EXPLORER SCOUTS TAKING THE LEAD
INTRODUCTION

The active involvement of our youth members in decision-making is key to delivering good programmes. 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 youth members 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
   Areas which will allow 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 Unit. They should be fun and could also form part of a normal meeting programme. Each of the activities is cross-referenced to one or more of the six Explorer Scout Programme Zones, awards and badges and the Explorer Scout Young Leaders’ Scheme. 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.
INTRODUCTION

Before developing the skills needed to lead a team, it is helpful to develop an understanding of what a team is, what it 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 and how team building leads to effective teamwork and how teams come to decisions.

Good teams work together on programme planning, event planning and expedition planning.

Finally we think about how to represent your team’s views in another forum and how to run team meetings.

DECODING TAKING THE LEAD

For each of the activities in Taking the Lead there is a task bar of useful information to help you in preparing the session. This may include some or all of the following:

- **Time**: How long the activity takes, which may be spread over more than one meeting
- **Equipment**: What you will need to run the activity
- **Advance preparation**: What needs doing before the meeting
- **Programme Zones**: Where the activity fits within the Balanced Programme
- **Awards/badges**: How the programme relates to section awards or activity badges
- **Useful websites/resources**: Links to publications and online material that can help you deliver the training
- **Young Leader’s Essentials**: For those with responsibility for Explorer Scout Young Leaders, how the activity relates to the Young Leaders’ Scheme

CONTENTS

- Why we have teams
- Team roles
- Team building
- Team decisions
- Programme planning
- Event planning
- Expedition planning
- Representing other people
- 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. Teams 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: Gather any equipment needed to run your chosen activity. Make sure you have enough kit for the number of Explorer Scouts that might come along to the activity

Programme Zones: Values and Relationships, Outdoor and Adventure, Physical Recreation, Skills

TASK

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.

Take an activity that it is possible to complete individually but which is time consuming and hard to complete. Ask the Explorer Scouts to try an activity from the list below as individuals or 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 washstand using canes and elastic bands or using proper lashings and Scout staves.
- Carry some heavy camping equipment from one place to another.

DISCUSSION

1. 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 (Chief Scout’s Award or Duke of Edinburgh’s Award expedition teams, choir, football team, orchestra, or as a cast member 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: 60 minutes

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 and Relationships, Outdoor and Adventure

Young Leaders’ Essentials: Alternative activity, use the Sliding Squares activity in Module B in Young Leaders’ Essentials.

TASK

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

1. Ask the Explorers whether they were all occupied all the time and to discuss now if the task could be done more efficiently.

2. 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, ie so that everybody knows what they are doing) but that they are allowed to overlap the tasks a little more.

3. 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, strong people for handling 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 role and supports one another, rather than everybody just 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 the roles they might take in an expedition, and to the expedition planning activity later in this resource. (page 13)
TEAM BUILDING

Explorer Scouts should now understand the importance of teams. Next, 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 meeting. 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: 60–90 minutes

You will need: Lego (and lots of it!), paper, pens, blindfolds, plastic bottles (see b), lego base plate.

Advance preparation: Set up a trail. Read the Risk Assessment factsheet.

Programme Zones: Values and Relationships, Outdoor and Adventure

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 no-one is hurt. A thorough risk assessment should be undertaken beforehand, using the Risk Assessment factsheet (FS120000).)

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 time they will need to build their tower.

There are two phases in the game: planning and construction.

Planning: The teams may practise 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.

Teams 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.

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 that 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. See instruction sheet on page 50
• Build a large pioneering project – search www.scouts.org.uk/pol for ‘pioneer’
• Build the tallest free standing tower using only newspaper and a roll of sticky tape
• 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.

### 1. 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.

A possible question might be: ‘Your Explorer Scout Unit has been given £1000 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, paint 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. 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.

**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
- ☑ MP3 player
- ☑ depth sounder
- ☑ radar
- ☑ short wave radio
- ☑ blankets
- ☑ pillows
- ☑ dry suits
- ☑ scuba gear
- ☑ torches
- ☑ ships anchor
- ☑ charts
- ☑ compass
- ☑ party clothes
- ☑ compasses
- ☑ matches
- ☑ binoculars
- ☑ flares

**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 the water.

**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.

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**

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

2. 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? Why? What happens when someone doesn’t agree or take part? 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.

Time: 60 minutes

You will need: A bag with various items, flip chart paper and pens

Advance preparation: Prepare contents of bag

Programme Zone: Skills

Young Leaders' Essentials: Programme Plans (Module G) and Programme Plans Plus (Module H)

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, sunglasses, fork, spoon and a Swiss army knife.

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 eg the toothbrush might suggest:

Teeth: visit a dentist
Brush: art, visit an art gallery
Brush: sweeping up (an environmental project), DIY (painting and decorating)
Brush: hairstyling, Chinese calligraphy (uses a brush), make-up art, face painting etc

All these suggestions involve brushes and were generated from the toothbrush. Some ideas may be practical, some may not. This is not important. You are trying to encourage free thinking 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.

1. THE BALANCED PROGRAMME

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

2. 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 compèr the evening. Do you want to invite parents or others along (such as Scout Network members, Senior Section Guides or a neighbouring 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.
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, allow them to implement the plan and introduce them to the concept of Programme Review in the Unit.

**Time:**
Week one: Indoors: planning – 90 minutes
Week two: Going to the cinema – 3 hours

**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 Zone:** 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?

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 the planning and execution of the event:
- What went well and why?
- What did they forget?

**Helpful Hints:**
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 be on the planning aspect rather than the activity itself.
EXPLORER SCOUTS - TAKING THE LEAD

EXPEDITION PLANNING

A major part of the Chief Scout’s Platinum Award, 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 expedition allowed. A prerequisite for all expeditions is thorough and careful planning to ensure a safe and enjoyable activity. There are links from this activity to Risk Assessment (page 32), Budgeting Skills (page 23) and Recording Skills (page 24).

**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:** Outdoor and Adventure, Skills

**Awards/badges:** Chief Scout’s Platinum and Diamond Awards, Queen’s Scout Award, Bronze, Silver and Gold Duke of Edinburgh’s Awards, Explorer Belt, Hill Walking Activity Badge

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

**Factsheets:**
- Risk Assessment (FS120000)
- Scout Led Activities Index (FS120084)
- Emergency Card (FS120077)
- Home Contacts (FS120078)
- Activity Information Form (FS120081)
- Route Plan (FS120409) See page 51
- Mountaineering with Scouts – The Vital Culture (FS120415)
- Nights Away Permit Scheme (FS120800)
- Scout Skills – Route Planning for Hikes (FS315083)

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 explore again some of the work already covered under the topics of Team Roles and Teamwork in this section.

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 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 Nights Away Permit Scheme factsheet (FS120800) 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 – makes sure all the food is bought and available
- Cook – 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 Coordinator / Home Contact – to make sure the District Commissioner knows you are going
- Transport director – to make sure you can get to the start point
- Booking secretary – to book any accommodation or campsite.

Get 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.

**Stage 4**
Raid the Quartermaster’s stores and lay out various items of equipment. Include camping gas bottles, Patrol tents, hike tents, water bottles, 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 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
Plan 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 meetings over several weeks. Other things to include are:
- Route cards (see page 51) – don’t forget to explain Naismith’s rule – the equation for calculating your speed on foot
- Diet and balanced menus
- Personal fitness
- External contacts – you must have a Home Contact; and gain approval from 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 Hill Walking Adviser (or Activity Advisers for other methods of expedition eg canoeing) about possible expedition areas. Ask your local DofE Adviser to come and run an evening on DofE expeditions.
- Ask someone with recent experience of an expedition and using the Adventurous Activity Permit Scheme to talk to the Unit. Perhaps this could be a young person who has completed the Chief Scout’s Awards, Queen’s Scout Award, DofE or Explorer Belt.
Representing Other People

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:** At least 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.

**Programme Zones:** Values and Relationships, Skills

**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 an excuse. Hold the trial, using the cue cards on pages 52-53.

2. **UN Security Council**

Convene a mock sitting of the UN Security Council. Ask the Explorer Scouts to represent some of the member states, including USA, 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. There are cue cards for this on page 54.

**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.

**Helpful hints:**

- Role plays is a really effective method 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 focussed on the activity.
- Why not arrange a visit your local Council meeting and ask Councillors to talk to Explorer Scouts about their roles?
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:** Flip chart and pens. Paper and pen/pencil. 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 and Relationships, Skills

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:
- Chair
- 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 ensue. 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 Chair 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 something to aim for. Finally, Unit Values helps them set some personal and Unit standards.

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• Getting the knowledge
• Listening skills
• Having your say
• Presenting skills
• Budgeting skills
• Recording skills
• Setting goals and targets
• Reviewing your progress
• Unit values
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.

Time: 60 minutes to identify the information required. Several weeks for the project itself

You will need: Flipchart and pens, paper and pens, access to a wide variety of sources of information for the actual project

Programme Zones: Skills, Community Service, Values and Relationships

1. WHERE DO WE GET INFORMATION?
In a large group, ask the Explorer Scouts to come up with a list of sources of information, using a flipchart to list them. The list will include:

- newspapers
- books
- public library
- internet
- local organisations and experts
- 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 five to ten, 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.
- 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 to 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 week.
- Open an indoor climbing facility.

Give each group a different project then allow ten minutes for them 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:

- 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.
- In the balloon itself write or draw all of the things which will be needed for the project to ‘take off’ eg good planning, money, personnel and resources.
- Beside the tethering ropes, write or draw all of the things which will prevent you from completing the project eg no money, planning restrictions, rules.
- Above the balloon, write or draw the things which would really make your project go with a bang eg enthusiasm, commitment.
- 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 should be 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.

**Time:** 90 minutes

**You will need:** Tape recorder, CD player or MP3 player, earplugs, recorded sounds and news messages

**Advance preparation:** Record news message and any sounds required. Write down some messages for Explorers to convey.

**Programme Zone:** Values and Relationships

**Useful websites/resources:** Websites with easy to access video clips such as www.youtube.com

**Young Leaders’ Essentials:** Module I - What Did They Say?

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 earplugs and the others have a message to convey. They should try to get their message across in normal speaking voices. The other Explorer has to really look at them and concentrate in order to hear what they are saying. They should write down the message that they have received.

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. Recap the main points of the activity: how to listen; look at whoever is speaking to you; respond to what you hear.

**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.

**HELPFUL HINTS:**
- This can be linked to community service work with deaf or hearing impaired people.
- Invite someone to the meeting to provide the Unit with training in sign language.
**HAVING YOUR SAY**

Teenagers fall into three 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.

**Time:** 60 minutes

**You will need:** Paper, names of 20 characters

**Advance preparation:** Write the names of famous people onto the cards

**Programme Zone:** Values and Relationships

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**THE GREAT BALLOON DEBATE**

**Method A - The Goldfish Bowl** (for a large group of 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:

- HM The Queen
- Adolf Hitler
- The Prime Minister
- Saddam Hussein
- John Lennon
- Mahatma Gandhi
- Mickey Mouse
- Margaret Thatcher
- Robin Hood
- Harry Potter
- Elvis

Ask each Explorer Scout taking part in the debate to choose one of the pieces of paper. Alternatively, let them choose their own character in 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** (for 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 HINTS:**

- 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 in.
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.

A good presenter has:
• a start, a middle and an end to the presentation
• clear visual aids which add to the dialogue
• a clear speaking voice — not rushed, but slow and measured
• has eye contact with the audience
• a relaxed look while presenting
• control of the presentation
• a good understanding of the topic being presented
• enthusiasm for the topic
• avoids reading notes, if possible.

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 using 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 those 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 (see 3) or local councillor (see 6) to the meeting; get money, cooking equipment, information on Fairtrade; do a risk assessment for using cooking gear; check all equipment is in working order; locate a local supermarket open at the time of meeting

Programme Zones: Skills, Values and Relationships

TASKS

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 of a three-course meal for four. The following week, they should cook the meal. The other Explorer Scouts judge the best meal.

2. Fairtrade versus Royal Warrant
Again, give the teams £5 to prepare a three-course meal. This time, one team is only allowed to buy good value products, one team buy Fair Trade products, the other 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 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 the council budgets are decided on for the local community. How are Council Taxes calculated and spent? Alternatively, invite your District or County Treasurer 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 plan 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.

Programme Zone: Skills

Useful website: Information Commission - www.ico.gov.uk

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
- DofE Record Pack
- Driving Licence
- Timesheets 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. For example:

- A clear list of the information you need
- Regularly update the information
- Accessible information for those who need it.

The examples used can be paper-based or electronic. If electronic sources are used, it may be appropriate to refer to information about the Data Protection Act, which can be found on the Information Commissioner’s Office website – www.ico.gov.uk

Once the list of points has been completed, ask the participants to design a system that will record the achievements. The system should record information about the activities they participated in, and also meet the requirements of a recording system they have identified.

If more than one group are participating in the activity, the suggestions could then be shared amongst the groups. Discuss the reasons for choosing the selected method.

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.scouts.org.uk/infocentre
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 Zone: Values and Relationships

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 it, 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 etc). 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.

DISCUSSION

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 requirements from an award they are working towards.

Ask them to think about what they want to achieve and to set an achievable target. 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 Programme 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 Zone: Values and Relationships

1. PROGRESS, PROGRESS, PROGRESS

Divide the Explorer Scouts into teams of about six. 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.

HELPFUL HINT:
The emphasis here is on reviewing progress and modifying approaches to achieve goals, rather than the goals themselves.
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 Zone:** Values and 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.
INTRODUCTION

So far, you have worked through being in a team and looked at gaining some personal skills in the section on self-development. Now it is time to help your Explorer Scouts develop some leadership skills.

We start by understanding why it is important for a leader to be respected by their team. We then look at different ways of leading. Leaders must understand when and how to delegate tasks to others. Leaders, especially in a Scouting context, must be able to run meetings and activities. Running a meeting is a key task for any leader and is a useful skill for Explorer Scouts to start to learn.

Before running an activity, Explorer Scouts must understand a little about how to carry out a risk assessment.

Finally, we look at how to teach both individuals and groups. Explorer Scouts will find out how to cope when team members become difficult, uncooperative or disruptive.
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 Zone:** Values and 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 Scouts’ respect on a flipchart.

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 first to correctly match all 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:
   - Chair of the District Explorer Scout Forum
   - 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.

**HELPFUL HINT:**
You may find that the Explorers bring in some very questionable figures as people they respect, ironically, to gain the respect of their peers. This shouldn’t be seen as a problem, as the discussion will bring out some pertinent points.
**EFFECTIVE LEADERSHIP**

We can all give examples of effective teams. They 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 and 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 session Why We Have Teams (on page 7).

**Time:** Two meetings or half a day at a camp or weekend activity

**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, Values and Relationships, Outdoor and Adventure

**Young Leaders’ Essentials:** Taking the Lead (Module B) Factsheet (FS460001) for Module B - Taking the Lead

For each of the following four bases adopt the style of leadership described under each of the four headings. You may need to ask other leaders or parents in the District to help you. The Explorer Scouts should visit each base once and then move onto the next.

For each base, someone else needs to observe the reaction of the Explorer Scouts to the instructions given by the leader and the style of leadership they experience. They should also note the team dynamics.

**Base 1: Directive leadership** (10 minutes)

In this base, the leader needs to:
- be directive
- give firm and clear instructions
- be clearly in charge
- ignore any suggestions from the team.

**Task:** Set up, either inside or out, a first aid emergency (e.g., a car crash, earthquake or hiking accident). Make sure that there is a variety of different injuries e.g., cut hand, screaming victim, unconscious victim. The ‘first aid team’ (Explorer Scouts and the leader) are out walking as a group and have come across the incident. The leader directs the team to deal with the incident.

**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 water balloon.

**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:** The team is asked to make a World Badge logo out of large rope, including the surrounding reef knot.

**Base 4: Passive leader** (10 minutes)

In this base, the leader needs to:
- be very laid back
- be overtly subtle
- only intervene if there is a risk or safety issue
- wander about almost disinterested.

**Task:** The team has to 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, talk as a Unit about the leadership style that was demonstrated.

- 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 (page 55) and ask the group to determine when they would use the various leadership styles.
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.

Time: Activity 1: 30–45 minutes
Activity 2: 90 minutes

You will need: Activity 1: Predefined tasks with instructions
Activity 2: Paper, pens, costumes, video camera and replay facilities

Advance preparation: Activity 1: Ensure the secret task is achievable
Activity 2: Make sure the camera and replay facilities work

Programme Zones: Skills, Values and Relationships

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 poles 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 eg the best knot tier to tie the knots
- Ask the team leader to appoint the least obvious people to do specific tasks eg 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.
- 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 HINTS:
- This activity links back to Being in a Team (page 6)
- It also has links to Presenting Skills (page 22)
It is important your 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 minimised. 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
- identify resources that can help them with risk assessment.

**Time:** 30–90 minutes

**You will need:** Post-it notes, equipment for games e.g. chairs, a ball, pens, paper, blank risk assessment form

**Advance preparation:** Ensure you understand the risk assessment process

**Programme Zones:** Skills, Community Service, Global

**Awards/Badges:** Service and Volunteering in Chief Scout’s Platinum and Diamond and Queen’s Scout Awards and DofE Awards

**Useful websites/resources:** Young Leaders’ Scheme Module A POR (Chapter 9), Risk Assessment factsheet (FS120000)

**Young Leaders’ Essentials:** Module A – Prepare For Take off

**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 into 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 (FS120000).
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 (per group) the following meeting

**You will need:** Paper and pens

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

**Programme Zone:** Skills

**Useful websites/resources:** www.scouts.org.uk

HELPFUL HINTS:
- Have sufficient copies of resources on running an activity available to the Explorer Scouts.
- To build on the learning in Risk
- Assessment, groups could be asked to risk assess their programme ready for the following meeting.

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 The Unit Programme is available and refer the groups to the chapter on Programme Planning (chapter one). Young Leaders’ Essentials also has 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 (ten 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?
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 things run smoothly. It might be helpful to reflect back on the content of Being in a Team (page 6).

Time: 60 minutes

You will need: Simple scripts for the role play meetings

Advance preparation: The scripts, video camera

Programme Zone: 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 points and bad aspects of the 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 Chair
• has an appointed secretary or note taker
• follows a structured discussion ensuring that everyone gets a chance to speak
• has a Chair who keeps the discussion to the topic under consideration and prevents people going off at tangents
• results in clear action points when decisions are reached
• has notes circulated after the meeting.

2. IMPROVING THE DISTRICT EXPLORER SCOUT FORUM

The District Explorer Scout Forum 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, nobody is taking notes, it’s a repeat of a previous meeting etc). The other should demonstrate a well-run, organised meeting (agendas in evidence, appointed Chair and secretary, minutes of last meeting, focused and speedy). The teams may need to practise 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 hit and miss with the Explorer Scout age range. Select the lead players carefully. Filming the meeting may help 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, Outdoor and Adventure, Values and 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 skateboard 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 tyre.

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 has, to teach 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 use a meeting of the District Forum to identify who can do what and who is prepared to trade their skill for another?
MANAGING DIFFICULT PEOPLE

Managing difficult people inevitably, when managing a team, 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.

**Time:** Spread over two meetings

**You will need:** Whatever is required for the chosen activity.

**Advance preparation:** You will need to prepare the chosen activity for the first week

**Programme Zone:** Values and Relationships

**Young Leaders’ Essentials:** Module D – Kids Behaving Badly

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 role as 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 or angry, 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 trying to identify 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 curriculum vitae (CV). 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 onto your application forms
- Getting Scouting onto your CV
- Preparing for the interview
- Qualifications through Scouting
- What is your community?
- The 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 learn 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, Blu Tack, blank cards to list additional skills

Advance preparation: Prepare the picture and cards as outlined above

Programme Zone: Values and Relationships

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, police officer

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 Blu Tack 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 ONTO YOUR APPLICATION FORMS

Scouting can have a positive influence on potential employers and university admissions tutors. 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

Advance preparation: Prepare the resources

Programme Zones: Values and Relationships, 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, AS-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 for real.

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 that 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 (Bronze, Silver and Gold)
  - Young Leaders’ Scheme
  - 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
  - navigation 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 a school activity. 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 (eg, clubs and societies, staff/student liaison committees, Students’ Union)
- ☑ Work experience (paid or unpaid)
- ☑ Family and community responsibilities
- ☑ Your social life (eg, 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 the Explorer Scouts to construct an excellent CV highlighting their Scouting skills.

Time: 45–60 minutes

You will need: List – what employers are looking for (included on this page), Cards with various jobs/professions for activity 1, model CVs, blank CV templates

Advance preparation: Prepare cards with various jobs/professions, tables to work on should be available, flipchart and pens

Programme Zones: Values and Relationships, Skills

1. WHAT DOES YOUR CV SAY ABOUT YOU?
Split the Explorer Scouts into pairs or small groups. Give each group a card with a job title or profession written on it. Each pair or group should imagine they are about to interview someone for that particular job. Ask them to write down what information/attributes about the interviewee they would like to see in their CV.

Examples of job titles might include:
- Teacher
- Architect
- Bank manager
- Nurse
- Tree surgeon
- Dentist
- IT consultant
- Journalist.

Try to have a wide range of professions and enough pairs or groups to cover them all (for a small group of Explorers, ask each pair to do this for two different jobs).

Ask each pair to feed back their answers to the group as a whole, generating a list of common attributes which employers want to see, as well as a separate list of things which are specific to particular jobs. Use the What Employers Are Looking For list, right, as a guide to help make sure the ‘common attributes’ list covers everything.

2. WHAT ATTRIBUTES HAVE YOU GAINED FROM SCOUTING THAT CAN GO ONTO YOUR CV?
Using the list(s) generated in activity 1, ask each Explorer Scout to think about how being in Scouting has given them skills and qualifications which they can put on their CV. Get them to write down specific examples of things they have done which have contributed to a particular skill area.

For example, next to ‘Communication skills’ they might write ‘edited the Unit newsletter’ or similar. Use this activity to get them to identify things they have done which they never thought might be usefully included in a CV.

The following should all be identified somewhere in their list:
- Scout Awards (including Chief Scout’s and Queen’s Scout Awards, Activity Badges, certificates of achievement, Explorer Belt etc) and other awards and qualifications (eg DofE, activity permits, Nights Away event passports)
- 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 Forum, 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)

3. COMPLETING A CV
Give them examples (real if possible) of CVs showing how different styles and structures are acceptable, but all contain the same key components. Now ask them to complete their own CV.

HELPFUL HINTS:
This will hopefully be a fun way to tackle a fairly dry subject. If possible, invite some real employers to visit and talk about what they want to see in a CV.

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 Explorer Scouts. 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 presentation

Programme Zone: Values and Relationships

PROFESSIONAL INTERVIEWING SESSION

Invite a local human resources representative or university admissions tutor 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 of the Explorer Scout age range and that the talk should be pitched appropriately.

Ask them to conduct the interview in front of the Unit. If you have the resources, try and video the interview to review it at a later stage.

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!
• Using local Network members who have experience of being interviewed is beneficial.
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 ten 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:** Outdoor and Adventure, Skills, Physical Recreation

**Awards/badges covered:** Whichever activity badge is covered by the activity


**Young Leaders’ Essentials:** Module K – First Aid Masterclass

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 doing Scouts, or towards which they are working. These may include:

- First aid qualifications
- National Governing Body Qualifications
- Young Leaders’ Scheme
- Chief Scout’s Awards
- Queen’s Scout Award
- Duke of Edinburgh’s Awards
- Lifesaving awards.

Encourage them to keep this list in their Explorer Scout 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.

RUN AN ACTIVITY TO HELP GAIN QUALIFICATIONS

Run an activity or a series of sessions to help the Explorers complete any of the following:

- Youth First Aid Course of St John Ambulance (which gives them their Emergency Aid Stage 3)
- 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 Two Star Award (which would provide their Canoeing Activity Badge)
- Royal Yachting Association’s National Powerboat Certificate 2 (which contributes to Water Activities Activity Badge)
- Royal Yachting Association’s Inland Water Helmsman Certificate (which would provide their Water Activities Activity Badge)
- Royal Yachting Association’s Young Sailor Scheme Start Sailing Stage 5 (which would provide their Water Activities Activity Badge)
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.

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?

1. 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.

2. 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.

3. 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 - ten shops per A4 sheet, 1 superstore per sheet

4. 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.

5. 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.

CONSIDERATIONS

- The Government has dictated that there can be no more than one road bridge across the river to the town.
- An application has been received from the RNLI for a new lifeboat station.
- You have been informed that after a final appeal, a new chemical factory will 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 has dictated that the pollution will be at an acceptable level. The factory will be the size of two A4 sheets of paper.
- 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.
- Have you included a sewage works in your town? You need one! (half A4 sheet)
- 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.
- You have been advised a further 150 houses need to be built to accommodate the new factory workers.
- The police station needs to be included in the centre of the town (half A4 sheet).
- Schools need to be provided for primary and secondary education (each school is half an A4 sheet).
- 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.
- 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 equal to that in your area. Your town will not be built in time to beat this law.

6. 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.

7. 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 they 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:
Copy 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.

Time: One meeting

You will need: May need presentation equipment depending on the speaker

Advance preparation: Arrange the evening with the guest speaker beforehand. Brief them appropriately

Programme Zones: Values and Relationships, Community Service

Awards/badges covered: Community Activity Badge

Useful websites/resources: Factsheet: Impact of Scouting in the Community (FS190018)

SCOUTS HELPING OTHERS

Arrange for a representative of a local charity to come along to the Unit. Explain how, by raising a modest sum of money, the Unit can make a real difference to the local community. It is important that the organisation you invite is of interest to the Unit.

Perhaps the organisation could be a charity that supports adolescents or who are high profile locally eg local burns unit at the hospital, the local MS support group, National Children’s Home, local cancer ward for adolescents.

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 how long they have to talk for
• 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 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**

It is important for young people to get involved with different people and organisations. This provides a valuable insight into how different organisations work, the different styles of leadership and how different groups operate. It is also important that Scouts play an active role in their local community and this can be done in a number of ways.

**Time:** One meeting

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

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

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

**Awards/badges covered:** Partnership Awards, 
Useful resource: Scouts Go Green (available from the Scout Information Centre – 0845 300 1818)

**HELPFUL HINT:**
It is important to link the activity back to the Explorers’ leadership and delegation skills. Encourage them to take as much ownership for the project as possible.

**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 undertake. 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 Conservation Trust
- 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 15 minutes 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.

Explain to the Unit that there will be three visitors, each of whom will be talking about a project that they would like the Unit to complete. Advise them that they will have the opportunity to make notes and ask questions about the projects.

**DISCUSSION**

After all three guests have made their presentation and answered questions, thank them and let them leave. Facilitate a discussion around the projects. Which would the Unit like to complete and why? Try to ensure that a consensus decision is reached.

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

Depending 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.
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, 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 this, they will also give credit to their peers.

**Time:** 60 minutes

**You will need:** Internet access

**Advance preparation:** Find out the appropriate websites for local papers, details of internet cafe

**Programme Zones:** Community Service, Values and Relationships

**Awards/badges covered:** Public Relations Activity Badge

**Useful websites/resources:** Local Scouting websites, www.scouts.org.uk/adventure

Once you have completed this exercise, visit the website 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 website for the Unit
- Offer to help in updating the District/County website
- 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.

PROMOTING SCOUTING IN YOUR COMMUNITY

Firstly, look at the above resources to understand Scouting’s ‘brand’ locally, nationally and internationally. If you have the facilities available, wire up the internet so that it can be accessed in your Unit meeting place. If you have not got this facility, try meeting in 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.
BUILD A BALLISTA

SUMMARY
A ballista is a type of catapult that is used to propel a load at a target. This project has year round appeal. It can be used for snow balls in the winter and wet sponges in the summer!

EQUIPMENT
9 x 2 m spars
1 x 2.5m spar
1 x 3.5m light spar/stave
2 x 2 m light spar/stave
15 lashing lengths
Sisal or light cord
Polythene bags eg bin liners
Old frying pan

METHOD
• Construct two similar A-frames using 3 x 2m spars with a sheer lashing at the top and a square lashing at either end of the cross bar
• Join the two A-frames at low level with two further 2m spars
• Lash the last 2m spar between the A-frames, half way up the struts and on the inside of the structure
• Pad the crutch of each A-frame with polythene bags to act as a bearing then rest the 2.5m spar on top. It may be necessary to tie these in place. (a) Tie a short length of sisal across the top of each A-frame to keep the 2.5m spar from jumping out. (b)
• Using a square lashing, fix the 3.5m light spar to the 2.5m cross member. The long spar should be positioned so that when the 2.5m spar rotates, the end of the 3.5m spar will clear the bottom cross member but will connect with the upper one. (c)
• Two 2m staves are lashed between the outer ends of the pivot (2.5m spar) and the 3.5m spar to act as a brace.
• The frying pan is fixed securely to the top end of the 3.5m spar. The final two lashing lengths are fixed to the bottom of this spar, ensuring that they are clear of the upper cross member when pulled. (d)
• For energetic use it may be necessary to guy out each A-frame and lash the feet to large pegs driven securely into the ground.

For use: Load the missile into the frying pan and pull on the ropes. Everyone else should stand clear!
The two pulling ropes can be replaced with inner tubes.

TIP:
To improve the performance, the frying pan can be replaced by a sling attached to the top of the operating arm. (e)

Images courtesy of pioneeringmadeeasy.co.uk
### Route Plan

**To be completed in accordance with Policy, Organisation and Rules.**

**Take a copy with you and leave a copy with a responsible local person - cancel on return.**

**Objective:**

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<th>Place or Grid Reference</th>
<th>Magnetic Bearing</th>
<th>Distance (m)</th>
<th>Height (m)</th>
<th>Description of Route</th>
<th>Est. Time for Leg</th>
<th>Total Time</th>
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**TOTALS:**

Add 10 minutes per hour for safety

**FINISH TIME OR DARK AT**

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### Escape Routes

1. From ..............................................................

2. From ..............................................................

3. From ..............................................................

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Use NATHSMITH’S RULE - adjusted to suit the abilities of your particular party - to calculate the estimated timings for each leg. It is usual practice to add 10 minutes per hour for a “rest” again adjust timings to suit your party.

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### Scouts

**WEATHER FORECAST**

- **WIND:** Speed/force .................................... becoming ............... knots/mph at .............. metres
  - Direction ............................................

- **TEMPERATURE:** Sea level ................................... °C becoming ............... °C at .............. metres.
  - Cloud base ............................................. metres.

- **OUTLOOK:** .............................................

**EMERGENCIES**

**Note:** These notes are for those in the local area who have been handed a copy of this Route Plan. If the party fails to return by the agreed time please contact the first two listed below. If the Home Contact cannot be reached please telephone the appropriate Scout Headquarters’ office.

- **Home Contact**
  - Name ..................................................
  - Address .............................................
  - Telephone ..........................................  

- **Police - 999**

- **Scout Headquarters**
  - Duty Public Relations Officer: 
    - Office Hours: 0845 300 1818
    - Outside Office Hours: 020 7584 7031
  - Or if in Scotland: 
    - Office Hours: 01393 419073
    - Outside Office Hours: 01383 412704
  - Or in Northern Ireland: 
    - Office Hours: 02890 49 2829
    - Outside Office Hours: 028 9373 7302

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**EQUIPMENT IN PARTY**

- Maps (minimum of 2)
- Compasses (minimum of 2)
- *Emergency Rations*
- *Waterproofs*
- *Spare Clothing*
- *Whistle*
- *Food/Drink (for journey)*
- First Aid Kit
- Watch
- *Emergency Card and Pencil*
**REPRESENTING OTHER PEOPLE: MOCK TRIAL CUE CARDS**

**CARD 1 - FOR ALL THE COURT TO SEE**

The defendant on trial has admitted to stealing large sums of money. They have admitted to stealing the money. However, they are claiming diminished responsibility and believe that they can not be held responsible for their actions. It is now down to the two legal teams to discuss argue their case and for the Jury to decide and for the judge to pass sentence on the defendant.

There are a number of people involved in this case these are:

- The Judge
- The Defence
- The Prosecution
- The defendant
- The Jury

The case follows the following order:

1. The judge reads the charge to the jury and explains that they are to decide whether the defendant should face diminished responsibility or not
2. The defence questions the defendant
3. The prosecution questions the defendant
4. The same then happens if there are any witnesses
5. The defence sums up their case
6. The prosecution then sums up their case
7. The defence makes any response to the prosecution's remarks
8. The judge does a final summing up
9. The jury come to a verdict
10. The judge passes sentence

**CARD 2 – GIVE TO THE JUDGE**

As the judge it is your responsibility to make sure that the trial is held in a fair and appropriate manner. Ultimately everything in the trial comes down to what you say. You must make sure that the questions asked are fair and that they are not leading the defendant into saying something they do not mean to say. Once all the evidence has been heard you must ask the jury to decide whether they think the defendant has diminished responsibility or not. Once they have come to a decision you should then ask them their verdict and pass sentence accordingly. The facts of the case are:

1. The defendant has admitted to stealing £10,000
2. He has never denied that he stole the money
3. He claims that he did it to pay for drugs to cure his wife who is seriously ill but the local health service will not pay for them
4. Once the jury have decided whether the defendant has diminished responsibility for his actions you need to decide on a sentence.

If the jury decide that he should be held completely responsible for his crime then you should decide whether he should get:

- a 3 year custodial sentence
- a 3 year custodial sentence, part of which is suspended
- a 3 year custodial sentence which is suspended.

If the Jury decide he is not completely responsible you should decide whether his sentence should be:

- a community service order
- a curfew order
- a conditional discharge
- a complete discharge.
**CARD 3 – GIVE TO THE DEFENCE LAWYER**

You are representing a man who openly admits to having stolen £10,000 from a large national youth organisation. He claims that he did it to pay for a new drug that will help his wife get better but is not available from the local health authority. The £10,000 he stole would pay for his wife to have the drug and for her to make an almost complete recovery. At the moment she needs care all day and night. They also have two children.

The key facts are:
- He stole £10,000 for treatment for his wife
- He has never denied guilt and always claimed that he would be able to pay the money back
- At the moment he is caring for his wife and young family
- The drug would allow his wife to get better and so he would be able to go out to work
- If he goes to prison his children and wife will go into care

You must convince the jury that whilst he is guilty he should face diminished responsibility and you must convince the judge of the sentence that you feel he should face. These are:
- a 3 year custodial sentence
- a 3 year custodial with some or all of it suspended
- a community service order
- a conditional discharge or
- a complete discharge.

You may bring on a witness but if you do so you must submit this to the judge for approval and let the prosecution know all the details. Make sure you use the information on the defendant’s card to the best advantage.

**CARD 4 – GIVE TO THE DEFENDANT**

Your wife is seriously ill and you have to care for her 24 hours a day. You also have to look after your young family your son aged three and daughter aged 18 months. You have some family but they live a long way away.

You were recently told by a doctor that there is a drug available to you, which could help your wife make an almost complete recovery. This would allow you to go back to your well-paid career in car sales. However, you have had to give up work to care for your children and wife and found out about the drug too late. You stole £10,000 from a large youth organisation and openly admit to having stolen the money. You have also always said that you will give the money back as soon as you can go back to work. If you go to prison your wife and children will have to go into care.

**CARD 5 – GIVE TO THE PROSECUTION**

The defendant has already admitted to stealing £10,000 but is claiming diminished responsibility. You have to convince the jury that the defendant was fully aware of what he was doing and so should therefore face the full punishment for his crime. You must ascertain the facts by questioning the witnesses as well as the defendant.

**CARD 6 – GIVE TO THE JURY**

You must listen to both sides of the argument and follow the judge’s instructions and come to a decision having listened to the arguments put forward.
representing other people: un security council mock debate

the countries represented are china, france, russian federation, usa, uk, austria, burkina faso, costa rica, croatia, japan, libya, mexico, turkey, uganda, and vietnam.

appoint a chair and vice-chair of the meeting as well.

cue card for representatives

you are representing _____________ at a special meeting of the united nations security council. the meeting has been convened to discuss a resolution on terrorism. you must represent the views of the nation that you represent and get any amendments passed before the resolution is passed or failed.

cue card for chair

you are chairing a debate of the un security council. the meeting has been called especially to discuss a resolution on terrorism. you must ask one of the nations to propose the resolution. this person talks for two minutes on why the resolution should be adopted and then answers questions. they can then yield the floor to another member or ask the chair to open the floor to the meeting. members then get the opportunity to talk in favour of the resolution. once the time for the resolution is up members can then oppose the resolution. they will then be asked to talk for two minutes on why they think it should be opposed. during the time against the resolution a member can put forward an amendment if this is the case they must talk for 30 seconds on why this amendment needs to be passed and then members can oppose the amendment. at the end of the debate all 15 members vote on whether they want to pass the amendment or not. members get to either vote for, against or abstain. if the amendment gets the majority of votes then it is passed into the resolution.

once the debate finishes the members should vote on whether to adopt the resolution. members get to vote for, against or abstain. the resolution is adopted if it gets a majority vote. however, if china, france, the russian federation, usa or uk votes against the resolution then the resolution is automatically failed.

the process the debate follows is:

- 10 to 15 minutes for the resolution
- 10 to 15 minutes against the resolution
- vote taken
EFFECTIVE LEADERSHIP: 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 expedition. 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 Chair for the Unit that has very good group dynamic. A new Scout has just arrived in the Unit. He seems unsure if he really wants to be there. How can you ensure that he feels 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 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?

CASE 5
You have been asked as a Unit to organise the next District Explorer event. You are the Chair of your Unit. You had asked your leader to liaise with the other District Units and to organise a District Explorer Scout Forum. You discover that this has not happened and there are only three weeks left to the event date. What can you do to make the event happen? How can you ensure that your Explorer Scout Leader does not let you down again?

CASE 6
Your Unit has been invited to a Patrol camp to assist the Scout Leader. The Troop has never been on a ‘back to basics’ camp before. The Troop Leader is on her own. Your role is to help the Patrols (especially the Patrol Leaders) in running a successful camp. The Patrol Leaders need to understand teamwork and the art of delegation to ensure that every member of their Patrol is involved during the camp. How will you achieve this? What styles of leadership will be required?
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