



YOUTH SHAPED SCOUTING

Youth Involvement-Key messages

	Key messages for young people	Key messages for leaders
	<ul style="list-style-type: none"> ■ Emphasis is on making simple choices and evaluating as part of activities. ■ Some opportunity for free choice, but Beavers will struggle with this and will need guidance. ■ Understand what they have to do to achieve badges/awards. ■ Feel that their voice is heard and valued in the running of the Colony. 	<ul style="list-style-type: none"> ■ Provide opportunities for choice through games and other fun activities. ■ Be aware that at this age, children's ideas are limited by what they have experienced. ■ Inform Beavers (and their parents) of opportunities locally and nationally (such as events and awards). ■ Develop teamwork and leadership skills by giving Beavers the chance to try out different roles within a group. ■ It is vital to act on the choices made by Beavers. ■ Provide an explanation where there is a good reason why you can't act on feedback or suggestions given by Beavers. ■ Encourage YLs to run Log Chews.
	<ul style="list-style-type: none"> ■ Continued emphasis on choice, but with more opportunities to suggest their own activities. ■ Understand what they have to do to achieve badges/awards. ■ Begin to take on meaningful leadership roles within the Pack – Sixers and Seconders should have specific responsibilities (such as running games, showing a new Cub what to do or looking after equipment). ■ Have the opportunity to show other Cubs how to do things, or take on a small role in making activities happen. ■ Feel that their voice is heard and valued in the running of the Pack. 	<ul style="list-style-type: none"> ■ Allows all Cubs – not only Sixers and Seconders - to develop leadership skills. ■ Aware that children are becoming more influenced by the world around them and are more capable of making their own suggestions than in the past. ■ Inform Cubs (and their parents) of opportunities locally and nationally (such as events and awards). ■ Provides opportunities for choice through games and other fun activities. ■ It is vital to act on the choices made by young people. ■ Provide an explanation where there is a good reason why you can't act on feedback or suggestions given by Cubs. ■ Encourage YLs to run Pack forums.

SCOUTS



- Begin to deliver elements of their own programme. Understand what they have to do to achieve badges/awards.
- Able to participate in decision-making beyond the Patrol/Troop.
- Take on meaningful leadership roles within the Troop – PLs & APLs should have specific responsibilities.
- Older Scouts play a role in teaching new Scouts new skills, or how to complete tasks and activities.
- Feel that their voice is heard and valued in the running of the Troop.

- Leader role becomes more of a facilitation role as Scouts take ownership of the programme.
- Scouts are able to offer more realistic suggestions – discussion based approach to planning may be useful, although activity based is always preferable.
- Inform young people of opportunities locally and nationally (such as events and awards).
- Allow all Scouts – not only PLs and APLs - to develop leadership skills.
- Understand that it is okay for Scouts to organise evenings which go wrong, have too much or too little planned etc, as long as they learn from it for next time. Your responsibility as a Leader is to keep them safe, not to have every meeting go perfectly to plan!
- It is vital to act on the choices made by young people.
- Provide an explanation, and discuss alternative options, where there is a good reason why you can't act on feedback or suggestions given by Scouts.
- Encourage YLs to run Troop Forums.

EXPLORERS

- Emphasis is on planning, delivering and evaluating their own programme (including residential events).
- Understand what they have to do to achieve badges/awards.
- Able to participate in decision-making beyond the unit.
- Have the opportunity to take on leadership/management roles in the unit in the short term (with support as necessary).
- Are able to easily access support and advice from leaders.
- Feel that their voice is heard and valued in the running of the Unit.
- Recognise that they are part of a District and should work alongside other Explorer Scouts in neighbouring Units.
- May wish to start undertaking administrative tasks.

- Leader role is to facilitate.
- Understand that it is okay for Explorers to organise evenings which go wrong, have too much or too little planned etc, as long as they learn from it for next time. Your responsibility as a Leader is to keep them safe, not to have every meeting go perfectly to plan!
- Inform Explorers of opportunities locally and nationally (such as events and awards).
- Provide support on a more individual level – at this point, YI is about picking and choosing appropriate opportunities with the young person.
- It is vital to act on the choices and decisions made by Explorers.
- Provide an explanation, and discuss alternative options, where there is a good reason why you can't act on feedback or suggestions given by Explorers.
- Communicate in an appropriate manner (content, method, frequency).

	<ul style="list-style-type: none"> ■ Understand that they are there in a leadership position and participate in the life of the section as in an appropriate way (not as a young person – such as not regularly joining in activities). ■ Are able to easily access support and advice from section leaders and someone outside of their Unit. ■ Develop their leadership, communication, organisation and teamwork skills. ■ Undertake the organisation of elements of the programme (including games, activities and meetings). 	<ul style="list-style-type: none"> ■ To support YLs in achieving their missions and modules, and give them opportunities to run games, activities and meetings. ■ To provide informal feedback (casually drop in top tips style) for best practice/ improvements to their leadership style, communication with young people etc. ■ To include YLs in all leadership planning meetings. ■ To recognise and act upon the contributions and suggestions of YLs. ■ Encourage YLs to run forums for three younger sections.
<p>network </p>	<ul style="list-style-type: none"> ■ Responsible for all elements of their Network experience (ideally including finance and other administrative tasks). ■ Understand what they have to do to achieve badges/awards. ■ Able to participate in decision-making beyond the Unit. ■ Have the opportunity to take on leadership/management roles within the Unit. ■ Know where to go for support and advice. ■ Feel that their voice is heard and valued in the running of the Unit. 	<ul style="list-style-type: none"> ■ Leader role becomes more of an Adviser and 'troubleshooter' – stepping in if there is a serious issue, or to offer advice and support. ■ Inform Network members of opportunities locally and nationally (such as events and awards). ■ Understands that it is okay for Network members to organise evenings which go wrong, have too much or too little planned etc, as long as they learn from it for next time. Your responsibility as a leader is to keep them safe, not to have every meeting go perfectly to plan! ■ Provide support on a more individual level – at this point, YI is about picking and choosing appropriate opportunities with the young person. ■ It is vital to act on the choices and decisions made by Network members. ■ Work with Network members to explore alternative options if there is a good reason why their choices or decisions can't be implemented.