

PRE
PAR
ED



This resource is for all adult volunteers running or supporting a section.

Information relating to each section is highlighted according to the following colours:



BEAVERS 



cubs 



SCOUTS 



EXPLORERS 



network 



Throughout this book you will see this icon. This signifies that there are more resources available to download from **scouts.org.uk/prepared**

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Note: County/Area

In some parts of the United Kingdom, Scout Counties are known as Areas or Islands (and in one case Bailiwick) but for ease of reading this resource will simply refer to County or Counties. In Scotland there is no direct equivalent for County or Area.

Scottish Regions

In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some County functions are the responsibility of Scottish Regions, while others lie with Scottish Districts. Unless otherwise stated, all references to County or Counties relate to Region or Regions in Scotland.



Scouts
is not just
something
you

DO;

it's something
you ARE

1

INTRODUCTION

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INTRODUCTION

WHAT IS SCOUTING?

Scouting is a global movement that offers over 40 million members as part of 162 National Scout Organisations (NSOs) the chance to experience adventure. Scouting requires its members to make a promise and to follow a set of laws, which ask all members to strive to reach their full potential in all facets of their lives. Adventure of all kinds is at the heart of everything we do and is the single most important component of the Programme, which together with our unique values helps set Scouting apart from most other youth organisations. Being involved is exciting and through the everyday adventure of Scouting, young people and adult volunteers regularly experience new challenges that enrich their lives. Scouting offers a diverse range of activities and opportunities that challenge young people to be the best they can be physically, emotionally, spiritually and morally. It is this that makes Scouting unique.

HISTORY OF SCOUTING

Scouting began in 1907 and was founded by Robert Baden-Powell, an army officer. While Scouting remains relevant, educational and exciting to children today, it has not strayed too far from its roots; outdoor adventure, helping others and Scouting skills still remain the most iconic of its activities.

Robert Baden-Powell was a Lieutenant-General in the British Army, serving from 1876 until 1902 in India and Africa. In 1899, during the Second Boer War in South Africa, Baden-Powell successfully defended the town of Mafeking in a siege lasting seven months. Baden-Powell's troops were vastly outnumbered so he used local boys to administer first aid, carry messages and run errands. On returning to the UK, Baden-Powell realised that boys at home could benefit from similar sorts of activities to the boys of Mafeking. These activities went on to form the basis of the Scouting Movement.

1899–1902

Baden-Powell (B-P) successfully defends the besieged South African town of Mafeking during the Second Anglo-Boer War.

1907

B-P runs an experimental camp for 20 boys, from different backgrounds, on Brownsea Island in Dorset, based on the ideas he had begun to formulate. He divided the group into four patrols (the first Scout Patrols) and assigned senior boys as Patrol Leaders, who were responsible for the activities and behaviour of each Patrol. The camp was a huge success and is thus widely acknowledged as the beginning of Scouting.

1908

B-P writes his ideas in a book titled *Scouting for Boys* (one of the top 10 bestselling books of the 20th century). Scouting took on a life of its own as groups of boys across the country organise themselves into Groups and Patrols, using B-P's *Scouting for Boys* as the basis for camps and activities, and persuading adults to become their leaders. B-P introduced the motto 'Be Prepared' (based on his initials), which is still the Scout motto today.

He wanted young people to be ready to face the unexpected, be prepared to help others and do the right thing at all times.

1912

The Boy Scout Association is incorporated by Royal Charter, granted by King George V. Royal Charter was not required to function, but recognised the stability and permanence of the Association.

1916

Wolf Cubs begins for younger brothers who want to get involved. Many years later, Wolf Cubs became the Cub Scout section.

1918

Rover Scouting begins for young men from 17 years old to 25 years old, although the upper age range is flexible.

1963

The first Little Brothers groups are started in Northern Ireland. Little Brothers later became Beaver Scouts, taking their name from a Canadian initiative.

1966

The Advance Party Report is published. This report results in the biggest shake-up of Scouting since its beginnings. Among many recommendations, the most notable were to change the uniform of all sections, abolish Rover and Senior Scouts and replace them with a single section called Venture Scouts.

1967

Changes are implemented and Rover and Senior Scouts are replaced by a single section, Venture Scouts.

1976

Girls are admitted to Venture Scouts.

1982

Beaver Scouts is launched in the rest of the United Kingdom outside Northern Ireland. This was in response to increasing demands for a section for younger children and was considered an experiment to gauge demand for the Movement as a whole.

1986

Beaver Scouts officially become part of The Scout Association.

1991

The decision is taken to allow girls to become members of all sections.

2002

Venture Scouts are replaced by Explorer Scouts and the Scout Network. The Balanced Programme is introduced.

2007

The 21st World Scout Jamboree is hosted by the UK and held in Essex. The Scout Association celebrates the centenary of Scouting.

2007

It becomes compulsory for all sections to accept girls.

2009

Bear Grylls appointed Chief Scout.

2010

Scout Active Support launched.

2011

Scouts provide support at the Royal Wedding of HRH The Duke and Duchess of Cambridge.

2012

HRH Duchess of Cambridge becomes a volunteer for Scouting.

2014

UK membership reaches 550,000. Introduction of another additional wording of the Promise for those without a defined faith, humanists and atheists.

The Scout salute and Scout sign – The Scout salute was originally introduced by B-P to be used as a secret signal between members, as well as for use on official occasions and to salute the flag. In 1966, the two-finger, secret salute was abandoned and the three-finger salute only used at official occasions.

The three-finger salute is when the three-finger Scout sign is formed with the right hand and held to the right side of the head. The salute is used when the Union flag or national flag is broken.

The Scout sign is the same three-finger formation as the salute, made on the right hand and held close to the body at shoulder height. The Scout sign is used when members make, or reaffirm, their Promise.

The left handshake – Baden-Powell adopted this ‘secret handshake’ for the Scouts after hearing about two rival tribes while visiting West Africa in 1895/96. According to the legend, a wise chief from one of the tribes brought an end to the feud before another battle broke out by throwing down his weapons and extending his left hand as an act of friendship and trust - two of Scouting’s key principles.

The Wood Badge is still awarded today to adult members who complete their training. Although the beads from the original necklace are no longer awarded, the tradition of awarding wooden beads lives on. On completion leaders are also enrolled as members of the 1st Gilwell Park Scout Group and can wear a distinctive scarf and woggle. The Wood Badge’s go as far back as 1919, when B-P started a formal system of leader training at Gilwell Park. Those who successfully completed the course were awarded the ‘Wood Badge’, made up of a pair of beads from the ceremonial necklace of the Zulu chief Dinizulu.

The Fleur-de-lis – This was adopted as the emblem of the Scout Movement early on in its existence, having been used by B-P at the experimental camp on Brownsea Island in 1907. The fleur-de-lis itself dates from early medieval times and, among other uses, was a part of the coats of arms of the Kings and Queens of France. B-P was quite specific in stating that the fleur-de-lis is not an arrow or spearhead but is, instead, a stylised lily, the emblem of peace and purity. The three points of the fleur-de-lis are also used to remind all Scouts of the Scout Promise.



THE FUNDAMENTALS

The Purpose, Values and Method of Scouting form the basis for the Movement: they underpin everything that we do. The Fundamentals of the Movement make it unique compared to other youth organisations. Scouts not only do activities because they are fun or adventurous; Scouting recognises the benefit in building the character, confidence and skills of all young people, through more than 200 different activities and adventures.

The Purpose of Scouting	Scouting exists to actively engage and support young people in their personal development, empowering them to make a positive contribution to society.
The Values of Scouting	<p>As Scouts we are guided by these values:</p> <p>Integrity – We act with integrity; we are honest, trustworthy and loyal.</p> <p>Respect – We have self-respect and respect for others.</p> <p>Care – We support others and take care of the world in which we live.</p> <p>Beliefs – We explore our faiths, beliefs and attitudes.</p> <p>Co-operation – We make a positive difference; we co-operate with others and make friends.</p>

All members of Scouting are expected to accept, and ultimately integrate the Values into all aspects of their lives.

The Scout Method	<p>Scouting takes place when young people, in partnership with adults, work together based on the Values of Scouting and:</p> <ul style="list-style-type: none">• enjoy what they are doing and have fun• take part in activities indoors and outdoors• learn by doing• share in spiritual reflection• take responsibility and make choices• undertake new and challenging activities• make and live by their Promise
Scout Motto	<p>‘Be prepared’</p> <p>The Scout motto is the same for everyone of all ages in Scouting.</p>

THE PROMISE AND THE SCOUT LAW

The Scout Promise is an agreement made publicly by all members to be guided by the Values of Scouting and accept the Fundamentals of Scouting, using a wording which is meaningful and appropriate to them.

Beavers **Beaver Scout— Core Promise**

I promise to do my best
To be kind and helpful
And to love God.

Beavers do not have a law as it is a difficult concept for that age group to grasp. This is why it is not referred to in their promise.

Cubs **Cub Scout – Core Promise**

I promise that I will do my best
To do my duty to God and to the Queen
To help other people
And to keep the Cub Scout Law.

Scouts Explorers Network **Scout (Scouts, Explorer, Network and adult members) – Core Promise**

On my honour,
I promise that I will do my best
To do my duty to God and to the Queen,
To help other people
and to keep the Scout Law.

The addition of 'On my honour' puts the emphasis of keeping the Promise on the individual and their choices. This strengthens the wording and provides an added level of responsibility.

Variations of the Promise

There are a number of variations of the Promise to reflect the range of faiths, beliefs and nationalities of individuals within Scouting. Celebrating and understanding difference, including difference in faiths and beliefs, is an important aspect of Scouting and ensures the Movement is inclusive.

It is important that young people and adults make a promise that is meaningful to them; that they can feel proud to uphold and be guided by. To account for different faiths, beliefs and nationalities, alternative wordings are available in place of 'God' and 'the Queen'.

The phrase ‘duty to God’ or, in the case of Beaver Scouts, ‘to love God’, is meaningful for many people from a range of faiths. However, members who identify themselves from a defined faith group may prefer to use one of the alternative wordings, as in the chart below. For humanists, atheists, or those without a faith, ‘duty to God’ can be replaced with ‘do my best to uphold our Scout Values’.

It is accepted that non-British citizens may choose to owe allegiance to their own country. The phrase ‘duty to the Queen’ can be replaced by the phrase ‘duty to the country in which I am now living’.

The chart below shows the range of wordings of the Promise that young people and adults should choose from to best reflect their own beliefs

Religion or belief (Including no religion)	Beaver Scout Promise	Cub and Scout Promise for British subjects
Christian Jewish Sikh	...to love God	...duty to God and to the Queen
Muslim	...to love God or ...to love Allah	On my honour... or In the name of Allah, the Most Beneficent the Most Merciful... ...duty to God and to the Queen or ...duty to Allah and to the Queen
Hindu	...to love God or ...to love my Dharma	...duty to God and to the Queen or ...duty to my Dharma and to the Queen
Buddhist	...to love my Dharma	...duty to my Dharma and to the Queen
Humanist, atheist or without a faith	...to love our world	...to uphold our Scout values, to do my duty to the Queen

Preparing to take the Promise

It is important that young people choose and make a promise that resonates with them and they can be proud to live by. The role of the leader is to explain what the Promise means and support the young people to explore the range of wordings available. The decision of which version of the Promise young people make lies with the individual. In the younger sections, however, parents and carers may wish to be aware of the Promise chosen before the investiture ceremony as they will play a larger role in supporting the young person to understand the Promise.

For Beavers, the phrase 'to love God/Allah/my Dharma/our world' encourages individual spiritual development, including reflecting upon personal beliefs and promoting an understanding of different beliefs and values. The word 'love' should be understood in the way that a young person might understand love for a parent or sibling. The alternative wording, 'to love our world' refers to the value of respecting the elements that make up our world - the people, natural world and society - and promoting the ability to appreciate the diversity of the world and beliefs of those who populate it.

For the older sections, and adults, 'duty to God/Allah/my Dharma highlights the importance of understanding, respecting and developing one's own religious beliefs and the importance of exploring and learning from other faiths. The alternative wording 'to uphold our Scout Values' highlights the commitment to engage in personal spiritual development, and explore, learn from and appreciate the faiths and beliefs of others.

Scouts are open and willing to explore faiths whether established or defined or not. Learning about other faiths, beliefs and attitudes can help to make the world a more tolerant and a less frightening place. Before being invested, the meaning of the Promise should be clearly explained and discussed with the individual.

The Values of Scouting

As Scouts we are guided by these values:

Integrity	We act with integrity; we are honest, trustworthy and loyal.
Respect	We have self-respect and respect for others.
Care	We support others and take care of the world in which we live.
Beliefs	We explore our faiths, beliefs and attitudes.
Co-operation	We make a positive difference; we co-operate with others and make friends.

Similarly, the phrase 'duty to the Queen' encourages Scouts to make a positive contribution to society: 'the Queen' is a reference to the United Kingdom's monarchy, where the monarch reigns according to the laws of the nation. With this phrase, the Scout is expected to respect the laws of the land and to set a good example. For people of other nationalities resident in the United Kingdom, this phrase may be replaced with 'the country in which I am now living', where the same values should be applied.



More information can be found in the Fundamentals section of **scouts.org.uk/prepared**

Practical use of alternative Promises

Different sections use the Promise at different times in their Scout meetings. Some sections say the Promise regularly, and others rarely. If the Promise is recited as part of opening and closing ceremonies, everyone should recite the Promise together and say the variation that is applicable to them. At large scale events the same practise should be followed.

Investitures

Every Member of Scouting has to make the Promise at their investiture ceremony. Some young people making the Promise will be able to make it on their own, while some may need prompting by a leader. Leaders do not need to record which version of the Promise a young person has made. Any leader in a section can lead an investiture ceremony.

'Repeat after me'

It is common for leaders, particularly in the younger sections, to use the 'repeat after me' method when asking young people to make the Promise. When helping a young person to make their Promise in this way, remember that it is the young person making the Promise, not the adult member. For this reason, all leaders should be willing to invest members from other faiths, using different versions of the Promise from the one they themselves made. Any leader in a section can lead an investiture ceremony, if a leader is particularly uncomfortable saying a variation of the Promise, another leader could take the responsibility for the investiture if necessary.

Investing more than one person at once

Multiple investiture ceremonies are common. When investing several young people at once, not using the 'repeat after me' method, all those making their Promise should recite the Promise they wish to make, at the same time. Conducting the Promise ceremony this way reinforces the fact that all versions of the Promise are equal.

The Law

Asking members to abide by the Scout Law helps to practically connect the Purpose and Values of Scouting to members' own lives.

Cubs

The Cub Scout Law

Cub Scouts always do their best,
Think of others before themselves
And do a good turn every day.

The Cub Scout Law is a simplified version of the main Scout Law and is based on the same principles. It is simplified to suit the age range of Cub Scouts. It offers them a simple set of rules to consider in their everyday life.

Scouts Explorers Network

The Scout Law (Scouts, Explorers, Network and adult members):

The Scout Law is a series of positive statements and describes what is expected of all members. Young people should understand what the Scout Law means in relation to their lives and how to implement it.

Law:

A Scout is to be trusted – Being trustworthy and able to give and receive trust from others is a crucial life skill to build interpersonal relationships.

A Scout is loyal – showing firm and constant support to people (friends, family or colleagues) or an institution requires strength of character. Particularly when faced with opposing opinions, it can be difficult to remain loyal.

A Scout is friendly and considerate – Consider others before yourself and treat others as you would wish to be treated. Value friendship.

A Scout belongs to the worldwide family of Scouts – Understand the Movement's reach across the world, celebrating the diversity and recognising the connection and shared Values of everyone involved.

A Scout has courage in all difficulties – Don't give up when things get difficult. Recognise your responsibilities and what is required of you in all situations.

A Scout makes good use of time and is careful of possessions and property – A Scout should learn how to manage their time in order for them to be reliable. Respecting possessions and property is important, regardless of who owns them. Don't be wasteful with resources.

A Scout has self-respect and respect for others – Scouts should possess the self-respect to have conviction in their life choices and be proud of their achievements. They should be open minded and respect other people's beliefs, cultures and way of life, even if it differs from their own.

Programme material is available online to help young people explore the Scout Promise and Law, and what it means to them.

WORLD SCOUTING

World Organization of the Scout Movement (WOSM)

Since 1907, Scouting has grown into the world's largest voluntary educational youth movement. It is currently offering over 40 million members as part of 161 National Scout Organisations (NSOs) the chance to experience adventure. Two-thirds of Scouting's global membership is found in low-income countries. It is estimated that Scouting has attracted 300 million people worldwide over its lifetime.

WOSM is an international, non-governmental body that is made up of three sections:

The World Scout Bureau

The Bureau is the body that does the work of WOSM. It builds links between National Scout Organisations, promotes Scouting's development and supervises the organisation of world events such as the World Scout Jamboree.

The World Scout Committee

This is the Executive Committee of WOSM. It is responsible for implementing policy, delivery of work plans and developing strategies for Scouting.

The World Scout Conference

This is a body that meets every three years and is made up of all WOSM members. It exchanges ideas, formulates world Scout policy and conducts formal WOSM business. Scouting is made up of six regions across the world: Europe, Eurasia, Inter-America, Arab, Africa and Asia-Pacific.

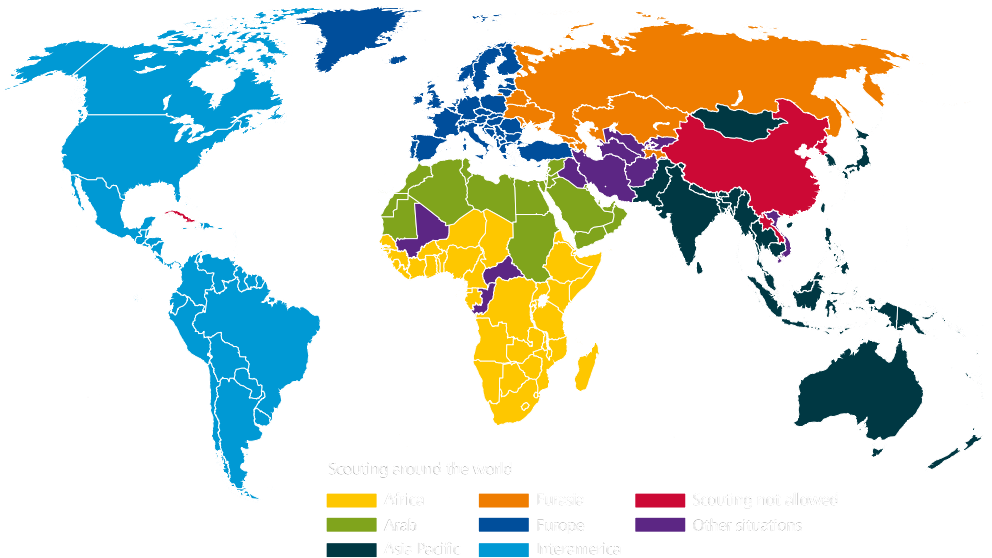
The Scout Association in the UK is a National Scout Organisation, which is part of WOSM. As well as being based on our Fundamentals, our Programme also fits into WOSM's educational framework and fundamental principles.

WOSM states that: The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world, where people are self-fulfilled as individuals and play a constructive role in society.

As an educational Movement for young people, Scouting's purpose is to contribute to the individual development of young people in achieving their full physical, intellectual, emotional, social and spiritual potential, as responsible citizens and as members of their local, national and international communities.

There is a lot of commonality between WOSM's mission and The Scout Association's Fundamentals. In particular, the areas of personal development listed by WOSM feature as the groupings in the UK's Programme objectives. Learning by doing is particularly emphasised in the educational framework. It is an aspect of the Scout Method, which we draw on heavily in the UK in the way that we deliver Scouting to young people.

More information on the educational framework of World Scouting can be found at **scouts.org.uk/prepared**



THE STRUCTURE OF SCOUTING

Scouting is structured in a progressive way for young people to move easily through the Movement as they develop and grow. The structure of the sections of Scouting for young people in the UK are:

BEAVERS 

6-8 years

cubs 

8-10½ years

SCOUTS 

10½-14 years

EXPLORERS 

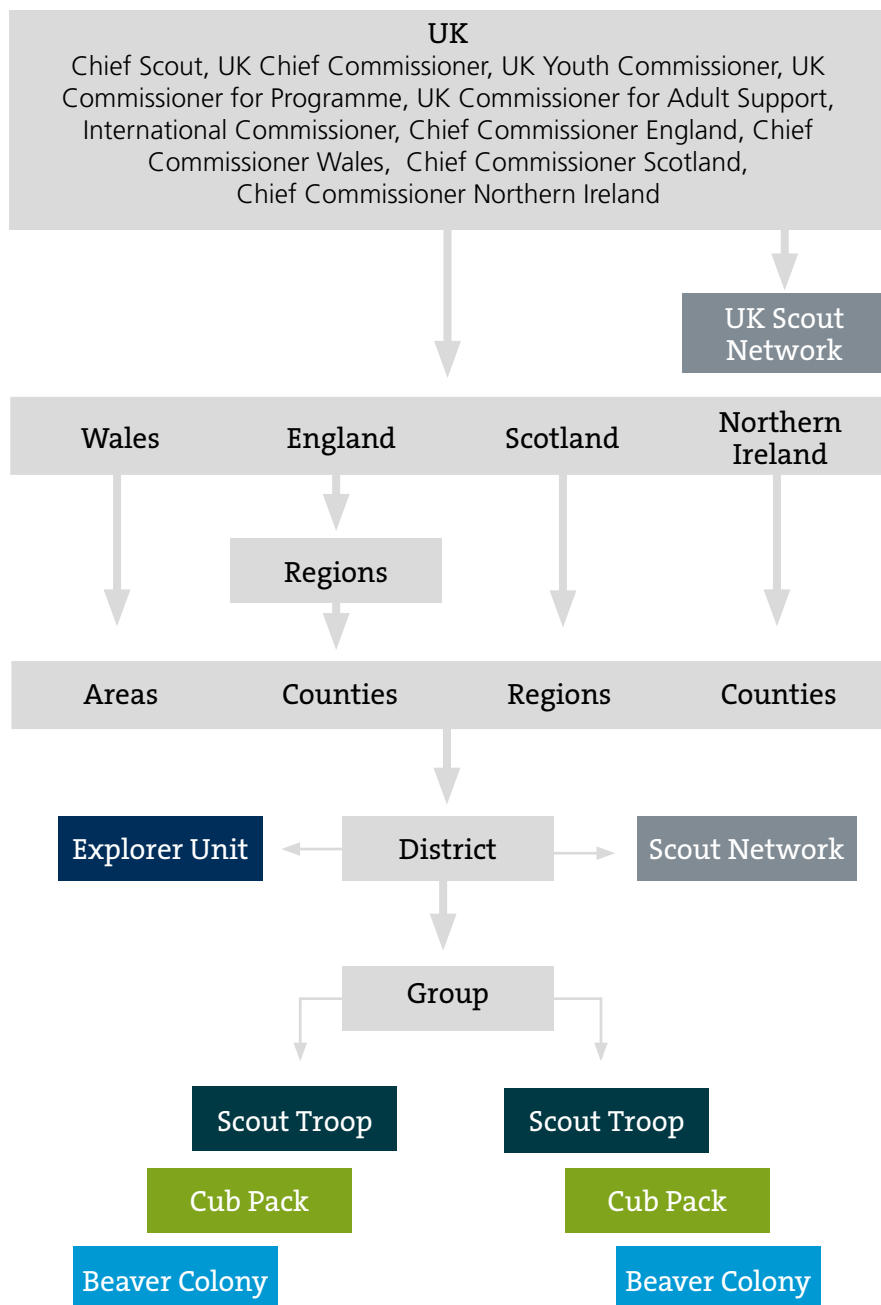
14-18 years

network 

18-25 years

More information about the sections and the age ranges can be found on p25.

In order to support young people's journey through Scouting and ensure it is well organised, a volunteer structure is in place to provide clear channels of communication and management. The aim is to create and deliver high quality local Scouting and provide support and management throughout the UK. Each level of management is responsible for different aspects of Scouting and the diagram that follows is designed to help you see how each section is supported in the wider context.



- Nationally there are groups of volunteers who work with staff to implement strategy, drive development and support local Scouting across the UK.
- In England, Wales and Northern Ireland, Counties and Areas are responsible for providing adult training. In Scotland, the responsibility is split between the District and the Region.
- Counties are led by a Commissioner, supported by the County team. The County team may include Assistant County Commissioners (ACC) and/or a Deputy County Commissioner (DCC). While the team work to support the County Commissioner (CC), each role will be given responsibility for a specific area of Scouting, such as the Programme, diversity and inclusion, or media support.
- Scout Districts are led by a District Commissioner (DC) who is supported by a District team. The team may include a Deputy District Commissioner (DDC), Assistant District Commissioners (ADC), a District Explorer Scout Commissioner (DESC) and the District Scout Network Commissioner whose main purpose is to manage and support the District Explorer Scout Units. While the team work to support the District Commissioner, each role will be allocated responsibility for a specific area of Scouting, such as the Programme, inclusion, or media support.
- The Beaver, Cub and Scout sections are all managed and supported at Group level by the Group Scout Leader (GSL) and the Group Executive Committee. The Executive Committee members are trustees (or in Scotland are trustees if the Group is registered with the charity regulator), and are responsible for working with Section Leaders to make decisions in the best interest of the Group, dealing with administration and managing finances.
- Explorer Scout Units are managed at District level by a District Explorer Scout Commissioner (DESC). There can be numerous Units in a District. Explorer Units may have a partnership agreement with a Scout Group, in which case they will work closely with that Group and the leadership team. Units with partnership agreements are still managed by the District, and the District Executive Committee manages Explorer Unit finances.
- Scout Network is managed at District level by a District Scout Network Commissioner. Typically there is one Scout Network in a District, which will have links with the Explorer Scout provision. The UK Scout Network is available to all District Scout Networks and 18-25 year olds not associated with a District. The UK Scout Network is managed by a UK Scout Network Commissioner and a UK Scout Network team of 18-25 year olds.



For full role descriptions for all management and support roles visit **scouts.org.uk/prepared**

For details of the structure of Scouting in Scotland please contact Scottish Headquarters. For Scottish role descriptions visit: **scouts.scot/adult-support/role-descriptions**

POLICIES AND RULES

Policy, Organisation and Rules (POR)

Policy, Organisation and Rules (POR) is a document containing detailed explanations of all the principles, policies, governance and rules of The Scout Association. It defines the structure of Scouting in the UK, the Channel Islands, the Isle of Man, British Scouting Overseas and Branches of the Association. It provides information about its management and training, underpinning the rules for the Association. POR should be the first reference point for clarification of rules and requirements in Scouting. POR must be followed at all times.

Throughout this resource you will find references to POR, which can be found online at: **scouts.org.uk/prepared**



Key policies

While there are numerous differences between the sections to suit the age of the young people in them, there are some aspects of Scouting that are consistent whether you are a Beaver or an adult member. The six key policies are fundamental to the Movement and the way things should be run. Generally there is a lot of flexibility in the way that Scouting can be delivered, but the key policies provide a framework within which we offer safe and inclusive Scouting, in line with our Purpose and Values. For these reasons it is expected that they will be followed at all times.

The Scout Movement includes members of many different faiths and religions, as well as those with no formal religion. The following policy has received the approval of the heads of the leading religious bodies in the United Kingdom. All members of the Movement are encouraged to:

- make every effort to progress in the understanding and observance of the Promise to do their best to do their duty to God or to uphold Scouting's values as appropriate
- explore their faith, beliefs and attitudes
- consider belonging to some faith or religious body
- carry into daily practice what they profess

The five principles of spiritual reflection are:

- develop an inner discipline and training
- be involved in corporate activities
- Understand the natural world around them
- help to create a more tolerant and caring society
- discover the need for spiritual reflection

2. Equal opportunities policy

Young people

The Scout Association is committed to extending Scouting, its Purpose and Method to young people in all parts of society.

No young person should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:

- class or socio-economic status
- ethnic origin, nationality (or statelessness) or race
- gender (including gender reassignment)
- marital or civil partnership status
- sexual orientation
- disability (including mental or physical ability)
- political belief
- pregnancy
- religion or belief (including the absence of belief)

All members of the Movement should seek to practise that equality, especially in promoting access to Scouting for young people in all parts of society. The Scout Association opposes all forms of racism.

Leaders and other volunteers

To carry out its work, the Association seeks to appoint effective and appropriate leaders, and to involve other volunteers in supporting roles. All are required to fully accept the responsibilities of their commitment. The overriding considerations in making all appointments in Scouting should be the safety and security of young people, and their continued development in accordance with the Purpose of the Association.

Accordingly, all those whom the Movement accepts as volunteers must be 'fit and proper' to undertake the duties of the particular position to which they have been appointed. This includes, where relevant, meeting the requirements of the Sponsoring Authority and the responsibilities of membership.

The physical and mental ability of a potential appointee to fulfil a particular role will always be a relevant factor to consider. All appointees must be capable of ensuring:

- the safety and security of young people
- the continued development of young people
- equal opportunities for all

No person volunteering their services should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:

- age
- class or socio-economic status
- ethnic origin, nationality (or statelessness) or race
- gender (including gender reassignment)
- marital or civil partnership status
- sexual orientation
- disability (including mental or physical ability)
- political belief
- pregnancy
- religion or belief (including the absence of belief)

3. Safety policy

It is the policy of The Scout Association to provide Scouting in a safe manner without risk to health, so far as is reasonably practicable. The Scout Association believes that this responsibility ranks equally with the other responsibilities incumbent upon those providing Scouting activities and functions. It is the responsibility of all those involved in Scouting, so far as is reasonably practicable, to ensure that:

- all activities are conducted in a safe manner without risk to the health of participants
- the provision and maintenance of equipment and buildings for members and others is safe and without risk to health and adequate for their welfare
- information, instruction, training and supervision is provided with the object of ensuring the health and safety of all those involved in Scouting activities or who may be affected by them
- appropriate arrangements are made to ensure safety and the absence of risks to health in connection with the use, transport, storage and handling of equipment, and substances that are inherently or potentially dangerous

4. Child protection policy

It is the policy of The Scout Association to safeguard the welfare of all members by protecting them from physical, sexual and emotional harm.

The Scout Association is committed to:

- taking into account in all its considerations and activities the interests and wellbeing of young people
- respecting the rights, wishes and feelings of the young people with whom it is working
- taking all reasonable practical steps to protect them from physical, sexual and emotional harm
- promoting the welfare of young people and their protection within a relationship of trust

5. Anti-bullying policy

‘Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them.’ (The United Nations Convention on the Rights of the Child, Article 19).

The Scout Association is committed to this ethos and seeks to ensure, as far as is reasonably practicable, the prevention of all forms of bullying among members. Scouting activities should have rigorous anti-bullying strategies in place.

6. Development policy

Subject to the rules governing age ranges and mixed membership, the Scout Movement is open to all young people. The Scout Association recognises, however, that access to Scouting is not equally available to all groups and communities across society as a whole. The Operations sub-Committee of the Board of Trustees and the Regional Development Service at UK Headquarters support the Movement in its work to make Scouting available to all.

In particular, through the use of innovation and experiment, it supports local Scouting in meeting the needs of young people in areas of urban disadvantage or deprivation, in highly rural areas, and among minority ethnic communities. It also works in collaboration with other agencies to support those disadvantaged young people who might benefit from its programme and ethos, and who may never become full members of the Movement.

USEFUL CONTACTS – WHERE TO FIND INFORMATION AND SUPPORT

Below are some key contacts that will be able to answer queries on all areas of Scouting.

The Scout Association website – scouts.org.uk

The website is the single most comprehensive resource with information on all aspects of Scouting. If you have a query, the Member Resources area is a good place to begin your search for an answer.

The Members' Area also hosts Programmes Online, a database of Scouting programme ideas, for all sections, to aid planning and offer new ideas.

Scout Information Centre

Providing advice, support and guidance, Information Centre Advisers can answer Scouting questions. They can help with registering and logging into scouts.org.uk, searching and navigating Programmes Online (POL) as well as sending out support material, such as ideas for section meetings. The team has a vast knowledge about all aspects of Scouting across the UK and can give advice and support, no matter what the topic of enquiry.

The Scout Information Centre is open weekdays between 8am and 7pm and on Saturdays between 9am and 12noon. You can contact them in a number of ways:

Phone 0845 300 1818 or 020 8433 7100 (local rate)
Email info.centre@scouts.org.uk
By post or in person The Scout Information Centre, Gilwell Park, Chingford, London E4 7QW

Northern Ireland Headquarters

Contact Northern Ireland HQ for enquiries relating to Scouting in Northern Ireland.

Web scoutsni.com
Phone 02890 492829
Email info@scoutsni.com
Post Northern Ireland Scout Headquarters,
109 Old Milltown Road, Belfast BT8 7SP

Scottish Headquarters

Scottish Headquarters (SHQ) provides support to all members of Scouting in Scotland. The team at SHQ can offer advice and support about any topic or issue relating to Scouting in Scotland.

Web scouts.scot
Phone 01383 419073
Email shq@scouts-scotland.org.uk
Post Scottish Scout HQ, Fordell Firs, Hillend, Dunfermline,
Fife KY11 7HQ

Welsh Headquarters

Contact Welsh HQ for enquiries relating to Scouting in Wales.

Phone 01446 795277
Email admin@scoutswales.org.uk
Web scoutswales.org.uk
Post Scouts Wales, The Old School, Llantwit Major CF61 1RZ

Scout Shops

Scout Shops are on hand to tend to all of your Scouting needs. They offer downloadable factsheets, hard copy programme resources, equipment, uniform, merchandise and more. Their online order and delivery service delivers your purchases to your door.

Web scouts.org.uk/shop
Phone 01903 766921
Email customer.services@scoutshops.com

Unity Insurance Services

Unity (Scout Insurance Services) is the official insurance broker for Scouting. Wholly owned and backed by The Scout Association, Unity provides Groups, Districts and Counties the insurances for:

- accidents and injuries to members
- liabilities of leaders and trustees
- all other covers for property, trips and events that Scout Groups may need to buy

All Unity's profits are returned to Scouting, helping to keep membership costs down.

Web scoutinsurance.co.uk
Phone 0345 040 7703
Email scouts@unityins.co.uk

SEE things
FROM a Scout's
POINT of
VIEW

A decorative white flourish consisting of two overlapping loops, positioned below the word 'VIEW'.

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THE SECTIONS

ABOUT THE SECTIONS

Scouting is organised into five age-specific sections that allow young people to progress through the Movement, from 6 to 25 years old, taking part in age-appropriate activities that progress as they grow. Each section has its own identity and traditions.

	Age range	Name of group	Sub-sections
Beavers	The core age range of the Beaver Scout Colony is from 6 to 8 years. A young person may join at 5¾ years and remain until 8½ years.	Colony	Lodges
Cubs	The core age range of the Cub Scout Pack is from 8 to 10½ years. A young person may join at 7½ years and remain in the Pack until their 11th birthday.	Pack	Sixes
Scouts	The core age range of the Scout Troop is from 10½ to 14 years. A young person may join at 10 years and remain until 14½ years.	Troop	Patrols
Explorers	The core age range of the Explorer Scout Unit is from 14 to 18 years. Young people can join the Explorer section from 13½ years old. They must have moved on from Explorers by the date of their 18th birthday.	Unit	N/A
Network	The age range of the Scout Network is from 18 years to 25 years.	Network	N/A

The flexibility with the age ranges for each section, shown in the table previously, allows young people to move to the next section when it is most appropriate for them (for example to move with friends, to fit around school terms, or to recognise different paces of development). Further flexibility is possible for young people with additional needs. Any additional flexibility on the age ranges needs to be discussed and agreed with the District Commissioner.

Beavers Beavers are the youngest section of the Movement, but this does not prevent them from enjoying all that Scouting has to offer. They can be introduced to outdoor activities, have the opportunity to be creative, explore their local community and take part in residential trips. Beaver Scouts make a promise and learn the importance of being responsible for themselves and others. Their programme should be great fun and inspire enthusiasm.

The traditions of the section are based on the behaviour of beavers in the animal kingdom. Beaver sections are called Colonies because that is what groups of beavers in the wild are called, and their sub-sections are known as Lodges because that is the name of a beaver's home. Beaver Scout Leaders are often named around a theme, with woodland animals being very popular. In some Colonies, Beavers are asked to pick the name for a new leader themselves. The majority of Colonies give their leaders names and it's rare for leaders to use their 'real' names.

Cubs For Cubs, excitement, challenge and adventure are key. Their programme offers a huge variety of activities, including outdoor skills, taking part in adventurous activities, as well as camps and residential experiences. Cub Scouts have a variation of the Scout Law, offering a simple set of rules by which they are expected to live. Cubs are given more responsibility than Beaver Scouts, can go on longer camps and attempt more challenging activities. Cub Packs are divided into Sixes – Cubs have the opportunity to become Sixers, where they will be encouraged to develop their leadership skills and lead their Six.

It is common for Cub Packs to acknowledge their commitment to the Queen and country by beginning and ending their meetings by hoisting and lowering the Union flag, a ceremony known as 'Flag Break'.

Historically the Cub section was known as 'Wolf Cubs'. The 'Wolf' part has now long gone, but its influence can still be felt in the section today. The Cub section is known as a Pack, like a pack of wolves and the section's most used ceremony is the 'Grand Howl'. Running alongside the historical link with wolves, B-P based a lot of the Cub traditions on Rudyard Kipling's *The Jungle Book*. Although this is no longer as prevalent as it once was, there are still elements of the Cub section that stem from these origins. Cub Scout Leaders are often known as Akela, and the rest of the leadership team can also use names from *The Jungle Book*. Common examples include Baloo, Kaa and Bagheera. If a Pack chooses to have these names, Cubs address their leadership team this way and do not use their 'real' names.

Scouts

Scouts aims to build and develop young people's confidence and sense of adventure. It encourages them to explore their beliefs, attitudes and individual creativity. Scout Troops are split into Patrols and older Scouts have the opportunity to become a Patrol Leader. Scouts are offered more independence than Cubs and have the chance to take on more responsibility, such as organising a hike or planning and taking charge of a particular aspect of a camp. All Scouts are encouraged to build on their leadership and teamwork skills. They can take part in expeditions, where they are required to use their Scouting skills and a multitude of tasks – from cooking on an open fire to navigating through a challenging terrain. It is common for Scout Troops to show their respect for the Queen and country by beginning and ending their meetings by hoisting and lowering the Union flag, a ceremony known as 'Flag Break'.

Traditionally Scout Leaders were called 'Skip' – an abbreviation of 'Skipper', which is a name given to a ship's captain. Occasionally this name is still used, but it is more common now for Scout Leaders to use their own name.

Explorers (including Young Leaders) With the support and guidance of Unit Leaders, young people actively help plan, organise and run their own programme. There are many exciting and challenging awards available for Explorers that require them to have a sound knowledge of a wide variety of skills, promoted throughout the Movement. There are opportunities to organise camps and expeditions, go on trips abroad, and take part in adventurous activities such as mountaineering, paragliding and offshore sailing. Their programme offers fun and adventure for all.

Explorers also have the opportunity to take part in the Young Leaders' Scheme, where they can develop their skills in leadership, management and organisation. The Young Leaders' Scheme builds young people's confidence in leading younger children in the Beaver, Cub and Scout sections. It requires them to demonstrate responsibility for themselves and others, become confident, and be able to plan and run a balanced, exciting programme.

Network Scout Network allows 18 to 25 year-olds who have an interest in both Scouting and their own personal development, and ultimately want to have fun, the opportunity to do so.

Scout Network members take part in a variety of activities, which they undertake and organise themselves. Due to the age range many young adults move away from home, for example to go to university, but through Scout Network they can continue to enjoy Scouting for their personal development.

RATIOS

The table below shows the recommended ratios of adults to young people and capacity of each section according to POR*.

	Indoors	Outdoor activities held away from the usual meeting place	Nights away experiences (led by Nights Away Permit Holder)
Beavers	Minimum: two adults present	One adult to six Beavers plus the leader in charge	One adult to six Beavers plus the leader in charge (Minimum: two adults must be present overnight)
Cubs	Minimum: two adults present	One adult to eight Cubs plus the leader in charge	One adult to eight Cubs plus the leader in charge (Minimum: two adults must be present overnight)
Scouts	Minimum: two adults present	One adult to twelve Scouts	One adult to twelve Scouts (Minimum: two adults must be present overnight)
Explorers	Minimum: two adults present	No minimum ratio	Two adults present overnight

For all meetings and activities, leaders should assess the risk and arrange for sufficient adults (aged 18 or over) to ensure a safe environment for the operation of the section. This risk assessment may mean that more adults are needed than the minimum ratios above indicate.

*It is possible for young people to hold a Nights Away Event Passport, which allows them to run a nights away event for their peers, without adults present, in which case the ratios will not apply (p101).

1:1 Support

Scouting is delivered by adult volunteers and is not a statutory provision (such as the education system) and is therefore not obliged to offer 1:1 for individuals to access Scouting. Where a Group/District has volunteer capacity to do so it is very positive. All Groups/Districts should make reasonable adjustments to support all young people to access Scouting.

AIR AND SEA SCOUTING

Air and Sea Scouting are different ways of delivering the Scouting Programme, and are not separate organisations. Both Air and Sea Scouting share the Fundamentals of Scouting - the Purpose, Values and Method. Air and Sea Scouts follow the core Balanced Programme for their section but usually add an aeronautical or nautical theme to the Programme and activities.

Many Scout Troops and Explorer Units meet more than once a week in the summer period and the additional meetings are used to develop aeronautical or nautical skills and flight training or seamanship. It is not training for the Royal Air Force (RAF), Royal Navy (RN) or the Merchant Navy, although such training can be very useful for young people who are interested in these careers.

Air Scouting

Air Scouting shares the Purpose, Values and Method of all Scout Troops and Explorer Units, however, the main difference is the delivery; Air Scouting has a clear focus on air and aeronautical activities as the basis of delivering the Programme.

Air Scout Troops and Units can apply for RAF recognition, allowing them to benefit from opportunities created by the Royal Air Force (RAF). Not all Air Scout Troops and Units are RAF recognised.

All Air Scouts, irrespective of whether or not they are RAF recognised, wear a distinctive blue uniform. Air Scouting is available to young people from the age of 10½ to 18 years old, through Air Scout Troops and Explorer Air Scout Units.

Sea Scouting

Sea Scouting shares the Purpose, Values and Method of all Scout Troops and Explorer Units, however, the main difference is the delivery; Sea Scouting has a clear focus on water and nautical activities as the basis of delivering the Programme. Although most Scouts have the opportunity for boating activities, such as sailing and canoeing, the Sea Scout Programme puts considerable emphasis on water activities and also incorporates many aspects of naval and nautical traditions.

Sea Scout Troops and Units can apply for Royal Navy (RN) recognition, allowing them to benefit from opportunities created by the RN. Not all Sea Scout Troops and Units are RN recognised.

All Sea Scouts, irrespective of whether or not they are RN recognised, wear a distinctive blue uniform. Sea Scouting is available to young people from the age of 10½ to 18 years old, through Sea Scout Troops and Explorer Sea Scout Units.

SAFETY

It is the responsibility of all those involved in Scouting to ensure that all activities are conducted safely, without risk to participants as far as is reasonably practicable. Ensuring the safety of all young people and adults in your section is paramount. All adults in Scouting have a responsibility to manage and support safe Scouting. A large part of staying safe is about being organised, asking the right questions and doing things that promote safety, without taking away from the sense of adventure appropriate to the age group. It is recommended that adults in Scouting regularly attend safety training when it is available.

There are resources available free from Scout Shops with further information about safety.

The Purple Card, 'Safe Scouting and what to do in an emergency', summarises the safety policy and code of conduct.

The Safety Checklist is available in editions for leaders, managers and executive committees.



Further information on anything in this section can be found online at **scouts.org.uk/prepared**

Leader in charge

It is crucial to ensure that all meetings, events or activities have an identified leader in charge who is responsible for overseeing the safety aspects. This includes responsibility for headcounts, registers, allocation of specific roles to other adults and ensuring they are aware of their responsibilities. The best way to do this is for all adults involved to agree on one individual who will undertake this function.

The leader in charge, in the context of safety, does not necessarily have to be the adult running the event or activity. The idea is to have someone whose primary focus is the safety of everyone taking part.

Putting safety on the agenda

Safety is often a topic missed from leaders' planning meetings. It is sometimes assumed that safety is just common sense and because of this assumption accidents can occur. Some points to consider:

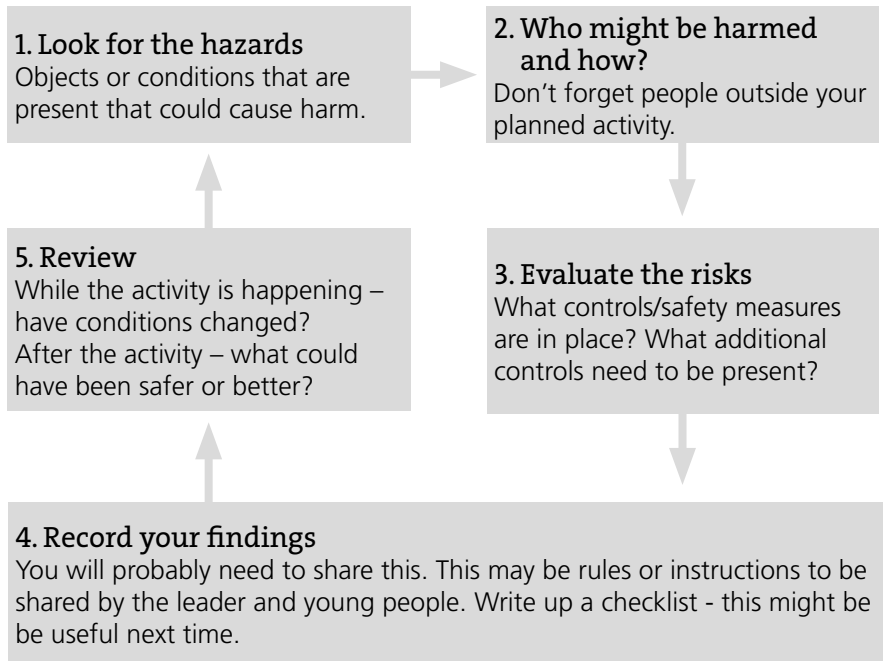
1. Ensure all adults understand how and when to record and report any accidents or near misses.
2. Discuss the safety aspect of forthcoming events at planning meetings and reviews.
3. Discuss safety with young people, making sure they understand the rules, and offer any appropriate training.

Risk assessments

Risk assessments should be a useful overview and assessment of the potential hazards for an activity, in particular the environment, equipment and resources.

The purpose of completing the assessment is to be aware of any potential risk and to have considered ways risks can be reduced. This assessment must then be communicated, in the most appropriate way, to all those involved or taking part. Risk assessments should be useful and practical procedures for minimising risk and therefore should not be filed away where they cannot be communicated to those taking part.

Use the five steps of risk assessment:



InTouch

The InTouch system is designed to manage communications between leaders, commissioners, parents/carers and young people at any Scouting event or meeting, including weekly section meetings, in the event of an emergency. The process creates clear communication channels between those at the event and those not present. Everyone involved should be made aware about the system in place in advance.

It is a good idea to give parents or carers the names of the membership team and a contact number. Often parents and carers will only know the leaders by their Scouting name, eg 'Akela' and it can be impossible to find contact information for leaders should parents need it.

This is especially important if you are meeting away from the usual meeting place or when there are changes to the Programme.

When working out the InTouch system for an event or activity, think about:

- how the leaders present at the activity will communicate with parents/carers at home, and vice versa
- how leaders will communicate with young people completing an activity independently using a Passport, and vice versa
- how young people taking part in an activity will communicate with parents/carers, and vice versa
- how leaders present at the activity will communicate with commissioners

Clear channels of communication need to be made clear to all relevant parties in advance of an event taking place. For more information visit **scouts.org.uk/prepared**



First aid

All adults in Scouting holding a leader, manager or supporter appointment are required to regularly undertake first aid training and ideally hold a current first aid certificate. All adults are encouraged to maintain their qualification at all times, but the certificate must be valid at the time of gaining their Wood Badge and at appointment renewal.

The minimum standard required for first aid training is First Response, but higher levels of qualification are needed if delivering first aid training or leading certain kinds of adventurous activities.

First Response is a course designed specifically for adult leaders in The Scout Association and Girlguiding, based on the situations and issues that occur within those roles. This course is not externally-recognised and the training provided does not constitute a full first aid qualification. It ensures a minimum standard of first aid knowledge and training across the Movement.

Most first aid training is valid for three years. The Scout Association strongly encourages its members to keep their first aid training up to date and valid. This is important from a practical point of view – techniques and best practices are always progressing and changing. First Response needs to be renewed every three years and adults now have the option of taking a two-hour refresher course. This course is designed for those who have already completed the full course and wish to update their training. First aid training is delivered at a local level; please contact your County training team to find out more.

First-aid equipment should be easily accessible and visible at all Scouting meetings and events. This must include a fully stocked, up-to-date first aid kit and an accident book. All leaders and members should know where first aid equipment can be found and the leader in charge should take responsibility for the first aid kit.

Those running sectional meetings or events should have medical information from all young people, including:

- medication currently being taken (including how frequently it is administered)
- known allergies to medicines, products or treatment
- notification for young people who have ongoing illnesses
- how to respond if someone suffers an allergic reaction, asthma attack, seizure or similar
- how to prevent such attacks happening to individuals who are prone to them

Accident recording and accident books

You will need to have an accident book in your meeting place and a record should be kept of all accidents that occur. This way you can spot common accidents and safety issues within your meeting place, as well as keeping notes of any incident, should you need to refer back to them. All leaders should be aware of where the accident book is kept and how to record an accident in it. Any accident that occurs during a Scouting activity, or where medical treatment is given, should be recorded in your accident book, including details of the treatment given.

The Data Protection Act does not prohibit the use of accident books, but you must ensure that the personal and medical details of your members are not accessible to others. In practise, the best solution is to have an accident book with detachable pages. This ensures that all accidents are recorded as usual but that after the incident the record is removed from the book and stored securely by the leader. This way records are still available to the leader should they need to refer to them, but cannot be viewed by others.

Informing UK Headquarters of reportable accidents

In the following circumstances you must inform UK Headquarters at the earliest opportunity, via the Scout Information Centre:

- someone suffers a personal injury requiring treatment from a doctor, dentist or hospital
- an incident requires an emergency service to attend;
- someone dies
- third party property is damaged

Contact details can be found on p20.

Near misses

Reporting potential accidents

As adults in Scouting, if we see something that looks potentially unsafe then we all have a responsibility to do something about it. The initial step should be to ensure that the potential danger is removed, or made safe; whether this is by fencing an area off or changing the way that the activity is run to minimise risk.

Any hazards that need further attention, such as loose wires or broken windows, should be reported by talking to those responsible for the activity or the premises.

Reporting near misses

If you experience a near miss (an accident or unplanned event that didn't result in an injury or damage, but had the potential to do so) then it is important that this is reported. Reporting near misses will allow The Scout Association to identify patterns of incidents and update best practice advice and guidance for members to support future activities. It is not to place any blame on those involved.

You can report near misses at **scouts.org.uk/prepared** or through the Scout Information Centre (p20).



KEEPING YOUNG PEOPLE SAFE

Safeguarding is about putting our Scouting Values into action by respecting the rights of a young person, keeping them safe and creating a culture of openness and trust. This includes role modelling appropriate behaviour, encouraging people to share their concerns and reporting anything they are concerned about. You need to listen to and engage with young people and support activities that focus on being positive about young people and help to empower them, whilst building trust and respect.

By being a positive role model to each other and young people, we help young people to understand what acceptable behaviour is and live out our values to the next generation of leaders. The Yellow Card gives us clear guidance on this. The Yellow Card: Safeguarding – a Code of Practice should be followed at all times by all adults in Scouting. It should be kept with you when Scouting and used as guidelines for behaviour in all circumstances.



It is available free of charge from Scout Shops or as a PDF version online at **scouts.org.uk/prepared**

The Code of Behaviour that is included in the Yellow Card is also in the Appendix at the back of this resource.

Reporting concerns

Don't dismiss concerns: discuss them

You need to be prepared, to be able to act as effectively as possible when the need arises. This means that if you have a concern you need to be confident about what to do and who to report to. If a young person is telling you about a concern you should devote all your attention to them, not trying to work out what you are supposed to do about it. Discussing concerns and challenging inappropriate behaviour is healthy, with young people and each other. But you also need to make sure that you pass those concerns on to the appropriate line manager, so that they can offer support, advice and appropriate action.

RECOGNISING AND DEALING WITH BULLYING

In Scouting we create positive and respectful environments where we value and celebrate our differences. This makes it difficult for bullying to occur. However, at some time we will all have experienced bullying, either as a target or an observer. That's why it's important that all adults and young people understand the role they play in addressing and preventing bullying.

The leadership team should ensure that they:

- are aware of the potential problems bullying may cause
- are alert to signs of bullying, harassment or discrimination
- take action to deal with such behaviour when it occurs, following The Scout Association policy guidelines
- provide access for young people to talk about any concerns they may have
- encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- help ensure that their section has a published Anti-Bullying Code

Creating a culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it all the more difficult for bullying behaviour to flourish or be tolerated. Day-to-day practices should reflect the message that bullying is never acceptable, and should be continuously reinforced in all the Scouting you do. For more information, see **scouts.org.uk/prepared**



Involve young people in anti-bullying work, as it is far more likely to succeed than if ideas are imposed on them. Ask young people what they feel constitutes bullying – you can also relate bullying to the Scout Promise and Scout Law. Discussions about what is and is not bullying can help form the basis for your Group or section's Anti-Bullying Code. If strategies and codes are created with and supported by young people they are more likely to stick to them and they will become more responsible and more aware of other people's needs. Young people often have the best approaches to solving problems within their own peer groups.

Consider how your Group's Anti-Bullying Code should be publicised, including making it known to parents and carers.

Regularly review the Code with the youth members of your Group or section.

An example anti-bullying code can be found below.

An example anti-bullying code

In OUR Scout Group...

- We DO** have respect for everyone as individuals, whatever their differences.
- We DO** take bullying seriously – it's not 'just a bit of fun'.
- We DON'T** accept any bullying behaviour – name-calling, physical violence, threats, being left out, spreading nasty rumours either in person or by text or email, hiding their belongings or any other way of making people feel bad.
- We DO** report any bullying behaviour we see, whoever it's aimed at. It should be reported to a leader or someone else we trust, like our Patrol Leader.
- We DO** take someone seriously if they tell us they're being bullied and we don't watch others being bullied without doing something.
- We DO** make sure something is done about it.

YOUTH-SHAPED SCOUTING

To make sure that it stays exciting and relevant, Scouting should be shaped by young people in partnership with adults. This means young people working together with adults to influence their whole Scouting experience. Adults enable and empower young people to share their ideas and have an equal voice in planning, implementing and reviewing their programme and opportunities.



See youth involvement tool kit at scouts.org.uk/prepared

Youth involvement includes young people:

- sharing their ideas
- learning from and teaching each other and adults
- taking part in decision making
- assisting with planning their programme, including activities and camps
- making their voice heard

Why is youth involvement important?

Young people should become actively involved in every aspect of their Scouting. This is to ensure that it is meeting their needs and expectations, as well as allowing them to grow as individuals. This concept will not be new to them; most schools and colleges actively engage young people in consultation and they will expect to be listened to and actions taken on their views and ideas.

It will also help leaders to keep their section growing and interested. We can't expect to know what the needs and interests of young people are until we ask them. Improving youth involvement gives leaders more opportunities to provide exactly what young people want from their Scouting experience.

The Climbing Wall of Youth Involvement

The climbing wall has been created to assist the development of youth involvement in Scouting, and identifies seven stages of youth involvement.

Visit **scouts.org.uk/prepared**



It is important to understand that improving youth involvement is not simply a case of moving up the wall and staying there; it is a fluid model, and your position on the wall will change over time and as the young people in your section change.

For example, when the young people in your section are new they will require more guidance, and the activity, for example planning a camp, will be at a lower level on the wall.

As your young people begin to use their initiative more for subsequent events, your section will move up the wall. When these young people move on and new members join, the process may start again. Your section can also be at different levels for different activities. These are some examples of how activities within a section can be at different levels:

1. Ask young people what they would like to do next term. If the decision ends up in the Programme and is shared between adults and young people, then this would be level six on the climbing wall.
2. Ask young people their views on what they would like to be included in the Programme – if these views inform adult-made decisions about the content of the Programme (for example, those made at your regular leaders' planning meetings) then this would be level five on the climbing wall.

If adults plan a camp and some young people, such as Sixers or Patrol Leaders, are assigned the role of showing other young people how to lay out and look after their sleeping bags, then this would be level four on the climbing wall. This is because the young people have been told what to do rather than coming up with the idea themselves.

Anything above and including level four is classed as youth involvement, and for some activities, level five or six may be the most appropriate. You do not always have to achieve level seven in everything your section does for effective youth involvement to be in place. Youth involvement is about giving young people the opportunity to get involved; the level at which they do this needs to be right for you, your leadership team and the young people themselves.

Achieving youth involvement

It is important to remember that involvement should be a right for young people but not an obligation, and although all young people should be encouraged to actively participate, some may choose not to. Before you can improve youth involvement in your Group, it is important to identify what you are already doing. This can be done using the Climbing Wall of Youth Involvement, and remember that your section may be working at a number of different levels for different activities.

Getting young people involved

There are lots of things that you can do to involve the young people in your section in shaping what you do. You could:

- 1.** Introduce forums into your section. Specific information for setting up forums in each section can be found below.
- 2.** Ask young people for feedback and use it to inform future decisions on activities and events. You could circulate simple feedback forms at camps and activity days or have a suggestions box at your meetings.
- 3.** Encourage members to produce a section newsletter that could reflect on the activities they have done. It could be circulated to other Groups and leaders to share feedback and ideas.
- 4.** Set up a 'diary room' at a meeting or event, where young people can go to record their opinions using a video camera.

These are some section-specific ideas, which can be used alongside the more general ideas (p41).

Beavers Each Lodge could take it in turns to choose a game to play at the meeting. You could let the Beavers vote using a show of hands to choose between two different activities to complete at a meeting.

Cubs Each Six could take it in turns to choose and run a game at the meeting. You could let them vote between two or three activities or badges to complete at meetings, for example.

Scouts Hold a vote on which activity badge the Troop will work towards at meetings. You could also ask them to mind map programme ideas at the beginning of every term, and then work together to narrow it down to a few special activities they would like to be included in the programme.

If you were going on a camp, you could ask each Patrol to plan an evening of activities for the rest of the Troop.

Hold a youth takeover night and let a Patrol, or members elected by the whole Troop, plan and run a Troop meeting. Leaders can support them where necessary.

Explorers You could support your young people in planning their own camp, including choosing a location, activities and working out a budget.

You could hold a youth takeover night, and let members elected by the whole Unit plan and run a Unit meeting. Leaders can support them where necessary.

Forums and youth involvement ideas

You can get young people involved in forums or committees. These are the perfect way to get young people involved in all aspects of Scouting, from thinking about programme ideas to planning camps and events.

Each section has the opportunity to create its own unique forum:

Beavers **Youth involvement in the Colony Beaver Scout Forums**

A Beaver Scout Forum is the perfect way to get young people involved in all aspects of Scouting, from thinking about programme ideas to planning camps and events.

Log Chews are the most frequently used forum in Beaver Scouts. They provide an ideal opportunity to allow Beavers to express their opinions on the Programme and past activities and get involved in Colony planning.

Log Chews

Log Chews are flexible, and there isn't one formal set of guidelines on how they must be run. The leadership team can decide how they think it will work best for their Colony. However, leaders must be prepared to listen to and act upon feedback given by the Beavers, and explain why things are done in a particular way.

To help you organise a successful Log Chew, you can use these tried and tested steps as a guide:

1. Hold the forum at the beginning or end of the meeting each week.
2. If your Colony is particularly large, a Log Chew could be held with a different Lodge each week. Beavers could also be split into Lodges and Young Leaders could help them to start the discussion, before coming together as a Colony.
3. Give the Log Chew a specific theme, for example activities on camp. This will help keep your Beavers focused.
4. Sit Beavers in a circle and pass around a soft toy, with only the individual holding the toy being allowed to speak. Leaders could note down the comments that Beavers make.
5. Have a single chair as a 'hot seat', where only the Beaver sitting in the chair can speak. Beavers can take it in turns to sit in the chair.

6. You could use an active game to encourage your Beavers to express their opinions. For example, pin a happy face on one wall and a sad face on the other, then stand the Beavers in the middle of the room. Shout out an activity, and ask them to run to the happy face if they would like to do the activity or the sad face if they would not.

Your Beavers should be encouraged to express their opinions on a number of topics:

- favourite games and activities
- what they think of things they have done in the last couple of weeks
- things they have not enjoyed
- choosing badges they want to do, trips to go on, or activities

It is important to set some ground rules, and ensure that Beavers know they have to take it in turns to speak and that they must not shout out. This helps quieter Beavers feel confident enough to give their opinions, as they know they will not be interrupted.

It is also important that leaders keep a note on the feedback they get, and use this to shape the Programme, so that the Beavers can see their opinions are being listened to.

Cubs

Youth involvement in the Pack

Cub Pack Forum

A Pack Forum is a meeting of all members of the Cub Pack, either collectively or in smaller groups, and provides an opportunity for everyone to give their views on the Programme and running of the Pack.

The following topics could be discussed:

- future games and activities
- badges to complete with the Pack
- competitions
- feedback on past camps and activities

Running a Pack Forum

To help you organise a successful Cub Pack Forum, you can use these tried and tested steps as a guide:

1. Forums should be held as often as you feel necessary.
However, make sure there is enough time in between for the Cubs to see that actions are being taken to include their suggestions and feedback, and to ensure that they don't become boring.
2. Using smaller groups may enable the quieter Cubs to express their views more easily. If your Pack has Young Leaders, they could be used to facilitate discussions in these small groups.
3. Ask your Cubs to sit in a circle and pass an object around. The Cub holding the object gets the opportunity to share their ideas without being interrupted.
4. Pin different activity options to the wall in each corner of the room, and ask Cubs to run to the corner of their preferred activity.
5. Write activity ideas on sticky notes, and pin large pieces of paper to the wall, titled 'cool' and 'uncool'. Cubs can then vote on whether the activities are 'cool' or 'uncool' and stick the sticky notes on the relevant piece of paper.

Leaders should encourage participation, and it is important the young people can see that actions are being taken as a result of discussions. If certain activities cannot be run, then the reasons should be explained to the Cubs and a new activity chosen to avoid disappointment.

Cub Pack Leadership Forum

A Cub Pack Leadership Forum is a meeting between Sixers, sometimes Seconders, and Cub Scout Leaders.

If your Pack has Young Leaders, then they should also be involved, as they are closer in age to the Cubs. They can help to facilitate discussions and help the Cubs get more out of the experience.

Running a Leadership Forum

To help you organise a successful Cub Pack Leadership Forum, you can use the following tried and tested steps as a guide:

1. Try out new games and activities.
2. Discuss changes in Pack routine (the Sixers can then help to introduce these to the rest of the Pack).
3. Discuss ideas for future activities and camps.
4. Choose which challenge badges to complete.
5. Train Sixers in their responsibilities, including running games and looking after Pack equipment and Six boxes.
6. Hold meetings every term, either before or after the Pack meeting, or if necessary on a separate evening.
7. Balance discussion with doing activities to stop the Cubs getting bored.
8. Bring juice and snacks, such as biscuits, so that the Cubs can have a break and not lose interest.
9. To start with, provide three activities for the Sixers to choose between. You could provide pictures of these activities, and ask them to stick a sticker on the picture of the activity they would like to choose. When the Sixers have had a chance to get used to the Forum, you could increase the number of choices, or let them make their own suggestions.
10. Eventually, you could ask the Sixers to come up with their own ideas. For example, give them a large sheet of paper and coloured pens and ask them to suggest activities they would like to do that term.

It is important to keep a record of the feedback you get, and make sure you let the Cubs know that you are listening to their ideas by including them in the Programme.

It is also important to make sure that your Sixers understand that it is sometimes not possible to do all of the activities you talk about. If something cannot be arranged, explain why and tell them about the exciting activity you will be doing instead. This will avoid disappointment.

Scouts

Youth involvement in the Troop

Scout Troop Forum

A Troop Forum is a meeting of all members of the Scout Troop, either collectively or in smaller groups, and provides an opportunity for everyone to give their views on the Programme and running of the Troop.

You can discuss topics like:

- camp venues
- future activities
- competitions
- feedback on past camps and activities
- agreeing a code of conduct for the Troop

Running a Troop Forum

To help you organise a successful Scout Troop Forum, you can use these tried and tested steps as a guide:

1. Forums should be held as often as you feel necessary.
However, make sure there is enough time in between for Scouts to see that actions are being taken to include their suggestions and feedback.
2. Using smaller groups may enable quieter Scouts to express their views more easily. If your Troop has Young Leaders, they could be used to facilitate discussions in these small groups.
3. If you are going to include all members of the Troop at once, an older Scout could be elected as a chair to run the forum. They could tell the Troop which topic was being discussed so the Scouts stay focused.
4. Ask Scouts to sit in a circle and pass an object around. The Scout holding the object gets the opportunity to give their opinion, and the chairperson takes note of suggestions.
5. Pin different activity options to the wall in each corner of the room, and ask Scouts to stand in the corner of their preferred activity.
6. Write activity ideas on Post-it notes, and pin large pieces of paper to the wall, titled 'cool' and 'uncool'. The Troop can then vote on whether the activities are 'cool' or 'uncool' and stick the Post-it on the relevant piece of paper.

7. Pin up large pieces of paper to create a graffiti wall, where suggestions can be written. Give each Scout a pen and allow 10 minutes to make their suggestions. Leaders can review the paper and pick out popular suggestions to include in the programme.

Leaders should encourage participation, and it is important the young people can see that actions are being taken as a result of discussions. If certain activities cannot be run, then the reasons should be explained to the Scouts and a new activity chosen to avoid disappointment.

Patrol Leaders' Forums

These are very similar to Troop Forums, but involve Patrol Leaders; sometimes Assistant Patrol Leaders, and the adult leadership team. If your Troop has Young Leaders, they should also be involved. These are some examples of how Patrol Leaders' Forums can be used:

- reinforce the leadership role of Patrol Leaders within the Troop
- reinforce discussions that have taken place during Troop Forums, and to report back to their Patrols on any decisions made
- programme planning
- planning camps, including the venue and the activities

These are some suggestions for running a Patrol Leaders' Forum:

- the structure should be flexible and informal discussions are often more suitable – long, formal meetings may discourage participation
- one Patrol Leader could act as the chair, while another takes notes on suggestions and what is agreed at the meeting
- the Patrol Leaders could be asked to vote from a list of options, for example suitable camp venues. This could be done using a show of hands, or standing at different sides of the room corresponding to the options
- the Patrol Leaders could be asked to design a feedback form to fill in with their Patrols, covering past and future camps and activities

Explorers Youth involvement in the Unit

Explorer Unit Forums

Every Explorer Scout Unit should establish a Unit Planning Forum to give all of the Explorers in the Unit the opportunity to have their say. The following could all be discussed at a Unit Forum:

- the content of the Unit Programme
- camp venues and activities
- if the Unit has funds to spend, the forum could discuss what to spend these on, for example outdoor equipment
- fundraising ideas, for example to help those completing their Explorer Belt, or to subsidise the cost of a camp or activity
- though leaders are responsible for making the agreed programme happen, Explorers who want to help organise and run activities should be encouraged and supported. Explorers could point out activities they would like to run at the forum

Running a Unit Planning Forum

To help you organise a successful Unit Planning Forum, you can use these tried and tested steps as a guide:

- They should take place every term and could take place during a normal meeting
- The structure should be flexible and informal – long, formal meetings may discourage participation
- Some Groups may choose to have a 'Representative Forum', which is a small group of elected or appointed Explorer Scouts from a Unit, while others involve all members of the Unit
- A Chairperson could be elected, who leads the discussion, and another Explorer could take notes on the discussion. Members of the Unit could take it in turns to have these roles
- You could ask the Explorers to vote, for example, on a selection of suitable camp venues, or let them have an open discussion and make their own suggestions
- Pin up large pieces of paper to create a graffiti wall, where any suggestions can be written. The Explorers can then review the graffiti wall and pick out the most popular suggestions, and the leaders can try and include these in the Programme

- Provide snacks or make them during the meeting and before the forum. Ensure snacks cater to include any allergies or dietary requirements amongst the young people
- It is important that ideas generated by young people are acted upon so that they can see their opinions are having an impact. If an activity proves too difficult to run then the reasons should be explained and an alternative activity agreed with the Unit

District Explorer Scout meetings and forums

Both meetings and forums are effective ways of engaging Explorer Scouts in the planning and evaluation of their section. There are numerous ways these can be organised. Some ideas are below.

Meetings – these meetings are an opportunity for Explorers from across the District to come together and share their ideas. They involve all the Explorer Scouts from all of the Units in a District, and are generally held once a year. They are usually informal social gatherings, which are used as an opportunity to get feedback on the Programme of the past year and discuss upcoming events. They could take place at:

- camps for the District
- activity days
- competitions
- social gatherings, party or District meal/bowling trip

Ideas could be gathered by:

- asking the young people to fill out a short questionnaire.
- having a suggestion box at the event and encouraging the Explorers to submit ideas and feedback
- asking for a vote through a show of hands
- pinning up large pieces of paper to create a graffiti wall, where any suggestions can be written

District Explorer Scout Forums

District Explorer Scout Forums involve Explorer Scouts representing every Unit in a District (including the Young Leaders' Unit) as well as a leader from each Unit and the District Explorer Scout Commissioner. The format will be different for each District, but these are some suggestions:

- the explorers should always outnumber leaders
- termly meetings are suitable in most cases, as the purpose of the Forum is to regularly review and make changes to the Programme
- the forum could take place at a different Unit's meeting place each time
- the structure is flexible, and they can be as formal or as informal as you and the members want them to be
- in order to encourage involvement, Explorers could be asked to mind map ways to make participation more appealing

The Forum could be used for the following:

- young people putting forward programme and activity ideas
- reviewing the Programme once it has happened, including gathering feedback on specific activities
- reviewing suggestions made at the District Explorer Scout meeting, and communicating decisions back to other Explorers

By encouraging young people to get involved in providing feedback and inspiring them to shape their own Scouting experience, young people will feel more engaged. But remember, youth involvement should be a right not an obligation.



For more information on youth involvement and ideas, visit **scouts.org.uk/prepared**

MANAGING BEHAVIOUR

Scouting should be an enjoyable and safe experience for all. Explain that positive behaviour needs to be planned for, modelled, taught and acknowledged; it does not happen by accident. Some key points to consider to promote positive behaviour in the section include:

- know the young people and parents/carers in your section
- good programme planning
- establish good routines and systems
- set the standards with the young people
- agree on plan for if standards are not met
- use positive language and communication
- offer praise and recognition
- lead by example

Poor behaviour can often be a result of boredom or inactivity, which a leader can positively influence by working to offer a dynamic, exciting and challenging programme.

Good communication and assertiveness is essential to the smooth running of the section. In a Scouting context, assertive communications is about being confident, calm, in control, firm and consistent. It is about effectively combining non-verbal and verbal communication skills, to set clear expectations. Being well planned and organised is essential.

It is important to have realistic expectations. Successful leaders manage the behaviour of most of the young people, most of the time. Establishing clear boundaries, demonstrating positive communication and role modelling positive behaviours consistently, all contribute to minimising challenging behaviour within Scouting.

When certain behaviours persist, leaders can feel undermined and inadequate, but there are ways to manage the situation and create strategies for the future.

Here are the seven steps to a well behaved and co-operative section.

1. Get to know the young people in your section

Building a good rapport with the young people in your section is key to earning their respect. Making young people feel valued and listened to will allow them to engage with Scouting and be proud of their section. Remember that Scouting is not school; young people come to Scouts to enjoy themselves and it takes up part of their free time, so guide and

encourage positive conduct rather than restricting and preventing bad behaviour. Understanding young people as individuals will have a positive long lasting effect on behaviour within the section.

Scouting is an ideal place to expect positive behaviour, with the Scouting Purpose and Method being based on personal development, learning by doing and enjoyment.

2. Offer praise and recognition

Rewarding positive behaviour can be as simple as acknowledging positive behaviour in an encouraging away, for example, by saying 'well done' and 'good' as activities are progressing, and greater acknowledgment for higher achievements. Praise should be appropriate; not overused and without showing favouritism; and is most effective when it's specific and genuine. Remember that what may be easy for some young people, may be a huge achievement for another young person.

It is important to focus on the behaviours rather than the young person, to avoid negative labelling, which can increase the chance of the young person showing these behaviours again.

3. Establish a good routine

Routine is an important part of section meetings. When young people know the routine and what is expected of them, they will respond positively. This said, it is important that meetings are not always the same; while structure is necessary, the Programme needs to remain flexible and varied to keep Scouting fun and exciting. The routine should include meetings that start and end at the same time, an opening ceremony, the Flag Break, reflection and possibly an inspection. These are things that make Scouting different to other areas of many young people's lives. Bringing the section together helps young people to build pride, both in themselves and in their section.

Routines established in the section need to be inclusive. To support the participation of young people with additional needs/disabilities, you may need to make some reasonable adjustments to the routines and/or traditions of the section.

4. Set the boundaries

Young people need to understand that there are clear limits to what is acceptable behaviour. Be realistic about how many rules there need to be, as too many rules mean that young people will disengage. Creating a code of conduct with the young people in your section allows them to have an input into the rules that they think are important and what is acceptable behaviour.

If young people are involved in writing the rules they are far more likely to stick to them (p55). Having clear guidelines about uniform, either in the code of conduct or separately, also helps to promote respect of the section and positive behaviour. All rules agreed by the section in the code of conduct need to be fair, clear and evenly upheld.

5. Supporting positive behaviour

An important part of Scouting is supporting young people to take responsibility and make choices. These elements help young people to learn about the consequences of their actions and foster positive relationships. Leaders should avoid the use of 'enforced discipline', and instead develop mutually agreed codes of conduct with the section. Young people should have a shared understanding of what is acceptable behaviour, and what is not and therefore what the consequences of unacceptable behaviour are. Every section will need to consider how to manage behaviour and agree this with the young people, leaders and parents/carers.

In situations where behaviour is continually breaking boundaries, you may need to contact parents/carers to discuss the situation. It may be that there are external factors contributing to a young person's behaviour and a different approach may be required. In the very rare situations where an individual's behaviour poses a significant danger to the safety of others, the young person should be removed from the situation immediately.

6. Make sure young people understand why

Young people should understand the reasons why good behaviour is expected and this should be discussed when the code of conduct is developed. If boundaries are broken, support the young person to understand what behaviour was unacceptable and what positive behaviours you'd like to see them display. Supporting young people to understand the impact of their behaviour is very important. Once any sanctions have expired, it is vital the young person gets a 'clean slate'.

7. Role of the leader

Role modelling positive behaviours in all your interactions with both young people and adults, displaying the Values and treating all the young people with equal respect is vital to ensure you are respected as a leader and figure of authority. It is important that young people listen to what you say and learn positive behaviours from you. Remain in control of situations and avoid shouting, hysteria and being cross.

Code of conduct

It is a good idea to work in partnership with the young people in the section to develop a code of conduct. The code of conduct can be based on the Promise, using language that is appropriate to their age and level of understanding. Young people are more likely to remember and uphold a code of conduct that they have created. The Code of Conduct will be most successful if referred back to positively in praise and reward, rather than as tool for discipline. However, the leadership team must be consistent in how they respond to breaches of the Code of Conduct. The response should always include an opportunity for the young person to correct their behaviour. Don't make the assumption that young people are aware that their behaviour is in breach of the Code of Conduct, or understand why it is a breach.

Everyone involved, including the young people, leadership team and parents/carers, should be aware of the consequences of breaking the Code of Conduct. Note that differentiation may be needed for young people with additional needs/disabilities, who may have a separate plan to manage their behaviour. The other young people in the section may need support in understanding their difficulties.

Tips for an effective Code of Conduct

1. Created in partnership with young people.
2. Mutually agreed and 'owned' by the young people together with the adult leadership team.
3. Doesn't contain too many rules.
4. Worded positively.
5. Language appropriate to the level of understanding of the young people.
6. Relevant to all circumstances eg camps, trips.
7. Adheres to the Yellow Card and reflects the Values of Scouting.
8. Effectively communicated to everyone, including new members and parents/carers (for at least Beaver, Cub and Scout sections).
9. Followed by the adult leadership team at all times.
10. Displayed prominently within the meeting place and referred back to.
11. Reviewed regularly.

YOUNG PEOPLE MOVING BETWEEN THE SECTIONS – ‘MOVING IN’ AND ‘MOVING ON’

‘Moving in’ and ‘moving on’ are terms used in Scouting to describe the period of transition when young people move from one section to the next.

Moving in is welcoming a new member to the section from the one below. Many young people will have become used to being in their section, where they know everyone, are the most experienced and the oldest. Suddenly being the youngest and faced with the task of having to find a way to fit in and get to know everyone can be a daunting transition for young people. Unsurprisingly the transition between the sections can often be a point where lots of members are lost. Leaders need to be aware of young people who are of an age to be moving out or moving into their section and share this information with other local sections that this may affect.

Moving on is when a young person moves out of a section to progress to the next section.

The Moving On Award is available to all sections (Beaver to Explorers) and is intended to promote the positives of moving on to new challenges (p78).

As a leader you are responsible for designing a well-structured process through which young people can join your section feeling comfortable and welcome. You could:

- invite those who are moving from the section below to visit your section meeting
- use a buddy system to integrate them into your section
- have a joint section meeting and work on a staged activity

The current leader and the leader of the next section should discuss when would be the least disruptive time for the move to happen. It is crucial to have good relationships with other section leaders so you can work together and create smooth transitions for young people moving on from your section. Communicate the members of your sections who will soon be moving on and check the availability of places in the next section. Be proactive in arranging an evening for them to visit the section above.

Take time to share insights about the individuals moving with their new leaders; this is particularly important when supporting young people with additional needs/disabilities. This can practically support the successful transition of a young person. Remember, the young person is joining your Scout Group as a whole, not just your section.

There are four main factors to consider in successfully accomplishing moving in/moving on for all sections:

1. Running exciting, balanced programmes that are well communicated.
2. Good communication between leaders, parents or carers and young people. Parents and carers will have considerations of their own such as when the next section meets, buying a new uniform and whether they are able to accommodate their child attending both section meetings for a few weeks.
3. Good administration of records with active sharing between sections.
4. Building familiarity between adults and young people across the sections.

As young people approach an age to move on to the next section, the section above could send them a birthday card, an invitation to the section or some promotional information to make them feel welcomed and at ease about the transition.

It is important to make moving on an exciting process that young people are eager to engage in. Clear cross-sectional communication is the key.

Explorer When an Explorer turns 18 it is important to celebrate this milestone birthday – it is the age that they must move on from the Unit and progress on their Scouting journey. There are many options open to Explorers when they move on at 18, including:

- joining the Scout Network
- taking on an adult leadership role
- taking on another adult role in Scouting, for example, becoming part of the training team, media team, or a Scout Active Support Unit

It is vital to encourage Explorers to consider their options and make a decision that suits them and their lifestyle best. If Explorers are not aware of all the options open to them they may not know that there is a way to continue Scouting that fits with their lifestyle.

Note: When an individual turns 18, they are legally recognised as an adult and cannot remain in the Explorer Unit. There is no age-range flexibility at this stage of Scouting. Upon reaching the age of 18, young people will automatically become members of the Scout Network section.

PARTNERSHIP AGREEMENTS

The Beaver, Cub and Scout sections are all part of the Scout Group that is led by the Group Scout Leader (GSL). The Explorer section is part of the District provision, which means that it is managed by a District Explorer Scout Commissioner (DESC) and supported by the District Executive Committee.

Often, Explorer Units share and use the facilities and equipment of a specific Scout Group, managed through an arrangement called a 'partnership agreement'. This is a written agreement that determines what equipment, facilities and resources (including financial assets) are to be provided by the Scout Group or Explorer Unit and establishes a long-term link between the two. It isn't a legal agreement but is a tool for gaining the mutual consent of all stakeholders. It is open to review or alteration at any time, with the mutual consent of all stakeholders. A partnership agreement may not be set up with an organisation not affiliated to The Scout Association.

The partnership agreement must be reviewed at least annually and whenever any of the signatories to the agreement change. Make sure that all key parties are happy with the details and have a clear understanding of the relationship between all parties.



More detailed information about partnership agreements can be found at **scouts.org.uk/prepared**

CEREMONIES

Ceremonies provide the opportunity to welcome people into Scouting, celebrate a move into another section or recognise someone's achievements. They encourage self-discipline and mark a clear beginning or end to events.

Remember, ceremonies should be simple, short and sincere. Simple so that everyone can understand what is going on; short because if it is too long, Scouts become bored and fidget; sincere because unless taken seriously and the Scouts appreciate their value, there is no point in having them.

Ceremonies must be inclusive, and cater to the needs of the individual members of the section. It may be necessary to make reasonable adjustments to the section's traditional ceremonies to ensure all young people can participate. For example, you may need to reduce the noise during a Grand Howl to include young people who have sensory hypersensitivities.

Below you will see a variety of ceremonies that you can undertake in each section.

Beaver Ceremonies in the Colony

In a Beaver Colony, it is up to the leadership team to decide when ceremonies might be helpful and how they might be carried out.

Ceremonies in a Colony should be simple, short and sincere, and should be reviewed and renewed at regular intervals to make sure they are not becoming repetitive. It is important to choose ceremonies that are relevant and useful to your Colony – there are a number of ceremonies and should the leadership team should use their judgment to pick the best ones for their Beavers.

Gather logs

Presenting a badge to a Beaver

The leader calls out 'gather logs' and the Beavers hold hands to form the largest possible circle around the leader. The Beavers drop their hands and the Beaver who is being presented with the badge(s) joins the leader in the centre of the circle.

The leader explains what the badge means and where it is worn, and congratulates the Beaver. The Beavers then make tail-slapping sounds by clapping hands behind their backs.

The leader calls out 'build a dam', and the Beavers take five big steps into the middle, slowly raise their joined hands and shout 'Well done!'

Marking a special occasion

The leader calls out 'build a dam' to ensure a circle is formed around the leader and the Beaver whose special occasion it is (such as a birthday). The Beavers sing 'Happy Birthday' or whatever is relevant. This is followed by an appropriate celebration, like blowing out candles and eating cake.

When a Beaver leaves the Colony

The leader calls out 'build a dam' and the Beavers form a circle around the leader and the Beaver who is leaving. The leader recalls how well the Beaver has done in the Colony and presents them with an appropriate letter, card or certificate, which wishes them well. The leader calls out 'goodbye', and the Beavers spell out the word 'G-O-O-D-B-Y-E' as they step backwards. They then follow the last letter by shouting out the name of the Beaver who is leaving.

Moving on to Cubs ceremonies

These ceremonies, which link the Beaver Scout Colony and the Cub Scout Pack, are a joint venture arranged between the Colony and Pack leadership teams. Colonies should consider inviting parents or carers to attend this important step in a Beaver's life. This ceremony is also the time when the Moving On Award is presented and the Scout Promise is reaffirmed.

It is worth noting that a Beaver may already have been presented with the Group scarf while in the Colony. In this instance it should not be re-presented at the Cub's Investiture ceremony. A Beaver may wear the Chief Scout's Bronze Award on the Cub Scout uniform until the Chief Scout's Silver Award is gained. The Bronze Award should then be removed.

Swimming up the river

This ceremony begins with the Beavers in the riverbank formation and the Cubs in the Pack circle. An opening is left in the Pack circle facing the Colony. Once in position, the Beaver Scout Leader calls out the names of those Beavers who are to join Cubs. The Beavers 'swimming up' join the leader in the river. The leader says 'We are pleased and proud that you are now moving from Beaver Scouts to Cub Scouts', or 'We wish you a happy and exciting time as you do your best in the Cub Scout Pack', or similar words suitable to the occasion. Escorted by the leader, the Beavers walk up the river between the banks

to stand in a straight line facing the Cub Scout Leader and the Cub Scouts. If it is impractical to have the whole Pack present, then Sixers and Seconders or a group of Cub Scouts could be involved. The Cub Scout Leader then uses the left handshake and welcomes them into the Pack. The Cub Scout Leader introduces the new Cubs to their Sixer, whom they should already have met, and then to other members of the Six. A simple reflection may conclude the ceremony.

Swimming across the river

The Colony and Pack form two horseshoes facing each other. The Sixers come forward and shake hands using the left handshake with the Beavers who are swimming across. The Beavers use the left handshake with the Beaver Scout Leaders and say 'goodbye'. The Beaver Scouts and Sixers wade, swim or jump the river. Akela greets the new Cubs using the left handshake and introduces them to the Pack. There is then a grand howl of welcome by the Pack to greet the new Cubs who remain standing throughout the Cub Scout welcome. A simple reflection may conclude the ceremony.

The Beavers who are swimming across should have attended several Pack meetings prior to the actual ceremony. This enables the Beavers to be introduced to the Cub Scout Pack and to attend both the Colony meetings and the Pack meetings until they are ready for Investiture. Sometimes it is possible to present the Six woggle on the occasions outlined above to indicate belonging to a Six prior to the Investiture.

Pull me across the river

The Beaver Scout Colony and Cub Scout Pack form two horseshoes facing each other with a rope across the river. The Beavers wave goodbye to the Colony, hold onto a rope and read from a card:

As a Beaver Scout my work is done,
So look out Cub Scouts here I come.
Across the river now I swim,
Held by a rope to pull me in.
So help me Cub Scouts, help me do,
Pull me across to be with you.

The Cub Scout Sixer greets the new Cubs and introduces the Secunder, the Six, and Akela. A Grand Howl of welcome by the Pack follows and a simple reflection may conclude the ceremony.

Cubs

Ceremonies in the Pack

Promise ceremony

A Promise ceremony can be used at any time although it is predominately used at the Investiture of new members – where a new Cub is traditionally accepted into the section with a formal ceremony.

New Cub Scouts make their Promise soon after they join and have completed the requirements of the Membership Badge. The Cub section and leaders stand in a circle. The Cub Scout Leader stands next to the new members and explains that they are going to become Cub Scouts today. Everyone makes the Scout sign and says the Cub Scout Promise together.

Cub Scouts should not be required to say the Promise alone in front of the Pack. The Cub Scout Leader welcomes the new Cub Scout(s) into the section and the worldwide family of Scouts. The new Cub Scout(s) receive their World Membership Badge, County/Area/Region and District badges, Group scarf, woggle and the Group name tape. If a welcoming handshake is offered, the Scout left handshake should be used.

Grand Howl

The Grand Howl is one of the oldest Cub Scout ceremonies and is generally used to start, and often to finish, a Pack meeting. It is used as standard in many Packs around the world. It is an effective and consistent way of getting the Cubs together to start the meeting. It gets the Cubs listening and responding to the leader and also working together to make some noise. At the end of it, you should have a quiet, attentive circle of Cubs, ready for your next instruction!

The Grand Howl can be carried out as explained below:

- Cub Scouts start by forming a circle, with Akela standing in the middle. Akela raises their arms until the Cubs are standing at alert, then Akela lowers their arms.
- The Pack squats down and calls out: **'Akela, we will do our best!'**
- A chosen Sixer then stands at alert, salutes Akela and says **'Cubs! Do your best!'**
- The rest of the Pack then stands and salutes, saying **'We will do our best!'**
- This can then be followed by the Flag Break.

The Moving on ceremony from Cub Scouts to Scouts

The Cub Scout Leader and the Scout Leader need to agree and organise a suitable place and time for this to happen. This may be at the end of a Pack meeting if the Troop meeting follows on. It is preferable for more than one Cub Scout to transfer at the same time. The parents or carers of the Cub Scouts who are transferring to the Troop should be invited. The Moving On Award may be presented by the Cub Scout Leader or the Group Scout Leader. Here are some steps to a standard approach:

- 1.** The Pack and Troop assemble in an open circle.
- 2.** A leader calls the Group to alert and briefly explains the purpose of the ceremony.
- 3.** The young people who are transferring should then be presented with their Moving On Award.
- 4.** They move into the centre of the circle and receive a fond farewell from the Cub Scout Leader.
- 5.** The Scout Leader and the Patrol Leader then welcome them to the Scout Troop with the Scout handshake and a few words.
- 6.** If the Cub Scouts have already completed the requirements for the Scout Membership Award, they could also be invested. Alternatively, it may be appropriate to invest them at the next Troop meeting.

Ceremonies in the Troop

The Promise or Investiture ceremony

The Investiture, or joining ceremony, is one of the most important events in a Scout's life and should be treated with respect. It is vital that the new Scout is well prepared and fully aware of the Investiture ceremony procedure. This ceremony is important; it should not come at the end of a busy and exciting evening. It would be better at the beginning of the meeting.

The Investiture may vary slightly from Troop to Troop but here are the basic steps:

Sometime before the ceremony, the leader will chat with the Scout and discuss the meaning of the Promise and Law and help the Scout to understand what is meant by 'honour'.

The ceremony itself should also be explained so that it does not come as a complete surprise:

1. Immediately beforehand, the leader takes the opportunity to remind the rest of the Troop what will happen in order to set the scene. They may need to be reminded what it felt like when they became Scouts.
2. The Scouts then stand in a horseshoe, with the Scout Leader in the mouth of the horseshoe. Any Assistant Scout Leaders stand to the right of the Scout Leader and a little to the rear. A Scout stands holding the flag between the Scout Leader and their Assistants. The Scout Leader or an Assistant then calls the Troop to the alert.
3. The new Scout moves forward and faces the Scout Leader. If the Troop operates with a Patrol system, it may be that the Patrol Leader brings the new Scout forward. The Patrol Leader then takes one step backward.
4. The Scout Leader then asks the new Scout if he or she understands what is meant by honour and the importance of the Promise and Law. If the answer to this is 'yes', the Scout holding the flag lowers it so that it is waist high between the Scout Leader and the new Scout who both place their left hands on the flag and make the Scout sign with their right hands.

5. At this time, the Troop, and any other person in the room who has made their Promise, is asked to make the Scout sign and the new Scout then repeats the Promise after the Scout Leader. (It is usual for the Scout Leader to say the Promise line by line with the new Scout repeating it afterwards, as it can be a daunting time without having to worry about forgetting the words.)
6. After the Promise has been said, everyone drops their hands from the Scout sign and the flag bearer lifts the flag.
7. The Scout Leader then presents the badges and may shake hands. If the Scout is completely new to the Movement, the Scout Leader should also present the Group scarf and welcome the new member to the worldwide family of Scouting. (If the Group Scout Leader is present, they may wish to do this)
8. If a Patrol Leader has accompanied the new Scout they may give the Patrol Badge to the Scout to show that he or she is a member of that Patrol.
9. The Scout Leader salutes the new Scout, who then returns the salute. The new Scout then turns to face the Troop, salutes and the Troop returns the salute.
10. The new Scout then goes (with the Patrol Leader) to join the Patrol.

Moving on ceremony

This ceremony has real value as it clearly marks the transition between being a Scout and an Explorer, not only in the mind of the young person but also in the minds of their fellow Scouts. It needs to take place at a convenient time for both the Troop and the Unit. This could be at a Troop meeting or a Group event. It may be that the Section Leaders agree to have moving on ceremonies on a regular basis, for example every three or four months. The important thing is that the Scouts involved are not made to feel self-conscious, but seen as members of the Group who have proved themselves as Scouts and are looking forward to having an exciting time in the Unit, with all its challenges and opportunities.

The Moving On Award may be presented by the Scout Leader or Group Scout Leader. Things to consider when planning the ceremony:

- you may wish to invite some of the Explorer Scouts in the District and the parents or carers of the Scouts who are transferring to the Unit
- when wishing the Scout good luck you may want to talk about the achievements of the individual during their time in the Troop (taking care not to cause embarrassment)

Explorers Ceremonies in the Unit

Explorer Scout ceremonies vary depending on the Unit and the District. Some may be very formal and traditional, whereas others may be infrequent and relaxed. Most ceremonies in the Unit and Young Leader Unit will be to recognise achievement. There may be a presentation of badges or awards. The grandeur of the ceremony may be determined by the level of the award.

Investiture

It is common for Units to invest new members in unusual and exciting places. It could be halfway up a rock face when climbing, in a river when kayaking, on top of a mountain or during a camp. Often people consider the more exciting the place, the better. Whatever is decided, it is important that the young person is comfortable with the ceremony and it in no way embarrasses them.

Wherever an Investiture happens, those being invested are required to make their Promise as they are welcomed into the Unit. It is important to have a good Investiture, or joining ceremony, to really welcome the new Explorers to the Unit.

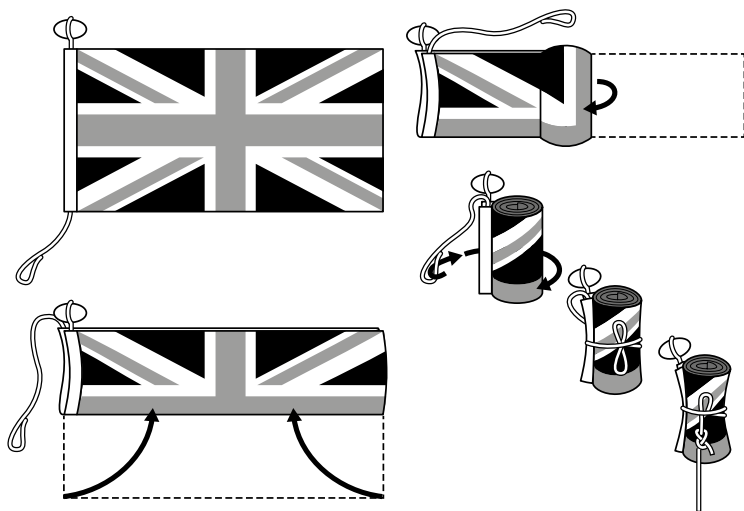
Investiture ceremonies

To make Investiture ceremonies exciting and memorable, it is a good idea to hold them in a place the young person has chosen or somewhere that is important to them. This could be as part of a section meeting, part of an adventurous activity, on a camp or on a trip to somewhere exciting. Make sure that the ceremony occurs in a way that is comfortable for the young person and in no way embarrasses them.

Flag Break and Flag Down

Flag Breaks are a Scouting tradition that still takes place in most section meetings. Flying the flag and saluting it reinforces the duty to the Queen and country that make up part of the Promise. Practise folding and hoisting the flag, and breaking it to avoid embarrassing situations on meeting nights. Here are the steps to be taken; there are variations and some sections may perform Flag Breaks differently:

1. Fold, prepare and hoist the flag.
2. Young people are asked to fall in and form a horseshoe facing the flag (some sections prefer to stand in lines) and standing at ease. All leaders present stand on either side of the flagpole.
3. The section is brought to alert and all those not directly facing the flag (the leaders, for example) should do so at this point.
4. A young person is chosen. They walk up to the flag and pull on the halyard or 'breaking' rope to 'break' or let the flag unfold
5. Once it has unfolded, the section salutes.
6. The young person who broke the flag then returns to his or her place in the section and the section is stood 'at ease'.



Any formal notices or information are often given out at this point before the section is brought back to alert and then instructed to fall out (break out of their lines or horseshoes).

It is good practice for the flag to be folded before Flag Break and put away at the end of the meeting.

Flag Down ceremony is undertaken in a similar way:

1. The section is assembled again in the horseshoe shape and brought to 'alert'.
2. A chosen young person walks to the flag, unties the rope holding it in position and lowers the flag slowly, ensuring that it does not touch the ground, which is considered disrespectful.
3. They then stand back, still facing the flag, and at the alert for a few seconds. No salute is given at this time. He or she then returns to their place in the section before they are all dismissed.

Inspections

Some Packs and Troops carry out regular inspections of the young people in their sections. They are one way of encouraging high standards at meetings and at camps. They are also about encouraging young people to take responsibility and add structure and order to meetings. They should be short, friendly and helpful. Young people should be aware that they might be checked on:

- attendance
- uniform
- general smartness

In the Pack and Troop, Sixers and Patrol Leaders should inspect their Six or Patrol before the leader to build their leadership and problem-solving skills. Avoid giving negative criticism; it is the personal development aspects that underlie inspection that is important, not whether one young person is essentially cleaner and tidier than another.

It may well be that the section wishes to introduce a competitive edge and encourage young people to do their best, by giving points for inspection. It is very important that these are allocated fairly, recognising the individual efforts of young people. If it is part of an inter-Patrol competition, the system needs to be monitored to ensure that it doesn't become all important.



FIND THE
good

IN EVERY SCOUT AND
HELP *Develop* IT.

3 THE PROGRAMME

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THE PROGRAMME

WHAT MAKES SCOUTING DIFFERENT?

Scouting offers a diverse and exciting selection of activities and experiences, which are a key aspect of its appeal to young people. The primary method of delivery is through a programme that provides adventure and challenge to young people in an age appropriate way, aiding personal development and self-confidence.

Outdoor adventure plays a major part in the Scouting Programme. The opportunity to meet and communicate with Scouts from across the globe adds another dimension to the appeal of Scouting.

Scouting exists to actively engage and support young people, empowering them to make a positive contribution to society. Scouting should be fun and challenge young people to embark on exciting, new adventures.































Adventure does not have to be extravagant or expensive –there are adventures to be had everywhere. For a Beaver it is an adventure to wake up after their first ever night away on a Beaver residential experience; for a Cub the sense of achievement after helping on a community project or for an Explorer the camaraderie of spending the weekend hill walking with fellow Explorers.


















THE PROGRAMME UNPACKED

The word 'Programme' in Scouting refers to the range of activities, challenges and experiences that young people experience in Scouting. This programme of activities is planned by the leadership team in partnership with young people. The Programme should be flexible and have room to adapt and accommodate the needs of the individuals in the section.

The Scouting Programme for all sections is based around three main themes: outdoor and adventure, world and skills. In each section a range of badges and awards support all aspects of Scouting, including: leadership, teamwork and personal development. The Programme should be delivered in a balanced way that incorporates elements from each theme to offer young people the most interesting and diverse experience.

The Programme Matrix below shows the range of awards and badges available to young people in each section. The Programme is designed to be progressive through the sections to offer young people an appropriate level of challenge. This is demonstrated in the matrix below.

SECTION	MEMBERSHIP	JOINING IN	ACTIVITY BADGES	STAGED BADGES
BEAVERS Core Age: 6-8 Responsibility: Group Key Themes: <ul style="list-style-type: none"> • Outdoors and Adventure • World • Skills 	 	  		
CUBS Core Age: 8-10½ Responsibility: Group Key Themes: <ul style="list-style-type: none"> • Outdoors and Adventure • World • Skills 	 	  		 
SCOUTS Core Age: 10½-14 Responsibility: Group Key Themes: <ul style="list-style-type: none"> • Outdoors and Adventure • World • Skills 	 	  		
EXPLORERS Core Age: 14-18 Responsibility: District Challenge Areas: <ul style="list-style-type: none"> • Outdoors and Adventure • World • Skills 	 	  		 <p>14 badges available</p>
network Age: 18-25 Responsibility: District and UK Programme areas: <ul style="list-style-type: none"> • Adventure • International • Community 				

CHALLENGE AWARDS	TOP AWARDS
<p>My Adventure My Outdoors</p> <p>Personal Challenge</p> <p>My Skills Teamwork My World</p> 	 <p>Chief Scout's Bronze Award 6 challenge Awards 4 activity Badges of their choice</p>
<p>Our Adventure Our Outdoors</p> <p>Personal Challenge Our Skills Team Leader</p> <p>Teamwork Our World</p> 	 <p>Chief Scout's Silver Award 7 challenge Awards 6 activity Badges of their choice</p>
<p>Personal Challenge Creative</p> <p>Expedition Outdoors Team Leader</p> <p>Teamwork Adventure Skills World</p> 	 <p>Chief Scout's Gold Award 9 challenge Awards 6 activity Badges of their choice</p>
 <p>DofE Awards Bronze, Silver, Gold</p>  <p>Explorer Belt badge, Young Leader Scheme, Belt available</p>  <p>Scouts of the World Award</p>	 <p>Chief Scout's Platinum Award</p>  <p>Chief Scout's Diamond Award</p>  <p>Queen's Scout Award</p>
 <p>DofE Awards Bronze, Silver, Gold</p>  <p>Explorer Belt badge, Belt available</p>  <p>Scouts of the World Award</p>	 <p>Chief Scout's Diamond Award</p>  <p>Queen's Scout Award</p>

CHALLENGE AWARDS AND AREAS

The challenge awards and challenge areas support the main themes of the programme. They require young people to take part in a range of activities to develop their skills and understanding in each specific challenge area. The diagram below shows the challenge awards for each section. Explorers do not have challenge awards, but they do have challenge areas that reflect the main Scouting themes in the same way as the other sections. These are shown below.

	Challenge	World	Skills	Outdoor and Adventure	
Beavers	Personal Challenge	My World	My Skills	My Outdoors	My Adventure
			Teamwork		
Cubs	Personal Challenge	Our World	Our Skills	Our Outdoors	Our Adventure
			Teamwork		
Scouts	Personal Challenge	World	Skills	Outdoors	Adventure
			Creative		
			Teamwork	Expedition	
			Team Leader		
Explorers		International	Creative	Campcraft	
		Environment	Communication	Survival Skills	
		Culture	Cooking	Peer-led Nights Away	
		Visits and Visitors	Health and Fitness	Adventurous Adventure	
		Citizenship	Teambuilding and Leadership	Navigation	

Six challenge awards are available for the Beaver section, seven for the Cub section and nine for the Scout section, reflecting the length of time young people are in the section, and offering a challenge appropriate to the age group. Challenge awards are progressive through the sections and this is mirrored in the complexity of the requirements.

The Explorer Programme includes 15 challenge areas, split into the three main Programme themes, mirroring the challenge awards in the younger sections. These challenge areas give Explorers choices and variety, to support them in planning their own programme.

It is recommended that the Scouting Programme, in all sections, should spend 50% of the time working on 'outdoors' and 'adventure' areas. This does not mean that 50% of the time young people need to be outdoors, although the more time you can spend outside the better. A Beaver residential that takes place indoors would still be considered as an adventurous activity, as would learning how to read a map or pitch a tent. Learning key skills that would be put into use in the outdoors are still considered to be a part of this section of the Balanced Programme.

BADGES

Badges are a good way to recognise young people's achievements and encourage them to learn new skills. Badges can be used to map young people's progress through the Movement and provide an incentive for them to work on a particular skill set or challenging activity. Badges also add structure and focus to the Programme. Challenge awards in the Beaver, Cub and Scout sections provide the basis for a Balanced Programme and are key to effective programme planning.

Remember: Recognise young people's achievements when they have earned badges. Badges should be presented to young people in front of the rest of the section to mark their achievements and hard work. Generally badges are presented as part of the section meeting's closing ceremony.



The full list of badge requirements for each section can be found in the respective badge books or at **scouts.org.uk/prepared**

How are badges earned?

In order to earn badges or awards, young people must complete the requirements listed for that particular badge; these are a mixture of challenges, activities and skills they must demonstrate. Badges vary in difficulty and all are progressive through the Movement, to correspond with the age and ability of the young people they are aimed at. Badges can be completed and signed off outside of the Scouting section with the supervision of a specialist in the field, like a swimming teacher. Other badges can be completed during section meetings, on residential experiences, or at District or County events.

Many different types of badges are available to young people at different stages of their Scouting experience and are detailed below.

FLEXIBILITY STATEMENT

Every individual who undertakes a badge should face a similar degree of challenge. As a result some requirements may need to be adapted.

It is acceptable to change some of the requirements of the badges to allow individuals to access the badge (for example, where there are additional needs, cultural issues or religious considerations to take into account). The requirements outlined for badges allow for some flexibility in order to obtain the badge.

The guiding principle throughout the Programme should be that young people are being challenged, while having fun. You may need to scale the difficulty of a challenge up or down to make sure that young people of different abilities can all experience a similar level of challenge. Usually this just takes a little creativity and common sense, and by identifying an individual's needs and providing them with appropriate support, we can include even more young people in Scouting.

For any assistance on how to adapt requirements, contact the Scout Information Centre (p20).

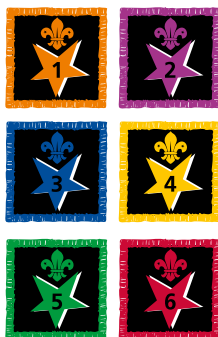
Core badges

These are awarded to young people to recognise their commitment to the Scout Movement, not just the particular section they are in. These include:



The Membership Award

The Membership Award is presented to young people when they take their Promise and become a member of the Movement. Young people should be given this badge when they are invested into the section as part of the Investiture ceremony. Young people are required to learn certain things about Scouting and their section before they can become full members.



Joining In/Participation Awards

Joining In and Participation Awards are the same awards with different names to suit the ages of the sections. Beavers and Cubs would know them as Joining In Awards, whereas Scouts and Explorers would refer to them as Participation Awards. These are presented annually to young people to recognise the length of their time in Scouting. The number on the badge shows the number of years the young person has been an active member of the Scouting Movement, not just of the particular section they are in.



Moving On Award

Moving On Awards are given to young people when they progress to the next section in the Movement. They are presented when they are invested in the new section. Young people have to renew their Promise every time they progress to the next section.



Activity badges

Activity badges make up the majority of all the badges available to young people. They are specific to sections, and cover a huge range of skills and interests. Activity badges recognise and reward young people's different interests and talents. The diversity of topics they cover is designed to maximise their appeal to young people. While section leaders may use challenge badges to aid their delivery of their programme, activity badges are designed to:

- be achievable by a young person working individually at home, or outside their section
- allow young people to explore an activity that is of particular interest to them
- contain clear and specific requirements that can be followed by young people working independently

Staged activity badges are available to all sections from Beavers to Explorers and cover a range of topics and skills. Staged badges do not have to be completed in order; it is possible for young people to begin the stages at whichever level best suits them. The stages are progressively difficult to offer young people an ongoing challenge.



Chief Scout's Awards and the Queen's Scout Award

These awards celebrate the highest level of achievement that young people can gain in their section, and in Scouting. In the Beaver, Cub and Scout sections the challenge awards and activity badges feed into, and culminate in the Chief Scout's Award for that section. If leaders are offering a balanced programme it should be realistic for most young people in each section to achieve them. Like the rest of the Programme, the top awards are progressive throughout the Movement.

An overview of the Chief Scout's Awards:



Bronze (top award for Beaver section)	Silver (top award for Cub section)	Gold (top award for the Scout section)
<p>Challenge Awards:</p> <ul style="list-style-type: none"> • My Adventure • My Outdoors • My World • My Skills • Teamwork Award • Personal Challenge Award <p>Four activity badges of their choice</p>	<p>Challenge Awards:</p> <ul style="list-style-type: none"> • Our Adventure • Our Outdoors • Our World • Our Skills • Teamwork Award • Team Leader • Personal Challenge Award <p>Six activity badges of their choice</p>	<p>Challenge Awards:</p> <ul style="list-style-type: none"> • Adventure • Outdoors • Expedition • World • Skills • Creative • Teamwork Award • Team Leader Award • Personal Challenge Award <p>Six activity badges of their choice</p>

If a young person moves up to the next section before completing their Chief Scout's Award, they can complete it during their first six months after moving up. They can also wear their most recently earned Chief Scout's Award on their uniform after they have moved up. Only one Chief Scout's Award should be worn at any one time.



Chief Scout's Platinum, Chief Scout's Diamond and Queen's Scout Award

The Chief Scout's Platinum, Chief Scout's Diamond and the Queen's Scout Award are three of the top awards available in Scouting. They offer young people the opportunity to utilise the skills they have developed throughout their time in Scouting across a range of areas. Young people aiming to achieve any of these awards are required to complete a number of activities from a list of International, Environment and Values (IEV) based requirements; show progress in learning a skill and a physical activity; volunteer in the community; and complete a number of nights away as well as an expedition. The Chief Scout's Platinum, Chief Scout's Diamond and the Queen's Scout Awards are progressive in their levels of challenge and the level of skill a young person must display to complete the awards.

The Chief Scout's Platinum Award is only available to members of the Explorer section, the Chief Scout's Diamond Award is available to all Explorer Scouts and Scout Network members, and the Queen's Scout Award is available to Explorer Scouts and Scout Network members aged 16 to 25.

Certain requirements of these three top awards complement the Duke of Edinburgh (DofE) Bronze, Silver and Gold Award requirements respectively, allowing young people to sign off some of their Chief Scout's Platinum, Chief Scout's Diamond or Queen's Scout requirements if they hold the relevant DofE award.

ADDITIONAL AWARDS IN THE EXPLORER SCOUT AND SCOUT NETWORK SECTIONS



Duke of Edinburgh's Awards

The Duke of Edinburgh's Award (DofE) is a programme of activities for young people aged 14 to 25. Provision for the DofE within Scouting primarily sits within Explorer Scouts and the Scout Network, however adults aged 18-25 may also take part in the Programme. There are three levels: Bronze, Silver and Gold, which are available to young people aged 14+, 15+ and 16+ respectively. Full requirements for the Duke of Edinburgh Awards can be found at **scouts.org.uk/prepared** or at **DofE.org**



Explorer Belt

The Explorer Belt is one of the top awards in Scouting and is available to Explorer Scouts aged 16+ and members of the Scout Network. It requires participants to demonstrate a number of skills in a variety of areas in order to successfully achieve the award. After a period of extensive planning, participants must undertake a 10-day international expedition outside of the UK that incorporates a number of projects.

The Explorer Belt is designed to broaden participants' understanding of different countries, cultures and ways of life. This aids personal development and raises the participant's awareness and understanding of the country they choose to visit. On their return to the UK, participants must give a presentation to their assessor about their trip and all aspects of their work towards the award.

The expedition that a young person undertakes as part of their Explorer Belt cannot be used to validate the expedition for any other awards. This is because the nature and purpose of this expedition should be very different to those undertaken for the other awards.

THE PROGRAMME METHODS

The Scout Method (p5) states in general terms the key ways that Scouting is delivered. The programme methods build on this with specific examples of types of activities that young people should experience or take part in while they are in Scouting. Overall the methods are designed to offer a framework of ways that Scouting can be delivered to make sure that young people have a positive and well-rounded experience.

Scout Method	Programme Methods
Scouting takes place when young people, in partnership with adults, work together based on the values of Scouting and:	This means that young people get to experience or take part in the following things as part of the Programme:
<ul style="list-style-type: none"> • enjoy what they are doing and have fun 	<ul style="list-style-type: none"> • having fun • meeting new people, making friends and developing relationships
<ul style="list-style-type: none"> • take part in activities indoors and outdoors • undertake new and challenging activities 	<ul style="list-style-type: none"> • spending time outdoors • games – physical and adventurous activities • design and creativity • visits and visitors • camps, sleepovers, international trips and other residential experiences
<ul style="list-style-type: none"> • learn by doing • take responsibility and make choices 	<ul style="list-style-type: none"> • working in small teams • trying new things, and learning new skills • teambuilding and leadership activities • taking responsibility, giving ideas and opinions, making choices and decisions
<ul style="list-style-type: none"> • share in spiritual reflection • make and live by their promise 	<ul style="list-style-type: none"> • spiritual reflection • finding out about themselves • community action • keeping the promise

PROGRAMME OBJECTIVES

In order to make sure that the Programme meets Scouting's fundamental purpose, a number of programme objectives set out what young people of different ages should gain from taking part in Scouting. The Programme objectives underpin the requirements of the badges, awards and other programme elements. This means that if you are following the Balanced Programme and young people have the opportunity to achieve Chief Scout's Awards and the Queen's Scout Award, they will be meeting the Programme objectives.

The objectives are based on Scouting's Purpose: 'Scouting exists to actively engage and support young people in their personal development, empowering them to make a positive contribution to society'.

Personal development in this context is about meeting the needs of young people in terms of holistic self development. Scouting addresses many needs of young people including: having fun, building and maintaining relationships, personal development, self-respect, discernment and empowerment. Personal development includes social, physical, intellectual, emotional and spiritual development.

The Programme objectives are broken down into these five areas of personal development. Detailed objectives relate more specifically to the needs of young people.

Physical	There are two objectives in this area of development – health and fitness – which include the impact of diet, illness and exercise, as well as how to take action in an emergency.
Intellectual	There are three objectives in this area – learning skills, creativity and judgement. These are about young people developing skills and talents, expressing themselves creatively, problem solving and making choices.
Emotional	There are two objectives in this area – self-identity and emotional expression. Young people in Scouting explore their own identity and personality, learn how to deal with and express their emotions, and learn to respond to others' emotions.
Social	There are three objectives in this area – relationships, teamwork and community – all of which are about how we live and work with others as part of our local, national and international community.
Spiritual	There is one objective in this area, which focuses on exploring faiths, beliefs and attitudes that are meaningful to young people individually, and to others around them.

In total there are 11 objectives for each section, which are what a young person should be able to do by the time they leave that section. You can find these objectives in the Appendix.

DELIVERING AND MEASURING A QUALITY PROGRAMME

Delivering a quality programme

To make sure that young people get as much as possible out of their Scouting experience, it is important that there is a high-quality programme available for them to take part in. A quality programme will keep young people interested and engaged, help them to develop new skills and interests, and encourage them to stay healthy and active. It will also ensure that their experience meets the fundamentals of Scouting.

A good quality programme:

- provides challenge and adventure to young people
- is safe, rewarding and varied
- is shaped by young people in partnership with adults
- gives young people an opportunity to learn, develop and share ideas.
- gives young people the opportunity to develop a better understanding of their community and the world around them
- gives young people the opportunity to gain life skills, confidence, develop self-esteem and understand relationships

A quality programme should include a balance of different types of activities and opportunities. It should also be well planned, and delivered by adults with appropriate skills and expertise and using a wide variety of different methods.

Quality programmes should include:

- activity badges
- challenge awards
- Chief Scout's Awards and other top awards
- Nights away
- activities outside the normal meeting place
- opportunities for young people to have their voice heard and get involved in the planning, implementation and reviewing of their programme
- opportunities to engage with the local community
- opportunities to engage with the wider Scouting family, including taking part in Group, District, County, national and international programme initiatives

The Quality Programme Checker

The Quality Programme Checker is a tool designed to help you plan and review your programmes, and make sure that you are delivering quality Scouting to the young people that you work with. A quality Scouting programme should cover all of the areas identified in the tool. The Red, Amber and Green categories will help you to identify any areas where your programme could be improved, and set targets for you to reach when planning your next programme. The Quality Programme Checker can be found in the appendix of this resource (p189).

PLANNING A PROGRAMME

To deliver a quality programme that is packed with activities which young people will enjoy, it is vital to plan in advance and for an extended period of time. This way you can work out very quickly if your programme is balanced and whether you are using a range of methods. You can also ensure that you have time to source the resources and materials you need. There are always times when planning a programme has not been possible and while spontaneity can sometimes be very effective, the programme for that evening can only use the resources and materials that you have to hand. Planning need not be an overwhelming or difficult task and there is a wealth of resources to help you.

How to plan a programme

Planning a year or term's worth of programmes alone can appear a daunting prospect. It is recommended that your leadership team, including Young Leaders, find time to meet away from your section. That way, you will have the opportunity to discuss ideas and think about what may need to be organised.

Decide on some goals for the section in the coming year, be it a number of badges to complete, a number of camps or expeditions to attend or a trip abroad. These big events should form milestones on the planning calendar.

Long-term, yearly planning

Start with a blank calendar showing all of your meeting dates for the term, or year ahead. Fill in any major events (such as camps, or District or County events) and then begin to fill in the meetings with a theme or broad idea for each one. Working towards badges, top awards or camp preparation may take longer than one section meeting so be sure to factor in enough time to complete the necessary activities or time to learn a new skill. Some activities may be ongoing and you could set aside 20 minutes a week for it over a term.

Short-term planning

Once the broad outline of the programme is formed, many leadership teams delegate evenings to individual members of the team (or perhaps to Patrols or individual young people) to plan in more detail around that theme. It is a good idea to standardise the structure of meetings as this will give young people a sense of routine and security in their sections.

Listen to young people

Speak to the young people in your section and discuss ideas for activities or badges they have for the coming term, before the team's planning meeting. In all sections it is important to listen to the views of young people and incorporate their ideas and suggestions into the programme. No idea should ever be rejected, no matter how silly it may seem. If a Beaver Scout says they would like to fly to the moon, it obviously is not possible in a section meeting but might inspire a night outside stargazing, a night learning about space or a night building space rockets. Young people should feel that their ideas are being listened to and taken seriously.

The programme should always remain flexible, even once it is planned. Many factors can change the course of meetings that have been planned, from something as simple as the weather or a school trip to sudden growth in the number of young people in the section. If an exciting opportunity arises for your section, don't turn it down just because it was not part of your plan: always be prepared for change.

Decide early on which leaders or young people will be responsible for specific events – it does not necessarily have to be the leader who planned it. This way there can be no confusion nearer the time. Begin to publicise the programme so that young people and their families know what to expect, can save the dates and can be forewarned about any additional costs.

Once an outline of the programme is finalised, it can be circulated to parents or carers. Remember to include key dates such as camps and outings.

**Example section meeting,
2nd Anywhere Scout Troop
Thursday 5 May, 7pm–9pm**

- 6.45–7.00** Scouts arrive – basic game set up for them to play as they arrive.
- 7.00–7.10** Flag break or opening ceremony – after the ceremony the leader informs the Scouts of the evening's activities.
- 7.10–7.20** Game – for Scouts to let off some steam so they will focus better for the rest of the evening.
- 7.20–8.00** Main theme – this can be a series of shorter activities around the main theme, or the section split into groups to rotate around stations.
- 8.00–8.10** Refreshment break – this can also be used as time to clear up the first activity, if the next activity does not require the same equipment.
- 8.10–8.30** Continue main theme.
- 8.30–8.40** Clear away equipment and any mess.
- 8.40–8.50** Game or reflection – an opportunity to play a game or share what has been achieved.
- 8.50–9.00** Close meeting – lowering the flag and sharing notices.

Reasonable Adjustments to the Programme

There is flexibility within Scouting, which means that all young people, regardless of their abilities, can enjoy and achieve. All sections should make reasonable adjustments wherever possible to support the inclusion of young people with disabilities or additional needs.

Adaptation may be required specific to the needs of the young person concerned to access an activity. The aim in each case should be to improve access to Scouting, and support the individual as far as is reasonably possible, to fully participate in all Scouting activities.

Peer-led activities

Peer led activities are a brilliant way of encouraging young people to work together, use their initiative and develop their leadership skills. Plan for activities or evenings to be run or organised by young people. Give them time to plan activities and then deliver them to the rest of the section. Be sure to encourage and facilitate young people, especially those who may be shy when it comes to leading.

Getting young people used to being involved in planning and taking the lead from an early age will pave the way for success later on in their Scouting lives. Such experience will prove useful if they wish to complete their Queen's Scout Award or Explorer Belt, when they will be required to plan and co-ordinate expeditions and other adventures.

Top tips for planning

Factors beyond your control can disrupt your programme, such as the weather or the number of young people who turn up. However, planning for contingencies will reduce stress levels and ensure that your programme is always of the highest standard. Things to think about:

1. Always plan more activities than you think you will need. This way if young people's concentration begins to wane, or if they finish activities quicker than expected, there is something else ready and you will not be caught short.
2. If you plan to spend a section meeting outside, keep a regular eye on the weather and have an indoor plan ready just in case there is a sudden rainstorm.
3. Plan progressions into activities. Young people all learn and pick things up at different rates. By having progressions planned, those groups or individuals who move on more quickly can move onto a progression which will keep them engaged.
4. Repetition is sometimes good. While it is important to run a balanced programme and introduce young people to as many new activities as possible, young people like routine and enjoy repeating games or exercises they enjoy. Try not to do the same games every week, but if there are a few that your young people are particularly keen on, they can be rotated through the term.

Example programme ideas for each section can be found in the appendix of this resource (p163).

GENERATING PROGRAMME IDEAS

Ideas and programme activities can be collected from a range of sources. Always keep a list of all the programme ideas you come up with. Even if they are not used immediately you may want to consider them for future planning. The young people in your section will be full of ideas and inspiration too, so be sure to ask them for their input. Discuss planning with other adults in Scouting to share ideas or good websites and external resources to use. Remember that young people stay in your section for several years so it is always worth referring to last year's plan to ensure that you are not repeating your programme.

Many resources are readily available. Below are some to consider.

Programmes Online (POL)

Programmes Online is a web-based tool available to all adult members with a membership number. It contains thousands of programme ideas, activities and games. These can be sorted through according to section, type of activity or by badge names.

POL allows members to upload their own programme ideas to share with other members. Once an idea is uploaded, it has to be approved by UK Headquarters to ensure that it is safe for the age group suggested. POL is constantly expanding and being refreshed with new ideas, making it a very popular planning tool. It can be found online at **scouts.org.uk/prepared**



Badges

The activity badges and challenge awards for each section cover a wide range of topics and skills. The badge requirements are versatile and can usually be completed in numerous ways. They can often provide a great basic structure to a section meeting programme or series of meetings if the badge requirements are relatively detailed. It may be best to designate the full section meeting to completing the badge, or it could be that each week for a half term the section completes one badge requirement and spends the rest of the meeting taking part in other activities.

Some badges are sponsored by corporate partners, who produce activity packs containing programme ideas and activities to help you complete the badge requirements. Activity packs can be found at **scouts.org.uk/prepared**



Explorer Challenge Areas

The Explorer programme includes 15 challenge areas, split into the three main programme themes, mirroring the challenge awards in the younger sections. These challenge areas give Explorers choices and variety, to support them in planning their own programme. An activity pack is available to inspire Explorers and highlight some activities they may wish to try for each of the challenge areas. Activity packs can be found at **scouts.org.uk/prepared**



Listen to young people's ideas

There is no better way to be sure that your programme is exciting and relevant to your section than by asking them to input into the planning. Young people are hubs of ideas and innovation. It is the role of the leader to focus the ideas of young people and turn them into adventurous Scouting programmes that can build skills and knowledge, as well as being great fun. Beavers and Cubs are likely to identify themes of things they want to

do, where as Scouts and Explorers are more likely to suggest activities and challenges they want to undertake. Remember that young people will feel disempowered if none of their ideas are considered or implemented. Even if ideas seem ridiculous, there is usually a way to incorporate it somehow.

Cubs may wish to go to Italy

- imagine that the Pack has arrived in Italy; you could learn some basic Italian, sample and create some of the foods, or make some crafts.
- you could think about the Romans and get the Cubs to make Roman pots, headwear, mosaics or shields
- the Cubs could dress up in togas if they wished
- maybe you could award the Cubs their International Activity Badge while dressed as Romans

Listening to your team

Knowing and working with your leadership team is a key part of planning the section's programme. Members of your team, and people that they know, may have skills that they can incorporate into the programme. For example, if one of your team is an art teacher, it would be great for them to lead an arts and crafts evening that perhaps focuses on a specific technique that would be appropriate for the age of the section. Or you may have a parent or carer who is a particularly skilful musician and could lead a musical evening. Using other people's skills can really enhance the programme for young people, because when people are delivering activities on a subject they feel passionate about, their enthusiasm for the subject will inspire young people.

Explore the local area

Exploring the local area can be an exciting adventure for Beavers and Cubs and a way to help Scouts and Explorers understand their local community. Consider visiting:

- local places of worship
- places of historical importance
- local art galleries or museums that display local talent
- local parks or green spaces
- local events or cultural festivals

For older sections, newspapers and current affairs publications can be interesting resources for programme ideas.

Reviewing current affairs and news can raise young people's awareness of the environment, or global issues that affect world communities.

Activity packs

A variety of activity packs are created at different times and on different subjects. For example, in the lead-up to a World Scout Jamboree (which is held every four years), activity materials will be available that are designed to make all young people feel a part of the jamboree, irrespective of whether they are attending. They include activities based around the theme of the jamboree, traditions and culture of the hosting nation and awareness of diversity in the world. Other activity packs might be created for particular celebrations (for example, the Olympics, or the centenary of Cub Scouting) or around particular topics (for example, citizenship or global issues). Some packs are also created in partnership with other organisations. You can find all current activity packs at **scouts.org.uk/prepared**



Rise to the challenge

This resource explores spiritual development in Scouting, providing leaders with support in fulfilling the spiritual elements of Scouting's purpose. Rise to the Challenge provides a range of age appropriate programme ideas which explore the five principles of spiritual development. The resource offers leaders practical ways to embed spiritual development in the programme and fulfil the spiritual elements of Scouting's Purpose. It is available as a free download from **scouts.org.uk/prepared** or a printed version can be ordered from Scout Shops.



Scouting magazine and digital communications

Scouting magazine is a useful resource full of activity ideas for leaders. The magazine is released quarterly and also includes useful information to help you plan your programme. Activity ideas are also promoted and discussed on the Scouts' social media channels, including Facebook, Twitter and Pinterest.

In the appendix to this resource you'll also find a list of festivals, celebrations and awareness days throughout the year that could also be used to inspire programme ideas.

SUPPORTING YOUNG PEOPLE WITH ADDITIONAL NEEDS TO ACCESS SCOUTING

The Scout Association is committed to being inclusive of all young people, regardless of ability or disability and has a clear Equal Opportunities Policy. There is flexibility within Scouting and all sections should make reasonable adjustments wherever possible to support the inclusion of young people with disabilities or additional needs.

Inclusive Scouting

The policy of The Scout Association is to include young people with additional needs and disabilities in mainstream Scouting wherever possible. Where it is not possible or appropriate, there is a network of specialist Scout Groups for young people who would otherwise not be able to participate and enjoy Scouting. For example, there are a number of Scout Groups operating in hospitals and hospices providing Scouting for young people with life-limiting conditions.

There are many different additional needs that a section may need to cater for. Some needs are not immediately obvious eg attention deficit hyperactivity disorder (ADHD) or autism; these are referred to as 'hidden disabilities'. A range of resources are available to support from the Scouting For All section of the Members Resources area of scouts.org.uk. You may need to consider access to the meeting place, transport, medical care, programme activities, dietary requirements, and any potential training needed for adults and young people in the section.

FLEXIBILITY

There is flexibility within Scouting, which means that all young people, regardless of their abilities, can enjoy and achieve. All sections should make reasonable adjustments wherever possible to support the inclusion of young people with disabilities or additional needs.

The requirements for the activity badges and challenge awards provide a wide range of choice for young people. Most young people will be able to access the badges and awards of their choice. There will be a number of young people with additional needs and disabilities who will need further flexibility to gain their badges and awards.

Adaptation may be required specific to the needs of the young person concerned. The aim in each case should be to improve access to the badge or award rather than to reduce the challenge of its requirements.

Reasonable adjustments

Scouting is delivered by adult volunteers and is not a statutory provision (such as the education system, for example), however, we endorse systems of supporting our volunteers with inclusion. We encourage local volunteers to meet with the parents/carers of the young person to discuss their individual needs and plan support strategies. It is crucial to establish the individual needs of each young person, and explore how Scouting can meet their needs. Scout leaders are not expected to be experts and working in

partnership with parents/carers is vital to support the young person to fully participate in Scouting.

In some locations, there are also volunteers specialising in supporting inclusion. However, despite this and the best efforts of our volunteers, there may be situations where a particular Group does not have the capacity or resources to meet the needs of a young person or make the reasonable adjustments necessary. In such instances, local volunteers can work with the parents/carers, to find an alternative Group.

Further information on how to make Scouting more accessible is available online at **scouts.org.uk/prepared**, or via the Scout Information Centre (p20).



You may need to consider issues such as access to the meeting place, transport, medical care and any potential training needed for adults and young people in the section.

Accessibility and the law

Each additional need is different and therefore local Groups and sections deal with each individual differently. However, all members must adhere to the Key Policies of the Association and the law.

In line with The Equality Act, all Groups in Scouting are required to make 'reasonable adjustments' to their meeting venues or working practices, to ensure that all young people can participate in Scouting as fully as possible. It is also very important to ensure that parents and carers are consulted properly throughout with their views and opinions taken into account to see what is required and what can be done to ensure that the young person gets the most out of Scouting. Therefore, to ensure that they deal with such additional needs as clearly and as openly as possible, sections should devise a clear consultation process with parents and carers

Further information on how to make Scouting more accessible is available online at **scouts.org.uk/prepared**, or via the Scout Information Centre (p20).



A photograph taken from inside a tent, looking out through a large, arched window. The window frame is dark, and the view outside shows a dense forest of tall, thin trees. In the lower right, another tent is visible, set up on a sandy or dirt clearing. The overall lighting is soft and natural, suggesting daytime. Overlaid on the image is white, hand-drawn text in a decorative banner style.

Remember
to
EXPLORE

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ADVENTUROUS ACTIVITIES

The Programme offers a huge range of adventurous activities that make it exciting for young people.

Scouting can provide activities in two ways:

1. Led and run by a member of the Association, known as **Scout led**.
2. Using an external, non-member instructor or centre, known as **externally led**.

Groups wholly aged 18 and over participating in adventurous activities are known as Adult Groups. Where any participant is aged under 18 or has a special educational need, which places their mental age below 18, the activity must be led or supervised in accordance with the adventurous activity permit scheme (see POR Rule 9.7), this applies to joint activities with both Explorer Scouts and Scout Network members.

When running an activity, first decide whether the activity will be Scout or externally led.

SCOUT-LED ACTIVITIES AND THE ADVENTUROUS ACTIVITIES PERMIT SCHEME

Scout-led activities included in the list below are operated and managed via an internal assessment scheme called the Adventurous Activities Permit Scheme. This is designed to ensure that all members leading adventurous activities for young people have the skills, experience and personal suitability to do so. Adventurous activities included within the Adventurous Activities Permit Scheme are:

- hill walking (terrain one and two)
- off road cycling (terrain one and two)
- climbing
- abseiling
- caving and mine exploration
- archery
- snow sports (terrain one and two)
- hovercrafting
- all motorised water activities on all classes of water
- all scuba diving activities on all classes of water
- all other water activities (except swimming) on Class B1, B2, B3 and A waters

Activities that do not fall within the Adventurous Activities Permit Scheme, such as shooting and air activities, can still take place within Scouting. There are separate rules, governance and requirements on how to run each activity, which can be found at **scouts.org.uk/prepared**



For terrain definitions and classifications of waters please refer to POR Chapter 9 at **scouts.org.uk/prepared**



Three types of Adventurous Activity Permit are available.

Personal – available to members aged under 18. Allows young people to take part in the activity with other competent young people who also hold personal permits.

Leadership – available to all members and associate members, including young people. Allows individuals to run an activity for a group of young people.

Supervisory – available to all members and associate members, including young people. Allows that individual to supervise multiple groups of young people while designating a group leader for each group. The Supervisory Permit holder has overall responsibility for the activity and all groups participating.

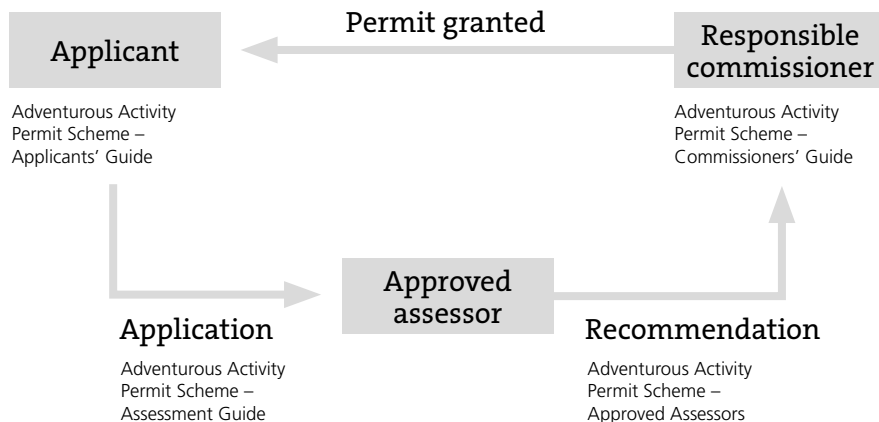
Not all types of permit are available for every activity. Permits have a maximum duration of five years, which in some cases may be reduced through a restriction on the permit. Restrictions can be useful to ensure that all applicants are issued with a permit to lead activities they are safe to do so, even if they do not meet the full criteria of the Assessment Checklist.

To gain an Adventurous Activity Permit you will need to demonstrate that you have:

1. Technical competence – technical ability and skill in the activity are assessed against the criteria on an assessment checklist. A County Assessor or an External Assessor will undertake this with you. We recognise some equivalent qualifications, such as National Governing Body (NGB) awards. Holding these, along with a current logbook, can negate the need for a practical assessment. However, NGB awards are not required to obtain permits.
2. Knowledge of Scout Association rules for the activity.
3. Undertaken approved safeguarding training for child protection (not for personal permits).

4. Personal suitability – are you ready, capable and competent to lead or supervise the activity?

The image below details the process for gaining an Adventurous Activity Permit, who is involved and where to go for further information. To find this information visit **scouts.org.uk/prepared**



Volunteers in your District or County can help you with the process. These include a Manager of the Activity Permit Scheme (MAPs), Assistant County Commissioner for Activities (ACC Activities), Assistant District Commissioner for Activities (ADC Activities) and District or County Commissioners.

EXTERNALLY-LED ACTIVITIES

If activities are being run by external providers, such as non-member instructors, a specialist club, organisation or commercial centre, you will need to follow the steps below:

1. Check POR rules for the activity, and those for external centres and instructors.
2. Check that the external provider holds a relevant accreditation or qualification for the activity they are delivering (eg AALA Licence, Adventure Mark Accredited Provider, Government Agency, National Governing Body qualifications) as well as adequate insurance cover. These criteria are subject to frequent change and up to date guidance on the above can be found in the A-Z directory at **scouts.org.uk/prepared**.



3. If not, check NGB qualifications of those running the activity – for many activities, we require the external instructor to hold the appropriate level NGB qualification for the activity they are instructing.
4. Check that the provider has personal liability insurance – instructors who are not members of The Scout Association are not covered for personal accident insurance by Unity (Scout Insurance Services Ltd). External instructors are required to carry public liability insurance.
5. Check whether further insurance is required – standard Scout insurance does not cover members for third party liability in motorised land vehicles. Members should contact Unity (Scout Insurance Services Ltd) before taking part in motorised land activities to see whether they need to take out third party liability insurance.

Adventurous activities are an integral part of the Scouting programme. There will be many times when parties of members will wish to take part in these activities while abroad. The chance to try activities in a new and exotic location should be attractive to the participant and carried out in as safe a manner as possible, remembering that The Scout Association's rules are applicable everywhere in the world. Advice is available from your Assistant County Commissioner (Activities) and Assistant County Commissioner (International).

For more information on running activities in Scouting using external instructors and centres, visit **scouts.org.uk/prepared**



ACTIVITY REQUIREMENTS

The following must also be undertaken for all activities in Scouting, whether Scout or externally led.

Approval – the District Commissioner is responsible for approving all activities to take place for Beavers, Cubs, Scouts, Explorers, Network and adult groups of District members. The County Commissioner is responsible for the activities of wholly adult groups of County members. In Scotland the District Commissioner is responsible for Scout Network activities.

InTouch – the InTouch system (see the Safety section of this book) should be in use at all events and activities in Scouting.

Risk assessment – leaders should carry out risk assessments before and during every activity and all activities must be undertaken in accordance with the Association's Safety Policy. (See the Safety section of this book.)

Activity Information Form – It is recommended that the Activity Information Form is used. A completed copy of this form can be given to parents and carers and their permission obtained for non-residential activities and outings. It also provides leaders with important and updated information regarding the young person. A template of this form can be found online at **scouts.org.uk/prepared**



Comply with ratios – Adult to young people ratios for outdoor activities held away from the usual meeting place:

Section	Recommended minimum ratios
Beavers	One adult to six Beaver Scouts plus the leader in charge
Cubs	One adult to eight Cub Scouts plus the leader in charge
Scouts	One adult to 12 Scouts
Explorers	No minimum recommendation

RESIDENTIAL EXPERIENCES/NIGHTS AWAY

Taking part in events that include being away from home overnight is a key part of Scouting for all sections. The experience helps young people develop confidence, build friendships and demonstrate team building skills. They also offer the opportunity for leaders to deliver many aspects of the Programme that would be otherwise difficult to facilitate in a regular weekly meeting place.

There are many different types of residential experiences, including hostelling and use of indoor accommodation, bivouacs, back to basics and camping under canvas. Whichever type of residential experience is chosen, they all require clear and thorough planning and a programme that should offer young people a varied and fun experience.

Things to consider when planning a residential experience include:

- suitable location for the event
- budget
- time and length of the event
- weather
- purpose of the event and what young people will achieve and experience
- number of adults you are going to need
- travelling logistics of young people, leaders and equipment
- equipment required
- catering facilities and provision
- individual needs of young people, including additional needs, disabilities, medical and dietary requirements

The Nights Away: Essential Guide to Running Scouting Residential Experiences guidebook is an excellent resource designed specifically to support all aspects of planning and running a residential experience. It is available from Scout Shops.

RESIDENTIAL EXPERIENCES/NIGHTS AWAY REQUIREMENTS

For any type of residential experience including young people under the age of 18, the following must be undertaken:

Nights Away Permit Scheme – all nights away experiences must be supported by someone holding the appropriate Nights Away Permit for the event. Alternatively, a young person can lead a group if they have been granted a Nights Away Event Passport.

Approval – the District Commissioner is responsible for approving all activities that take place for Beavers, Cubs, Scouts, Explorers and wholly adult groups of District members. The County Commissioner (District Commissioner in Scotland) is responsible for Scout Network activities and wholly adult groups of County members. This approval is gained through the information contained in the Nights Away Notification Form (NAN) and a minimum of seven days' notice should be given. There is a copy of Form NAN in the appendix of this resource or online at **scouts.org.uk/prepared**. If the event takes place using facilities not owned or operated by Scouting, the host District Commissioner must be notified, usually through Form NAN and a minimum of 14 days' notice should be given.



First aid – All nights away events must have immediate access to someone holding First Response or higher. This need not be the permit holder.

InTouch – The InTouch system (see the Safety section of this resource) should be in use at all events and activities in Scouting.

Comply with ratios – Adult to young people ratios for nights away experiences:

Section	Minimum	Recommended
Beavers	Two adults must be present overnight.	One adult to six Beaver Scouts plus the leader in charge.
Cubs	Two adults must be present overnight.	One adult to eight Cub Scouts plus the leader in charge.
Scouts	Two adults must be present overnight (unless Scouts are operating using an Event Passport).	One adult to 12 Scouts (unless Scouts are operating using an Event Passport).
Explorers	Two adults must be present overnight (unless Explorers are operating using an Event Passport).	No recommendation.



It is recommended that the Nights Away Information Form is used. A completed copy of this form can be given to parents and carers and their permission obtained for residential events. It also provides leaders with important and updated information regarding the young person. A template of this form can be found online at **scouts.org.uk/prepared**

Sleeping arrangements

It is important that sleeping arrangements are carefully managed and clearly communicated to young people and parents or carers in advance of a residential trip. There are guidelines around sleeping arrangements that should be followed at all times:

1. Adults and young people must not share tents or sleeping accommodation.
2. Explorer Scout Young Leaders should not share accommodation with either adults or young people in the section they are working in.

When planning an overnight event, think about the age, welfare and needs of the young people. For example, it is good practice to give males and females separate sleeping accommodation. Young people of different ages will have different needs and you can't assume that they are all the same. Therefore it's important to think about their maturity, friendship groups and any other needs when planning. Remember to ask the young people themselves for their ideas and input.

Whatever the arrangements are, make sure that the welfare and risks to young people are considered; and that young people, leaders and parents or carers are happy with the arrangements.

Alcohol

During Scouting events that are attended by under 18 year olds, the following should apply:

1. Under no circumstances should young people under the age of 18 be allowed to consume alcohol during Scouting events.
2. Adults who are directly responsible for young people must not consume alcohol at Scouting activities.

The rules state clearly that those adults who are directly responsible for young people must not consume alcohol at Scouting activities. It is acceptable to designate adults who are directly responsible for the young people, while others may be 'off duty', in line with the young person and adult ratios. It is essential, however, that those 'off duty' only drink in moderation and out of sight of young people, and remain able to assist in the event of an emergency.

Other than emergency situations, adults who are 'off duty' and may have consumed alcohol should not deal directly with young people. These rules and guidance apply to anyone aged 18 and over on a Scouting event, including Scout Network members. Consideration should also be given to running alcohol-free events and to the cultural and religious needs of those taking part.

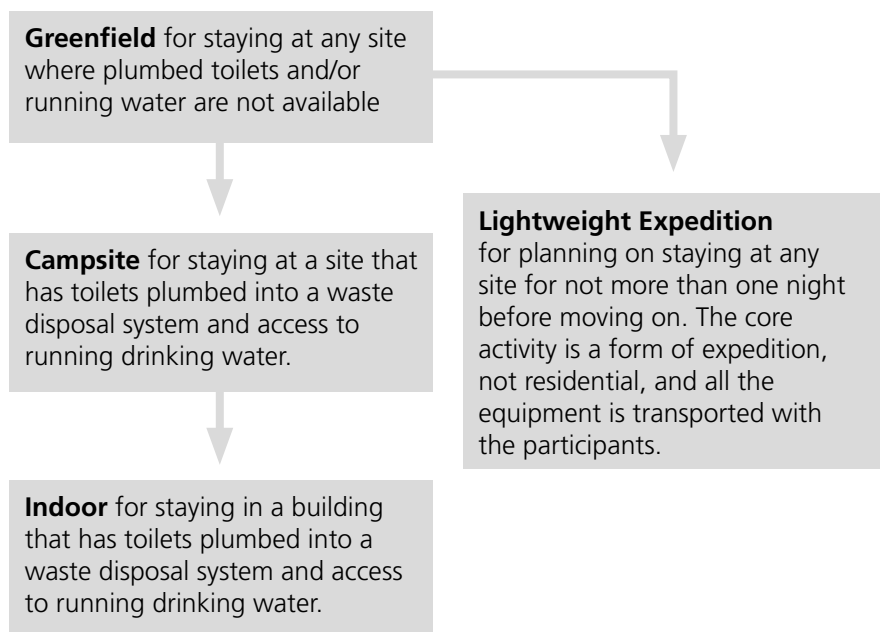
It may be useful to speak with young people prior to an event to discuss the type of behaviour and conduct that is expected of them. This way young people understand the boundaries and should behave accordingly.

THE NIGHTS AWAY PERMIT SCHEME

The Nights Away Permit Scheme is an internal assessment scheme, designed to ensure that all those leading nights away events for young people within Scouting have the skills, experience and personal suitability to do so.

Every nights away event for young people is required to have a Nights Away Permit holder present, with the correct permit for the type of event being run.

Nights Away Permits are available to members or associate members who are aged 18 and over, and there are four types available:



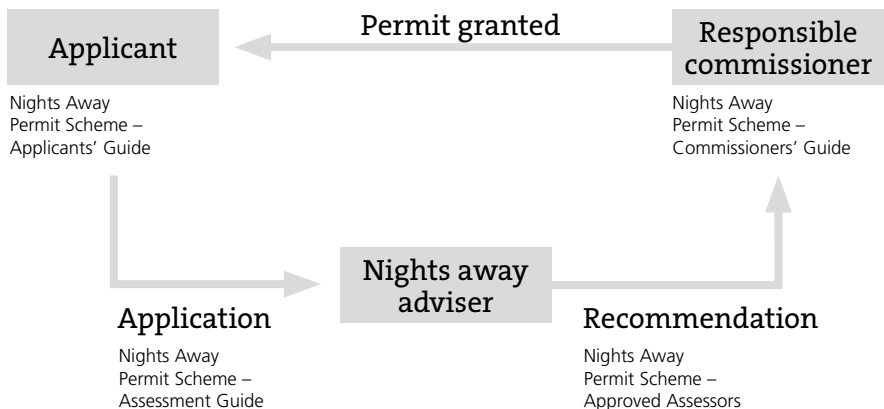
Permits are hierarchical, so permit holders can run any residential trip for the permit they hold or the ones below. This allows Greenfield Permit holders to run all other types of residential experiences, including lightweight expeditions.

Lightweight Expedition Permit holders can only run lightweight expeditions. That's because there are no requirements to show competency in certain areas, such as running a programme or dealing with equipment for this permit. Although managed locally, the Nights Away Permit Scheme is a national scheme so once gained, a permit will allow the holder to run a nights away event in any District or County. Permits are not section specific and have a maximum life of five years. This can be reduced, in some cases, through a restriction on the permit.

To gain a Nights Away Permit, you will need to demonstrate that you have:

1. Technical competence – the Nights Away Adviser will assess your skills, knowledge and experience. They will be there to support you with the practical element including the planning, running and evaluation of the event. The criteria can be found in the assessment checklist which can be found online at **scouts.org.uk/prepared**
2. Knowledge of The Scout Association rules for nights away.
3. Child protection.
4. Personal suitability – are you ready and capable of leading nights away activities?

The diagram below details the process for gaining a Nights Away Permit, who is involved and where to go for further information. To find this information, search the relevant number at **scouts.org.uk/prepared**



There are also people in your District and County who can help you with the process. These include a Supporter of the Nights Away Permit Scheme (SNAPs), Nights Away Adviser and District or County Commissioners. Ultimately District and County Commissioners are responsible for granting permits.

NIGHTS AWAY EVENT PASSPORTS

Peer led residential experiences are a great way to encourage young people to learn responsibility, independence and leadership skills. They are most commonly used in the Scout and Explorer sections.

To encourage young people-led residential events, such as Patrol camps or expeditions, a Nights Away Permit holder can grant a Nights Away Event Passport to an under 18-year-old. The permit holder is required to check the young person's knowledge and ability to lead the event before granting the passport. Passports allow a young person to lead a residential event with no leaders present and they are valid for a single event.

Key information:

- a Nights Away Permit holder can only grant Event Passports for events or activities at their level or below
- the Nights Away Permit holder, while not being present, still remains responsible overall for the event
- a Nights Away Event Passport is only valid for one event
- a Nights Away Event Passport holder can lead a group of young people on a nights away event (not all young people in the group require a passport)
- a Nights Away Event Passport cannot be issued if there will be leaders present running the event

For more information on the Nights Away Permit Scheme, including Nights Away Event Passports, please visit **scouts.org.uk/prepared**



SCOUTING SKILLS

What are Scouting skills?

In 1907, when Baden-Powell ran his first Scout camp, he ran a session on practical 'Scouting skills', teaching young people to undertake a range of tasks that would equip them for outdoor living. Since then, Scouting skills have grown in scope and include a whole range of fun, exciting and useful skills.

Scouting skills include (but are not limited to):

- map reading and navigation
- pioneering
- knots and lashings
- fire lighting
- tent pitching
- field hygiene
- backwoods cooking
- shelter building

Learning and mastering Scouting skills enables young people to live outdoors. Such skills are essential when undertaking activities such as hiking, climbing, camping, or going on expeditions both abroad and in the UK. It is only by mastering Scouting skills that young people can take part in high adventure activities in remote environments.

How to deliver Scouting skills

Scouting skills are best learnt when broken down and taught in stages. Young people within Scouting tend to develop their knowledge and understanding of these skills as they progress within the Movement. They can then use what they have learned on hiking trips, expeditions and camps. The challenge awards support the development of Scouting skills in young people with progressive requirements in this area.

There is always an age appropriate way to deliver Scouting skills. The requirements for the Outdoors and Adventure Challenge Awards offer key ways that young people can learn and take part in age appropriate Scouting skills.

Camps are a great time for young people to put the skills they have learned into practise and improve their knowledge. Having opportunities where skills can be put to practical use will enhance young people's learning and understanding.

Scouting skills can be a daunting area to teach if you have never had experience learning or using Scouting skills yourself. There are plenty of things you can do to learn new skills and develop existing ones.

Some examples are given below:

- observing experienced leaders delivering a Scouting Skills Programme
- asking other adults in Scouting to demonstrate skills for you
- attending local Scouting skills days (contact your local District or County for more details)
- assisting on camp
- attending a Scouting skills residential or course at selected Scout Activity Centres
- completing relevant adult training modules (contact your local training team for more information)

There are various resources available too:

- Scouting skills sheets, available online at **scouts.org.uk/prepared**
- Outdoor Adventure Manual (Haynes Publishing, 2013, ISBN 9780857332820)
- Nights Away resource
- Programmes Online (POL)



A photograph of a weathered, rusty metal railing on a concrete surface. The railing is made of thick, dark metal beams with significant rust and peeling paint. It runs diagonally across the frame. The background is a plain, light-colored concrete wall or floor. Overlaid on the image is a quote in a white, hand-painted, brush-stroke font.

THE BEST
TEACHING IS
TO LEAD BY
EXAMPLE

5 THE YOUNG LEADERS' SCHEME

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THE YOUNG LEADERS' SCHEME

The Young Leaders' Scheme is an internal training scheme offered by The Scout Association for Explorer Scouts. It has been created in order to give young people between the ages of 14 and 18 the opportunity to take part in training and gain valuable leadership and volunteering experience by working with younger members of the Movement. The scheme aims to give young people:

- confidence to undertake a leadership role within their chosen section
- ability to pass on skills to younger members
- an understanding of how to adapt programmes to suit the needs of all the young people in their section
- confidence to deal with difficult situations and different behaviour

Young Leaders are valuable assets. Not only can they offer great assistance as part of the leadership team but they are likely to be the leaders of tomorrow, shaping the Movement and lives of other young people. Young Leaders form an important part of the leadership team of any younger section, bringing fresh ideas, techniques and plenty of enthusiasm.

The role of the Young Leader is to support the delivery of Scouting in the younger sections, in partnership with adult leaders. This might include:

- teaching skills
- organising games
- running activities
- helping to plan and attend camps
- running section forums

The Young Leaders' Scheme is an important component of the Explorer Scout Balanced Programme and it is important to actively encourage the development of the Young Leaders' Scheme in every District. Overall, the Young Leaders' Scheme is about providing the training, opportunities and experience to enable a young person to develop to the point that, at 18, they feel confident to seek an adult appointment within Scouting and participate in the Scout Network.

WHO ARE YOUNG LEADERS?

Young Leaders who are members of the Movement must be members of a Young Leaders Unit, wear the Explorer Scout uniform and take the Explorer Scout Promise.

All Young Leaders should be encouraged to take part in the wider Explorer Scout Programme, and given opportunities to be part of an Explorer Scout Unit, take part in District Explorer Scout events or complete Chief Scout's Awards or the Queen's Scout Award. However, Young Leaders can decide that the Young Leaders' Scheme is the only way they want to be involved in Explorer Scouting and only attend the Young Leaders Unit. Some Explorer Scouts may be Young Leaders for a relatively short period of time in order to satisfy the requirements of one of the top awards.

It is important that all Young Leaders are registered with their District as an Explorer Scout, regardless of whether or not they take part in the wider Explorer Scout Programme. All Young Leaders must complete Module A of the scheme in their first three months. Group Scout Leaders are responsible for confirming that Young Leaders are registered with the District and attend a Module A training session.

DIFFERENT WAYS OF BEING A YOUNG LEADER

Some young people may come from external organisations to take part in the Young Leaders' Scheme. They could be:

- completing the volunteering element of the Duke of Edinburgh's Award (DofE)
- completing the volunteering element of the Queen's Guide Award (part of the Senior Section Programme within Girlguiding)

These young people do not:

- need to be a member of The Scout Association
- have to take the Promise or wear the Explorer Scout uniform
- pay membership fees
- automatically become members of the Association. When their period of volunteering has lapsed, the young person must join The Scout Association as an Explorer Scout if they wish to continue their involvement as a Young Leader
- benefit from the Association's personal accident cover

These young people do:

- need to be registered with the District
- need to complete Module A in their first three months
- have personal accident cover from an insurance policy of the external organisation they come from
- need to join the Association as an Explorer Scout if they wish to continue being involved as a Young Leader after they have completed the volunteering requirement for their award
- receive cover from The Scout Association's public liability policy

As well as completing Module A, those completing DofE must undertake a further two hours of training (at each level), which is appropriate to their role and their objectives. This could be additional training modules or more targeted training such as first aid or activity training. This further training must be agreed by the Section Leader.

DofE level	Volunteering time
Bronze	Three or six months
Silver	six or 12 months
Gold	12 or 18 months

The timescales should be clearly agreed at the start of the volunteering period and be agreed with the young person's DofE Leader as well as the adult supporting them within Scouting.



Further information can be found at **scouts.org.uk/prepared**; see the sections on Programme, Volunteering and DofE Scouting Resources, where you can download a Leader Support Pack (PDF).

THE YOUNG LEADERS' UNIT

What is different about a Young Leaders' Unit?

Young Leaders' Units may not need to meet as frequently as Explorer Scout Units. Young Leaders experience a lot of their Scouting in the section in which they work, and are often members of other Explorer Scout Units. The infrequency means that a little extra thought is required when planning the Young Leaders' Unit training programme and planning the timing of the compulsory module, Module A – Prepare for Take-off!

In practice, Young Leaders' Units may meet once a month or even once in every three-month period. The content of these Unit meetings varies considerably as the focus should be on helping Young Leaders develop in their role. For example, you may decide to use these meetings to deliver one of the training modules or to discuss working towards the missions.

Meetings are key training opportunities and a good environment to encourage peer support. Every meeting should be as accessible as possible. For example, depending on the geographical size of the area the Unit is serving, it may be necessary to vary the day of the week, the location and the time of the meeting to ensure the majority of members can attend. Occasionally, training courses are arranged at a County level (similar to adult training). This can sometimes help to overcome geographical boundaries that Districts may find challenging. For example, in a rural area there may be a few Young Leaders Units in several Districts with a large geographical spread. In this situation, the County could run training in a central location that is accessible for all Districts to attend.

Joining with other Districts

Some Districts may struggle to support the Young Leaders' Scheme on their own. In these circumstances, Districts are encouraged to join together to deliver the scheme. This makes sure that the modules, in particular the compulsory Module A, are offered frequently. Two Districts might share an Explorer Scout Leader (Young Leaders), or one District might offer Young Leader training across the County.

YOUNG LEADERS WORKING IN THE SECTION

While a Young Leader is working in a section, the Section Leader is responsible for their safety and welfare. It is important to remember that Young Leaders are not adult leaders and cannot take on the responsibility that adults do. Section Leaders need to have personal details, emergency contacts and health information, as if they were members of the section. There may also be a need for permission from parents or carers for some activities.

Young Leaders are not members of the section and must not have unsupervised access to younger members in sections. However, they may take on a similar role to an Occasional Helper or parent in the supervision of small groups, with an adult available nearby. It is important to note that, as they are still youth members, they cannot be counted as an adult in ratios. Young Leaders should not share accommodation with young people in the section, or leaders when taking part in a residential experience.

The Section Leader must ensure that the Young Leader becomes a real part of the leadership team and is given real responsibility. The level of responsibility given to Young Leaders should be age appropriate and progressive towards them assuming an adult role. This is reflected in the four missions that Young Leaders have to complete as part of the scheme. (Further information on the missions can be found later in this chapter.)

YOUNG LEADERS AND THEIR OLD TROOP

In some instances Young Leaders may request to return to their old Troop. It is strongly recommended that a young person has a break of six months to participate in wider Explorer Scout activities or work as a Young Leader in a different section.

This break gives the Young Leader time to develop new skills and allows their previous Troop acquaintances to understand that the young person is now an Explorer Scout Young Leader with different responsibilities to when they were a member of the Troop.

It is recommended that no more than three Young Leaders help in one section at a single time.

NATIONAL MEMBERSHIP FEES

As Young Leaders are Explorer Scouts, it is the responsibility of the District to pay their national membership fees. In instances where a Young Leader spends the majority of their time volunteering in their section (ie is not actively involved in an Explorer Scout Unit), Districts will often ask the Group to pay for their Young Leaders. This is a decision that needs to be agreed locally between the District Executive Committee and the Group Scout Leader.

If a Young Leader is an active member of an Explorer Scout Unit and pays national membership fees to their Unit, a second payment does not need to be made for them as a Young Leader.

YOUNG LEADERS' SCHEME PROGRAMME

MODULES

The Young Leaders' Scheme is built around 10 training modules that focus on different elements of leadership to give Young Leaders the skills and tools necessary for the role. With the exception of Module A, all the other modules are optional. However, Young Leaders should be encouraged to complete the entire scheme.

The Explorer Scout Leader (Young Leader) or ESL (YL) co-ordinates the training and is responsible for:

- checking it is of sufficient quality and covers the module objectives
- making sure the training is accessible to all Young Leaders across the District
- ensuring that the modules are delivered by someone with the correct skill set for the role and that they carry it out to a suitable standard
- ensuring that training is engaging, and easy for Young Leaders to relate to, using methods and tone that are suitable to the audience
- organising external facilitators to deliver training, if necessary
- signing off Young Leaders' completed modules and missions

Although the ESL (YL) is responsible for the co-ordination of the scheme, anyone who is deemed suitable can deliver the Young Leader modules provided they have adequate knowledge and understanding of the topic. Adults do not need to have completed specific training Modules from the Adult Training Scheme in order to deliver the Young Leaders' Scheme.

It should be explained to the Young Leader that much of the scheme can be used as prior learning to validate parts of the Adult Training Scheme, if they choose to take on an adult role. Further information on how the units link up and how prior learning is applied can be obtained from your local training team, at **scouts.org.uk/prepared**



With the exception of Module A, which must be completed before any other training, and Module H, which can only be delivered after a young person has participated in Module G, the modules can be completed in any order:

Module A – Prepare For Take-off! This module is compulsory for all Young Leaders and must be completed within three months of becoming a Young Leader. It covers key areas which every Young Leader will need to know:

1. Purpose and Method of The Scout Association.
2. Child protection.
3. Policy, Organisation and Rules (POR).
4. Activity rules and safety.
5. Understanding the role of the Young Leader and where they fit in the overall organisational structure.

Module B – Taking The Lead Young Leaders will learn about leadership styles, when to use particular styles and the role of the leader.

Module C – That’s The Way To Do It! Young Leaders will explore different ways of instructing younger members.

Module D – Understanding Behaviour Young Leaders will learn how to deal with difficult situations in their section, and the possible causes of bad behaviour.

Module E – Game On! This module aims to teach Young Leaders the importance of using games as a programme tool in their section. It illustrates different types of games, and shows how they can be appropriate to different circumstances and times.

Module F – Making Scouting Accessible Young Leaders learn to identify the individual needs of members within their section. After this module, they will understand the importance of making reasonable adjustments within their programme to support all members of the section to fully participate in Scouting.

Module G – Programme Plans

Module H – Programme Plans Plus

Modules G and H tackle an important area of section leadership – programme planning. The focus of these modules is the concept of the Balanced Programme, including the various awards and badges available. Young Leaders will initially plan a section meeting in Module G, progressing to long-term programme planning issues in Module H. Module G should be completed before Module H is begun.

Module I – What Did They Say? In all sections, input from the members is crucial to success. This module explores another important leadership function – how to communicate effectively with young people, and how to listen to them. Once our Young Leaders have acquired these skills, they will be able to make a valuable contribution to the health and wellbeing of the section in which they are working.

Module J –This has now been merged with Module G.

Module K – First Aid Master Class Module K uses a well tested and established training course, the First Response course, to teach emergency aid to Young Leaders. Alternative options to the First Response course are outlined in the module. It may be appropriate for a Young Leader who intends to become an adult leader to undertake this as they approach 18.

DELIVERING THE MODULES

Module A

Module A must be completed by a young person within three months of joining the Young Leaders' Unit. In order to meet this requirement, the Unit Leader may need to consider different methods to deliver the module.

They could:

1. Run Module A one evening every term. This means that Young Leaders will have the chance to participate in the module soon after starting in the Unit. Future dates could also be advertised well in advance.
2. Run Module A every time three Young Leaders need to complete it. This approach offers flexibility in choosing the date and venue, but makes it difficult to advertise the opportunities in advance.
3. Run Module A in conjunction with a neighbouring District every two months. By using this method, a variety of dates could be offered ensuring that all Explorer Scouts who wish to become Young Leaders get the opportunity to take part. This method could also be used as a way of sharing equipment, facilities and expertise.

Module K

Various external first aid qualifications exist, as well as the First Response course, which is a familiar standard within the Movement (p34). Explorer Scouts may have already achieved stage four and five of the Emergency Aid Staged Activity Award. In these cases, this module is already completed.

First aid training is normally delivered outside of the framework for the completion of the rest of the modules. A variety of courses are available, and the use of outside agencies to deliver the training is permitted. Attendance at lifesaving courses is also encouraged. A number of organisations provide suitable courses.

Modules B to I

These modules can be delivered in virtually any order – there is no need to offer them alphabetically. The only restriction is that Module H can only be delivered after a young person has participated in Module G.

How long does it take to complete each module?

Each of the modules is designed to take between 60 and 120 minutes to complete. There are various ways to deliver them. You could:

- complete one module a month for nine months or one module a week for nine weeks
- complete three modules during one day
- complete all nine modules over the course of one weekend

Running the training over a series of weeks or months gives the Young Leader the greatest flexibility in choosing which modules to cover first.

However, Young Leaders may be more inclined to participate if training is just one element of an activity weekend or Young Leaders' Day. Leaders should consider the needs of their Young Leaders when organising training.

The table below shows some options of delivery methods

Evening sessions	<ul style="list-style-type: none">• training seems to be shorter• perceived as less commitment• the Programme can be planned and advertised in advance• young people are likely to be able to commit to one night a month• the training can be completed within one year
Training days	<ul style="list-style-type: none">• several modules can be completed at once• the modules chosen can be themed around a specific area of leadership or Scouting• only one venue needs to be found for one day• facilitators could deliver more than one module, if appropriate• opportunity to practise new skills during the day
Training weekends	<ul style="list-style-type: none">• allows a significant amount of training to happen in the course of one event• these can be linked with other Districts and costs shared.• young people get to know other Young Leaders in the area and share ideas• over the course of a weekend, more facilitators are likely to be available• it can be paired up as a social event for young people too.• opportunity to practise new skills throughout the course of the weekend

Remember:

1. Use an appropriate venue for the number of people attending.
2. Alter the timetable to suit the number of people taking part.
3. Make sure that all training is age appropriate.
4. Use local support. Many Counties have the facilities and equipment to provide quality training experiences and, therefore, are in an excellent position to support Districts in delivering elements of the training. This method must be seen as Counties supporting Districts, rather than taking away their responsibility for supporting Young Leaders.

Session plans and activity ideas for delivering each module can be found in Preparing to Lead.



More information about organising Young Leader training weekends can be found online at **scouts.org.uk/prepared**

THE MISSIONS

The four missions of the Young Leaders' Scheme support and enhance the training modules by allowing Young Leaders to put their new skills and knowledge into practise. By completing the missions, the Young Leader will gain confidence and become an integral part of the leadership team within their section and Group.

Missions should be agreed with the ESL (YL) and section leader prior to them being started. Ideally both leaders should meet with the Young Leader to discuss:

- the requirements of the mission and how success will be measured
- what the Young Leader plans to do in order to complete it
- what help the Young Leader needs and how it will be provided
- how the mission will be reviewed on completion of the project, or at various stages as the mission is completed

The missions have been designed to be progressive in line with the Young Leader's age, capabilities and development. As a rough guide, Young Leaders should complete a mission each year. However, if this is not possible, the Explorer Scout Leader (Young Leaders) and Section Leader should look at how long the Young Leader has before they turn 18 and divide the time appropriately.

Mission 1

Is designed to build Young Leaders' confidence in leading the Group, asking them to plan and carry out a number of games in a variety of settings, as part of a section meeting.

Mission 2

Asks Young Leaders to build on and develop the skills they have learned completing the first mission, by planning and running an activity for the section.

Mission 3

Increases the responsibility and input a Young Leader has in the section programme by asking them to be a part of the planning process. This mission aims to teach the Young Leaders the importance of youth involvement and gets them to think about how they can incorporate young people's ideas into the Programme.

Mission 4

The final mission aims to progress the Young Leader's responsibility further by asking them to demonstrate their ability to plan and organise the section through planning meetings, record keeping and delivery. Ultimately, the hope is that through completing this mission, the Young Leader will feel confident to continue their Scouting beyond the age of 18 in an adult leader role.

Both the ESL (YL) and Section Leader will sign off each mission and the Young Leader should discuss the evaluation points with each.

In-depth details about the requirements of the missions can be found in the appendix of this resource. A comprehensive guide to delivering young leader scheme Preparing to Lead can be purchased from Scout Shops. Young Leaders: Stepping Up is a resource available to Young Leaders that contains more details about leadership and the scheme.

Remember that the missions are only one element of the role of the Young Leader. Young Leaders should be continuously involved in different aspects of the section meeting and not only in the activities that work towards their missions.

WORKING IN PARTNERSHIP

In order to ensure that Young Leaders are working towards the missions and that the scheme is working to its full potential, the ESL (YL) and Section Leader should establish a productive relationship.

It may be helpful to call an occasional meeting between the ESL (YL) and Section Leaders involved to monitor the progress of the Young Leaders' Scheme in the area. The Section Leaders will be able to give valuable feedback on the effectiveness of the various training modules that have been delivered and the ESL (YL) will be able to update leaders on forthcoming training and events.

Occasional visits to the sections will help to cement the working relationship with both section leadership teams and the Young Leaders. It might also help identify particular difficulties Young Leaders are experiencing, for example, a leadership team that does not use the Young Leader effectively, or fails to involve them in the decision-making process of the section; as well as difficulties Section Leaders are having, for example how to help Young Leaders achieve their missions.

RECOGNITION

The Young Leaders' Scheme is flexible to suit the needs of the young person, and this is recognised in the way young people can achieve recognition. Missions can be completed in any order and young people are not required to complete the modules to work towards the missions, even though it is recommended that they do. When a Young Leader has completed all of the modules and all of the missions, they can be awarded the Young Leader belt buckle.



A Young Leaders' Badge and woggle should be awarded after completing Module A. This badge signifies that a Young Leader has completed their basic training.

A mission strip should be presented after completing each mission, these are placed around the module A badge.



A Young Leader belt buckle and adult badge should be awarded on completion of the entire scheme (completion of ALL training modules and missions). This badge can be worn on the adult uniform to recognise a person's participation in the Young Leaders' Scheme.



The Young Leader certificate should be presented when the Young Leader either turns 18 or completes the whole scheme. The back of the certificate can be used to record which modules and missions the Young Leader has completed.

Each of the above should be presented in such a way to celebrate the achievement of the Young Leader and recognise the commitment they have shown while participating in the scheme. It is an ideal opportunity to thank the young person and to encourage them to continue their leadership training in the Adult Training Scheme. These can also be presented in the section as many Young Leaders like their missions to be awarded in front of, and often by members of, the section they help with.

THE ILM DEVELOPMENT PROGRAMME

The Young Leaders' Scheme is externally recognised as a development programme by the Institute of Leadership and Management (ILM). The ILM is one of the UK's leading providers of leadership and management qualifications and the accreditation demonstrates the quality of the scheme to colleges, universities and employers that Young Leaders may apply to in the future. Upon completion of the scheme (all training modules and missions), Young Leaders are eligible to receive a certificate from the ILM recognising this achievement.



Further information can be found at **scouts.org.uk/prepared**

FUNDING

Development grants from UK Headquarters can help subsidise the cost of running Young Leader training and should be used to make the training as accessible for young people as possible. Further information can be found at **scouts.org.uk/prepared** or from the Scout Information Centre (p20).





LISTEN,
OBSERVE-
AND THEN
TALK

6 LEADERSHIP

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LEADERSHIP

WHAT ADULTS GET FROM SCOUTING

The benefits of Scouting are not exclusively reserved for the young people involved; well over 100,000 adult volunteers' lives are enhanced, across the UK, by being a part of Scouting. Socially, it offers the opportunity to meet new people, make lifelong friends, travel and take part in adventurous activities. Professionally, it offers adults the chance to hone their leadership and management skills, build confidence and develop new skills. A recent independent report into Scouting concluded that:

- 97% of volunteers agreed that being involved helped them with relationship building
- 95% stated that Scouting helped them improve their physical skills, including the improved ability to cope with outdoor conditions
- 91% of volunteers confirmed that Scouting had helped them to develop key skills, such as leadership, teamwork, character development and social skills

ROLES IN THE LEADERSHIP TEAM

Building a successful leadership team

The organisation, planning and commitment of the leadership team shape the success and growth of a section. Sections and Groups who operate a well planned, organised and balanced programme retain far more young people, and have more potential members wishing to join. A well-run section can also help to ensure happy and enthusiastic adult volunteers who willingly commit their time and energy to the section. Leadership teams should arrange time to meet away from their section to have meetings to plan their programme. Time away from the section allows the team to socialise, get to know one another and build stronger relationships.

The role of the leadership team – responsibilities and planning

A section's leadership team should be made up of a number of enthusiastic adult volunteers working together. They need to understand the aims of the section and their individual and collective responsibilities. Leadership teams should meet regularly to plan the section's programme, discuss ideas and delegate tasks and responsibilities. To establish strong connections with other sections in the Group, Group meetings can be held to share ideas for events and activities that could work across the sections. A thriving section generally has a strong leadership team made up of people with different and complementary strengths, skills and interests. The leadership team works together to:

- plan and deliver the Programme, ensuring it is safe, balanced and engaging
- keep accurate records of the young people in the section
- communicate with parents or carers, other sections in the Group, and contacts in the local community
- organise nights away and trips
- recruit new adults and young people
- plan for unexpected circumstances, such as adverse weather conditions, sickness or emergencies

Section Leaders: lead the operation of the leadership team and section, making sure that a quality balanced programme is delivered to young people. They should also be the main point of contact for parents and carers. A leader in charge is required for all events and activities; they can be the Section Leader but often the responsibility is delegated to another member of the team (p32).

Explorer Scout Leader (Young Leader)

The leader in charge of the Young Leader Unit is the Explorer Scout Leader (Young Leader), and is key to the success of the Young Leaders' Scheme in a District. Their role is broadly similar to that of an Explorer Scout Leader, although it is more focused on leading other adults to provide training for Young Leaders, supporting them individually, and communicating with Section Leaders of the younger sections.

Assistant Section Leaders: support the operation of the section, especially the planning and delivery of the Balanced Programme.

Section Assistants: assist the Section Leaders and Assistant Section Leaders in delivering the Programme to young people in Scouting, for example by running games and activities and helping young people to achieve badges.

Young Leaders: Young Leaders are part of the leadership team, and should be actively involved in planning and running the section. Remember, however, that they are not adults, and so do not have responsibility for younger children in the section.

Parents/carers: Many sections operate a parent rota where parents/carers can sign up and agree to attend once every few weeks to assist and offer support to the leadership team. Parents/carers can assist a section in numerous ways; they might help young people complete a badge, attend an overnight experience or assist at an annual event. They may also be able to take on specific tasks such as record keeping or communications. It is important that, whatever they do, they always have a positive experience.

Parent/carers are a great source of support to a team and running a rota is a valuable way of involving interested parents/carers in Scouting. 40-45% of adult volunteers are parents/carers of youth members; it is one of the main ways that adult volunteers are recruited. If parents/carers feel welcome and show an interest in Scouting they may make a small commitment via a rota. In time, they may be persuaded to take on a bigger role in the leadership team. Always ensure that parents/carers are aware of any positions available, or ways in which they can help – for example, on camp. Statistics show parents/carers that help on a residential experience, where they have a real chance to get to know the leadership team, are more likely to take on responsibilities in the section than those who never attend a camp.

Occasional Helpers: these are individuals who support a section by helping out at section meetings infrequently. They could be parents who are part of a parent rota and assist once or twice a year, or who help for a section outing or camp. It could be an individual who has a specific skill set and offers their expertise once a term to lead a particular programme.

If Occasional Helpers begin to regularly assist they should become Section Assistants so that they can make the most of the benefits of being a member of the Association. Occasional Helpers are not members of the Association, and consequently do not wear the uniform, take the Promise or receive member benefits. These benefits include: Scouting magazine, Scouting Plus emails, and a higher level of insurance coverage and training to support them

in their role. Occasional Helpers do not accrue service for their role in Scouting.

The Occasional Helper role does not exist in Scotland.

Below is a table comparing the adult roles in the leadership team; not all roles have the same requirements:

	Section Leader and Assistant Section Leader	Section Assistant	Occasional Helper (not in Scotland)
Function of the role	Manage the section	Support the leaders	Provide occasional support
Uniform and Promise	Yes	Optional	No
Training required	Yes (Wood Badge)	Yes (Modules 1 and 3)	No
Receive Scouting magazine	Yes	Yes	No
Receive Scouting Plus*	Yes	Yes	No
Covered by public liability insurance	Yes	Yes	Yes
Personal accident insurance cover	Yes	Yes	No (unless purchased separately)
Membership fee	Yes	Yes	No

*Scouting Plus is a weekly email containing essential updates and resources.

Further support and guidance on the training requirements for your role and how to complete them can be found in the Adult's Personal File or by contacting your local training team.

BEING FLEXIBLE

Adopting a flexible attitude towards volunteering can open up lots of opportunities for new adults to get involved in Scouting. More adults available to volunteer in sections or Groups often results in fewer demands on each volunteer and spreads the workload.

There is no one-size-fits-all approach to volunteering and each role in Scouting can be tailored around individual time commitments, motivations and skills.

Some adults may only be available to give limited or irregular time. For these adults there are several options available. They could role share with another volunteer with limited time, become an Occasional Helper, Section Assistant or join Scout Active Support (see below), depending on the type of tasks they would like to be involved with and their skill set.

Some adults may not be able to commit to all of the requirements of a role and may wish to role share. Sharing roles makes Scouting more accessible to adult volunteers and often can produce better results, with more people inputting into the leadership team. If role sharing occurs it is important to clearly establish who is responsible for each aspect of the role to avoid confusion or anything being missed. Two volunteers jointly taking on a Section Leader role and attending on alternate weeks is a good example of role sharing in practice.

Case study – Section Assistant

Jo started as Section Assistant with a Beaver Colony in Buckinghamshire when her daughter joined Beavers. Initially, Jo wasn't keen to take on the responsibility of becoming a leader, so the leadership team asked her to become a Section Assistant. She took up the challenge and started working with a number of new leaders in the Group. The Section Leaders quickly got her involved with the planning of the Programme. Her friend Louise also agreed to help out. Jo now operates as a leader. The Beavers don't see any difference!

Currently, she is in the process of getting a Wood Badge, and has been on training modules with the other leaders. She feels supported and is an important part of the Group.

When the leaders recently undertook their challenge, she chose to join in, raising £2,000. This all came about because the leadership team got Jo involved in a way that was flexible for her in terms of responsibility.

Scout Active Support

Scout Active Support allows adults to give their time to Scouting in a flexible way that suits them. It provides a resource for managers of local Scouting, who can use it in whatever way they require. Scout Active Support Units can be set up at Group, District or County level in response to an identified need to support Scouting in any way in that area.

The ways that Scout Active Support can support Scouting are endless; below are a few examples:

Programme delivery to young people

1. A District Scout Active Support Unit can be a source of extra adult help in leader absence. They can also teach skills that the existing leadership team may not have, such as pioneering.
2. The County Scout Active Support Unit can provide support to Explorer Scouts or the Scout Network when planning international expeditions. This could include fundraising.

Development of Scouting

1. A Group Scout Active Support Unit can provide Training Advisers to all leaders in the Scout Group. This could include delivering Module 1: Essential Information, to all new adults supporting the Group including parents or carers.
2. A District Scout Active Support Unit can provide catering at District events during the year. This could include District sectional camps, District meetings and the District AGM.

RECRUITMENT

The first step towards a successful team is recruiting the right people in the right roles. Our research has shown us that people are more likely to get involved if:

- they are aware there is a need for more adult help
- their motivations, skills and interests are considered
- they are clear about what they will be expected to do
- they are aware of the learning opportunities
- the section conveys a sense of fun, success and is welcoming
- they are asked to fill a specific role

It is crucial that people are offered the correct role for them. Be open about the requirements of the role, discuss it, show them a role description and offer to tailor the role to their needs.

Always be as flexible as possible, without jeopardising the usefulness of the role in the team. If a potential volunteer rejects the position you offer, do not be discouraged; perhaps offer them an alternative role or ask them to contact you when they think they might be able to help.

More information can be found at scouts.org.uk/prepared



Finding the right role for the right person

Asking the right questions can ensure that your volunteers are happy in the long term. Examples include:

1. Do you know about the variety of roles available in Scouting?
(List some of the options.)
2. Do any of these options appeal to you?
3. Would you prefer to work with young people or with other adults?
4. Do you have any hobbies?
5. Would you like to use your existing skills or would you like to do something completely different?
6. How much time would you like to spend volunteering?

Recruiting more volunteers

As adults in Scouting, we all have a role to play in the recruitment of more volunteers. We need to:

- take into account the motivations, skills and availability of the individual concerned, and tailor the role accordingly
- promote the learning opportunities available – highlight the fact that volunteers can develop new skills
- let people know that their help is needed
- engage parents and let them see what Scouting is all about
- support and develop Young Leaders
- make people aware of the range of volunteering opportunities available.
- accept that they may not want to become a leader straight away
- support them
- make changes when people are unhappy with what they've been asked to do, or want a change

Flexibility is the key to recruiting and retaining volunteers, not just when they join, but throughout their time in Scouting.

THE APPOINTMENT PROCESS

Once an adult has shown an interest in becoming a volunteer, it is important to get the ball rolling as quickly as possible to get them through the appointment process and into their new role. The appointment process aims to make sure that the right people end up in the right roles in Scouting. The process aims to be:

- simple for the appointee to navigate and understand
- simple for the appointing District/County to operate
- welcoming and non-threatening
- sufficiently robust to ensure that only appropriate people are appointed
- effective in ensuring that adults are placed in roles appropriate to their skills

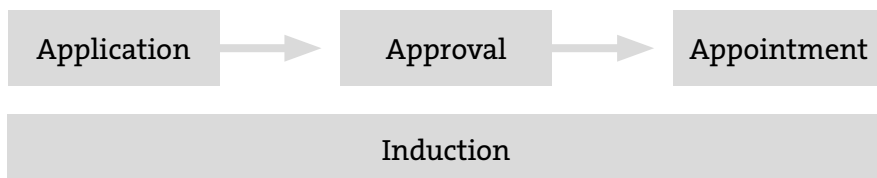
There are four stages to the appointment process:

Application – where a line manager (Group Scout Leader, District or County Commissioner) agrees to support an adult applying for an appointment.

Approval – where independent checking such as disclosure, references and approval from the Appointment Advisory Committee conclude that this person is suitable for an appointment.

Appointment – where the relevant commissioner (usually the District Commissioner) or body makes the appointment.

Induction – where the line manager ensures that the adult receives a high-quality induction. The induction should be ongoing throughout the process, not just something that happens at the end.



As a Section Leader, it is likely that you will be involved in the induction stage, and perhaps the application stage in helping new volunteers to complete the correct forms. The Appointment Process: A Quick Reference Guide is a useful resource, which can be found online at **scouts.org.uk/prepared** or a printed copy can be ordered from Scout Shops.



Welcome and induction

A strong welcome is a vital part of the induction of new volunteers, and can often mean the difference between volunteers leaving after a few months or staying on to become valuable members of the leadership team. Things to consider when welcoming a new adult to your team:

- provide relevant and useful information that is easy to understand and offers a clear outline of the section
- explain what is expected from them in their new role
- make sure that new volunteers are introduced to everyone so that they feel at ease
- make it clear that there are people to speak to if they have any questions or difficulties
- always present the section, Movement and leadership team in a positive way
- encourage them to get involved and have a go so that new volunteers can build their confidence, and become actively involved sooner

While Section Leaders are not normally responsible for inductions, they may be asked to organise them or be involved by their Group Scout Leader (GSL) or District Commissioner (DC). When planning an induction for a new volunteer, consider their strengths, weaknesses and former experiences to tailor the induction to their individual needs and the requirements of their role. To help them through their induction a buddy system could be set up with a more experienced member of the team to show them the ropes.

More information can be found on the Welcome and Key Policies card, and induction checklists, available at **scouts.org.uk/prepared**



Criminal records checks

It is a legal requirement that some adults undergo a criminal records check by the relevant national body. In most circumstances this will be because they work directly with young people. It will be your responsibility to make sure that any adults who have not undergone a criminal records check, or who are awaiting approval, are properly supervised by other leaders when taking part in Scouting activities. Once the criminal records check has been approved, then adults can start getting fully involved in their role. However, you will need to ensure they are comfortable with this, and if they have any concerns to ensure they have support in their role until they are confident with what they are doing.

For more information on the process visit **scouts.org.uk/prepared**



LOCAL SUPPORT

An ethos of support should be instilled into the leadership team where all team members work together to support each other, whether new or established. The team should offer an open and receptive environment where people feel able to raise ideas or concerns. It is advisable to add a social aspect to planning meetings to encourage stronger relationships between the team, encouraging people to voice their opinions.

Training

The Scout Association's award-winning training scheme provides all adult volunteers with the opportunity to develop their skills and knowledge, and enables them to undertake their roles effectively and with confidence. Training is a crucial part of becoming a volunteer and by providing it The Scout Association aims to consistently deliver high quality Scouting to all young people.

Some individuals can gain external recognition from one of the following bodies for the training that they complete in Scouting:

- National Open College Network (NOCN) – **nocn.org.uk**
- Institute of Leadership and Management (ILM) – **i-l-m.com**
- Institute of Training and Occupational Learning (ITOL) – **itol.org**



For in-depth information about adult training see 'The Wood Badge' section or **scouts.org.uk/prepared**

Executive Committees

Executive Committees are made up of volunteer trustees who make some of the most important decisions in Scouting. The volunteers that make up the committee give their time to ensure that Scouting continues to meet its charitable purpose, safely and legally.

Every Scout Group, District and County has an Executive Committee. Executive Committees in Scouting are like the board of governors in a school; essentially handling the administrative functions of Scouting, to ensure that the best quality Scouting is delivered to young people in the local area. When the relationship between an Executive Committee and those leading and running sections is strong, it can be really valuable for everyone involved.

Case study

James was the Financial Director of a gold standard company. His son was a Scout and his daughter recently joined the Beavers as part of a new Colony.

The Group asked James to become a leader, but he didn't have the time. After the AGM (and a few conversations with the Group Chair) James became the Group Treasurer. In his first six months, he brought in Gift Aid, budgeting, 24-hour repayment of expenses to leaders, and he is working on a business plan to safeguard the financial future of the Group. Funds generated from Gift Aid alone are worth around £4,000, as he was able to backdate it three years.

Section leaders can opt in at the AGM each year to become ex-officio members of their Group Executive Committee. Explorer Scout Leaders with a Partnership Agreement with the Group can also opt in at the AGM each year to become ex-officio members of their Group Executive Committee.

Executive Committee responsibilities

While Executive Committees at different levels of Scouting may have slightly differing responsibilities, the main responsibilities of all Executive Committees are:

- fundraising – helping to raise money and support activities
- financial management – looking after the accounts and making sure that each section they are responsible for has the funds and resources to run a high-quality programme
- asset management – being responsible for all assets including buildings (such as local, County or District headquarters) and any equipment, making sure that all assets are maintained and fit for purpose
- ensuring that all activity complies with legislation
- any individual or activity has appropriate insurance and safety is managed.
- protects and promotes the public image of local Scouting

The Regional Development Service (RDS) – England

In England the Regional Development Service (RDS) works closely with Regional, County and District Commissioners as well as Group Scout Leaders to support the growth and development of local Scouting. The RDS can undertake a range of projects including Group Scout Leader and District Commissioner recruitment and inductions, opening new sections and Groups, and supporting the creation and implementation of development plans.

The Field Service – Wales

The Field Service undertakes this work and has two Field Commissioners and five Development Officers. They fulfil a similar role to the RDS in England for development, and in addition provide more direct support to District and Area Commissioners in dealing with critical incidents, safeguarding, media relations and many other issues.

Programme and Development staff – Scotland


The Scottish Headquarters Programme and Development staff team is managed by the Programme and Development Executive, who is supported by two Programme and Development Officers and a Communications Officer. Programme and Development staff are employed to support the development of Scouting in Scotland and are also available to support work in Regions and Districts.

UK Programme Support Team

If you are holding an event and need extra support, the UK Programme support team consists of staff and volunteers who deliver information and support about programme-related topics. Their aim is to make sure that all leaders are fully equipped with the knowledge and skills to deliver a balanced programme.



For more information or to make a request for some support, visit **scouts.org.uk/prepared**

The background is a dark green fabric with several colorful Scout patches scattered around. At the top, there are patches in orange, blue, yellow, and green. At the bottom, there are patches in purple, yellow, blue, and purple. The text is written in a white, hand-drawn style in the center.

TEACH SCOUTS
NOT JUST HOW TO
MAKE A LIVING
BUT HOW TO
LIVE

7 MONEY, ADMINISTRATION AND RECORD KEEPING

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MONEY, ADMINISTRATION AND RECORD KEEPING

Every section, Group and District will have a different way of organising their records and finances. There is no set way that this must be carried out but there are some rules, particularly around money and personal information that must be followed. Universally it is crucial to keep organised, up-to-date records and implement a practical system. Without these things it is impossible to manage a busy section successfully. Having information in good order has practical benefits, such as the ease of finding a parent's or carer's phone number in an emergency, reminding yourself of who has allergies or checking who has paid for a camp.

MONEY

There will inevitably be occasions, as an adult in Scouting, when you will have to deal with varying sums of money, whether collecting membership fees or making payments for events and activities. It is important to have transparency when dealing with money to avoid misunderstandings or conflict. Groups and Units may have specific processes that leaders need to follow locally, but the essential point is that money needs to be dealt with in an organised way, with clear records kept of all transactions. Charity law lays down strict regulations that require trustees (found on Executive Committees) to have a legal duty to look after their charity's money and other assets. In line with this, therefore, Scouting has very clear rules on how finances must be dealt with. Details of these can be found in POR.

A clear record of money received and expenses paid supported by bills, receipts, etc is required.

Often, tear-off slips at the bottom of letters can be used to keep a record of who has paid for particular things. Any records or receipts should be stored safely and if possible, numbered (where the reference number links to your record of income and expenditure or ledger).

Maintaining a clear and up-to-date cash account.

This can be a digital spreadsheet on a computer, or a written document. If it is a written document, it must be kept in a safe place and if digital, regularly backed up onto a hard drive. It is recommended that documents containing accounts should only be kept on a device that is password protected.

Any monies received should be banked at the earliest opportunity.

You should bank all money received as quickly as possible. All Scouting needs should be paid for out of the Group, District or County Account. This enables a clear audit trail. All monies received by or on behalf of the Group, either directly or via supporters, must be paid into a bank account held in the name of the Group. It is easier to complete accounts and record monies as soon as they are received – a few minutes spent doing this on a regular basis will save confusion at a later date.

Keep separate records for separate events and activities.

This enables you to better understand the true cost of events and activities.

Never use your own personal bank accounts for Scouting.

You are dealing with other people's money and using your own account could lead to misunderstandings. Never put yourself in this position.

Cash accounts/spreadsheets

Have your records organised so that you can easily see:

1. Who has paid – it is easy to lose track so writing down names clearly, as payment is received, is essential.
2. Payment method – knowing the method will help you trace a payment if there is a query. It is also good to know because cash and cheques are banked separately.
3. The amount.
4. What the payment is for – have a separate page or sheet for each activity or event you are taking money for; this way it is easy to see how much money has been received for that event and by whom.
5. Keep a record of all payments made.

Money should only be accepted in a clearly labelled envelope. A tear-off slip provides a receipt that can prevent confusion. Each section and Group Scout Active Support Unit must keep a proper cash account that must be produced, together with supporting receipts, vouchers and the cash balance, to the Group Treasurer at least once in each period of three months.

Date	Name	Cash £	Chq £	Cub camp £	Sailing £	Trip to cinema £	Visit to the zoo £	Cub fun day £	Trip to museum £	Other £
04/10	Paul Marsh	25.00		25.00						
19/10	Peter Swan		40.00	25.00			15.00			
06/10	Jane French	40.00		25.00			15.00			
01/10	Liz Flint			25.00						
03/10	Tanya Greaves	10.00								
29/09	Dak Shah									
	Totals	£75.00	£40.00	£100.00			£30.00			

Bank accounts

The Scout Association requires Groups to use bank accounts (POR Rule 3.50). The account needs to be held in the name of the Group with two signatures for withdrawals and other actions. This restricts the banks that can be used to those that offer charity or community accounts.

There should be one bank account for the whole Group. Advantages of a single bank account are:

- it is far easier to administer a single bank account for the Group
- it is less likely that receipts or payments will get lost
- it gives the Group Treasurer the ability to overview the finances of the whole Group and make better informed financial decisions

This decision on the extent to which the funds of each section are ring-fenced is left to the Group Executive Committee (on which the Group Treasurer sits). The Group Executive aims to strike the correct balance between strong central control, which is only really possible with a single bank account controlled by key executive members, and ease of operation. Sections should not expect substantial financial independence, but the committee should avoid de-motivating leaders if, for example, one section does the bulk of the fundraising. In this case they should be reimbursed accordingly.

Explorer Explorer Scout and Scout Network section finance

Explorer Scout Units and the Scout Network should have the financial support of the District. The District Executive Committee acts as the Group Executive Committee. Each Unit and the Scout Network can have its own bank account but a copy of the bank statements must be sent to the District Treasurer who should scrutinise the accounts once a quarter. Explorer Scout Units and the Scout Network are not registered as separate charities; they come under the jurisdiction of the District. The District charity number should be quoted when necessary (Charity law of Scotland and Northern Ireland is different to that of England and Wales.)

Partnership agreements with a supporting Group can offer financial support from that Group. This is not a binding requirement of being a supporting Group and neither the Unit/Scout Network nor the supporting Group have any claim on one another's finances. The responsibility for financing all Explorer Units and the Scout Network lies with the District.

Gift Aid

All money collected on subscription can be gift-aided. This means the Treasury gives back 25 pence for every £1 you collect. Your funds can be boosted by 25% at no cost to anyone except HM Revenue and Customs (HMRC). Some families may not pay tax, so they cannot sign a Gift Aid declaration and others, for their own reasons, will not wish to participate in the scheme. It is worthwhile including a Gift Aid declaration within the subscription form.



Further information about Gift Aid can be found at **scouts.org.uk/prepared**

MANAGING JOINING LISTS

Although our aim is to provide Scouting to every child who wants to take part, it is well publicised that there are large waiting lists (called joining lists) of young people wishing to join the Scouting Movement. Be clear with those considering joining Scouting that there may be times when a place is not available for a young person to join a section. Joining lists will include anyone who has already reached the core age of their section and is waiting for a place to become available, and anyone in a younger section who may wish to join the next section.

When creating joining lists, they need to be managed properly, and with the aim of helping as many young people as possible to join Scouting – in your section or another. The ideal situation is to have a full section but no joining list – a long joining list should not be considered as a mark of success.

It is a good idea before the start of each term to look at your records so that you have an accurate picture of future vacancies and advance warning of times when you are likely to be oversubscribed. Keep your District, local Groups and other sections in your Group informed so that they can offer you the appropriate support.

It may be helpful to publicise your joining list policy to help parents understand the process and see that it is fair and transparent.

Definitions

Register of interest – includes anyone under the core age range who wants to join the section when they are old enough.

If you are running your own register of interest list for your Beaver section, you might want to consider the minimum age a young person has to be before they can be put on the register of interest. There are no hard and fast rules here, but as an example, you may decide that a minimum age of four might make the list more easily managed.

Joining lists – includes anyone who has already reached the core age of their section and is waiting for a place to become available in the section, or anyone who is already a member in a younger section, and wishes to join the next section.

District-run lists

Both register of interest and joining lists can be held at District level. This is a highly recommended process as it will ensure that the District team have an overview of the development of Scouting in the District and will be able to respond to changes in a timely fashion. There are a number of benefits to this approach:

- the Districts may be able to redirect those on joining lists to other sections in the area, that are not oversubscribed, so that young people can access Scouting more quickly
- they can review the general trends and assess whether or not it may be necessary to open a new Group in the area
- holding the lists at a District level can ease existing members' journeys through the Movement
- it is more likely that a Scout moving into the area will be allocated a Troop more quickly if the lists are held at a District level
- at a Group level, the GSL may be able to move some young people to the next section sooner in order to create space for new members

Provided that everyone is well informed, the sharing of information around joining lists can be managed more effectively this way.

With District-run lists, the District team will try to ensure:

- that all sections are the maximum size they can be
- that each section has the appropriate number of adults
- that names only appear once on the lists
- a plan is in place should it be needed, either to recruit new members (adults or young people) or to deal with expanding lists
- that if a young person transfers into the District, a place will be found for them as quickly as possible

Recording details

Even if joining lists are managed locally at a District level, as a leader it is very likely that you will receive enquiries. Make sure you record all the relevant information. When a parent or carer contacts you, you should collect the following details:

- name of young person
- date of birth
- parent or carer's name, address, phone number and email address
- details of preferred Group
- if there are siblings already in Scouting and in which Group
- if they are children of leaders, and which Group or Unit they lead

Locally there may be a standard application form to send to parents or carers to gather all this information. Speak to your District for more information on the procedure in your area. When recording the details of the child and the parents, you will need to adhere to the Data Protection Act.

Ways to order joining lists

There are a few ways to order joining lists; all have pros and cons. It is simply a matter of preference. Even sections, Groups and Districts that have a structured order to their joining lists will be required to use their judgment in certain situations. Joining lists could be managed on the following basis.

First come first served

Pros:

- the most popular and often considered the fairest way
- it is more likely that everyone eventually will get a place
- the easiest to manage

Cons:

- disadvantages those who have just moved to the area
- may disrupt the flow of members from younger sections on their journey through Scouting
- everyone spends a long time on the list

By age (ie oldest first)

Pros:

- there will be a quicker turnover of young people in the section because they will move on quicker. Offers the opportunity for more people to enjoy Scouting
- offers the opportunity to move the older ones to joining lists for the next section if they are getting too old for the section they are on the waiting list for

Cons:

- the age and experience of the section can be skewed and you are likely to have an older organise, but inexperienced section. This could prevent really progressive and challenging Scouting
- it can seem unfair because it does not reward proactive parents or carers who have put their children on the waiting list early.
- young people will be on joining lists for a long time

Preference to those whose parents or carers volunteer

Pros:

- young people with parents or carers who volunteer are likely to be committed to Scouting and be retained through the sections
- the section gains a volunteer
- more volunteers mean the capacity for more young people to enjoy Scouting

Cons:

- often the children of parents or carers who are not willing to volunteer are the young people who need Scouting the most
- it can make Scouting seem closed
- when the young person leaves, often the parent volunteer will too

Preference to those with siblings in the section or Group

Pros:

- this is a system that people are used to as it mirrors the school system
- makes logistical sense, if the parent or carer is taking one young person to the section meeting, they may as well take two
- the young person is more likely to be committed to Scouting if they have a sibling in the section

Cons:

- it becomes less accessible to those without family connections to the Movement and hinders young people who are from families new to Scouting
- it spreads best by word of mouth and recommendations. It is best, for long-term growth, to attract young people from as many varied social groups, schools and areas as possible

RECORD KEEPING

Attendance records

Leaders will need to keep track of young people's attendance at section meetings and other events. It is a matter of choice how young people are recorded and leaders can be as creative as they wish. Ideas include:

- calling a register at the start of a meeting. This responsibility could be undertaken by a young person in the section, or a Young Leader
- asking young people or their parents to sign them in as they arrive
- having their Sixer or Patrol Leader mark them present before the meeting starts

You can keep track of and quickly follow up any young people who are not attending regularly. If a young person has missed a couple of weeks, contact their parents or carers and find out why they have been missing meetings. By taking a personal approach, valuing each young person in the section and noticing when they are not there, young people are likely to feel important to the section and increase the levels of retention.

Keeping track of progress

Keeping track of progress is important when young people are working towards badges or awards. It is the leadership team's responsibility to make sure that all of the completed requirements are recorded so that when the requirements have been met, the badge can be awarded.

The benefits of keeping up-to-date records of progress are:

- young people can see that the leadership team take badges and awards seriously and are more likely to take pride in them
- there is less scope for confusion and young people understand what requirements they have to complete
- parents and carers can be kept up to date with young people's progress
- when young people are awarded badges they have a clear understanding of what they achieved to get them

Parental and carer consent

Parental or carer consent is required for all activities in Scouting. This does not necessarily have to be obtained in the traditional way, by parents or carers signing a form (although in certain cases this is required). Through the act of parents or guardians bringing their young people along, parental consent has been given – as long as you publicise your programme in advance, and activities do not change after details have been announced.

For example: if the Cub Pack is meeting at the local campsite (instead of the usual meeting place) to have a campfire and parents arrive with their Cubs, with outdoor wear and at the time arranged, it can be assumed that parental consent has been granted.

This system can only work if your programme is well promoted and parents are aware of what is going to be happening in advance. If the programme changes unexpectedly from what is publicised, an email or text message could be sent around as an update.

In this situation you could ask parents or carers to:

- email a response acknowledging any changes to activities
- text to confirm they are aware of changes
- speak to parents or carers when they bring young people to the meeting to confirm they are aware of the changes in activities

Parents or carers should be informed whenever an activity will be taking place away from the usual meeting place. If activities require additional payments, parental consent could be gained via a payment slip like the one below:

Parental consent form

To be returned to Akela by 18 October

I confirm that I am happy for my Cub Scout:.....
..... (name)

to take part in the Sailing Day on Sunday 27 October.

- I confirm that he/she can swim 50 metres and is confident in water.
- I have read the joining instructions and know what my Cub Scout must bring on Sunday.

I enclose cheque/cash for £5.00. (Please make cheques payable to 3rd Anytown Scout Group)

.....
Parent/Carer Date

If additional information is required, as in the slip above, it is a good idea to get this in writing so that you can keep it with you throughout the activity. Emails are a useful way of obtaining additional information because they are easy to access and refer back to.

Written permission must be given by parents or carers if young people are going to take part in a shooting activity and the wording of the consent is very specific as it is a legal requirement. The Scout consent for shooting activities can be found in the Appendix to this resource.

Data Protection

The general rules on Data Protection compliance for Scouting can be found in POR Chapter 14, Rules 14.11 and 14.12. More specific information should be obtained from the Information Commission Office (ICO) – the independent governmental authority responsible for overseeing and regulating data protection. Visit **ico.org.uk/for_organisations/data_protection**



Further general explanation can also be obtained by visiting **scouts.org.uk/prepared**

Application forms

New adult volunteers should have a record created in Compass, the national membership system for Scouting, to set up their role and formalise their membership. The new members details can be added directly into Compass online by the leader, and a form is available to help gather the information needed by Compass for any new member.

Any adult in Scouting can help support someone to complete an application form or act as the identity checker for a disclosure check. To ensure that forms are processed quickly and effectively, all adults should understand the forms that exist and what they are used for.

IMAGE, PUBLICITY AND COMMUNICATION

Like most organisations, Scouting works hard to promote and maintain a consistent, positive brand.

By brand, we simply mean what appears in someone's head when they hear the word 'Scouts'. It's up to all of us to ensure that they associate Scouting with **everyday adventure, fun, friendship and the positive impact** we make in our local communities. These are our main brand values.

To increase recognition, understanding and support for Scouting, it is also important to use a similar look and feel – using our corporate colour palette, logo and font wherever possible.

If you are promoting Scouting locally please keep these points in mind when producing publicity materials such as newsletters, social media and websites.

The Scout Brand Centre – scouts.org.uk/brand

To help you produce professional, on-brand communications, a range of tools and resources are available through the Scout Brand Centre. As well as logos and artwork, you can also access the Scout Print Centre, which provides over 500 flyers, posters, banners and other templates, which you can adapt with your local details.

You will also find guidance on producing inspiring materials that will help motivate and engage a wide variety of audiences. It should help you produce bolder, more inspiring communications.

For more information on everything discussed in this section, visit **scouts.org.uk/prepared**



Key points for communication:

1. Be prepared and be clear

If you are going to be promoting Scouting, be consistent in your message and know the facts. This way we can really improve the perception of Scouting and increase our support.

2. Be relevant and inspiring

Remember to keep examples, photos and images relevant to the audience you are trying to reach. Always consider the tone of voice being used, which should be positive, challenging, friendly, informal and surprising. Publicity aimed at young people should be addressed in the first person (ie talk to the young person as 'you', not 'they').

3. Be consistent and inclusive

Scouting is open to all and any material produced locally should represent and promote that. Always use inclusive images and plain English. Across the UK we are all part of the same Movement and it is important that we all support this.

4. Be seen

Scouting has so much to offer to so many people and we should all feel proud to promote it locally, nationally and internationally. There are a wide variety of tools and resources to help you project a positive and adventurous image of Scouting.

Feeling sociable?

Twitter, Facebook and YouTube are some of the most powerful ways to communicate our values and inspire more people to join the adventure. Remember how we speak online is just as important as in person or on paper. Think about who is listening in on your conversations about Scouting – the world is listening, not just your Scouting friends.



Remember:

- avoid Scouting jargon and acronyms
- include at least two of our main brand values
- use our tone of voice – positive, challenging, friendly, informal and surprising
- include a call to action or link so people know how to get involved
- use exciting and adventurous images and video
- use our single colour purple logo
- tell inspiring stories and speak from the heart



For more information on how to maximise results when using social media visit **scouts.org.uk/prepared**

Stay safe online

Always conduct yourself on the internet as you would face to face and be aware of what you say and how you say it. If you wouldn't say or do something in the 'real' world, then don't do it online. Never provide personal details about young people or volunteers and always ensure you have parental permission to use any photos of young people. Only ever use the first names of young people on any photo or video caption and only share appropriate photos, the sort that you would be happy putting on a public notice. Remember that, potentially, anyone can view content on the internet.

If you sign yourself up to social networking sites you need to be aware that content is speedily updated and security settings can change. Whatever site you choose to join, make sure you regularly check your privacy and security settings and have a browse of their privacy policy. Photos can be tagged and posted on your account and comments will be made that you cannot always control. It is a network rather than a broadcasting channel so people will share opinions (good and bad). Only set up pages for events, activities or groups for which you are responsible. Once a site has been set up it needs to be checked regularly to ensure that information changes when appropriate.

Please note that posts on social media sites are widely accessible and can easily be passed on; always be sure that any information or comments made are appropriate and in keeping with the Scouting ethos. Don't use your personal social networking account to communicate directly, on a one-to-one basis with young people.

Shouting about Scouting

Good public relations are important because they help strengthen the positive image of Scouting in the local community. This makes it easier to attract support and tell people about modern Scouting. Like everything in the media, it is vital that stories about Scouting are presented in a positive way, hopefully with an exciting and inspiring element. Some media channels to consider when promoting Scouting:

- social media
 - websites are popular with Groups and Units to promote their programme, events and adventures
 - local radio stations are often searching for newsworthy stories
 - local newspapers and magazines are ideal for promoting local events
- Often the papers are free and reach a large audience

INSURANCE

Insurance arranged by The Scout Association

All members of The Scout Association are insured while on authorised Scout activities by Unity (Scout Insurance Services), providing they are following the activity rules of Scouting (in accordance with POR).

Insurance is a serious matter and is an essential part of good administration. It is not, and should not be used as an excuse to stop legitimate Scouting activity. The insurance covers provided centrally by The Scout Association and arranged by Unity, includes:

1. Personal Accident and Medical Expenses Insurance for members in the event of an injury during a Scout activity.
2. Public Liability Insurance (including property owners' liability) for people running Scouting events.
3. Trustee Indemnity Insurance.

There is no need for your Group to take out insurance for Public Liability, Property Owners' Liability or Trustee Indemnity Insurance. You are already covered through Unity.

The Personal Accident Policy and Medical Expenses Policy

The Personal Accident and Medical Expenses Policy provides limited benefits in the event of an injury to a member of the Association during a Scout activity. Adults need to consider their own situation carefully, to decide if further cover is necessary. You may also want to consider additional Personal Accident and Medical Expenses Insurance for non-members associated with your Group, such as Occasional Helpers. This can be arranged by Unity.

Public Liability Insurance Policy

This provides substantial and comprehensive legal liability protection. It can provide indemnity for leaders and other people authorised to be in charge of (or to assist with) a Scout activity. This means they are protected against claims made by members under their control. It also covers similar claims by parents, carers or by third parties. The cover extends only within the law and does not cover reckless or grossly irresponsible behaviour or criminal activity.

If you are required to sign any agreement or indemnity for other people's land, premises or any other facility, you must contact Unity before doing so.

Please remember that The Scout Association does not provide insurance for personal belongings. This is worth considering, as some parents will look to the Group to reimburse them if the child comes back from camp without their expensive trainers. Unity can provide cover for members' personal effects.

Additional cover your Scout Group may need to arrange

Why do Scout Groups need their own Insurance?

Risk Assessment only goes so far

Insurance is no substitute for risk management. In many cases risk management can only minimise the risk of an accident, loss or damage, not eliminate it completely. There are some things that are outside the control of a Scout Group.

For example, a lot of time and effort goes into fundraising to buy the building or equipment your Group owns. If they were lost, damaged or stolen, you would have to pay for their replacements. For losses such as your Scout building or all your camping equipment being destroyed, you may not have readily available funds to replace them.

Some types of insurance cover are required by law

If your Group owns any motor vehicles such as a minibus, you must have motor insurance. If your Group employs anybody, you must have Employers' Liability for people you employ.

Suitable insurance is a POR requirement

Policy, Organisation and Rules (POR) Chapter 8 covers insurance. It states that every Scout Group must maintain adequate insurance cover, to be reviewed annually.

Executive Committee's legal obligation

Your Group Executive Committee has a responsibility to ensure that the physical assets of your Group are suitably insured. Failure to do so could lead to members being personally liable in law.

Insuring buildings and equipment

All buildings and equipment must be adequately insured, which is a requirement of POR (see Rule 8.1 Insurance Cover). Executive Committees are charity trustees and have a legal obligation to protect the assets of the charity. The insurance needs of Scout Groups are specialised and trustees should be aware that commercial policies available on the high street may be unsuitable.

Other insurance you may need to consider

- motor insurance for your Group's minibus
- employer's liability insurance, if your Group employs anyone

- travel insurance when going abroad or trips and camps in the UK
- cancellation cover for events you are running, such as gang shows, jamborees, fetes, jumble sales or family days
- additional cover for non-members associated with the Group attending or taking part in your weekly meetings or events

Always read the small print

Remember, when it comes to insurance, cheapest is rarely the best option. The insurance needs of Scout Groups are specific and commercial policies may be unsuitable. For example some Groups with cheap or 'high street' policies have found it difficult to make a claim because of small print and exclusions on the policy, or the insurance company does not understand scouting needs, consequently the cover was unsuitable eg the Group's equipment was not insured while at camp. It was only covered while in storage at their meeting place. This kind of policy proved inadequate when one Group needed to buy seven new patrol tents, a marquee and six hike tents.

Use an insurance broker who really understands Scouting

Make sure you take advice from a company that understands the needs of a Scout Group. If you have to explain Scouting, they are probably not suitable. Unity (Scout Insurance Services) is the official insurance broker for Scouting set up for the benefit of our membership. Wholly owned and backed by The Scout Association, with over 80 years' experience dealing with Scout insurance, they understand the issues and challenges faced by an outdoors movement and the insurance requirements of Scout Groups.

Find out more at **scoutinsurance.co.uk** or phoning 0345 040 7703.

Further information and advice on insurance

As the official insurance broker of The Scout Association, Unity can give advice on any aspect of insurance relating to Scouting.

Unity has produced two guides to help you understand insurance in Scouting:

- Insurance: Where do I Start?
- Insurance: an Insomniac's Guide

Both of these can be found at **scoutinsurance.co.uk** or call Unity on 0345 040 7703.

FUNDRAISING

Fundraising can be a financial lifeline to a section or Group. It is an effective way of raising money for a particular cause or adventure. Some key things to remember when fundraising locally:

- keep it fun and light-hearted. Young people will lose interest very quickly if it is too serious or difficult to understand
- be transparent about what you are raising the money for. People are more likely to donate if they know where their money is going
- money must always go to the beneficiary, fund or cause advertised
- keep the method simple. Raffles and cake sales can be highly effective ways of raising money. Over-complicated ideas can lose people's interest and result in less engagement

Help young people in the section to understand the concept of fundraising and know where the money will be going. This way they can be involved in the whole process and take pride in the money they raise.

There are many different ways to fundraise. The key is to be creative and innovative with the methods. Here are some simple ideas to get you started:

- run a cake sale at your meeting place
- ask local businesses and shops to donate prizes and run a raffle
- host a jumble sale
- hold an auction
- ask young people to take part in a sponsored task, such as a sponsored silence or swim
- get permission from the local supermarket to pack customers' bags for donations

It is always wise to double check the legality of an idea before arranging it. For example, an excellent fundraising idea would be to run a Scout barbecue at a local fete, where all profits from the food sold go to the cause. However, the barbecue and people manning it would have to comply with food hygiene laws and food standards regulation. This is not to say that it couldn't be done, but it would have to be a consideration in the planning process.

If you are considering fundraising and have queries or concerns regarding money and the law, the Group Executive Committee and Group Treasurer should be able to offer advice. Alternatively, national headquarters or the Scout Information Centre should be able to help (p20).

BUILDING MANAGEMENT

Building Management is the responsibility of the relevant Executive Committee but additional guidance can be found at **scouts.org.uk/prepared**





It's not
the

Destination

but the

Journey

8

APPENDIX

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APPENDIX

EXAMPLE PROGRAMMES



Title:	Animals of the world
Overview:	A creative evening for Beavers to make their own safari park.
Links to badges:	Creative Badge
Challenge Area(s):	My World
Equipment/ resource needed:	Paper plates pre-cut with eye holes and lolly sticks, glue and sticky tape, scissors, colouring pencils and pens, scarf.
Notes	

Plan

Introduction and opening ceremony (10 minutes)

- Hello Beavers
- Announcements

Active game (5 minutes)

Grab the elephant's tail

Explain that elephant calves sometimes hold the tail of the parent so they do not get lost. At some point the parent will think the baby is large enough to manage on his own and will try to avoid having their tail held.

Take time to tell Beavers the story about baby elephants: they will enjoy the game more if they have a better understanding.

- Form the young people into a large circle and explain they have become trees in a forest glade
- Choose one young person to be a parent elephant and have them stand in the centre of the circle with a scarf tucked into the back of their trousers or skirt, which is their tail
- Choose another young person to be a calf elephant who wants to catch hold of the adult's tail

Use clear and simple instructions, delivered one at a time. Use visual cues. Be patient- allow time for young people to process the request. Check for understanding.

- The calf tries to catch the parent's tail but the parent does not want this and runs away
- The calf may only enter the forest glade three times
- If the tail is caught the calf wins, if not the parent wins

Choose another Beaver to be a calf.

Make safari animal masks (20 minutes)

Show Beavers pictures of safari animals. Chat through where the animals live, what the climate is like there and the conditions they like to live in. Explain the exercise.

To keep this exercise dynamic, Beavers could move from one table to another, each table being set up as a station for a specific task, such as: drawing the animal design, colouring, sticking and gluing, putting the mask together, etc.

Split Beavers into Lodges and allocate each Lodge to a craft table. On each table have pictures of safari animals to give Beavers inspiration, along with paper plates to make masks, glue, pens, pencils and coloured paper, card and other materials to stick to make the animal masks. Once the masks have been decorated, use sticky tape to secure a lolly stick that can be used to hold the mask in place.

Animal parade (10 minutes)

Get the Beavers to parade in a circle with their animal masks, making the sounds their animal would make and adopting their behaviour.

Safari park (10 minutes)


- Take the Beavers outside and let them roam around for five minutes, pretending that they are the animal they have chosen. Ask them to think about which other animals would be their friends or which would be a predator.
- Call Beavers into a circle and explain that they are going to make a safari park. Ask Beavers to get into groups with the other animals that would be their friends, not the ones that would be their predators or food.

Always find opportunities to take Beavers outside; they can let off some steam and have fun. This exercise will let their imagination run wild as they design their safari park.

- Once they have decided where and who they would live with at the safari park, leaders should walk around the safari park as visitors while the Beavers are their chosen animals.

Game – Sleeping lions (5 minutes)

Get the Beavers to put their masks down at the side and lie on the floor. Give them a couple of minutes to get comfortable, then go around like a noisy, funny zoo-keeper and see who is the most still and quiet sleeping lion. The Beaver who is the most still and resists the urge to laugh wins.



Finishing with a quiet game after an eventful evening calms and refocuses Beavers ready for the closing ceremony and to go home.

Close (5 minutes)

Ceremony 'Good night Beavers'
Announcements.

Title:	Games and fitness
Overview:	To complete the activities here means covering about 95% of the Athletics Activity Badge.
Links to badges:	Athletics Activity Badge
Challenge Area covered:	Our Skills
Equipment/ resources needed:	Tennis balls/ping pong balls, ladles or serving spoons for egg and spoon race, tape measure, scoreboard, tables, chairs and poles for obstacle course.
Notes:	Timing is going to be tight. Keep the warm-up and opening/closing ceremonies as short as possible to leave sufficient time for the session. Plan equipment and resources before the meeting – be prepared!

Plan equipment and resources before the meeting – be prepared!



Plan

Introduction and opening ceremony (5 minutes)

After the Grand Howl or other opening ceremony, explain that tonight is going to be competition night. Akela wants to see which is the fastest, strongest Cub or Six.

Warm-up (10 minutes)

Explain to the Cubs that it is too dark, wet or cold to be outside so we are going to have an indoor athletics meeting, Six against Six. First, as a Pack spend 10 minutes on warm-up exercises. Explain the purpose of warming up:

- Increases your heart and respiratory (breathing) rate
- Boosts the amount of nutrients and oxygen delivered to your muscles
- Prepares the body for a demanding workout



A physical warm-up or game focuses young people for the meeting, by using some excitable energy.

- Makes it easier to burn calories
- Extends your workout

A physical warm-up or game focuses young people for the meeting by using up excitable energy.

Get Cubs to jog in pairs slowly four times round the hall then stretch:

1. Side stretch
2. Quadriceps stretch
3. Hamstring stretch
4. Groin stretch
5. Calf stretch

Use the Sixes to promote teamwork and give Sixers extra responsibility.

Each of the activities below are competitive and should be performed in Sixes. Ask Sixers to help supervise. Appoint someone to keep scores.

Egg and spoon race (15 minutes)

Use tennis balls and ladles. Run as a relay race, Six against Six. If the ball is dropped that Cub needs to start again.

If you are running competitive activities, keep each game/competition short so that there are lots of opportunities for young people to win and feel involved. Avoid letting young people be disheartened by competition or get bored if they are not winning.

Shuttle run (15 minutes)

Mark out 10 metres with tape or chalk on the hall floor. Cubs must run to the 10metre mark first, touch the floor and run back to the start line. Repeat this six times. Then the next Cub goes. The winner is the first Six to complete the task.

Make reasonable adjustments to physical games to ensure all young people can participate. Reward an individual for trying their best, or a group for outstanding teamwork.

Game: Bucketball (15 minutes)

- Ask each Six to select one member who will act as the 'bucket'. This Cub stands on a chair holding a washing up bowl or bucket. Spread the 'buckets' evenly around the edge of the room.
- The rest of the Cubs play a version of basketball, where the object is to shoot the ball into their own 'bucket', but they cannot dribble the ball.
- Cubs may move to reposition themselves until the ball is thrown to them, when they must stand still while they have the ball.
- If it's too easy, add another ball.

Obstacle race (20 minutes)

Using whatever equipment is in the hall, build an obstacle course. Ideas for course:

- Climbing over/under chairs
- Pole/broom balanced on two chairs to jump over
- Going under tables
- Balancing along benches
- Stepping in and out of hoops
- Avoiding other Cubs as they throw balls at you on part of the course
- Blindfolded activities
- Scrambling under groundsheet/parachute
- Hopping on one leg or backwards


Sergeant jump (10 minutes)

- The aim is to jump as high as possible from a standing position
- Get all Sixes to do it once with the Sixers as judges. If you have no tape measure, mark highest jumper on the wall

Close (5 minutes)

- Announce which Six won
- Announce notices for next week

Grand Howl brings the group back together and refocuses after an eventful evening.

Title:	Map and navigation
Overview:	Geocaching navigation and map skills
Links to badges:	Geocaching Activity Badge <div>Prepare Geocaches close to the hall. Ideally test the clues to check they are the right level for Scouts.</div>
Challenge Area(s):	Skills and Outdoors 
Equipment/resource needed:	Maps, geocaching co-ordinates printouts, Sheets printed ready for 'Map symbol bingo', GPS reading devices
Notes	

Plan

Introduction and opening ceremony (10 minutes)

- Flag Break
- Announcements

This would be best as a summer programme when the evenings are lighter. Leaders should be out to assist the Patrols.

Geocaching close to the hall (1 hour)

Assemble the Troop in their Patrols and explain how Geocaching works. Give each Patrol six geocaching co-ordinates to find. Explain that they are working in their Patrols and must stay together.

Make the plans very clear, with clear rules about time to reassemble and Patrols all staying together.

Send the Patrols out to find the geocaches.

Scouts take part in longer activities than younger sections.

Leaders go with them (leaders should be clear on the area the Geocaches cover and how far the Patrols will be going to find them).

Leaders could write their own clues and co-ordinates if they wanted activity to take place in a specific location.

At an allotted time, arrange for the Patrols to meet back at HQ. Discuss how many geocaches each Patrol found and where they were.

After an evening outside, use this time to refocus the group. Maybe allow Scouts to have a drink if they want to. It should be fun.

Map symbol bingo (15 minutes)

Give each Scout or Patrol a bingo card with map symbols on.

Have all the symbols on small pieces of paper in a bag. The symbols get pulled out and called, like bingo, and Scouts cross them off their card. The winner is whoever crosses off their whole card first.


Close (5 minutes)

Flag Sown

Announcements

Title:	Escape and evade
Overview:	Explorers plan and undertake their escape from Scout HQ to a rescue point, where they will have to survive for up to 24 hours before rescue. Leaders will be on the lookout.
Links to badges:	Nights away, Hikes away, Navigation activity badge, Survival Skills activity badge
Challenge Area(s):	Outdoor and Adventure
Equipment/resource needed:	OS maps, material to plan route written briefs for each group to refer to
Notes	

Make sure there is enough equipment for each group.



Plan

Introduction and opening ceremony (10 minutes)

- Flag break
- Announcements

Planning their escape and rescue (1 hour 15 minutes)


Split the Unit into small groups, ideally 4–6 people in each and give Explorers their brief:

← You could set up incidents on the likely route or at the rescue point, for example problem solving tasks or emergencies.

The Explorers are trapped at HQ and need to escape to the safety of a rescue point, where they will have to wait for up to 24 hours to be rescued. The leaders will be patrolling the area between HQ and the rescue point to catch the escapees. Groups lose points if they are spotted by the leaders.

← Assess the abilities and individual needs of the young people in your Unit. Make sure the expedition is appropriate to their level. You may need to make reasonable adjustments to the delivery, and/or rescue point to ensure all Explorers can participate.


Explorers should plan to carry out (in the next day/weekend or week) a 24-hour lightweight expedition and camp. Leaders should provide support where necessary to the planning process.



Promote peer led activities, teamwork and leadership.

During the planning stage, groups need to plan the best route, the equipment they will need and their menu. Older or more experienced Explorers should help to teach newer members the skills needed to plan.

Groups could experiment with bivouacs and dehydrated foods so they can travel as light as possible.



Let Explorers know the details of when the expedition will take place so they can prepare.

Keeping safety in mind, they could travel in disguise or plan their escape at night.

Close (5 minutes)

Explain details of the expedition and when the Unit will be meeting for the Escape.
Flag Down.

EXPLORER CHALLENGE AREAS

The Explorer programme includes 15 challenge areas, split into the three main programme themes, mirroring the challenge awards in the younger sections. These challenge areas give Explorers choices and variety, to support them in planning their own programme.

Challenge Area Descriptions - Outdoor and Adventure

Campcraft – Tents, fires, campsite layout, hygiene, pioneering, gadgets, stoves, axe and saw... it's all in here and helps you become experts in going on camp.

Survival Skills – Could you survive in the wild without a tent, stove or pre-packed food? Try making a bivouac, foraging for food, lighting a fire without matches, purifying water and a whole host of other survival skills.

Peer-led Nights Away – If you fancy staying away without your leader, this challenge area will help you with all of the things you will need to plan including: where to go, what to do, getting a Nights Away Passport, transport, equipment, budgeting and fundraising.

Adventurous Activities – This challenge area is a chance to try some new adventurous activities, or develop skills in something you already love. Whether it's hiking, climbing, paddling, gliding, skiing or shooting there are literally hundreds of activities you could try.

Navigation – Navigation is all about finding your way around, whether you use a map and compass, GPS, street map, public transport, tracking and trails, the sun or the stars. From skills you could use on an expedition to geo-caching or treasure hunts in your local area, why not give it a go!

Challenge Area Descriptions - Skills

Creative – Covering all things creative, including traditional areas such as art or music, new media or entrepreneurial ideas. There are plenty of activities you can do without going anywhere near a paintbrush, a musical instrument or glitter (unless you want to!).

Communication – It's not just about mobile phones and social networking – Have you ever played 'Giants, Wizards, Elves', put up a tent blindfolded, joined in a debate, lifted a 'helium stick', or written an article for the local paper? This challenge area includes all sorts of fun activities to try with other people.

Cooking – From cooking an egg in an orange to a banquet over an open fire, decorating cupcakes to learning some staple student recipes, this is an opportunity to learn an important life skill (and enjoy eating the results of your efforts!).

Health and Fitness – This challenge area covers anything that is about keeping fit, healthy and active. It could include sport, physical fitness, healthy eating, drugs and alcohol awareness, sexual health, first aid, or other healthy lifestyle areas.

Teambuilding and Leadership – All about developing your teamwork and leadership skills in a fun way. You might want to use this challenge area when welcoming new members to your Unit, to develop as a small team for a particular event, to give leadership a go or simply to challenge yourself as a group.

Challenge Area Descriptions - World

International Scouting – Scouting is part of a global movement, with over 40 million members worldwide. This challenge area is a chance to explore the world around you, develop your research and presentation skills, or perhaps to prepare for a visit abroad.

Environment – Whether doing something practical in your local area, raising awareness or finding out about environmental issues and the natural world, this area is an important part of being an Explorer Scout. Topics could include climate change, recycling, deforestation, drought and flood, habitats, wildlife or pollution.

Culture – The world is full of interesting and different cultures. Find out about and take part in activities from around the UK, and around the World including festivals, traditions, language, clothing, faiths, music, values, or art.

Visits and Visitors – There are plenty of interesting places to go, and people to invite to visit you – from the police to athletes, businesses to parliament. The programme material for this area includes ideas on the types of visits or visitors you could arrange, and tips on how to go about it.

Citizenship – Take part in or influence change in your community. You might raise awareness about an issue you feel strongly about, engage with local councilors or MPs, take part in a campaign or work on something to improve your local community.

LONG-TERM PROGRAMME PLAN EXAMPLES

Beavers

Date	Activity	Description	Venue	Challenge Area
19 Sept	Harvest festival	Bring in a selection of fruit and vegetables; Colony discusses where the food is grown and how it gets to the shops/markets.	HQ	My World
26 Sept	Dinosaur models	Make papier-mâché models on wire coat-hanger frames, decorate with poster paint.	HQ	My Skills
3 Oct	Scavenger hunt	Collect a variety of leaves and twigs from the wood to compare, spot differences. Think about seasons.	Woods	My Outdoor
10 Oct	Puppet storytelling	Create finger puppets and use them to tell well known stories using a puppet theatre.	HQ	My Skills
17 Oct	Visit a synagogue	Look at the key features of the building and explore Judaism.	Synagogue	My World
24 Oct	Making biscuits	Make biscuits and ice them.	Kitchen	My Skills
Half-Term				

Half-Term					
7 Nov	Fireworks and bonfire	Attend the local fireworks display. Come back to the hall and have a bonfire outside.	Seymour Park/Hall	My Adventure	
14 Nov	Code decipher	Create codes using backwards writing, etc. Try to crack other people's codes.	HQ	My Skills	
21 Nov	Mini-Olympics	Make an exciting and challenging assault course for Beavers. Count pulse and use heart rate monitors to learn about fitness and heart rates.	HQ	My Adventure	
28 Nov	Korean night	Try Korean food; look at Korean culture, music and clothes. See how it is similar and how it is different to the UK.	HQ/ Kitchen	My World	
5 Dec	Fair trade chocolate	Learn where chocolate comes from and the process of how it is made.	HQ	My World	
12 Dec	Space theme	Learn about star constellations and the planets and moons of our solar system. Go outside and look at the stars and moon.	HQ/ Outside	My Outdoors	
19 Dec	Festive craft and carols	Make cards and decorations- both Christmas and Chanakuh are celebrated at this time.	HQ	My World	

LONG-TERM PROGRAMME PLAN EXAMPLES

Cubs

Date	Activity	Description	Venue	Challenge Area
19 Sept	Map reading skills	Use map reading skills to navigate the local town in Sixes.	Town	Our Outdoors
26 Sept	Hike	Using map reading skills worked on the week before.	National Park	Our Outdoors
3 Oct	Visit to the town hall/council	Guided visit to learn about local government and the building itself.	Town Hall	Our World
10 Oct	Compass and orienteering	Learning how to use a compass and mini-orienteering.	HQ/ Local area	Our Skills
17 Oct	Wide games	Wide games in the woods.	Woods	Our Outdoors
24 Oct	Climate change	Exercises and games around climate change and how the world's weather and climate works.	HQ	Our World
Half-Term				

Half-Term				
7 Nov	Pack Forum	Games and exercises to gauge Cubs' opinions to plan the programme around things they are interested in and badges they would like to achieve.	HQ	Our Skills
14 Nov	Nature trail	Taking a closer look at local wildlife, plants and trees.	Woods	Our Outdoors
21 Nov	Science night	Working on the Scientist Activity Badge.	HQ	Our Skills
28 Nov	Italian night	Language, food, culture, music and history (bit on the Romans).	HQ	Our World
5 Dec	Shelter/den building	Building shelters and dens from natural materials in the woods.	Woods	Our Outdoors
12 Dec	Indoor campfire and edible Scouting skills	With marshmallows and games. Practising Scouting skills with edible materials, eg knots with strawberry laces, make a chocolate campfire out of choc fingers, orange peel, etc.	HQ/ Kitchen	Our Adventure
19 Dec	Ice skating	Whole meeting at the local rink – parent/carers' consent.	Ice rink	Our Adventure

LONG-TERM PROGRAMME PLAN EXAMPLES

Scouts

Date	Activity	Description	Venue	Challenge Area
19 Sept	Wide games	Meet in the woods.	Woods	Outdoor
26 Sept	Geocaching	Refer to 'Map and navigation' in the example programmes section.	Local area	Adventure
3 Oct	Campfire and backwoods cooking	Build a fire and cook a meal.	Woods	Outdoor
10 Oct	Map and compass skills	Practising map and compass skills.	HQ	Adventure
17 Oct	Orienteering	Using map and compass skills.	Outdoors	Expedition
24 Oct	Reflection evening	Reflecting on friendship in the Troop. Make a friendship tree. Reflecting on the Scout Promise and Law.	HQ	World
Half-Term				

Half-Term				
7 Nov	Peruvian and Inca night	Craft, cooking, music, fashion and culture from Peru and learn about the ancient civilisation, the Incas.	HQ	World
14 Nov	Bird feeder making	Make bird feeders in Patrols for the garden of a residential home for the elderly.	HQ	Creative
21 Nov	Elderly residential home garden clear-up	Tidying up the garden for residents to enjoy, cutting back plants, weeding, tidying beds and clearing the leaves.	Residential home	World
28 Nov	Knot work	Learn new knots and recap of those learnt before.		Skills
5 Dec	Edible pioneering competition	Competing across the District for the most adventurous and tasty pioneering.	District HQ	Skills/creative
12 Dec	Exploring the world through science	Quick and fun experiments, carried out in Patrols, rotation around bases.	HQ	Skills
19 Dec	Festive decoration making and party games	End of term party and decoration making- both Christmas and Chanakuh are celebrated at this time.	HQ	Creative

LONG-TERM PROGRAMME PLAN EXAMPLES

Explorers

Date	Activity	Description	Venue	Challenge Area
19 Sept	International cooking night	Use map reading skills to navigate the local town in Sixes.	HQ	World Skills
26 Sept	Community cycling	How many local landmarks can you get to in an evening? Bring your bike and camera if you have one.	Local area	World
3 Oct	Orienteering	Set yourself on course to complete the route. Weather-dependent clothing and torches are essential.	National Park	Outdoor and Adventure
10 Oct	Canoeing	Spare clothes are a must, along with towels.	National Park	Outdoor and Adventure
17 Oct	Raft building	Building rafts, take on the water. Using knotting skills – spare clothes and towels essential.	National Park	Outdoor and Adventure
24 Oct	Bin bag fashion	Make mood boards and make outfits from bin bags and rubbish.	HQ	Skills
Half-Term				

Half-Term					
7 Nov	Fire building and cooking	Build and light a fire before cooking up a feast with limited resources.	Woods	Outdoor and Adventure	
14 Nov	Police guest speaker	Discuss the role of the police, a career in the force and challenge common perceptions.	HQ	World	
21 Nov	Incident hike	Hike your way to each station where a task will be set for you. Work as a team to complete the course.	Local area	Outdoor and Adventure	
28 Nov	What's your attitude?	Debate to challenge views on local and global issues.	HQ	World	
5 Dec	Fun games	Test your fitness with a series of active, fun games. Measure heart rate and recovery.	Leisure centre	Skills	
12 Dec	Where's Wally?	Find the secret location of the leaders with Yes/No communications. The team that finds Wally first wins a prize.	HQ	Skills	

PROGRAMME OBJECTIVES

Physical

Physical health and fitness, including the impact of diet, illness and exercise.

	Health	Fitness
At 8 years (end Beavers)	Knows what is healthy and unhealthy. Recognises when to seek help in event of illness or emergency.	Enjoys taking part in games and physical activities.
At 10 ½ years (end Cubs)	Knows the effects of healthy and unhealthy actions. Seeks help and takes simple action in the event of illness or emergency.	Values taking part in physical activity, and understands the benefits. Understands that people have different physical abilities.
At 14 years (end Scouts)	Understands how lifestyle choices affect health. Can take action to preserve life in an emergency and prevent illness.	Values taking part in physical activity for the benefits it brings. Explores their potential to develop physically.
At 18 years (end Explorers)	Makes appropriate choices and promotes healthy options to others. Can take action in an emergency, and to prevent illness.	Values and chooses to take part in physical activity to improve and maintain fitness. Explores their potential to develop physically.
At 25 years (final objective)	Lives a healthy lifestyle, taking action to protect and promote their own and others' health and wellbeing.	Values and enjoys frequently participating in physical activity to improve and maintain fitness, and strives to improve.

Intellectual

Development of knowledge, skills, talents and use of creative expression.

	Learning skills	Creativity	Discernment
At 8 years (end Beavers)	Enjoys trying new skills, and finding out new things.	Expresses their ideas through simple creative methods.	Identifies simple challenges and problems, and attempts to solve them. Makes simple choices independently.
At 10½ years (end Cubs)	Is interested in learning new things, and expresses an opinion about what they want to learn. Can talk about what skills they are good at.	Expresses their ideas and feelings through a number of creative methods.	Identifies challenges and problems, and makes multiple attempts to use a process to solve them. Makes and can explain choices.
At 14 years (end Scouts)	Tries new things independently. Develops their own knowledge and works to improve existing skills.	Can use a range of creative methods to express their ideas and feelings, choosing a method for what they want to express.	Assesses challenges and problems and, with support, creates a process to solve them. Uses appropriate information to make reasoned choices.
At 18 years (end Explorers)	Can describe and demonstrate their own skills and talents. Identifies and takes advantage of opportunities for improvement.	Uses suitable creative methods to communicate their ideas and feelings.	Investigates and assesses challenges and problems, and makes a plan to solve them. Makes informed, reasoned and responsible choices.
At 25 years (final objective)	Is committed to using and developing their own skills and talents, and takes responsibility for developing new knowledge and skills.	Uses suitable creative methods to communicate their ideas and feelings.	Analyses challenges and problems, and makes informed, reasoned and responsible choices to effectively work towards solutions.

Spiritual

Faiths, beliefs and attitudes.

Spiritual	
At 8 years (end Beavers)	Recognises and can describe faiths, beliefs and attitudes, and understands that other people may believe in different things to them.
At 10½ years (end Cubs)	Investigates faiths, beliefs and attitudes. Can identify traditions and practices which are meaningful for them and others.
At 14 years (end Scouts)	Reflects on faith, belief and attitudes. Can talk about what is meaningful for them and others, and knows how that is a part of society.
At 18 years (end Explorers)	Explores faith, belief and attitudes. Respects and learns from others, and can explain how people's beliefs influence society.
At 25 years (final objective)	Is committed to exploring and developing faith, belief and attitudes. Respects and learns from others, and can articulate the impact that faiths, beliefs and attitudes have on individuals and in wider society.

Emotional

Identity, emotional awareness and emotional expression.

	Self Identity	Emotional expression
At 8 years (end Beavers)	Has an awareness of their identity and personality, and how they are similar to and different from other people.	Expresses their emotions to trusted people. Can identify different emotions, and knows that actions have an impact on other people.
At 10½ years (end Cubs)	Knows and develops an understanding of their individual identity and personality.	Expresses and considers their emotions. Is beginning to understand the impact that emotions have on others and adjusts behaviour accordingly.
At 14 years (end Scouts)	Explores their own identity and personality.	Is able to express emotion in suitable ways, and considers the impact of their emotions. Considers the most appropriate way to respond to emotions expressed by others.
At 18 years (end Explorers)	Is confident about some aspects of their identity and personality and continues to develop other aspects.	Is able to deal appropriately with their emotions, and considers their impact on others. Demonstrates appropriate responses to other people's emotions.
At 25 years (final objective)	Is confident about their own individual identity and personality.	Is able to deal maturely with their emotions. Responds appropriately to other people's emotions, and considers the impact that their emotions have on other people.

Social

Living and working with others, relationships, community, culture and diversity.

	Relationships	Teamwork	Community
At 8 years (end Beavers)	Can identify people that they have relationships with and can explain what a good friend is.	Interacts positively and co-operatively with others.	Takes part in activities that help others. Can identify features of their local community, and knows about some features of other societies.
At 10½ years (end Cubs)	Sees having good relationships with friends and family as important, and accepts that other people have different relationships.	Understands and demonstrates the importance of working in a team.	Identifies opportunities to help others and get involved in their community. Knows what society does for them, and how this affects their life.
At 14 years (end Scouts)	Values and forms different types of relationships, and respects the relationships of others.	Demonstrates good teamwork, working consistently within a regular team. Can take on a leadership role when asked. Values the contributions of others in the team.	Identifies opportunities and chooses to positively contribute to their community. Appreciates the features and diversity of society.
At 18 years (end Explorers)	Values and makes an effort to form and maintain good relationships, and respects the relationships formed by others.	Proactively takes on different roles in teams in different situations. Values and uses the contributions of those in other team roles.	Demonstrates an active positive contribution to their community. Appreciates diversity and the positive impact it can have on society.
At 25 years (final objective)	Forms, values and cultivates meaningful and appropriate relationships, and respects the relationships formed by others.	Assumes an appropriate and effective role in a team, and values and utilises the contributions of those in other team roles.	Contributes positively to their community, and appreciates the value of culture and diversity in society.

QUALITY PROGRAMME CHECKER

The Quality Programme Checker is a tool designed to help you to plan and review your programmes, and make sure that you are delivering quality Scouting to the young people that you work with. A quality Scouting programme should cover all of the areas identified by the tool. The red, amber and green categories will help you to identify any areas where your programme could be improved, and set targets for you to reach when planning your next programme. The figures included in the red, amber and green categories have been calculated following research with Section Leaders.

This tool could be used to review programmes that you have already run and identify areas that need a greater focus for the coming term or year, or new programmes which you are planning for the term or year ahead to make sure there aren't any gaps. You should tick the box next to the answer that best applies to your programme for each question.

To make sure that the tool is as beneficial as possible, you should be open and honest when completing it. You could share your results with others in your Group or District, and discuss best practice and tips for improving the quality of your own and others, programmes.

How many activity badges do most Beavers gain before they move on to Cubs?

-  More than 9
-  6-9
-  Up to 6

How many activities take place outside the normal meeting place per year?

-  More than 6
-  3-6
-  Up to 3

How many times per year does your Colony engage with the local community?




-  3 or more
-  2
-  0-1

How often does your Colony take part in any of the following activities each year:




- National programme initiatives
- County
- District
- With another section

-  More than 3
-  2
-  0-1

Delivery of the programme

-  Programme is always well planned; run by a range of appropriately skilled adults; uses a variety of methods. Feedback gathered from young people is positive.
-  Programme is normally well planned; uses a variety of methods; usually run by appropriately skilled adults. Feedback gathered from young people is normally positive.
-  Programme is occasionally well planned; limited variety in the methods used; programme is not always run by adults with appropriate skills. Feedback from young people is mixed.




What percentage of Beavers gain the Chief Scout's Bronze Award?

-  90% or more
-  50-90%
-  Up to 50%




How many nights away do Beavers have the opportunity to attend per year?

-  2 or more
-  1
-  0

Challenge awards

-  All requirements are met; variety of activities and methods; delivered in an interesting and engaging way; spread throughout the programme.
-  All of the requirements are met; activities and methods not always engaging; concentrated over a short period of time.
-  Some of the requirements are met; activities and methods not always varied and engaging; do not regularly feature in the programme.

Youth Involvement

-  At least one Colony forum or Log Chew per term. Regular opportunities to influence the programme and provide feedback. Feedback is always acted upon.
-  Irregular Colony forums or Log Chews. Some opportunity to influence the programme and provide feedback. Feedback is sometimes acted upon.
-  No Colony forums or Log Chews. Rare opportunity to influence the programme and provide feedback. Feedback is occasionally acted upon.

How many activity badges do most Cubs gain before they move on to Scouts?

-  More than 20
-  15-19
-  Up to 14

How many activities take place outside the normal meeting place per year?

-  More than 6
-  3-6
-  Up to 3

How many times per year does your Pack engage with the local community?




-  3 or more
-  2
-  0-1

How often does your Pack take part in any of the following activities each year:




- National programme initiatives
- County
- District
- With another section

-  More than 3
-  2
-  0-1

Youth Involvement

-  Termly Pack Forums/Pack Leadership Forums. Regular opportunities to influence the programme and provide feedback. Feedback is acted upon.
-  Irregular Pack Forums/Pack Leadership Forums. Some opportunity to influence the programme and provide feedback. Feedback is sometimes acted upon.
-  No Pack Forums/Pack Leadership Forums. Rare opportunity to influence the programme and provide feedback. Feedback is occasionally acted upon.




What percentage of Cubs gain the Chief Scout's Silver Award?

-  90% or more
-  50-90%
-  Up to 50%




How many nights away do Cubs have the opportunity to attend per year?

-  2 or more
-  1
-  0

Challenge awards

-  All requirements are met; variety of activities and methods; delivered in an interesting and engaging way; spread throughout the programme.
-  All of the requirements are met; activities and methods not always engaging; concentrated over a short period of time.
-  Some of the requirements are met; activities and methods not always varied and engaging; do not regularly feature in the programme.

Delivery of the programme

-  Programme is always well planned; run by a range of appropriately skilled adults; uses a variety of methods. Feedback gathered from young people is positive.
-  Programme is normally well planned; uses a variety of methods; usually run by appropriately skilled adults. Feedback gathered from young people is normally positive.
-  Programme is occasionally well planned; limited variety in the methods used; programme is not always run by adults with appropriate skills. Feedback from young people is mixed.

How many activity badges do most Scouts gain before they move on to Explorers?

- ☐ More than 15
- ☐ 9-15
- ☐ Up to 8

How many activities take place outside the normal meeting place per year?

- ☐ More than 6
- ☐ 3-6
- ☐ Up to 3

How many times per year does your Troop engage with the local community?

- ☐ 3 or more
- ☐ 2
- ☐ 0-1

How often does your Troop take part in any of the following activities each year:

- National programme initiatives
- County
- District
- With another section

- ☐ More than 3
- ☐ 2
- ☐ 0-1

Challenge awards

- ☐ All requirements are met; variety of activities and methods; delivered in an interesting and engaging way; spread throughout the programme.
- ☐ All of the requirements are met; activities and methods not always engaging; concentrated over a short period of time.
- ☐ Some of the requirements are met; activities and methods not always varied and engaging; do not regularly feature in the programme.

What percentage of Scouts gain the Chief Scout's Gold Award?

- ☐ More than 60%
- ☐ 20-60%
- ☐ Up to 20%

How many nights away do Scouts have the opportunity to attend per year?

- ☐ 5 or more
- ☐ 3-4
- ☐ Up to 3

Youth Involvement

- ☐ Termly Troop Forums/ Troop Leadership Forums. Regular opportunities to influence the programme and provide feedback. Feedback is always acted upon.
- ☐ Irregular Troop Forums/ Troop Leadership Forums. Some opportunity to influence the programme and provide feedback. Feedback is sometimes acted upon.
- ☐ No Troop Forums/ Troop Leadership Forums. Rare opportunity to influence the programme and provide feedback. Feedback is occasionally acted upon.


Delivery of the programme

- ☐ Programme is always well planned; run by a range of appropriately skilled adults; uses a variety of methods. Feedback gathered from young people is positive.
- ☐ Programme is normally well planned; uses a variety of methods; usually run by appropriately skilled adults. Feedback gathered from young people is normally positive.
- ☐ Programme is occasionally well planned; limited variety in the methods used; programme is not always run by adults with appropriate skills. Feedback from young people is mixed.

What percentage of Explorers gain at least their Duke of Edinburgh's Award Silver or Chief Scout's Diamond Award?

-  More than 15
-  9-15
-  Up to 8

How many activities take place outside the normal meeting place per year?




-  More than 9
-  3-9
-  Up to 3

How often does your Unit take part in any of the following activities each year:

- National programme initiatives
- County
- District
- With another section

-  More than 3
-  2
-  0-1


Youth Involvement

-  Termly Unit Planning Forums.
Regular District Explorer Scout Forums.
Regular opportunities to influence the programme and provide feedback.
Feedback is always acted upon.
-  Irregular Unit Planning Forums and District Explorer Scout Forums.
Some opportunity to influence the programme and provide feedback.
Feedback is sometimes acted upon.
-  No Unit Planning Forums and District Explorer Scout Forums.
Rare opportunity to influence the programme and provide feedback.
Feedback is occasionally acted upon.

How often do Explorers regularly engage with other opportunities available to them, such as the activity badges, the Queen's Scout Award, the Explorer Belt and the Young Leaders Scheme.

-  Regularly
-  Sometimes
-  Rarely




How many times per year does your Unit engage with the local community?

-  3 or more
-  2
-  0-1

How many nights away do Explorers have the opportunity to attend per year?

-  5 or more
-  3-5
-  Up to 3

Delivery of the programme

-  Programme is always well planned; run by a range of appropriately skilled adults; uses a variety of methods. Feedback gathered from young people is positive.
-  Programme is normally well planned; uses a variety of methods; usually run by appropriately skilled adults. Feedback gathered from young people is normally positive.
-  Programme is occasionally well planned; limited variety in the methods used; programme is not always run by adults with appropriate skills. Feedback from young people is mixed.

YOUNG PEOPLE FIRST

It is the policy of The Scout Association to safeguard the welfare of all members by protecting them from neglect and from physical, sexual and emotional harm.

WHAT DO I DO IF...?

If you suspect a young person is being abused, a young person confides in you, someone has a concern or makes a complaint about any adult or about you, it is your duty to report it.

If a young person tells you they are being abused, you should do the following.

1. Allow them to speak without interruption and accept what they say.
2. Be understanding and reassuring but do not give your opinion.
3. Tell them that you will try to offer support but that you must pass the information on.
4. Tell your Group Scout Leader or District Commissioner immediately.
5. Write careful notes of what was said, using the actual words wherever possible.
6. Pass your notes to your Group Scout Leader or District Commissioner, making sure you sign and date them.
7. Make sure that Scouting activities pose no further risk to the welfare of young people.

If you are concerned about a young person's safety and well-being, or there is a concern, complaint or allegation about an adult or yourself, you should do the following.

1. Tell your Group Scout Leader or District Commissioner immediately.
2. Write careful notes of what you witnessed, heard or were told.
3. Sign, date and pass your notes to your Group Scout Leader or District Commissioner.
4. Make sure that Scouting activities pose no further risk to the welfare of young people.

If the young person is at immediate risk of significant harm, contact the police or social services. Tell your Group Scout Leader or District Commissioner when you have done this.

Any adult in Scouting has the right to report concerns or suspicions about another member in confidence and free from harassment.

You must refer any concern or complaint to your Group Scout Leader or District Commissioner. DO NOT investigate it yourself.

If you are in any doubt about what to do, contact the Scout Information Centre: **0845 300 1818** or email: **safeguarding@scouts.org.uk**

CODE OF BEHAVIOUR

- Do** keep to this code at all times.
- Do** treat everyone with dignity and respect.
- Do** set an example for others to follow.
- Do** treat all young people equally – do not show favouritism.
- Do** plan activities that involve more than one other person being present, or at least within sight and hearing of others.
- Do** follow the recommended adult to young people ratios for meetings and activities.
- Do** respect a young person's right to personal privacy.
- Do** avoid unacceptable situations within a relationship of trust, for example a sexual relationship with a young person who is over the age of consent.
- Do** have separate sleeping accommodation for young people, adults and Young Leaders working with a younger section.
- Do** allow young people to talk about any concerns they may have.
- Do** encourage others to challenge attitudes or behaviours they do not like.
- Do** avoid being drawn into inappropriate attention-seeking behaviour, for example tantrums and crushes.
- Do** make everyone – young people, parents and carers, Young Leaders and other helpers – aware of our safeguarding arrangements.
- Do** remember this code at sensitive moments, for example when helping someone who has been bullied, bereaved or abused.
- Do** tell other leaders where you are and what you are doing.
- Do** remember someone else might misinterpret your actions, even if you mean well.
- Do** take any allegations or concerns of abuse seriously and refer them to your Group Scout Leader or District Commissioner immediately.

Do not trivialise abuse.

Do not form a relationship with a young person: that is an abuse of trust.

Do not drink alcohol when you are directly responsible for young people and never allow young people on Scouting activities to drink alcohol.

Do not allow abusive activities, for example initiation ceremonies or bullying.

Do not take part in inappropriate behaviour or contact, whether physical, verbal or sexual.

Do not take part in physical contact games with young people.

Do not make suggestive remarks or threats to a young person, even in fun.

Do not use inappropriate language when writing, phoning, emailing or using the internet.

Do not let allegations, suspicions, or concerns about abuse go unreported.

Do not rely just on your good name to protect you.

YEAR CALENDAR

Noteworthy anniversaries and faith or awareness days can be great springboards for Scouting Programme ideas. Plan ahead with this calendar. Please note that this is not a prescriptive list.

January

- 1 New Year's Day
- 14 Makar Sankranti, Hindu festival.
Usually 14 Jan (occasionally differs by 1 day)
- 15 Martin Luther King, Jr's birthday
- 25 Burns Night
- National Braille Week

February

- Chinese New Year
- Shrove Tuesday
- Ash Wednesday
- 15 Nirvana Day, Buddhist festival
- 22 Founder's Day, celebrating Lord
- Baden-Powell's birthday

March

- 1 St David's Day, patron saint of Wales
- World Book Day,
first Tuesday in March
- Mothering Sunday,
4th Sunday in Lent
- National Science and
Engineering Week
- 17 St Patrick's Day, patron saint of Ireland
- 21 World Poetry Day
- Passover, Jewish festival
- 27 World Theatre Day
- 30 Vincent Van Gogh's birthday
- 27 Holi, Hindu festival of colours

April

- 2 World Autism Awareness Day
- 7 World Health Day
- 13 Baisakhi, Sikh festival
- 22 Earth Day
- 23 St George's Day, patron saint of England and of Scouting
- 23 William Shakespeare's Birthday
- 29 International Dance Day

May

- Deaf Awareness Week
- 8 World Red Cross/Red Crescent Day
- 20 Walk to School Week
- 21 World Day for Cultural Diversity

June

- 1 International Children's Day
- 8 World Oceans Day
- 16 Father's Day
- 21 Midsummer's day

July

- 11 World Population Day
- 14 Bastille Day, French celebration
- 18 Mandela Day

August

- 1 'Scouting's birthday'
- 7 Playday, celebrating play in UK (first Wednesday in August)
- 8 Eid al-Fitr, Islamic celebration to mark the end of Ramadan
- 12 International Youth Day

September

- 13 Roald Dahl's birthday
- 19 George Cadbury's (chocolate maker) birthday
- 21 International Day of Peace

October

- 10 World Mental Health Day
- 16 World Food Day
- 31 Halloween

November

- 5 Bonfire night/Guy Fawkes night
- 11 Armistice Day
- 15 Al-Hijra, Islamic New Year
- Anti-Bullying Week
- 20 Universal Children's Day
- 30 St Andrew's Day, patron saint of Scotland

December

- 10 Human Rights Day
- 22 Winter Solstice, shortest day of the year
- 25 Christmas, Christian festival
- 30 Rudyard Kipling's birthday

Some other celebrations that you might like to consider are below; these fall on different dates each year.

- Scout Community Week
- Easter, Christian festival
- Ramadan, Muslims worldwide observe a month of fasting
- Dharma Day, celebrates the beginning of the Buddhist religion
- Wesak, Buddhist celebration – Buddha's birthday
- Rosh Hashanah, Jewish New Year
- Eid al-Adha, Islamic festival of sacrifice
- Diwali, Hindu festival of lights
- Hanukah, Jewish festival of light

YOUNG LEADER MISSIONS

To make the missions clear and easy to understand, they have been broken down in the following way:

Task – a description of what the Young Leader needs to do in order to complete the mission.

To be included – to highlight some key skills the Young Leader should demonstrate as part of the mission.

Suggestions – to give a variety of ideas of what the Young Leader could do to achieve the mission. Please note that this is only a list of suggestions and Young Leaders can complete any other idea, subject to agreement with the ESL (YL) and SL.

Using your training – giving the Young Leaders some key things to think about in terms of planning and preparation and how these relate to the training modules.

Evaluation – key questions that the Young Leaders should be asked by either the ESL(YL) or the SL.

Mission 1

Task – run a variety of games: indoor, outdoor or as part of a camp (minimum of three).

To be included:

- at least two different types of leadership styles (Module B, C)
- three different types of games, ie energetic, active, thinking, creative, etc (Module E)

Suggestions:

- run a game at the beginning or end of a section night
- run a wide game on a camp
- run a game that ties into a badge the section is working towards
- run a game that reinforces something the section has just learned
- any other ideas, subject to agreement with ESL (YL) and SL

Using your training:

- does your game need a risk assessment? (Module A)
- what leadership style is most appropriate for the game you're running? (Module B)
- what are the different types of games you can run? (Module E)

Evaluation:

To be discussed with either ESL (YL), SL or YLU:

- what have i done?
- why did i do it?
- what did i want to achieve?
- what did the section members get from it?
- what did i learn from it?
- what would i do differently next time?
- how do I feel about it now?

Mission 2

Task – plan and run an activity (not a game) as part of either the section programme or a camp programme.

To be included:

- planning and organisation
- delivery
- gathering any equipment or materials needed.

Suggestions:

- choose an activity badge to run as part of the Programme, providing all the information and materials required for the section to achieve this.
- run part of a camp programme:
 - pioneering activity
 - obstacle course
 - plan the route for a hike
 - team challenges
 - organising and leading a campfire
- create a way to record how your activities are working towards different badges.
- run an activity for the section relating to one of your own hobbies or interests.
- any other ideas, subject to agreement with the ESL (YL) and SL.

Using your training:

- things to think about:
 - do your activities need a risk assessment? (Module A)
 - do you need a qualified instructor for your activity? (Module G)
 - what equipment do you need? (Module G)
 - can all members of the section take part? (Module F)
 - is the activity appropriate for the whole section? (Module C)

Evaluation:

- to be discussed with either ESL (YL), SL or YLU:
- what have i done?
- why did i do it?
- what did i want to achieve?
- what did the section members get from it?
- what did i learn from it?
- what would i do differently next time?
- how do I feel about it now?

Mission 3

Task – to take the section's programme ideas to a programme planning meeting.

To be included:

- ask the young people in the section for ideas for the Programme
- attendance and contribution at a meeting (eg programme planning, District or County meeting, leaders' meeting)

Suggestions:

- attend a section planning meeting
- plan and run a meeting (for example, section planning forum)
- decide who should attend a meeting and invite them
- organise and run a forum for the young people in your section, taking their ideas and suggestions and giving them to the Section Leader
- organising for someone to take notes/minutes/points of action
- plan and run the Sixers/PLs' Forums for two terms, and ensure that the young people in the section understand how they can input their ideas into the section programme
- any other ideas, subject to agreement with the ESL (YL) and SL

Using your training:

- things to think about:
 - what is your role in the meeting? (Module G and H)
 - how are you going to ask the young people for their ideas? (Module I and E)
 - how are you going to feed back the information? (Module I)
 - the logistics of the meeting: is the proposed date/location convenient for the majority of people? (Module G and H)

Evaluation:

To be discussed with either ESL (YL), SL or YLU:

- what have i done?
- why did i do it?
- what did i want to achieve?
- what did the section members get from it?
- what did i learn from it?
- what would i do differently next time?
- how do i feel about it now?

Mission 4

Task – responsibility for organising and running part of the section programme.

To include both:

- planning and organising
- delivery

Suggestions:

- plan and run a linking activity/event with either the section above and below
 - work with the leaders of the sections above and below yours (if appropriate) to arrange a linking event/night/activity
 - plan the event/night/activity, making sure it is appropriate for the age/venue
 - include members of the section to assist in the evening
- plan and run a challenge award
 - choose a challenge award that either has not already been achieved or has been achieved by the fewest members
 - plan the activities on the monthly/termly/yearly programme of the activities needed to achieve the award
- plan a camp for the section (under the supervision of a leader with a Nights Away Permit)
- help the young people in the section to explore a particular topic or develop some specific skills
- any other ideas, subject to agreement with the ESL (YL) and SL

Using your training:

- things to think about:
 - do your activities need a risk assessment? (Module A)
 - can all members of the section(s) take part? (Module F)
 - how will you get everyone involved and handle different behaviour? (Module D)
 - what leadership style is most appropriate for the activity/event you're running? (Module B)
 - what are you going to plan for your programme? (Module G)
 - how are you going to plan a programme over a longer period? (Module H)
 - is the activity age appropriate for everyone taking part? (Module C)
 - how are you going to communicate with the Group – written instructions, spoken explanation or demonstration? (Module C and I)

Evaluation:

To be discussed with either ESL (YL), SL or YLU:

- what have i done?
- why did i do it?
- what did i want to achieve?
- what did the section members get from it?
- what did i learn from it?
- what would i do differently next time?
- how do I feel about it now?

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