TAKING THE LEAD
Your guide to promoting leadership in young people

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scouts
be prepared . .

NHS
Careers

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Forward from the NHS

Explorer Scouting mirrors today's NHS outlook in many ways. Team work is at the heart of our work – both building teams, as well as integrating and welcoming new people into those teams.

We put great emphasis on support for the development of leadership qualities amongst our staff. Decision-making, taking responsibility for yourself and others, planning, implementation, and expanding personal and professional abilities are all a natural part of everyone's day.

The NHS encourages all its staff to develop to their full capability. It offers support and guidance to ensure that everyone has the opportunity to learn new skills and widen their area of expertise. Flexible working, support for parents and those with other caring responsibilities outside the NHS, are now in place across the organisation.

Whether in hospitals or out in the community, promoting health or preventing illness, the NHS encourages a positively diverse workforce that reflects the population that it serves. People of all ages and backgrounds, including people with Special Needs work in the NHS, and they are all valued members of our healthcare teams.

NHS Careers is a central source of information for anyone wanting to find out about the range of careers available in England and how to get started. It can provide information on what various careers entail, entry requirements, training, and the financial help available.

Information is available over the phone, through literature and on the website. There is also a link to the 'bright futures' micro-site (www.nhscareers.nhs.uk/brightfutures) which features stories from young people working in the NHS.

There is no doubt that almost anything you can do outside the NHS, you can do within it! From nursing or midwifery, working as a hospital doctor or GP, to dentistry. Or you could choose to work in one of the allied health professions such as radiography or physiotherapy. Our healthcare scientists are crucial in diagnosing, and finding treatments for, illness and disease. They use highly sophisticated equipment and clinical skills in and out of the laboratory. Increasingly, students studying for many of these careers at University will train together for some of the time to enable each to understand their role within the team.

But the NHS doesn't just need healthcare professionals to keep it working efficiently. There are thousands of opportunities for people of all ages, talents and abilities within the wider healthcare team. From health informatics and administrative careers to gardeners and caterers, everyone is crucial to the smooth running of the world's third largest employer.

The introduction of healthcare and other apprenticeships such as plumbing or training to be a professional electrician for example, as well as Cadet Schemes, have proved enormously popular with young people. Both initiatives allow them to experience life in many different areas of the NHS.

Working in healthcare can be challenging, but it is also exhilarating, exciting and rewarding. Explorer Scouts could one day end up working as part of a team working in an operating theatre, celebrating the healthy arrival of a new baby, or simply putting a smile on the face of a nervous patient or a family member.

So when you’re helping your Explorer Scouts through their leadership skills development, encourage them to consider putting the skills they have learned with you to good use by joining the NHS team. Watch them continue to develop their potential so that they can make a real difference to other people’s lives.

Useful links
www.nhs.uk/careers  0845 60 60 655
www.jobs.nhs.uk
www.nhscareers.nhs.uk/brightfutures
Welcome to Taking the Lead

The active involvement of our youth members in decision-making is key to delivering good Scouting. In Beaver Scouts this may simply involve asking them as a group what they would like to do for their bonfire party. In Cubs, it may involve a group decision about where they should go for their annual Pack Holiday.

In Explorer Scouting, the need for active involvement in decision-making and leadership becomes more important. We also have a responsibility to help our Explorer Scouts develop leadership skills, whether as a leader of an activity or someone taking a leadership role in the Section.

Using this resource
Taking the Lead will help to promote the active participation of our young people in the day to day running of the Section. It will help to increase their participation in the decision-making process of The Scout Association – at local, national and international levels. Most importantly, it will help them to develop lifelong leadership skills.

This resource is divided into four sections.

1. Being in a team
   A look at some of the issues raised by working and being in a team

2. Self development
   Here we examine ways that Explorer Scouts can develop personal skills that will help them to take more responsibility for leading a team

3. Leading a team
   Allowing Explorer Scouts to start leading some teams

4. The wider picture
   Encouraging Explorer Scouts to use the skills they have learned in the wider world.

Delivering the training
Some of the activities could be brought together as part of an activity weekend for the Section. They should be fun and could also form part of normal meeting night programme. Each of the activities is cross-referenced to one or more of the eight Explorer Scout Programme Zones. This will help you include the activity as part of the Balanced Programme.

We hope that this resource will help you to develop your Explorer Scouts to their full potential, and at the same time, help you develop your skills as a Leader.

Contents

Section 1 - Being in a team
- Why we have teams
- Team roles
- Team building
- Team decisions
- Programme planning
- Event planning
- Expedition planning
- Representing other people’s views
- Meeting roles

Section 2 - Self development
- Getting the knowledge
- Listening skills
- Having your say
- Presenting skills
- Budgeting skills
- Recording skills
- Setting goals and targets
- Reviewing your progress
- Unit values

Section 3 - Leading a team
- Respect
- Effective leadership
- Effective delegation
- Risk Assessment
- Running an activity
- Running a meeting
- Teaching individuals and groups
- Managing difficult people

Section 4 - The wider picture
- How Scouting can help your education
- Getting Scouting into your application forms
- Getting Scouting onto your CV
- Preparing for the interview
- Qualifications through Scouting
- What is your community?
- The impact of Scouting on your community
- Working with other organisations
- Positive Scouting in the media

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Introduction

Before developing the skills needed to lead a team, it is helpful to develop an understanding of what a team is, does, and why we work in teams.

Firstly, we look at why we have teams. We then consider the different roles that exist in a team; how team building leads to effective teamwork and how teams come to decisions.

Good teams work together on programme, event and expedition planning. Finally we think about how to represent your team’s views in another forum and how to run team meetings.

Contents
• Why we have teams
• Team roles
• Team building
• Team decisions
• Programme planning
• Event planning
• Expedition planning
• Representing other people’s views
• Roles in meetings
Why we have teams

In this activity, we demonstrate the benefits of working together as a team. Teams can complete tasks that individuals cannot. They can complete tasks more effectively and efficiently than an individual by relying on the skills and expertise of all of the members of the team, rather than one person.

Time:
No longer than an hour

You will need:
Whatever is required for the chosen activity

Advance preparation:
Any equipment that you need to run Activity 1. Make sure that you have enough kit for the number of Explorer Scouts that might come along to the activity

Programme Zones:
Relationships, Outdoors, Values, Physical, Skills

There are times when it seems so much quicker to do something on your own or in a pair. However in reality ‘many hands make light work’.

This activity encourages the Explorer Scouts to think about the point of being a team member rather than an individual, and the times when teams are useful.

1. Take an activity that it is possible to complete individually but which is time consuming and difficult. Ask the Explorer Scouts to try an activity from the list below in pairs. Then repeat the same activity as a larger team of about five or six.

   Possible activities:
   • Put a tent back into its bag.
   • Put up a Patrol or hike tent.
   • Carry a large heavy bucket of water some distance through an obstacle course then repeat using six smaller buckets.
   • Build a wash stand using canes and elastic bands or using proper lashings and Scout staves.
   • Carry some heavy camping equipment from one place to another.

   Discussion
   Discuss as a group whether the activity was achievable as an individual. How did working in a team make it easier? When were you most efficient? Was everyone involved? Why do we have teams? Reflect on whether or not it is easier or more difficult to work as a team.

2. Consider what teams they already belong to (their Chief Scout’s Award or Duke of Edinburgh’s Award expedition, a choir, a football team, an orchestra, or the cast of a Scout Show).

   Helpful hint:
   • Ask the Explorer Scouts to work individually when you first run the activity. They will then see the benefit of working as a team member when they attempt the activity the second time.

Team roles

This activity should develop the Explorer Scouts’ understanding of the importance of different roles within the team.

Time:
1 hour

You will need:
A Patrol tent, a stopwatch, a football or other games equipment

Advance preparation:
Make sure that you have enough tents to occupy the whole Unit during this activity and have a suitable place to pitch them. This activity is best done as part of an outdoor camping or activity weekend

Programme Zones:
Skills, Values, Outdoors

Young Leaders’ Essentials:
Alternative activity-use the Sliding Squares activity in Young Leaders’ Essentials, page 44

1. Erect a Patrol tent as a team
Ask a group of Explorer Scouts to put up a Patrol tent as quickly as possible. Explain the following to the team:
• Only one person is allowed to hammer pegs in.
• Only one person is allowed to put the pegs in position.
• Only two people are allowed to handle the poles.
• Only two people are allowed to handle the canvas.
• Only one person is the leader and is allowed to tell the others what to do and help them.
• Only one person is the record keeper and is allowed to use the stopwatch and record the time taken.

Allocate the above roles before the task commences.
Discussion
Ask the Explorers whether they were all occupied all the time and to discuss now if it could be done more efficiently.

Tell them they have to repeat the task but this time they are responsible for dividing up the tasks, starting off with the role of leader. Explain that each person must have a specified task (ask why this is important - so that everybody knows what they are doing) but that they are allowed to overlap the tasks a little more.

Once they know who is doing what, repeat the task and find out whether it was easier. How did they allocate tasks? Did they use tall people to handle poles, strong people for hammering in pegs? If so, point out that they were using the strengths of the team. Ask if they helped one another or strayed from their own task, and explain that this is a good thing for a team too.

An alternative activity for this would be to play football or hockey. To begin just ask them to start playing. After a while, see if they have automatically and unofficially taken up positions and team tasks. Did somebody automatically become the captain? Did some people stay in defence and some people go up front? Why did they do this? Explain that the task shows that teams work better when everybody knows their task and support one another, rather than everybody chasing the ball.

Helpful hint:
• This activity is very practical and gets the Explorer Scouts to really think about how a team works. It should be related back to what the roles they might take in an expedition, and to the expedition planning activity later in this resource.

Team building
Explorer Scouts should now understand the importance of teams. It is now time to look at how you can build your Explorer Scout Unit into a more effective team by starting some team-building work. These activities can be used as short ‘one-off’ team-building activities or as a whole Unit programme for one evening. These activities should help build the relationships within the team, encourage each individual member to take part and motivate each team member to work together for the benefit of the team.

Time:
1 – 1½ hours

You will need:
Lego (and lots of it!)

Advance preparation:
Lego bricks, paper and pens, blindfold, plastic bottles (see b), read the Risk Assessments factsheet (FS 120000)

Programme Zones:
Relationships, Values, Outdoors

1. Trust games

a) Blindfold trail – Divide the Explorer Scouts into pairs, with one blindfolded in each pair. The other must safely lead the blindfolded member around a simple trail.

b) Minefield – cover your meeting place with objects such as plastic bottles. Some Explorer Scouts are blindfolded. The others must get their blind team members across the minefield without hitting the mines. If the blindfolded person hits a mine they sit down and become a mine themselves.

c) Catch your team member – one person stands on a table facing backwards with their arms crossed over their body. The rest of the Unit stands in two rows facing each other with hand/arms folding across the row with the table at one end. The person on the table falls backwards into the arms of their team members. (This activity requires close supervision to ensure that no-one is hurt. A thorough Risk Assessment should be undertaken beforehand, using the Risk Assessment factsheet (FS 120000).

2. The Lego tower
Split the Unit into teams of about four or five. Working as a team, each group must produce the highest tower, in the fastest time, using the fewest bricks. Extra credit will be given to teams who estimate accurately the height, number of bricks and the time they will need to build their tower.

There are two phases in the game: a) the planning phase and b) the construction phase.

a) Planning - the teams may practice joining bricks together and trying out different building forms. Any number of trial runs may be undertaken but all bricks must be separated before entering the construction phase. Each team is given a collection of Lego including base plate and approximately 150 bricks.

Groups must carry out the following tasks:
• Draw a design of the tower and indicate the methods of construction to be used.
• Make a plan of who is expected to take what part in the construction.
• Estimate the building time, height of tower and number of bricks used.

b) Construction:
• Each team has two minutes to briefly introduce and describe the plan.
• They then have a maximum of six minutes to build the tower.
• A further short period is then needed to measure the completed work against the original plan.
At the end of the activity, review what was achieved. Look at the dynamics of each team. Who led? How was the leader identified? How did the rest of the team respond to the leader? How did the leader use his/her team? Did everyone in the team have a defined role or task?

Other ideas:
- Build a ballista.
- Build a large pioneering project – see www.scoutbase.org.uk
- Build the tallest free standing tower using only rolled up newspaper and a roll of Sellotape.
- Build a drinking straw tower or bridge

Helpful hints
- Consider stopping the team if you see that some members are chatting or distracting the others.
- Alternatively, let the disruption continue and then ask the whole team at the end if it would have been better if everyone had participated.

Team decisions

It’s easy to make decisions as an individual, but it is much harder when you are only one member of a bigger team. Other people may have a different viewpoint from you. This activity helps Explorer Scouts understand the need for clear decisions and also explores why a compromise decision is sometimes necessary for the good of the whole team. It will encourage decision making as a team and explore why we have to make decisions.

Time:
Activity 1: 10 minutes
Activity 2: 60-90 minutes
Activity 3: 60-90 minutes

You will need:
- Activity 1: Post-it Notes and pens
- Activity 2: A range of equipment which can be carried (useful and not useful)
- Activity 3: A really long length of rope and time to make it into a large spider’s web

Advance preparation:
- Make sure that you have enough tents to occupy the whole Unit during this activity and have a suitable place to pitch them. This activity is best done as part of an outdoor camping or activity weekend

Programme Zones:
- Values, Relationship, Outdoors, Skills

Diamond ranking

Decide on a question and have nine possible answers. Write the answers on Post-it Notes and stick them on the wall. Ask the group to put the top priority at the top of a diamond shape, the next two answers on the second row, then three on the third row, two on the fourth and one at the bottom. The Post-it Notes can be moved around until the group reaches agreement on the best order of priorities.

1. A possible question might be: ‘Your Explorer Scout Unit has been given £1,000 to spend – no strings attached. What should you spend it on?’

Possible answers might be: new tents, cooking equipment, a day trip for the Unit, a grant for one Explorer Scout to attend an international camp, a donation to a charity, new strips for the Unit football team, funding for a Christmas dinner for the local old people’s home, paints for the Unit Meeting Place or uniforms for five asylum seekers who want to join the Unit. Follow this up by talking about the decision-making process and note good practice for the future.

2. Round the world sailing trip

You are on a round the world sailing trip. Your boat has been hit by an iceberg and is holed below the water level. The sea is rushing in to the hull and you have 20 minutes until the boat sinks. You can see dry land five miles away. As a team, you must decide what you are going to take from the ship and what you are going to leave behind. The whole team must get to dry land together and no one is allowed to go back.

Take the following into consideration:
- How will everyone reach dry land?
- Can everyone swim?
- Will there be food on dry land?
- Remember you could be on the dry land for a long time!
- What goes in a 3m x 3m raft? What can be towed in the other 3m x 3m raft?
EXPLORER SCOUTS – TAKING THE LEAD

The equipment available on the ship includes:

- life jackets
- life rafts
- sails
- barrels
- fresh food
- water butts
- oars
- tinned food
- ropes
- flares
- matches
- camping gas
- canisters
- teddy bear
- photo
- Walkman
- depth sounder
- radar
- short wave radio
- blankets
- pillows
- dry suits
- scuba gear
- torches
- ship's anchor
- charts
- compass
- party clothes
- compasses
- matches
- binoculars
- flares

Make sure that the discussion is controlled and measured but don’t try too hard to suppress expressions of frustration when someone’s views have been overruled by the group.

To make the activity more realistic, try to find an inflatable dinghy and as much of the equipment as possible.

Variations on this exercise:

- Reduce the list of equipment available.
- Suggest that the boat is burning and some equipment has been destroyed.
- The waters are shark infested.
- The water might be so cold that no one can spend more than five minutes in it.

3. The spider’s web

Build a spider’s web using a long length of rope or cord with different sized holes and at different heights. It is advisable to build the spider’s web in advance of the session.

How to play

The team must plan how to get through the web, following each other, to get to the other side. Only one team member is allowed through each hole in the web. They need to decide who can go through each hole and how they are going to help one another as a team.

Discussion

After each of the activities, discuss how the decisions came about. Did every one agree? Did some one have to give in? Why did they need to make decisions? Who made the decisions?

Go on to explore what sort of decisions a Unit has to make? When does everyone have to agree? Does everyone have to agree all the time? Who makes decisions in your life? Who makes decisions in your community?

Helpful hints:

- Encourage the Explorer Scouts to take their time in the decision-making process and to involve everyone in the discussion.
- For Activity 1, you might want to ask how the Explorer Scouts would like to spend the money, rather than giving them a pre-prepared list of options.

Programme planning

Explorer Scouts take a keen interest in what they do during their meetings. They usually have a clear idea of what they like. However, sometimes they have difficulty coming up with ideas of what they would like to do as a group. This activity should help them develop ideas for their Unit programme, introduce the concept of the Balanced Programme and help them to plan and organise some elements of that programme.

How to play

Divide the Explorer Scouts into teams. Tip the contents of the bag into the middle of the floor. Run a relay race from the four corners of your meeting room. One person from each team must pick up an item and take it back to their team. The team then has to generate six programme suggestions from the item before returning it to the pile in the middle and picking up another one.

Discussion

The Explorer Scouts should be encouraged to think laterally e.g. the toothbrush might suggest: visit a dentist, art, visit an art gallery, sweeping up (an environmental project), DIY (painting and decorating), hairstyling, Chinese calligraphy uses a brush, make-up art, face painting etc, etc. All these suggestions involve brushes and were generated from the toothbrush.

Some may be practical ideas some may not be. This is not important. You are trying to encourage freethinking in the Explorer Scouts.

At the end of the relay race, look at the ideas generated in each group for each item. Ask the whole group to decide on their top ten favourites.

2. The Balanced Programme

Fit the top ten ideas into the eight Programme Zones on a chart. But don’t spend too long on this. The concept of the Balanced Programme is more an issue for you as a Leader. However it is helpful for the Explorer Scouts to understand what you do when you plan the Unit programme.

1. The brainstorm bag

Bring a bag of assorted bits and pieces to your Unit meeting. This should contain a wide selection of different items such as a toothbrush, cassette tape, chalk, sticky tape, string, golf ball, mask, pencil, key ring, teddy bear, sun glasses, fork, spoon and a Swiss army knife.

Time:

60 minutes

You will need:

A bag with various items, flip chart paper and pens

Advance preparation:

Prepare contents of bag

Programme Zones:

- Skills
- Programme Plans (module G) and Programme Plans Plus (module H)

Young Leaders’ Essentials:

Programme Plans Plus (module H)
3. Making it happen

Take each of the top ten activities and decide with the group how they are going to go about organising each activity. You may want to allocate two or three Explorer Scouts to each activity. Give them some guidance on what to do:

- When is the activity going to take place?
- Where?
- What is the cost and who pays?
- Travel plans?
- Key contacts?
- Equipment needed?
- Any qualifications or permission required?

For example, the activity could be to invite a hairstylist along to the Unit to do a demonstration. They will need to find a willing hair stylist to do their demonstration and willing volunteers to have their hair styled. The cost of the stylist’s travel needs to be covered – perhaps from Unit funds. Someone needs to write formally to invite the stylist. Someone else needs to compile the evening. Do you want to invite parents or others along (such as Scout Network members, members of a neighbouring Ranger Guide or Explorer Scout Unit)? If so, who will write the letters? Who will set out the hall and who will clear up? Who will write the letter of thanks after the event?

## Discussion

After each activity, ask the Unit members to reflect on how difficult or otherwise they found having to plan and run the activity.

**Helpful hint:**

- The relay race will generate a bit of excitement and fun and should encourage some really daft ideas to come forward – this is to be encouraged. When the ideas have been suggested, encourage the Unit members to discuss why some of the activities are not practical or safe and why some are.

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## Event planning

Most Explorer Scouts prefer to ‘turn up and do’, rather than ‘sit down and plan’. This activity should give them a flavour of planning in a fun context and allow them to enjoy the outcome of their planning. It should also help them to plan an event for their Explorer Scout Unit, allowing them to implement the plan and introduce them to the concept of Self-Review in Scouting.

**Time:**

- Week one: Indoors: planning – 90 minutes
- Week two: Going to the cinema

**You will need:**

- Planning – pens and paper, Internet access (where possible), local cinema listings and contact details, telephone access

**Advance preparation:**

- Contact the local cinema(s) to find out prices

**Programme Zones:**

**Skills**

1. Planning the cinema trip

Give your Unit members the following instruction: ‘Next week the Unit will be going to the cinema. What do we have to do to make this happen?’

The Unit must now plan what they are going to do:

- When will they go to the cinema?
- How are they going to get there?
- What sort of Risk Assessment do they need to undertake and who will do it?
- What are they going to see and how are they going to decide on this?
- Who is going to do what and when are they going to do it by?
- How much will it cost and who will pay?
- What First Aid provision is needed and who will provide it?
- What clothes should they wear?
- What refreshments do they want and who is going to bring them?

“THIS ACTIVITY SHOULD GIVE EXPLORER SCOUTS A FLAVOUR OF PLANNING IN A FUN CONTEXT AND ALLOW THEM TO ENJOY THE OUTCOME OF THEIR PLANNING.”

2. Going to the cinema

On the evening or afternoon of the activity, let the Unit members get on with it on their own. Take notes on how things go during the evening and record your observations.

If you have a video camera, record what happened and review the tape as part of your review process – be careful not to record the film itself! This part in the project will also require a degree of event planning.
3. How did it go?

Using the video camera and/or your notes, ask the Unit to review how the planning and execution of the event:

• What went well and why?
• What did they forget?
• What did not work?
• What would they do differently next time – both in the planning of the event and in the execution of the activity?

Introduce the concept of ‘NAOMIE’ as a systematic approach to planning using factsheet FS 140036.

Helpful hint:
Going to the cinema is just one idea that can be used in this activity. Think carefully about what can be achieved by the Explorer Scouts in one evening in terms of planning an activity for themselves. Other possibilities could be:
• a trip to the local climbing wall/centre
• a visit to a swimming pool.
• a visit to a museum or exhibition.

The emphasis should always be on the planning aspect rather than the activity itself.

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Expedition planning

A major part of the Chief Scout’s Platinum Award, the Chief Scout’s Diamond Award and Queen’s Scout Award is some form of expedition. All of the Awards are as flexible as possible in terms of the types of expeditions allowed. A pre-requisite for all expeditions is thorough and careful planning to ensure a safe and enjoyable activity. There are links from this activity to Risk Assessment in the section on leading a team, budgeting skills and record keeping in the section on self development.

Purpose
This activity should ensure that your Explorer Scouts are aware of the need for planning and preparation. It should help them to decide what equipment needs to be taken on an expedition.

It also covers the issue of making sure that someone else knows of your plans in case of an emergency.

This activity is also an opportunity to re-explore some of the work already covered under the topics on team roles and teamwork.

Time:
30-60 minutes for each stage

You will need:
Quartermaster’s keys, camping equipment, factsheets, paper, pens

Advance preparation:
You will need careful preparation for each stage in this activity

Programme Zones:
Outdoors, Skills

Awards/badges:
Chief Scout’s Platinum and Diamond Awards, Queen’s Scout Award, Duke of Edinburgh’s Bronze, Silver and Gold Awards, Explorer Belt, Mountain Activities Badge

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Useful websites/resources:
Duke of Edinburgh’s Award: www.theaward.org
ScoutBase: www.scoutbase.org.uk
British Mountaineering Council: www.thebmc.co.uk

Factsheets:
- Risk Assessment (FS 120000)
- Authorisations – DC and GSL’s Guide (FS 120002)
- Emergency Card (FS 120077)
- Home Contacts (FS 120078)
- One Day Activity Form (FS 120081)
- Route Plan (FS 120409)
- Mountaineering with Scouts – the Vital Culture (FS 120415)
- Applications for Authorisation for Hill Walking (FS 120416)
- Scout Association Authorisation Schemes for Activities in Moors, Hills and Mountains (FS 120418)
- 09 Nights Away Permit Scheme (FS 120301)
- Scout Skills – Route Planning for Hikes (FS 315083)
Expedition in remote country

Explain to the Unit that they have to plan a five-day expedition to a remote part of the UK. The whole Unit will be going on the expedition. What needs to be done to make sure that the expedition is successful and safe? This activity can be run in stages:

**Stage 1**
Decide on where the Unit would like to go and explore. Have suitable maps in different scales available to help make the decision.

**Stage 2**
Consider the conditions that they may have to deal with during the expedition including weather, terrain, and available transport.

**Stage 3**
During any expedition it is important that each team member takes responsibility for particular items or different things. Some of the roles, which might be needed include the following:

- **Team leader**
- **Event Passport Holder** – at least one member of the party may require an event passport (see factsheet FS 120301 for full details)
- **Quartermaster** – who ensures all the kit is available, in good repair and taken on the expedition
- **Treasurer** – sets the budget and ensures it is adhered to
- **Menu planner** – ensures a sensible, balanced menu
- **Food buyer** – make sure all the food is bought and available
- **Cook** – again a rotating role but someone needs to be responsible for each meal
- **First Aider** – make sure at least one team member has some First Aid training
- **Navigator** – this can (and should) change regularly throughout the expedition
- **Route planner** – to make sure the route is planned, and that maps/compasses bought and carried
- **External co-ordinator/Home Contact** – to make sure the DC/ACC(I) knows you are going
- **Transport director** – to make sure you can get to the start point
- **Booking secretary** – to book any accommodation or campsite.

Ask the group to decide who will be doing what. You may think other roles are missing, so add them to the list. It is possible for people to have more than one role each.

> **DURING ANY EXPEDITION IT IS IMPORTANT THAT EACH TEAM MEMBER TAKES RESPONSIBILITY FOR PARTICULAR ITEMS OR DIFFERENT THINGS.**

**Stage 4**
Raid the Quartermaster’s stores and lay out various items of equipment. Include camping gas bottles, Patrol tents, hike tents, jerry cans, washing up bowls, rope and compasses. Substitute alternatives of appropriate size and weight. In their allocated roles select what items they want to take with them on the expedition.

Make sure that the Unit also decides on what personal kit they should take with them.

**Stage 5**
Look in more detail at the route the expedition will take and plan a route card. Think about the campsite or accommodation you will be staying in and how the Unit will get to the expedition site and back again. Look again at the Home Contact procedures recommended by The Scout Association.

**Stage 6**
Finally - the budget. Ask the group to look at the costs of the trip and work out how they will cover them. Introduce the concept of a contingency (extra cash for emergencies).

This is a lot to cover and you should spread it across different Unit evenings over several weeks. Other things to include are:

- **Route cards** (see attachments) – don’t forget to explain Naismith’s rule - the equation for calculating your speed up hill on foot.
- **Diet and balanced menus**
- **Personal fitness**
- **External contacts** - you must have a Home Contact; and inform your DC that you are on an expedition. If you travelling overseas, then your ACC (International) will need to know of the expedition at least three months in advance!
- **Nights Away Permits or Event Passports** – explain the process in the factsheets.

**Helpful hints:**

- **Talk with District or County Hillwalking Activities Advisor about possible expedition areas.** Ask your local Duke of Edinburgh’s Award Adviser to come and run an evening on Duke of Edinburgh’s Award expeditions.
- **Ask someone with recent experience of an expedition and using the authorisation schemes to talk to the Unit.** Perhaps this could be a young person who has completed the Chief Scout Award, Queen’s Scout Award, Duke of Edinburgh’s Gold Award or Explorer Belt?
Representing other people’s views

Explorer Scouts will sometimes need to represent the views of others at meetings. Occasionally they will need to do this even if they disagree with the views. Representing others is a difficult skill to acquire. These activities should help.

Time: 60 minutes +

You will need:
A brief written plan of how you will deliver the session

Advance preparation:
Depending on the activity you decide on, you might want to ask a local Magistrate or Sheriff to come and talk to the Unit and explain how a trial works. Alternatively you could obtain some background information on the United Nations Security Council and how it works.

For Activity 1, you may need to prepare some cue cards (see below)

Programme Zones:
Values

Useful websites/resources:
UN Security Council
www.un.org/Docs/sc

1. Mock trial
Hold a mock trial in your Explorer Scout Unit. The Unit members are given various parts to role-play. One is the guilty defendant (accused of stealing), one is the judge, one is the defence solicitor, and others play the roles of jurors and prosecution. The defendant knows and admits that he is guilty and his solicitor is also aware. The argument is not whether or not the defendant is guilty; it is an ethical issue. His partner is very ill and in a lot of pain. He has heard that there is a very effective drug available, but it is extremely expensive and he could not afford it. He wanted to help his partner very much, so he stole the money for the drug. The defence solicitor has to defend the point of view that these are mitigating circumstances. The prosecution does not believe that this is any excuse. Hold the trial.

Prepare some simple cue cards with bullet points about the role and issue to help them role-play effectively.

2. UN Security Council
Convene a sitting of the UN Security Council. Ask the Explorer Scouts to represent some of the Member States, including the US, the UK, Iraq, Germany, Afghanistan, France and Russia. It is suspected that a rogue state is harbouring terrorists. What should happen? The delegates on the Council have to represent the views of their country.

Discussion
Following these activities the Explorer Scouts should discuss the fact that they were having to defend a view or position, even if it was not their own.

Link this to the Explorer Scout’s own situation. If an Explorer Scout sits on the District Explorer Scout Committee, they are there to represent the views of the Explorer Scout Unit and sometimes the Explorer Scouts in the District. If they are on the County Explorer Scout Forum, they are representing the views of the District. If they on the Regional Explorer Scout Forum, they are representing all the Explorer Scouts in the County. How can they ensure they are truly representative?

Helpful hints:
• The role-plays are a really effective way of getting this point across in a fun way. It is important to try to keep everyone to his or her allocated role and to keep focused on the activity.
• Why not arrange a visit to a local Council meeting and ask Counsellors to talk to Explorer Scouts about their roles?

Tips on role-playing
Role-playing is simple - but allows the participants to learn a great deal, particularly about relationship skills.

Role-play may be introduced in several different ways. Because people volunteer to play roles and ‘think themselves’ into assumed roles. It is not likely to last more than ten minutes and after the role-play the whole group can discuss what has taken place.

Before you start, as a leader, you need to:
• outline the situation to all members of the group
• describe the characters involved
• ask volunteers to play the roles
• allow them to act out the situation, making up their lines as they go along.

The discussion that follows the role-play is important. You should firmly ‘release’ the individuals from their roles. The discussion should analyse the action - and draw out the player’s feelings, as well as analysing important pieces of dialogue.

It is important to seize on insights as soon as possible, before they are forgotten.
Meeting roles

One of the hallmarks of a successful team is how well its meetings are run. Explorer Scouts need to learn to listen to the views of others and conduct themselves in a disciplined way. They may need to appoint a person to chair the meeting and a secretary to take notes. Explorer Scouts appointed to these roles need to understand what they need to do to be effective and efficient.

Time: 60 minutes

You will need:
Flipchart and pens; paper and pen/pencil each; role descriptions for roles below

A number of tennis balls or similar with a different role written/attached to each

Advance preparation:
Prepare roles and balls as above

Programme Zones:
Values, Relationships

Tell the Explorer Scouts that they have been asked to host the District Annual General Meeting. They need to book the venue, obtain the equipment needed (such as chairs, tables, etc), arrange any entertainment (such as a guest speaker), refreshments, and welcome any invited special guests. They need to have a clear plan with everyone knowing what they have to do.

Each Explorer Scout should have one of the following roles in the meeting:
• Chairperson
• Secretary
• Treasurer
• Quartermaster/equipment co-ordinator
• Caterer/refreshments co-ordinator
• Reception co-ordinator
• Media/publicity manager.

You may think of other roles, or allocate more than one person to some of the roles. Allocate the roles initially by asking the Explorer Scouts to pull a ball with the name of a role on it out of a bucket. Do not give out a role description at this point.

Now conduct the meeting. After five minutes ask the Explorer Scouts to throw their ball to someone else so that they all swap roles. Repeat after another five minutes then again after another five minutes. Chaos is likely to ensure. Using a flipchart, ask the Explorer Scouts to explain why. Emphasise the importance that everyone knows their role; that meetings need to be well controlled and orderly, and the importance of good note taking.

Repeat the meeting but this time without changing roles. You may allocate roles as before or ask for volunteers for each role instead. Give out a brief role description to each Explorer Scout so that they know what they have to do in the meeting.

Discussion

After 15-20 minutes hold a discussion about the key aspects of each role in the meeting, spending most time discussing the roles of Chairperson and Secretary.

Helpful hints:
• Explorers should be encouraged to learn from their experiences in the planning task in a positive and fun way. If they didn’t work well as a team, what could be done next time?
• Shadowing the District Chairman and Secretary is a valuable next step as it will give the Explorer Scout a clearer understanding of how the District operates.

Introduction

Before taking responsibility for leading any team, there are some key skills which need to be learnt by the individual. These are covered in this section.

Firstly, we look at how to find things out in Getting the Knowledge. Listening Skills and Having Your Say will help increase Explorers effective participation in discussions and at meetings. Presenting Skills will allow them to make presentations to larger groups of people. Budgeting Skills and Recording Skills will help Explorers develop the ability needed to organise and lead teams.

Reviewing Your Progress will introduce them to the concept of looking back before moving forward.

This is followed by Setting Goals and Targets. This will help your Explorer Scouts understand the importance of having to aim for. Finally, Unit Values helps them set some personal and Unit standards.
Getting the knowledge

Young people today are likely to be highly computer literate and used to quickly accessing information. However, there is such a huge amount of information available about any single topic, from a large variety of resources, that it can be a difficult task to print the information you want in the form you want it. After this activity young people should appreciate the wide number of sources of information available, and how to access them. They should also be able to use a number of these sources to research a specific topic.

1. Where do we get information?

In a large group, ask the Explorer Scouts to come up with a list sources of information, using a flipchart to list them. The list will include:

- newspapers
- books
- public library
- Internet
- local organisations and experts
- the Scout Information Centre at Gilwell Park
- each other

This part of the activity should take no more than 5-10 minutes.

2. Mission Impossible

In groups of 5-10 members, give the Explorer Scouts a virtual project, to research from scratch. Examples might be as follows:

- Create a leisure park for young people of your age range.
- Open an internet café which no-one has to pay to use.
- If you live in an inner city, make arrangements for all children under ten to have the opportunity visit the seaside once a year.
- Create a dog-walking scheme on behalf of old people in your town or area.
- Reduce the number of hedgehogs killed on the roads each year.
- Run your local council for a month.
- Open an indoor climbing facility.

Give each group a different project then allow them ten minutes to think how they might gather the information.

3. The hot air balloon

During their ten minutes of thinking time help them out by using the hot air balloon to structure their information gathering:

On flipchart paper draw a large picture of a hot air balloon with a basket below it tethered to the ground. The balloon represents all of the things, which will affect their ability to complete their chosen project. The group should then think of the following:

a) All of the things that need to be on board to complete the project. This could include people and things. Write or draw them into the basket of the balloon.

b) In the balloon itself write or draw all of the things which will be needed for the project to ‘take off’ e.g. good planning, money, personnel, resources.

c) Beside the tethering ropes, write or draw all of the things which will prevent you from completing the project e.g no money, planning restrictions, rules.

d) Above the balloon, write or draw the things which would really make your project go with a bang e.g. enthusiasm, commitment.

e) What might blow your balloon off course?

4. Gathering the information

Once the Explorer Scouts have identified the information they need, ask them to identify the sources they might use to find it using the flipchart list generated earlier.

5. Get to it!

The essence here is to provide a structure for information gathering. However, it could be used as the basis for a larger project over a number of weeks, during which the Explorer Scouts could research their mission and create a report for presentation.

Helpful hint:

- This is a fun activity and could be linked with some of the activities elsewhere in this resource.
Listening skills

Listening is an often overlooked communication skill. These activities encourage active listening and how that impacts on communication.

1. The news

Play a recording of a radio news bulletin. Ask one Explorer Scout to cause some distraction and another to tap a pen or pencil on the table. Afterwards the Explorers have to answer some simple questions on what they heard. What made it harder? Were they distracted? Did they start talking?

2. What did you say?

Divide the Explorers into small groups. One Explorer is wearing earmuffs and the others have a message to convey. They should try to get their message across in normal speaking voices.

3. The news (again)

At the end of the session, ask the Explorers to note down what they heard in the recording at the beginning. Discuss the fact that different people remembered different things depending on their own personal responses to the news.

Other activities that can be used:

Mystery voice

Listen to recordings of famous voices and identify the speaker.

What’s that sound?

Record sounds that the Explorers should know, such as a lorry reversing, fire alarm, kettle boiling, door being unlocked, balloon deflating, and see how many they can identify.

Having your say

Teenagers fall into two broad groups when it comes to speaking out. First, you have the loud, confident ones who know it all and dominate any discussion. In the second group you have the quiet ones who are either happy to let others do the talking, or alternatively are too intimidated by the others to say anything. Most fall somewhere in between these two extremes.

It is important that all members of your Explorer Scout Unit get the chance to have their views heard. This activity will only work if the discussion takes place in a controlled environment. The quiet ones get to have their say and the louder ones will be quietened down by the others. This activity should help Explorer Scouts feel comfortable about speaking out in a controlled group environment and help them to develop the skills to discuss their point of view.

1. The great balloon debate

Method A - The Goldfish Bowl – a large group – ten or more

Identify six Explorer Scouts to take part in the debate. The rest should watch and comment on the discussion once it is over.

Write the names of 20 famous people from history and the present day on small pieces of paper. Examples could be the Queen, Adolf Hitler, the Prime Minister, Saddam Hussein, John Lennon, Mahatma Gandhi, Mickey Mouse, Margaret Thatcher, Robin Hood, Harry Potter, Elvis, etc.

Ask each Explorer Scout taking part in the debate to choose one of the pieces of paper. Alternatively, let them choose their own character from history.

Tell them that they are all in a balloon that has run out of fuel. The balloon is falling towards a lagoon filled with man-eating sharks. The balloon is too heavy. Someone has to be thrown out of the balloon to save the rest. They must decide who to throw out.

The Explorer Scouts should be given two minutes each to make the case for their character not to be thrown out of the balloon. At the end of the short presentations, open up the discussion as a free for all. Make sure that the debate is controlled and does not degenerate into an argument! At the end, take a vote on who should be jettisoned. Repeat the open discussion phase and vote until only two remain.

Method B - All inclusive - a small group – of less than ten

Use the same approach as Method A but this time include everyone in the debate.

Afterwards, ask each person how he or she felt during the discussion. Did they feel that they were given enough of an opportunity to make their points? Discuss the importance of ensuring that everyone gets a chance to make their case in a variety of circumstances.

Helpful hint:

• This has the potential to be another fun activity, as long as no-one takes it too seriously. Make sure that no-one dominates the discussion and that everyone gets a chance to make their case. You need to act as the referee!

• Introduce a practical element - have a basket in which the Explorer Scouts can stand.
Presenting skills

Some Explorers may find speaking in front of an audience a daunting experience. Yet at several points while they are an Explorer Scout they will be asked to do just that. The Queen’s Scout Award requires the Explorer Scout to ‘Make a presentation to a suitable audience of your achievements so far in working towards the Queen’s Scout Award’. They may also have to make a presentation after a successful Explorer Belt expedition or after they return from a World Scout Jamboree or other international experience.

Presenting to an audience can be a challenging experience, even to someone who has done it before. A structured approach to presenting helps to make the whole process easier. This activity should demonstrate what makes a good presentation. It will help them to write a script and think of visual aids and help them to plan and make their first presentation.

1. Good and bad presentations

Show a poorly prepared presentation to the Explorers. You could do this by getting either adults or Scout Network Members to role-play a five minute situation using the points below as a guide. After five minutes, ask the Explorer Scouts what they saw and how they felt the meeting was run. Ask the group to identify what makes this a good or bad presentation. Drawbacks could include:

- disordered content – no logical progression
- presenter mumbled or was unclear
- presenter had their back to the audience several times
- presenter had no eye contact with the audience
- poor use of body language
- unclear visual aids – was the text too small?

After you have discussed how a bad meeting is run, do another role-play using the following points as a guide. Discuss how this meeting was run.

A good presenter has:
- a start, a middle and an end to their presentation
- clear visual aids which add to the dialogue
- a clear speaking voice – not rushed, but slow and measured
- eye contact with the audience
- a relaxed look while presenting

2. Writing a script and making good visual aids

Divide your Explorer Scouts into small groups of two or three. Ask them to pick a topic for a three minute presentation. Topics could include their favourite rock band, a favourite sport, a film they recently watched, or a current soap opera. Ask them to prepare a script for their presentation with a start, a middle and an end. The script does not have to be written out in full. It is better if it is a series of bullet points or headings, which will act as memory aids.

Now ask the Explorers to prepare some visual aids to illustrate their presentation. These can be either acetate sheets, illustrations on flipchart paper or, on a laptop and PowerPoint.

Visual aids help by:
- giving the audience something to focus on
- acting as a prompt for the speaker
- making the presentation more interesting – pictures, charts or graphs
- making the information more memorable.

Good visual aids:
- do not contain too much text
- use large fonts so that they can be easily read from the back of the room
- complement and explain what is being said – there is nothing worse than the visual aid saying one thing while the speaker is talking about something else.

3. Making the presentation

Ask each person to make their three-minute presentation to the rest of the Unit. If possible use a hand held video camera to record each presentation. After each presentation, watch the video clips and ask for comments. This will almost certainly cause plenty of hilarity but make sure none of the comments are hurtful. Encourage the Explorer Scouts to identify the good points before they comment on things that could have been done better!

Helpful hint:
- This could turn out to be a really fun activity as well as a valuable learning experience. It is probably best run when you know that some of your Unit members are about to make a real presentation. A local school, college, local council resource centre or a company may be able to help with the AV equipment.
Budgeting skills

Budgeting is a useful life skill with benefits well beyond Explorer Scouting. It is also an essential skill for a Leader, particularly when planning and running programmes, activities and events. There are many activities available to help develop your Explorer Scouts’ understanding of budgeting. Try out some of the ones below.

**Time:** 30-120 minutes for each activity

**You will need:** Cash, access to a local supermarket open in the evening, and cooking equipment

**Advance preparation:** Invite the student/local councillor to the meeting, money, cooking equipment, information on Fair Trade, Risk Assessment for using cooking gear

For activities 1 and 2 you will need to make sure that the cooking is carried out in a safe environment. Carry out a Risk Assessment beforehand and check all equipment is in working order

**Programme Zones:** Skills, Values

1. ‘Ready, Steady, Cook’.

Divide the Explorer Scouts into teams of three or more. One week before, give each team a budget of £5. Send them off to the local supermarket with instructions that they have to shop within the budget for the ingredients for a three-course meal for four. The following week, they should cook the meal. The other Explorer Scouts judge the best meal.

2. Fair Trade verses Royal Warrant

Again, give the teams £5 to prepare a three-course meal. This time, one team is only allowed to buy value products, one team Fair Trade products and another only products with a Royal Warrant. The three-course meal is prepared and they are compared. What can you get for your money?

3. Real life budgeting

Invite a former member of the Unit or a Scout Network member who is now a student, to talk about budgeting.

4. Planning your expedition

When planning the Unit expedition, ask members to plan and budget for their food.

5. ‘Changing Rooms’

Ask the Explorer Scouts to imagine that they have £500 to design their bedroom. Use catalogues etc. to budget what they are spending and how far it will go. Another group could try with £200.

6. Budget visitor

Invite a visitor from the local council to talk about how council budgets are decided on for the local community. How are Council Taxes calculated and spent? Alternatively, invite your District or County Treasurers to explain how the District/County membership fees are spent.

**Helpful hint:**

- To get the most out of this exercise, focus on the budgeting skills the Explorers have learned and relate them to budgeting for real activities and events.

Recording skills

Being able to record what you have done and what you plan to do is an important part of being a leader. A good plan will enable you to bring other people on board to help. Good records will help others remember what they have achieved and help planning for next time. This activity will help show how important good recording skills are.

**Time:** 45 minutes

**You will need:** Examples of different types of recording systems, taken from Scouting publications, schools and colleges or other organisations

**Advance preparation:** None required

**Programme Zones:** Creativity

Activities

Divide the participants into small groups of three to five members. Each group should be given a range of example systems that record information. For example:

- The Explorer Scout Record Cards
- Duke of Edinburgh’s Award Record Books
- Driving Licence
- Time sheets from work
- School/college timetables
- Adult Training records

You will need at least six different examples. The Explorers’ task is to produce a list of ten things to get right when producing a recording system for achievements in the Section.

**Helpful hint:**

- There are various examples of recording systems to be found in the Scouting publications available from the Scout Information Centre on 0845 300 1818 and on www.scoutbase.org.uk.
Setting goals and targets

Personal development is an important part of being an Explorer Scout. We all develop in different ways, and to some extent our development happens as a result of what goes on around us. However, we can all think of things we want to achieve, and sometimes it is important to set targets for ourselves to meet these objectives.

This activity should allow the Explorer Scouts to understand the concept of personal standards against which achievement can be measured. Emphasise how this varies from person to person. Encourage them to set targets for personal achievement in the short, medium and long term and enable them to plan their progress towards these targets.

Time:
90 minutes

You will need:
Paper, pens, record books, cards, sufficient resources to be able to complete all the tasks in Project TARGET, stopwatch

Advance preparation:
Prepare resources for the tasks

Programme Zones:
Values

1. New Year resolutions

It doesn’t have to be 1 January to make a resolution. Ask each Explorer Scout to choose something about themselves that they want to change. Ask them to say why they want to change, as this is as important as the change itself. Encourage them to think of “positive” changes as well as negative ones (such as the usual – stopping smoking, eating less, and so on). Write them down and promise to remind them in two or three months time.

2. Project TARGET

Divide the Explorer Scout Unit into teams of four to six. They have one hour to complete all or some of the following tasks:

- Change a car wheel (20 points).
- Make an edible pancake (25 points).
- Build a Roman-style ballista which will launch a water bomb (30 points).
- Make a cup of tea or coffee for each member of your team (5 points).
- Light a candle more than two metres above ground (10 points).
- Put an egg into a milk bottle without breaking the egg (25 points).
- Juggle three balls for two minutes without dropping them (10 points).
- Each member of the team to write their full name, legibly, with their “wrong” hand (25 points).
- Boil water using a candle and a paper bag (30 points).

These are only examples – you can probably think of others.

As you can see, each task is allocated a point score, depending on difficulty. Before they start, each team has to say how many points they expect to score in the time allocated. Provide them with enough resources to complete all the tasks if they feel able. When the hour is over, count up the score for each team.

Which teams have not scored well? Why? Was their target too ambitious or would they have done better if they had spent more time preparing? Which teams have overshot their target? Why? Did they underestimate their own ability as a team?

Discuss the above with each team then with the Unit as a whole. Try to bring out the following points:

- Goals and targets should be achievable, but should also be challenging to make them worthwhile.
- Before setting a target or goal for yourself, you should have some idea of your own personal level of achievement in this field. Otherwise it is very difficult to set a meaningful goal.
- Once a target has been set, it is important to make plans for how to achieve it.

3. Setting some personal targets

Ask each Explorer Scout to choose one of the challenges from the Award they are working towards.

Ask them to think about what they want to achieve and to set an achievable goal. They should think how they are going to achieve this goal.

Encourage them to adopt this process for all the requirements of the Award.
Reviewing your progress

Setting achievable targets is an important part of self-development. However, regular progress review is also important to ensure you remain on track. But how do you measure progress? This activity should help your Explorer Scouts understand the importance of measuring progress and the concept of Self-Review. It will help them to understand the importance of reviewing goals in the light of progress made, and modifying them if they appear to be unrealistic. Recognising progress and rewarding achievement will also be highlighted.

Time: 90 minutes

You will need:
- Buckets, several measuring jugs, numerous plastic cups, a stopwatch, whistle, pens and paper

Advance preparation:
Time to set up the course

Programme Zones:
Values

1. Progress, progress, progress

Divide the Explorer Scouts into teams of six or so. Give each team a bucket containing two litres of water, a measuring jug and a number of identical plastic cups. Mark out a course across the room (this activity could work equally well outdoors) starting at their bucket, and at the other end place another large measuring jug. The course could be a straightforward A to B or could involve a number of obstacles to be crossed.

Tell each team they have 30 minutes to transport water from their bucket to the measuring jug. This is not a race, however, and there are some clear rules:
- After 30 minutes they must have exactly one litre of water in the jug, leaving one litre in their bucket.
- They must only use the cups to transfer the water.
- Only one Explorer Scout is allowed to carry water at any one time.
- At the end there must be no water left in any of the cups.

Encourage the Explorers to think through how they are going to achieve their target, perhaps giving them five minutes of thinking time before they start to consider:
- how much water can be transferred in one cup
- how quickly one person can walk the course (a dry run is helpful)
- setting a series of milestones against which to measure their progress.

After ten minutes, stop the clock and ask them to review their progress. In theory at least they should have a third of a litre in the jug. How are they getting on? Are they on target, behind or ahead? Do they need to modify their approach? If so, how?

Once the clock is restarted, repeat the review process after a further ten minutes. At the end see how closely they have come to the target, and discuss how the review process has helped them to achieve this.

2. Recognising achievement

In groups, ask them to come up with a list of ways in which progress and achievement can be recognised and rewarded. Relate this to their Scouting and non-Scouting experiences. Examples might be:
- awards and badges
- verbal encouragement
- academic and other qualifications
- promotion and enhanced responsibility
- money!
- publicity and wider recognition or acknowledgement.

There are many more examples. Discuss the relative merits of each of these.
Unit values

A standard is a baseline against which something is measured. In the context of an Explorer Scout Unit this may represent an appropriate level of personal conduct, behaviour or attitude. This activity should enable Explorer Scouts to explore the various ways that standards are set and maintained in society. It should also allow them to explore various ways of setting and maintaining standards of conduct and behaviour for their Unit.

Time:
60 minutes

You will need:
Paper, pens, flipchart

Advance preparation:
Find examples of mission statements and codes of conduct

Programme Zones:
Values, Relationships

1. The Mission Statement

Divide your Explorer Scouts into small groups of four or five. Provide them with a number of examples of constitutions, mission statements and other declarations of intent from various organisations. Good examples might be:

- The Purpose of The Scout Association as laid out in Policy, Organisation and Rules.
- The preamble to the Constitution of the United States of America.
- Mission statements from local schools and hospitals.
- Company mission statements (usually available on their websites).

Ask each group to come up with a mission statement for your Unit and display them around the Meeting Place. Identify common themes and explore how they came up with the statement, relating this to standards of performance and behaviour. Ask them to choose one to adopt as their Unit mission statement.

2. Codes of conduct

Back in their groups, ask the Explorer Scouts to devise a Code of Conduct for the Unit containing the new Unit mission statement. It should include statements of expected positive behaviour as well as limiting less desirable behaviour. Limit the code to ten standards and ask the Explorers to justify their choices.

As a Unit, debate the standards in the codes drawn up by the various groups. Some will be common to all, others will cause some disagreement. Try to come up with an agreed code of conduct for the whole Unit.

How will the code be implemented? Should there be sanctions for those who do not comply? If so, what should they be? You may decide to use the new code for your Unit, but the debate and the discussion is a valuable learning experience in its own right.

Helpful hint:
- Try to find mission statements, which are free of unnecessary jargon, but at the same time might be seen as a little controversial.
Respect!

Every good leader has the respect of those they are leading. But, how do you get that respect? Does it come with the job or does it have to be earned? This activity will help Explorer Scouts understand the importance of being respected if they are to become effective leaders.

**Time:**
30-45 minutes

**You will need:**
- Pictures of famous people and known professions

**Advance preparation:**
Tell Explorer Scouts to bring a picture of someone they respect to the Unit meeting

**Programme Zones:**
Values, Relationships

1. Someone you respect

Ask your Explorer Scouts to bring in a picture or description of somebody in the community who they really respect. This could be a teacher, the local football team captain, a famous local sportsperson, a local politician, someone in Scouting or a religious leader. Each Explorer Scout should explain to the rest of the Unit why they respect this person so much. List the reasons why these people earned your Explorer Scout’s respect on flipchart paper.

2. Famous people and jobs

Provide a series of pictures of famous people or people in different professions. These could include a lawyer, a lollipop lady, a lifeguard, a teacher, a Scout Leader, a nurse, an air hostess, or a doctor for example. Have the names of the famous people or the titles of the professions in the photographs on separate cards. Run a relay race as follows:

* In the first race, the Explorers must match up the names/professions with the photographs. Each runner is only allowed to make one match. Each runner can match a new photograph or change any that they disagree with. The winning team is the one who correctly matches all of the photos and titles.
* Now ask the teams to run a second race and put the people they respect most at the top of a column and those they respect least at the bottom. This will inevitably create a lot of discussion and disagreement. Each team must sort out their priorities as a group, which could be quite challenging in a relay race setting.

Review how each group has prioritised their list. Ask the team members to justify their choices and refer back to the list generated in the first activity.

3. Qualities of people who help the Unit

Ask the Explorer Scouts to start to identify what they would want to see in the people holding each of the following roles in Explorer Scouting:

* Chairman of the District Explorer Scout meeting
* District Explorer Scout Commissioner
* Explorer Scout Leader
* Unit Quartermaster
* Any others

Discuss how people must gain respect. It does not necessarily just come with the role or appointment.

**Effective leadership**

We can all give examples of effective teams. The could include football, rugby or hockey teams, teams of runners in a relay race, teams of workers in a factory. What is it that makes them effective? What is it that makes them successful?

Explorer Scouts will hopefully understand why we have teams and who is in their team. However, understanding how to make that team more effective and use all of each member's talents is harder. Each activity will require and demonstrate a different leadership style. These activities should show what different leadership styles there are, indicate when different leadership styles are needed. They should encourage all members of the team to take a part, demonstrate that each member of the team is important and indicate when, as a Leader, you need to stand back.

This activity assumes that the Unit is working as a team and has completed the section: Why We Have Teams.

**Time:**
Two evenings or half a day

**You will need:**
Different kit for the different activities listed below. For example: First Aid simulation material, material for an obstacle course, rope, garden canes, rubber bands, water and balloons

**Advance preparation:**
You will need to make sure that you have all the relevant equipment to run each activity.

**Programme Zones:**
Skills, Relationships, Outdoors

**Young Leaders’ Essentials:**
Taking the Lead (Module B), Factsheet for Module B Taking the Lead (FS 460001)
**Base 2:** Supportive leader (10 minutes)

In this base, the leader needs to:

- provide subtle hints
- persuade team members
- offer guidance
- not take decisions from the front.

**Task:** Build a catapult from garden canes to fire a balloon water bomb.

**Base 3:** Democratic leader (10 minutes)

In this base, the leader needs to:

- ensure decisions are taken by agreement
- sometimes compromise
- not get their own way.

**Task:** Make a World Badge logo out of large rope, including the surrounding reef knot.

**Base 4:** Passive leader

In this base, the leader needs to:

- be very laid back
- overtly subtle
- only intervene if there is a risk or safety issue
- wander about almost disinterested.

**Task:** Move six wooden tent pegs from a bucket placed in the centre of a circle eight metres in diameter. They have only rope and one elastic band to move the pegs from the bucket to another bucket outside the circle. They must not enter the circle and if they drop any pegs, they are lost and cannot be retrieved.

Once all bases have been visited, as a Unit talk about the leadership style that took place.

- Was it effective in this situation?
- How did they feel?
- When else might it be effective?
- When would it not be effective?

Having completed all the tasks consider the following:

- Which leadership style did they like the best?
- What are they called?
- Do we have a need for each of these leadership styles?
- When would we use them?
- How well did the team work together?
- Was anybody making it more difficult for the team?
- Did anyone try to take over?
- Was everyone involved?

Look at the case studies sheet on the next page and ask the group to determine when they would use the various leadership styles.

**“These activities should show what different leadership styles there are and indicate when different leadership styles are needed.”**
Case studies
You might find it helpful to use these case studies to help your Explorer Scouts understand a little more about leadership styles and when each is appropriate. Ask them to look at the case studies outlined and discuss what leadership style would be most suitable in each case. How would they make the teams more effective?

Case 1
There are four of you on your Platinum Award qualifying hike. One member of your group is not very confident in map reading. He prefers others to lead the way. Another member is getting a little irate at this because they feel that this person is not fully participating. What are you going to do?

Case 2
You are the Chairperson for the Unit that has just arrived in the Unit. He seems unsure if he really wants to be there. How can you ensure that they feel part of the Unit? What can you do with the existing Unit members to ensure that your new member feels welcome?

Case 3
You are running a game for the Cub Pack at your local Group. One of the Cubs, Josie, falls during the game and puts her hand through a glass window. There is glass on the floor. Josie is bleeding heavily. Some of the other Cubs are crying and upset. Some are playing with the broken glass. How do you handle the situation?

Case 4
You are on an Explorer Belt Expedition in Italy. You are part of a group of four. Only the youngest, most shy member of your group speaks Italian. Whilst walking through Via Ferrata in the Dolomites, your main First Aider falls and breaks her ankle. What can you do to make sure that all the members of the group get back safely?

Effective delegation
An effective team usually needs a leader. It is neither possible nor helpful for the leader to do everything themselves. Team morale suffers and members of the team feel left out. It is important, therefore, that the leader ensures that all members of the team contribute fully to the running of that team. This is achieved through actively involving each team member in the full life of the team and in delegating tasks. The art of delegation can be a challenging one. It requires a good knowledge of the strengths and weaknesses of each team member and a degree of trust. Some leaders find it hard to trust others and consequently find it difficult to ‘let go’. This activity should help your Explorer Scouts better understand the benefits of delegation.

1. The Secret Mission
Appoint one Explorer Scout to be team leader. Give them a secret team mission to complete. The whole team must take part in achieving the goal. The team leader must not complete the task individually but no one else is allowed to know what the task is.

Suggested tasks could include the following:
- Make the whole team lie down inside a tent (which may or may not be already erected).
- Buy the ingredients for a ‘Ready, Steady, Cook’ session.
- Build a pioneering structure using pioneering timbers and lashing ropes.
- Build a campfire and boil a pan of water.
- Put together a five minute sketch on a given subject.

Brief the team leader – get them to delegate different tasks to different people. Variations could include the following:
- Ask the team leader to appoint obvious people to do specific tasks e.g. the best knot tier to tie the knots
- Ask the team leader to appoint the least obvious people to do specific tasks e.g. the worst knot tier to tie the knots

At the end of the activity, review what happened. The group should analyse how the task was completed.

Suggested tasks could include the following:
- Did the team leader delegate tasks?
- Did the team leader delegate the right tasks and to the right people?
- Should more people have been allocated to any one task?
- Were any people in the team redundant because their allocated task did not really require one person to do it?
2. Make a short movie

Inform the Unit that they are going to make a short movie. Ask them to appoint a director. The director must then decide how to assign the following tasks:

- filming
- lighting
- sound
- make up
- props
- script
- editing.

Choose a subject for the movie. You can do this or you can let the group or the director make the choice. Whichever you do, be sure to include this part of the process in your review at the end.

Please note that the subject matter is fairly irrelevant. This is primarily an exercise in task delegation, not making a movie!

At the end of the shoot, watch the movie. Review how the film was produced and how positive the delegation process was. Did it work well? How could it be improved?

Helpful hint:
- This activity links back to Being in a Team in section 1.
- It also has links to Presenting Skills in Section 3. See page 24

IT IS IMPORTANT THAT THE LEADER ENSURES THAT ALL MEMBERS OF THE TEAM CONTRIBUTE FULLY TO THE RUNNING OF THE TEAM. OTHERWISE TEAM MORALE SUFFERS AND MEMBERS OF THE TEAM FEEL LEFT OUT.

Risk Assessment

It is important the Explorers understand that all activities carry an element of risk. It is equally important to recognise that by identifying and understanding a risk, it can be planned for and therefore avoided. Most Members of The Scout Association believe that adventurous activities have a high level of risk involved, but tend to ignore risks when working on local activities. The Explorers must understand that local does not mean risk-free. This activity should help Explorer Scouts to:

- see potential risks in any activity
- plan for risk reduction and
- identify resources that can help them with Risk Assessment.

Time:
30-90 minutes

You will need:
Post-it Notes, pens, paper, blank Risk Assessment form

Advance preparation:
Ensure you understand the Risk Assessment process

Programme Zones:
Skills, Community Service, Environment

Awards/Badges:
Duke of Edinburgh's service in Chief Scout's Platinum and Diamond and Queen's Scout Award, Duke of Edinburgh's Awards

Useful websites/resources:
Young Leader Scheme Module A, POR: Chapter 9, Risk Assessment factsheet (FS 120000)

Young Leaders’ Essentials:
Module A – Prepare for Lift Off (page 39)

1. The Red Flag game

Prepare “red flags” (Post-it Notes would be useful for this). Ask the Explorers to work around the meeting place putting a flag on items or areas that are potentially dangerous.

When they have finished putting out flags, on a large sheet of paper list out all the red flag areas. Mark them in order of importance and discuss what could be done to reduce the risk.

This exercise could be run as a Risk Assessment for your meeting place, as part of an annual spring clean. Offer to complete the Risk Assessment by addressing the identified issues.

2. Favourite games

Ask the Explorers to play one of their favourite games. This can be as passive or as active as they like. When the game is finished, ask them to think about the form of the game and identify the possible risks.

Example - Chair basketball

The Explorer Scouts split in two teams. One Explorer from each team stands on a chair, one at each end of the hall. The teams try to score baskets by getting the ball to their team member standing on the chair. Additional rules could include: no running with the ball; the Explorer on the chair has to form a hoop with his/her arms; tackling the ball carrier isn’t allowed.

Potential risks: the chair might break; the Explorer catching might fall off the chair; the ball might break a light fitting; the ball could go through a window.

Decide how the risk can be reduced. What are the percentage chances of the risk occurring and are the remaining risks acceptable?

3. Risk Assessment form

Look at or prepare a standard Risk Assessment form. Ensure that a copy is available for each Explorer Scout to complete for every activity – available from the factsheet Risk Assessment (FS 120000).
Running an activity

Members need to be able to plan and effectively run various activities in the Unit. This could be an element of a regular meeting, or something more substantive such as a significant contribution to an expedition or outdoor activity. Whatever the case, the skills of good planning and then effective communication and leadership will ensure that the activity is successful and enjoyable.

**Time:**
- 45 minutes for explanation and preparation
- 15 minutes the following week

**You will need:**
- Paper and pens

**Advance preparation:**
- Cards with Programme Zones written on them

**Programme Zones:**
- Skills

**Useful websites/resources:**
- www.scoutbase.org.uk

**Planning exercise**
Depending on the size of the Unit, split into groups of three or fewer people. It can be run as a single Group exercise. Have a set of cards available with one of the Programme Zones written on each card. Each team then takes one of the cards.

Once they have the card, the Leader should explain they now have 30 minutes to plan a ten-minute activity around that Programme Zone for the following week.

Ensure that Unit Essentials is available and refer the groups to the appropriate activity planning sections. Scouting Essentials and Young Leaders’ Essentials also have good advice on running an activity.

The leadership team should offer assistance as required.

Ground rules need to be set beforehand. For example:
- Is there a budget for the activity?
- Where will the activity be held?
- All the activities (10 minutes each) need to be run the following week.
- Ten minutes is the maximum time for the activity.
- How many people need to participate?
- If it is a large Unit, can the activities be set up as bases that Explorer Scouts visit?
- Who will run the activity?
- Are there any specific safety considerations necessary?

**Helpful hint:**
- Have sufficient copies of resources on running an activity available to the Explorer Scouts.

Running a meeting

Meetings are needed to plan activities and events. They help to ensure that decisions are taken only after considered discussion. Meetings must be efficient and effective. Unfortunately they are sometimes long-winded, boring and ineffective.

This activity should help Explorer Scouts understand the key component parts of a good meeting.

They will find out what is needed to make a meeting effective and things run smoothly. It might be helpful to reflect back on the content of an earlier session in Section 1 – Team Meetings (roles in a meeting).

**Time:**
- 60 minutes

**You will need:**
- Simple scripts for the role play meetings

**Advance preparation:**
- The scripts, video camera

**Taking the Lead:**
- Team meetings (roles in a meeting)

**Programme Zones:**
- Skills

1. **Reviewing a meeting**

Ask your Explorer Scouts to think back to any meeting they attended recently. This might be a meeting at your Explorer Scout Unit, the District Explorer Scout meeting or a meeting at school or college. Ask them to list on flipchart paper both the good and bad aspects of the meeting.

**“One team should demonstrate a really badly run meeting. The other should demonstrate a well-run, organised meeting.”**

Try to piece together the key components.

A good meeting:
- has a clear purpose
- starts on time
- has a clear agenda circulated in advance
- has an appointed chairperson
- has an appointed secretary or note taker
- follows a structured discussion ensuring that everyone gets a chance to speak
- has a chairperson who keeps the discussion to the topic under consideration and prevents people going off on tangents
- results in clear action points when decisions are reached
- has notes circulated after the meeting.
2. Improving the District Explorer Scout Meeting
The District Explorer Scout meeting is key for Explorer Scouts in any District. It is the forum for them to have an input into the District Explorer Scout programme and other matters. Ask your Explorer Scouts to brainstorm ways in which this meeting could be made more appealing. Prompt them to consider things like a lunchtime gathering at an activity day, or the use of one major issue on which everyone should be consulted. Consider the fact that every week you are effectively having a meeting. When are agendas and minutes needed?

3. Programme planning meeting
Divide the Explorer Scouts into two teams, and ask them to role-play a programme planning meeting. Give them 20 minutes to complete the task - the meeting must last ten minutes exactly. One team should demonstrate a really badly run meeting (nobody knows what it’s about or for, nobody is taking notes, it’s a repeat of previous meeting etc). The other should demonstrate a well-run, organised meeting (agendas in evidence, appointed chairman and secretary, minutes of last meeting, focused and speedy). The teams may need to practice to get their roles clear.

If you have the video facilities, you could video the two meetings and then review them to see whether or not they get the necessary points across.

Helpful hint:
• Role play can be a bit of a hit or a miss with the Explorer Scout age range. Select the lead players carefully. The video may act to focus them on the task.

Teaching – individuals and groups
A good leader passes on some of their skills and expertise to others. This helps establish respect. Explorer Scouts can start the process by passing on skills to their friends.

Time:
90 minutes (depending on the number of participants)

You will need:
Depends on skills chosen

Advance preparation:
Decide who is teaching what

Programme Zones:
Skills, Outdoors, Values, Relationships

Young Leaders’ Essentials:
Module C – That’s the way to do it!

Share your skills
Most Explorer Scouts will have some skill that they could share with the rest of the Unit.

Prepare for this activity as part of a programme planning meeting by finding out who has skills to share, for example:
• candle making
• glass painting
• tie dying
• making picture frames
• playing a musical instrument
• repairing a bicycle puncture
• replacing skate board wheels
• face painting.

Start by running a short briefing session. It might be best to do this the week prior to the skill sharing evening. Introduce concepts like ‘KISS’ (Keep It Simple Stupid) and ‘IDEAS’ (Introduce, Demonstrate, Explain, Apply, Summarize). You might like to demonstrate what you mean by sharing a skill which you possess, such as changing a car wheel.

Now run an evening of skills bases. Half of the Unit should run their base for the other half, then swap around. Remember to restrict the numbers on each base so that everyone has an opportunity to learn.

Variations
If you have a small Unit, this may be an opportunity for some one to one instruction. Ask members to identify a skill, which he or she then has, to teach to another member. The skill exchange then has to be reciprocated by the “learner” teaching another skill back to the “teacher”.

Helpful hints:
• This could be an opportunity to involve parents, Leaders from other Sections, Leaders from other Groups or Units in the District.
• Why not hold a District Forum to identify who can do what and who is prepared to trade their skill for another?
Managing difficult people

Inevitably, when managing a team, the Explorer Scouts are going to come across difficult people. This activity gives them some potential options when dealing with these challenges.

When faced with a ‘difficult person’ it is very tempting to ignore them, hoping the problem will go away. If they allow the behaviour to become a provocation, it can lead to confrontation and an unhappy situation. As team leader, you may have to deal with difficult people in your team or on behalf of your team and it is important to know how to do it.

There are many reasons for difficult behaviour. These activities aim to develop the Explorer Scouts’ understanding of some of them and how they can deal with it.

1. Feeling left out?

Choose an activity that your Explorer Scouts will enjoy, such as building a free standing flag pole, or putting up a Patrol tent. Lots of people need to be actively involved. Allocate the tasks but deliberately leave out a small number of people. You could allocate everybody a task but give some a really easy task that they can finish in a very short space of time. At this stage do not explain why. When they ask what they should be doing, ask them to just hang around.

At the end of the activity lead a discussion about how those people felt and what they ended up doing.

• Did they feel frustrated that they couldn’t join in?
• Did they try?
• Did they start messing around through boredom?
• Did this become distracting or annoying for the others?

Apply this to a team situation – if you are a team leader you need to be aware that boredom can lead to disruptive behaviour and frustration. Make sure that everybody has an appropriate task allocated to them.

Lead the discussion further into what other things could lead to difficult behaviour. Brainstorm ideas, such as:

• medical problems
• emotional upset
• anger or tiredness
• feeling undervalued.

Explorer Scouts should be encouraged to look at the ‘situation in more detail’.

• What is the underlying feeling?
• Is somebody feeling undervalued? Perhaps they thought they should be team leader?
• How could the team leader manage this person best in order to deal with the problem?

The following week the Explorers should present their thoughts and findings.

Further normal Explorer Scout activities can be carried out but with one person in the role of a ‘difficult’ person, with one of the underlying problems as cause. The team leader then has to try to deal appropriately with that person.

Helpful hint:

• The Explorer Scouts may start naming ‘difficult people’ that they know. They should be reminded that if the person is worried, insecure, bored, angry etc., labelling them publicly as a ‘difficult person’ might not actually help.
**Introduction**

Having developed skills of leadership within Scouting, it is now time to look at the wider picture. Much of what Explorer Scouts do and learn is transferable to the outside world. This final section offers some suggestions as to how some of this transferability can be achieved.

We start by identifying how Scouting can help their education. We then look at how your Explorer Scouts can use their Scouting achievements in job and university applications and on a CV (curriculum vitae). Most Explorer Scouts will have to face some sort of interview in the coming years. Here we help them prepare for this nerve-wracking experience. We also look at how your Explorer Scouts can gain externally recognised qualifications while in the Section.

Next we look at the community in which the Explorer Scouts live and the effect Scouting has on the community.

Finally we focus on working with other organisations. How can we ensure that Scouting gets a positive press?

**Contents**

- How Scouting can help your education
- Getting Scouting into your application forms
- Getting Scouting onto your CV
- Preparing for the interview
- Qualifications through Scouting
- What is your community?
- Impact of Scouting on communities
- Working with other organisations
- Positive Scouting in the media
How Scouting can help your education

We often underestimate what skills and expertise we acquire as Scouts. It would probably come as a surprise to most that some of those skills could actually help their education.

This activity helps Explorer Scouts understand how the skills that they learn in Scouting can further their education. It will help them understand the skills that Scouting can offer, the type of skills that are expected by society and will build their self-esteem.

**Time:**
30 minutes

**You will need:**
Pictures of the jobs you wish to use - labelled in case they are not as obvious as you think!
Sets of cards listing key Scouting skills, Blue Tac, blank cards to list additional skills

**Advance preparation:**
Prepare the picture and cards as outlined above

**Programme Zones:**
Values

**Match the skills to the job**
Stick up pictures of people with jobs your Explorer Scouts may aspire to around the meeting place. (It is the roles rather than the person that we are concentrating on). Examples could include:

- Doctor
- Teacher
- Civil engineer
- IT Consultant
- Social worker
- Religious leader
- Mechanic
- Fighter pilot
- Airline pilot
- Ballet dancer
- Clothes designer
- Chef
- Deep sea diver
- Soldier
- Shop manager
- Fireman
- Policeman

In the middle of the floor, put pieces of card listing the skills that you acquire through Scouting. Examples could include:

- self-reliance
- teamwork
- leading a team
- meeting targets
- listening to others
- organisation
- solving problems
- communicating ideas
- working with limited supervision
- setting targets
- motivating
- budgeting
- planning
- presenting to an audience.

You will need cards for each of these skills.

The Explorer Scouts then have five minutes to review the cards in the middle of the floor. Using Blue Tac, attach the cards to the appropriate job.

After five minutes, sit everyone down. Discuss how they can acquire each skill and why that job requires them. You should also ask whether there are any other skills that Scouting provides for those jobs not on the lists.

**Helpful hint:**
- It is important that Explorer Scouts understand how the skills they have learnt as a Scout can help them achieve their career ambition.
Getting Scouting into your application forms

Scouting can have a positive influence on potential employers and university entrance committees. The extra dimension that Scouting qualifications and skills add will impress most employers and universities and give Explorers the edge on other candidates. It is important that these are captured in any application form that the Explorer Scout completes.

Time: 45 minutes

You will need:
Sample application forms and the Skills checklist (included on page 53)

Advance preparation:
Prepare the resources

Programme Zones:
Values, Skills

Filling in the form
Ask your Explorer Scouts to imagine they are preparing an application for a job or university. Ask them to list the sort of information that they might need to complete on the application form. This could include: name, address, date of birth, schools attended, educational qualifications (GCSE, O-levels, A levels, S-grades and so on), hobbies and interests. If you can find a real application form, ask them to fill it in.

The Explorers should focus on the section of the form, which asks them to list other interests and information relevant to the job. Ask the Explorers to consider some of the things, which they have done in Scouts or Explorer Scouts, which relate to this question.

Things to consider might include the following:

- Awards and qualifications achieved:
  - Chief Scout’s Awards (Gold, Platinum and Diamond)
  - Queen’s Scout Award
  - Duke of Edinburgh’s Award
  - Activity Badges
  - Qualifications from other bodies and organisations such as British Canoe Union, Royal Yachting Association
  - St John Ambulance

- Skills learned, for example:
  - camping skills
  - leadership skills
  - navigations skills
  - hill walking skills
  - knotting skills
  - cooking skills
  - First Aid skills
  - presentation skills
  - budgeting skills.

Start by getting them to list everything that they could possibly include in response to the question. Then ask them to focus on the part of the question ‘relevant to the job’. They should reduce their list and focus only on those things.

Complete the application form.

Helpful hint:
- This needs to be quite a fast paced activity, and not too much like school. A bit of fun should be encouraged as long as the Explorers understand that by including their Scouting skills they will increase their chances of success.

Skills checklist

Use this as a checklist when filling in your application form.

1. Communication skills
   - listening
   - one-to-one communication
   - writing
   - presenting to a group

2. Ability to work as part of a team
   - appreciating other people’s strengths and weaknesses
   - sharing information and opportunities
   - having team objectives, not just personal ones

3. Time management skills
   - make lists of things to be done
   - prioritise
   - schedule your activities and commitments so you can fit them in

4. Problem-solving skills
   - face up to problems; don’t evade them and hope that they’ll go away
   - assess the options
   - negotiate a solution

5. Flexibility
   - be prepared to adapt to new situations
   - when plans go wrong, make new plans instead of wasting time and effort regretting the past

You probably have some of these skills already. You could almost certainly benefit from experiences that would develop them further. Any of the following activities give you chances to exercise your skills.

- Student activities (e.g., clubs and societies, staff/student liaison committees, Students’ Union)
- Work experience (paid or unpaid)
- Family and community responsibilities
- Your social life (e.g., sharing accommodation, organising outings, dealing with difficult relationships)

Don’t forget to include your studies (meeting deadlines, absorbing and analysing information, organising your ideas, describing them in written or spoken form so that people can follow what you are saying – and want to as well).
Getting Scouting onto your CV

A Curriculum Vitae (CV) is one method used by some employers and universities to find out what you have achieved. It is important that Scouting skills are captured in any CV that the Explorer Scout completes. This activity should help Explorer Scouts to construct an excellent CV highlighting their Scouting skills.

Time: 45-60 minutes

You will need: What employers are looking for (included on page 55) Tables to work on Flipchart and pens

Advance preparation: Layout the hall to run the relay race

Programme Zones: Values, Skills

“IT IS IMPORTANT THAT SCOUTING SKILLS ARE CAPTURED IN ANY CV THAT THE EXPLORER SCOUT COMPLETES.”

1. What goes on your CV?

2. What Scouting information needs to go into your CV?

The following should all be prominently marked:

- Scout Awards (include Chief Scout's and Queen's Scout Awards, Activity Badges, Certificates of Achievement, Duke of Edinburgh's Award, Activity Authorisations, Nights Away event passports, Explorer Belt etc.).
- Hobbies and interests (these could include Scouting and non-Scouting hobbies and interests).
- Skills and expertise (positions of responsibility held while in Scouts and Explorer Scouts such as Patrol Leader, Chair of District Explorer Scout Committee, Unit Treasurer, navigation skills, life saving skills, First Aid skills, etc.).
- Other Scouting experiences (camps attended, training completed, International travel, positions of responsibility, activity or event planning, working in a team, leading a team, decision making, skills instructing).

Now ask them to complete their own CV.

Helpful hint:

- This will hopefully be a fun way to tackle a fairly dry subject. The excitement generated by the game should spill over into the follow-up session of table-top work.

What employers are looking for

- Appropriate professional knowledge
- Teamworking skills
- Communication skills:
  - written
  - spoken
  - electronic
- People skills:
  - leadership
  - motivation
  - delegation
  - persuasion
  - negotiation
- Analytical problem solving capability
- Organisation/planning/prioritising skills
- Decision making skills
- Initiative
- Friendly, personable manner
- Enthusiasm
- Reliability
- Flexibility
- Computer literacy
Preparing for the interview

Interviews can be stressful experiences. For example, they need to know what to ask and how to answer effectively; how to dress and appropriate body language. This activity should help Explorers prepare for an interview and explains the importance of such preparation.

**Time:**
60 minutes

**You will need:**
Video recorder and television for playback

**Advance preparation:**
Invite appropriate guest to give presentations

**Programme Zones:**
Relationships, Values

Professional interviewing session

Invite a local Human Resources representative or university admissions officer to conduct an interview with a member of the Unit.

Ask them to come along prepared to interview one of the Unit for a job or place. Ensure that they are aware that some of the Unit are quite young and that the talk should be pitched appropriately.

After the interview ask the guest to highlight some key points. These could include:
- the importance of preparation for the interview
- the importance of appropriate dress
- demonstrating that you have key skills for the job.

A question and answer session should follow to allow Unit members to cover any outstanding issues.

**Helpful hints:**
- Maybe invite guests from organisations with whom the Explorer Scouts are already working. For example, fast food chains, local stables, or supermarkets.
- It may be helpful to break the ice by having the guest interview the Leader!

Qualifications through Scouting

The qualifications that can be gained through Scouting are a valuable part of a young person's development. Explorer Scouts are at an ideal stage to take onboard some of the more challenging and rewarding aspects of this. They will also benefit from having a safe environment to utilise these skills.

**Time:**
However long the award takes and then about 10 minutes for the list

**You will need:**
Whatever is required for the award

**Advance preparation:**
Booking the relevant qualified instructors to take the young people through the awards

**Programme Zones:**
Outdoors, Skills, Physical Activity

**Awards/badges covered:**
- Whichever Activity Badge is covered by the activity
- Module K - First Aid Materclass
- Useful websites/resources:
  - St. John Ambulance: http://www.sja.org.uk
  - Royal Life Saving Society: http://www.lifesavers.org.uk
  - British Canoe Union: http://www.bcu.org.uk
  - Royal Yachting Association: http://www.rya.org.uk

Run an activity to help Explorers gain qualifications

Run an activity or a series of sessions to help in order for the Explorers complete any of the following:
- Young Lifesaver Plus Award of the St John Ambulance Society (which gives them their Emergency Aid Activity Badge)
- First Response (which may be run in your District for Adult Training or as Module K of the Young Leaders’ Scheme)
- Royal Lifesaving Society UK Bronze Medallion Award (which contributes towards their Lifesaver Activity Badge)
- British Canoe Union Three Star Award (which would provide their Water Activities Badge)
- Royal Yachting Association's National Powerboat Certificate 2 (which contributes to Water Activities Badge)
- Royal Yachting Association's Inland Water Helmsman Certificate (which would provide their Water Activities Badge)
- Royal Yachting Association's Young Sailor Scheme Start Sailing Stage 5 (which would provide their Water Activities Badge)
On presentation of the award and/or the Activity Badge get the Explorer Scouts to make a list of the qualifications that they have gained through Scouting, or towards which they are working. These may include:

- First Aid
- National Governing Bodies Qualifications
- Millennium Volunteers
- Chief Scout’s Awards
- Duke of Edinburgh’s Awards
- Lifesaving Awards

Encourage them to keep this list in their Record Book, update it and refer to it as they begin filling in job and university applications.

Helpful hint:
- Aim for awards that interest the Explorer Scouts and take them forward in a particular area, but remember that this should be run as part of a Balanced Programme.

What is your community?

Scouting has always been seen as an integral part of the community. It is important for young people to know how their local, national and global communities work and the different ways in which they operate. This knowledge is valuable to enable young people to make decisions on what happens around them. It also gives them an understanding of what mechanisms are in place that affect their day to day life.

Time: 90 minutes

You will need: Flipchart paper and pens, paper, pre-prepared map

Advance preparation: Prepare maps and buildings using coloured paper.

Programme Zones: Relationships, Values, Environment

Awards/badges covered: Community

Useful websites/resources: www.bassac.org.uk www.direct.gov.uk

Scout Sim City

To understand the infrastructure required to make a community work, ask the Explorer Scouts to build their own city - not as ambitious as it sounds. Have you ever played Sim City?

If you haven’t, it is a computer game that allows you to construct and look after your own town - you are responsible for everything! We’re going to do the fast, cheap, Scout version!

Split the Unit into two and present each team with four sheets of A1 (flipchart) paper joined together - advise them that this is the extent of the city that they are going to build.

On the outline there should be identical key features such as a river and coastline.

Give the teams ten minutes to come up with the key infrastructure that needs to be included in their city. Examples could include:

- housing
- education
- utilities
- work/commerce
- industrial area.

Once they have come up with those lists they are able to go and collect some pre-cut pieces of paper with such headings as:

- School - 1 sheet A4
- Hospital - 1 sheet A4
- Housing - 50 houses per A4 sheet
- Shops - 10 shops per A4 sheet, 1 superstore per sheet

After this they should have a supply of paper that can be obtained in half A4 sheets and used as different buildings. Roads and such like can be drawn directly onto the map.

They then have one hour to build their town, however as they proceed they will be advised of considerations that must be given in their proposal - these MUST be taken into account and alterations made to the in town planning.

The considerations should be spaced out over the hour.

1. The Government has dictated that there can be no more than one road bridge across the River to Anytown.

2. An application has been received from the RNLI for a new lifeboat station.

3. You have been informed that after as final appeal, a new chemical factory needs to be built in your town. It needs a constant supply of fresh water. It will emit pollution both into the air and water. The Government
have dictated that the pollution will be at an acceptable level. The factory will be the size of two A4 sheets of paper.

“IT IS IMPORTANT FOR YOUNG PEOPLE TO KNOW HOW THEIR LOCAL, NATIONAL AND GLOBAL COMMUNITIES WORK AND THE DIFFERENT WAYS IN WHICH THEY OPERATE.”

4. You have been advised that the top half of either side of your riverbank is designated a site of outstanding natural beauty. It is a site of special scientific interest and is the only site for the lesser spotted, purple throated frog in the UK (mark this area on your plan). This frog is particularly susceptible to pollution.

5. Have you included a sewage works in your town? You need one! (half A4 sheet)

6. You need to put a new rail line across your town. You are allowed to build a new rail bridge should you wish and you can decide the route of the line.

7. You have been advised a further 150 houses need to be built to accommodate the new factory workers.

8. The police station needs to be included in the centre of the town (half A4 sheet).

9. Schools need to be provided for primary and secondary education. (Each school is half an A4 sheet).

10. Three hotels have applied for planning permission on the sea front (half A4 sheet each). Will you allow the hotels to be built? They will provide work for the locals and encourage tourism.

11. A new law is currently proceeding through the European Parliament. If passed, there will be no new building within half a mile of the flood plain of any river of a size river equal to that in your area. Your town will not be built in time to beat this law.

Once the time is up, the town plans should be compared. Find out why there are differences and the team should be prepared to justify the reasons for making their decisions.

Discussion
Now ask the Explorers to reflect on some or all of the following questions:

• How did they cope with the request for a voluntary organisation (RNLI) to build a new lifeboat station? Did this building affect their plans?
• How did they weigh up the need for the chemical plant, against environmental considerations?
• Did they build the hotels? What was their reason for the decision?
• Do they need to make provision for Scouting in the new town?

Did your team just take the gamble and build near the river or assume that the new law governing buildings would be passed? Justify this decision.

Helpful hint:
- Draw the outline map onto four sheets of A1 and prepare the buildings as outlined above.

The impact of Scouting on your community

We sometimes underestimate the impact that Scouting has on our local and national communities. In a recent survey, Scouting was more widely recognised by the public than many commercial brand names.

Before you start ensure your visitor:

• has a project that can make an immediate difference
• understands the audience they are presenting to
• is clear on how much money we shall be able to raise
• promotes the benefit to the community
• knows for how long they have to talk
• is happy for the Unit to get some publicity when the funds are handed over
• can advise on any support/help they can provide with the fundraising (banners, badges, labels, sponsor forms etc.)
• understands that there will be a discussion after their presentation as to how the money is to be raised.

Advise the Unit that a guest is coming along to give them a presentation on how the Unit can help to raise money for a local charity. After the talk the Unit needs to have a discussion as to how they will raise the funds - this is likely to be some form of sponsored event.

Don’t forget that the event(s) needs to be something that the entire Unit is comfortable doing or assisting with and that it needs to raise the required money.

The visitor may be able to help you with ideas. Perhaps they can provide some practical support on marketing your project.

Once the money has been raised, appropriate publicity should be used to advertise the ‘difference that Explorer Scouts have made to the local community’.

Helpful hint:
- This should be linked to team working, roles and responsibilities. Don’t be too ambitious in your fundraising, but it is important to publicise your success.
Working with other organisations

**Working in partnership with another charity**

Invite three diverse local environmental charities along to discuss a potential project that the Unit can undertake for them. Once the three charities have made their pitch, allow the Explorers to decide which of the projects they will tackle. If possible, invite a further youth organisation to join you in completing the project.

This activity should help the Unit link with other organisations as well as contribute to their community.

Possible projects could be:

- Building homes for bats - Bat Conservancy Council
- Tree planting - Woodland Trust
- Natural wildlife area - Local Nature Conservancy Council.

You will need to advise the visitors of the following:

- They have a maximum of 15 minutes in which to talk.
- There are two other organisations which will be pitching for their project at the same time.
- The maximum funds (if any) that the Unit is prepared to put into the project, in addition to their practical help.
- The time the Unit will have available.
- Ensure that the project is feasible for the Unit, taking into account its size and existing commitments.

**Helpful hint:**

- It is important to link the activity back to the Explorers’ leadership and delegation skills. Encourage them to take as much ownership of the project as possible.

**INVITE THREE DIVERSE LOCAL ENVIRONMENTAL CHARITIES ALONG TO DISCUSS A POTENTIAL PROJECT THAT THE UNIT CAN UNDERTAKE.**

Depend on the type of projects involved, you may wish to involve another youth group to take part from the start, including the decision-making process.

**Discussion**

After the three guests have made their presentations and answered questions, thank them and let them leave. Facilitate a discussion around the projects. Which would the Unit like to complete and why? Ensure there is a consensus decision.

Arrange for one of the Unit members to write to the three organisations thanking them for their time and advising them whether their project has been successful. If it is appropriate, arrange to make contact with another local youth organisation to assist with the project.

**Time:**
One meeting

**You will need:**
Will depend on the projects chosen

**Advance preparation:**
Advance preparation: A review of potential local projects available and invite appropriate officers from those organisations

**Programme Zones:**
Physical Recreation, Environment, Community Service

**Awards/badges covered:**
Group Awards

**Useful websites/resources:**
Go Green Environmental NPI 2004, available from the Scout Information Centre (0845 300 1818)
Positive Scouting in the media

Scouts are regarded by many as ‘good citizens’ in today’s society; this of course is core to the fundamentals of the Movement. Positive images of young people are few and far between however. Only 14% of media coverage of young people in the UK is positive (MORI). Scouting is an ideal platform to provide more of this positive coverage. By doing so this, they will also give credit to their peers.

Time:
1 hour

You will need:
Internet access

Advance preparation:
Find out the appropriate web sites for local papers, details of Internet cafe

Programme Zones:
Community, Values

Awards/badges covered:
Values

Useful websites/resources:
Shouting for Scouting
Adult Training Scheme Modules 13 and 21

Promoting Scouting in your community

Firstly, look at the resources listed to understand Scouting’s ‘brand’ locally and nationally. If you have the facilities available, set up the internet so that it can be accessed in your Unit meeting place. If you have not got this facility, try an internet café. Ask the Unit to just type the word ‘Scout’ in the search engine and see how many entries are returned.

Ask them to review some of these sites associated with Scouting and review the image that they portray.

If your Unit has its own website or if there is a District or County website, what sort of image does it portray? You may wish to consider some of the following:

• Look and feel
• Target audience
• Information provided
• Frequency of update
• Ease of use

Once you have completed this exercise, visit the web-site for your local paper and run the same search. How has the local paper portrayed Scouting over the years? Some papers have archives of all editions for the past forty years or more.

Once you have made a list of your comments, come back together and decide how you can influence one or more of the following:

• The image of your Unit
• The image of Scouting in your local paper
• The image of Scouting in your County
• The image of Scouting nationally.

Decide some actions that could be taken and act on them! Make a decision, allocate tasks within the Unit and see if you can make a difference.

For example:

• Offer to create an information pack for the Unit.
• Offer to design a web site for the Unit.
• Offer to help in updating the District/County web-site.
• Offer to put the most recent activity completed by the Unit into the local papers.

Helpful hint:
This activity can be as in depth as you wish, covering a wide range of different areas of the programme.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>52</td>
<td>Qualifications</td>
<td>57</td>
</tr>
<tr>
<td>Balanced Programme</td>
<td>9</td>
<td>Record keeping</td>
<td>27</td>
</tr>
<tr>
<td>Budgeting</td>
<td>26, 51</td>
<td>Recognition</td>
<td>31</td>
</tr>
<tr>
<td>Careers</td>
<td>51-58</td>
<td>Representing others</td>
<td>16-17</td>
</tr>
<tr>
<td>Codes of conduct</td>
<td>32</td>
<td>Respect</td>
<td>34</td>
</tr>
<tr>
<td>Communication skills</td>
<td>53</td>
<td>Review</td>
<td>30, 43</td>
</tr>
<tr>
<td>Community</td>
<td>49, 59, 61</td>
<td>Risk Assessment</td>
<td>11, 41</td>
</tr>
<tr>
<td>Committee</td>
<td>17</td>
<td>Role play</td>
<td>17</td>
</tr>
<tr>
<td>CVs</td>
<td>49, 54, 55</td>
<td>Scout Awards</td>
<td>13, 55, 58</td>
</tr>
<tr>
<td>Delegation</td>
<td>39-40, 63</td>
<td>Scouting Essentials</td>
<td>42</td>
</tr>
<tr>
<td>Democratic leadership</td>
<td>36</td>
<td>Self development</td>
<td>19</td>
</tr>
<tr>
<td>Diamond ranking</td>
<td>7</td>
<td>Self-Review</td>
<td>11, 30</td>
</tr>
<tr>
<td>Difficult people</td>
<td>46</td>
<td>Sim City</td>
<td>59</td>
</tr>
<tr>
<td>Directive leadership</td>
<td>35</td>
<td>Skills sharing</td>
<td>45</td>
</tr>
<tr>
<td>Duke of Edinburgh's Award</td>
<td>2, 15</td>
<td>Skills checklist</td>
<td>53</td>
</tr>
<tr>
<td>Event planning</td>
<td>11</td>
<td>Supportive leadership</td>
<td>36</td>
</tr>
<tr>
<td>Expedition planning</td>
<td>1, 13-14</td>
<td>Targets</td>
<td>28, 29</td>
</tr>
<tr>
<td>First Aid</td>
<td>58</td>
<td>Teaching</td>
<td>45</td>
</tr>
<tr>
<td>First Response</td>
<td>57</td>
<td>Teams – why we have teams</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>53</td>
<td>team roles</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>28, 29</td>
<td>team building</td>
<td>5</td>
</tr>
<tr>
<td>Go Green</td>
<td>62</td>
<td>Time management</td>
<td>53</td>
</tr>
<tr>
<td>Having your say</td>
<td>23</td>
<td>Trust games</td>
<td>5</td>
</tr>
<tr>
<td>Interviews</td>
<td>56</td>
<td>Unit Essentials</td>
<td>12</td>
</tr>
<tr>
<td>Leadership styles</td>
<td>35-38</td>
<td>Values</td>
<td>32</td>
</tr>
<tr>
<td>Listening</td>
<td>22</td>
<td>Visual Aids</td>
<td>24, 25</td>
</tr>
<tr>
<td>Media</td>
<td>64-65</td>
<td>What employers are looking for</td>
<td>55</td>
</tr>
<tr>
<td>Meetings</td>
<td>18, 43</td>
<td>Young Leaders’ Essentials</td>
<td>5, 7, 9, 35, 42</td>
</tr>
<tr>
<td>Passive leadership</td>
<td>37</td>
<td>Young Leaders’ Scheme</td>
<td>3, 5, 7</td>
</tr>
<tr>
<td>Policy, Organisation &amp; Rules</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme planning</td>
<td>9, 44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>