

TAKING THE LEAD
YOUTH SHAPED
SCOUTING IN
PRACTICE



SCOUTS



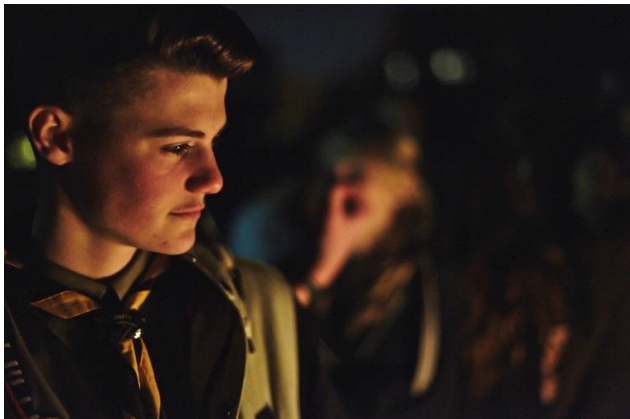
EXPLORERS

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Welcome

What does youth-shaped Scouting mean? It means young people like you being able to work in partnership with adults to contribute and shape your Scouting experience. By doing this, you will develop leadership skills that will help you be more confident and assertive, and will support you to take on more of a leadership role. The Scout and Explorer Scout sections offer some of the most exciting opportunities for youth-shaped Scouting to take place.



Using this resource

This resource has been designed for young people like you, so that you can work with the leaders and Young Leaders in your Troop or Unit to develop your leadership skills within the Scout Troop or Explorer Unit. It will help you take more of an active role in the day-to-day running of your Troop/Unit, providing useful information and tried and tested activities. You will learn skills to help you get your voice heard, and help you get involved in decision-making within your Troop/Unit, such as camps and activities, and at national and international level. Most importantly, it will help you to develop lifelong leadership skills.

The activities in this resource have been designed so they can be made easier or harder depending on the level of those in your section. Where there is more than one activity to choose from, you might find some activities easier to do than others. Opportunity

This resource is divided into four sections:

1. Being in a team

This section will look at why it is good to work in a team, useful tactics and some issues that might occur and how to tackle them.

2. Self-development

Here you will take a look at ways in which you can develop personal skills that will help you to take more responsibility for leading, or being a part of, a team.

3. Leading a team

Here you will develop skills that will allow you to start leading teams.

4. The wider picture

This section will encourage you to use your new skills outside of Scouting.

Delivering the training

You are encouraged to use this resource to carry out activities within your Troop or Unit; some of the activities could be brought together as part of an activity weekend for the Troop or Unit. They should be fun and engaging and could also form part of a normal weekly meeting night. Badges, awards and the Young Leaders' Scheme are linked to activities where possible.

We hope that this resource will help you to develop your leadership and teamwork skills, in partnership with your leaders. **NB: Some activities will need significant support from your leader.**

Task bars

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

- **Time:** How long the activity takes. It may be spread over more than one meeting.
- **You will need:** What you will need to run the activity.
- **Advance preparation:** what you will need to do before the meeting.
- **Badges and Awards:** How the programme relates to the section's awards or activity badges.

Being in a team

Before you get started on developing the skills needed to lead a team, it is helpful to develop an understanding of what a team is.

In this section, you will start off with why we have teams; moving on to thinking about the different roles that you can have within a team; then how to build an effective team; and how teams come to a decision. Finally, you will look at ways that you can represent your team's views to others.



Why do we have teams?

The purpose of this activity is to get you thinking about the advantages of working in a team. You will investigate whether it is easier to complete tasks as an individual or as a team, and demonstrate the benefits of working together as a team. By the end of this section you should understand that teams can complete tasks more effectively and efficiently than an individual, by using the skills and expertise of all of the members of the team.

- **Time:** 30 minutes.
- **You will need:** Whatever is required for the chosen activity.
- **Badges and awards**
 - **Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award.
 - **Explorers:** Leadership Activity Badge.

Task

Divide yourselves into teams of six.

One member from each team has to assemble or pitch a patrol or hike tent in the dark.

(This activity can be undertaken indoors or outdoors.)

One member from each team must keep track of the time that it takes to complete this task.

You only have 10 minutes to complete this exercise.

Once complete, come together as a team and repeat the same activity.

You only have 10 minutes to complete this task. Your leader should keep track of the time the each team took to complete the task.

Discussion

- As a team discuss the following:
- Was working as a team easier or harder than working as an individual?
- What made working as a team easier or harder?
- When were you most efficient?
- Did everyone have a role when working as part of a team?
- Were you quicker as a group or as individuals?

Think about teams that you already belong to and the role you play within that team. These could be: Chief Scout's Award or Duke of Edinburgh's Award expedition teams, choir, orchestra, sport teams or as a cast member of a Scout show or other theatre production.

Can you make any comparisons between the outcomes of the task and your role within teams you already belong to?

Other possible activities

- Carry a large heavy bucket of water some distance through an obstacle course.
- Build a washstand using canes and elastic bands or using proper lashings and Scout staves.
- Carry the tallest member of the team from one end of the meeting place to another.
- Do a treasure hunt in the dark just using a torch.

Build a structure out of cardboard

This activity will help develop your understanding of the importance of different roles within a team.

- **Time:** 30 minutes.
- **You will need:** Large cardboard boxes (preferably second hand), sticky tape or electrical tape.
- **Badges and awards**
 - **Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Creative Challenge Award, Skills Challenge Award, Creative Arts Activity Badge.
 - **Explorers:** Leadership Activity Badge.

Task

Divide yourselves into teams of six. Using the equipment provided, you have 20 minutes to build a single structure that can fit the whole team inside. As a team you have to decide and agree on what the structure is going to be. Some examples could be: a boat, aeroplane, spaceship or a fort.

No one can touch any equipment for the first five minutes; as a team you have to plan what you are going to make before starting.

Guidelines

- It has to be finished within the given amount of time.
- It has to fit the whole team inside.
- It cannot be made up of anything else other than the cardboard and equipment provided.

Leader notes

- You can give further detailed requirements to the teams, such as:
 - The structure must have windows.
 - The structure must have sleeping areas.
 - The structure must have eating areas.
 - The structure must have moving parts.
- You can also add extra equipment.

Discussion

Once the structure is complete, come together in your teams and discuss:

- Was everybody busy all the time?
- Could the task be done more efficiently?

- Did one of you assume the role of the leader?
- Did some take over and do most of the work?

Now repeat this task; however, this time each person will have a specific responsibility.

When working together to assign roles, think about each other's strengths and skill sets.

Example team member list

- Leader.
- Record keeper.
- Timekeeper.
- Builder.
- Designer.
- Organiser.

Once the task is complete, as a team discuss the following:

- Was the task easier the second time round?
- How were the tasks allocated to people?
- Were specific people used for specific tasks?
- Did the team work together to help one another, or did you stray from your own task?

It is important to understand that when working in a team, each team member will have their own strengths that will add to the team's ability to complete a task more efficiently.

Providing structure and clearly defined tasks will make sure that team members know what they have to do, when they have to do it and how they have to do it.

Helpful hint

Make sure that you source the cardboard boxes before the meeting. These can be sourced from local shops or supermarkets.

Alternative activity

Suitcase challenge

To begin, as a Troop or Unit, your scenario is as follows:

Your plane has crashed on a deserted island and there is one lifeboat, which can only hold the whole team and 10 other items. This lifeboat will take you to another island where you will be rescued in five days' time.

From the varied selection of items provided by your leader (a mixture of essential items & non-essential items), as a team you have 10 minutes to agree which items you will take and which items you will leave behind.

Leader notes

Provide the following items; add or remove items as needed.

Non-essential items

Earphones, wash kit, portable speakers, Umbrella etc.

Essential items

Dried and canned food, blanket, water, blanket etc.

Discussion

- Did anybody automatically and unofficially take up a position within this task?
- Did somebody automatically take charge of separating the essential items from the non-essential items?
- Did somebody take charge of keeping track of the number of items chosen?
- Did someone automatically take charge of managing the packing process?
- Did someone keep track of the time?
- How can you relate this back to doing an expedition?
- What about planning an expedition?
- Will you need to work as a team when undertaking your expedition? If so, what have these activities taught you? What roles would each of you play? How would you divide the tasks/roles and why?

Helpful hint

Tasks work better when everybody knows their roles and supports one another.

Team building

You should now understand the importance of working in teams and teamwork. You will now look at how to become a more effective team. These activities can be used as short 'one-off' team-building activities or as a programme for a meeting night. These activities should help build the relationships within your team, and encourage everyone to take part and motivate each other to work together for the benefit of the team.

Trust games

- **Time:** Between 20-30 minutes for each activity.
- **You will need:** Lego (and lots of it!), paper, pens, blindfolds, plastic bottles, Lego base plate, puzzle, clothes, tea set.
- **Advance preparation:** Set up a trail. Complete a Risk Assessment (for more information please see the [Risk Assessment factsheet](#)).
- **Badges and awards**
 - Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award, Creative Challenge Award.
 - Explorers:** Creative Arts Activity Badge, Leadership Activity Badge.

Task

Blindfolded guide: Divide yourselves into two teams, choosing one person to be the blindfolded member within each team. Create a circle in the middle of the meeting place; in the circle place items to complete various activities such as a jigsaw puzzle set, an outfit (t-shirt, trousers, socks, shoes, hat, gloves, scarf, and jacket) tea set, coloured balls etc.

The blindfolded individual is guided by their teammates to collect each item, one by one, before being guided as to how to assemble/complete the activity (ie put the puzzle together, put on clothing). The team can only call out directions and hints and tips to the blindfolded team member and cannot touch them at any stage.

Minefield: Divide yourselves into two teams, choosing some team members from each team to be blindfolded. Throughout your meeting place, lay out objects such as plastic bottles and clothes pegs to be the mines. Non-

blindfolded members must get their blindfolded team members across the minefield without hitting the mines. If the blindfolded person hits a mine, they sit down and become a mine themselves.

Catch your team member: Divide yourselves into four teams. One person from each team stands on a table with their back to their teammates and their arms crossed over their body. The rest of the team stands in two rows facing each other, with the table at one end. Each team member has to interlock their hands with the person in the row across from them. 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](#))

The Lego tower: In teams of about 4 or 5, each team must produce the highest tower, in the fastest time, using the fewest bricks. Which team can accurately estimate the height, number of bricks and time you will need to build your tower? There are two phases in the game: planning and construction.

Planning: In teams, practise joining bricks together and trying out different building forms. Any number of trial runs may be undertaken but all bricks must be separated again before entering the construction phase. Each team will have a collection of Lego, including base plates, and approximately 150 bricks.

Teams must carry out the following tasks:

- Draw a design of the tower and show how you will build it.
- Make a plan of who is expected to take what part of 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. You 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, your leader will review what was achieved.

As a team, review how you worked together:
Did somebody take the lead?
If so, 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?
If not, do you think you would have worked differently with a leader?

Alternative activities

- Build a Zip Line (See instruction sheet on the appendix page 51.)
- Build a large pioneering project (search scouts.org.uk/pol for 'pioneer'.)
- Build the tallest freestanding tower using only newspaper and a roll of sticky tape.
- Build a drinking straw tower or bridge.

Team decisions

It's easy to make decisions as an individual, but it can be much harder when in a team. This could be because others have different viewpoints from you and it is hard to come to an agreement. This section will help you to 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.

Challenge activities

- **Time:** 20 – 30 minutes per activity.
- **You will need:** Paper and pen, calculator, rope or cord.
- **Badges and awards**
 - Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award.
 - Explorers:** Leadership Activity Badge.

Car problems

You have just passed your driving test and you want to buy a new car.

You have been given £500 to get you started.

The car that you want costs £1200. It has a 1.2 litre engine and comes with a year's MOT at £60, a full tank of petrol worth £80 and a three month old service worth £130. It has had one owner and has been involved in an accident, which deems it a category D vehicle (a car that has suffered accident damage that would cost more to repair than to replace the car). Its current mileage is 38,000.

You have seen a similar car for £1000. It is a 1.2 litre, it is older by two years, comes with a £20 tank of fuel, its MOT is due in six weeks at approx. £60, and two tyres need replacing at £40 per tyre. It has had two owners with a mileage of 44,000.

It has not been involved in an accident.

As a team, agree which car should you choose?

Try to fill a zoo

In groups of 4 or 5, try filling a zoo using the template within the appendix.

You have 30 minutes to house the animals, using the information given under the 'considerations' heading below.

There are three types of accommodation in the zoo:

- A bird and snake house
- 12 pens for individual animals
- 2 sociable compounds, each holding 3 species of animal

Considerations

Some pens have trees (T), some have water (W) and some have both.

Parrots can see out of the entrance gates.

Snakes live between vultures and eagles.

Elephants live with antelope.

Eagles cannot see elephants.

Sea lions, polar bears, brown bears, penguins, tigers, wild boar, rhinoceroses and elephants need water.

Zebra, monkeys, baboons, chimpanzees, brown bears, lions, tigers, leopards, pumas, wild boar and giraffes need trees.

No two cats can live next to each other.

Camels live with zebra.

No two members of the monkey family can live next to each other.

Tigers live between sea lions and monkeys.

Sea lions live next to polar bears.

Wild boar live between brown bears and chimpanzees.

Baboons live between leopards and penguins.

Lions live nearer to monkeys than to chimpanzees.

Hints and tips

For the zoo activity you could build cardboard cut-outs and use them as a huge team task.

Leader notes

It is important that all team members express themselves, even if this leads to frustration when the group overrules their views.

The spider's web

Divide yourselves into two teams. Your task is to 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 before the session. In your teams, plan how to get through the web, in order to reach the other side. Only one team member is allowed through each hole in the web. You need to

decide who will go through each hole, and how you are going to help one another as a team.

Discussion

After each of the activities, discuss the following:

Did everyone agree on the decisions made?

Did someone have to compromise?

Why did you need to make decisions?

Who made the decisions?

Go on to explore what sort of decisions have to be made.

When does everyone have to agree?

Does everyone have to agree all the time? Why?

What happens when someone doesn't agree/take part?

Variation

You cannot touch the rope in any way; this means that you will have to help each other through the web.

Programme planning

Sometimes it is hard to come up with ideas for what you would like to do as a Troop or Unit. These activities should help you to develop ideas to plan your quality programme.

Activity, activity, activity

- **Time:** 60 minutes.
- **You will need:** Toothbrush, chalk, sticky tape, string, Lego pieces, sunglasses, fork, spoon and a Swiss army knife, flip chart, paper and pens, balls, bags, pegs, scarves, straws, card, scissors, paint, tissue paper, glitter. Prepared book, Programme Plans (Module G) and Programme Plans Plus (Module H).
- **Badges and awards**
 - Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award.
 - Explorers:** Leadership Activity Badge.

Task

Your leader should set out three tables, labelled 'Game 1', 'Game 2' and 'Game 3', with the following equipment placed on the corresponding tables:

Game 1 – Balls, bags, pegs, scarves, straws and card.

Game 2 - Craft equipment, eg scissors, paint, tissue paper, glitter etc.

Game 3 - Just paper and a pen.

Divide yourselves into three teams of about 5 or 6 and choose a table/game to start with. Using the materials provided at your table, you have 20 minutes to generate an activity for your Troop or Unit. The activity should be for 5 or 6 people and last roughly 20 minutes. You can only use the materials provided at the table.

After 20 minutes, rotate tables and try out the other team's game. Your leader should keep tabs on the time to make sure that you do not run over.

Discussion

Have a discussion about how easy or hard it was to create the games. Why was it hard? Did you enjoy the games played? What would have made it easier? What would you do differently next time? What did you learn

whilst playing the game? Did the activities fit into the three main themes? Can you link them to the 15 Challenge Areas for Explorers?

Each team should vote on their favourite activity.

Hints and tips

You should try and think laterally, for example, straws are for drinking but can also funnel water into small places; could be used as a tunnel for string; or to blow air to move a light object.

Event planning

Have you ever thought about what goes into planning an event? This activity should give you the opportunity to plan and understand what goes into planning a Troop or Unit event. It will also introduce you to the concept of Programme Review.

Rollercoasters and bumper cars

- **Time:** Planning time 60+ minutes.
- **You will need:** Pens and paper, internet access (where possible).
- **Badges and awards**
 - **Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award.
 - **Explorers:** Leadership Activity Badge.

Task

In your Troop or Unit, decide on a trip that you would like to take. This could be to a theme park, cinema, ice-skating, local fair etc. As a whole team, you have to plan every element of the trip, including how you are going to get there and back.

Start planning

- You should take into consideration the following:
- The date you will be going.
- How will you be travelling to and from the location? Will you need to hire a minibus?
- Does a risk assessment need to be undertaken? If so, who will do it?
- Who is going to do what and when? Are there any deadlines?
- How much will the trip cost? How will the finances be sorted, eg who will pay what?
- Do you need tickets? How will you buy the tickets? Will you buy them in advance, or pay when you get there?
- What first aid provision is needed, and who will provide it?
- What clothes should you wear?
- Will refreshment be provided or will you have to buy or bring your own?

You should think about all the options and the pros and cons of them. What would work in your favour? For example, buying tickets online may be cheaper than paying on arrival or over the phone.

Going on your trip

On the day of the activity, you should be left to get on with things but a leader should take notes on how the event is going and record their observations.

How did it go?

Using any recorded observations as a whole, review the planning and execution of the event:

- What went well and why?
- What did you forget?
- What did not work?
- What would you do differently next time?

Helpful hints

Using a camera would be a good way to capture what happened, so you could watch the footage as part of the review process.

You can plan other trips or events such as:

- A trip to the cinema.
- Theatre production.
- Ice skating/roller blading.
- Laser tag.
- Climbing activity.
- Swimming competition.

The emphasis should be on the planning aspect rather than the activity itself. Remember that you should be able to complete the planning exercise within a single session.

Expedition planning

One of the elements of achieving your Chief Scout's Gold/Platinum/Diamond Award and Queen's Scout Award is undertaking an expedition. All of the Awards are as flexible as possible in terms of the types of expedition allowed.

This section will ensure you are aware of the need for planning and preparation.

You will also have the opportunity to explore some of the work already covered under the topics of Team Roles and Teamwork.

NB: This activity will take more than one meeting to complete.

Expedition

- **Time:** 20–60 minutes for each stage
- **You will need:** Pen, paper, a calculator and route cards (FS120409)
- **Badges and awards**
 - **Scouts:** Chief Scout's Platinum and Diamond Awards, Expedition Challenge Award Duke of Edinburgh's Awards, Adventure Challenge Award, Outdoor Challenge Award.
 - **Explorers:** Chief Scout's Platinum and Diamond Awards, Queen's Scout Award, Hill Walker Activity Badge, Explorer Belt, Duke of Edinburgh's Awards.

Useful websites/resources

- Duke of Edinburgh's Award: dofe.org
 - British Mountaineering Council: thebmc.co.uk
- Factsheets:
- [Risk Assessment \(FS120000\)](#)
 - scouts.org.uk/a-z
 - [Emergency Card \(FS120077\)](#)
 - [InTouch - Activity Information Form \(FS120081\)](#)
 - [Route Planning for hikes](#)
 - scouts.org.uk/nightsaway

Task

Your task is to plan a five-day expedition to a remote part of the UK. This expedition can be for the whole Troop or Unit, or for small teams, to take part in.

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 you all would like to go and explore. Have suitable maps in different scales available to help make the decision.

Stage 2

Consider the conditions that you 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 that might be needed include the following:

- Team leader.
- Event passport holder – At least one member of the party may require an event passport (see the night's away pages on scouts.org.uk/nightsaway).
- Quartermaster – Ensures all the kit is available, in good repair and taken on the expedition.
- Treasurer – Sets the budget and ensures it is stuck 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 – Makes sure the route is planned, and that maps/compasses are bought and carried.
- External coordinator / InTouch person – Makes sure the District Commissioner knows where you are going.
- Transport director – Makes sure you can get to the start point, and back again.
- Booking secretary – Books any accommodation or campsites.

As a team, you should decide who will be doing what. You may think some roles are missing, so add them to the list. It is possible for people to have more than one role each.

Stage 4

Your leader should set out various items of equipment, including camping gas bottles, Patrol tents, hike tents, water bottles, cooking equipment, rope and compasses. In your allocated roles, select which items you want to take with you on your expedition.

Make sure that you also decide what personal kit you want to take.

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 you will get from the start to the end of your expedition points. Look again at the InTouch procedures.

Stage 6

Plan the budget. As a team, you should look at the cost of the trip and work out how you will cover it. What will be your contingency budget (extra cash for emergencies) and will you need to do any fundraising before the trip?

Other things to think about are:

- Route cards see [here](#) – Ask your leader to explain Naismith's rule – (the equation for calculating your speed on foot).
- Personal fitness.
- External contacts – You must have an InTouch process; and gain approval from your DC that you are going on an expedition.
- **Note:** If you are travelling overseas, then your ACC (International) will need to know of the expedition at least three months in advance!
- Passport/visa/currency and jobs.
- Safety/risk assessments.
- Permits (Nights Away, Hillwalking, Nights Away passports).

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 or QSA coordinator to come and run an evening on expeditions.

Find someone with recent experience of an expedition, and using the Adventurous Activity Permit Scheme, to talk to your Troop or Unit. 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

You will sometimes need to represent the views of others. Occasionally you will need to do this even if you disagree with their views. For some, representing others may be a difficult skill to acquire. This section should help you to understand why and when you may have to represent others, and how to do so.

Mock trial

- **Time:** At least 60 minutes.
- **You will need:** A brief written plan of how you will deliver the session.
- **Advance preparation:** Depending on the which activity you choose, you might want to ask a local magistrate or justice of defence to come and talk to your Troop or Unit to explain how a trial works.
- **Badges and awards**
 - **Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Communicator Activity Badge.
 - **Explorers:** Leadership Activity Badge.

Useful websites/resources

- barnardos.org.uk
- rethink.org
- mind.org.uk

Task

Hold a mock trial in the meeting place. Your leader should provide each team member with a part to role-play.

One member should be the guilty defendant (accused of stealing), another is the judge, and another is the defence solicitor. The rest of the group should play the role of jurors and the prosecution.

The defendant knows and admits that they are guilty and their solicitor is also aware of this. The argument is not whether or not the defendant is guilty; it is an ethical issue.

The defendant's partner is very ill and in a lot of pain. The defendant has heard that there is a very effective drug available, but it is extremely expensive and they are unable to afford it. In order to help their partner,

they stole the money for the drug. The defence solicitor has to defend the point of view that these are mitigating circumstances (circumstances that might result in reduced charge or a lesser sentence). The prosecution does not believe that this is an excuse.

Discussion

- How easy or hard was it to represent other people's views and opinions?
- When undertaking a Troop or Unit forum meeting, how similar are these examples? Are you there to represent the views of young people within your Troop/Unit, Group or District? What can you take away from this activity?
- How can you now ensure that individuals are truly representative of others? How does each character feel? What was said, how did that have an impact?
- Did the other person's voice get heard, and was the communication correct?

Tips on role-play

Role-playing is simple, but allows participants to learn a lot, particularly about relationship skills.

Role-play can be introduced in several different ways. Because people volunteer to play roles, they 'think themselves' into these roles.

It is not likely to last more than 10 minutes, and after the role play the whole group can discuss what has taken place.

Before the activities are undertaken, the following must be in place:

- The situation is outlined to all members of the group.
- Each character is identified.
- Each person has a role.

Helpful hints

- It is important that everyone keeps to their allocated role and to stays focused on the activity.
- Why not arrange a visit to your local Council meeting for a Q&A with the Councillors?

Leader notes

For those who are a little uncomfortable/nervous at role-playing, provide some cue cards to ease them into their role. Alternatively, they can take on a facilitator role.

A community service order – when a *court orders the defendant to perform a number of hours of unpaid work for the benefit of the public.*

A curfew order - specifying a certain time during which a defendant must be indoors.

A conditional discharge -an order made by a criminal court whereby an offender will not be sentenced for an offence unless a further offence is committed within a stated period

A complete discharge - sentence of a person guilty of a crime in which the accused is deemed to have not been convicted

Meeting roles

When in a meeting, it is good practice to listen to the views of others and conduct yourself in a disciplined way. It is also good to appoint a person to chair the meeting, and a secretary to take notes. When being appointed to a role, it is important to understand what you need to do to be effective and efficient.

Meeting planning

- **Time:** 60 minutes
- **You will need:** Flip chart, pens/pencils, paper, and a number of tennis balls (or similar) with a different role written on/attached to each.
- **Advance preparation:** Write different roles on balls and place them into a hat. Write and print off role descriptions.
- **Badges and awards**
 - Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award.
 - Explorers:** Leadership Activity Badge.

Task

Your Troop/Unit has been asked to host a forum. You have to book the venue, obtain the equipment needed (such as chairs, tables etc), arrange any entertainment (such as a guest speaker), organise any refreshments, and welcome any invited special guests. You need to have a clear plan, with everyone knowing what they have to do.

You should each 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.

Other roles may be used, or more than one person may be allocated to the same role.

You should all pick a ball at random from a hat (or similar). Your leader should not provide a role description at this point.

Let the meeting begin!

Start the planning meeting. After five minutes, you should each throw your ball to someone else so that you all swap roles. Repeat after another five minutes, then again after a further five minutes.

Once this is complete, come together and discuss how the planning meeting went. Was it chaotic? Why was this? Did you all know what you were doing? Did you understand the role you played in the planning? Use the flipchart to jot down your answers.

The meeting should be repeated, but this time without changing roles. Roles may be given as before, or ask for volunteers for each role instead.

Your leader should now provide brief role descriptions, which can be found at scouts.org.uk

Discussion

After 15-20 minutes, stop the meeting and discuss the key aspects of each role in the meeting. Was it easier to plan? Did you all understand what you were doing and your role within the meeting? Why was this?

Helpful hints

Shadowing someone in a particular role within the Group or District in a meeting is a valuable next step, as it will give you a deeper understanding of how areas and roles operate.

Self-development

This section of the resource will help you develop the skills necessary to assist with leading a team. You will have picked up a few skills from the previous section; however, this section will go into more detail to help you learn new skills or broaden your current knowledge.

When trying to engage a group of people, especially when you want them to listen to you, it is important that you first develop various skills in order to be as effective as possible. You will look at how to research things and find out more information using various resources, as well as develop communication skills so you can be more effective when participating in discussions within meetings.

You will also be able to develop your ability to organise and lead teams, and set personal standards.



Getting the knowledge

These days information can be easily and quickly accessed via search engines, social media, and forums. However, there is such a huge amount of information available about any single topic, from such a large variety of resources, that it can be difficult to gather all the information you want in the form you want it. After this activity, you should be able to appreciate the wide number of sources of information available, and how to access them. You should also be able to use a number of these sources to research a specific topic.

- **Time:** 60 minutes.
- **You will need:** Flipchart and pens, paper and pens, access to a wide variety of sources of information for the actual project.
- **Badges and Awards**
 - **Scouts:** Digital Citizen Staged Activity Badge, Team Work Challenge Award, Team Leader Challenge Award, Skills Challenge Award.
 - **Explorers:** Leadership Activity Badge.

Where do we get information?

In a large group, come up with a list of sources where you may be able to obtain various kinds of Scouting information, using a flipchart to list them. The list should include:

- Newspapers.
- Books.
- Public library
- School/college/sixth form.
- Internet.
- Local organisations and experts.
- Scout Information Centre at Gilwell Park.
- Each other.

In groups of 5 to 6, brainstorm a list of virtual activities, for example:

- Create a leisure park for young people of your age group.
- Make arrangements for all children under 10 in your community 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.

Now, in the same groups, choose three activities and decide how you might gather the information needed to undertake/complete these activities.

The hot air balloon

You could try using the hot air balloon to structure 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 that will affect your ability to complete your chosen project. In your groups, you should 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 in the basket of the balloon.
In the balloon itself, write or draw all of the things that 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 that will prevent you from completing the project eg no money, planning restrictions, rules.

Above the balloon, write or draw the things that would really make your project fly high eg enthusiasm, commitment.
Think about what might blow your balloon off course?

Gathering the information

Once all the groups have identified the information, you need to identify the sources. You might find it useful to use the flipchart list generated earlier.

Helpful hints

The aim 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, as a group, you could research your mission and create a report for presentation.

Listening Skills

Communication skills should be continually developed. The following activities will encourage active listening and look at its effects on communication.

NB: These activities will need a bit of input from the leader or a suitable adult for them to work.

What did you say?

- **Time:** 90 minutes.
- **You will need:** Earplugs, an audio device (eg CD/MP3 player, computer), recorded sounds and news messages, paper, pens.
- **Badges and awards**
Scouts: Teamwork Challenge Award, Personal Challenge Award, Skills Challenge Award, Communicator Activity Badge, Community Impact Staged Activity Badge.
Explorers: Community Impact Staged Activity Badge.

Useful websites/resources

Websites with easy to access video clips such as youtube.com

Prepared to lead Module I - What Did They Say?

Task 1

Divide into groups of 5 to 6. Your leader will read a list of connected words to you. After the leader has finished speaking, each group then has 20 seconds to write down as many words as they can remember.

The aim of this game is to see how good you are at listening and whether you remember all the words read out.

Leader notes

Compose a list of words all similar in theme, for example: bed, chest of drawers, chair, mirror, wardrobe, clothes, shoes, rug, carpet, dressing gown, pillows, throw, duvet, or quilt. (These all represent items that may be found in a bedroom.) Try and keep the list to roughly 15 to 20 words, with some words repeated once or more. Once you have read out the list, ask the young people to write down the words that they remember hearing. Most people will remember the words that were repeated the most.

Task 2

In the same groups, nominate a person to wear earplugs. Each member of the group takes it in turn to convey a message to the person wearing the earplugs. This should be done in a normal voice without shouting or whispering.

When conveying the message, it is important to keep eye contact with the person you are relaying the message to. It shows the receiver that you are talking to them and it also engages them in the conversation. The young person with the earplugs now has to try and write down the message that was conveyed to them.

Discussion

After all the activities have been played, come back together as a large group. What do you remember? Do people remember conflicting information? What are these differences? Do different people remember different things depending on their own personal responses to the message? Who remembered the most words? Who only remembered the words that were repeated the most? Why did you only remember the repeated words?

Now recap the main points of the activity: look at whoever is speaking to you; respond to what you hear.

Alternative activities

Guess that song: Listen to a recording of a song. It can only be five seconds long. You have to guess what that song is. What's that sound? Your leader will pre-record sounds that you should know and play them back to you. How many can you identify?

Helpful hints

This can be linked to community service work with deaf or hearing-impaired people. Invite someone to the meeting to provide your Troop/Unit with training in sign language.

Having your say

Most people generally fall into two 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 others to say anything. Most people fall somewhere in between these two extremes.

It is important that everyone gets the chance to have their views heard.

These activities should help you feel comfortable about speaking out in a controlled group environment and help you to develop the skills to discuss your point of view.

NB: Activities within this section will need a bit of input from the leader or a suitable adult.

The great balloon debate

- **Time:** 60 minutes.
- **You will need:** Paper, names of 20 famous people.
- **Advance preparation (optional):**
Write the names of famous people onto the cards.
- **Badges and awards**
Scouts: Teamwork Challenge Award, Personal Challenge Award, Skills Challenge Award, Communicator Activity Badge, Community Impact Staged Activity Badge.
Explorers: Community Impact Staged Activity Badge, Chief Scout Platinum/Diamond Award.

Method A

Task

Divide yourselves into equal groups, one group taking part in the debate and the other watching and commenting on the discussion once it is over. Nominate someone to write the names of 20 famous people from history and the present day on small pieces of paper or card. Examples could be:

- Prince Harry.
- Bob Marley.

- John Lennon.
- Mahatma Gandhi.
- Peter Andre.
- Margaret Thatcher.
- Boris Johnson.
- Taylor Swift.

Those of you taking part in the debate should each choose one of the pieces of paper.

Now you are all in a balloon as your chosen famous person. The balloon has run out of fuel and is falling towards a lagoon filled with man-eating sharks. The balloon is too heavy so someone has to be thrown out of the balloon to save the rest. Who are you going to throw out?

You now have one minute each to make the case for your character not to be thrown out of the balloon. Once all cases have been made, your leader should open up a discussion.

Discussion

Think about each person's case and the information that was used to make their case. Think about the person's presence and tone of voice. Did you run over one minute? How could you have made your case stronger?

Leader notes

Make sure that the debate is controlled and does not degenerate into an argument! At the end, take a vote on who should be ditched. Repeat the open discussion phase and vote until only two remain.

Method B – All-inclusive

Use the same approach as Method A, but this time everyone is given a character. Afterwards, each person should be asked how he or she felt during the discussion. Do you feel that you were given enough of an opportunity to make your points?

Discussion

Discuss why you think it is important to ensure that everyone gets a chance to make their case in a variety of circumstances.

Talk about the importance of not interrupting someone when they are talking, and listening to all points made so all information is heard and considered.

Presenting skills

Speaking in front of people can be a very daunting experience even for the experienced speaker. However, having a structured approach to presenting helps to make the whole process easier. These activities will help you understand what makes a good presentation and will help you prepare one. This will assist you with awards such as the Expedition Challenge Award, Explorer Belt, Queen's Scout Award, Chief Scout Award etc. It will show how you to write a script and think of visual aids, and will help you to plan and make your presentation.

NB: These activities will need a bit of input from the leader or suitable adult.

Good and Bad Presentations

Your leader will need to start this activity off.

- **Time:** 90 minutes (this may need to be spread over two meetings).
- **You will need:** Laptop computer, flipchart paper and pens, camera and television.
- **Badges and awards**
 - Scouts:** Expedition Challenge Award, Chief Scout Gold Award.
 - Explorers:** Queen's Scout Award, Explorer Belt, Chief Scout Platinum/Diamond Award.

Leader notes

Present a poorly prepared five-minute presentation to the Troop/Unit on any topic. Use the points below as a guide.

Drawbacks could include

- Disordered content – no logical progression.
- Presenter mumbles or is unclear.
- Presenter has their back to the audience several times.
- Presenter has no eye contact with the audience.
- Unclear visual aids - was the text too small?
- Poor use of body language.

Task

After watching your leader's presentation, discuss what was wrong with what you have just seen. How was the presentation presented? Was it clear? How do you feel?

How could the presentation be improved?

Prepare your presentation

Divide yourselves into groups of 4 or 5. Agree a topic for a three-minute group presentation. Topics could include: your favourite artist/band, a favourite sport, book, a film or soap opera.

Writing cue cards and making good visual aids

Each group should prepare cue cards for their presentation with a start, middle and 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 prepare some visual aids to illustrate your presentation. These can be 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.
- They include large fonts so that they can be easily read from the back of the room.
- Information on the visual aids relate to the information the speaker is providing.

Making the presentation

Consent should be sought from the parents and young people before undertaking this activity.

In your groups, present your three-minute presentation to the rest of the Troop/Unit. If possible, record each presentation. After each presentation, watch the recording back and ask for comments. Make sure the comments are constructive and not hurtful.

A good presenter has:

- A start, middle and 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.

Discussion

- How was the presentation presented? Was it clear?
- How do you feel?
- How could the presentation be improved?

Helpful hints

This activity is perfect to give you experience before making a real presentation and in preparation for school, college, university, and awards.
A local school, college, local council resource centre, or company may be able to help with the AV equipment.

Budgeting skills

Budgeting is an important and useful life skill. It is important that you understand the benefits of budgeting as well as learn how to manage your money. Within Scouting, being able to budget correctly will assist with planning and running programmes, activities and events. In this section you will develop a good understanding of how to manage your money as well as undertake some activities to back up your understanding.

- **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 an appropriate person, such as a financial adviser or accountant, to the meeting. Get the money, cooking equipment, and information on Fairtrade. Do a risk assessment for using cooking equipment. Check all equipment is in working order.
Locate a local supermarket (open at the time of meeting.)
- **Badges and awards**
 - **Scouts:** Skills Challenge Award, Teamwork and Team Leader Challenge Award.
 - **Explorers:** Leadership Activity Badge.

Transport budgeting

Divide into groups of 5 or 6. Your leader will then provide you with an envelope containing information about a trip that you have to organise. The information within the envelope will include the venue, location, the distance from your meeting place and also the available budget for transport.

Each group has to plan how you will get to the location, and what transport you are going to use. You must plan based on the numbers within the team, and not spend more than your budget.

This activity can be used in conjunction with organising an actual trip.

An £8 munch

In small teams of five, you have to prepare a three-course meal for one of the other teams.

You have to decide on the meal you are going to cook and where you are going to source your food from. Your budget is £8.

Weekend Camp

As a Troop/Unit you should organise a weekend camp, agreeing on the location, date, times etc. Once you have agreed on the date of the camp, you should then divide yourselves in to smaller groups of 4 or 5, with each group responsible for a specific area of organising.

Your leader will provide you with an overall budget.

Each group will be responsible for working out the budget for their area, for instance:

- Organising food for the weekend.
- Organising transport.
- Organising accommodation.
- Organising activities and equipment.

Budget visitor

Invite a visitor from the local council to talk about how the council budgets are decided for the local community and how council taxes are calculated and spent. Alternatively, invite your District or County Treasurer to explain how the District/County membership fees are spent.

You could even invite bank staff or a financial adviser to provide some budgetary guidance.

Discussion

After each activity, come back as a group and discuss how you felt each activity went.

- Was it easy or hard?
- Was the budget given realistic? Did you manage to complete the task with the budget given?
- What would you change?
- How did you manage the finances? Did you use software, paper and pen?
- How did you agree on what to buy, take, book etc?

Helpful hint

It is also useful to relate these activities to real life events or to work towards undertaking actual activities.

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 people 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.
- **Badges and awards**
 - Scouts:** Expedition Challenge Award, Digital Citizen Staged Activity Badge, Teamwork and Team Leader Challenge Award.
 - Explorers:** Leadership Activity Badge.

Useful website:

Information Commission - ico.gov.uk

Record your events

In the same groups that you planned your weekend camp or organised a trip for the previous activity, you now have to set out a timetable and expense information in writing.

The aim of this activity is to document all the necessary information that will allow another group to follow the same process to successfully create their own event or weekend camp.

Record keeping

In small groups of 3 to 5 members, your leader should give you a range of example systems for recording information. For example:

- Scout Activity log.
- Record cards.
- DofE record pack.
- Driving licence.
- School/college timetables.

Your task is to produce a list of 10 things to get right when producing a system for recording achievements within your Troop or Unit. For example:

A clear list of all the information you need.

Regularly update the information.

Information is accessible for those who need it.

The examples used can be paper-based or electronic.

It's important to be sensitive about how you share personal information and how to protect it - refer to information about the Data Protection Act, which can be found on the Information Commissioner's Office website at ico.org.uk

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

Discuss the reasons for choosing the selected method.

Helpful hint:

There are various examples of recording systems to be found on scouts.org.uk within the Members Resources area.

Setting goals and targets

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 help you to understand the concept of personal standards against which your achievements can be measured (these will vary from person to person). It will encourage you to set targets for personal achievement in the short, medium and long term and enable you to plan your progress towards these targets.

- **Time:** Variant
- **You will need:** Paper, pens, record books, cards, sufficient resources to be able to complete all the tasks in the project target, stopwatch.
- **Advance preparation:** Prepare resources for the tasks.
- **Badges and awards**
 - Scouts:** Digital Citizen Staged Activity Badge, Teamwork and Team Leader Challenge Award, Outdoor Challenge Award.
 - Explorers:** Science and Technology Activity Badge, Leadership Activity Badge, Digital Citizen Staged Activity Badge.

New Year's resolutions

It doesn't have to be 1 January to make a resolution! As individuals, choose something about yourself that you want to change and explain the reason why. Think of positive changes as well as negative ones (such as eating less, watching less TV, helping around the house more, being more active, helping out within your local community etc). Write them down and hand them to your leader. They will keep these and remind you of your aims in two or three months' time.

Project target

In teams of 4 to 6, you have one hour to complete all or some of the following tasks:

- Change a car wheel (30 points).
- Make an edible pancake (15 points).
- Build a Roman-style ballista which will launch a water bomb (35 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 (10 points).
- Boil water using a candle and a paper bag (30 points). ***These are only examples. You can probably think of others to add to the list.***

As you can see, each task is allocated a point score, depending on difficulty. Before you start, each team has to say how many points they expect to score in the time allocated. Your leader should count up the score for each team.

Discussion

Come together and discuss the following:
Which teams have not scored well? Why? Was your target too ambitious, or would you have done better if you had spent more time preparing? Which teams have overshot their target? Why? Did you underestimate your own ability as a team, and in what ways?
Within the discussion, you should be able to identify that goals and targets should be achievable, but should also be challenging enough to make them worthwhile.

Before setting a target/goal for yourself or for a team, knowing your own personal level of achievement and ability in that field is important. 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.

Setting some personal targets

Choose a requirement from an award you are working towards.

You should think about what you want to achieve and set an achievable goal. You should think about how you are going to achieve that goal.

Once you have completed the requirement, reflect on how well it went. Did planning in advance make it easier to achieve? Did you find it more manageable? You could adopt this process for all the requirements of the award.

Reviewing your progress

Reviewing your progress will help you to stay on track, achieve your goal and meet targets set. But how do you measure progress? This activity will help you to understand the importance of reviewing your progress in order to achieve your goals.

- **Time:** 20-90 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.
- **Badges and awards**
 - **Scouts:** Teamwork and Team Leader Challenge Awards.
 - **Explorers:** Leadership Activity Badge.

Progress, progress, progress

Divide yourselves into teams of about six. Each team is to have a bucket containing two litres of water, a measuring jug (minimum capacity 1litre) and a number of identical plastic cups.

Mark out a course across the room, (this activity could work equally well outdoors) starting at your bucket; at the other end, place another large measuring jug. The course could be a straightforward A to B path or could involve a number of obstacles.

Each team will have 10 minutes to transport water from their bucket to the measuring jug. This is not a race; however, there are some clear rules:

After 10 minutes, each team must have exactly one litre of water in the jug, leaving one litre in their bucket. You must only use the cups to transfer the water. Only one person is allowed to carry water at any one time. At the end there must be no water left in any of the cups.

As a team try and think through how you are going to achieve your goal.

Consider:

- How much water can be transferred in one cup?
- How quickly one person can walk the course (a dry run is helpful for this).

Setting a series of milestones against which to measure your progress.

Discuss

After 10 minutes, stop the clock and review your progress.

- How are you getting on?
- Is your team on target?
- Are you behind or ahead?
- Do you need to modify your approach? If so, how?

Once the clock is restarted, repeat the review process after a further 10 minutes. At the end, see how closely your team has come to the target, and discuss how the review process has helped them to achieve this.

Recognising achievement

In groups, come up with a list of ways in which progress and achievement can be recognised and rewarded.

Relate this to your Scouting and non-Scouting experiences.

Examples

- 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.

Values and standards

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

Time: 45 minutes.

- **You will need:** Paper, pens, flipchart.
- **Advance preparation:** Find examples of mission statements and codes of conduct.
- **Badges and awards**
 - Scouts:** Teamwork and Team Leader Challenge Awards.
 - Explorers:** Leadership Activity Badge.

The mission statement

Divide yourselves up into small groups of 4 or 5. Your leader should provide each group with various 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).

Each group should come up with a mission statement for their Troop/Unit as a whole and display these around the meeting place so all can see. Come back together, identify common themes and explore how you came up with the statement, relating this to standards of performance and behaviour. Agree on one to adopt as your Troop or Unit's mission statement.

Codes of conduct

Back in your groups, you are to devise a code of conduct for the Troop or Unit, containing the new mission statement. It should include statements of expected positive behaviour as well as limiting less desirable behaviour. The limit for the code is 10 standards and each group should justify their choices. As a whole group, 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 Troop or Unit.

How will the code be implemented? Should there be consequences for those who do not comply? If so, what should they be? You may decide to use the new code for your Troop or Unit.

Leader notes

Try to find mission statements that are free of unnecessary jargon (meaningless or overly complicated language) and that might bring up some interesting ideas to discuss and debate.

Leading a team

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 develop your leadership skills.

You will need to understand why it is important for a leader to be respected by their team. In this section, you will look at different ways of leading. An important part of leading a successful team is knowing when and how to delegate (give) tasks to others. Leaders, especially in a Scouting context, must also be able to run meetings and activities. Running a meeting is a key task for any leader and is a useful skill for you to start to learn. Before running an activity, you must first complete a risk assessment, you will look at how to do this.

Finally, you will learn 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 you to understand the importance of being respected if you wish to become an effective leader. This activity will allow you to understand different styles of leadership. It will help you to review good and bad leadership skills and plan the leadership styles you will use with your teams.

Celebrity search

- **Time:** 20 minutes.
- **You will need:** Celebrity posters/printed out pictures of celebs.
- **Badges and awards**
 - Scouts:** Digital Citizen Activity Badge, Skills Challenge Badge, Teamwork Challenge Badge.
 - Explorers:** Science and Technology Activity Badge, Leadership Activity Badge.

Task

Research famous people who are influential or inspirational to you. Print off their pictures and stick them around the meeting place. This can also be done just by writing their names on flipcharts and putting them around the meeting place.

Divide yourselves into small groups and go around your meeting place, writing well known facts about these people below their pictures/names, such as age, what they are famous for, famous quotes/speeches, their achievements etc.

After you have all been round the room and seen each picture, stand by the picture of the person that you respect the most.

Your leader should now ask a selection of you to say why you have chosen that person.

You will start to see that everyone respects people for different reasons.

Helpful hints

Potential celebrities could include:
Sportsmen/women.
Politicians.
Musicians.
Religious figures.

Super Scout

- **Time:** 30 minutes.
- **You will need:** Roll of plain wallpaper/lining paper, marker pens, scissors, glue stick, newspapers/magazines.
- **Advance preparation:** Print off two sets of pictures of five people who are in respected roles or professions.
- **Badges and awards**
 - Scouts:** Creative Challenge, Artist Activity Badge, Teamwork Challenge Badge.
 - Explorers:** Creative Arts Activity Badge.

Justify your choices and refer back to the traits and attributes list generated. Do the traits generated in the first activity match up with the traits and attributes given to the top respected profession/person?

Example roles

These could include a lawyer, a lollipop lady, a lifeguard, a teacher, a Scout Leader, a nurse, a cabin crew member, or a doctor.

Task

Working in small groups, draw around a team member on a sheet of wallpaper/lining paper. Using coloured paper, write down traits and attributes of a respected person, eg patient, good listener, well spoken, caring disposition.

Stick these to the drawing.

Once each group has completed their task, in turns you should explain to the others the reason why you have listed these particular traits and attributes. Once you have done this, put all the traits and attributes in a bucket or other receptacle.

Respected roles or professions

In the same groups, stick series of pictures of famous people, or people in well-respected professions or roles, on either side of the meeting place in no particular order.

In your same groups, using the traits and attributes you wrote down from the previous activity, agree and match these to the appropriate pictures. (Some traits or attributes may need to be duplicated to match more than one photograph.)

You now have to rank the people/roles/professions you respect the most at the top of a table, with those you respect least at the bottom. This will inevitably create a lot of discussion and disagreement.

As a group, review how each group has prioritised their list.

Effective leadership

What is it that makes a team effective and successful?

You will hopefully understand why we have teams and understand how to make that team more effective by using each member's talents. These activities will demonstrate different leadership styles, and show the importance of each team member within your team.

This activity assumes that you are working as a team and have completed the session 'Why We Have Teams' within this resource.

NB: This activity will need input from a leader or adult.

Base challenge

- **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. Each base should be set up before the meeting commences by either the leader or a suitable adult.
- **Badges and awards**
Scouts: Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award, Emergency Aid Staged Activity Badge, Skills Challenge badge, Creative Challenge Badge, Artist Activity Badge.
Explorers: Leadership Activity Badge, Creative Arts Activity Badge, Emergency Aid Staged Activity Badge.

Task

For each of the following four bases, one person must adopt the style of leadership described under each of the four headings.

Each person should visit each base once and then move onto the next.

For each base, a leader or adult needs to observe the reaction of members within your team to the instructions given and the style of leadership they experience. They should also note the team dynamics.

Each base activity should last 10 minutes.

Base 1: Directive leadership

At this base, the leader of the team needs to:

Be firm and direct.

Give firm and clear instructions.

Be clearly in charge.

Ignore any suggestions from the team.

Task: In your teams, you have been out for a walk and have come across a car crash, hiking accident etc. The leader for the team has to direct you on how to deal with the incident. You must follow the instructions given.

Base 2: Supportive leader

At this base, the leader of the team needs to:

Provide subtle hints.

Persuade team members.

Offer guidance.

Not take decisions without getting any input or discussing with others.

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

Base 3: Democratic leader

At this base, the leader of the team needs to:

Ensure decisions are taken by agreement.

Sometimes compromise.

Task: In your teams, create a usable, washable, durable bag.

Base 4: Passive leader

At this base, the instructor needs to:

Be very laid back.

Be very subtle – not take a noticeable 'leader' role.

Only intervene if there is a risk or safety issue.

Wander about almost disinterested.

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

Discussion

Once all bases have been visited, come together as a group and discuss with the leader/adult each leadership style that was demonstrated.

- Was it effective in this situation?
- How do you 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 you like the best?
 - Do you have a need for each of these leadership styles?
 - When would you use them?
 - How well did the team work together?
 - Was anybody making it more difficult for your team?
 - Did anyone try to take over?
 - Was everyone involved?

Effective delegation

An effective team usually has a good leader. It is important that all members of the team contribute to the running of the 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. This activity should help you better understand the benefits of delegation.

- **Time:** The secret mission: 30–45 minutes.
Make a short movie: 90 minutes.
- **You will need:** Predefined tasks with instructions, paper, pens, costumes, camera and replay facilities.
- **Advance preparation**
The secret mission: The leader should ensure the secret task is achievable.
Make a short movie: Make sure the camera and replay facilities work.
- **Badges and awards**
Scouts: Teamwork and Team Leader Challenge Badge, Photographer Activity Badge, Digital Citizen Activity Badge.
Explorers: Leadership Activity Badge, Digital Citizen Activity Badge.

The secret mission

In small teams, appoint one team leader. Your leader should give the team leader a secret team mission to complete. The whole team must take part in achieving the mission. The team leader must not complete the task individually, but no one else is allowed to know what the mission is.

Leader notes

Suggested tasks could include:

Make the whole team lie down inside a tent (which may or may not be already erected).

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.

Make sure you brief the team leader before the activity is undertaken.

Delegation

As a team leader, you should delegate different tasks to different members of your team. Variations could include the following:

Appoint obvious people to do specific tasks, eg the best knot tier to tie the knots.

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. Analyse how well the task was completed.
- 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 (not able to be useful)?
- Did the task get completed effectively?

Make a short movie

(This may not be suitable if permission has not been given by parents/guardians, and young people are uncomfortable being on camera.)

You are going to make a short movie. In teams, appoint a director. The director must then decide how to assign the following tasks:

- Filming.
- Lighting.
- Sound.
- Makeup.
- Props.
- Script.
- Editing.

Choose a subject for the movie (this should be included as part of the process in the 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**.

It also has links to Presenting skills.

Risk assessment and games

It is important to 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. Local does not mean risk-free!

**Activities within this section should help you to:
Identify potential risks in any activity:**

- Plan for risk reduction.
- Identify resources that can help with making a risk assessment.

NB: Your leader will lead on this activity.

- **Time:** 30–90 minutes per game.
- **You will need:** Post-it notes, equipment for games, eg chairs, a ball, pens, paper, and a blank risk assessment form.
- **Advance preparation:** Ensure you understand the risk assessment process.
- **Badges and awards**
 - Scouts:** Chief Scout's Gold Award, Community Impact Staged Activity Badge, Global Issues Activity Badge.
 - Explorers:** Chief Scout's Platinum/Diamond Award, Queen's Scout Awards, DofE Awards, Community Impact Staged Activity Badge, Global Issues Activity Badge.

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

Prepare to Lead: Module A – Prepare For Take-off.

The red flag game

In groups of three, go around the meeting place putting Post-it notes in areas and on items considered potentially dangerous.

When all groups have completed this, as one group identify and list the marked areas on a large sheet of paper, 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.

Now, in your groups, complete the risk assessment by addressing the identified issues.

Favourite games

Decide as a group on a favourite game/activity; this can be as passive or as active as you like. When the game has been agreed, as a group, think about what the game entails and identify the possible risks.

Examples of games – Chair basketball

In two teams, one person from each team stands on a chair, with 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 young person 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 person catching might fall off the chair; the ball might break a light fitting; the ball could go through a window. Come back as a group and decide how the risk can be reduced. What are the chances of the risk occurring, and are the remaining risks acceptable?

Risk assessment form

Look at or prepare a standard risk assessment form – available from the factsheet *Risk Assessment* (FS120000).

Now play the game.

Discussion

- Were there any accidents?
- How were they resolved?
- Was the risk identified correctly on the risk assessment?
- Was it easier with the risk already being identified?

Running an activity

Members need to be able to plan and effectively run various activities. 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 effective communication and leadership will ensure that the activity is successful and enjoyable.

Planning exercise

- **Time:** 45 minutes for explanation and preparation.
- **You will need:** Paper and pens.
- **Advance preparation:**
Cards with Challenge Areas/Programme themes written on them.
- **Badges and awards**
Scouts: Teamwork Challenge Badge.
Explorer: None.

Useful websites/resources

- scouts.org.uk – Members area, badges and awards, quality programme checkers.
- Prepared book.
- Badges and Awards book.
- Risk assessment.

Task

Depending on the size of the Troop or Unit, split yourselves up into groups of three or fewer people. (Or, it can be run as a single group exercise.) Have a set of cards available with one of the themes/challenge areas written on each card. Each team then takes one of the cards.

Once each team has their cards, you now have 30 minutes to plan a 10-minute activity around that theme for the following week.

Your leader should ensure that the Prepared book and Badges and Awards book are available.

Leader notes

For this activity the 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 need to be run the following week.

- 10 minutes is the maximum time for the activity.
- How many people need to participate?
- Who will run the activity?
- Are there any specific safety considerations that need to be considered?
- Is any equipment or money needed for this activity?

Helpful hints

Have enough copies of the relevant resources available.

To build on the learning in Risk assessment, in groups you could risk assess your programme ready for the following meeting.

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 you understand the key component parts of a good meeting. You 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.

- **Time:** 60 minutes.
- **You will need:** Simple scripts for the role-play meetings.
- **Advance preparation:** The scripts, a video camera.
- **Badges and awards**
Scouts: Teamwork Challenge Award.
Explorers: None

Reviewing a meeting

Divide yourselves into two groups and think back to a meeting that you have had within Scouting. This meeting does not have to be the same as everyone else's within the group.

Try to piece together the key components of a good meeting, ie did it:

- Have a clear purpose.
- Start on time.
- Have a clear agenda circulated in advance.
- Have an appointed Chair.
- Have an appointed secretary or note taker.
- Follow a structured discussion, ensuring that everyone gets a chance to speak.
- Have a Chair who keeps the discussion to the topic under consideration and prevents people talking about unrelated things.
- Have clear results and action points when decisions are reached.
- Have notes circulated after the meeting.

Write these down on flip chart paper or similar.

Improving your forum

All sections have a forum where they get to voice their opinions, and where they can have an input into the Scout programme and other matters. In groups of two brainstorm ways in which this meeting could be made more appealing. Consider things like holding it during a lunchtime gathering at an activity day, or gathering around 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?

Programme planning meeting

In two teams, role-play a programme planning meeting. You have 20 minutes to prepare for and complete the task. Each meeting must last 10 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, a programme is planned).

Discussion

Review both meetings. Were the necessary points put across? Were they received accurately? Did you go away thinking you knew what was said, and what was going on etc?

Helpful hints

Role-play can be a bit hit and miss. The lead players should be selected carefully.

Recording the meeting may help retain focus.

You could hold a meeting to discuss an upcoming event or similar.

Teaching – individuals and groups

A good leader passes on some of their skills and expertise to others. This helps establish respect. You can start this process by passing on skills to your peers.

- **Time:** 90 minutes (depending on the number of participants).
- **You will need:** Depends on skills chosen.
- **Advance preparation:** Decide who is teaching what.
- **Badges and awards:**
 - Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award, Emergency Aid Staged Activity Badge, Skills Challenge badge, Creative Challenge Badge, Artist Activity Badge.
 - Explorer:** Leadership Activity Badge, Creative Arts Activity Badge, Emergency Aid Staged Activity Badge

Useful websites/resources

Young Leaders' essentials Module C – That's The Way To Do It!

Share your skills

Preparation: In groups of three, each write down the skills you possess and can 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.

Run an evening of skills bases

Over the course of two weeks, run a skills sharing evening; this evening can be half and half, where one half teaches and the other half learns – and then swap roles halfway through the evening. Your leader should watch over and restrict the numbers on each base so that everyone has an opportunity to learn.

Variations

If you have a small Troop/Unit, this may be an opportunity for some one-to-one instruction. Members should 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?

'KISS' (Keep It Simple, Stupid) and 'IDEAS' (Introduce, Demonstrate, Explain, Apply, Summarise).

Managing difficult people

Inevitably, when managing a team, you are going to come across difficult people. This activity gives you 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 you 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 your understanding of why it occurs and how you can deal with it.

Feeling left out?

- **Time:** 30 minutes.
- **You will need:** Whatever is required for the chosen activity.
- **Badges and awards**
 - **Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award.
 - **Explorers:** Leadership Activity Badge.

Useful websites/resources:

Preparing to Lead: Module D – Understanding behaviour.

Task

As a whole Troop or Unit, choose an activity that you enjoy and where lots of people need to be actively involved. Appoint a team leader to lead the activity.

Team leader notes

As team leader, allocate everybody a task but give some people a really easy task to do that they can finish in a very short space of time. (At this stage do not explain why). If and when the teams finish their task and ask what they should be doing now, ask them to just hang around.

Discussion

Once the activity has been completed, discuss the following:

- Did you feel frustrated that you couldn't join in?
- Did you try to join in?
- Did you start messing around because you were bored?

Did this become distracting or annoying for anyone else?

Make sure that everybody has an appropriate task allocated to them.

Discuss further about what other things could lead to difficult behaviour. Brainstorm ideas, such as:

- Medical problems.
- Emotional upset.
- Anger or tiredness.
- Feeling undervalued.
- What is the underlying feeling?
- Is somebody feeling undervalued?
- Was the right person appointed as team leader?
- How could the team leader manage this person in order to deal with the problem?

Leader and team leader notes

Some people may start naming 'difficult people' that they know. If the person is worried, insecure, bored or angry, labelling them publicly as a 'difficult person' might not actually help.

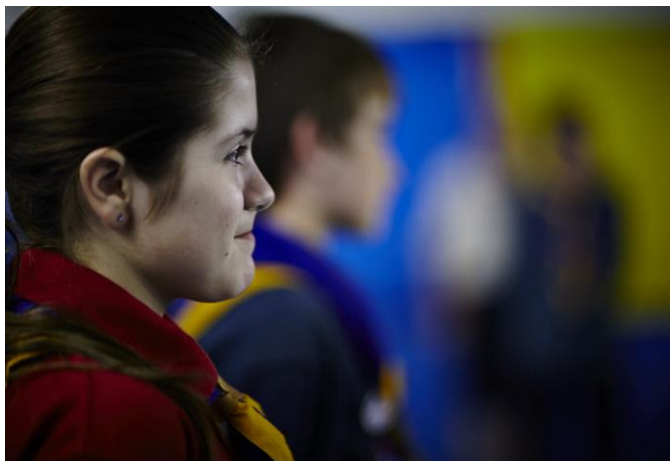
As a team leader, you need to be aware that boredom can lead to disruptive behaviour and frustration.

The wider picture

Having developed skills of leadership within Scouting, it is now time to look at the wider picture. Much of what you learn in Scouting is transferable to the outside world. This final section offers some suggestions as to how you can transfer what you have learned here to things you do outside Scouting.

We start by trying to identify how Scouting can help you in your education. We then move on to how you can use your Scouting achievements in jobs and university applications, as well as on a curriculum vitae (CV). It is likely that you will have to face some sort of interview in the coming years. Within this section, you will find some guidance for what can be a nerve-wracking experience. You will also look at how you can gain externally recognised qualifications while in Scouting, and the effect Scouting has on the community.

Finally, focusing on working with other organisations, how can we ensure that Scouting gets a positive press?



How Scouting can help your education

We often underestimate the skills and expertise we learn as Scouts. It may come as a surprise to some that some of the skills obtained through Scouting could actually help you in your education. This activity will help you to understand how the skills that you learn here can further your education and career.

Match the skills to the job

- **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, pens, paper, bucket or similar.
- **Badges and awards**
Scouts: Teamwork Challenge Award.
Explorers: None.

Task

In teams of 4 or 5, think and write down the titles of jobs that you would most like to achieve. Stick these on your meeting place walls.

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, and police officer.

In the same teams, write down on separate pieces of paper all the skills that you think 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.

Place these pieces of paper in a bucket in the centre of the room.

Each team now has five minutes to review the skills in the bucket. Using Blu-Tack, attach these skills to the appropriate jobs around the meeting place. After five minutes, stop what you are doing.

Looking at all the jobs and the skills: are any skills missing? If so, agree and write down and attach them to the appropriate job. How can you acquire each skill? Why do you think the job requires this skill? Are there any other skills that Scouting provides for these jobs that are not on the lists?

Helpful hint

It is important to understand how the skills learnt as a Scout can help you achieve your career ambitions.

More information

See [Scout and Employability](#) for further useful information.

Getting Scouting onto your application forms

Scouting can have a positive influence on potential colleges, employers, universities etc. The extra dimension that Scouting qualifications and skills add will impress most employers and universities and may give you the edge on other candidates. It is important that these are captured in any application form that you complete.

NB: This activity will require support and leadership from a leader.

Filling in the form

- **Time:** 45 minutes.
- **You will need:** Sample application forms.
- **Advance preparation:**
Prepare the resources.
- **Badges and awards:** None.

Task

Imagine you are preparing an application for a job, college or university. List the sort of information you think you 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 etc), hobbies and interests. If you have a real application form for college, sixth form, university or a work experience or a job, see if you can complete this. You should focus on the section of the form that asks you to list other interests and information relevant to the job. Consider some of the things that you 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 the British Canoe Union, Royal Yachting Association, St John Ambulance.

Skills learned could include:

- Camping skills.
- Leadership skills.
- Navigation skills.
- Hill walking skills.
- Knotting skills.
- Cooking skills.
- First aid skills.
- Presentation skills.
- Budgeting skills.

Firstly, list everything that you could possibly include in response to the question. Then focus on the part of the question 'relevant to the job'. You should reduce your list and focus only on these things.

Complete the application form.

More information

See [Scout and Employability](#) for further useful information.

Getting Scouting onto your CV

There are many skills and activities that you can use in the outside world. Scouting aims to prepare you to take a constructive part in your local, national and international communities. 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 on your CV. This activity should help you to construct an excellent CV that highlights your Scouting skills.

It's all about your CV

- **Time:** 60 minutes.
- **You will need:** Marker pens and large format paper (wall-paper/lining roll), one leader or Scout Network member per Patrol, pens and paper.
- **Advance preparation:** Download copies of [Making Connections](#) (one per team/individual).
- **Badges and awards**
 - Scouts:** Teamwork Challenge Award.
 - Explorers:** Leadership Activity Badge.

Task

In small groups and using a large sheet of paper (wall-paper lining roll) and marker pens, you should identify the 'top 10' list of activities you like to do within Scouting and what you have learnt from them. Examples might be:

- Camping – Living with other Scouts.
- Cooking on a fire – Time planning a meal/buying food to a budget.

A supporting leader should work with you and identify the qualities that the Scouts possess and how they are used in life outside Scouting. For instance, living and working with other people, time and household management, being a good sport, teamwork, learning a skill, leadership.

Now try and write your own CV and discuss it with a leader.

Create your CV

- **Time:** 45–60 minutes.
- **You will need:** List – what employers are looking for (included on this page), Cards with various jobs/professions for the What does your CV say about you? activity, model CVs, blank CV templates.
- **Advance preparation:** Prepare cards with various jobs/professions make sure tables to work on are available, flipchart and pens.
- **Badges and Awards:**
Scouts: Teamwork Challenge Award
Explorers: None

What does your CV say about you?

In pairs or small groups, your leader should give you a card with a job title or profession written on it. In pairs or groups, you should imagine you are about to interview someone for that particular job. Write down what information/attributes about the interviewee (person being interviewed) you would like to see in their CV.

Example job titles

- Teacher.
- Architect.
- Bank manager.
- Nurse.
- Tree surgeon.
- Dentist.
- IT consultant.
- Journalist.

Feedback your answers to the group as a whole, generating a list of common attributes that 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 as a guide to help make sure the 'common attributes' list covers everything.

What attributes have you gained from

Scouting that can go onto your CV?

Using the list(s) generated in What does your CV say about you?

Think about how being in Scouting has given you skills and qualifications that you can put on your CV (see below). Write down specific examples of things you have done that have contributed to a particular skill area. For example, next to 'Communication skills' you could write 'edited the section newsletter' or similar.

The following should all be identified:

Scout Awards and qualifications (including Chief Scout's and Queen's Scout Awards).

Activity Badges, certificates of achievement, Explorer Belt etc.) 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, Scout Forum, Unit Treasurer, navigation skills, lifesaving 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).

Completing a CV

Your leader should provide you with examples (real if possible) of CVs showing how different styles and structures are acceptable, but all contain the same key components.

Now try and complete your 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.

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

More information

See [Scout and Employability](#) for further useful information.

Preparing for the interview

Interviews can be stressful experiences for anybody, but especially for those who are new to the experience. For example, you need to know what to ask and how to answer effectively, how to dress and appropriate body language. This activity should help you to prepare for an interview, whether it be applying for colleges, university, or work experience, and it will highlight the importance of preparation.

Professional interviewing session

- **Time:** One meeting session.
- **You will need:** Pen and paper.
- **Advance preparation:** Invite appropriate guests to give presentations.
- **Badges and awards:**
 - Scouts:** Teamwork Challenge Award
 - Explorers:** None

Task

Invite a local human resources representative or university admissions tutor to run a workshop about good interview practices.

If you are feeling brave, then have the representative conduct an interview in front of the section.

If you have the resources, try and record 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 members to cover any outstanding issues.

Helpful hints

You could invite guests from organisations with that everyone is familiar with, 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 your development. Scouts and Explorer Scouts are at an ideal stage to take on board some of the more challenging and rewarding aspects of this. These activities will be leader-led.

An activity to help gain qualifications

- **Time:** However long the award takes, and then about 10 minutes for the list.
- **You will need:** Whatever is required for the award.
- **Advance preparation:** Booking the relevant qualified instructors to take the young people through the awards.
- **Badges and awards**
Scouts and Explorers: Whichever activity badge is covered by the activity.

Useful websites/resources

- St John Ambulance sja.org.uk
- Royal Lifesaving Society: lifesavers.org.uk
- British Canoe Union: bcu.org.uk
- Royal Yachting Association: rya.org.uk
- Preparing to Lead Module K – First Aid Masterclass.

Task

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

- Youth First Aid Course of St John Ambulance (which gives you 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 the Lifesaver Activity Badge).
- British Canoe Union Two Star Award (which would provide the Canoeing Activity Badge).
- Royal Yachting Association's National Powerboat Certificate 2 (which contributes to Time on the Water Staged Activity Badge).
- Royal Yachting Association's Inland Waterways Helmsman certificate.

- Royal Yachting Association's Young Sailor Scheme Start Sailing.
- Water Activities Badge.
- Time on the Water Stage 5 activity badge

On presentation of the award and/or the activity badge, you should make a list of the qualifications that you have gained through doing Scouts, or that you are working towards. 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.

Record this list and update it – and refer to it as you begin filling in college, job and university applications.

Moving on

Whether you are a Scout moving onto an Explorer Unit or an Explorer moving on to Network, you should start to think about your future options. This activity will help you find out your options.

NB: This activity will need the support of the leader in charge.

- **Time:** 30 minutes.
- **You will need:** Laptop.
- **Badges and awards**
 - **Scouts and Explorers:** Moving-On Award.
- **Advance preparation:** Set up YouTube video clips about Explorer Scouting or Network. You can use The Scout Association YouTube page to find useful clips.

Useful websites/resources: scouts.org.uk

Task

Depending whether you are a Scout or an Explorer, invite Explorer Scouts or Scout Network members to talk to your section about their section and what they do. This could include talking about the Young Leaders' Scheme, what activities they do, what resources are available to them in their section, and how the resources are used.

Invite the DESC or District Scout Network Commissioner to talk about the relevant programme, highlighting the section awards and badges and how these build on the previous section's awards.

What is your community?

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

NB: For these activities your leader may have to do some prep work beforehand and provide some guidance.

My community

- **Time:** 45 minutes.
- **You will need:** Dictionary, flipchart paper, marker pen.
- **Badges and awards**
 - Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Skills Challenge Award, Community Impact Staged Activity Badge.
 - Explorers:** Leadership Activity Badge, Community Impact Staged Activity Badge.

Task

In small groups, write down what you think a community is? What does the word community mean to you?

When complete, look up the word in a dictionary and compare what has been written down with the definition (eg 'an organised political, municipal, or social body; a body of people living in same locality; a body of people having religion, profession etc in common...' From *The Concise Oxford Dictionary*).

In your groups, consider the following questions:
Why do people want to live in communities?
What do communities offer a person who is living alone?
To which communities do you feel you belong?

You should record your answers on a large piece of paper.
After 10 minutes, share results.

Community Code

- **Time:** 45 minutes.
- **You will need:** Large (A1) white card, marker pens (assorted colours).
- **Badges and awards**
 - Scouts:** Teamwork Challenge Award, Team Leader Challenge Award, Skills Challenge Award, Community Impact Staged Activity Badge.
 - Explorers:** Leadership Activity Badge, Community Impact Staged Activity Badge.

Useful websites/resources: countrysideaccess.gov.uk

Task

In the same groups, produce a Community Code poster. A good example is the Countryside Code. Examples of things to think about to include are:
Respecting our neighbours.
Keeping the streets clean and litter free.
Reducing noise pollution.
Once completed, display these in the meeting place.

Scout Sim city

- **Time:** 90 minutes.
- **You will need:** Flipchart paper and pens, paper, pre-prepared map.
- **Advance preparation:** Prepare maps and buildings using coloured paper.
- **Badges and awards**
 - **Scouts:** Community Impact Staged Activity Badge, Teamwork Challenge Award, Team Leader Challenge Award, Skills Challenge Award.
 - **Explorers:** Leadership Activity Badge.

Useful websites/resources

locality.org.uk, Public Services - gov.uk

Task

Build your own city – not as ambitious as it sounds.

Have you ever played *SimCity*?

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

Divide yourselves into two groups. Each team should have four sheets of A1 (flipchart) paper. Join these sheets of paper together – this represents the extent of the city that you are going to build.

Each group should use the craft materials to put key features such as a river and coastline etc around the outlines of the city.

In your teams, you now have 10 minutes to come up with a list of the key infrastructure that needs to be included in your city. Examples could include:

- Housing.
- Education.
- Utilities.
- Work/commerce.
- Industrial area.

Once the lists have been completed, in your groups go and collect some pre-cut pieces of paper with such headings as:

- School - 1 sheet A4.
- Hospital - 1 sheet A4.
- Housing - 50 houses per A4 sheet.

- Shops – 10 small shops or 1 superstore per A4 sheet.

You now have one hour to build your town.

Throughout the building process your leader or a suitable adult should tell you about considerations that must be given in your proposal – these **MUST** be taken into account and the necessary changes made to the 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.
- The chemical factory 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 home for the lesser-spotted, purple-throated frog in the UK (mark this area on your plan). This frog is particularly affected by pollution.
- Have you included a sewage works in your town? You need one! (Half an 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 that a further 150 houses need to be built for all the new factory workers.
- The police station needs to be included in the centre of the town (half an 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 an 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 going 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 avoid this law.

Discussion

Once the time is up, compare the town plans. Are there differences? Why? What are your reasons for making your decisions?

Was it easy to undertake the request for a voluntary organisation (RNLI) to build a new lifeboat station? Did this building affect your plans?

How did you weigh up the need for the chemical plant against environmental considerations?

Which team built hotels? What was your reason for the decision?

Do you need to make provision for Scouting in the new town?

Who took a gamble and built near the river, or assumed that the new law governing buildings would be passed? Justify this decision.

Helpful hint

Copy the outline map onto four sheets of A1 paper 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.

Scouts helping others

- **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.
- **Badges and awards**
 - **Scouts:** Community Impact Staged Activity Badge, Teamwork Challenge Award, Team Leader Challenge Award, Skills Challenge Award.
 - **Explorers:** Leadership Activity Badge.

Task

As a whole section, discuss and decide on a local charity that you would like to have come along to your section to explain how you can assist them and contribute to your local community.

Before you start, ensure your visitor:

- Has a project that can make an immediate difference.
- Understands the audience they are presenting to.
- If money is to be raised, be clear on how much money you will be able to raise.
- Promotes the benefit to the community.
- Knows how long they have to talk for.
- Is happy for your Troop/Unit to get some publicity for your hard work.
- Can advise on any support/help they can provide.

Discussion

After the talk, have a discussion as to how you will help this local charity, this could be by fundraising or providing time, resources etc.

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

Once the project is complete, appropriate publicity should be used to advertise the 'difference that you have made to the local community'. Learn more on how to do this in Working with other organisations (pp 55-6).

Helpful hint

This should be linked to team working, roles and responsibilities. Don't be too ambitious if you are fundraising, but it is important to publicise your success.

Working with other organisations

It is important for you as a young person and as a Scout 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 you play an active role in your local community and this can be done in a number of ways.

Working in partnership with another charity

- **Time:** One meeting.
- **You will need:** Will depend on the projects chosen.
- **Advance preparation:** A review of potential local projects available and inviting appropriate officers from those organisations.

Badges and Awards:

Scout: Community Impact Staged Activity Badge, Global Issues Activity Badge, Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Skills Challenge Award.

Explorers: Leadership Activity Badge.

Task

As a Troop/Unit, decide and invite three diverse local environmental charities along to discuss a potential project that your Troop/Unit can undertake for them. Once the three charities have made their pitch, decide which of the projects you will undertake. If possible, invite a youth organisation to join you in completing the project.

This activity should help you to link with other organisations as well as contribute to your community. Find some useful links and activities within the Community Impact resource [here](#):

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 of 15 minutes to talk.

There are two other organisations that will be pitching for their project at the same time.

The maximum funds (if any) that the Troop/Unit is prepared to put into the project, in addition to their practical help.

Available time.

Ensure that the project is feasible for the Troop/Unit, taking into account its size and existing commitments.

Alternatively in groups of 4 or 5, research different charities and put forward pitches for who you would like to work with and help.

Discussion

As a whole group, have a discussion around the projects and the charities. Your leader should facilitate. Which project would you like to complete and why?

Come to an agreement and write down the reasons for choosing that charity.

Helpful hints

Link the activity back to your leadership and delegation skills.

Remember to write to the three organisations thanking them for their time and letting them know 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'. This of course is core to the fundamental aims of the Movement. Positive images of young people in Scouting are very important. Scouting is an ideal platform to provide more of this positive coverage. In this section, you will be looking at how you can promote the good work you have done and showcase Scouting in a positive light within the local media.

Getting media right

- **Time:** 60 minutes.
- **You will need:** Internet access.
- **Advance preparation:** Find out the appropriate websites for local papers, details of internet cafés, and brand guidelines.
- **Badges and awards**
Scouts: Community Impact Staged Activity Badge, Local Knowledge Activity Badge, Teamwork Challenge Award, Team Leader Challenge Award, Personal Challenge Award, Digital Citizen Staged Activity Badge.
Explorers: Community Impact Staged Activity Badge, Digital Citizen Staged Activity Badge, Leadership Activity Badge, Media Relations and Marketing Activity Badges.

Useful websites/resources: [Media development](#)

Task

In teams, research Scouting within your local area. This could be by looking at how Scouting is talked about within local news, local and national papers, websites, radio interviews etc. If you have your own County or District website, newsletters also look at these and review the image that they portray of Scouting.

You may wish to consider some of the following:

- Look and feel.
- Target audience.
- Information provided.
- How often it is updated.
- Ease of use.

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 section.
- 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! For example:

- Offer to create an information pack for your Troop/Unit.
- Offer to design a website for your Troop/Unit.
- Offer to help in updating the District/County website.
- Offer to put the most recent activities completed by the Troop/Unit into the local papers.

Promoting Scouting in your community

Leading on from **Working with other organisations**, get into teams to research contact details for your local media outlets. This may include local news, local radio stations, local news websites etc.

Write to these media outlets with your story, asking them to promote it. Remember to follow the guidelines set out within the media development pages, as the aim is to show Scouting in a positive light.

It is also worth seeing if you can work with the media team for the organisation to promote your hard work and good will gestures through their media outlet.

Helpful hint

This activity can be as in depth as you wish, covering a wide range of different areas of the programme.

Appendix

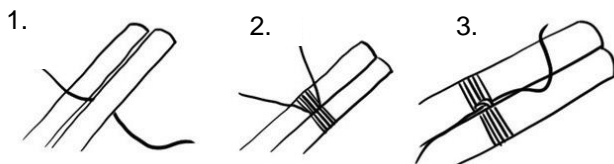
Make a Zip Line

A zip-line is made by building two A-frames and pulling a length of rope or string taut between them. To give it some 'zip' you need to angle the line, using a natural hill or by making one of the A-frames much taller than the other.

Tying it all together – lashings

An A-frame is made of two long poles tied at the top so that they open like scissors. To keep them open a third pole is tied across the middle. Tying poles together in this way is called pioneering, and the knots are called lashings.

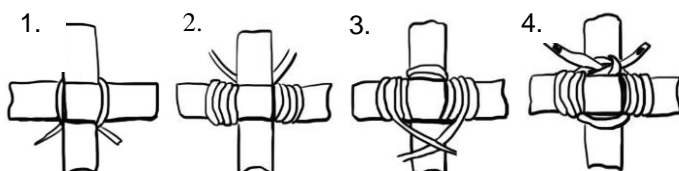
The top lashing is called a sheer lashing. It is tied like this:



1. Tuck string between sticks.
2. Wrap around both sticks five times and tuck end between.
3. Tie both ends together with a reef knot and open the sticks out.

The bottom lashings are called Japanese square lashings.

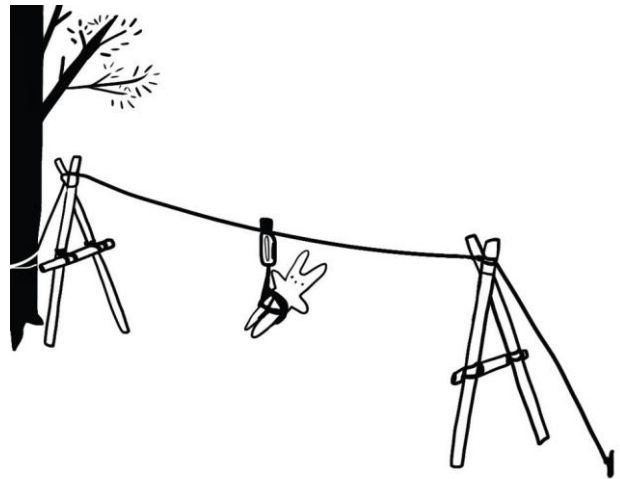
These are simpler to tie than traditional square lashings.



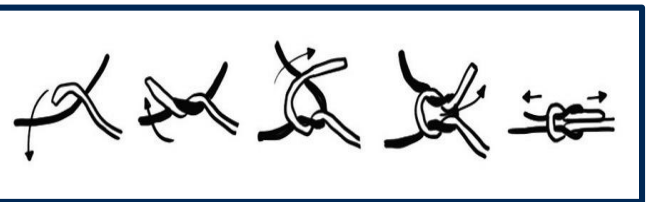
1. Start from the middle of the string. Wrap both ends under the bottom stick, over the top stick and under again, crossing the strings over.
2. Continue wrapping both ends under and over five times.
3. Wrap the string around the middle of the lashing, between the sticks.
4. Tie off tightly with a reef knot.

Setting up the zip-line step-by-step

1. You will need two pegs or fixed points to anchor the zip-line. Make a loop in the end of your line and hook it over one of the pegs.
2. Run the rope over the top of your tallest A-frame – the frame should lean back slightly so the tension of the line keeps it upright.
3. At the other end of the zip-line, loop the rope twice around the top of the shorter A-frame and tie it off securely to the second peg.
4. Your miniature hero will need a trolley or cradle to zip down the line. This could simply be a bent coat hanger or you could experiment with cotton reel 'wheels' to get more zip.



Reef Knot



Mock trial cue cards

Mock trial activity

Card 1 – Give to the judge.

As the judge, it is your responsibility to make sure that the trial is held in a fair and appropriate way. 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 deliberate and ask them for their verdict. Pass the sentence that you think best fits this case. The facts of the case are: The defendant has admitted to stealing £10,000.

He has never denied that he stole the money.

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.

You need to you need to decide on a sentence.

If the jury decides that he should be held completely responsible for the crime, then you should decide whether he should get a three-year custodial sentence (imprisonment).

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

A community service order.

A curfew order.

A conditional discharge.

A complete discharge.

Card 2 – 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 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 was also not in the right state of mind and you must convince the judge of the sentence that you feel he should face. These are:

A three-year custodial sentence.

A three-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 request 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.

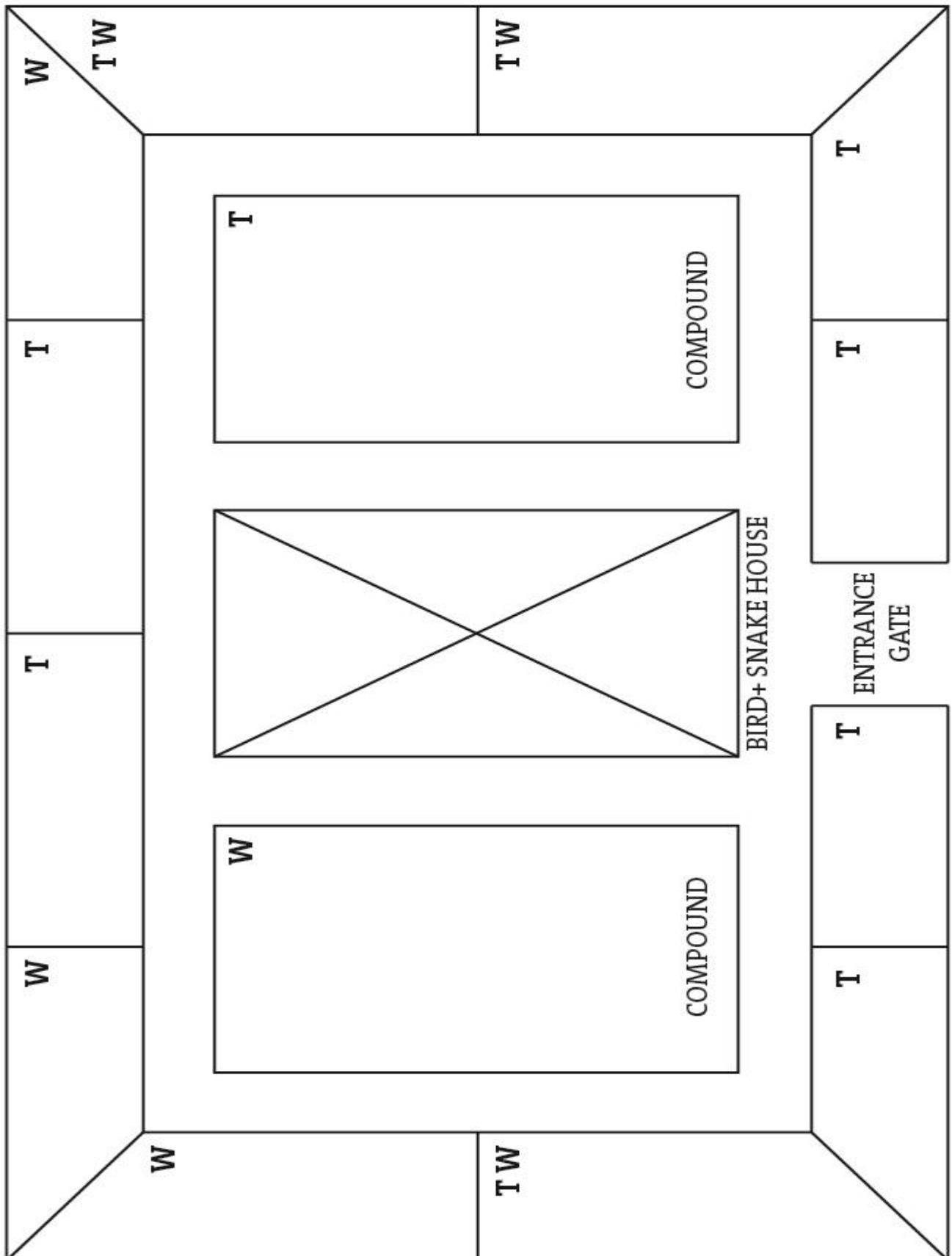
Card 3 – Give to the defendant.

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. Your family live a long way away. You were recently told by a doctor that there is a drug available to you that 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 4 – Give to the Prosecution.

The defendant has already admitted to stealing £10,000 but is advising that he was not in the right state of mind. 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 establish the facts by questioning the witnesses as well as the defendant.

Zoo diagram template



Answers to zoo challenge

