

Scenario Cards



Purpose

These eight scenario cards provide common situations that may occur during Jamboree unit/patrol activities, events, camps and fundraising activities.

Read the facilitator guidance notes before your first session, as it is designed to be used alongside the scenario card resource.

A further resource pack will be made available later in this year (2026), covering common scenarios that may arise during your time at WSJ 2027 in Poland.

Activity scenario card #01 | Extreme heat and exhaustion

Scenario

During a summer training camp, the forecast predicts temperatures reaching 31°C.

As the day goes on, several young people haven't drunk enough water.

- One young person becomes dizzy and nauseous, and has stopped sweating despite the heat.
- A second is very red-faced and unusually tired, moving slowly.
- A third has a headache and is finding it hard to concentrate.

Facilitator context

Hot weather is becoming more common during Scouting activities. Heat-related illness can develop gradually, and it can be hard to tell the difference between **heat exhaustion** and the more serious **heat stroke**.

This scenario helps young people and volunteers practise:

- noticing early warning signs
- speaking up when something doesn't feel right
- taking sensible, proportionate action
- understanding why hydration and rest matter

STOP

Pause the activity and think together.

Prompt young people to discuss:

- Three people are showing different signs of heat illness. What does *STOP* look like when risk builds up slowly rather than suddenly?
- What do you already know about heat exhaustion and heat stroke? Why might the difference matter?
- Earlier in the day, what signs could have warned us that this was developing? What might we have missed?

Facilitator notes:

- **Heat stroke** may involve hot, dry skin, confusion, or changes in behaviour, and can include little or no sweating. It is a medical emergency.
- **Heat exhaustion** is serious but can often be managed with prompt first aid if recognised early.
- Knowing the difference helps everyone act quickly and confidently.

THINK

Work through the situation as a group.

- Who seems most at risk right now, and what does each person need immediately?
- What has the group had to drink so far today? Was there a clear hydration plan?
- What shade, water, cooling options, or first aid equipment are available nearby?
- Are there people in the group who might be more affected by heat, such as those with medical conditions or who feel unwell more quickly?

Facilitator notes:

- The young person who has stopped sweating despite the heat is the highest priority and may be experiencing heat stroke.
- The others still need immediate action to cool down and rehydrate.

Activity scenario card #01 | Extreme heat and exhaustion

GO

Agree what happens next - together:

- Move everyone to shade immediately and stop the activity.
- Begin cooling: cool water on skin, fanning, removing extra layers.
- Call 999 straight away for the young person showing signs of heat stroke — do not wait to see if they improve.
- Make sure everyone drinks water, not just those already affected.
- Keep checking on each other — heat illness can worsen quickly, especially in younger people.

Facilitator notes:

- Activities may need to be paused, changed, or ended in extreme heat.
- No activity aim is more important than someone's health.
- Young people and volunteers should feel confident speaking up and taking action without waiting for permission.

REPORT

What needs to be recorded or escalated?

- Call 999 for any young person showing signs of heat stroke (confusion, hot dry skin, altered awareness).
- Provide first aid for heat exhaustion and monitor until fully recovered.
- Report the incident locally and notify UK Scout Headquarters, including that external medical support was required.
- Review the risk assessment: was extreme heat identified, and were suitable controls in place?

Facilitator notes:

- Planning for hot weather should include regular drink breaks, shaded rest periods, adjusted activity intensity, and clear sun safety guidance.
- These controls should be built into the risk assessment and explained to the group.

Debrief questions, use these to reflect together:

- What was the hydration and sun safety plan, and how well was it shared and followed?
- How early did signs of heat illness appear, and what would earlier action have looked like?
- What will you change or improve when planning activities in hot weather?



Activity scenario card #02 | Fire getting out of control at camp

Scenario

During an evening campfire, a sudden gust of wind causes the fire to spread beyond its fire pit. Burning embers are blown onto a nearby tarp shelter, which begins to smoke.

Several young people are close to the fire. The group becomes alarmed, voices are raised, and people are unsure where to move.

Facilitator context

Fire safety is a core Scouting skill, but campfires can still present real risk — especially in windy conditions or low light. Situations can escalate very quickly if people panic or act without a clear plan.

This scenario helps young people and volunteers practise:

- putting people first under pressure
- moving quickly without causing panic or injury
- knowing when to contain a fire and when to evacuate and call for help
- following site emergency procedures

It works well alongside campfire safety briefings and a review of the site's fire plan.

STOP

Pause the activity and think together.

Prompt young people to discuss:

- The fire is spreading. What are the first three things that must happen — and in what order?
- What does *STOP* mean when the environment itself is the danger, not just one person?
- How can you move a group quickly and safely without pushing, running, or panic?

Facilitator notes:

- People come first, always. The priority is moving everyone to safety and completing a headcount.
- No equipment, shelter, or kit is worth risking someone's wellbeing.

THINK

Work through the situation as a group.

- Does this fire look immediately controllable, or has it gone beyond that point?
- Has anyone been burned, hurt, or affected by smoke during the movement?
- What is the site's fire emergency procedure, and who is responsible for coordinating it?
- How do you make sure everyone is accounted for, especially in the dark and confusion?

Facilitator notes:

- The decision to attempt to control a fire or to evacuate and call 999 must be made quickly.
- If there is any doubt, evacuate and call. Wind changes can cause a manageable fire to escalate in seconds.



Activity scenario card #02 | Fire getting out of control at camp

GO

Agree what happens next - together:

- Move all young people to the assembly point immediately.
- Complete a headcount before doing anything else.
- Call 999 if the fire is not immediately controllable, if a structure is involved, or if anyone is injured.
- Only attempt to put the fire out if it is safe, using the correct equipment.
- Do not allow anyone to return to the fire area until it has been declared safe.

Facilitator notes:

- Never use water on gas or electrical fires.
- Young people should be told clearly where to go and who to stay with.
- Calm, confident instructions reduce panic and injuries.

REPORT

What needs to be recorded or escalated?

- Call 999 immediately if the fire spreads beyond containment, involves structures, or causes injury.
- Report the incident locally and notify UK Scout Headquarters, including that external medical support was required.
- Preserve the scene where possible if an investigation is required.
- Review the campfire risk assessment and briefing as part of the post-event review.

Facilitator notes:

- Near-miss fire incidents are valuable learning opportunities.
- Even if no one is hurt, they should be reported, reviewed, and learned from.

Debrief questions, use these to reflect together:

- Did everyone know the fire signal and assembly point before the campfire began?
- What controls were in place to contain the fire, and were they suitable for the conditions?
- What will you change or improve in your campfire setup, briefing, or emergency plan next time?



Activity scenario card #03 | Water activity — young person in difficulty

Scenario

During a beginner stand-up paddleboarding session on a lake, led by an external activity provider, one of the members of the group falls into cold open water after losing balance. They are wearing a buoyancy aid but are unable to remount their board and are becoming visibly panicked.

The group is spread out across the agreed area. Two other beginner paddleboarders nearby have also drifted away from the main group and are struggling to regain control of their boards.

The session is being delivered by two qualified instructors, with one of the unit leaders on the water supporting the group.

Facilitator context

This is an externally led activity for beginners, where young people may have limited confidence, coordination, and experience in open water. While qualified instructors are responsible for technical delivery and rescues, unit volunteers retain a duty of care for young people and must understand how to support them safely and effectively.

This scenario reinforces:

- clear roles between instructors and unit volunteers
- the importance of pre-activity briefings for beginners
- recognising when a situation is escalating
- knowing when to support, step back, and escalate

It also highlights that, even on calm lakes, cold water shock and panic can develop very quickly.

STOP

Pause the activity and think together.

Prompt young people to discuss:

- You see someone in the water struggling next to their paddleboard. What is the very first thing that must happen?
- What is something you might want to do instinctively that could actually make things worse in a beginner session?
- With more than one person drifting, how do you make sure everyone stays safe at the same time?

Facilitator notes:

- In an externally led session, the priority is to alert the instructor immediately and support their actions.
- Do not enter the water unless trained and directed to do so.
- Rescue order remains: throw → tow → wade → swim.



Activity scenario card #03 | Water activity — young person in difficulty

THINK

Work through the situation as a group.

- What rescue and communication equipment do the instructors have, and where are unit volunteers positioned?
- Is the young person afloat but panicking, or showing signs of exhaustion or cold water shock?
- Which instructor is leading the rescue, and how can the unit leader support (managing the rest of the group, keeping space clear, reassurance)?
- What is the activity provider's emergency action plan, and how is it communicated to volunteers?

Facilitator notes:

Before the session begins, unit volunteers should be clear on:

- how to raise an immediate concern about the water
- agreed on group boundaries and supervision positions
- what volunteers should and should not do in an emergency

GO

Agree what happens next - together:

- Alert the instructor immediately and follow their directions.
- Use available equipment to support a reach or throw rescue if instructed.
- The unit leader manages the wider group, ensuring other beginners return to shore or hold position safely.
- Call 999 if the instructor cannot reach the young person quickly, or if their condition worsens.

Facilitator notes:

- In cold water, breathing, strength, and coordination can deteriorate quickly.
- Volunteers support best by staying calm, maintaining oversight, and not improvising rescues.

REPORT

What needs to be recorded or escalated?

- Call 999 if the young person requires rescue from the water or shows signs of cold water shock or hypothermia.
- Report the incident locally and notify UK Scout Headquarters, including that external medical support was required.
- Record accounts from instructors and volunteers and note any equipment used.
- Review the risk assessment and pre-activity briefing: were beginner risks and escalation routes clear?

Facilitator notes:

- Any immersion incident during a beginner water session should be treated as serious, even if the young person appears to recover quickly. Effects can be delayed..

Debrief questions, use these to reflect together:

- Were roles and responsibilities between instructors and unit volunteers clear?
- Did the beginner briefing prepare young people for what to do if they fell in?
- What would you change about positioning, boundaries, or communication for future paddleboarding sessions?

Activity scenario card #04 | Young person separated on a Jamboree unit night hike

Scenario

A Jamboree unit team is taking part in a supervised night hike in woodland as part of their team-building programme. At a planned checkpoint, a headcount shows that one young person is missing from the group.

No one is certain exactly when they were last seen. The young person has a torch, but does not have a phone with them.

Facilitator context

Night hikes can increase risk due to unfamiliar terrain, larger sites, background noise, and heightened excitement. Even experienced young people can become separated more easily in these environments.

This scenario supports preparation for:

- Jamboree unit activities and off-site walks
- expedition and night navigation training
- any low-visibility or unfamiliar setting

Although the young person has a torch, the absence of a phone limits communication and increases the importance of swift, well-coordinated action.

STOP

Pause the activity and think together.

Prompt young people to discuss:

- You complete a headcount and someone is missing. What should happen in the next 60 seconds?
- What information do you need straight away, and who is most likely to have it?
- How do you keep the rest of the unit safe, together, and calm while action is taken?

Facilitator notes:

- Confirm the headcount immediately.
- Establish the last known sighting and direction of travel.
- Do not allow the group to spread out.
- One adult must remain with the main group at all times.

Calm, visible leadership helps prevent panic and poor decisions.

THINK

Work through the situation as a group.

- What do you know about the route, terrain, and nearby features? Where might the young person have gone?
- How long might they have been separated, and what does that mean for their safety given the conditions?
- What resources are available for searching — adults, torches, whistles, radios, site support, base contact?
- At what point should emergency services be contacted, and who makes that decision?

Facilitator notes:

- Having a torch improves visibility, but disorientation can still happen quickly at night, especially on unfamiliar location.
- Do not delay escalation to avoid inconvenience or embarrassment — early action keeps risk manageable.



Activity scenario card #04 | Young person separated on a Jamboree unit night hike

GO

Agree what happens next - together:

- Send a search pair (never one adult alone) to retrace the route from the last known point.
- Keep the main group in a safe, known location, warm and supervised.
- Use audible signals (whistles or calling the young person's name) at regular intervals — sound travels further than light.
- Contact event control, base contact, or call 999 if the young person is not located within a short, defined time — do not wait.

Facilitator notes:

- Before any night or remote activity, ensure all young people understand the universal distress signal:
- three short whistle blasts, repeated.
- Check every participant has a whistle and knows when to stop and wait.

REPORT

What needs to be recorded or escalated?

- Report the incident locally and notify UK Scout Headquarters, including that external support was required. If emergency services attend, record a clear timeline of actions taken and decisions made.
- Record accounts from instructors and volunteers, and note any equipment used.
- Review the risk assessment and pre-activity briefing — what controls were in place for the night hike?

Facilitator notes:

- Even if the young person is found quickly, this is a reportable incident.
- Near-misses at large events provide valuable learning and must be recorded and reviewed.

Debrief questions, use these to reflect together:

- What controls were in place before the hike (unit system, torch checks, route briefing, regroup points)?
- How did the unit respond under pressure, and what does that say about readiness for remote or expedition activities?
- What changes will you make to night activity planning and briefing at future events?



Activity scenario card #05 | Vehicle breakdown on dual carriageway

Scenario

A minibus carrying 12 young people and adults breaks down on a dual carriageway while travelling to a day activity. The vehicle comes to a stop on the hard shoulder. Traffic is passing by at speed, and the young people are unsettled, asking what is happening.

Facilitator context

Transport incidents are among the most stressful situations for volunteers because control is limited and risk can escalate quickly. Dual carriageways introduce immediate physical danger, while uncertainty increases anxiety for young people.

This scenario builds confidence in:

- prioritising immediate physical safety
- managing group welfare under pressure
- clear, ordered communication
- making decisions when information is incomplete

STOP

Pause the activity and think together.

Prompt young people to discuss:

- The minibus has broken down on a dual carriageway. What is the very first thing that must happen — before any phone calls?
- What dangers are present right now, and how do you reduce them quickly?
- How do you give clear instructions that keep everyone calm and together?

Facilitator notes:

- Physical safety comes first.
- Get everyone off the vehicle and away from the carriageway as soon as it is safe to do so.
- Do not begin calls or problem-solving until the group is protected from traffic.

THINK

Work through the situation as a group.

- Where is the safest place to move the group, and what hazards still exist?
- What resources are available — phones, high-visibility clothing, breakdown cover, emergency contacts, spare adults?
- Who is responsible for communicating externally, and who is managing the group's welfare?
- What information will others need: location, number of young people, and immediate needs?

Facilitator notes:

- Young people often cope better once they know what is happening and what will happen next.
- Clear roles reduce confusion: one adult manages communication, another focuses on the group.



Activity scenario card #05 | Vehicle breakdown on dual carriageway

GO

Agree what happens next - together:

- Move everyone to a safe position well away from traffic and complete a headcount.
- Use high-visibility clothing if available.
- Contact breakdown services and notify the base contact or Section Leader.
- Keep young people warm, occupied, and reassured while waiting.
- Be prepared to escalate to emergency services if the location becomes unsafe or conditions change.

Facilitator notes:

- Uncertainty is often more distressing than delay.
- Regular, calm updates help young people feel safe and supported.

REPORT

What needs to be recorded or escalated?

- Notify the InTouch contact as soon as practicable.
- Record the time, location, number of young people, and actions taken.
- Note any welfare concerns or distress shown by young people.
- Complete an incident report once the situation is resolved.
- Review transport planning — was the route, vehicle, and contingency plan appropriate?

Facilitator notes:

- After transport incidents, check in with young people later.
- Stress responses can appear after the immediate risk has passed.

Debrief questions, use these to reflect together:

- What planning was in place for breakdowns or delays, and was it adequate?
- How did the group respond, and what helped keep things calm?
- What would you change in future journey planning or briefings?



Activity scenario card #06 | Stolen rucksacks with missing inhaler (city centre)

Scenario

While visiting a busy local city centre as part of a unit activity, two young people report that their day rucksacks have been stolen.

- One rucksack contained an asthma inhaler.
- The other contained personal belongings only.

The group is in a crowded public space. Both young people are upset, and the wider group is becoming anxious and distracted.

Facilitator context

The loss or theft of property in public places is stressful, but not all losses carry the same level of risk. This scenario deliberately combines:

- an urgent medical welfare risk (missing inhaler), and
- a non-urgent but distressing property loss (personal belongings).

It helps young people and volunteers practise:

- risk prioritisation and triage
- staying calm in busy, noisy environments
- delegation and parallel problem-solving
- understanding that urgency is driven by potential harm, not inconvenience

STOP

Pause the activity and think together.

Prompt young people to discuss:

- You've just been told two bags have been stolen. What is your immediate reaction?
- Before doing anything else, who is most at risk right now — and why?
- What does STOP look like in a crowded city centre?

Facilitator notes:

- Guide the group to identify the young person without their inhaler as the highest priority.
- This models calm risk triage and prevents important but non-urgent tasks taking over.

THINK

Work through the situation as a group.

- What are the immediate risks to the young person without access to their inhaler?
- What information do you need from each young person (when the bag was last seen, description, contents)?
- What realistic steps can be taken to report or recover the stolen property?
- Who else needs to be informed, and in what order?

Facilitator notes:

Draw out the difference between:

- urgent welfare action (medical support), and
- important but less time-critical actions (property reporting and reassurance).

Both matter — but sequence matters.



Activity scenario card #06 | Stolen rucksacks with missing inhaler (city centre)

GO

Agree what happens next - together:

- Accompany the young person with asthma immediately to a pharmacy or medical facility to obtain medical support — do not delay.
- Assign adults to manage each issue in parallel if staffing allows (medical support, reporting theft, supervising the wider group).
- Keep the group together, supervised, and calm while actions are coordinated.
- Monitor the young person with asthma until access to appropriate medication is confirmed.

Facilitator notes:

- One person cannot manage everything at once.
- Delegation and clear communication are essential safety tools.

REPORT

What needs to be recorded or escalated?

- Report the missing inhaler and seek medical advice or support immediately.
- Report the theft of the rucksacks to local security or police as appropriate.
- Record actions taken, timings, and outcomes in the unit incident log.
- Inform parents or carers in line with the agreed communication plan.

Facilitator notes:

- Reporting is about getting the right support in place, not assigning blame.

Debrief questions, use these to reflect together:

- How did the group prioritise the two situations? Was that the right call?
- What could have been done beforehand to reduce the impact (spare inhaler, bag security, medication plans)?
- Which parts of STOP, THINK, GO were most useful here?



Activity scenario card #07 | Allergic reaction after eating

Scenario

During a day trip, a young person develops hives and facial swelling shortly after eating. They appear uncomfortable and increasingly distressed. Other young people notice something is wrong and alert the unit leaders.

Facilitator context

Allergic reactions are time-critical medical incidents that require calm, decisive action. Facial swelling after eating may indicate anaphylaxis, which can escalate rapidly and become life-threatening.

This scenario reinforces:

- early recognition of serious allergic reactions
- rapid triage and decision-making
- confident use of emergency medication
- clear role allocation under pressure

STOP

Pause the activity and think together.

Prompt young people to discuss:

- Someone is showing facial swelling after eating. What should happen immediately?
- What signs tell you this might be more than a mild reaction?
- What does STOP look like when speed really matters?

Facilitator notes:

- Facial swelling following food exposure should be treated as potential anaphylaxis.
- STOP does not mean slow — it means purposeful, focused action instead of panic.

THINK

Work through the situation as a group.

- Does the young person have a prescribed adrenaline auto-injector (EpiPen), and where is it kept?
- What other symptoms would confirm this is anaphylaxis (breathing difficulty, dizziness, collapse)?
- Who is responsible for administering medication, and who is calling for help?
- Where are the health forms, and what do they tell you?

Facilitator notes:

- Health information and emergency medication must be accessible at all times, not stored out of reach.
- Every volunteer and the patrol (where possible) should know where adrenaline auto-injectors are before an activity begins.



Activity scenario card #07 | Allergic reaction after eating

GO

Agree what happens next - together:

- Administer the adrenaline auto-injector immediately if prescribed and symptoms indicate anaphylaxis.
- Call 999 straight away, even if symptoms begin to improve.
- Keep the young person sitting upright or in the recovery position, monitored constantly.
- Assign another adult to manage the wider group, keeping space clear and young people calm.

Facilitator notes:

- When in doubt, use the auto-injector and call 999.
- Emergency call handlers will guide you — it is never wrong to ask for help.

REPORT

What needs to be recorded or escalated?

- Call 999 for any suspected anaphylactic reaction.
- Record the time symptoms started, when medication was given, and the response.
- Record actions taken, timings, and outcomes in the unit incident log.
- Inform parents or carers in line with the agreed communication plan.

Facilitator notes:

- All medication administration must be recorded.
- Even if symptoms resolve, medical follow-up is essential.

Debrief questions, use these to reflect together:

- Did everyone know where emergency medication and health forms were kept?
- Were volunteers confident in recognising anaphylaxis and using an auto-injector?
- What pre-event checks would reduce the risk or impact of this happening again?



Activity scenario card #08 | Returning late to the site

Scenario

During free time at a regional unit camp, a young person is expected to return to the unit site at an agreed time. They do not return as planned and are now 45 minutes late.

Attempts to check in with peers suggest no one is certain where they are. The rest of the unit is aware that something is wrong and is becoming concerned.

Facilitator context

Late return to site is a common but sensitive scenario. It often sits between routine behaviour management and potential welfare concern. How it is handled sets the tone for trust, safety, and escalation culture within the unit.

This scenario reinforces:

- clear expectations around timekeeping and communication
- recognising when a delay becomes a safety concern
- using STOP–THINK–GO–REPORT proportionately
- encouraging young people to involve adults early

STOP

Pause the activity and think together.

Prompt young people to discuss:

- When you realised the young person was late, what was the first thing you did?
- Did you feel a moment of worry or uncertainty? That's normal — STOP means pausing before reacting.
- What helped you stay calm and avoid jumping to conclusions?

Facilitator notes:

- Reassure the group that concern for a peer is a positive sign.
- Pausing to think before acting helps prevent both panic and inaction.

THINK

Work through the situation as a group.

- What are some possible harmless reasons for the delay? What reasons would be more concerning?
- What information do you need before deciding what to do next (last sighting, plans, who they were with)?
- At this point, who should be told, and why?
- What is the safest course of action if you cannot make contact?

Facilitator notes:

Help the group distinguish between:

- “We’re aware and monitoring”, and
- “This has reached the point where we escalate.”

Reinforce that involving a volunteer early is always the right decision.



Activity scenario card #08 | Returning late to the site

GO

Agree what happens next - together:

- If the young person returns safely, note the time and check in with them calmly.
- If appropriate, arrange for someone to meet them at a known point.
- If the young person remains unaccounted for, inform the Unit Leader immediately — do not wait longer “just in case”.
- Keep the rest of the unit together, supervised, and reassured as the situation is managed.

Facilitator notes:

- Agree in advance what “too late” looks like for your event.
- There is no shame in escalating early — it is a safety decision, not a failure.

REPORT

What needs to be recorded or escalated?

- Record the expected return time and the actual return time.
- Note any actions taken to locate the young person and who was informed.
- If any welfare concerns were identified, complete an incident or concern log and inform the Unit Leader.
- If the reason for the delay requires follow-up, ensure this is recorded and shared appropriately.

Facilitator notes:

- Normalise reporting.
- Near-misses and minor incidents help improve planning and expectations for future activities.

Debrief questions, use these to reflect together:

- What early warning signs could help prevent this from happening again?
- How did your response reflect STOP, THINK, GO in practice?
- What would you do differently next time?