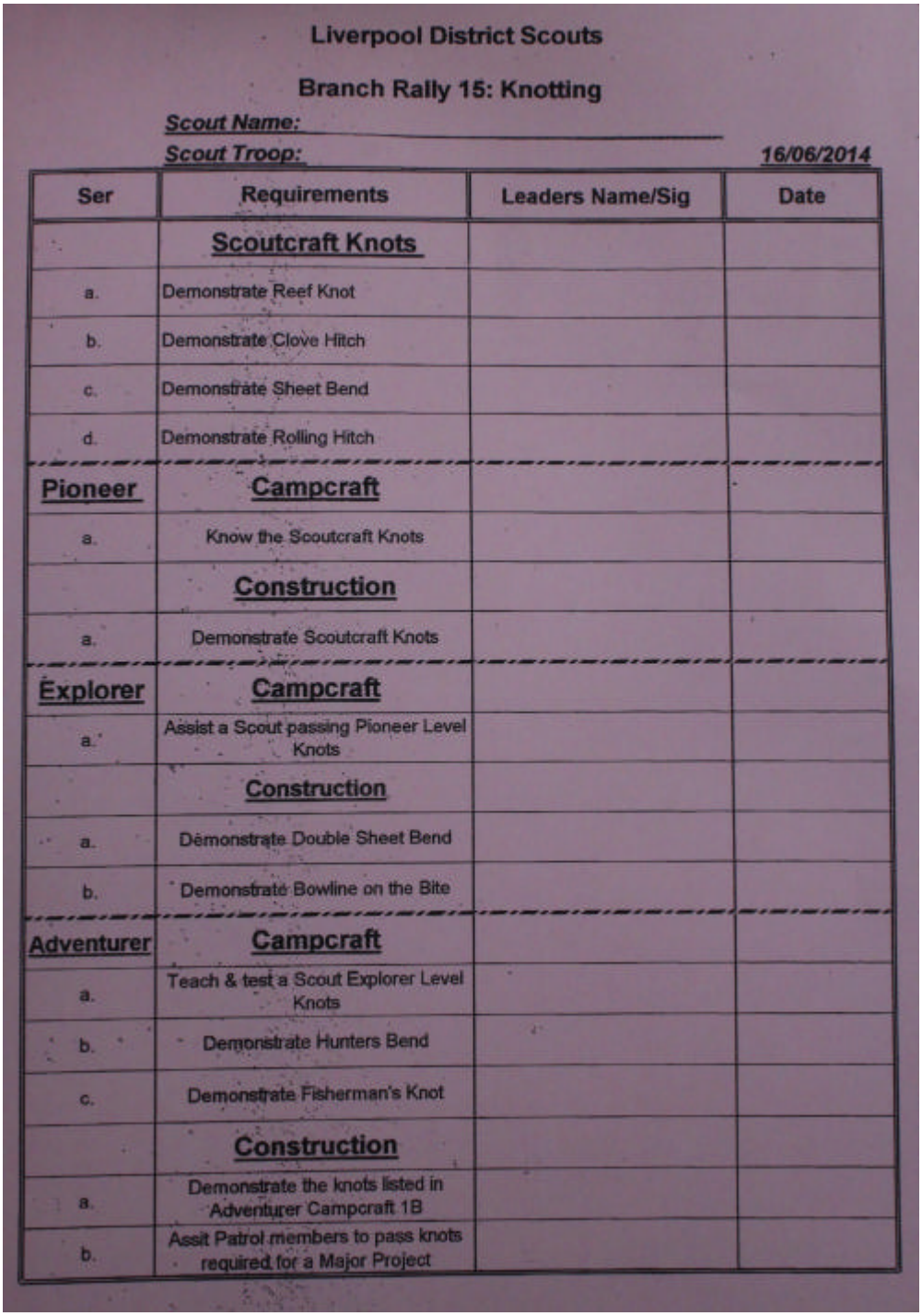
Page 2 was blank for the required sketch(es)

Lashings

Given three poles and ropes, scouts had to construct a triangular frame that could be used to transport an item or small person.



Activity Three - Knots



Liverpool District Scouts

Branch Rally 15: Knotting

Scout Name: _____

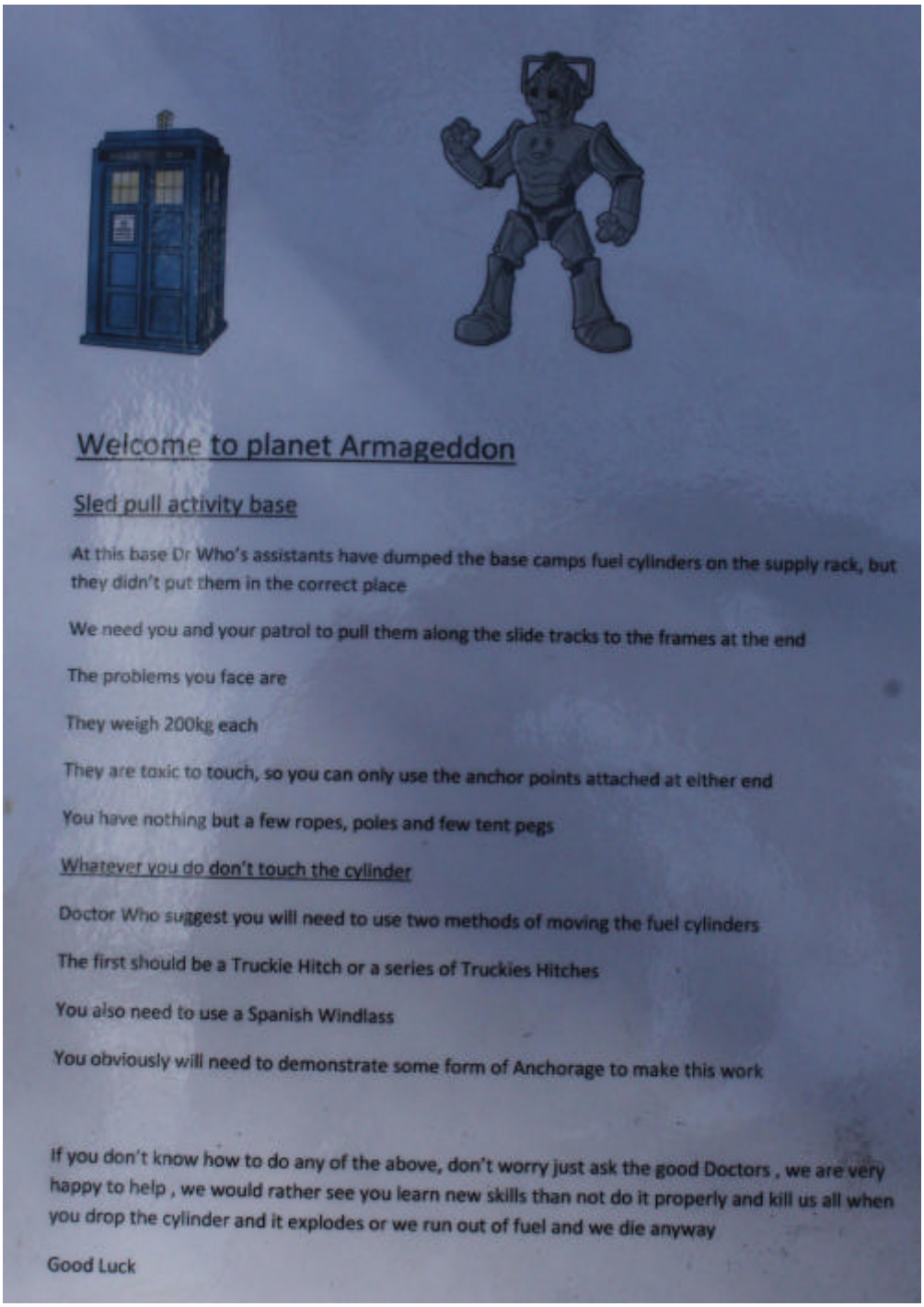
Scout Troop: ***16/06/2014***

Ser	Requirements	Leaders Name/Sig	Date
	Scoutcraft Knots		
a.	Demonstrate Reef Knot		
b.	Demonstrate Clove Hitch		
c.	Demonstrate Sheet Bend		
d.	Demonstrate Rolling Hitch		
Pioneer	**Campcraft**		
a.	Know the Scoutcraft Knots		
	Construction		
a.	Demonstrate Scoutcraft Knots		
Explorer	**Campcraft**		
a.	Assist a Scout passing Pioneer Level Knots		
	Construction		
a.	Demonstrate Double Sheet Bend		
b.	Demonstrate Bowline on the Bite		
Adventurer	**Campcraft**		
a.	Teach & test a Scout Explorer Level Knots		
b.	Demonstrate Hunters Bend		
c.	Demonstrate Fisherman's Knot		
	Construction		
a.	Demonstrate the knots listed in Adventurer Campcraft 1B		
b.	Assit Patrol members to pass knots required for a Major Project		

While the provided sheet covered all the campcraft knots for all three levels of the award scheme, it was found that most scouts still had trouble remembering their Scoutcraft knots, so most of the available time for this base was spent refreshing their knowledge of those knots so they would be able to effectively complete the upcoming challenge on the next base.

Activity Four : Sled Pull

Now putting these skills all together to do something, the scouts (re)learned how to tie a truckie-hitch, and then used it and other knots to create a system to pull a heavy and dangerous load across a track.



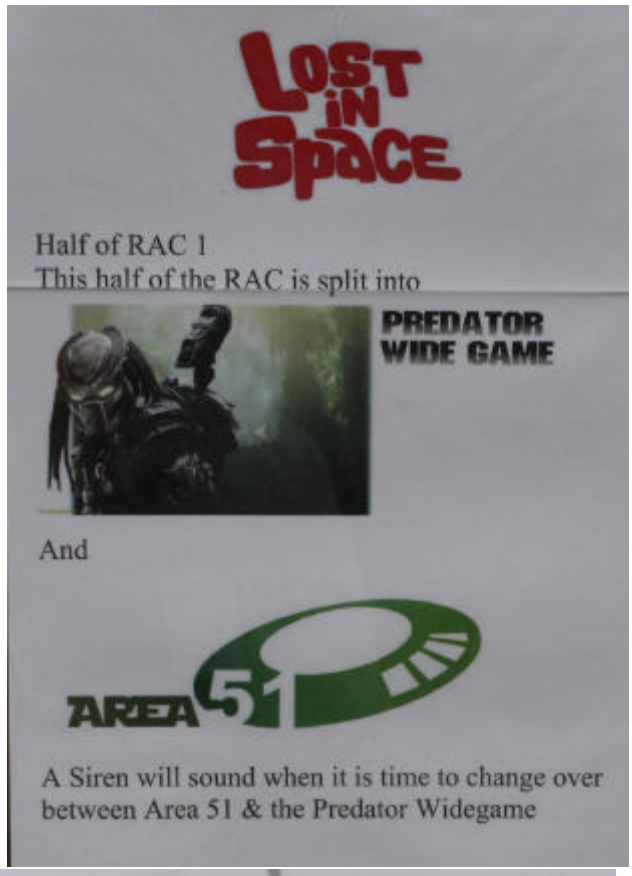

GHOSTBUSTE

PART TWO – COMMUNICATION

The first part of this base was a wide game requiring the use of SILENT communication through the use of hand signals. A page of suggested hand signals was provided.

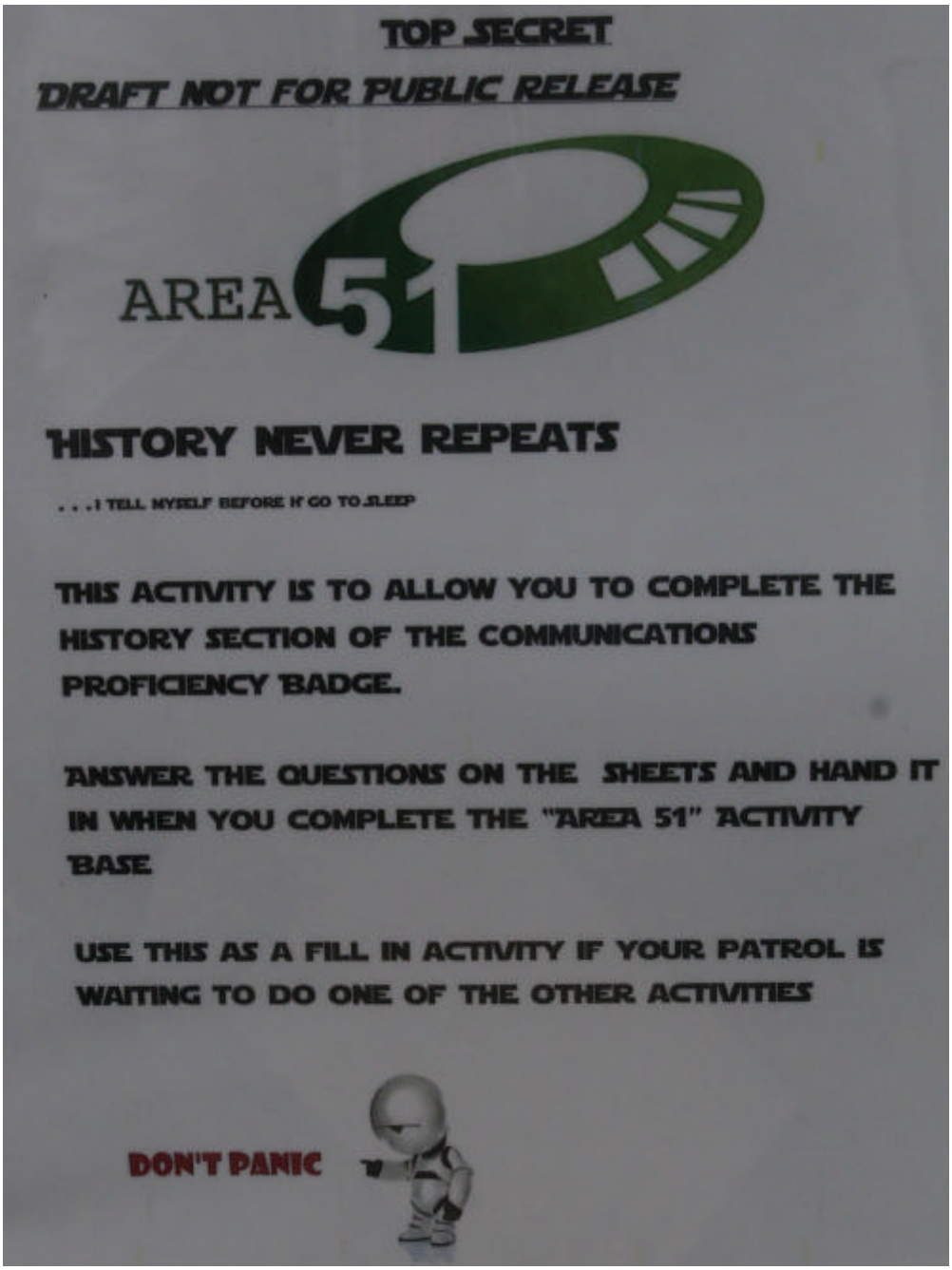
The game was run in a similar way to capture the flag, with a set of leaders as watchers, and others as the Predator.

Scouts were out if caught (heard communicating) by the Predators.




PREDATOR

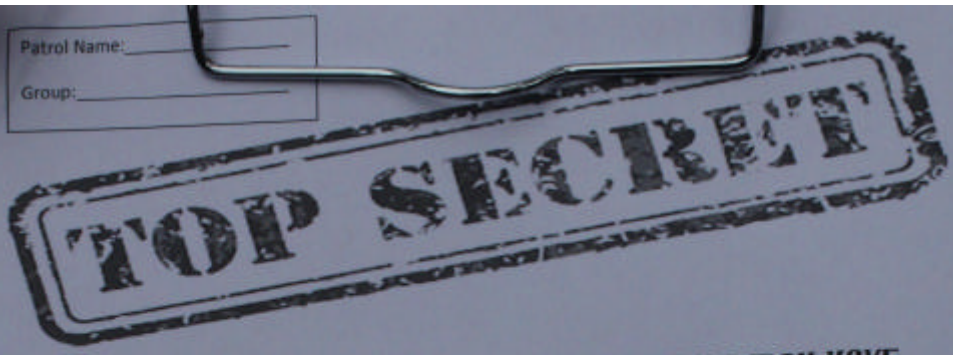
The second part of this base had four sections, the first of which was to research the answers to this set of questions about communication This was provided as the fill-in activity to do while waiting for their turn at the other parts of the base.



. Fortunately for the scouts, the answers could all be located within the information found on the laminated pages on that area (as found on the several pages following).

Patrol Name:_____

Group:_____



LEAKING THIS INFORMATION OUT TO OTHER PATROLS MAY HAVE YOU LOCKED AWAY OR SENT TO ANOTHER DIMENSION...

Question 1: Why did Juan Pablo Boney write a sign language dictionary?

_____

Question 2: When did FM radio first appear?

_____

Question 3: How did Australia end up with two dialects of Auslan sign language?

_____

Question 4: In what year was the first "talking picture" shown? What was it?

_____

Question 5: How many satellites are needed to get latitude/ longitude position?

_____

Question 6: What company was responsible for the first nationwide telegraph system?

_____

Question 7: Where was the first Morse Code message sent from and to?

_____

Question 8: What does "QaghmeylljtlchlD, ylyoH" mean?

_____

Question 9: How many days travel have the furthest aboriginal family group had to travel to reach the main camp site?

_____

Question 10: In what year was the first library opened?

_____

WHAT DO YOU KNOW ABOUT RADIO?

1. Radio is a way of transmitting signals without wires. It uses electromagnetic radiation to transmit sounds made in one place to listeners in many places. Radio is also known as 'wireless telegraphy', or 'wireless', as earlier methods for sending signals (such as the telegraph and telephone) used wires.

2. Guiglielmo Marconi sent the first ever radio transmission in 1896. Despite being known as "the father of radio", he was only able to transmit radio signals, not voice. The first experiments with broadcasting voice transmissions did not occur until the early 1900s.

3. Nikola Tesla was the genius should have actually received the credit for inventing the radio – As early as 1892, Nikola Tesla created a basic design for radio. Marconi claimed all the first patents for radio, something originally developed by Tesla. Nikola Tesla tried to prove that he was the creator of radio but it was not until 1943, where Marconi's patents were considered invalid; however, people still have no idea about Tesla's work with radio.

4. Australia's first licensed broadcast station in 1922 was 2CM, owned by Charles MacLurcan. The licence (number one) was signed by the Prime Minister, The Rt Hon Billy Hughes. Callsign 2CM is listed by the Federal Government as "Never to be Reissued", in recognition of the pioneering achievements of Charles MacLurcan. 2CM was the first radio station in Australia to publish a regular program guide.

5. One of the major early uses of radio was for communicating at sea, allowing ships to contact each other and people on shore. This served as an aid to navigation, as well as allowing ships to send emergency distress signals.
   Radio also allows communication in other remote or difficult circumstances. Radio came to be used by fire services, lighthouses and remote communities.

6. Most radio commercials are only 15 seconds long, yet it is considered one of the most effective ways to reach an audience.
   FM Radio made its first appearance in 1939

The History of Communication

3500 BC to 2900 BC	The Phoenicians develop an alphabet. The Sumerians develop cuneiform writing - pictographs of accounts written on clay tablets. The Egyptians develop hieroglyphic writing.
1775 BC	Greeks use a phonetic alphabet written from left to right
1400 BC	Oldest record of writing in China on bones.
1270 BC	The first encyclopedia is written in Syria
900 BC	The very first postal service - for government use in China
776 BC	First recorded use of homing pigeons used to send message - the winner of the Olympic Games to the Athenians.
530 BC	The Greeks start the very first library.
500 BC to 170 BC	Papyrus rolls and early parchments made of dried reeds - first portable and light writing surfaces
200 BC to 100 BC	Human messengers on foot or horseback common in Egypt and China with messenger relay stations built. Sometimes fire messages used from relay station to station instead of humans.
14 AD	Romans establish postal services.
37	Heliographs - first recorded use of mirrors to send messages by Roman Emperor Tiberius
100	First bound books
105	Tsai Lun of China invents paper as we know it.
305	First wooden printing presses invented in China - symbols carved on a wooden block.
1049	First movable type invented - clay - invented in China by Pi Sheng.
1450	Newspapers appear in Europe.
1455	Johannes Gutenberg invents a printing press with metal movable type
1560	Camera Obscura invented - primitive image making.
1650	First daily newspaper - Leipzig
1714	Englishmen, Henry Mill receives the first patent for a typewriter.
1793	Claude Chappe invents the first long-distance semaphore (visual or optical) telegraph line.
1814	Joseph Nicéphore Niépce achieves the first photographic image.
1821	Charles Wheatstone reproduces sound in a primitive sound box - the first microphone.
1831	Joseph Henry invents the first electric telegraph
1835	Samuel Morse invents Morse code.
1843	Samuel Morse invents the first long distance electric telegraph line. Alexander Bain patents the first fax machine.
1861	United States starts the Pony Express for mail delivery. Coleman Sellers invents the Kinematoscope - a machine that flashed a series of still photographs onto a screen.
1867	American, Sholes the first successful and modern typewriter.
1876	Thomas Edison patents the mimeograph - an office copying machine. Alexander Graham Bell patents the electric telephone. Melvyl Dewey writes the Dewey Decimal System for ordering library books.
1877	Thomas Edison patents the phonograph - with a wax cylinder as recording medium. Eadweard Muybridge invents high speed photography - creating first moving pictures that captured motion.
1887	Emile Berliner invents the gramophone - a system of recording which could be used over and over again.
1888	George Eastman patents Kodak roll film camera.
1889	Almon Strowger patents the direct dial telephone or automatic telephone exchange.
1894	Guglielmo Marconi improves wireless telegraphy
1898	First telephone answering machines.
1899	Valdemar Poulsen invents the first magnetic recordings - using magnetized steel tape as recording medium - the foundation for both mass data storage on disk and tape and the music recording industry. Loudspeakers invented.

The History of Communication Continued…

1902	Guglielmo Marconi transmits radio signals from Cornwall to Newfoundland - the first radio signal across the Atlantic Ocean.
1904	First regular comic books.
1906	Lee Deforest invents the electronic amplifying tube or triode - this allowed all electronic signals to be amplified improving all electronic communications i.e. telephones and radios.
1910	Thomas Edison demonstrated the first talking motion picture.
1914	First cross continental telephone call made
1916	First radios with tuners - different stations.
1923	The television or iconoscope (cathode-ray tube) invented by Vladimir Kosma Zworykin - first television camera.
1925	John Logie Baird transmits the first experimental television signal.
1926	Warner Brothers Studios invented a way to record sound separately from the film on large disks and synchronized the sound and motion picture tracks upon playback - an improvement on Thomas Edison's work
1927	NBC starts two radio networks. CBS founded. First television broadcasts in England. Warner Brothers releases "The Jazz Singer" the first successful talking motion picture.
1930	Radio popularity spreads with the "Golden Age" of radio. First television broadcasts in the United States. Movietone system of recording film sound on an audio track right on the film invented
1934	Joseph Begun invents the first tape recorder for broadcasting - first magnetic recording.
1938	Television broadcasts able to be taped and edited - rather than only live.
1939	Scheduled television broadcasts begin.
1944	Computers like Harvard's Mark I put into public service - government owned - the age of Information Science begins.
1948	Long playing record invented - vinyl and played at 33 rpm. Transistor invented - enabling the miniaturization of electronic devices.
1949	Network television starts in U.S. 45 rpm record invented.
1951	Computers are first sold commercially.
1958	Chester Carlson invents the photocopier or Xerox machine. Integrated Circuit invented - enabling the further miniaturization of electronic devices and computers.
1963	Zip codes invented in the United States.
1966	Xerox invents the Telecopier - the first successful fax machine.
1969	ARPANET - the first Internet started.
1971	The computer floppy disc invented. The microprocessor invented - considered a computer on a chip.
1972	HBO invents pay-TV service for cable.
1976	Apple I home computer invented. First nationwide programming - via satellite and implemented by Ted Turner.
1979	First cellular phone communication network started in Japan.
1980	Sony Walkman invented.
1981	IBM PC first sold. First laptop computers sold to public. Computer mouse becomes regular part of computer.
1983	Time magazines names the computer as "Man of the Year." First cellular phone network started in the United States.
1984	Apple Macintosh released. IBM PC AT released.
1985	Cellular telephones in cars become wide-spread. CD-ROMs in computers.
1994	American government releases control of internet and WWW is born – making communication at light speed.

MORSE CODE & THE TELEGRAPH

INTRODUCTION

Developed in the 1830s and 1840s by Samuel Morse (1791-1872) and other inventors, the telegraph revolutionized long-distance communication. It worked by transmitting electrical signals over a wire laid between stations. In addition to helping invent the telegraph, Samuel Morse developed a code (bearing his name) that assigned a set of dots and dashes to each letter of the English alphabet and allowed for the simple transmission of complex messages across telegraph lines. In 1844, Morse sent his first telegraph message, from Washington, D.C., to Baltimore, Maryland; by 1866, a telegraph line had been laid across the Atlantic Ocean from the U.S. to Europe. Although the telegraph had fallen out of widespread use by the start of the 21st century, replaced by the telephone, fax machine and Internet, it laid the groundwork for the communications revolution that led to those later innovations.

EARLY FORMS OF LONG-DISTANCE COMMUNICATION

Before the development of the electric telegraph in the 19th century revolutionized how information was transmitted across long distances, ancient civilizations such as those in China, Egypt and Greece used drumbeats or smoke signals to exchange information between far-flung points. However, such methods were limited by the weather and the need for an uninterrupted line of sight between receptor points. These limitations also lessened the effectiveness of the semaphore, a modern precursor to the electric telegraph. Developed in the early 1790s, the semaphore consisted of a series of hilltop stations that each had large movable arms to signal letters and numbers and two telescopes with which to see the other stations. Like ancient smoke signals, the semaphore was susceptible to weather and other factors that hindered visibility. A different method of transmitting information was needed to make regular and reliable long-distance communication workable.**DID YOU KNOW?**SOS, the internationally recognized distress signal, does not stand for any particular words. Instead, the letters were chosen because they are easy to transmit in Morse code: "S" is three dots, and "O" is three dashes.

THE ELECTRIC TELEGRAPH

In the early 19th century, two developments in the field of electricity opened the door to the production of the electric telegraph. First, in 1800, the Italian physicist Alessandro Volta (1745-1827) invented the battery, which reliably stored an electric current and allowed the current to be used in a controlled environment. Second, in 1820, the Danish physicist Hans Christian Oersted (1777-1851) demonstrated the connection between electricity and magnetism by deflecting a magnetic needle with an electric current. While scientists and inventors across the world began experimenting with batteries and the principles of electromagnetism to develop some kind of communication system, the credit for inventing the telegraph generally falls to two sets of researchers: Sir William Cooke (1806-79) and Sir Charles Wheatstone (1802-75) in England, and Samuel Morse, Leonard Gale (1800-83) and Alfred Vail (1807-59) in the U.S.

In the 1830s, the British team of Cooke and Wheatstone developed a telegraph system with five magnetic needles that could be pointed around a panel of letters and numbers by using an electric current. Their system was soon being used for railroad signaling in Britain. During this time period, the Massachusetts-born, Yale-educated Morse (who began his career as a painter), worked to develop an electric telegraph of his own. He reportedly had become intrigued with the idea after hearing a conversation about electromagnetism while sailing from Europe to America in the early 1830s, and later learned more about the topic from American physicist Joseph Henry (1797-1878). In collaboration with Gale and Vail, Morse eventually produced a single-circuit telegraph that worked by pushing the operator key down to complete the electric circuit of the battery. This action sent the electric signal across a wire to a receiver at the other end. All the system needed was a key, a battery, wire and a line of poles between stations for the wire and a receiver.

MORSE CODE

To transmit messages across telegraph wires, in the 1830s Morse and Vail created what came to be known as Morse code. The code assigned letters in the alphabet and numbers a set of dots (short marks) and dashes (long marks) based on the frequency of use; letters used often (such as "E") got a simple code, while those used infrequently (such as "Q") got a longer and more complex code. Initially, the code, when transmitted over the telegraph system, was rendered as marks on a piece of paper that the telegraph operator would then translate back into English. Rather quickly, however, it became apparent that the operators were able to hear

and understand the code just by listening to the clicking of the receiver, so the paper was replaced by a receiver that created more pronounced beeping sounds.

RISE AND DECLINE OF THE TELEGRAPH SYSTEM

In 1843, Morse and Vail received funding from the U.S. Congress to set up and test their telegraph system between Washington, D.C., and Baltimore, Maryland. On May 24, 1844, Morse sent Vail the historic first message: "What hath God wrought!" The telegraph system subsequently spread across America and the world, aided by further innovations. Among these improvements was the invention of good insulation for telegraph wires. The man behind this innovation was Ezra Cornell (1807-74), one of the founders of the university in New York that bears his name. Another improvement, by the famed inventor Thomas Alva Edison (1847-1931) in 1874, was the Quadruplex system, which allowed for four messages to be transmitted simultaneously using the same wire.

Use of the telegraph was quickly accepted by people eager for a faster and easier way of sending and receiving information. However, widespread and successful use of the device required a unified system of telegraph stations among which information could be transmitted. The Western Union Telegraphy Company, founded in part by Cornell, was at first only one of many such companies that developed around the new medium during the 1850s. By 1861, however, Western Union had laid the first transcontinental telegraph line, making it the first nationwide telegraph company. Telegraph systems spread across the world, as well. Extensive systems appeared across Europe by the later part of the 19th century, and by 1866 the first permanent telegraph cable had been successfully laid across the Atlantic Ocean; there were 40 such telegraph lines across the Atlantic by 1940.The electric telegraph transformed how wars were fought and won and how journalists and newspapers conducted business. Rather than taking weeks to be delivered by horse-and-carriage mail carts, pieces of news could be exchanged between telegraph stations almost instantly. The telegraph also had a profound economic effect, allowing money to be "wired" across great distances.Even by the end of the 19th century, however, new technologies began to emerge, many of them based on the same principles first developed for the telegraph system. In time, these new technologies would overshadow the telegraph, which would fall out of regular widespread usage. Although the telegraph has since been replaced by the even more convenient telephone, fax machine and Internet, its invention stands as a turning point in world history.

The History of Sign Language

Sign language is an integral form of communication in the deaf community. With sign language, deaf people who would have difficulty speaking and learning language like people who can hear are able to communicate as efficiently and seamlessly. However sign language has been an essential aspect of communication throughout human history. Since the beginning of human communication, sign language has changed and evolved into the system that people see today.

Before Formal Sign Language

Early in human history, humans used simple sign language to express basic ideas. Even when vocal communication became the mainstream form of interaction, people would still use hand and facial gestures to enhance ideas in communication. When people were found to be deaf in ancient times, they were often persecuted and mistreated; therefore, deaf people were not given the chance to work on creating a language. This lasted until the 1500's Pedro Ponce de Leon, a Benedictine monk, created his own form of sign language to bypass his "vow of silence". This form of sign language may have been then taught to deaf children later on. In 1620, Juan Pablo Bonet wrote a sign language dictionary that outlined how to learn sign language and contained the first sign language alphabet. His sign language alphabet later influenced deaf communication when the first schools for the deaf were opened. In addition, Martha's Vineyard was an area that was settled by about 200 immigrants who carried dominant and recessive genes for deafness, so the inhabitants came up with their own kind of sign language and taught their descendants how to learn sign language.

French Sign Language

Charles Michel De L'Eppe, a French priest, was really considered the "Father of Sign Language and Deaf Education" because he established the first free public school for the deaf in Paris. One day he viewed two deaf sisters communicating with each other in sign language, and realized the deaf could be educated by sign language. He standardized a sign language alphabet for French language and included this in a sign language dictionary that also included symbolic gestures that conveyed concepts as opposed to just letters. His sign language dictionary, his work on signing, and his work on educating the deaf community influenced sign language across the world

Sign Language Worldwide

ASL however was not the only sign language developed. All over the world, different sign languages developed, including in England BSL and Australia Auslan. Even though speakers of English can understand Americans, British, and Australian people equally, with some colloquial differences, signers in America, England, and Australia would be unable to understand each other because the signs are very different. Most of the differences in these signs are based on nuances within the deaf communities of that area, which has led to an interesting evolution of sign language worldwide. It can be said that there are as many sign languages in the world as there are spoken languages.The history of sign language has an interesting past, being the first form of communication in early man. Sign language then went on to help end the discrimination of deaf people, and helped the deaf to become educated like their hearing peers. This start began in France and then spread to the United States. Now worldwide, many sign language schools and different sign languages exist.

Auslan

A natural language, not an invented one

Auslan was not invented by any single person, hearing or deaf. Any language, whether spoken or signed, grows and develops spontaneously in response to the communication needs of its users, particularly when it is used (1) by an entire community and (2) in communication between parents and children, and especially when that language is the child's first, or only, one.

British origins in the 19th century

Auslan has evolved from the sign languages brought to Australia during the nineteenth century from Britain and Ireland. Auslan has been called a dialect of British Sign Language (BSL) and, undoubtedly, the two sign languages are very closely related. It is, however, probably more correct to say that modern BSL and modern Auslan have both evolved from forms of BSL used in the early 1800s, particularly those forms of BSL associated with the large residential schools for the deaf of the time. The first known deaf person to introduce BSL to Australia was the engraver John Carmichael who moved to Sydney in 1825 from Edinburgh.

The importance of the early residential schools for the deaf

Schools for the deaf were established in Australia in the mid-nineteenth century. In 1860 Thomas Pattison, a deaf man educated at the Edinburgh Deaf and Dumb Institution began the Sydney school. At the same time another deaf man, Frederick Rose - who was educated at Old Kent Road School, London - founded the Melbourne school. Most of the schools for the deaf were residential and the majority of the students were boarders.

Evolution of an Australian dialect

Auslan has developed some distinct characteristics (in particular, some unique signs) since it first began to be used in Australia in the nineteenth century. New signs developed in the Australian deaf community, particularly in the residential schools for deaf children because signers may have had little contact with deaf communities in other parts of the country. Auslan has also had some influence from Irish Sign Language (ISL).

Early Irish influence

ISL was brought to Australia by Irish nuns who established the first school for Catholic deaf children in 1875. The Irish one-handed alphabet and a tradition of Irish-based signs was kept alive well into the middle of the twentieth century through private Catholic schools that used many Irish signs and one-handed fingerspelling, while public schools used Auslan signs (originally BSL) and two-handed fingerspelling. Separate education systems aside, the two communities mixed freely, with British based signing being undoubtedly the dominant linguistic influence.

Fingerspelling

A number of signs in modern Auslan clearly have their origins in ISL (and through ISL to the French and European signing tradition). Also as a consequence of this mixing and exposure to Irish-based signing, the one-handed alphabet (including its modern American form) does not feel quite so 'alien' to Auslan signers as one might expect. Initialised signs base on one-handed fingerspelling have been and continue to be accepted by this linguistic community, even though fingerspelling is regularly produced using the two-handed alphabet.

Two major dialects of Ausian

Though there are some minor differences between states, overall there are two main dialects of Auslan that have emerged as a consequence of the establishment of the two major residential schools for the deaf, one in Sydney (in the north) and one in Melbourne (in the south). The two sign dialects of north and south may reflect the original signing differences between the two deaf founder-teachers of the Sydney and Melbourne schools and the pattern of expansion and influence that the two schools (and cities) had. State and dialect differences are large enough to clearly mark someone's state of origin (and/or the school they attended) but are small enough not to seriously interfere with or hamper communication.

Modern Auslan is dynamic and changing

Today Auslan seems to be undergoing a period of rapid change. The enormous expansion of sign language interpreter services, especially in the area of secondary and tertiary education and in the delivery of governmental, legal and medical services, has put great demands on the language by both interpreters and deaf people themselves. These developments have produced three main responses: (i) attempts to standardise usage, (ii) the development of new signs to meet new needs, (iii) the borrowing of signs from other sign languages, particularly from American Sign Language (ASL).

Most members of the deaf community have a personal and political preference for drawing on the internal resources of Auslan to expand and develop its vocabulary. However, some Auslan signers either do not object to ASL borrowings (sometimes they do not even realize that some signs are borrowed from ASL) or are actually willing borrowers (new signs are adopted because they are sometimes seen as more prestigious). The fact that ASL signers also have English as the language of the wider community, as do Auslan signers, may encourage this process. Many borrowed ASL signs are technical and deal with vocabulary used in education and in written English. Nevertheless, many Auslan signers reject any attempts to introduce borrowed ASL signs when a perfectly good and adequate Auslan sign already exists.

The History of Sign Language

Sign language is an integral form of communication in the deaf community. With sign language, deaf people who would have difficulty speaking and learning language like people who can hear are able to communicate as efficiently and seamlessly. However sign language has been an essential aspect of communication throughout human history. Since the beginning of human communication, sign language has changed and evolved into the system that people see today.

Before Formal Sign Language

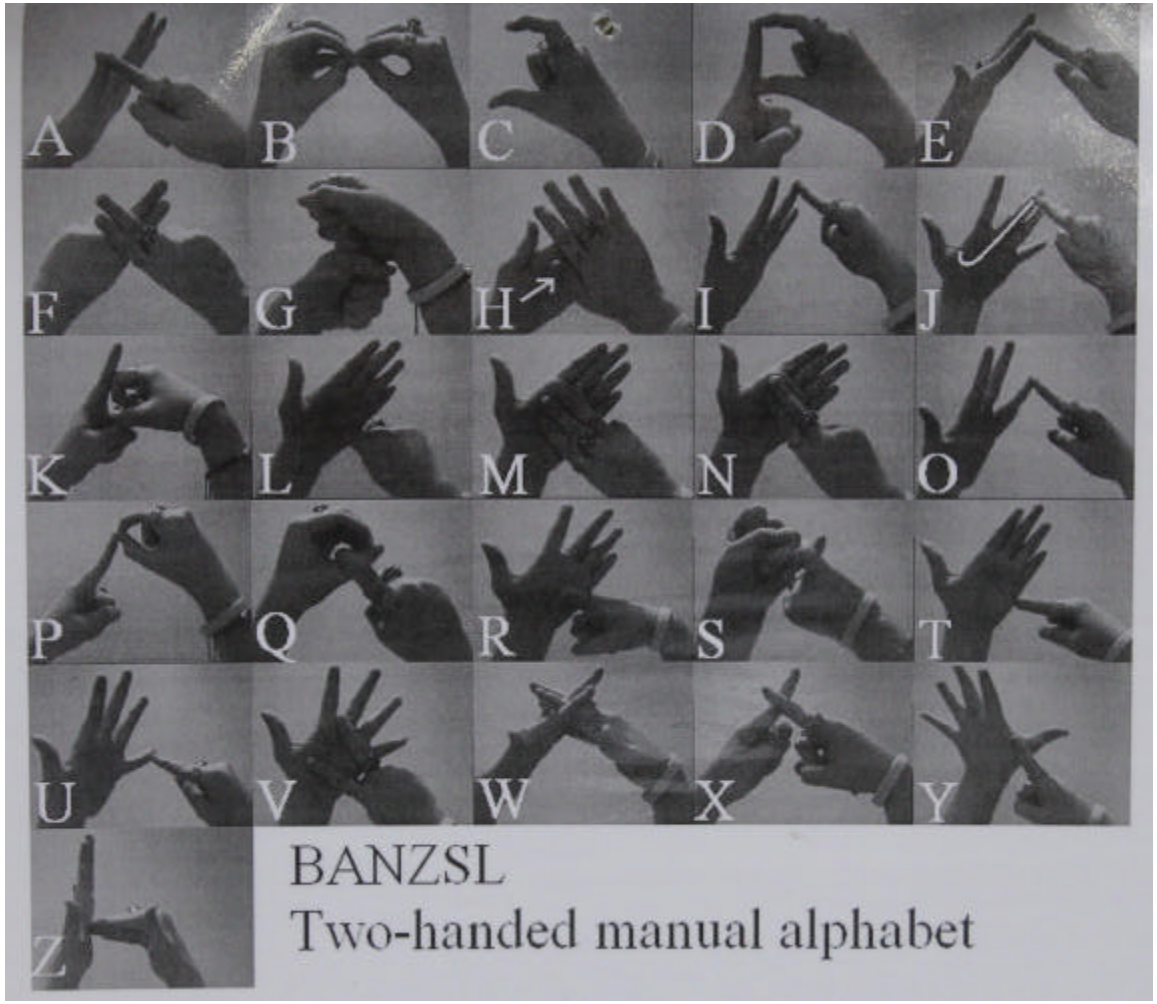
Early in human history, humans used simple sign language to express basic ideas. Even when vocal communication became the mainstream form of interaction, people would still use hand and facial gestures to enhance ideas in communication. When people were found to be deaf in ancient times, they were often persecuted and mistreated; therefore, deaf people were not given the chance to work on creating a language. This lasted until the 1500's Pedro Ponce de Leon, a Benedictine monk, created his own form of sign language to bypass his "vow of silence". This form of sign language may have been then taught to deaf children later on. In 1620, Juan Pablo Bonet wrote a sign language dictionary that outlined how to learn sign language and contained the first sign language alphabet. His sign language alphabet later influenced deaf communication when the first schools for the deaf were opened. In addition, Martha's Vineyard was an area that was settled by about 200 immigrants who carried dominant and recessive genes for deafness, so the inhabitants came up with their own kind of sign language and taught their descendants how to learn sign language.

French Sign Language

Charles Michel De L'Eppe, a French priest, was really considered the "Father of Sign Language and Deaf Education" because he established the first free public school for the deaf in Paris. One day he viewed two deaf sisters communicating with each other in sign language, and realized the deaf could be educated by sign language. He standardized a sign language alphabet for French language and included this in a sign language dictionary that also included symbolic gestures that conveyed concepts as opposed to just letters. His sign language dictionary, his work on signing, and his work on educating the deaf community influenced sign language across the world

Sign Language Worldwide

ASL however was not the only sign language developed. All over the world, different sign languages developed, including in England BSL and Australia Auslan. Even though speakers of English can understand Americans, British, and Australian people equally, with some colloquial differences, signers in America, England, and Australia would be unable to understand each other because the signs are very different. Most of the differences in these signs are based on nuances within the deaf communities of that area, which has led to an interesting evolution of sign language worldwide. It can be said that there are as many sign languages in the world as there are spoken languages.The history of sign language has an interesting past, being the first form of communication in early man. Sign language then went on to help end the discrimination of deaf people, and helped the deaf to become educated like their hearing peers. This start began in France and then spread to the United States. Now worldwide, many sign language schools and different sign languages exist.


A
B
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Q
R
S
T
U
V
W
X
Y
Z
BANZSL
Two-handed manual alphabet

CRACK THE SECRET CODE!

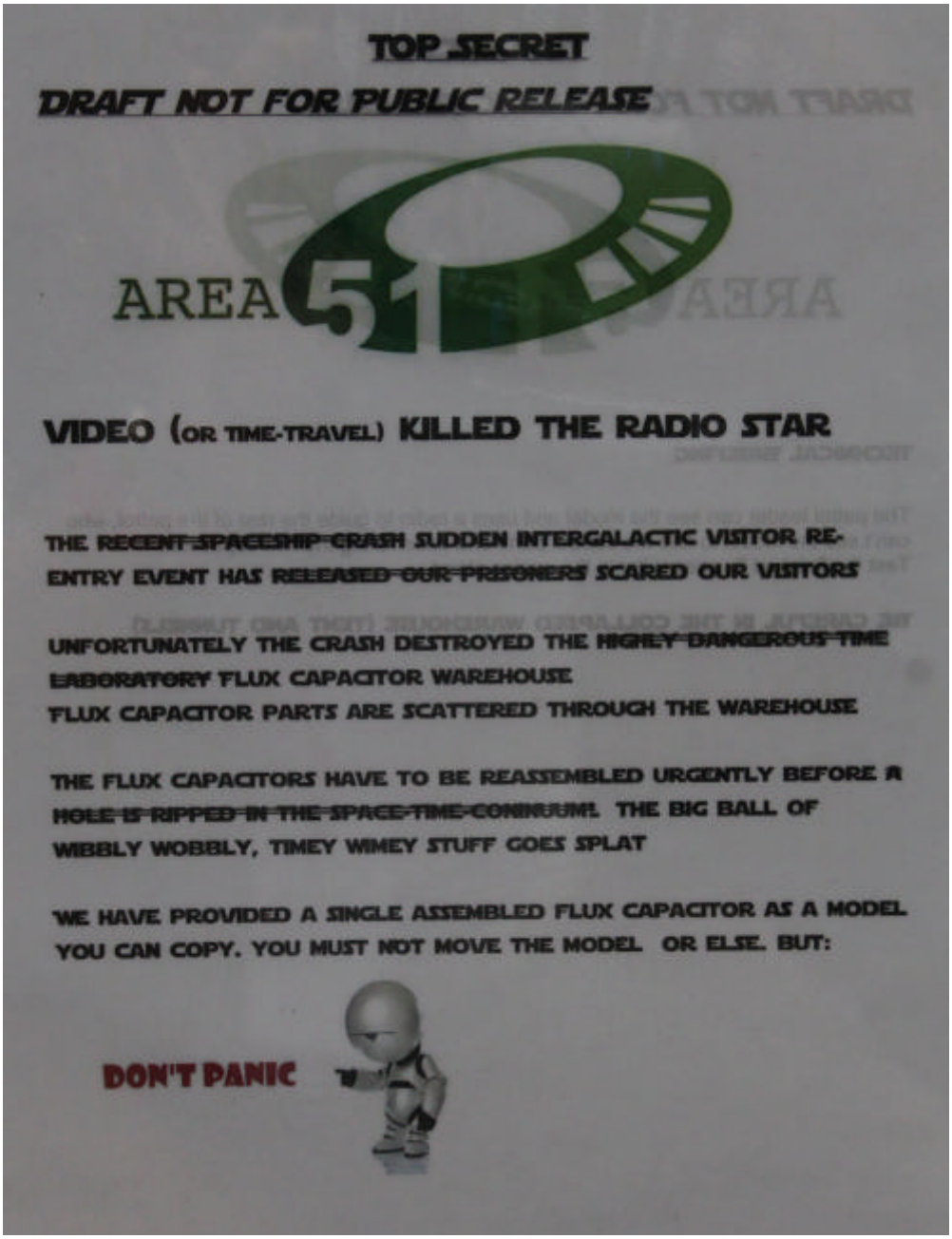
SCOUTS AUSTRALIA

=A	=B	=C	=D	=E
=F	=G	=H	=I	=J
=K	=L	=M	=N	=O
=P	=Q	=R	=S	=T
=U	=V	=W	=X	=Y
=Z				
$=1	=2	=3	@=4	=5
=6	=7	=8	=9	&=0

English	tlhIngan Hol (Klingon)	Klingon Script
There is no honour in attacking the weak.	pujwI' HIvlu'chughquvbe'lu'.	pujwI' HIvlu'chughquvbe'lu'.
When in doubt, surprise them.	blSovbejbe'DI' tImer.	blSovbejbe'DI' tImer.
Trust your instincts.	DujtIvoqtaH	DujtIvoqtaH
There are no old warriors.	Suvwl'pu' qantu'lu'be'.	Suvwl'pu' qantu'lu'be'.
Listen to the voice of your blood.	'IwIIjghoghylQoy.	'IwIIjghoghylQoy.
A warrior's blood boils before the fire is hot.	tujpa' qul pub Suvwl' 'Iw.	tujpa' qul pub Suvwl' 'Iw.
In Space, all warriors are Cold Warriors	loghDaqSuvrupboghSuvwl'pu' chaHHochSuvwl'pue'.	loghDaqSuvrupboghSuvwl'pu' chaHHochSuvwl'pu*e'*.
Blood and water don't mix.	tay'taHbe' 'IwbIQ je.	tay'taHbe' 'IwbIQ je.
One is always of his tribe.	reHtay' ghottuqDaj je.	reHtay' ghottuqDaj je.
Drinking fake ale is better then drinking water.	tlhutlhmeHHIqngebqaq law' blQqaqpuS.	tlhutlhmeHHIqngebqaq law' blQqaqpuS.
A warrior does not let a friend face danger alone.	nItebQobqaDjup 'e' chaw'be' Suvwl'.	nItebQobqaDjup 'e' chaw'be' Suvwl'.
When a warrior goes to a battle, he does not abandon his friends.	may'DaqjaHDI' Suvwl' juppu'DajIonbe'.	may'DaqjaHDI' Suvwl' juppu'DajIonbe'.
Klingons do not faint.	vulchoHbe' tlhInganpu'.	vulchoHbe' tlhInganpu'.
Klingons do not get sick.	ropchoHbe' tlhInganpu'.	ropchoHbe' tlhInganpu'.
Klingons do not lie in bed.	QongDaqDaqQotbe' tlhInganpu'.	QongDaqDaqQotbe' tlhInganpu'.
To understand life, endure pain.	yInDayajmeH 'oy' ylSIQ.	yInDayajmeH 'oy' ylSIQ.
Pleasure is nonessential.	'utbe' bel.	'utbe' bel.
A warrior does not complain about physical discomfort.	loQ 'oy'DI' Suvwl' bepbe'.	loQ 'oy'DI' Suvwl' bepbe'.
Klingons never bluff.	nottojtlhInganpu'.	nottojtlhInganpu'.
Adhere to virtue honourably.	batlhghobylpab.	batlhghobylpab.

English	tlhIngan Hol (Klingon)	Klingon Script
If you want to eat pipius claw, you'll have to break a few pipiuses.	pIpyuSpachDaSopDaneHchughpIpyUspuSDaghornIS.	pIpyuSpachDaSopDaneHchughpIpyUspuSDaghornIS.
Trust, but locate the doors.	yIvoq 'ach lojmItmeyyISam.	yIvoq 'ach lojmItmeyyISam.
Trust, but verify.	yIvoq 'ach yI'oI.	yIvoq 'ach yI'oI.
When you begin a mission, remember Aktuh and Melota.	Qu' DataghDI' 'aqtu' mellota' je tlqaw.	Qu' DataghDI' 'aqtu' mellota' je tlqaw.
Don't trust Yridians who bring gifts.	nobmeyqemboghyIrIDnganpu*e' yIvoqQo'*.	nobmeyqemboghyIrIDnganpu*e' yIvoqQo'*.
Don't trust Ferengi who give back money.	Huch nobHa'boghverenganpu*e' yIvoqQo'*.	Huch nobHa'boghverenganpu*e' yIvoqQo'*.
He can sell ice on RuraPenthe.	rura' pente'DaqchuchngevIaHghaH.	rura' pente'DaqchuchngevIaHghaH.
Don't just aim; hit the target!	yIQeqQo' neH. DoSyIqIp!	yIQeqQo' neH. DoSyIqIp!
If a warrior does not fight, he does not breathe.	Suvbe'chughSivwI' tlhuHbe' Suvwl'.	Suvbe'chughSivwI' tlhuHbe' Suvwl'.
Hear the warrior cry out!	jachSuvwI' 'e' yIQoy!	jachSuvwI' 'e' yIQoy!
Anger excites.	SeymoHQeH.	SeymoHQeH.
You pay attention to your Fek'lhr and I will pay attention to mine.	veqlarghhII' yIbuS 'ejveqlarghwI' vIbuS.	veqlarghhII' yIbuS 'ejveqlarghwI' vIbuS.
Care about your students.	ghojwI'pu'll' tlSaH.	ghojwI'pu'll' tlSaH.
When an escaped prisoner looks for a guard, he always finds one.	'avwI' nejDI' narghta'boghqama' reH 'avwI; Sambej.	'avwI' nejDI' narghta'boghqama' reH 'avwI; Sambej.
No enemy is boring.	DaI paghjagh.	DaI paghjagh.
Today I am a warrior.	DaHjajSuvwIe' *jIH*.	DaHjajSuvwI*e' jIH*.
I must show you my heart.	tlqwIjSa'angnIS.	tlqwIjSa'angnIS.
I travel the river of blood.	'IwbIQtIqDaqjIjaH.	'IwbIQtIqDaqjIjaH.
If you don't use the painstik, the child will never celebrate his Age of Ascension.	'oy'naQDaIo'be'chugh not nenghep lop puq.	'oy'naQDaIo'be'chugh not nenghep lop puq.

The second was a communication exercise requiring one scout to describe a “flux capacitor” that they were looking at (but unable to touch), with the rest of the patrol attempting to locate the correct pieces and construct an identical device.



The Patrol Leader was hidden away in here

Trying to describe this, one piece at a time

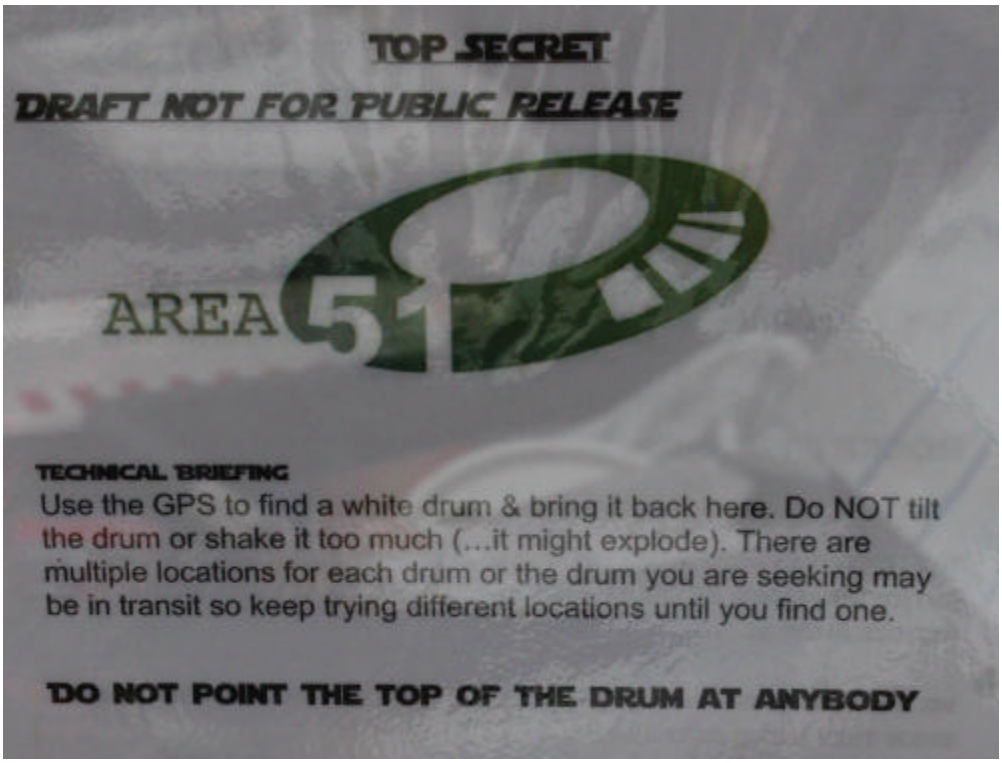
To the other scouts in the team via UHF-CB radio

So all except the radio operator could crawl into there

To select what they thought was the corrct piece needed from the assorted pile of parts here (One pice at a time per person).

With this sort of progressive result

The third communication activity involved the use of “hand-held” GPS recovers to locate an item hidden in a nearby area.



TOP SECRET

DRAFT NOT FOR PUBLIC RELEASE

AREA 51

ROCKET FUEL RAMBLING

THE RECENT SPACESHIP CRASH SUDDEN INTERGALACTIC VISITOR RE-ENTRY EVENT HAS SCATTERED DRUMS OF 'DILITHIUM WARP ENGINE FUEL. ACROSS AREA 51.

WE HAVE TRACKED THE DRUMS BY THE RESIDUAL RADIATION RELEASED WHEN THEY WERE SCATTERED.
NASA HAVE ASSURED US THAT THE BACKROUND RADIATION HAS DROPPED TO "SAFE" LEVELS. SO WE WANT YOUR HELP TO COLLECT THE DRUMS USING A GPS TRACKER AND RETURN THEM HERE TO THE STORE

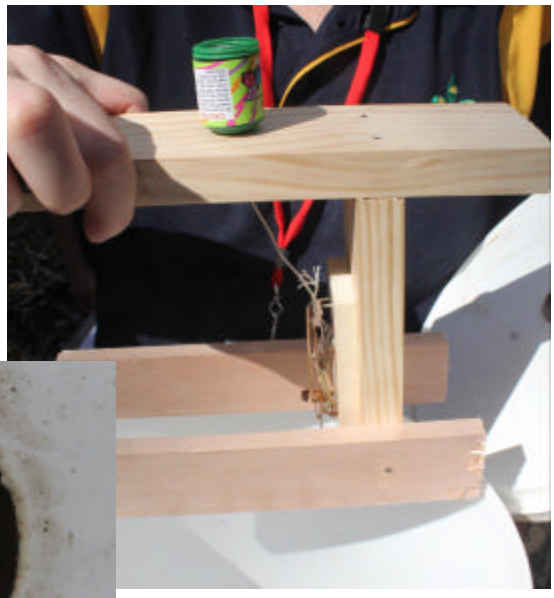
SO GOOD LUCK AND
REMEMBER THE 'DILITHIUM IS SENSITIVE TO SUDDEN SHOCK SO BE CAREFUL AND..

DON'T PANIC

The GPS Receivers were attached to long sticks – as much to stop them "inadvertently" being placed in pockets as for appearance. Each GPS unit did of course contain coordinates for a different container of rocket fuel.

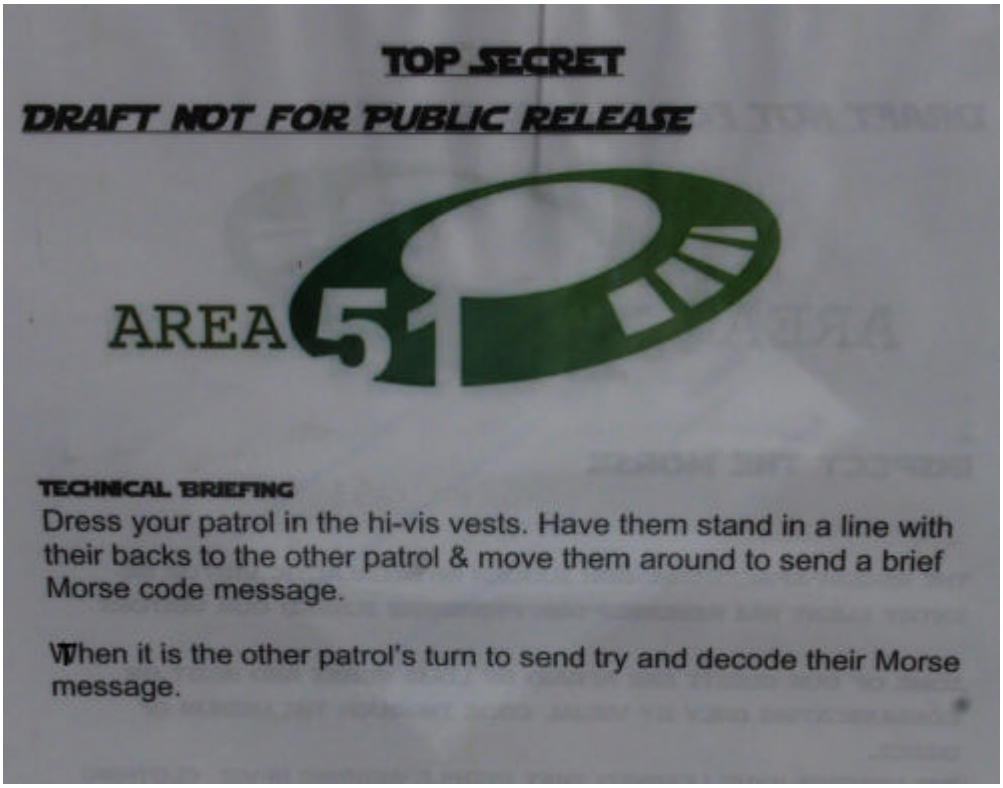
These scouts have found theirs and are returning it to base.

An internal view of the fuel bucket – there is a marble loose in the bucket, which has the potential to impact on the mouse-trap, setting off the explosive.



And one from the top – showing the explosive (a party popper whose string is attached to the mousetrap).

The final activity on Rac 1 required to scouts to send a (one-word) message to another team using morse code – though rather than lights or sound, this challenge involved them using vests with either dots or dashes on the back to create the letters.



Once the message was transmitted (and decoded) it was time for the other team to send their word for the first team to receive and decode.

TOP SECRET

DRAFT NOT FOR PUBLIC RELEASE

AREA 51

INSPECT THE MORSE

THE ~~RECENT SPACESHIP CRASH~~ SUDDEN INTERGALACTIC VISITOR RE-ENTRY EVENT HAS ~~RELEASED OUR PRISONERS~~ SCARED OUR VISITORS

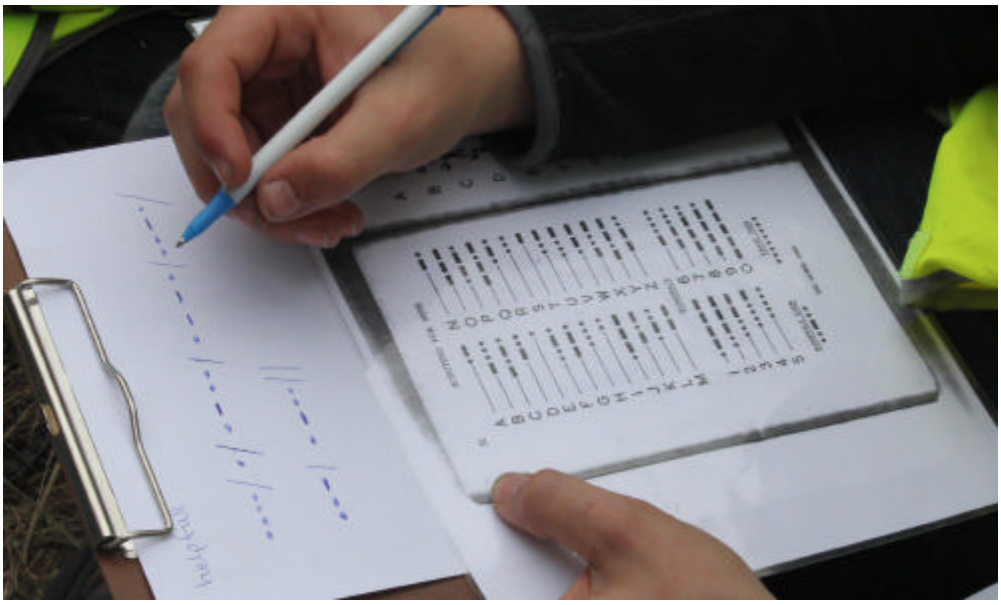
.SOME OF OUR GUESTS ARE AFRAID OF LOUD NOISES AND INSIST ON COMMUNICATING ONLY BY VISUAL CODE THROUGH THE MEDIUM OF DANCE.
THE VISITORS HAVE LEARNED THAT PEOPLE WEARING HI-VIZ CLOTHING ARE FRIENDLY TERRANS.

.SO PLEASE PUT ON THE VESTS AND ATTEMPT THE COMMUNICATIONS .SHUFFLE-NUTBUSH- ALLEMANDE-FOXTROT- UPA
AKA COMMUNICATIONS S.N.A.F.U.

BE CAREFUL OR YOU MAY SPRAIN SOMETHING!

DON'T PANIC

Of course the scouts on both teams were provided with a chart showing the morse code for each letter so that they could code and decode their messages.



RAC 2

Themes : Horror and Crime

Each of the bases was designed to to take about 1.5 hours, so arriving patrols were assigned to only complete 2 bases (they did not have a choice of which two bases they completed).

Badge-work it was possible to cover -

Activity 2.1 - The Walking Dead
Proficency Badge - Outdoor
B 1,2 - learn a new skill; organise or participate in patrol talk or activity
Adventurer Campcraft - Navigation
4 a,b - Run and orienteering course; plan with a topographoc map incl. Naismith's rule
4 c,d - back bearings, triangulation, resection, help scouts pass Explorer navigation.
Adventurer Campcraft - Camp Activity
6 a,b - Instruct scouts in requirements of Explorer Campcraft 6b, 8 i,ii,iii
Adventurer Campcraft Knots and Lashings
1a (part) Teach Explorer - Whipping, Back splice and eye splice.
Explorer Campcraft - Navigation
4 a,b,c - Pioneer level skills, care of maps, orientate map by compass & physical features.
4 d,e - Direction by sun & stars, navigate between 2 pts over 1km in bush
4 f,g - Use of GPS and compass; assist a scout to pass Pioneer Navigation
Explorer Campcraft - Camp Activity
6 a - Assist a scout to pass Pioneer Camp Activity 1-4
6 b i,ii,iii,iv - Camp sanitation, drinking water precautions, food storage, environment care
6 c i,ii,iii - Patrol gear for a weekend trip/camp/hike, menu & food list, participate in activity
Explorer Campcraft Knots and Lashings
1 h iii - West country or sailmakers whipping
Pioneer Campcraft Navigation
4 a,b - Principal comapss points and degrees, use and care of a compass
4 c,d - true and magnetic north; how to set and follow a bearing.
4 e - How to read a map - scale, legend, date, grid references, contour lines
Pioneer Campcraft - Camp Activity
5 a i,ii,iii,iv - Hygiene, bedding, insect protection, how to pitch/strike.dry/store a tent
6 b Personal equipment for a weekend camp
6 c,d - prepare a menu and food list, select and lay out a patrol camp site
Pioneer campcraft - Knots and Lashings
1 a - know the scoutcraft knots

Activity 2.2 - Knotty Horror
Adventurer Campcraft - knots and Lashings
1a - teach and test explorer campcraft knts and lashings - round turn and 2 half hitches
1 b v - Alpine Butterfly
Explorer Campcraft - Knots and Lashings

1a - Assist a scout to pass the Pioneer lashings
1 b iv - Round turn and 2 half-hitches
Pioneer Campcraft - knots and Lashings
1 b i,ii,iii - Square Lashing, round lashing, prussick square lashing
Pioneer Water Activities - Knots
4 b ii - Anchor bend

Activity 2.3 - It's a Wrap!
Proficiency badge - Entertainer
A Investigate parts 1,2 or 3
B Skill - Parts 1 or 2
C Activity Parts 1,2 or 3

Activity 2.4 - Zombie Alert!
Proficiency Badge - Bushcraft
B 3 - make a shelter for 2 people using natural materials or whatever is available
Adventurer Construction
1b - Assist and test a scout to pass Explorer Construction planning 1
3a - Knots and lashings in Adventurer Campcraft 2b (ii-iv)
3b - Assist scouts with knots and lashings for a major project
Adventurer Emergencies
2a,b DRSABCD, teacg and test CPR
4 a ii,g - Control external bleeding & sprained ankle
4d - Lead a mock emergency
Adventurer Citizenship
2b ii - Set up and run a mock emergency covering min 3 tasks from P or E 1st Aid
Explorer Construction
1b - Sketch and explain construction of a camp table or similar
1d - Assist a scout to pass Pioneer Planning
Explorer Emergencies
2a,b,d - Approach an unconcious person, check breathing, control external bleeding.
4 a,c.i,ii - Take part in a mock emergency, make inprovised stretcher, carry patient 500M.
Explorer Citizenship - Energencies/First Aid
2b - Demonstrate understanding of DRSABCD Principle
Explorer Campcraft - Fire and Fuel
b Light, maintain and extinguish a fire in wet conditions
Pioneer Construction
1b - Sketch & explain constrcution of a scout chariot
3a,b - Scoutcraft knots, Pioneer lashings, 2 types of anchorage
4a,b,c - take part in erecting a flagpole, scout chariot or similar
Pioneer Emergencies
2a,b - Check for danger, check breathing.
4a,b,d - Control bleeding (arm/leg), treat nosebleed, minor burns and scalds
5b - Assist in carrying a patient on a stretcher
Pioneer Citizenship - Emergencies/First Aid
2b i,ii,iii - Response from injured person, find and check pulse, place in recovery position
Pioneer Campcraft - Fire and Fuel
c - Learn how to light a fire in dry conditions

The initial base was a Campcraft construction base, with the aim being to build a scout-walker that looked like this.

Using the supplied materials

And the basic knots/lashings skills that are a part of the Campcraft target badge.

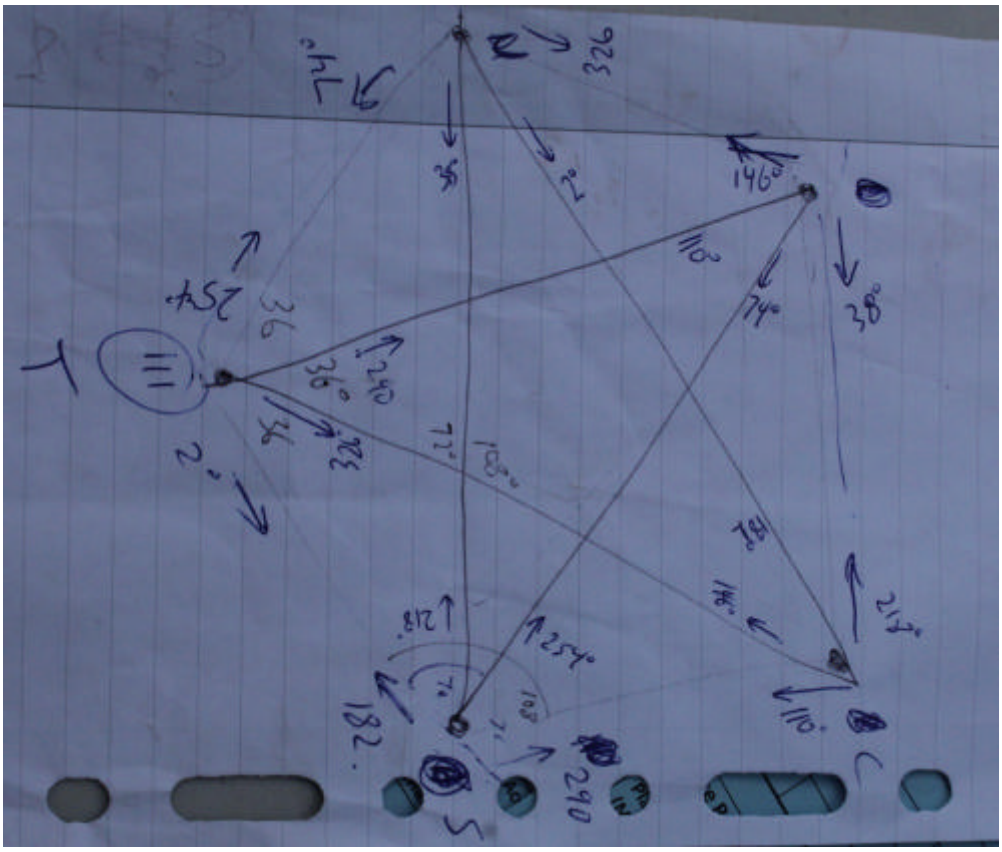
And then, using the ropes they attached, to “walk” the frame with a scout on it.

Rac 2's second activity base was in three parts, involving voodoo dolls, pentagrams a rope escape ladders.

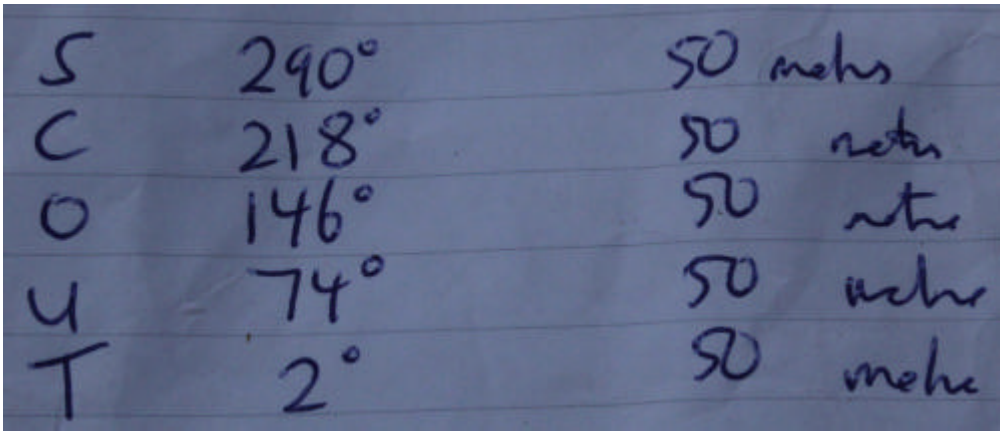
Firstly, the Voodoo Dolls

Which may have looked like a simple craft activity, but was really a sneaky way to give the scouts practice at whipping a rope-end.

Moving onto the second activity, the scouts had to negotiate the intricacies of the dreaded pentagram of the Occult

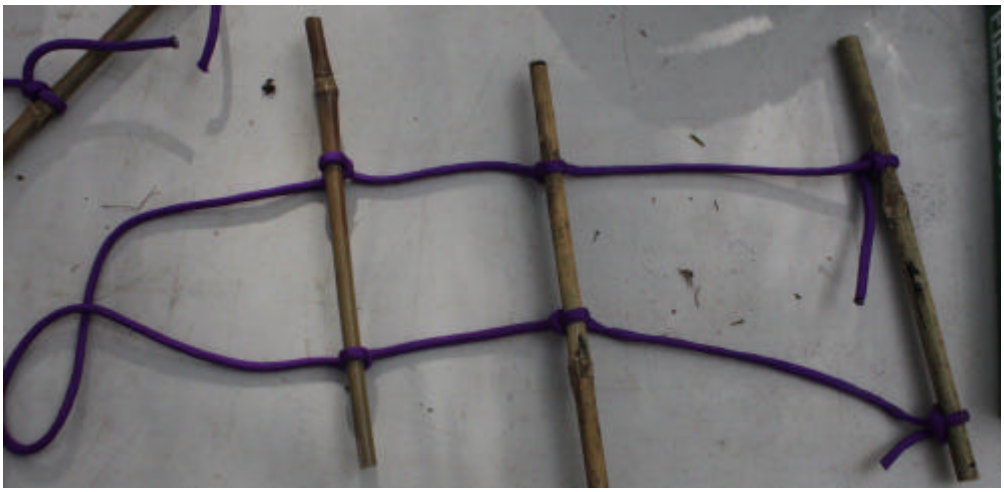


– using navigation by compass via a provided set of directions



to find parts of a puzzle at the marker points.

The Final part of this Activity base required the scouts to (learn to) make a full size rope ladder similar to the supplied model



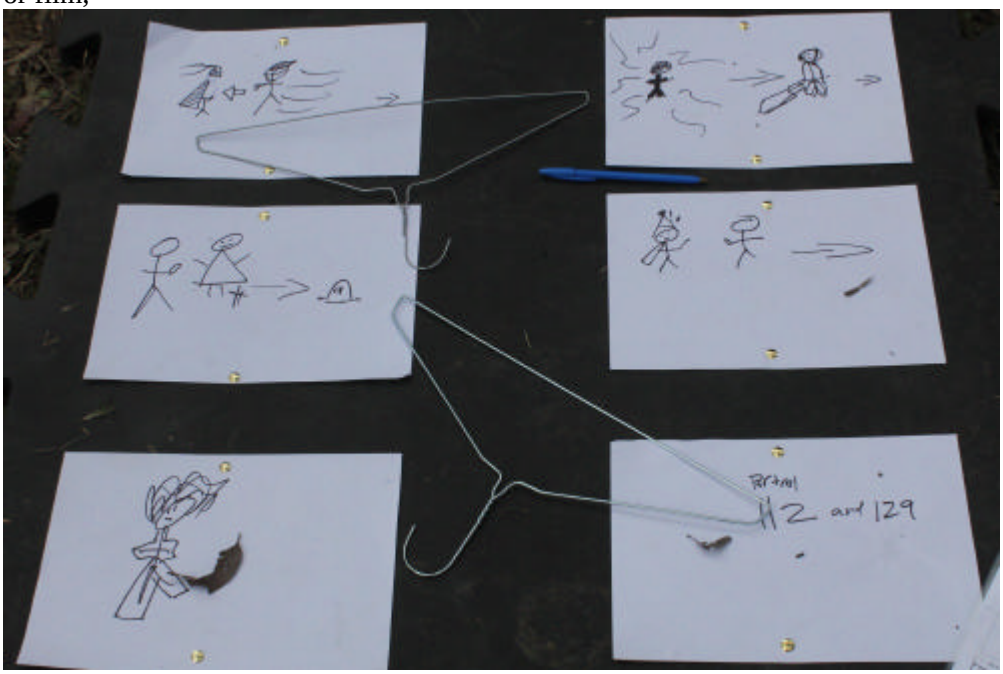
using one lng rope and a quantity of short poles.

after which the ladder was attached to a pulley rope and raised to an overhanging branch spo the souts could try climbing the ladder they had just made.

Activity Base Three on Rac 2 gave the scouts the chance to basically complete the requirements of the Entertainer Proficiency badge.

Firstly they watched a presentation on the various stages of creating a film, including who and what who was involved,

Then they planned a performance as a patrol, and created a story-board for their play or film,




103
Green machine
1st A squits
Rory
on TV
Cofin

which was followed by the opportunity to don costumes and select the necessary props.

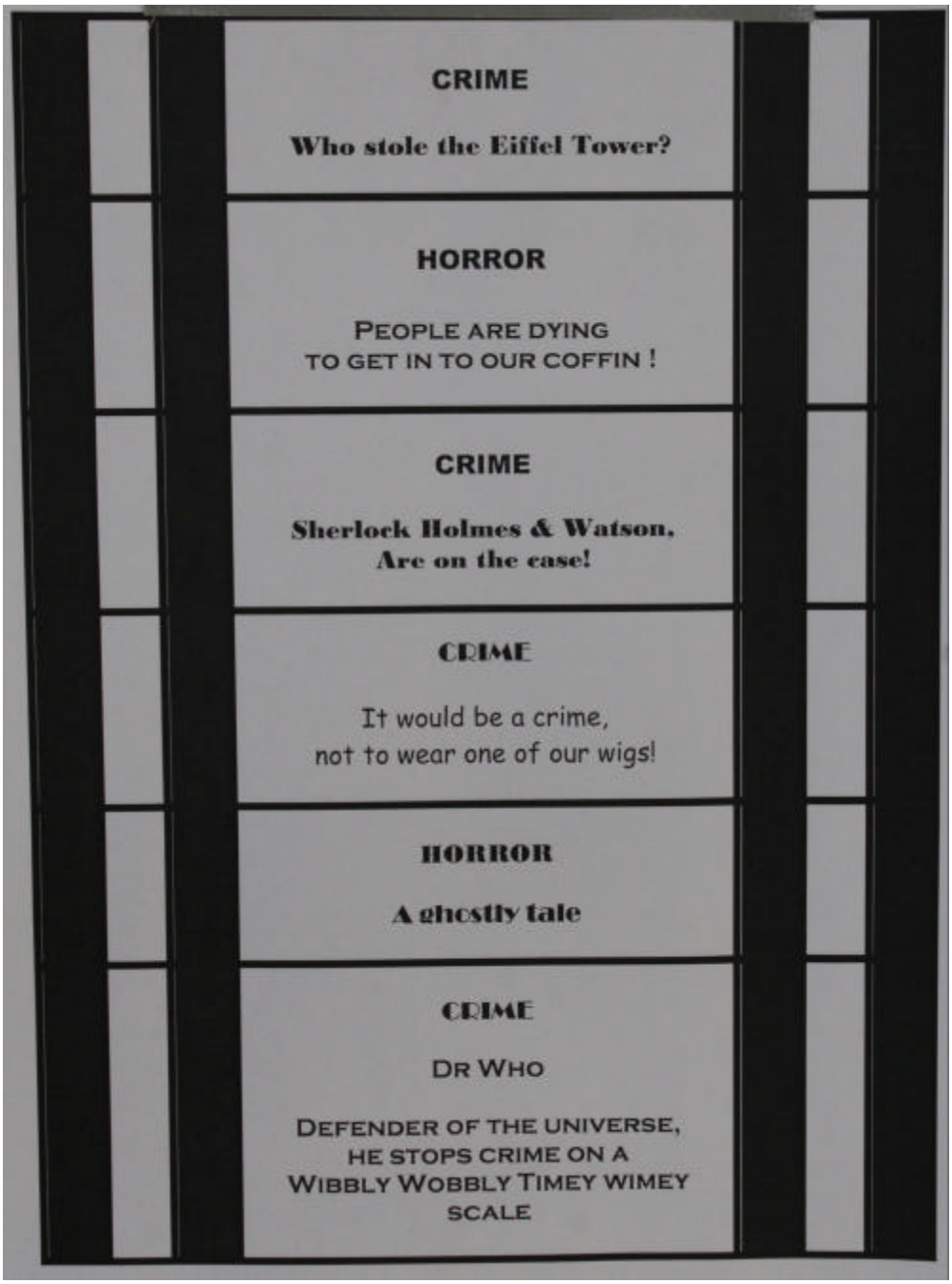
A couple of rehearsals followed, and then finally their performance was filmed using available cameras (including those built into tablet PC’s)

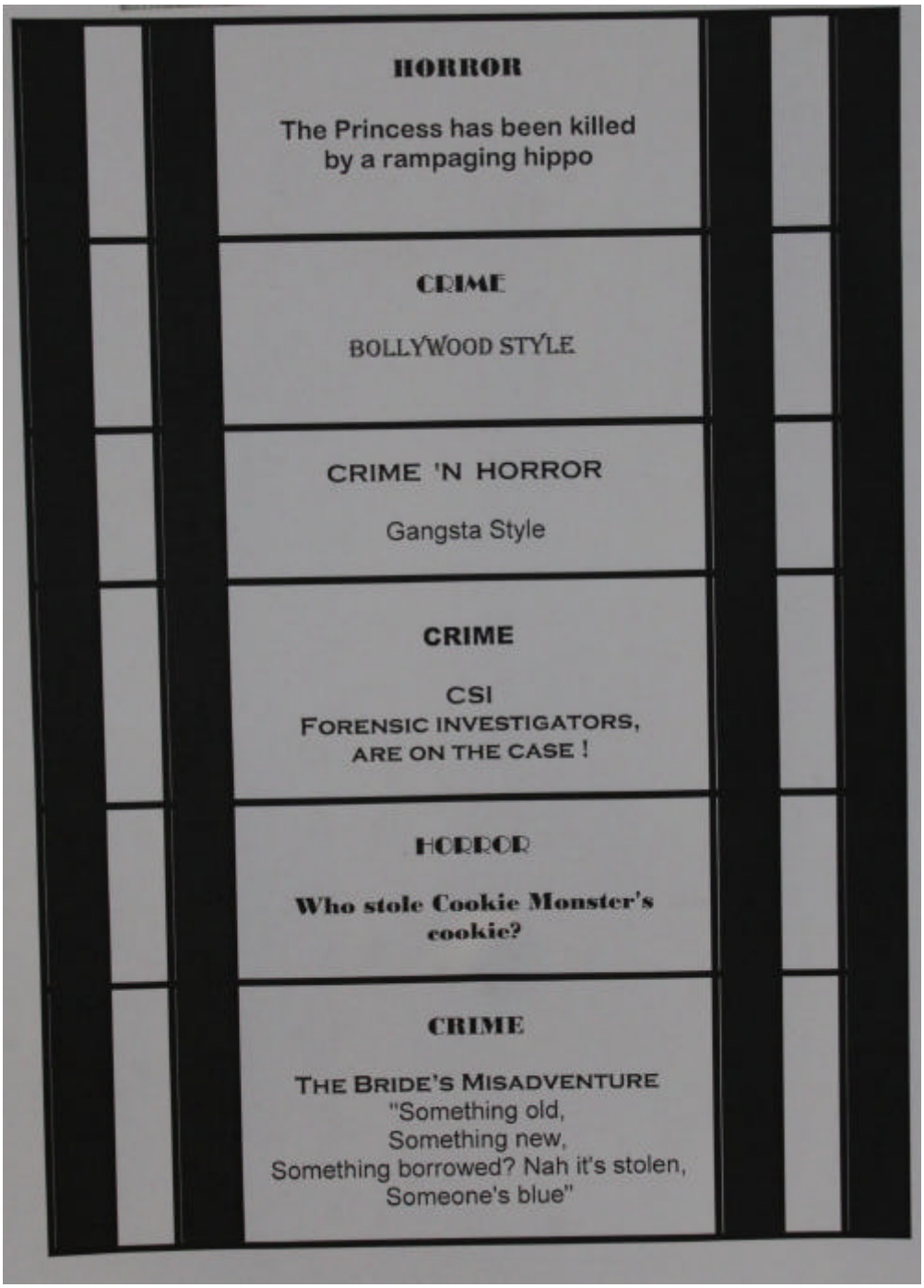

HIRE

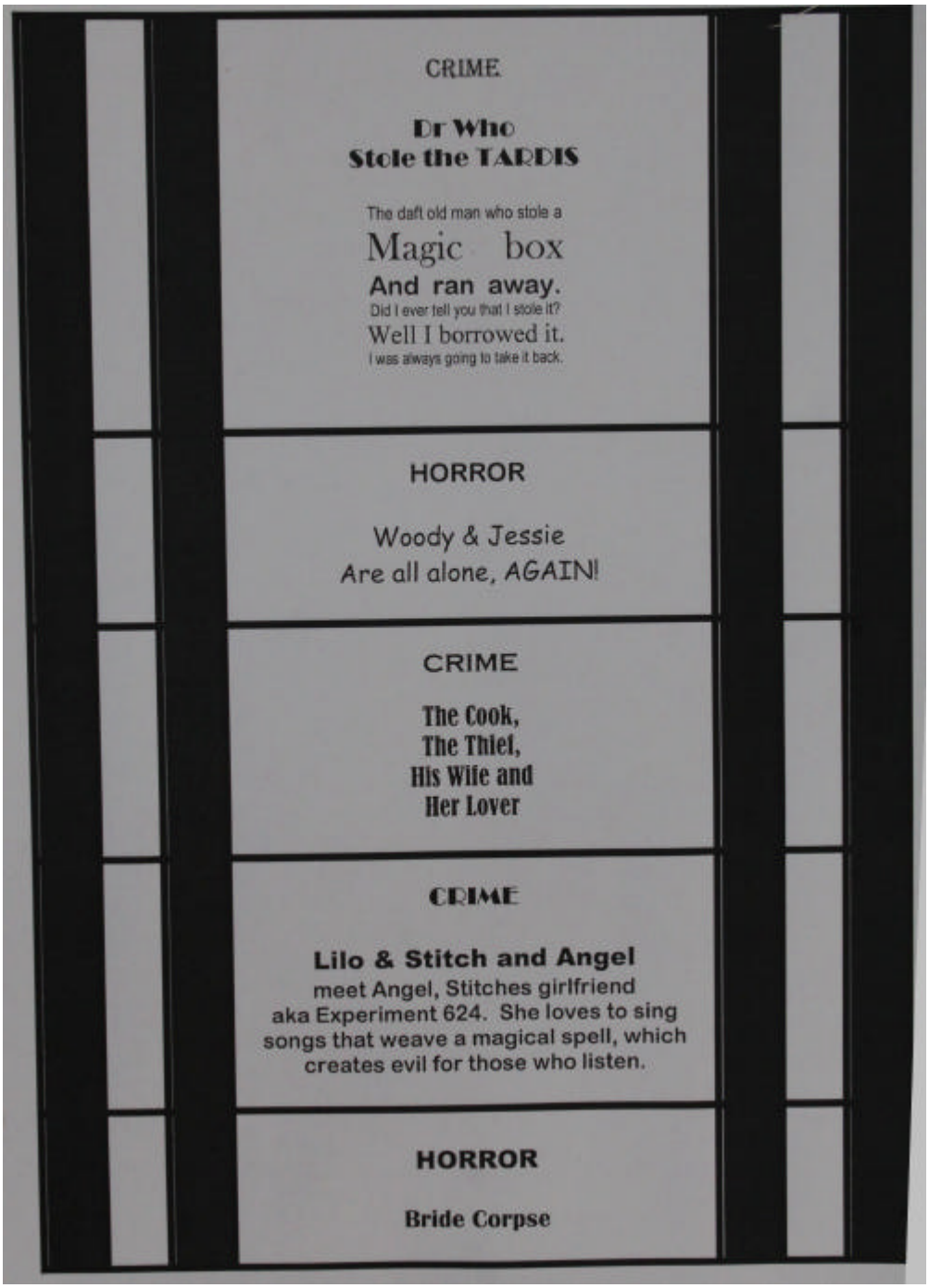
If time permitted, they had the chance to watch some (or all) of the films that were made during their activity session.

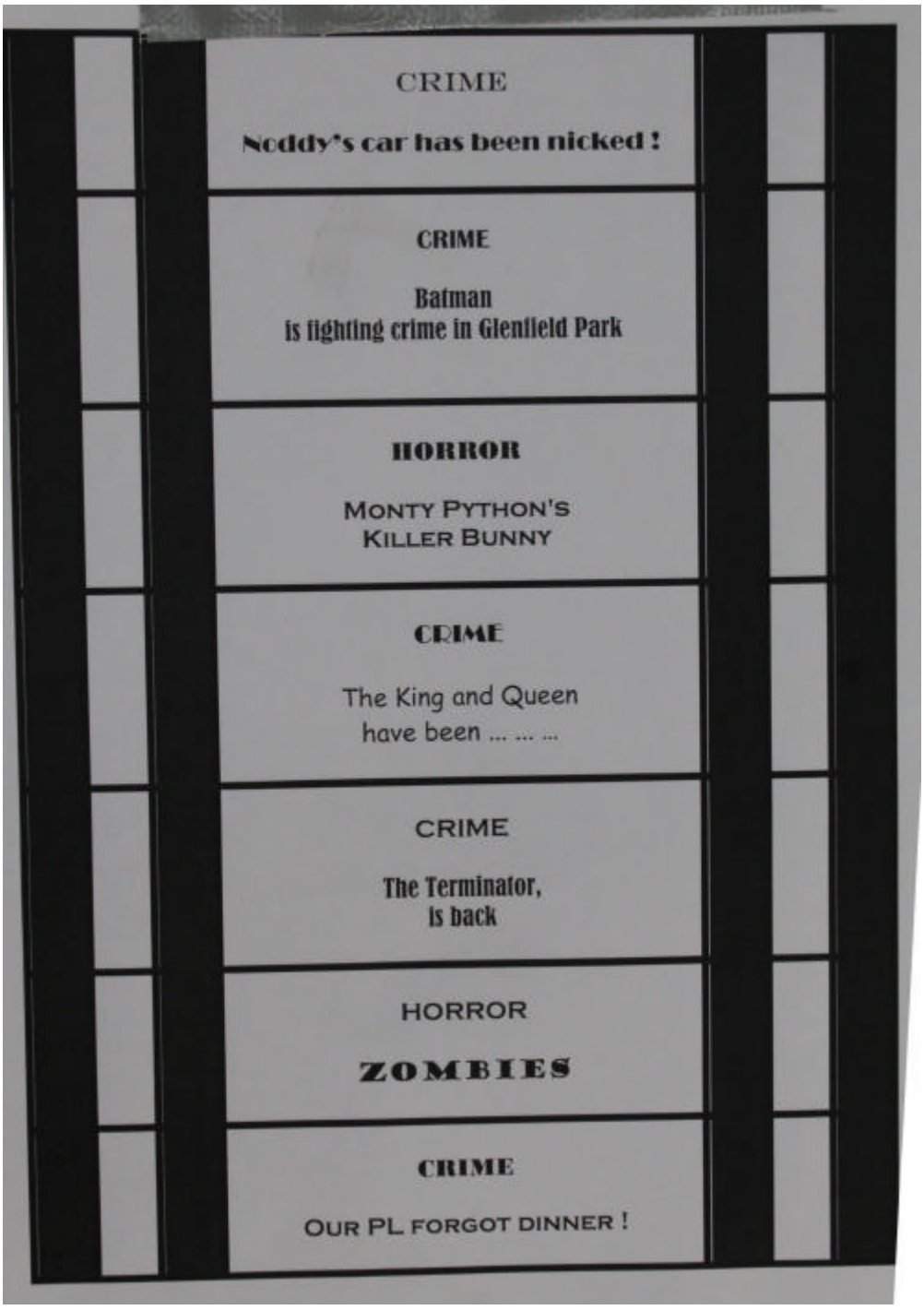
Each film had the initial storyboard frame included as a “slate” enabling easy identification in the review process.
The films were all due to be added to a website or facebook after the Rally for all to be able to view them later as well.

To assist in idea-seeding, there were several props and resource pages available.


CRIME
Who stole the Eiffel Tower?
HORROR
PEOPLE ARE DYING
TO GET IN TO OUR COFFIN !
CRIME
Sherlock Holmes & Watson,
Are on the case!
CRIME
It would be a crime,
not to wear one of our wigs!
HORROR
A ghostly tale
CRIME
DR WHO
DEFENDER OF THE UNIVERSE,
HE STOPS CRIME ON A
WIBBLY WOBBLY TIMEY WIMEY
SCALE

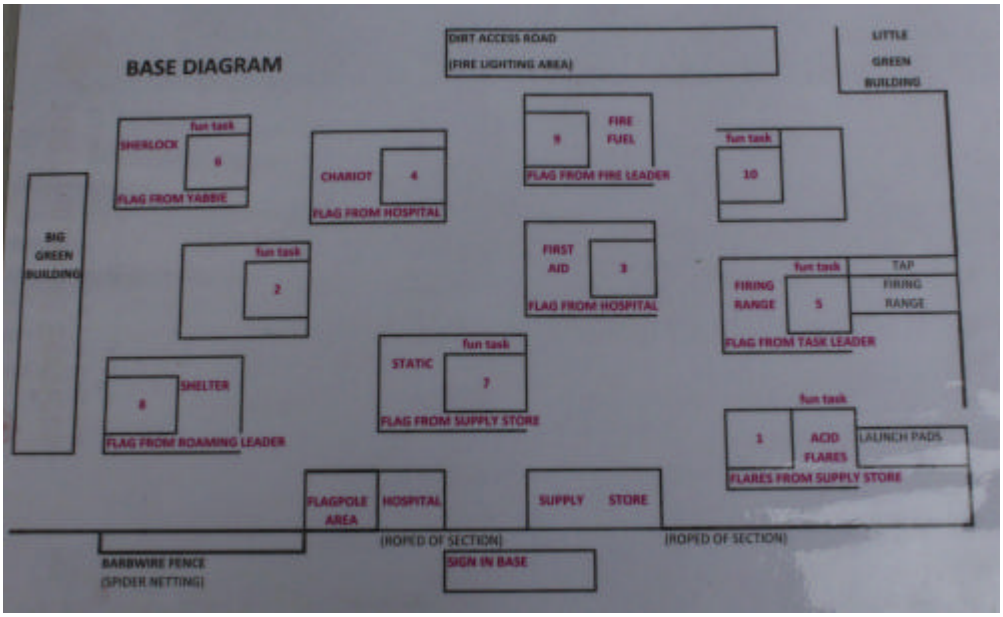

HORROR
The Princess has been killed by a rampaging hippo
CRIME
BOLLYWOOD STYLE
CRIME 'N HORROR
Gangsta Style
CRIME
CSI
FORENSIC INVESTIGATORS, ARE ON THE CASE !
HORROR
Who stole Cookie Monster's cookie?
CRIME
THE BRIDE'S MISADVENTURE
"Something old,
Something new,
Something borrowed? Nah it's stolen,
Someone's blue"


CRIME
Dr Who
Stole the TARDIS
The daft old man who stole a
Magic box
And ran away.
Did I ever tell you that I stole it?
Well I borrowed it.
I was always going to take it back.
HORROR
Woody & Jessie
Are all alone, AGAIN!
CRIME
The Cook,
The Thief,
His Wife and
Her Lover
CRIME
Lilo & Stitch and Angel
meet Angel, Stitches girlfriend
aka Experiment 624. She loves to sing
songs that weave a magical spell, which
creates evil for those who listen.
HORROR
Bride Corpse


CRIME
Noddy's car has been nicked !
CRIME
Batman
is fighting crime in Glenfield Park
HORROR
MONTY PYTHON'S
KILLER BUNNY
CRIME
The King and Queen
have been ... ...
CRIME
The Terminator,
is back
HORROR
ZOMBIES
CRIME
OUR PL FORGOT DINNER !


POLICE
PUBLIC
CALL
BOX

The final base on RAC 2 had been overrun by Zombies.
The scouts had a choice of 10 activities, from which they could randomly choose any 5 to complete as a patrol.
This map shows the approximate layout.



Each of the activities comprised a task page attached to the inside of a tower, with a low door that one patrol member (PL) was to enter and read the challenge.

Five of the challenges were particularly aimed at badgework, and five were just for fun, but the scouts did not know which were which.

All required them to complete a task successfully, sometimes using materials they had to go and request from a zombie/base, after which they would be given a flag to show it was done. Once they had 5 flags, they were to return to the start point and would be provided with materials to build a flagpole upon which they could raise their flags.

A range of award-scheme badge-work was able to be covered.

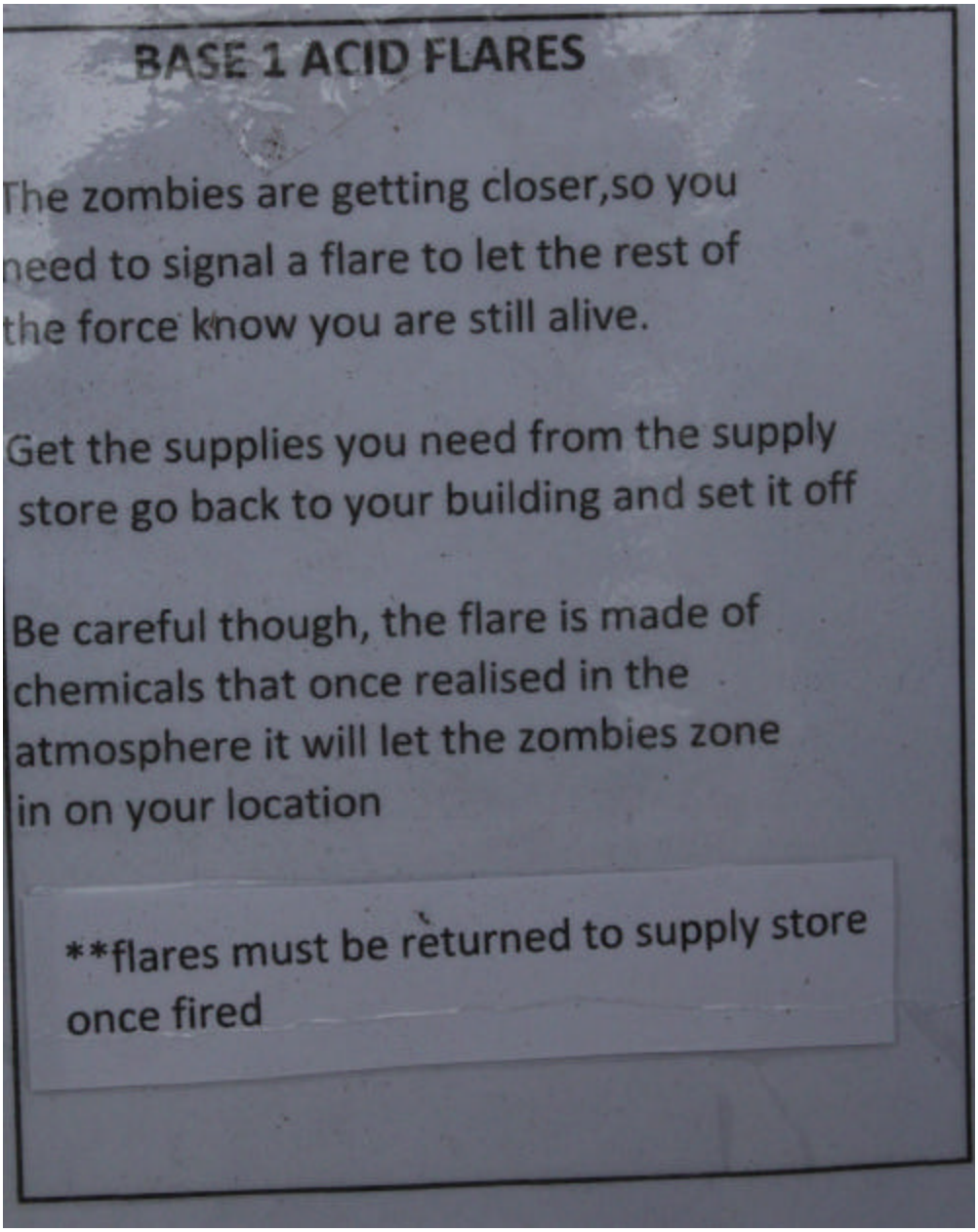
BADGEWORK COMPLETION SHEET

RAC 2 — PATROL NAME:

ACTIVITY 24 - ZOMBIE ALERT — GROUP:

TASK	DESCRIPTION	BADGE	RED	BLUE	GREEN	LEADER	GROUP
	FLAGPOLE	CONSTRUCTION	4A,3A,3B,4C	1D	1B		
3	FIRST AID	EMERGENCIES	2A,2B,4A,4B,4D	2A,2B,2D,4A	2A,2B,4AII,4D,4G		
	FIRST AID	CITIZENSHIP	2Bi,ii,iii,	2B	2Bii		
4	CHARIOT	CONSTRUCTION	1B,4B,3A,4C	1B,1D	3A,3B		
	CHARIOT	EMERGENCIES	5B	4CI,4CII	4D		
8	SHELTER	BUSHCRAFT	B3	B3	B3		
9	FUEL & FIRE	CAMPCRAFT	2C	2B			

Base 1 - Acid Flares

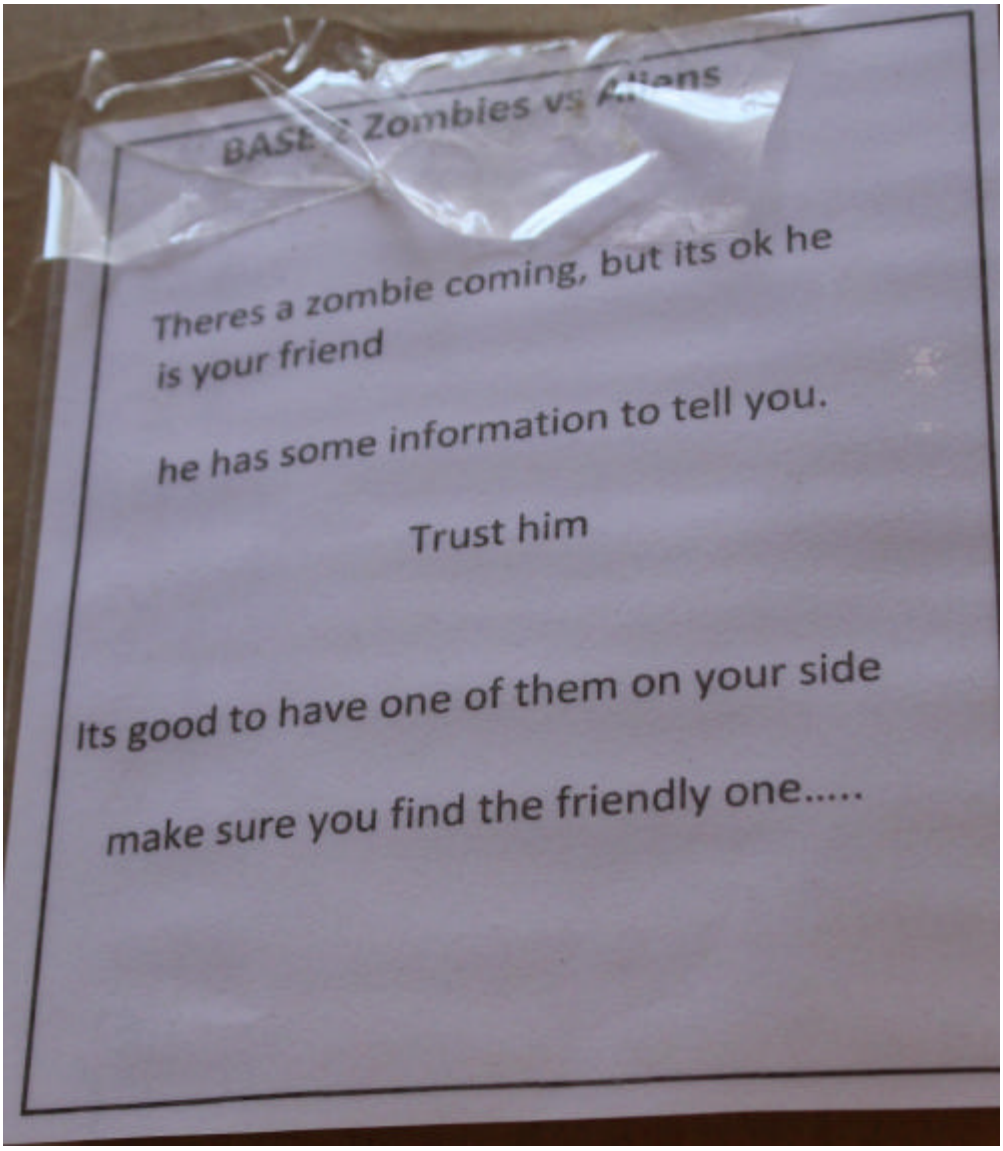


The materials provided to the scouts were pre-made rockets as shown here (right side), while a leader was on hand at the launch pads to assist, guide and provide the required vinegar and tissue-twist of Bicarb-soda.

This pic shows a rocket ready to go. The scouts had to pour in the vinegar, insert and hold the tissue-load of soda, and gently wedge the cork into place.

Once ready, the whole patrol shook their rockets, QUICKLY placed them on the launch pads, and stepped clear of them.

Base 2 – Zombies v's Aliens



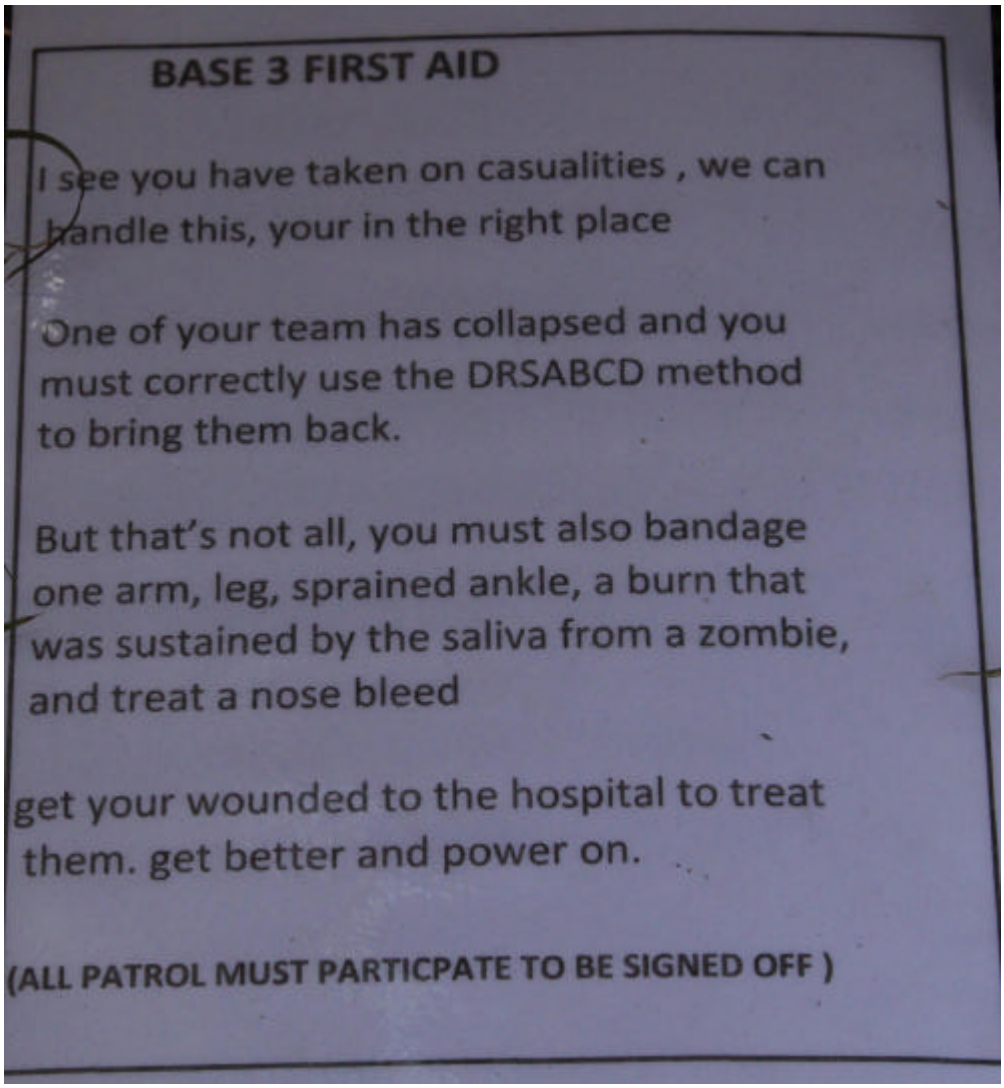
Another "fun" base, this sent the scouts to find a friendly zombie and they would be directed to a firing range at the back of the area where they were given a chance to fire corks at pictures of Aliens.

The “gun” was made from a length of pvc pipe (conduit) and a tight-fitting stopper on the end of a length of dowel, which provided the air pressure as it was used to fire the cork they wedged into the firing end of the pipe.

Of course eye-protection goggles were also provided.

Plenty of ammo was also available.

Base 3 – First Aid



BASE 3 FIRST AID

I see you have taken on casualities , we can handle this, your in the right place

One of your team has collapsed and you must correctly use the DRSABCD method to bring them back.

But that's not all, you must also bandage one arm, leg, sprained ankle, a burn that was sustained by the saliva from a zombie, and treat a nose bleed

get your wounded to the hospital to treat them. get better and power on.

(ALL PATROL MUST PARTICPATE TO BE SIGNED OFF)

There were enough things wrong with the “injured” scout to keep them busy for several minutes, under the watchful eye of an assessing leader.

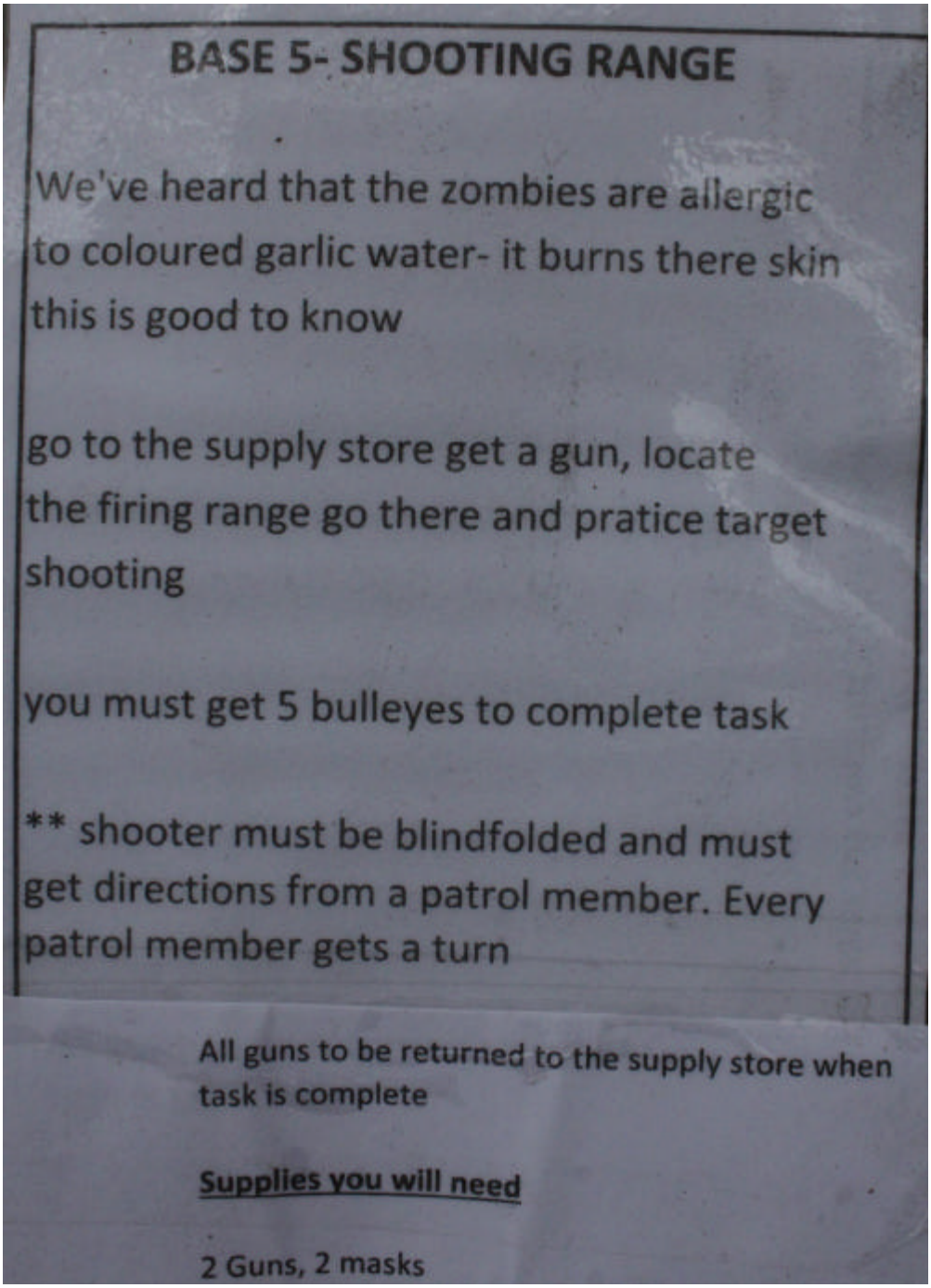
The scouts had to carry their injured patrol member to the first-aid station before they could start treatment using the resources available there.

Base 4 – Making a carrying frame

Somehow I missed the info page for this activity, but it would have been similarly themed and believe it was to lash three supplied poles together into a triangle

as demonstrated by these scouts completing the exercise.

Base 5 – Shooting Range



BASE 5- SHOOTING RANGE

We've heard that the zombies are allergic to coloured garlic water- it burns there skin this is good to know

go to the supply store get a gun, locate the firing range go there and pratice target shooting

you must get 5 bulleyes to complete task

** shooter must be blindfolded and must get directions from a patrol member. Every patrol member gets a turn

All guns to be returned to the supply store when task is complete

Supplies you will need

2 Guns, 2 masks

Admittedly these two scouts could probably get a bullseye with no effort at all, but for the real effort they had about 3 metres between them and the targets.

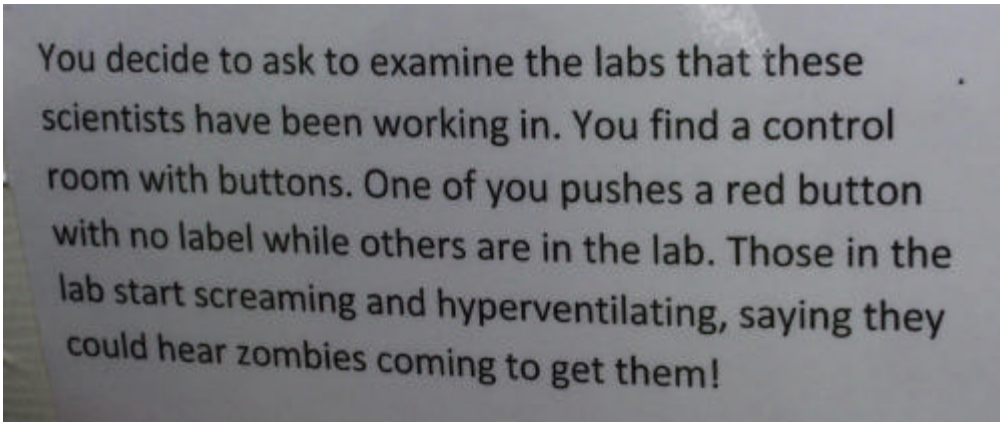
The other scouts had to guide and advise how and where to adjust their aim to get a successful shot.

Oh, and yes, the water was coloured.

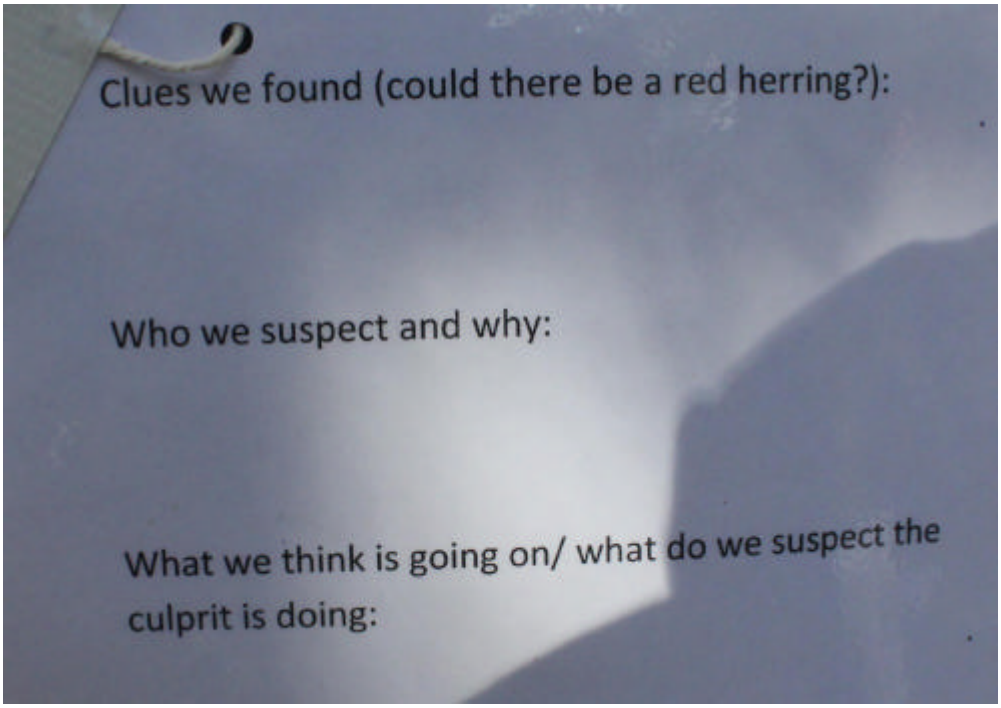
Base 6 – Sherlock Holmes Mystery

Sherlock Holmes was waiting nearby this base,

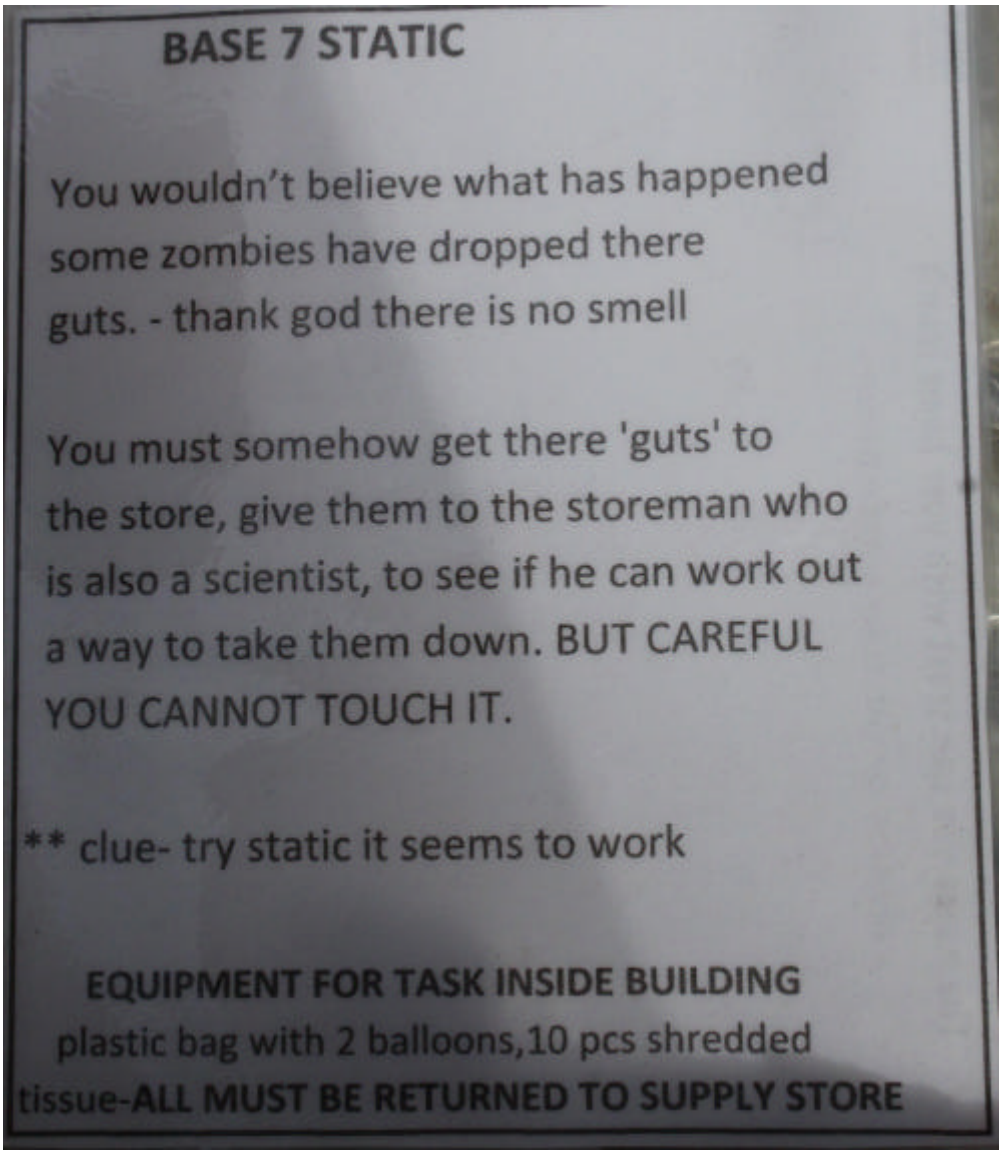
and advised the scouts to look for clues such as this one that were around the fence-line.



They then had to solve the mystery – no I am not including the whole set of clues – after all, it is supposed to be a mystery (and they may want to use them all again somewhere, so we don't want all the scouts to have already read it all here).



Base 7 – Static



BASE 7 STATIC

You wouldn't believe what has happened some zombies have dropped there guts. - thank god there is no smell

You must somehow get there 'guts' to the store, give them to the storeman who is also a scientist, to see if he can work out a way to take them down. BUT CAREFUL YOU CANNOT TOUCH IT.

** clue- try static it seems to work

EQUIPMENT FOR TASK INSIDE BUILDING

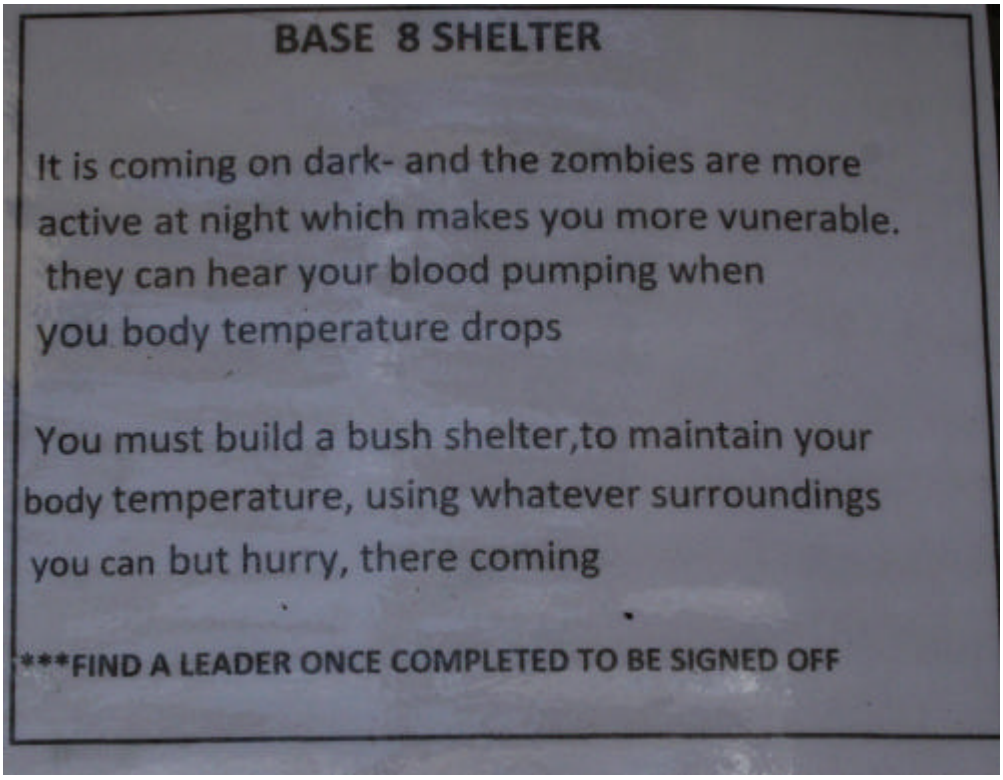
plastic bag with 2 balloons,10 pcs shredded tissue-**ALL MUST BE RETURNED TO SUPPLY STORE**

Along with the task-card was a box containing packs (one per patrol) containing 2 balloons and 10 strips of tissue.
The pieces of tissue do not show too well in the pics, but were about 8mm wide.

As the scouts had generally seen others already doing this activity, there was a tendency for them to keep doing the same thing – rubbing the balloons on each others hair rather than trying different shirts to see which material was most efficient at creating the necessary static.

Once the zombie guts were all stuck to the balloon(s), they had to transport them to the leader at the entry point (equipment store) to get their flag, after which they were also allowed to burst the balloons before throwing their rubbish in the bin.

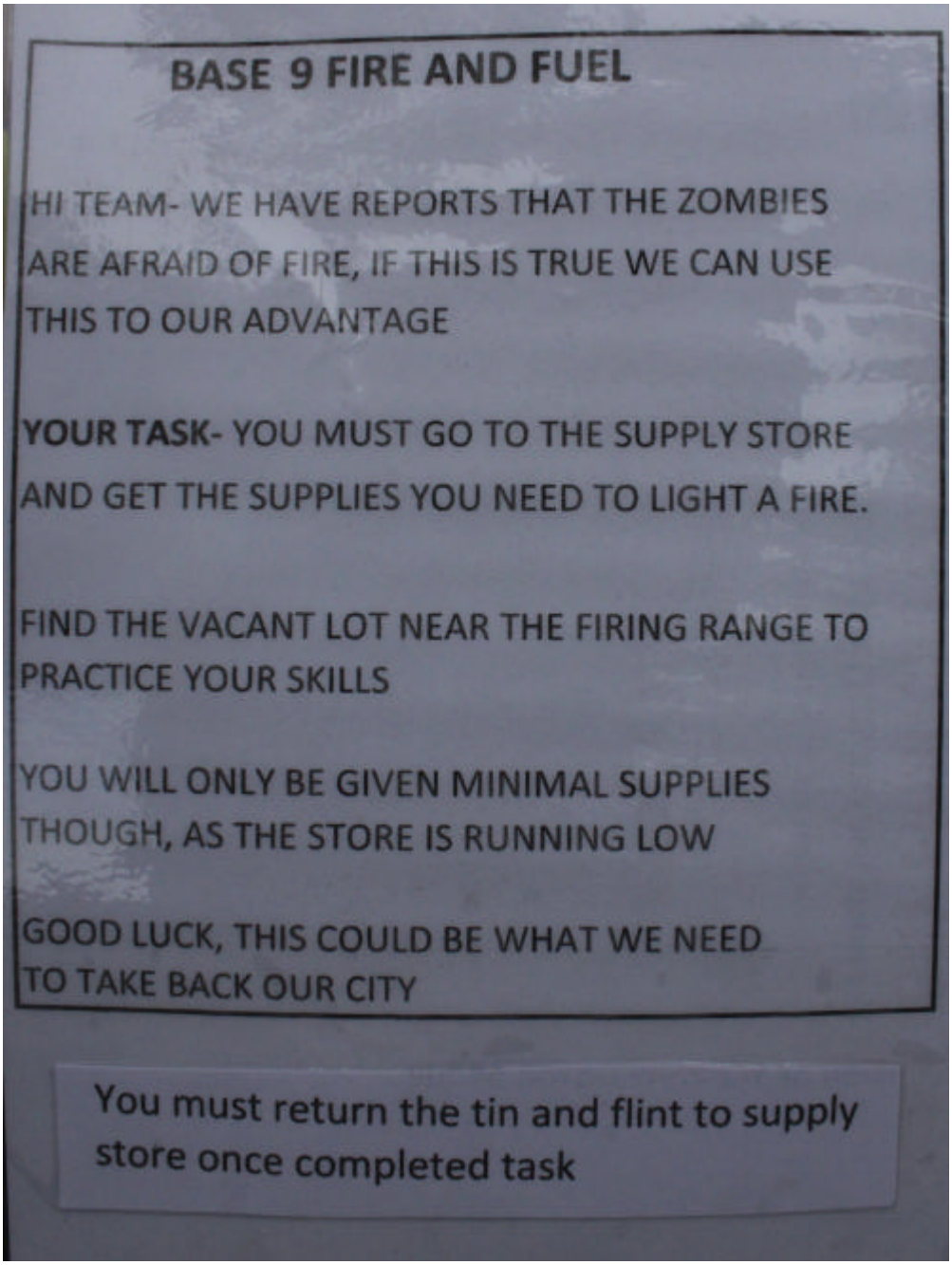
8 – Shelter



There was plenty of bush on the edge of the base area, with plenty of material available for making a bush shelter.

While I was there, no scouts were completing that task. However for examples, see the bush shelter base in the RAC3 section.

Base 9 – Fire and Fuel

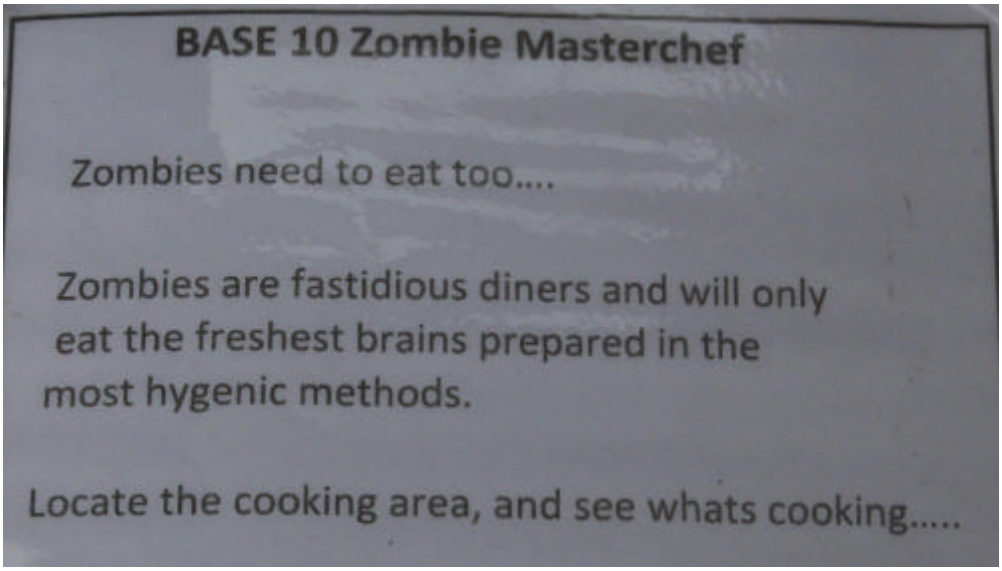


The scouts were provided with a couple of matches and a striker, so if they were efficient at preparing their fire they would have no trouble getting it going.
Of course many patrols could not succeed with even the 2 matches as they did not take enough care with finding/preparing fine enough kindling, so they were also provided with a small amount of rope end that would work as tinder and a spark-stick.
All the materials were stored in an eclipse-mint tin as shown here.

With plenty of raw materials on the ground, it was only a matter of being able to successfully light the initial tinder and kindling for a patrol to get a useable fire going.

Of course – extinguishing it before leaving was the final step in the process.

Base 10 – Zombie Masterchef



Oddly enough, the correct type of brains for this base looked just like the ingredients for damper twists….

They even had the optional flavour bonus of including “flies” in their meal

The preparation table in use

A couple of fires were already burning (it was probably a good thing they did not have to reply on the fires started as part of the fire and fuel base).

RAC 3

Theme : Animation

Three bases were provided, with the first (Base A) split into three activity bases.
On this RAC, scouts progressed through all three bases.

Badge-work it was possible to cover -

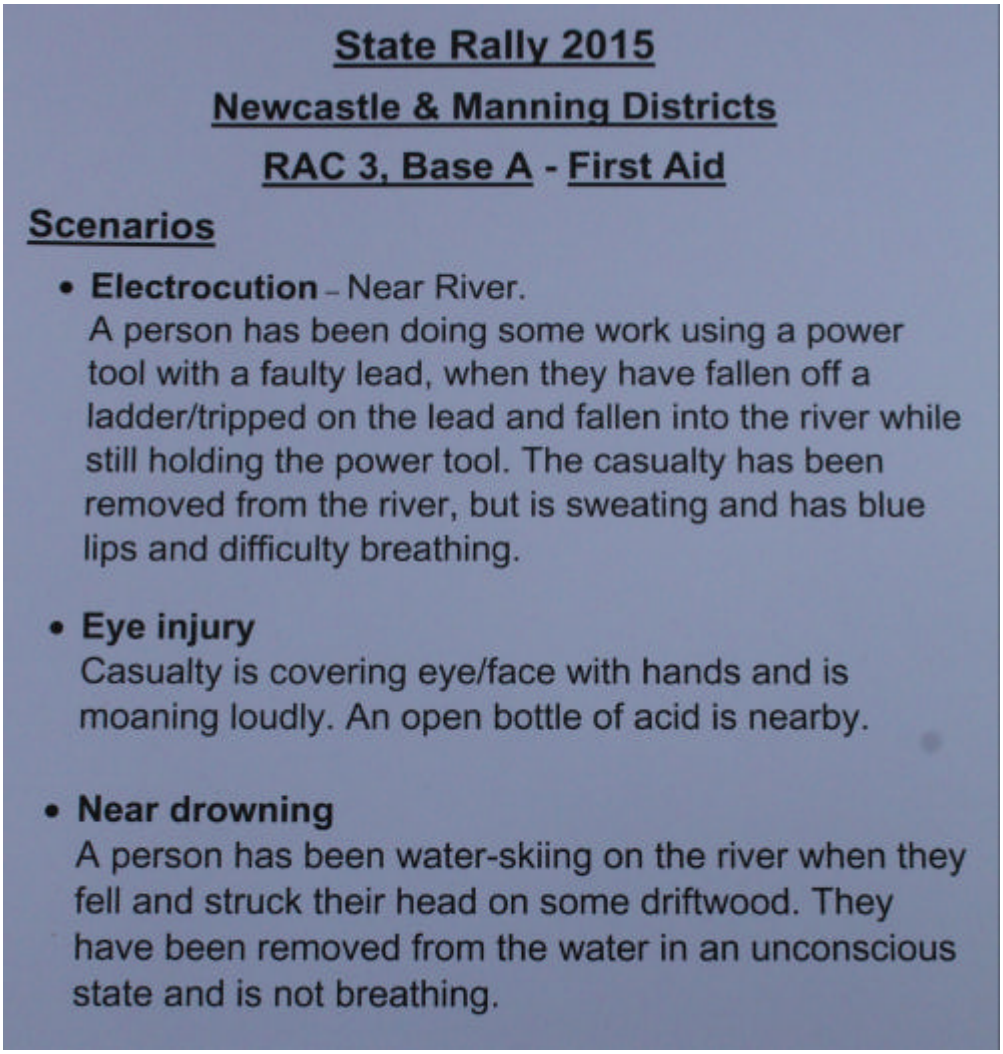
Activity 3.1 - What's Up Doc?
Adventuer Citizenship - Emergencies and First Aid
1 - Recognise 8 Emergency situations and how to respond
2.1 - teach and test 8 types of emergencies, Teach and test correct CPR
4.8 - Demonstrate how to treat a patient with and eye injury
5 - lead your patrol in dealing with two mock emergencies
Explorer Citizenship - Emergencies/First Aid
1 - Recognise 10 different situations classed as emergencies
2.1 - How to approach a patient, Identify if a patient is breathing.
4a,b - Assist in 2 mock emergencies, patient in touch with a live wire.
Pioneer Citizenship - Emergencies/First Aid
1 - Recognise 5 different situations classed as emergencies
2 - Dangers to self and others, check breathing, blocked airway, open airway.
5 - assist in one mock emergency.

Activity 3.2 - Caveman Taz
Proficiency badge - Bushcraft
A - Investigate - the origin of map making and current method of making a map
B - Skill - make a shelter for 2 people using natural materials etc
C - Activity - Prepare and light a cooking fire in the open incl precautions etc.
Adventurer Emergencies
Lead your patrol in dealing with 2 mock emergencies
Different types of extinguishers and when to use etc
Explorer Emergencies
participate in 2 mock emergencies, understand basic principles
Know what types of fire extinguishers should be used/not used on.
Pioneer emergencies
1 - Recognise 5 different situations classed as emergencies
5 - assist in one mock emergency.

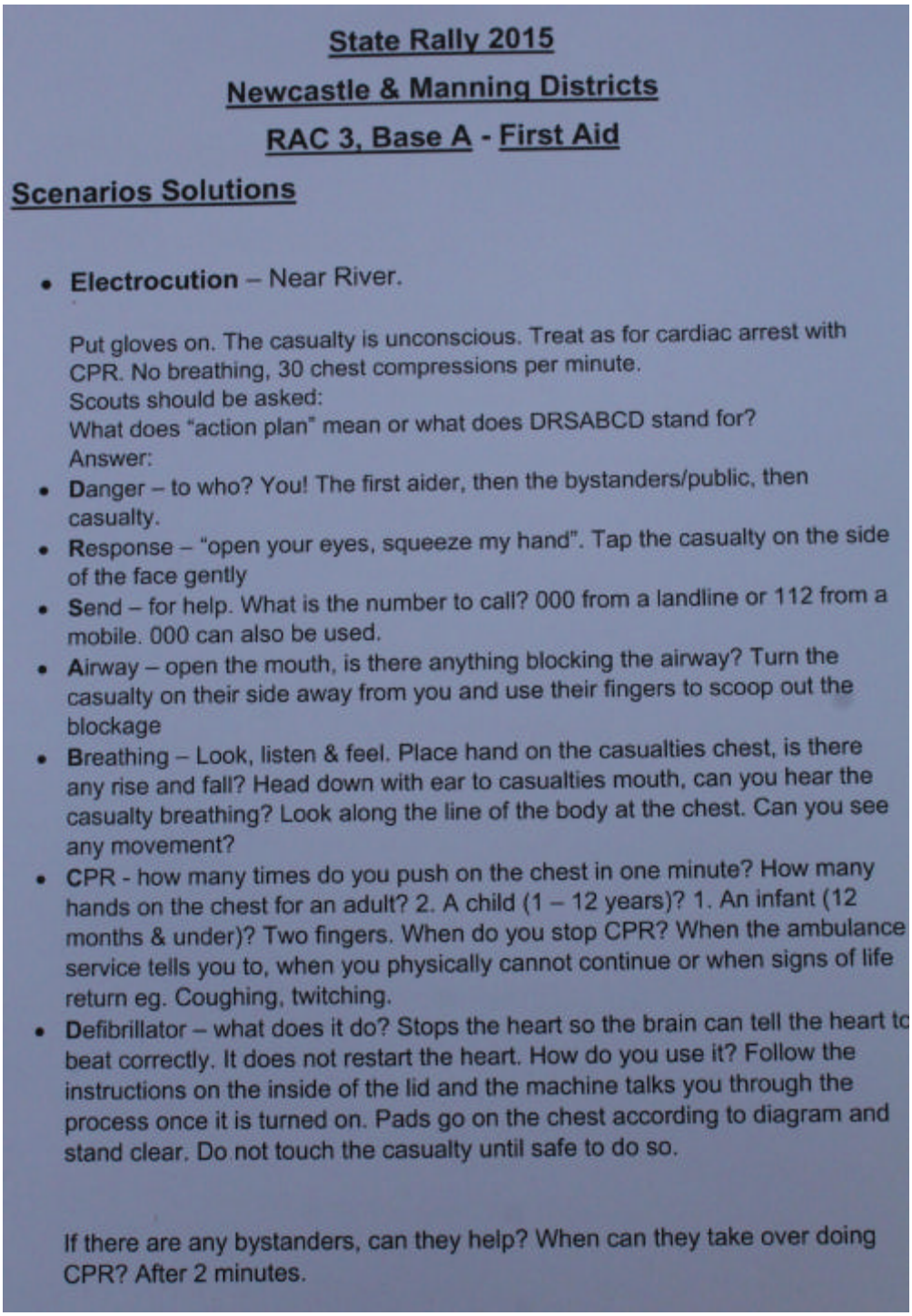
Activity 3.3 - Fireman Sam
Proficiency badge - Fire Awareness
A - Investigate - one of items 2,7,8,9
B- Skill - One of items 1,2,3
C - Activity - one of Items 1,2,3,4,5
Adventurer Campcraft
b - show how to make sure a campsite complies with fire regulations in your state
c - explain the three principles of how to survive a bushfire & give 3 examples.
d - Explain and demonstrate the use and differences between 2 types of portable hike stoves.

Explorer Campcraft
b - Light, maintain and extinguish a fire in wet conditions.
Pioneer Campcraft
b - Explain what you can do to keep a fire under control to protect yourself/other scouts
c -Learn how to light and extinguish a fire in dry conditions.

Base 1 – What's Up Doc?



Each of the bases provided the leaders with a check-card to ensure the scouts were covering all the necessary steps of the process for their emergency scenario.



State Rally 2015

Newcastle & Manning Districts

RAC 3, Base A - First Aid

Scenarios Solutions

- **Electrocution** – Near River.

  Put gloves on. The casualty is unconscious. Treat as for cardiac arrest with CPR. No breathing, 30 chest compressions per minute.
  Scouts should be asked:
  What does "action plan" mean or what does DRSABCD stand for?
  Answer:

- **D**anger – to who? You! The first aider, then the bystanders/public, then casualty.
- **R**esponse – "open your eyes, squeeze my hand". Tap the casualty on the side of the face gently
- **S**end – for help. What is the number to call? 000 from a landline or 112 from a mobile. 000 can also be used.
- **A**irway – open the mouth, is there anything blocking the airway? Turn the casualty on their side away from you and use their fingers to scoop out the blockage
- **B**reathing – Look, listen & feel. Place hand on the casualties chest, is there any rise and fall? Head down with ear to casualties mouth, can you hear the casualty breathing? Look along the line of the body at the chest. Can you see any movement?
- **C**PR - how many times do you push on the chest in one minute? How many hands on the chest for an adult? 2. A child (1 – 12 years)? 1. An infant (12 months & under)? Two fingers. When do you stop CPR? When the ambulance service tells you to, when you physically cannot continue or when signs of life return eg. Coughing, twitching.
- **D**efibrillator – what does it do? Stops the heart so the brain can tell the heart to beat correctly. It does not restart the heart. How do you use it? Follow the instructions on the inside of the lid and the machine talks you through the process once it is turned on. Pads go on the chest according to diagram and stand clear. Do not touch the casualty until safe to do so.

  If there are any bystanders, can they help? When can they take over doing CPR? After 2 minutes.

(Since this was an electrocution, the Danger check also included ensuring that the risk of others being electrocuted was eliminated, and while it was not specifically noted in the info card this was being included in the activity).

The tell-tale signs in the set-ups for this included a power cable.

State Rally 2015 Newcastle & Manning Districts

RAC 3, Base A - First Aid

Scenarios Solutions

- **Near drowning**
  Put gloves on.
  - **D**anger – to who? You! The first aider, then the bystanders/public, then casualty.
  - **R**esponse – "open your eyes, squeeze my hand". Tap the casualty on the side of the face gently
  - **S**end – for help. What is the number to call? 000 from a landline or 112 from a mobile. 000 can also be used.
  - **A**irway – open the mouth, is there anything blocking the airway? Turn the casualty on their side away from you and use their fingers to scoop out the blockage
  - **B**reathing – Look, listen & feel. Place hand on the casualties chest, is there any rise and fall? Head down with ear to casualties mouth, can you hear the casualty breathing? Look along the line of the body at the chest. Can you see any movement?
  - **C**PR - how many times do you push on the chest in one minute? How many hands on the chest for an adult? 2. A child (1 – 12 years)? 1. An infant (12 months & under)? Two fingers. When do you stop CPR? When the ambulance service tells you to, when you physically cannot continue or when signs of life return eg. Coughing, twitching.
  - **D**efibrillator – what does it do? Stops the heart so the brain can tell the heart to beat correctly. It does not restart the heart. How do you use it? Follow the instructions on the inside of the lid and the machine talks you through the process once it is turned on. Pads go on the chest according to diagram and stand clear. Do not touch the casualty until safe to do so.

  - If casualty starts breathing, turn them on their left side into lateral position with lower arm straight out & uppermost arm placed across body, upper leg raised to 90 degrees, head tilted slightly back.
  - Watch for signs of hypothermia. Cover lightly with blanket if available, a jacket, or other suitable item. Continue to talk to casualty, reassure, ambulance is on its way.

  Casualty also has head injury and is bleeding from wound on side of the head. Treat with pressure to stop the bleeding and pad and bandage around the head.

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Various patrols in the middle of the DRSABCD drowning scenario

State Rally 2015

Newcastle & Manning Districts

RAC 3, Base A - First Aid

Scenarios Solutions

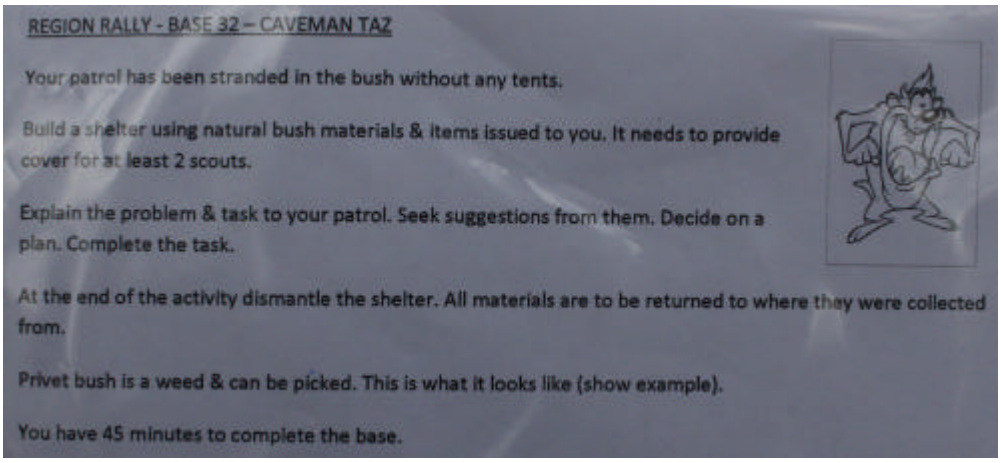
- **Eye injury**

Put gloves on. Casualty has been splashed with acid in the eye/s. Find out what sort of acid it may be. Wash eyes out with saline (salt water). Cover eye/s with pads and bandage around head covering both eyes regardless of whether one or both eyes are affected.

If the person wears contacts, be sure to remove the contacts. If they have jewelry on near the burn – remove it so that chemical stuck in the jewelry does not continue to burn the skin.

The scouts who had been treated for eye injuries were noticeable around the rally, as they usually left the “blood-stains” on their faces after they had finished.

Base B – Caveman Taz



REGION RALLY - BASE 32 – CAVEMAN TAZ

Your patrol has been stranded in the bush without any tents.

Build a shelter using natural bush materials & items issued to you. It needs to provide cover for at least 2 scouts.

Explain the problem & task to your patrol. Seek suggestions from them. Decide on a plan. Complete the task.

At the end of the activity dismantle the shelter. All materials are to be returned to where they were collected from.

Privet bush is a weed & can be picked. This is what it looks like (show example).

You have 45 minutes to complete the base.

A selection of additional info sheets ere also provided for info while at the base.

History of Mapping

This is a brief outline of the sequences in the development of the science of map making. It lists some of the significant developments and people involved. It is essentially a European view and it needs to be emphasised that this development was not evenly spread across the Earth. Indeed, many of the pictorial techniques which were developed very early on are still being used today.

Contents

In the Beginning

This tablet (circa 600BC), which is in the collection of the British Museum, is an excellent example of Babylonian clay tablet maps. It shows Babylon in the centre with the Euphrates River, mountains and a surrounding ocean.

Humans have long recognised the importance and value of maps to their lives. Indeed, the history of mapping can be traced to more than 5,000 years ago. Maps are essentially tools which are used to:

- for the map maker, they record the location of places of interest
- for others, they are a source of learning about the geography of the area being mapped

It relates to the history of mapping as listed in the badge-work list.

Compared to modern maps, early maps:

- depicted of small areas (a city, a trade route, a hunting ground, a military campaign etc)
- were pictorial in nature – therefore they look crude compared to modern maps; however they were able to show the features that the map maker wished to record
- had no rules relating to how they were oriented – modern maps usually have north at the top
- the relationship between features on the map and reality on the Earth was often not accurate – for example a great deal of detail about features in the centre of the map, with less and less towards the edges
- in many cases were work of art first and a reference document second; part of the reason for this is that the maps were made by hand, were expensive to make and were somewhat of a status symbol to own

A few examples of mapping which occurred before the Birth of Christ include:

- relatively simple sketches on clay tablets by the Babylonians (see example above)
- extensive work by the Egyptians to document and record property boundaries
- delicate maps on silk from China

Ptolemy

A version of Ptolemy's world map produced in 1482, using the information contained in the Geographia. Note:

- the lines of latitude and longitude
- the stylised way that features are drawn
- the highly artistic 'look-and-feel' of the map

The Greeks and Romans continued to refine the art of map making, culminating with the work of Claudius Ptolemaeus (in English Ptolemy). Ptolemy was a geographer, mathematician and astronomer who lived in Roman Egypt. In about 150 AD he famously published a scientific treatise titled Geographia (in English Geography). This contained

thousands of references and maps of various parts of the world – with longitude and latitude lines. This system revolutionised European geographic thinking, by imposing mathematical rules to the composition of maps.

Ptolemy's work continued to be of great importance to European and Islamic scholars well into the Renaissance (1500s).

The Middle Ages

Al-Idrisi map of the world, produced 1154. The original of this map no longer exists, this replica was produced in 1456.

In Europe during this period there was little progress in improving the science of mapping and geography. As most maps were produced within monasteries, religious zeal tended to dominate mapping. One interesting development was the adoption of the principle of having Jerusalem in the centre of a 'world' map and the Orient (Asia) at the top of the map. Also, in part as a religious statement but also for artistic reasons, maps drawn in this time were also heavily decorated. The decoration often included angels and imaginary monsters.

In the Islamic world the study of the science of mapping and geography did progress. An excellent example of this is the work of Al-Idrisi, an Arab scholar in the court of King Roger II of Sicily. In the period around 1154 he produced a number of outstanding 'world' maps and geographic books. The first of these books had the delightful title of 'The Amusement of him who desires to traverse the Earth'. It is believed that the influence of Al-Idrisi's work was far reaching with generations of Islamic map makers using his designs as the basis of their maps.

See About Projections for information about modern conventions.

After the Middle Ages

Through the ages maps have become more complex and more accurate – particularly as understanding of the Earth, mathematics and geography has expanded.

The Modern Era

Using modern satellite systems and surveying techniques, contemporary cartographers are now able to measure and map with very high precision and consistency. As a result, maps have become absolutely critical to most fields of human endeavour.

This is a typical map published in the 2000s. In particular, it uses a known projection which is able to be described by its title 'Oblique Mercator Projection'. It incorporates the features which maps through the ages have focused on – describing the landscape – in this case the location and names of places, rivers etc and the coastline. In addition to this, it is colourful, has no decoration and gives an indication of the height of the land and depth of the sea – a theme.

Each patrol was provided with 2 longer and 2 shorter lengths of bamboo, along with 4-only pieces of string.
Each patrol was to build a shelter which was to include the use of the provided materials – not all remembered to use them.

Here are some samples of shelters being built on the base.

Base C – Fireman Sam

Welcome to the Fire Awareness Base
State Scout Rally Rac 3 Activity C (Activity 4)

On this base each scout will have the chance to complete part of their fire awareness Proficiency badge and part of the Fire & Fuel Targe badge. The Patrol Leader will select a card and on that card you and your Patrol must complete the following. The activity will run for 50 minutes you will have 45minutes to complete the activity and 5 minutes to pack up and clean up your base.

PROFICIENCY BADGE FIRE AWAREENESS :

A: Investigate:

INVESTIGATE:

B: SKILL: SKILL 3: describe how you would find out if a total fire ban was in force for a particular area in the your state on any particular day.

C ACTIVITY:

ACTIVITY:

TARGET BADGE CAMPCRAFT FIRE & FUEL:

PIONEER LEVEL:

b): Demonstrate what you can do to keep fire under control to protect yourself and/other scouts.

c): Demonstrate how to light and extinguish a fire in dry conditions

Explorer level:

b): Light, maintain and extinguish a fire in wet conditions

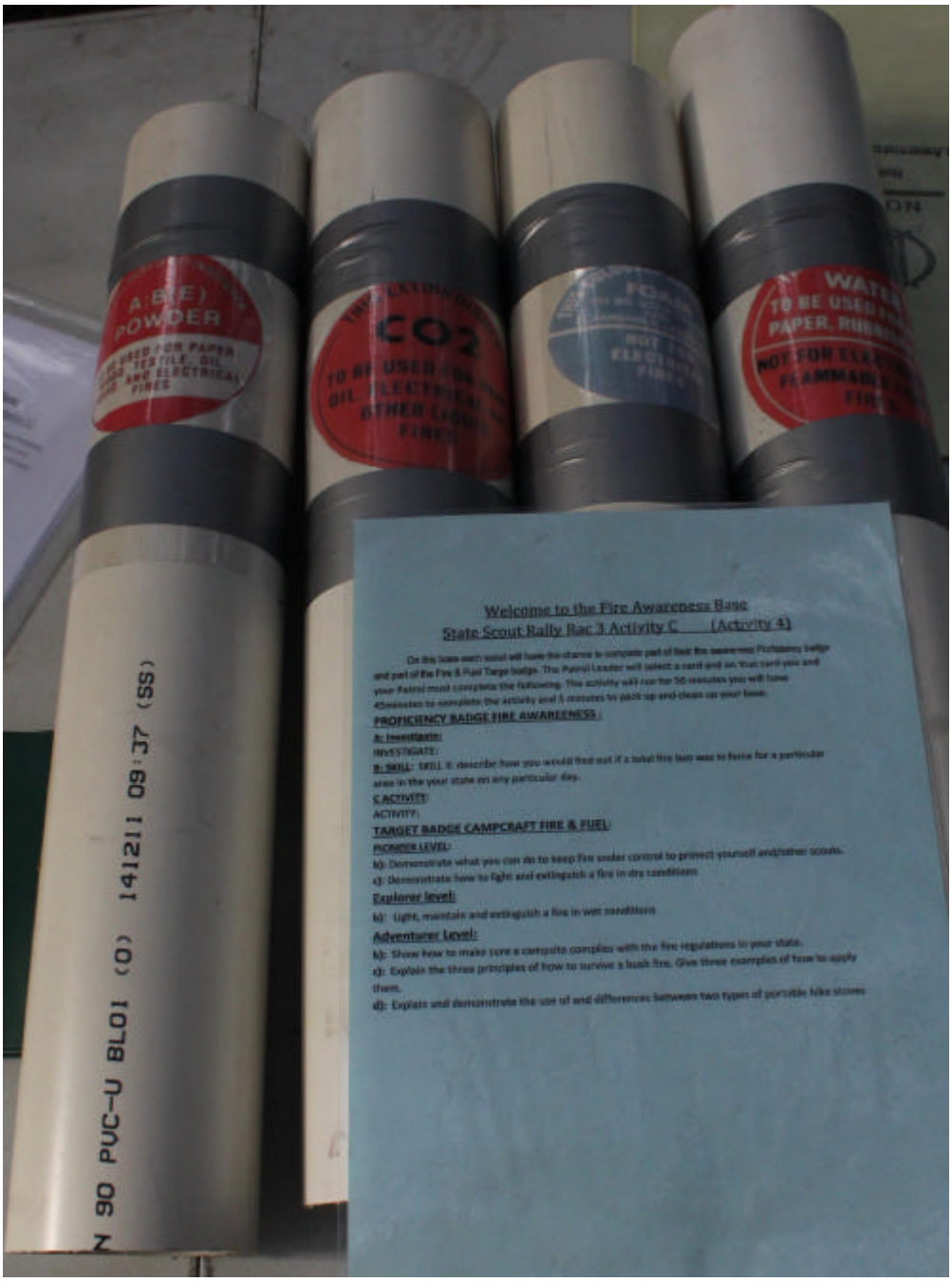
Adventurer Level:

b): Show how to make sure a campsite complies with the fire regulations in your state.

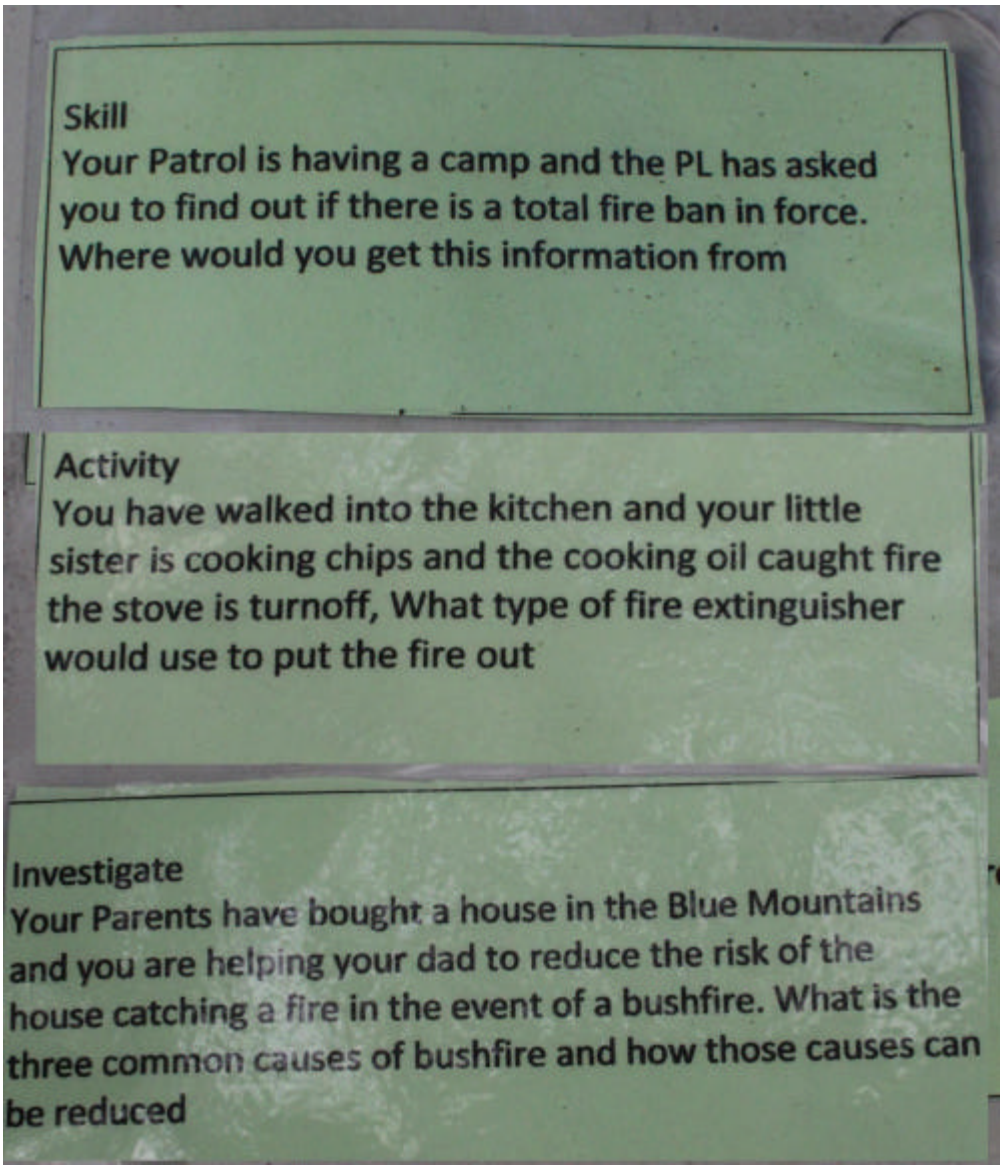
c): Explain the three principles of how to survive a bush fire. Give three examples of how to apply them.

d): Explain and demonstrate the use of and differences between two types of portable hike stoves

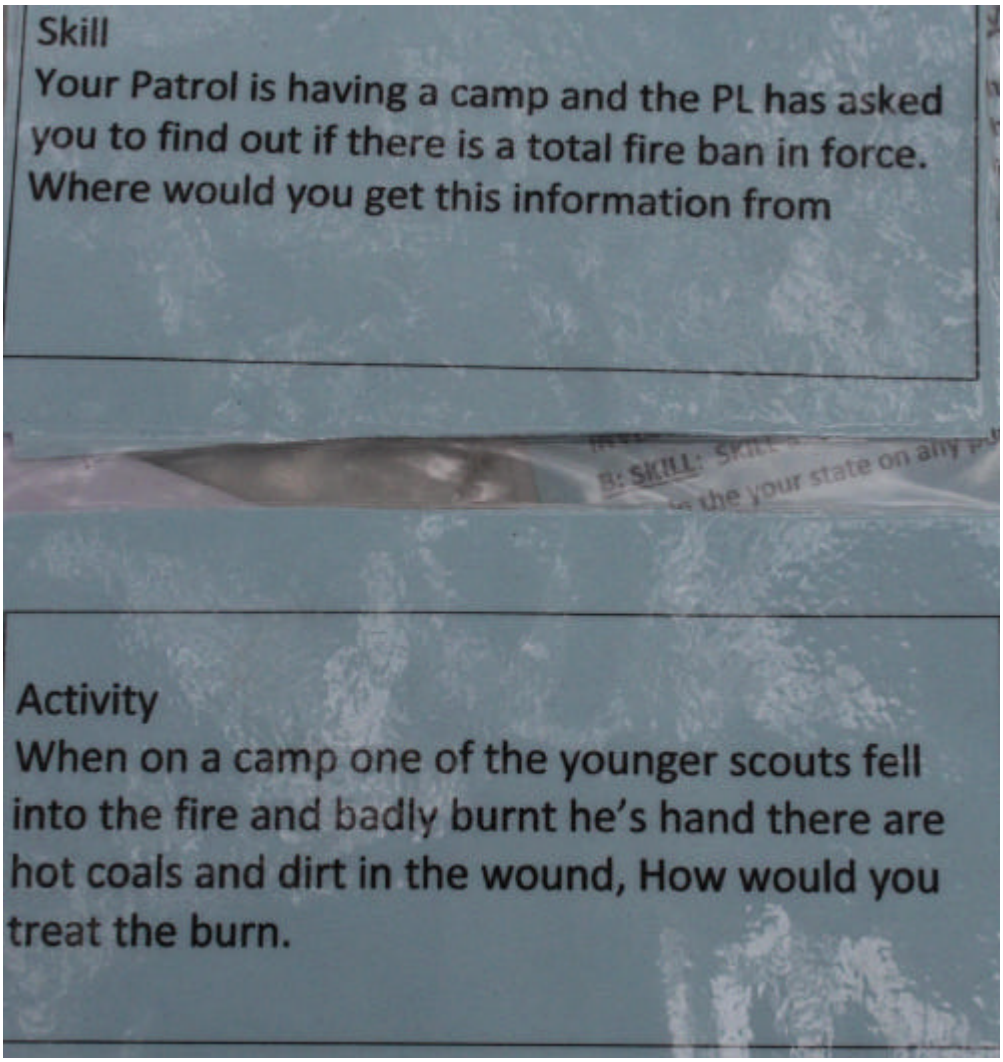
Mock fire extinguishers ere available to be able to discuss which type are usable for which type of fire, negating eh need to carry heavy extinguishers into the bush location.



This set of cards was provided as a part of the Fire Awareness Badge, and the patrol would make use of the mock extinguishers shown above in completing the task.



Another set of cards started the patrol on the Fire and Fuel task.

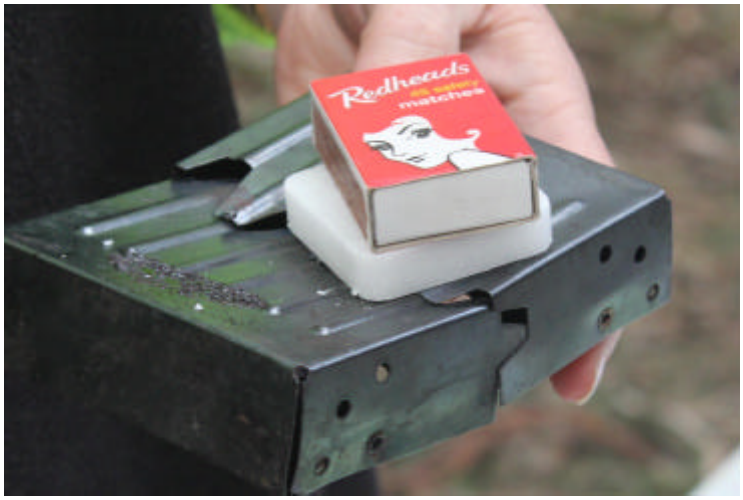


The third Card (investigate) is shown on the next page, along with the pieces needed to complete the task.


Oxygen
Wood
Fuel
Heat
Grass
Paper
Gas
Investigate
You will find on the table a set of cards in that set
you must's take out the 3 cards that makes up the
fire triangle. When you have picked the right 3
card's you will then explain how the elimination of
any one of the elements will extinguish the fire.

Getting their fire ready.

This part of the base involved the use of a hexamine (hexi) stove –



but to make it more interesting, the scouts had to make their own billy

And then cook an egg on in their billy on a hexi stove.

Then they could eat their freshly cooked hard-boiled egg.

Another item available was a fire-fighting back-pack extinguisher,

Which also doubled as a source of water in which to boil an egg…..

At the end of their fire-efforts which usually involved digging a hole in which to set the fire, it was necessary to return the ground to the way it was before they started.

See you at Next year’s Rally.

Feel free to use the ideas in the booklet as a starting point for your own activity bases.