

**THE EXPLORER SCOUT  
YOUNG LEADER  
LOGBOOK**

EXPLORERS

## Contact Details

Name	.....
My Explorer Scout Leader Young Leader (ESLYL) is:  Their phone number is:  Their email address is:	..... ..... .....
My District Explorer Scout Commissioner is:  Their phone number is:  Their email address is:	..... ..... .....
The Group I support is:  The section I support is:	..... .....
The section leader is:  Their phone number is:  Their email address is:	..... ..... .....

## Completion overview

Modules		Completion date	Signed*	Role
A	Prepare for take-off (essentials and expectations)			
B	Taking the lead			
C	That's the way to do it!			
D	Understanding behaviour			
E	Game on!			
F	Making Scouting accessible and inclusive			
G	What is a quality programme?			
H	Programme planning			
I	What did they say?			
J	Communicate it!			
K	First aid masterclass			

Mission		Completion date	Signed*	Role
1	<b>Mission one- Game</b> Plan and run a minimum of three games with the section you are volunteering with. At least one game should take place indoors and one outdoors.			
2	<b>Mission two- Activity</b> Plan and run an activity (not a game) with the section you are volunteering with.			
3	<b>Mission three- Programme planning</b> Take the section's programme ideas to a programme planning meeting.			
4	<b>Mission four- Delivery</b> Take responsibility for organising and running part of the section programme.			

Explorer Scout Young Leaders' Scheme completed on: / /

Signed by Explorer Scout Young Leader (ESYL):

Signed by Explorer Scout Leader Young Leader (ESLYL) or equivalent:

\*The person signing off a module can be either your ESLYL or whoever has delivered the relevant module. The person signing off missions should be your ESLYL.

# An Introduction to the Explorer Scout Young Leaders' Award Scheme

## Who can be an Explorer Scout Young Leader (ESYL)?

ESYLs are Explorer Scouts who volunteer alongside adult leaders in a Beaver Colony, Cub Pack or Scout Troop. ESYLs may also be young people who are working towards their Duke of Edinburgh's Awards or their Queen's Guide Award, volunteering as non-members of The Scout Association for a set period of time. As an ESYL, you will very much be part of the leadership team and should play an active part in the section.

## What is the Explorer Scout Young Leaders' Scheme?

The ESYLs' Scheme is a training programme for ESYLs. It contains 11 modules and four missions that you work through whilst volunteering in your chosen section (Beavers, Cubs or Scouts). The modules will give you the skills and knowledge to be successful as an ESYL, and the missions will allow you to put this into practice with support.

Recognition of achievement is available along the way, and on completion of the Scheme, the ESYL is awarded with an ESYL belt buckle. The Scheme is a recognised development programme, accredited by the Institute of Leadership and Management (ILM).

As well as developing useful life skills such as communication, organisation and leadership, the Scheme is an opportunity for you to fulfil the service elements of many of the top awards in Scouting, and to make a positive impact in your local community.

## Top tips for ESYLs

- If you're an ESYL you can join both an ESYLs' Unit and any other Explorer Scout Unit in the District. They provide lots of opportunities for self-development, fun, challenge and adventure, so do take advantage.
- Make sure you contact your Explorer Scout Leader Young Leader (ESLYL) as soon as possible to register and to make sure you complete Module A within three months of joining the Scheme.
- With the exception of Module A- 'Prepare for take-off (essentials and expectations), which must be completed within three months of getting started, there is no set order in which to complete modules or missions. It is, however, recommended to complete Module G before Module H.

## Other things you should know

- The section leader is responsible for your safety and welfare during section events and meetings.
- As an ESYL you must have your own separate sleeping arrangements during a camp or sleepover. You cannot share with adult leaders or with the young people you are working with.
- **You should never be left alone with young people and should have your own copy of Young People First (Orange Card), which outlines safeguarding guidelines.**
- In some instances you can request to return to your old Scout Troop to volunteer as an ESYL. However, it is highly recommended that you have a break of 12 months before doing this. This extra

time will allow you to develop your skills, and give your old Troop extra time to accept and adjust to the fact you are now an ESYL with different responsibilities.

## Expectations

As an ESYL, you are an integral member of the Beaver Colony, Cub Pack or Scout Troop leadership team. As such, you are expected to contribute to the running of meetings and to support section leaders. In doing so, you will gain the self-confidence to take an active leadership role and progress with your ESYL Leader Belt, Chief Scout's Awards and/or Duke of Edinburgh's Award.

<b>As an ESYL, I will...</b>	<b>As a section leader, I will...</b>
Act as a positive role model to the Beavers/Cubs/Scouts that I am working with	Actively involve the ESYL in the running of the meetings
Carry my Young People First (Orange Card) and follow the safeguarding standards at all times	Sign off the ESYL's evidence promptly after they have completed their service towards the completion of their awards
Take an active role in supporting the section leaders during the whole meeting	Inform the ESYL of any concerns
Contact at least one of the leaders if I am unable to make a meeting, giving as much notice as possible	Set achievable tasks and review them with the ESYL to help them gain their missions and awards if relevant
Assist in setting and clearing up the session alongside other leaders	Involve the ESYL in planning meetings as an integral member of the leadership team

Signed by Explorer Scout Young Leader:

Signed by section leader:

Signed by Explorer Scout Leader Young Leader:

## Module A – Prepare for take-off (essentials and expectations)

To be completed within three months of becoming an ESYL.

### Aim

This module aims to give you the essential information you will need to perform your ESYL role safely. It will provide you with the immediate skills needed to assist another section, and to understand your role. You will also discover how the Scheme works, and find out how to access further training opportunities.

### Objectives

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

- explain your role as an ESYL for the section you are supporting
- explain how local Scouting is organised
- summarise the purpose and methods of Scouting
- explain how the Child Protection Policy applies to you
- explain the importance of Policy, Organisation and Rules (POR) and access the information within it
- show that you understand how POR affects your actions
- explain why it's important to run activities safely, and necessary to carry out risk assessments
- understand how the Scheme works and how to access further training

### What is your role? What would you most like to get out of the Scheme?

You can write notes below or talk through your ideas with your Explorer Scout Leader Young Leader

### What is POR and why is it important?

How does the child protection policy apply to you as an Explorer Scout Young Leader?

I have read, understood and have a copy of Young People First (Orange Card)

Module A completed on: .....

Signed: .....

Now you have completed this module, you can receive the ESYL's badge and woggle.

Congratulations on completing the basic training!



## Module B - Taking the lead

### Aim

This module aims to introduce you to the different concepts of leadership. It will teach you how to adapt your style so you can most effectively lead different kinds of activities.

### Objectives

By the end of this module, you will:

- have the confidence to take on a leadership role within your chosen section
- be able to run programme activities that are appropriate for your role
- recognise different leadership styles and understand when each should be used to best effect
- recognise how different styles of leadership impact an activity
- understand the need for evaluation, and know how to implement the process as necessary

What skills do you have that make you a great leader?	What are you going to work on to make you an even better leader?

Module B completed on: .....

Signed: .....

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

### Aim

This module aims to give you a general understanding of how to successfully demonstrate and teach a variety of skills. It will help make that process fun, and ensure that section members enjoy the experience.

### Objectives

By the end of this module, you will:

- understand and be able to talk about how young people learn effectively
- demonstrate an ability to pass on skills to younger people
- understand and talk about different learning styles
- have confidence in using different training techniques

List the learning styles you have covered:

Module C completed on: .....

Signed: .....

## Module D - Understanding behaviour

### Aim

There are a number of reasons why young people behave in certain ways. The aim of this module is to give ESYLs a basic understanding of the different behaviours that young people can display and explores some of the potential reasons underpinning those behaviours. By the end, you should be able to recognise and propose possible strategies for dealing with different behaviours.

### Objectives

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

- understand different types of behaviour
- understand and talk about the causes and triggers underpinning different types of behaviour
- demonstrate a number of tools or methods that could be used to manage behaviour
- explain how ESYLs can assist with managing behaviour in the section
- explain where they can get further assistance, and when to involve adults

How can you support positive behaviour?

Module D completed on: .....

Signed: .....

## Module E - Game on!

### Aim

The aim of this module is to give you a good understanding of the importance of games in the section meeting. It will give you an idea of the different types of games that can be played, and show you when to use them to greatest effect.

### Objectives

By the end of this module, you will:

- understand the importance of games in the section meeting
- understand the need for different types of games and when to play them
- be able to explain and run different types of games
- be able to select games that suit the section's programme

List different types of games and why they are useful below:

Module E completed on:.....

Signed: .....

## Module F - Making Scouting accessible and inclusive

### Aim

This module will teach you how to create an environment that is inclusive and welcoming for all young people in the section. It will give you an understanding of some different additional needs a young person might have, and show you how to make reasonable adjustments to make the programme more inclusive for all.

### Objectives:

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

- understand that every young person is different
- understand that everyone is welcome in Scouting
- understand your role in contributing to a positive and inclusive environment
- state a range of additional needs that young people in a section may experience
- understand how additional needs may affect participation in the programme
- explain how to adapt programmes to meet the needs of all young people within the section
- explain where to go for further information and guidance

What are you going to take away from this module?

Module F completed on:.....

Signed: .....

## Module G - What is a high quality programme?

### Aim

This module aims to provide you with the knowledge of what a high quality, balanced programme is and looks like for the section you support. It will help you to understand how awards and badges help to achieve this. It will also give you tips on where to find ideas for planning a high quality programme and tips on reviewing the programme to ensure that it is challenging, relevant and rewarding for each young person in the section.

### Objectives

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

- identify the key elements of the younger section programmes, activity badges, challenge awards, requirements for completing top awards, and Staged Activity Badges
- explain how the awards and badges form a progressive Scheme from age six to 25
- understand the concept and importance of having a balanced high quality programme and working towards the top awards
- understand and explain how Moving On Awards improve links between sections
- explain what makes us unique as an organisation
- review the programme using the quality programme checkers

### What is a high quality programme?

Module G completed on: .....

Signed: .....

## Module H - Programme planning

### Aim

This module aims to provide you with the skills and understanding necessary to plan and run a balanced programme for their section over a three-month period.

### Objectives

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

- know where to look for programme ideas
- understand the concept of running a balanced programme over a three-month period
- use a range of programme planning techniques
- describe what they need to consider when planning and running activities
- plan an outline programme for a three-month period
- assess awards and badges on the basis of personal best

What are you going to take away from this module?

When is your next section planning meeting? \_\_\_\_/\_\_\_\_/\_\_\_\_

Module H completed on: .....

Signed: .....

## Module I - What did they say?

### Aim

This module aims to make you aware of the importance of listening to the views of young people. It gives an overview of how to bring their ideas to life, how to adapt their ideas where necessary, and how to and involve them in the planning of their programme.

### Objectives

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

- understand why it is important to get feedback and input from young people in the section
- list different ways you can gather ideas and feedback within your section
- explain how you can bring your section's ideas to life and make adaptations where necessary

List some of the ideas that your section has fed back below. What would they most like to see in their programme?

Module I completed on: .....

Signed: .....



## Module J - Communicate it!

### Aim

This module aims to make you aware of the importance of different communication styles and the impact that the way you communicate has on others. It will look at how you can adapt your style to suit your audience, whether you're in section meetings or leader meetings. It will also look at how to talk about the skills you are gaining through Scheme whenever talking to other people both inside and outside of Scouting.

### Objectives

By the end of this module you will:

- understand how important effective communication is between leaders and young people in their section
- adapt your communication style to suit the activity or situation
- explain how tone and body language can affect how you communicate with others
- be able to communicate how the experiences and skills you are gaining through the Scheme can be used to help you in other Scouting and non-Scouting activities

List the skills you are gaining through completing the Scheme, and write down an example of how you might use those skills:

Skill	Example

Module J completed on: .....

Signed: .....

## Module K - First aid masterclass

### Aim

This module aims to ensure that you have the understanding and skills to take action in an emergency situation. Training in emergency response is becoming an essential requirement for many jobs and courses. These skills are therefore invaluable for ESYLs. That's why training in emergency aid is part of the Scheme. Given the wide availability of training courses in first and emergency aid, you will complete this module by attending a recognised training course (see options below).

### Objectives

The objectives of this module are that of the course undertaken or the qualification obtained (see below).

As an ESYL you will need to complete one of the following options to fulfil the requirements of this module:

- 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 in agreement with the ESYL

Method of completion: .....

Module K completed on: .....

Signed: .....

## The missions

This part of your ESYL training is to be completed in the sections you support. It is an opportunity for you to put into practice the skills you have learnt in your modules. By completing each mission, you will develop your skills, find out which elements of leadership are your strengths, and identify skills you may be able to further improve and develop.

The missions are designed to prepare you for adult leadership. Don't be afraid to ask for help and ideas from adults or other ESYLs.

The missions are:

<b>Mission one- game</b>	Plan and run a minimum of three games with the section you are volunteering with. At least one game should take place indoors and one outdoors.
<b>Mission two- activity</b>	Plan and run an activity (not a game) with the section you are volunteering with.
<b>Mission three- programme planning</b>	Take the section's programme ideas to a programme planning meeting.
<b>Mission four- delivery</b>	Take responsibility for organising and running part of the section programme.

After completing a mission, you will be awarded with a mission stripe to put around your Module A completion badge.



## Mission one - game

Plan and run a minimum of three games with the section you are volunteering with. At least one game should take place indoors and one outdoors.

Adult volunteers will be around to help you with your planning and to assist whilst running the game. They are still responsible for everyone at the meeting, so you'll have to show them first what you are planning to do before you do it.

The games should be varied, incorporating:

- at least two different types of leadership style (Modules B and C)
- three different types of games; for example some games may be more energetic and active, while others may be more creative or reflective (Module E)

To complete this mission, you could:

- run a game at the beginning or end of a section night
- run a wide game on a camp
- run a game that ties into a badge the section is working towards
- run a game that reinforces something the section has learned
- any other ideas, subject to agreement with ESLYL and SL

**Consider the following questions:**

- Can all members of the section take part? Is there anything you need to consider or do differently to ensure that all young people can fully participate in the activity? (Module F)
- What risks do your games present? What controls or rules do you need to put in place? (Module A)
- Which leadership style is most appropriate for the game you're running? (Module B)
- What are the different types of games you can run? (Module E)

To help you to do this, you can use the programme planning sheet below, or use your own sheet if you have one.

Date:	Location:	Leadership styles:	Game type:
Instructions of game 1		Equipment	Badges/awards worked towards

Date:	Location:	Leadership styles:	Game type:
Instructions of game 2	Equipment	Badges/awards worked towards	

Date:	Location:	Leadership styles:	Game type:
Instructions of game 3	Equipment	Badges/awards worked towards	

## Self-evaluation

Group	Section	Date
What did you do?		
What did you learn from it?		
Would you do anything differently next time? If yes, what would you change and why?		

Signed: ..... (ESYL)

Date:.....

## Section leader evaluation (mission one)

Notes for the section leader: the ESYL has decided to complete mission one from the ESYLs' Scheme. The missions are a method of validating the information gained from the module training. The requirements of the mission are set out below.

### **Mission one - game**

Plan and run a minimum of three games with the section you are volunteering with. At least one game should take place indoors and one outdoors.

The ESYL needs to review their experience, and would welcome any feedback on how the games were run. What went well? Is there anything that could be improved upon next time? Please discuss your views with the ESYL and complete the sheet below.

Comments

Signed: ..... (section leader)

Date: .....

## Mission two - activity

Plan and run an activity (not a game) with the section you are volunteering with.

Adult leaders are here to help you with your planning and whilst running the activity. They are still responsible for everyone at the meeting, so you'll have to show them what you are planning to do before you begin.

The activities should include:

- planning and organisation
- delivery
- gathering any equipment or materials needed.

To complete this mission, you could:

- choose an activity badge to run as part of the programme, providing all of the information and materials required for the section to achieve this.
- run a segment of the camp programme, such as a pioneering activity or obstacle course. ESYLs could also plan the route for a hike, initiate some team challenges, or organise and lead a campfire
- record how your section's programme activities count towards different badges and awards
- run an activity for the section, relating to one of your own hobbies or interests
- any other ideas, subject to agreement with the ESLYL and SL

**Consider the following questions:**

- Can all members of the section take part? Is there anything you need to consider or do differently to ensure that all young people can fully participate?
- What risks do your activities present? What controls or rules do you need to put in place? (Module A)
- Do you need a qualified instructor to supervise your activity? (Module G)
- What equipment do you need? (Module G)

To help you to do this, you can use the programme planning sheet or you can use your own.



## Programme planning sheet (activity)

Date:		Location:	Badges/ Awards worked towards:
Start time	Finish time	Activity instructions	Equipment required

## Self-evaluation

Group	Section	Date
Brief description		
What went well/not so well?		
Would you do anything differently next time? If yes, what would you change and why?		

Signed: ..... (ESYL)

Date: .....

## Section leader evaluation (mission two)

Notes for the section leader: The ESYL has decided to complete mission two from the ESYLs' Scheme. The missions are a method of validating the information gained from the module training. The requirements of the mission are set out below.

### **Mission two - Activity**

Plan and run an activity (not a game) with the section you are volunteering with.

The ESYL needs to review their experience and would welcome feedback on how the activities were run. Please discuss your views with the Explorer Scout Young Leader and complete below.

Comments

Signed: ..... (section leader)

Date: .....

## Mission three - programme planning

Take the section's programme ideas to a programme planning meeting.

This mission is all about gathering programme ideas from young people and turning them into action. You will also learn how a Group and District operate, and potentially present new ideas to them.

This mission should include:

- asking the young people in the section to contribute their ideas to the programme
- capturing the ideas and suggestions from the young people and exploring how these could be incorporated into their programme.
- attending and contributing to a meeting (eg programme planning meeting, leaders' meeting, District, County/ Region or Area meeting)

To complete this mission, you could:

- attend a section planning meeting
- plan and run a meeting (eg section planning forum or running activities from the YouShape resources)
- decide who should attend a meeting and invite them along
- organise and run a forum for the young people in your section, gathering their ideas and suggestions, and feeding these back to the section leader
- organise for someone to take notes, minutes or points of action
- plan and run the Sixers' or Patrol Leaders' forum, ensuring that the young people in the section understand how they can input their ideas into the section programme
- any other ideas, subject to agreement with the ESLYL and SL

You may find more useful ideas for gathering feedback from young people in the section at [www.scouts.org.uk/youshape](http://www.scouts.org.uk/youshape)

## Self-evaluation

What did I do to gather ideas from the young people? What did I want to achieve?

How did I turn those ideas into action and feedback the information?

What did I learn from this task? Why do we involve young people in programme planning?

What would I do differently next time?

Signed:..... (ESYL)

Date: .....

## Section leader evaluation (mission three)

Notes for the section leader: The ESYL has decided to complete mission three from the ESYLs' Scheme. The missions are a method of validating the information gained from the module training. The requirements of the mission are set out below.

### **Mission three - programme planning**

Take the section's programme ideas to a programme planning meeting.

To achieve this, the ESYL will need the following support from you and the rest of the section leadership team:

- support getting ideas from the young people by:
  - planning a suitable activity for this purpose
  - maintaining good behaviour during the activity
  - keeping the young people on task
  
- provide information about upcoming meetings where it might be appropriate to report their findings, ensuring there adequate time for the young leader to contribute during the meeting
  
- help to ensure that their ideas are incorporated into the programme

The ESYL needs to review their experience and would welcome feedback on how the programme planning and idea collection went. Discuss your views with the ESYL and complete and sign the feedback form below.

Comments

Signed: ..... (section leader)

Date: .....

## Mission four- delivery

Take responsibility for organising and running part of the section programme.

This mission is a culmination of the three previous missions. It should go beyond running a single activity or game, and contribute to the young people's development in your section. The section leader is still responsible for everyone at the meeting or event. You'll have to show them what you are planning to do beforehand.

This mission should include:

- planning and organising a selection of activities on a theme
- delivery of those activities
- evaluation and review of the activities with the section

### **To complete this mission you could:**

- Plan and run a linking event with a younger or older section.

Work with the leaders of a section above or below the section you are working with. Together, organise a joint event. Plan the event and ensure it is appropriate for both age groups, letting the other leaders know how they can help the event run smoothly. This task will require you to show good communication and organisational skills (Modules F, J and I). It will also help you to better understand how both sections operate (Module G).

- Plan and run a challenge award

Plan and run a series of meetings or activities that will earn the young people a challenge award, or make a significant contribution towards earning it. You should choose a challenge award that few young people in the section already hold. Plan the activities on the monthly, termly, or yearly programme. The activities you plan and run should work towards the badge requirements, which are available online. This task will require you to show good planning and communication skills, and to demonstrate the ability to consider the needs of every young person (Modules F, J and I).

- Plan and help to run a camp

With the supervision of a leader with a night's away permit, plan and help to run a camp, or to support the leadership team with a specific aspect of a longer camp (e.g. menu planning and cooking, researching and scheduling activities, or helping with budgeting and collecting monies). Discuss this with experienced leaders in your section to help you at each stage. This task will require you to show good planning and organisational skills, as well as the ability to communicate with other leaders, and to bring your section's ideas to life (all modules).

- Help the young people in the section to explore a particular topic, or to develop some specific skills over a number of sessions. You may choose to discuss a current topic or international event or you

may prefer to work towards an activity badge or staged activity badge which has a skill associated with it (such as swimming, master at arms or athletics, for example). To measure your impact, the young people should be able to show that they have either developed a better understanding of the topic or improved in a skill by the end of the sessions. This task will require you to show good planning and communication skills, and the ability to consider the needs of every young person (Modules F, G, H, I and J).

- You may work on any other ideas, subject to agreement with the section leader.

### Self-evaluation

Brief description of what you completed for mission four:
What went well?
What did you learn?

Signed: .....(ESYL)

Date: .....

## Section leader evaluation (mission four)

Notes for the section leader: The ESYL has decided to complete mission four from the ESYLs' Scheme. The missions are a method of validating the information gained from the module training. The requirements of the mission are set out below.

### **Mission four: delivery**

Take responsibility for organising and running part of the section programme.

Ideas of what they might do towards their missions are:

- plan and run a joint event with a younger or older section
- plan and run a challenge award
- help to plan and run a camp
- help the young people in the section develop a skill over a number of sessions
- any other ideas, subject to agreement with the Young Leader team and Section Leader

The ESYL needs to review their experience and would welcome feedback. Please discuss your views with the ESYL and complete and sign the feedback form below.

Comments

Signed: ..... (section leader)

Date: .....



## Congratulations!

Now you have finished all of your modules and missions, you have completed the ESYLs' Award Scheme.

This should be signed off by your ESLYL.

You can then be awarded with your ESYL belt buckle.



### Talking about the skills you have gained

Whilst completing the Scheme, you will have developed a wide variety of skills. Remember to shout about all of the new skills you have gained and new experiences you have enjoyed as you embark on interviews and applications for jobs, apprenticeships or further education opportunities.

## What next?

Now you have completed the Scheme, it's a great time to start thinking about what you would like to do next in Scouting. There are **lots of opportunities** and adventures to consider.

### Top Awards

Have you completed your top awards in Scouting? Did you know that the Platinum and Diamond Chief Scout's Awards, the Duke of Edinburgh's Awards and the Queen's Scout Award have a volunteering element? Volunteering as an Explorer Scout Young Leader can count towards this.

Explorer Belt- continue the fun and adventure by taking part in an Explorer Belt. This will put your planning and organisation skills to good use!

Moving onto Scout Network? Network members have their very own award: the Scouts of the World Award.

### Scout Network

Once you reach 18, you can join the final section in Scouting, Scout Network.

Scout Network members take part in a variety of activities divided into three programme areas: Community, International and Adventure.

Scout Network is set up to be flexible, so even if you are moving house, going to university or moving with work, you can join both a local Scout Network and the UK wide Scout Network.

### Adult roles

Having completed the Scheme, you have developed lots of skills to go on and be a fantastic leader in Scouting. Consider which section you might like to work with. Would you like to be a section leader or to help on an occasional basis?

Consider other roles, too. You could become a member of the Executive Committee or a manager or supporter role. You could join a Scout Active Support or get a permit to support others to do outdoor and adventure. To run Scouting effectively, we need all kinds of volunteers in all kinds of roles.

### Prior learning

You can use some of the learning and experiences you have gained from the Scheme when working towards your adult training.



