

**MAKING PROGRESS:**  
**YOUNG LEADERS' SCHEME**  
**A Logbook for Young Leaders**



[scouts.org.uk/youngleaders](http://scouts.org.uk/youngleaders)

Name: .....

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# Who are Young Leaders?

Young Leaders are aged between 14 and 18 and work alongside adult leaders in a Beaver Scout Colony, Cub Scout Pack or Scout Troop.

Young Leaders can come from a variety of backgrounds. They can be:

- Former Scouts, who have turned 14 and been invested as Explorer Scouts.
- Participants in external programmes such as the Duke of Edinburgh's Award or members of other organisations like Girlguiding UK.
- Young people who have joined the Explorer Scout section and chosen to participate in the Young Leaders' Scheme as part of the section programme.

Those who have not been invested as Explorer Scouts can only be Young Leaders for the duration of the volunteering element of the Award that they are working towards.

In some instances you can request to return to your old Scout Troop to volunteer as a Young Leader. However, you should have a break of six months before doing this to participate in wider Explorer Scout activities, and to get experience as a Young Leader with either Beaver Scouts or Cub Scouts. This enables you to develop your skills and gives your old Troop time to understand and accept that that you are now an Explorer Scout Young Leader with different responsibilities.

As Young Leaders you are a valuable resource for busy section leaders.

The Young Leaders' Scheme supports you in key areas to help you get the most out of working with younger sections. The scheme also helps you to develop as an Explorer Scout, enabling you to fulfil the service elements of various awards and to make a positive impact in your local community.

## An introduction to the Young Leaders' Scheme

The training modules of the Young Leaders' Scheme will help you deal with many different aspects of leadership within Scouting. There are 11 modules in the Scheme. They are designed to be flexible and to encourage innovation and creative thinking.

**Module A** – Prepare for take off! \*

**Module B** – Taking the lead!

**Module C** – That's the way to do it!

**Module D** – Kids behaving badly!

**Module E** – Game on!

**Module F** – Making Scouting accessible

**Module G** – Programme plans

**Module H** – Programme plans plus

**Module I** – What did they say?

**Module J** – Awards and badges

**Module K** – First aid masterclass

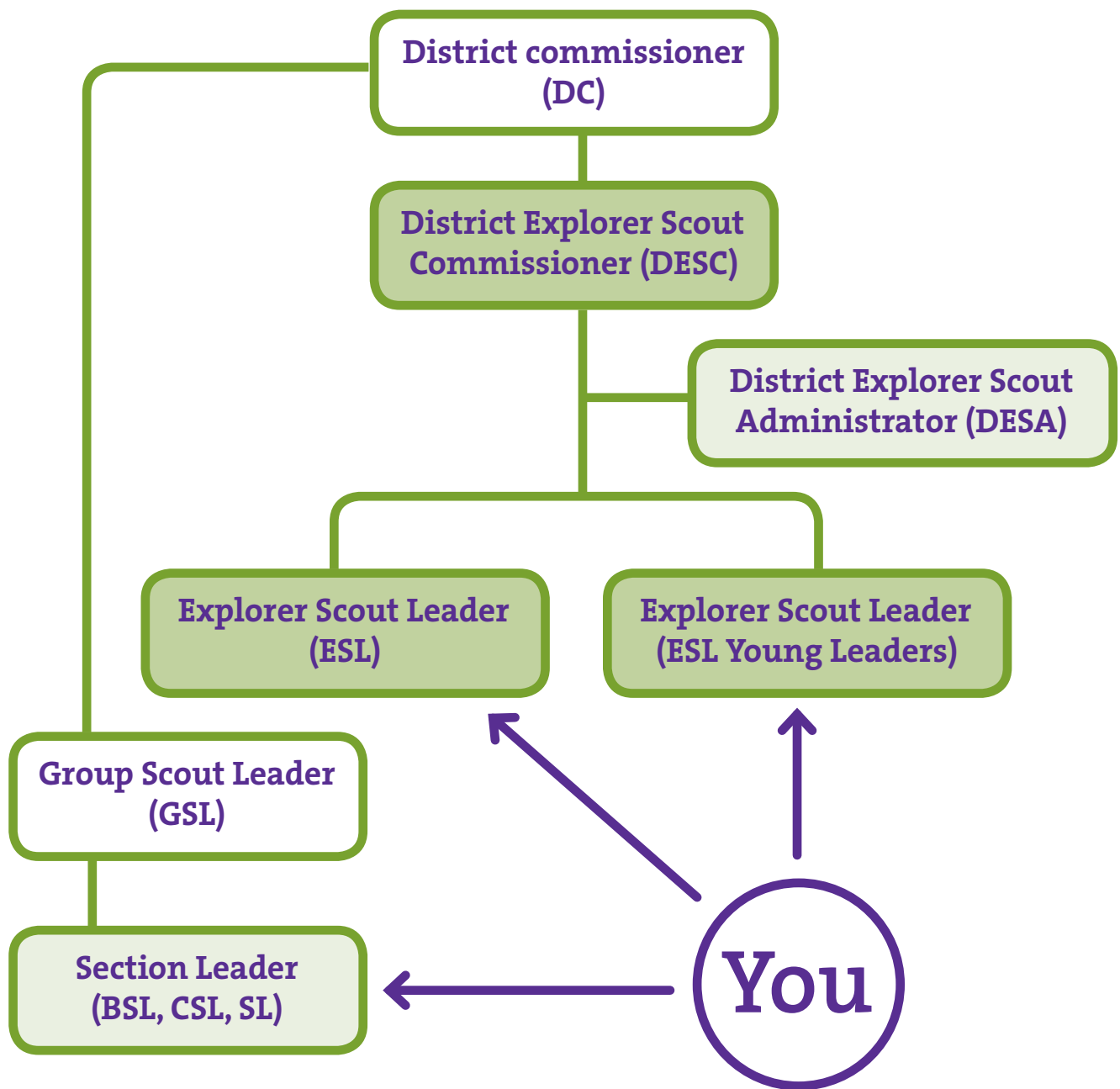


\*Module A – Prepare for take off! is a mandatory module that must be completed within three months of becoming a Young Leader. Once you've completed it, you'll get a Young Leader Badge.

**As part of the Young Leaders' Scheme there are four missions to be completed alongside the 11 modules.**

These missions are designed to allow Young Leaders to put the learning from the training modules into practice. Completing them will help you gain confidence as you become an integral part of the leadership team in your section and Group.

# Leadership and Support Framework



## Help and support

The diagram highlights who you can contact for advice and support.

- The Section Leader is usually a leader in the section you help with, but it can be any leader in Beavers, Cubs or Scouts. There should always be someone able to help you!
- If you belong to an Explorer Unit, your Explorer Scout Leader can offer a wealth of knowledge. They can offer leadership tips and advice.
- The Explorer Scout Leader (Young Leader), or ESL (YL), is your key contact to guide you through the Young Leaders' Scheme. They look after all Young Leaders in the District.
- Taking part in the Young Leaders' Unit programme will provide you with a structured development plan to help you make the most of your time as a Young Leader.

# Recognition and Awards



Your Young Leader (YL) badge is presented when you complete Module A, Prepare for take off!

As you validate your progress to complete each mission, you'll earn a strip badge to add to your YL badge.

Earning all four mission badge strips completes the YL diamond badge.

Young Leader badges are presented by your ESL (YL). The missions are only part of our commitment to you as a Young Leader. The Scheme also offers training, mentoring and forums.



The ultimate award in the Young Leaders' Scheme is the Young Leader belt buckle, which is awarded to those who successfully complete all 11 modules and four missions of the scheme. Being presented with a Young Leader buckle is a celebration of your development, achievement and service in Scouting. As such, you're entitled to wear the buckle if you become an adult leader.



**Young Leader badges go on the right arm sleeve of your Explorer Scout uniform, between a unit badge and any group partnership badges.**

**Remember: you earned it, so don't hide it – wear it with pride.**

# The Young Leaders' Scheme and external organisations

- The Young Leaders' Scheme is also open to external organisations, enabling young people who are not members of The Scout Association to fulfil the volunteering element of The Duke of Edinburgh's Award and the Queen's Guide Award.
- If you're participating in the scheme as part of a DofE Award, you'll need to complete a further two hours of training appropriate to your Young Leader role. This might mean completing additional modules or more targeted training like a first aid course or specific activity training. You won't need to pay a subscription to take part in Scouting training courses.
- Once your volunteering period has elapsed, you must join The Scout Association as an Explorer Scout if you wish to continue being a Young Leader. If you're interested in doing this, speak to your ESL (YL).

## What's in it for me?

There are a number of advantages to joining the Young Leaders' Scheme.

- It's a great way to continue to enjoy what Scouting has to offer by helping young people take part in activities and adventures.
- It will enable you to undertake the Duke of Edinburgh's Award programme.
- The scheme offers the chance to experience what it's like to be a leader in Scouting, so you'll be more informed about your options when you turn 18.
- Much of the training can count as prior learning in the adult leader training scheme. Completing all elements of the Young Leaders' Scheme can therefore help you gain your Wood Badge more quickly.
- The scheme requires you to show dedication to others and many other qualities that are attractive to employers.
- Young Leaders' Scheme awards and training modules can be included on CVs and are recognised by many employers.

## Golden Rules for Young Leaders

- If you're a Young Leader you can join both a Young Leaders' Unit and an Explorer Scout Unit. They provide lots of opportunities for self-development, fun, challenge and adventure, so join up!
- Register with a Young Leaders' Unit as soon as possible and make sure that you've completed Module A (Prepare for take off!) within three months of joining the scheme.
- Young Leaders' Unit meetings typically incorporate mentoring sessions to help you develop your skills and review your progress. Go along to make the most of these sources of support.
- Give your section leader and your ESL (YL) copies of your home contact information and personal health details (eg allergies you have or medication that you take regularly). Also ensure that you've obtained and supplied parental permission forms for all residential experiences and adventurous activities.
- It is a rule of The Scout Association that no member under 18 is allowed to consume alcohol on any Scout camp or activity.
- Smile and have fun!

## Other things you should know

- The Section Leader is responsible for your safety and welfare during section events and meetings.
- As a Young Leader you must have your own separate sleeping arrangements during a residential experience. You cannot share with adult leaders or the young people in the section you are working with.
- The Section Leader is responsible for ensuring that you are appropriately supervised and have the support you need when volunteering with your section. You should never be left alone with young people.

# Training/Forum dates

Your ESL (YL) will provide details of forthcoming training, support and open forums. Record them here:

Date and Time	Purpose/Objective	Location



## Getting help with your modules

Other training modules (including Module A) and courses are available, subject to Young Leader needs and requirements in your District. Section visits can also be arranged to help support you in your Young Leader role, validate your missions and present Young Leaders' Scheme awards. Get in touch with your ESL (YL) for support.

The modules may seem daunting, but many of them link together. Attending training sessions and weekends, and using the notes and factsheets that will be provided, will help make things easy. It's really worthwhile – training from many different modules will come in handy when you start to plan games and activities for your section, for example. Good luck!

# Module Training Record

Welcome. Please use the following log sheets when recording your module progress within the scheme. It will enable you to validate your training quickly and easily.

Don't forget that your ESL (YL) is there to assist you at each stage.

## Module A: Prepare for Take off!

### Introduction and Aim

Module A is all about getting started. It contains key information that you will need to work with young people. The topics in this module are important to ensure that you and the Beavers, Cubs or Scouts in your section are safe. This training will help you complete mission 1.

### Objectives

This module enables you to:

- Explain how and why we 'Scout'
- Explain what safeguarding means
- Identify policy, organisation and rules (POR) and access information within it
- Understand how policy, organisation and rules (POR) affects you as a Young Leader
- Complete a basic risk assessment to help keep people safe
- Understand how the Young Leaders' Scheme works and how to get more training
- State the role of a Young Leader

### Putting it into practice

What will I do differently after completing this module?

**Tip:** Think about risk assessments, POR and safeguarding

### Ideas for activities I could run

**Tip:** Think about games, housekeeping and creative activities

## Module A quiz

**Where would you go online to find POR?**

- a. www.scouts.org.uk
- b. www.scoutbase.co.uk
- c. www.por-online.com

**What colour is the Young Leaders' code of conduct card?**

- a. Yellow
- b. Orange
- c. Blue

**If you feel worried about anyone or their behaviour, what should you do?**

- a. Don't worry, you might be jumping to conclusions
- b. Tell an adult in Scouting
- c. Only tell your GSL

**The aim of The Scout Association is to help young people develop...**

- a. Physically, intellectually, socially and spiritually
- b. To enable them to take part in adventurous activities
- c. In community, skills, fitness, creativity and beliefs and attitudes

**Why do you think people enjoy Scouts?**

**Module A completed on:**

**Signed:**

[to be completed by the ESL (YL)]

## Module B: Taking the Lead

### Introduction and Aim

This module will take you through the basic leadership styles and the role of a leader. You will learn about your own leadership style and when you may need to change your style to deal with different situations. You will also learn to recognise the qualities of being a good leader in Scouting. This training will help you complete all four missions.

### Objectives

This module enables you to:

- Understand the role of a leader
- Recognise different leadership styles
- Use the most appropriate style in a given situation
- Recognise the importance of review

### Putting it into practice

What will I do differently after completing this module?

**Tips:** Observe other leaders and watch out for good examples of leadership skills when working with groups of Scouts. When you are leading an activity think about which leadership style is the most appropriate for the situation. Experiment by using different styles of leadership and see which is the most effective for you.

## Module B quiz

### Which of the following describes a good Scout Leader?

- A leader who shouts a lot to give instructions to the Scouts
- A leader who has a quiet and calm authority
- A leader who lets the Scouts do what they like and only takes charge when they have to

### How would you describe your own leadership style?

### What style of leadership would you need to use if you saw that something dangerous was about to happen?

- Passive
- Consensus
- Authoritative

### Name a review or evaluation method that is used in Scouting:

### Module B completed on:

### Signed:

[to be completed by the ESL (YL)]

## Module C: That's the way to do it!

### Introduction and Aim

As a Young Leader, you will be asked to demonstrate and teach new skills to others. This module is all about how making this fun for you and for the young people in your section. This training will help you complete missions 1 and 2.

### Objectives

By the end of this module you will be able to:

- Talk about how young people learn
- Teach skills to younger Scouts effectively
- Demonstrate your own skills for the benefit of others
- Work effectively with small groups

### Putting it into practice

What will I do differently after completing this module?

**Tip:** Think about the most effective ways to teach young people new skills.

### Ideas for activities I could run

**Tip:** Think about teaching Scouting skills in small groups. Good subjects might be navigation, tracking, fire lighting, pitching a tent or tree identification.

## End of module quiz

### Teaching most skills is best done:

- a. By providing written instructions only
- b. By giving a demonstration to the whole section
- c. By giving a demonstration to a smaller group of Scouts, providing written instructions and using pictures or video as back up

### When in the meeting might it be best to teach, and learn, new skills?

### Everyone learns in different ways. A summary of learning styles could be:

- a. Learning one step at a time, learning the whole thing
- b. Learning by doing, learning by seeing, learning by listening/reading
- c. Learning by copying, learning by writing instructions, learning by mistakes

### Module C completed on:

### Signed:

[to be completed by the ESL (YL)]

## Module D: Kids behaving badly!

### Introduction and Aim

As a Young Leader, you will undoubtedly come across 'challenging behaviour' in your section. This module helps you to understand what can cause challenging behaviour and gives you some useful tips on how leaders can work together to maintain good order at meetings. This training will help you complete all four missions.

### Objectives

By the end of this module you will be able to:

- Identify challenging behaviour
- Recognise examples of challenging behaviour
- Suggest possible solutions to moderate challenging behaviour

### Putting it into practice

What will I do differently after completing this module?

**Tips:** Talk to your Section Leader and find out about the code of conduct or rules of the section you help with. Check to see if there are any consequences for poor behaviour in the section so that everyone in the leadership team applies them consistently. If your section doesn't have a code of conduct, ask the leader if you can work with the Scouts to create one.

## End of module quiz

Which of the following could be causes of poor behaviour?

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Medical                | <input type="checkbox"/> Poor programme                 | <input type="checkbox"/> Social           |
| <input type="checkbox"/> Inadequate supervision | <input type="checkbox"/> Not knowing what is acceptable | <input type="checkbox"/> All of the above |

What sanctions would work well in my section?

What should you do if you noticed a Scout misbehaving?

What are the most important elements to include in a code of conduct?

**Module D completed on:**

**Signed:**

[to be completed by the ESL (YL)]

# Module E: Game On!

## Introduction and Aim

Beavers, Cubs and Scouts love to play games. But games are more than just fun activities; they can be used to achieve many different things. This module offers lots of ideas for games, but will also help you understand different types of games and when to use each type. This training will help you complete missions 1, 2 and 3.

## Objectives

By the end of this module you will be able to:

- Say why games are important
- Understand why we need to use different types of games
- Know when to play each type of game
- Explain games to young people
- Run different types of games with confidence

## Putting it into practice

What will I do differently after completing this module?

**Tip:** How will you explain rules to young people when running games with your section?

## Ideas for activities I could run

**Tip:** Think of new games to play, different types of games to play, and when and where to play them.

# End of module quiz

**A big team game with lots of physical exercise is good for:**

- a. Getting young people ready for bed on camp
- b. The start of a meeting to run off excess energy
- c. Teaching a new skill

**Relay games are good for:**

- a. Practising a new skill – eg tying knots
- b. Calming young people down
- c. Filling time during the programme

**When would running a quiet game be beneficial?**

**List the benefits of a group game:**

**Module E completed on:**

**Signed:**

[to be completed by the ESL (YL)]

# Module F: Making Scouting Accessible

## Introduction and Aim

Scouting is open to all young people and adults. We need to be aware of Scouts with additional needs so that we can make sure they are kept safe, whilst being able to enjoy Scouting as fully as possible. This module is designed to help you understand how to adapt the programme to ensure that Scouting remains accessible to everyone who wants to join. It also enables you to find out more about specific disabilities or conditions. This training will help you complete all four missions.

## Objectives

By the end of this module you will be able to:

- Explain The Scout Association's policy for additional needs integration
- Identify and obtain specialist advice and support
- State the factors that help to ensure effective integration

## Putting it into practice

What will I do differently after completing this module?

**Tips:** Get to know the Scouts in your section a little better. Do any of them have disabilities or impairments? Talk to your leadership team about how they adapt the programme to make Scouting inclusive for everyone. Next time you have the chance to organise an activity, challenge yourself to run it in a way which helps Scouts with disabilities participate fully.

## End of module quiz

**Where is the best place to find The Scout Association's Equal Opportunities policy and factsheets about a variety of additional needs?**

- a. In my Young Leaders' Handbook
- b. At [www.scouts.org.uk](http://www.scouts.org.uk)
- c. In the school/college library
- d. Google

**State three things that you could do to adapt a ball game to suit a Scout with a visual impairment:**

**If you were supporting a younger Scout with dyslexia, how would you help them take part in an activity that includes written clues or instructions?**

- a. Make sure that written resources use large size fonts with wide spaces between lines of text
- b. Use pictures as well as text and buddy Scouts up with someone else
- c. Give Scouts plenty of time to read the instructions and check they have understood afterwards
- d. Support the instructions with a verbal explanation
- e. All of the above

**Module F completed on:**

[to be completed by the ESL (YL)]

**Signed:**



## Module G: Programme Plans

### Introduction and Aim

Module G explains the Balanced Programme and the programme zones within it. It lies at the heart of everything we do in Scouting. It's how we make sure we deliver fun, challenge and adventure to all Scouts. This training will help you complete missions 1, 2 and 3. It is particularly useful for mission 1, which requires three indoor activities from different programme zones.

### Objectives

By the end of this module you will be able to:

- Talk about the Balanced Programme and explain how it applies to the weekly activities of your section
- Understand the programme zones in the Beaver, Cub and Scout sections
- List the different programme methods
- Demonstrate how to plan a meeting based on a particular programme zone

### Putting it into practice

What will I do differently after completing this module?

**Tip:** Identify how activities fit into the Balanced Programme

### Ideas for activities I could run

**Tip:** Devise a programme that covers a range of programme zones

## End of module quiz

### Examples of programme zones are:

- Abseiling, climbing, fires, camping, church parade
- Outdoor & Adventure, Fitness, Community, Global
- Outdoors, International, Faith, Skills

### Why is a Balanced Programme important?

### Programme planning is:

- Difficult to get right
- Easy when you use a Balanced Programme checker
- Something only adult leaders should do

### Module G completed on:

### Signed:

[to be completed by the ESL (YL)]

## Module H: Programme Plans Plus

### Introduction and Aim

Module H builds on Module G. It looks at how to sustain a Balanced Programme over a longer period of time and how to use different methods to keep the programme exciting and enjoyable. This training will help you complete all the missions. It is particularly useful for mission 4.

### Objectives

By the end of this module you will be able to:

- Plan and review a balanced programme over a period of three months
- Use programme zones and methods confidently
- Understand 'the bottom line'
- Use a range of programme planning techniques
- Use the Essentials and Programmes resource books
- Use POL – Programmes Online
- Talk about extra considerations when running activities outdoors

### Putting it into practice

What will I do differently after completing this module?

**Tip:** How might you help the leadership team plan a programme for the section? What resources can be used to generate programme plans?

### Ideas for activities I could run

**Tip:** What outside activities could you run? Who could help you run activities? What activities could you run over a three-month period?

## End of module quiz

### A Balanced Programme must be reviewed often because:

- a. It's easy to miss out one part of the programme
- b. It's part of the role of a leader
- c. It says so in POR

### A balanced programme is important because:

- a. When the programme is right, more people join and benefit from what Scouting offers
- b. It's written in the Essentials books
- c. It's what is advertised on the Scouting website

### Which of these are good for finding programme ideas?

- a. Programmes Online
- b. Programme and Programme Plus books for each section
- c. Previous programme plans
- d. Other plans found on the internet
- e. Ideas from Beavers, Cubs or Scouts
- f. Ideas from the programme zones and methods
- g. Award schemes
- h. All of the above

### Module H completed on:

### Signed:

[to be completed by the ESL (YL)]

# Module I: What did they say?

## Introduction and Aim

Successful leadership relies on good communication. This module helps you to recognise the best method of communicating with others in a range of different situations, including leaders and young people in your section. You'll practise different ways of communicating and learn which techniques to use and when. This training will help you complete missions 1, 2 and 3.

## Objectives

This training will help you to:

- Recognise the importance of clear communication
- Recognise different forms of communication
- Recognise when to use each form of communication
- Explain the decision-making structure within your section and understand where accountabilities lie

## Putting it into practice

What will I do differently after completing this module?

**Tip:** Can you think of an activity that you have led where a change of communication method would have improved the results?

## End of module quiz

**Which of the following indicators show that a young person is listening to you?**

- a. When they are looking out of the window
- b. When they are fidgeting
- c. When they are looking at you
- d. When they are asking questions
- e. When they are taking notes
- f. When they are talking to someone else

**What methods of communication do we use when running a regular section meeting?**

**What communication methods would you use if you were teaching a Scout to tie a reef knot?**

- a. A demonstration or video, with written instructions (including pictures) and verbal guidance
- b. Written instructions such as a factsheet
- c. Verbal guidance and written instructions

**Module I completed on:**

**Signed:**

[to be completed by the ESL (YL)]

## Module J: Awards and badges

### Introduction and Aim

Scouting awards and badges complement the Balanced Programme and recognise the achievements of individual Scouts. This module explains how the progressive badge scheme is structured, to reflect the age, abilities and interests of Scouts in each section. It also shows you how the award scheme helps to enhance the programme you help to deliver. This training will help you complete all four missions.

### Objectives

This module will help you to:

- State the key awards available to the section you are volunteering with
- Guide a Scout through badge requirements
- Understand the importance of progressive Scouting and identify learning links between different sections

### Putting it into practice

What will I do differently after completing this module?

**Tips:** Could you offer to support a small group from your section as they work towards a badge or award? Perhaps you could identify a Scout from your section without many badges and help them to learn about the different badges available?

## End of module quiz

### Name the Group Partnership Awards:

- a. Friendship, Faith, Fun
- b. International friendship, faith, environment
- c. Environment, Global, Values

### When should a Cub Scout start to complete the Moving On award before joining a Scout Troop?

### Choose the correct Chief Scout's Award for the section:

Beavers:

Cubs:

Scouts:

### How many stages are there to the Swimmer Staged Activity Badge?

- a. One for each section
- b. Five stage awards
- c. Three grades

### Module J completed on:

### Signed:

[to be completed by the ESL (YL)]

## Module K: First Aid Masterclass

### Introduction and Aim

Training in emergency response is a useful skill, not only in Scouting but also in the workplace. Module K provides you with the necessary skills to take appropriate action in an emergency situation.

### Requirements:

The requirements of this module are to:

- Attend a first response course
- Gain stage 4 of the Emergency Aid Staged Activity Badge
- Gain the Lifesaver Activity Badge for the Explorer Scout Section
- Gain any other equivalent qualification

The course I attended was:

**Module K completed on:**

**Signed:**

[to be completed by the ESL (YL)]

# Mission Training Record

The following tips will make completing and validating your missions easy, while the log sheets are a great way to record your progress within the scheme. Completing them after you've carried out the missions will enable you to validate your missions quickly and easily as you work towards the Young Leader buckle. Completing the missions demonstrates that you can put the learning from the training modules into practice and will provide experience to support your knowledge base. This will allow you to put your skills to use in teamwork or leadership situations in the future.

## Mission 'Possible' – tips to make your missions easy

- Use the information from the Young Leaders' Scheme training modules you have completed.
- Don't be afraid to ask for help and support.
- Use resources such as section essentials and programme planning guides to get ideas for games and activities. These books are all available from Scout Shops, or you may be able to borrow them from adult leaders.
- Visit Programmes Online, which is a programme planning resource available to all leaders. You can access this by registering at [scouts.org.uk](https://scouts.org.uk) and signing in. You'll find a link to Programmes Online in the 'My Tools' menu. If you need help, talk to your Section Leader or your ESL (YL).
- Work with your Section Leader and other adult volunteers to explain what you want to do with the young people in your section.
- Draw on your experiences in Scouting and visit other groups to gain advice from other Young Leaders.
- Try things out – the missions are a chance to be original and creative. What would you have loved to do when you were a Beaver, a Cub or a Scout?
- Once you've come up with some programme ideas, practise them before you run them with the young people. You may need to tweak them to suit the size of your section.
- Always think about safety. How could you alter the game or activity to make it safer for young people? Remember that you can adapt the activity according to the age and abilities of your young people.
- Your Section Leader should invite you to contribute to programme planning and leader meetings. If they forget, then ask to be involved.
- Record everything that you have done with your section in the following Mission Logs so you have the evidence to validate your missions. Supplement the notes here with any additional relevant information.

## Mission 1

Remember, when completing this mission, you should:

- use the information from the Young Leaders' Scheme modules you have completed
- not be afraid to ask for help and support
- have fun!

## Activities

1. Plan and run three indoor activities for the section with which you are working.
  - Each meeting must come from a different Programme Zone and should contribute towards the badge work of the section.
  - Use elements from the Programme plans and Programme plans plus modules to help you produce these parts of the Balanced Programme.
2. Report back to your Explorer Scout Leader (Young Leader) or Young Leaders' Unit, and complete the following evaluation log sheets.

## Mission 1 evaluation log sheet – Activity 1

- What I did and why

- What did I want to achieve?

- What did the young people get from it?

- What did I learn from it?

- What would I do differently next time?

- How do I feel about it now?

- Modules used (include specific aspects of the training)



## Mission 1 evaluation log sheet – Activity 2

- What I did and why

- What did I want to achieve?

- What did the young people get from it?

- What did I learn from it?

- What would I do differently next time?

- How do I feel about it now?

- Modules used (include specific aspects of the training)

## Mission 1 evaluation log sheet – Activity 3

- What I did and why

- What did I want to achieve?

- What did the young people get from it?

- What did I learn from it?

- What would I do differently next time?

- How do I feel about it now?

- Modules used (include specific aspects of the training)

### Mission badge presented on

Group:

Signed:

Signed:

Date:

Section:

SECTION LEADER (Optional)

[to be completed by the ESL (YL)]

## Mission 2

Remember, when completing this mission, you should:

- use the information from the Young Leaders' Scheme modules you have completed
- not be afraid to ask for help and support
- have fun!

## Activities

1. Plan and run three outdoor activities for the section with which you are working.
  - Be original! Use a new method to deliver the activities.
  - Use elements from Modules G and H – Programme plans and Programme plans plus to help you produce these parts of the Balanced Programme.
2. Create a way to record the badgework covered during your three mission activities.
3. Report back to your Explorer Scout Leader (Young Leader) or Young Leaders' Unit, and complete the following evaluation log sheets.

## Mission 2 evaluation log sheet – Activity 1

- What I did and why

- What did I want to achieve?

- What did the young people get from it?

- What did I learn from it?

- What would I do differently next time?

- How do I feel about it now?

- Modules used (include specific aspects of the training)

## Mission 2 evaluation log sheet – Activity 2

- What I did and why

- What did I want to achieve?

- What did the young people get from it?

- What did I learn from it?

- What would I do differently next time?

- How do I feel about it now?

- Modules used (include specific aspects of the training)

## Mission 2 evaluation log sheet – Activity 3

- What I did and why

- What did I want to achieve?

- What did the young people get from it?

- What did I learn from it?

- What would I do differently next time?

- How do I feel about it now?

- Modules used (include specific aspects of the training)

### Mission badge presented on

Group:

Signed:

Signed:

Date:

Section:

SECTION LEADER (Optional)

[to be completed by the ESL (YL)]

## Mission 3

Remember, when completing this mission, you should:

- use the information from the Young Leaders' Scheme modules you have completed
- not be afraid to ask for help and support
- have fun!

## Activities

1. Plan and run a Sectional Forum. This may include:

- running the meeting (Attributes from Taking the Lead, What did they say? and Prepare for Take Off!).
- organising for someone to take notes/minutes/points of action
- setting the agenda
- deciding who should attend, and inviting them
- making everyone feel involved and valued for his or her contribution.

2. Take appropriate action based on the decisions made at these meetings. Draw up a plan for each action, including:

- a description of the job to be undertaken
- the tasks involved
- timescale
- details of support required
- what the desired outcomes are.

3. Report back to your Explorer Scout Leader (Young Leader) or Young Leaders' Unit, and complete the following evaluation log sheet.

## Mission 3 evaluation log sheet – Scout Forum

- What I did and why

- What did I want to achieve?

- What did the young people get from it?

- What did I learn from it?

- What would I do differently next time?

- How do I feel about it now?

- Modules used (include specific aspects of the training)

### Mission badge presented on

Group:

Signed:

Signed:

Date:

Section:

SECTION LEADER (Optional)

[to be completed by the ESL (YL)]



## Mission 4

Remember, when completing this mission, you should:

- use the information from the Young Leaders' Scheme modules you have completed
- not be afraid to ask for help and support
- have fun!

## Activities

1. Take responsibility for part of the organisation and running the section in which you are working. This will include:

- planning the programme delivering the content of a challenge or activity badge
- recordkeeping in the section.

2. Plan and lead a planning meeting. Include:

- working with the section leader to integrate your sessions into the overall programme
- covering all the Programme Zones
- delivering a wide range of indoor and outdoor activities.

3. Report back to your Explorer Scout Leader (Young Leader) or Young Leaders' Unit, using the evaluation techniques you have learned, include your record from point two (above) and complete the following evaluation log sheet.

## Mission 4 evaluation log sheet – Event

- What I did and why

- What did I want to achieve?

- What did the young people get from it?

- What did I learn from it?

- What would I do differently next time?

- How do I feel about it now?

- Modules used (include specific aspects of the training)

### Mission badge presented on

Group:

Signed:

Signed:

Date:

Section:

SECTION LEADER (Optional)

[to be completed by the ESL (YL)]

# Your achievements

This page is a record of dates and outcomes of training, mentoring sessions and forums you have attended. You should also use it to record reviews with your Explorer Scout Leader (Young Leader), so remember to take this file with you whenever you meet with your ESL (YL) or the rest of your Young Leaders' Unit.

## Training, mentoring sessions and forums

Date	Outcome

## Review log with ESL(YL)

Date	Outcome

## Links to Adult Training validation

It is important to log all your leadership participation during your time as a Young Leader. This record will be useful if you need to validate your contribution as a leader, as evidence of prior learning in the adult training scheme.

### Tasks/responsibilities undertaken in the section

Eg Taking the register	Collecting subs	Acting as badge secretary

## Residential experiences

Remember to log all residential experiences (camps, nights away etc) you attend during your time as a Young Leader. If you're part of an Explorer Scout Unit, these experiences can also count towards your own Nights Away Staged Activity Badges. Inform your Explorer Scout Leader so they can note it on your record card.

### Residential experiences

Date	Type of experience