

Programme Planning (12b)

Training Notes – October 2018

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Note: Although in some parts of the British Isles Scout Counties are known as Areas or Islands – and in one case Bailiwick - for ease of reading this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland Scouting is organized into Districts and Regions, each with distinct responsibilities. Some 'County' functions are the responsibility of Scottish Regions, whilst others lie with Scottish Districts. The focus of responsibility is outlined in Scottish Variations from POR.

Contributors

Elizabeth Chambers

Katie Carter

Louise Fuller

Paulina Sekrecka

Gina Daneliuk

Rosie Storrar

Paul Fix

Emma Saunders

Alan Hands

Robert Cashman

Bianca Cole

To support members in understanding how community impact is embedded into the programme this training module has been refreshed with community impact examples and updated resource links. A video has also been created and is embedded within the e-learning.

Introduction

Who is programme planning for?

This module is aimed at Section Leaders in Scouting. It aims to provide them with the knowledge and skills they need to plan a sectional programme, including how to use a variety of methods to generate programme ideas, how to ensure young people's ideas are included in programme planning, how to review a balanced programme and the importance of reviewing the programme with other members of the leadership team, and to put these skills in practice.

Module 12(B) should be completed after Module 12(A). This module aims to follow on from Module 12(A) where Section Leaders will have gained the knowledge and skills that they need about Scouting's programme in order to be effective in their role, including the key elements of a programme, understanding what is meant by a balanced programme, what a quality programme looks like and the importance of planning and reviewing the programme to ensure it is shaped by young people.

What does this module contain?

This module contains approximately 2 hours 45 minutes of learning, which can be managed and delivered in a number of ways.

While using this module you will see the following prompts:



Trainer input – guidance on what to deliver to the participants, to help you structure the training sessions.



Trainer note – background notes for your reference on task design and aims of tasks and ideas for running activity session



Task – activities or discussions for participants to undertake.



Whole group discussion – a discussion or collective brainstorm with all of the participants.



Report back – participants providing feedback to the whole group on the activity or discussion they have been undertaking. This is usually facilitator-led.

How is this module validated?

The validation of this module is based on the individual's ability to meet the validation criteria as set out in the Training Advisers' Guide and the Adults' Personal File. This means that the adult will be required to demonstrate their understanding on how a balanced programme meets The Scout Association's educational objectives generally and for their section. They will also need to demonstrate how to plan and review a balanced monthly/termly/yearly programme plan.

What information is provided?

This module contains two objectives that relate to the provision and support of a balanced programme for young people, which are stated as follows:

- the importance of using a variety of methods to generate exciting and relevant programme ideas.
- the importance of planning and reviewing a programme to ensure that it is delivered at a high quality.

This module and its material can be managed in a variety of ways. The objective for this module is provided, followed by the key messages and training methods. The content is given in outline with the key points expanded in more detail. Trainer's notes are also given to provide guidance on methods and other key points.

This information is not a script for the session. It is essential that the trainer has a thorough knowledge of the module and therefore some research of the subject matter may be required before the delivery of the training. It is important to adapt the module to the needs of the participants. These needs will differ according to wide variety of factors including their experience, their role and previous roles they may have held.

Session details

1. Generating programme ideas (40 minutes)
2. Planning and reviewing a programme (2 hours 5 minutes)

The length of these sessions may vary depending on the number and experience of the participants, trainers and facilitators and they may need to be preceded by introduction and/or integration sessions. Ideas can be found at scouts.org.uk/trainersresources.

Planning considerations

Module 12(B) Programme Planning is a compulsory module for Section Leaders. For supporters and managers it is optional.

All Section Leaders should have already completed the learning for Module 12(A), although might still be working towards their validation.

It is important to remember that some Section Leaders present may have held a Section Assistant role in the past and been involved in programme planning and therefore may have a greater level of knowledge than those Section Leaders undertaking their first role in Scouting.

Some activities call for the participants to be put into Sectional groups to complete tasks. Where this is not possible, for example if you have an uneven distribution, the trainer will need to consider how best to meet the individual training needs of the participants

Aim

To provide Section Leaders with an opportunity to plan and review a sectional programme including the use of a variety of methods to generate programme ideas.

Objectives

There are two overall objectives for this Module. By the end of this Module learners should be able to:

- Understand how to plan a balanced quality programme using a variety of methods to generate exciting and relevant programme ideas.
- Demonstrate how to plan and review a programme to ensure that the programme delivered is to a high quality.

Methods

A series of sessions

This module may be delivered as a series of training sessions in a variety of time settings. It could be run during an evening, as part of a day's provision, or as a series of individual sessions.

Small group

A facilitator or trainer with sufficient experience to lead a group through the subject areas may deliver this module on a small group basis as a series of small group discussions and individual work.

Resources

To carry out the training in its entirety you will require the following:

- copies of '[Prepared](#)' resource, chapter: Generating Programme Ideas
- appendix 1: Qualities of a quality programme
- appendix 2: Examples of Term Programmes
- appendix 3: Example of Evening Programme
- appendix 4: Quality Programme Checker
- hand-out A: The Programme Methods
- hand-out B: Template of Terms Programme
- flipchart paper and marker pens
- pens/pencils (enough for each participant)
- paper
- Internet access (optional)

If you don't feel that some of these hand-outs are required as printed copies for the participants, you can signpost them to Member Resources at scouts.org.uk for most of the resources listed above. You could also create a list of relevant resources that participants may find useful in connection to the material covered in this module, and provide them with this instead. This will allow them to find relevant resources as and when they may need them in their role.

The resources required for each session are outlined in more detail at the start of the relevant session. Please note, all learners should have completed the learning for Module 12(A), and therefore will already have some of the above resources.

Session 1: Generating programme ideas (40 minutes)

Overall objective

Understand how to plan a balanced programme using a variety of methods to generate exciting and relevant programme ideas.

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

- It is the responsibility of everyone in Scouting to help ensure that the programme delivered is high quality.
- When planning a programme, it is important to have a range of methods and themes to generate exciting and relevant programme ideas.
- Use young people's ideas in generating programme ideas to be shaped by young people in partnership with adults (part of Scouting's vision).
- Support young people explore themes and generate activities and programme ideas which enable them to make a positive impact on the world around them/ and which are in line with Scouting Values.

Resources

For this session you will need the following resources:

- copies of 'Prepared' resource, chapter: Generating Programme Ideas
- hand-out A: The Programme Methods
- flipchart paper and marker pens
- pens/pencils (enough for each participant)
- Youshaped postcards downloadable [here](#)



Trainer input (5 Minutes)

Introduction

Cover domestic arrangements such as fire exits, toilets, phones, tea and coffee and so on. Introduce the course staff; it may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.

Explain to participants that this module will build on the programme knowledge they should have developed as part of Module 3 or Module 4: Tools for the Role (Section Leaders, or managers and supporters) and Module 12(A) Delivering a Quality Programme. You should provide a very brief recap on the key programme content covered in both these modules.

As part of Getting Started, participants should have looked at the main features of sections. For Section Leaders this would have focused on the main features of the section that they support and how their section fits into a young persons' journey through Scouting. They should also have explored the various roles and responsibilities that different people undertake during a section meeting and the importance of youth involvement and tools for facilitating it in a meaningful way.

Participants would have also explored some basic programme methods and ideas, including the importance of incorporating a variety of games and activities into a programme.

For Section Leaders and supporters, this module will provide an opportunity to apply the knowledge and skills covered in both Getting Started and Module 12(A) to be put into practice when creating a programme plan for the section they support.

Dependent on whether you have just followed on from delivering Module 12(A), you may wish to include an icebreaker (a short introductory activity) at this point. Ideas for icebreakers can be found at scouts.org.uk/training.



Trainer input (5 Minutes)

Generating exciting programme ideas

As previously covered in Module 12(A), the programme is everything that young people do as members of Scouting. It is made up of different challenge areas, the combination of which over a term or year allow young people to experience a programme that is balanced and fulfilling. The programme is supplemented and supported by a number of different badges, challenges and awards.

In order to provide a quality programme, the leadership team, including the Young Leaders and the young people in the section need to work together to generate exciting and relevant programme ideas. As covered in the training for Module 12(A), the Purpose of Scouting is to, 'actively engage and support young people in their personal development, empowering them to make a positive contribution to society.' Therefore it is also important that young people are involved in developing these ideas to ensure that their views are reflected and consideration is acted upon.

The following activity aims to provide leaders with ideas of how to generate programme ideas using various sources of information and also different methods. By using a variety of methods and sources, it ensures that the programme covers the range of activities and challenges that young people experience in Scouting as well as ensuring it is flexible and accommodates the needs of the individuals in the section. There is also a wealth of ideas and information already available to help you run the meetings so you're not starting from scratch.



Task (5 Minutes)

As a group, ask participants to come up with as many different ideas/methods of generating programme ideas as they can. These should be noted down on a flipchart by the trainer, so the whole group can see.



Trainer note

A few different types of methods are listed below, however, these are not exhaustive, and the participants may list additional methods. Due to this and the nature of the task, there are no definitive right or wrong answers:

- brainstorming based on a theme (e.g. colour, mode of transport, job, season etc), using the programme methods to prompt different types of ideas

- using a list of notable dates/festivals/awareness weeks coming up in the next term that the programme can then be based around
- working towards a particular badge or award (challenge badges would be ideal for this).
- playing word association to generate ideas
- incorporating activities from resources created by partnerships or UK wide priorities such as A Million Hands for Community Impact and Activity Inspirations for Youth Shaped Scouting
- using a random collection of objects as prompts (e.g. each person has to come up with at least three ideas loosely based around each object)
- preparing for a camp, visit, competition that the programme can then be based around
- speak to other section leaders at District meetings and similar
- Use the Youshaped postcards to gather thoughts and ideas from young people
- look at the ideas generated from a youth forum for what the young people want to do
- consider an outing to a local place of interest, especially if there is an event taking place
- read the Scouting Magazine, which contains lots of ideas

Hand-out A could be provided to highlight the programme methods, as the ideas they will be generating should build upon these methods to ensure that young people have a positive and well-rounded experience in Scouting.



Task (5 Minutes)

Participants should then be split into small, sectional groups. Individuals should be evenly spread, so that each sectional group is not too large. Each group should select a method that they have come up with in the previous task and with that method, think up as many programme ideas as possible that is appropriate for the section that they are supporting. For example if they have selected 'theme' as their method of generating programme ideas, they should identify a theme and then try and generate as many programme ideas around that theme as possible.

All participants should note down their answers on flipchart paper, so when reporting back, the other groups can see.



Trainer note

If you have Section Leaders from all of the sections, you could group them together by their respective sections. If the course is being run specifically for one section, then this task should be done for that section.

Ensure that not all groups are using the same method, so that when they report back to the wider group, there are a variety of methods discussed and therefore identified by all the leaders to then use in practice when generating programme ideas.



Report back (10 Minutes)

All of the small groups should come together to talk through what method they selected and also share their ideas they have generated using that method for their section.

As part of facilitating the feedback, the trainer should ensure that the following key discussion points are covered:

- identify whether there were any other methods that weren't used that could be used to generate programme ideas
- identify the positives and negatives to each method used to generate the programme ideas. If there were negatives, discuss the reasons why, and whether there is another method that would be more appropriate to use
- ensure that all the similarities and differences between the identified programme ideas are highlighted. Explain that in Scouting there is a need to recognise the progressive nature of the programme and the activities provided across the age ranges. Some ideas generated can be the same, merely the environment or treatment making the difference as you move up through the sections
- ensure that the ideas generated from the method underlie what makes a 'quality programme', which was mentioned in Module 12(A) and are listed below:
 - provides challenge and adventure for young people and is fun and enjoyable
 - is inclusive and accessible
 - is safe, rewarding and varied
 - is shaped by young people in partnership with adults
 - gives young people an opportunity to learn, develop and share ideas
 - gives young people the opportunity to develop a better understanding of their community and the world around them
 - gives young people the opportunity to gain life skills and confidence, to develop self-esteem and to understand relationships



Trainer input (5 Minutes)

Highlight that the activity has provided the opportunity for all leaders to share programme ideas by using different types of methods to generate those ideas. These methods and ideas can all be used in practice within the section they support.

It is important to remember that generating programme ideas is simply one part towards creating a relevant and attractive programme for young people. Knowing where you can source various activities/games from is also a vital step. There are a variety of places available for individuals to source ideas/examples from, a few are listed below:

- 'Prepared' resource
- Scouting Magazine
- speaking to young people
- speaking to other leaders
- local, national and international events
- other organisations (particularly for specialist topics)
- school's resources (but may need to be adapted to meet Scouting's Method)
- Internet

Session 2: Planning and reviewing a programme (2 hours 5 minutes)

Objective

1. Demonstrate how to plan and review a programme to ensure that the programme delivered is to a high quality

Key messages

Linked to the overall objective for this module above, there are also a number of key messages that learners should understand and take away with them at the end of this session. These include:

1. All leaders need to think about planning, as this is an important part to delivering a quality programme.
2. Programme plans should be reviewed effectively and constructively to ensure it meets the requirements to deliver a quality programme.
3. Young people should be actively involved in programme planning.
4. It is the responsibility of everyone in Scouting to help ensure that the programme delivered is high quality.

Resources

For this session you will need the following resources:

- flip chart
- paper
- pens
- copies of 'Prepared' resource
- Internet Access (optional)
- appendix 1: Qualities of a quality programme
- appendix 2: Examples of Term Programmes
- appendix 3: Example of Evening Programme
- appendix 4: Quality Programme Checker
- hand-out B: Template of Terms Programme



Trainer input (10 Minutes)

As referenced to in Module 12(A), providing a programme that is balanced and meets the needs of young people is an important part to delivering a quality programme. Recap on the information that was covered in Module 12(A) about the importance of planning.

In Module 12(A), participants would have been asked to review and assess the suitability of a programme to see whether they think it qualifies as a quality programme. They were then asked to adapt that particular programme based on the flaws they identified. Being able to review a programme is one part of ensuring quality, as well as then being able to plan, which is covered in this session.

To ensure this high quality programme is delivered, the programme needs to be created and planned, so that it meets the needs of young people within the section. This is the responsibility of all Section Leaders and Section Assistants. Planning helps to ensure that the programme is fun and enjoyable for young people as well as for the leadership team.

Without the planning stage, the job of running a section meeting would be very difficult. To ensure that the programme plan is balanced and meets the needs of young people, planning needs to take place over a variety of time spans. Planning meetings usually take place at the beginning of each term and should include Section Leaders, Assistants and Helpers, Young Leaders as well as young people in the section.

By creating a programme plan, the leadership team can identify whether the programme is balanced, and ensure that a range of methods are used. It also allows time to source the resources and materials needed.



Task (30 Minutes)

What does an effective programme plan look like?

Participants should be split into small sectional groups. In their groups, they should use Handout B as a template to produce a term programme for the section they support. Participants should use the ideas generated in the previous task to aid them in writing this programme for the section they support.

The trainer should ensure that participants not only think about the key principles notes in Appendix 1, but also to think about the following when creating their plan for the term's programme:

- 1 The size of the group they are planning for, ensuring that they remember that the number from week to week could fluctuate, so to ensure the games/activities planned are flexible.
- 2 How they have ensured the programme is inclusive of the young people in their group (thinking about the physical and behavioural needs of young people).
- 3 How have they incorporated a balance and variety in types of activities included in the programme?
- 4 How they have ensured that the programme is age appropriate and safe i.e. has a risk assessment been carried out prior to the activity being run?
- 5 How they plan to ensure that the programme is shaped by the young people in their section. In all sections, it is important to listen to the views of young people and incorporate their ideas and suggestions into the programme. Young people should feel that their ideas are being listened to and taken seriously. Older young people should also have the opportunity to take responsibility for delivering areas of the programme.
- 6 Whether there are any key responsibilities from various individuals in the section for each week of the programme, including if there is a leader in charge?
- 7 How they are ensuring that the programme is fun, engaging and exciting for young people within their section?
- 8 How their programme plan incorporates the three Challenge Areas:

- World
 - Skills
 - Outdoor and Adventure
- 9 Does their programme help young people work towards the top award for their section?
- 10 How can leaders incorporate effective and high impact Community activities which have been shaped/chosen by young people, which are fun, meaningful, prepare young people for the future and create a real and lasting impact on the community?



Trainer note

For some participants this will be their first chance to plan a programme. It may therefore be useful to have a number of resources available for the groups to use. Resources should include copies of the Section Leaders Handbook as well as the Badge Book,

If you have Section Leaders from the same Group, you could group them together, so the programme plan they create can then be taken back to be used in their section. This will also provide an opportunity for them to work together on a programme plan.



Report back (15 minutes)

Each small group should come together to then present their term's programme plan. They should start by explaining what method of generating programme ideas they used, to ensure that all the other participants can relate their programme back to this.



Trainer input (5 Minutes)

The programme should always remain flexible, even once it is planned. Many factors can change the course of the meetings that have been planned. Always be prepared to alter your programme, if an exciting opportunity arises for your section.



Trainer input (5 Minutes)

Reviewing the programme

We have looked at how to create a term's programme plan, while thinking about what key aspects need to be considered through the process, but we need a way to check whether the programme we are providing is meeting these needs. The most effective way to do this is by reviewing the programme plan, and most importantly acting upon the findings.



Task (15 Minutes)

Each group should switch programme plans with another. They will then be asked to objectively review the programme plan of another group.

As covered in Module 12 (A), there are broad key principles that should underlie all programmes, to ensure that quality programmes are produced. Participants should have received Appendix 1 in Module 12(A) that covers the key things a balanced programme should do or include. Reference this document to all learners so they can use this while objectively reviewing the programme plan of another group.

In facilitating this feedback, the trainer should ensure that when reviewing the programme plans, the participants/groups should think about the qualities of a balanced programme, as well as all the other considerations mentioned in the previous section/Appendix 1.



Report back (15 Minutes)

Each group should provide constructive feedback to each other regarding their programme plans, ensuring they link to the points listed above.



Trainer note

Ensure that each group gives an objective and fair assessment and review of other groups' work, including both the positives and areas for improvement. For each of these areas, encourage them to provide specific suggestions for improvement.

If there is time after reviewing the programme plans, the trainer could ask how the programme could be adapted for their own section.

Emphasise to participants that other Leaders within their Group or District are a good source of guidance and ideas on programme planning and encourage them to utilise this.

As part of Module 12(A), participants should have also received the Quality Programme Checker. Remind the participants that they should be using the checker to ensure that a quality programme is being delivered, however, emphasise that this is only one method of reviewing a programme plan; Appendix 2 could also be provided to the groups as an example of a terms programme plan. These examples can also be found in 'Prepared'.



Task (15 minutes)

Participants should now have a programme plan that is balanced and a plan they can take away and use in practice with the section they support. In pairs/small groups, ask participants to create an evening plan using one of the activities they have already created in the term's programme plan.

Like with the previous tasks, participants must consider the key principles when creating this plan. Hand-out C provides a template of the evening programme. Distribute this to each group to complete an evening programme. The programme must identify the following:

1. What the evening programme is based around (theme, badge etc)
2. Where the meeting is taking place – what is the weather likely to be?
3. What section the evening programme is for?
4. The timings of the programme.
5. The listed activities for that evening's programme.
6. What leaders will be available – will parent help be required?
7. What resources will need to be sourced and what is already easily accessible to the section?



Report back (10 Minutes)

Each small group/pairs should come together to then present their evening programme plan they have produced.

The trainer should ensure that the similarities and differences between the programme plans are highlighted. Every programme plan will be different depending on the knowledge, experience, and preferred style of the leaders. This should be highlighted as a positive with the participants, and

encourage participants to network and share their knowledge and ideas.

Within the programme plan, there could also be similarities between an activity/game that has been specified. The trainers should highlight again the significance of progression in Scouting, and that all areas of the programme include challenges, awards and badges and should be delivered using the Scout Method of learning by doing, which is progressive through the age ranges. Appendix 3 could also be distributed to learners as an example evening programme.

Conclusion (5 Minutes)

Finish by reminding participants of the further support that is available to them:

- talking to their line manager or others in a similar role in their Group, District or County.
- talking to other people doing the same or similar roles in other groups, Districts or Counties to share best practice and ideas or solve problems.
- from subject specialists such as Assistant County/Area Commissioner (Programme) or Deputy County/Area Commissioner (Programme), or from Assistant County/Area Commissioner or Assistant District Commissioner (Section).
- online resources available in Member Resources at scouts.org.uk.

Ask participants if they have any further questions before ending the session. If there were any specific questions asked during the training that weren't relevant to all, this is also a good point to pick them up and discuss particular queries with individual participants or group.

Hand-out A

The Programme methods

The Scout Method states in general terms the key ways that Scouting is delivered. The Programme methods build on this with specific examples of types of activities that young people should experience or take part in while they are in Scouting. Overall the methods are designed to offer a framework of examples of ways that Scouting can be delivered to make sure that young people have a positive and well-rounded experience.

Scout Method	Programme methods
Scouting takes place when young people, in partnership with adults, work together based on the values of Scouting and:	This means that young people get to experience or take part in the following things as part of the programme:
<ul style="list-style-type: none"> ▪ Enjoy what they are doing and have fun. 	<ul style="list-style-type: none"> ▪ Having fun. ▪ Meeting new people, making friends and developing relationships.
<ul style="list-style-type: none"> ▪ Take part in activities indoors and outdoors. ▪ Undertake new and challenging activities. 	<ul style="list-style-type: none"> ▪ Spending time outdoors. ▪ Games, physical and adventurous activities. ▪ Design and creativity. ▪ Visits and visitors. ▪ Camps, sleepovers, international trips and other residential experiences.
<ul style="list-style-type: none"> ▪ Learn by doing. ▪ Take responsibility and make choices. 	<ul style="list-style-type: none"> ▪ Working in small teams. ▪ Trying new things and learning new skills. ▪ Teambuilding and leadership activities. ▪ Taking responsibility, giving ideas and opinions, making choices and decisions.
<ul style="list-style-type: none"> ▪ Share in spiritual reflection. ▪ Make and live by their Promise. 	<ul style="list-style-type: none"> ▪ Spiritual reflection. ▪ Finding out about themselves. ▪ Community action. ▪ Keeping the Promise.

Hand-out B

Template of Term's Programme

Date	Activity	Description	Venue	Leader in Charge	Equipment needed	Challenge Area
19 Sep						
26 Sep						
3 Oct						
10 Oct						
17 Oct						
24 Oct						
HALF TERM						
7 Nov						
14 Nov						
21 Nov						
28 Nov						
5 Dec						
12 Dec						
19 Dec						

Hand-out C

Template of evening Programme

Name of Group		
Meeting place		
Leader in Charge		
Time	Activity	Equipment

Appendix 1

Qualities of a quality programme

Part of ensuring the provision of a quality programme is ensuring that all programmes being delivered are balanced.

There are key principles that should underlie all programmes, regardless of the activities involved to ensure that they are a quality programme. All programmes should:

- provide challenge and adventure for young people and be fun and enjoyable
- be safe, rewarding and varied
- be shaped by young people in partnership with adults
- give young people an opportunity to learn, develop and share ideas
- give young people the opportunity to develop a better understanding of their community and the world around them
- give young people the opportunity to gain life skills and confidence, to develop self-esteem and to understand relationships

This means that, in order to provide a balanced quality programme to young people you need to ensure that you:

- offer a balance of each of the challenge areas for the section
- include opportunities to achieve badges and awards such as activity badges, challenge awards or staged activity badges
- enable all young people to achieve Chief Scout Awards
- provide opportunities for young people to influence the programme and provide feedback, and act upon this feedback
- provide opportunities to engage with young people outside of their section, such as attending District and county events or taking part in activities with other sections
- provide opportunities to take part in activities away from the normal meeting place
- provide opportunities to engage with the local community
- offer opportunities to experience nights away
- be planned in advance by the section's leadership team
- be delivered using a wide variety of methods
- be delivered by adults or young people with the appropriate skills for the planned activities

Appendix 2

Examples of Term Programmes (section specific)

Example Term Programme – Beaver Scouts

Date	Activity	Description	Venue	Leader in Charge	Equipment needed	Challenge Award
19 Sept	Harvest festival	Beavers bring in food; Colony discusses where the food comes from and how it is made	Hall	Section Leader	Variety of foods	My World
26 Sept	Dinosaur models	Make papier-mâché models on wire coat hanger frames, decorate with poster paint	Hall	Section Leader	Paper, PVA Glue, Wire Coat Hangers, paint, brushes, water pots	My Skills
3 Oct	Scavenger hunt	Collect a variety of leaves and twigs from the wood to compare, spot differences. Think about seasons.	Woods	Section Leader	None	My Outdoors
10 Oct	Puppet storytelling	Create finger puppets and use them to tell well known stories using a puppet theatre.	Hall	ABSL	Art and craft materials, theatre	My Skills
17 Oct	Visit a Synagogue	Look at key features of the building and think about Judaism	Synagogue	Section Leader	None	My World
24 Oct	Making biscuits	Make biscuits and ice them	Kitchen	ABSL	Biscuit ingredients, icing, baking trays, oven gloves	My Skills
HALF TERM						
7 Nov	Fireworks and bonfire	Attend the local fireworks display. Come back to the hall and have a bonfire outside	Seymour Park/ Hall	Section Leader	Wood, marshmallows, skewers	My Adventure
14 Nov	Code decipher	Create codes using backwards writing etc. Try to crack other people's codes	Hall	Young Leaders	Papers, pens, pencils, SOS instructions	My Skills

21 Nov	Mini-Olympics	Make an exciting and challenging assault course for Beavers. Count pulse and use heart rate monitors to learn about fitness and heart rates	Hall	Section Leader	Cones, bean bags, skipping ropes, balls, stop watches, pen and paper	My Adventure
28 Nov	Community Impact	Identify Need stage: young people decide on what issue they want to focus on for their Community Impact project..	Hall	Section Leader	A Million Hands resource packs and videos, local newspapers and surveys and research information, flip charts, markers and pens, post-it notes	My World
5 Dec	Youth Shaped Evening / Log Chew	Identify what young people want to have as part of their programme	Hall	Young Leader	YouShaped postcards	My World
12 Dec	Space theme	Learn about star constellations and the life of stars and the moon. Go outside and look at the stars and moon	Hall/ outside	ABSL	Space-themed games and activities	My Outdoors
19 Dec	Christmas craft and carols	Make Christmas cards and decorations. Sing carols with the Colony, friends and family	Hall	Section Leader	Art and craft materials, scissors, music player and speakers, lyrics to carols	My World

Example Term Programme – Cub Scouts

Date	Activity	Description	Venue	Leader in Charge	Equipment Needed	Challenge Award
19 Sept	Map-reading skills	Use map-reading skills to navigate the local town in sixes	Town	Section Leader	Maps, compasses	Our Outdoors
26 Sept	Hike	Use map-reading skills worked on the week before	National park	Section Leader	Map, compasses	Our Outdoors
3 Oct	Map Reader Activity Badge	Work through the requirements of the activity badge following on from the past two weeks	Hall	Section Leader	Maps, compasses	Our Skills
10 Oct	Community Impact	Take Action stage: take action on your Community Impact project.	Community location	Section Leader	Depending on project	Our World
17 Oct	Wide games	Glow stick wide games in the woods	Woods	Section Leader	Glow stick, torches, whistle	Our outdoors
24 Oct	Community Impact	Learn and Do More / Tell the World stage: Encourage Young People to reflect on their project, what they have learned, and celebrate what they achieved and the positive impact on their community.	Hall/ depending on project	Section Leaders	Depending on project	Our World
HALF TERM						
7 Nov	Pack Forum	Games and exercises to gauge Cubs' opinions to plan the programme around things they are interested in and badges they would like to achieve	Hall	Young Leaders	Balloons, Pens, Paper, YouShaped postcards	Our Skills
14 Nov	Scavenger Hunt	Scavenger hunt around the local area looking for	Hall/Local Area	Section Leaders	Maps, Clues, Prizes	Our Adventure
21 Nov	Science Night	Working on the Scientist badge	Hall	Section Leader	Science equipment	Our Skills
28 Nov	Italian Night	Language, food, culture, music and history (bit on the Romans)	Hall	ACSL	Italian food, music, stereo and speakers,	Our World
5 Dec	Fire Station Visit	Visit to the local fire station	Fire Station	Section Leader	None	Our Skills
12 Dec	Indoor Campfire & Edible Scouting Skills	With marshmallows and games. Practising Scouting skills with edible materials e.g. knots with strawberry laces, make fire out of choc fingers, orange peel etc.	Hall/ Kitchen	ACSL	Marshmallows, chocolate fingers, strawberry laces, oranges	Our Adventure
19 Dec	Ice Skating	Whole meeting at the local rink – parents' consent.	Ice rink	Section Leader	N/A	Our adventure

Example Term Programme – Scouts

Date	Activity	Description	Venue	Leader in Charge	Equipment Needed	Challenge Award
19 Sept	Youth Forum	Games and exercises to gauge Scouts' opinions to plan the programme around things they are interested in and badges they would like to achieve over the term	Hall	Young Leaders	Balloons, pens, paper, YouShaped postcards	Skills
26 Sept	Community Impact	Plan Action stage: young people plan how to carry out the Community Impact project, including times for the actual project to be carried out.	Hall	Section Leader	Flip charts, paper, post-it notes, calendars, pens, markers	My World
3 Oct	Campfire and backwoods cooking	Build the fire and backwoods cook dinner!	Outside the Hall/open space	Section Leader	Fire building materials, ingredients for dinner	Outdoors
10 Oct	Map and compass skills	Practising map and compass skills. Working towards Navigator Activity Badge	Hall	ASL	Maps, compasses	Adventure
17 Oct	Orienteering	Using map and compass skills. Working towards Navigator Activity badge	Outdoors	ASL	Map, compasses	Expedition
24 Oct	Glowstick Wide Games	Meet in the woods.	Woods	Section Leader	Glowsticks, whistle, stop watch	Outdoor
27 October (Saturday)	Community Impact	Take Action stage: take action on your Community Impact project. NB This could take place on a weekend or during a scheduled section meeting (or multiple meetings if needed).	Community Location	Section Leaders	Depending on project	My World
HALF TERM						
7 Nov	Peruvian and Inca night	Craft, cooking, music, fashion and culture from Peru and learn about the ancient civilisation, the Incas.	Hall	ASL	Music, stereo and speakers, food, cooking utensils.	World
14 Nov	Bird feeder making	Make bird feeders in Patrols for the elderly residential home garden.	Hall	Section Leader	MDF wood, tools, sand paper, paint, brushes	Creative
21 Nov	Elderly residential home garden clear up	Tidying up the garden for residents to enjoy, cutting back plants, weeding, tidying beds and clearing the leaves	Residential Home	Section Leader	Gloves, garden tools, garden sacks.	World
28 Nov	Knot work	Learn new knots and recap of those learned before	Hall	Young Leaders	Rope, canes, poles	Skills
5 Dec	Edible pioneering competition	Competing across the District for the most adventurous and tasty pioneering	District HQ	Section Leader	District organised	Skills/creative

12 Dec	Community Impact	Learn and Do More / Tell the World stage: Encourage Young People to reflect on their project, what they have learned, and celebrate what they achieved and the positive impact on their community.	Hall/ depending on project	Section leaders	Depending on project	Skills
19 Dec	Christmas party	Bowling	Bowling Alley	Section Leader	N/A	Adventure

Example Term Programme – Explorer Scouts

Date	Activity	Description	Venue	Leader/ Explorer in Charge	Equipment Needed	Challenge Area
19 Sept	International cooking night	Each team given a country and £5 budget to create a culinary delight.	Hall	Section Leader	Cookers, cooking utensils.	World/Skills
26 Sept	Community cycling	How many local landmarks can you get to in an evening? Bring your bike and camera if you have one	Local Area	Section Leader	Bike, bike repair kits, helmets,	World
3 Oct	Orienteering	Set yourself on course to complete the route. Weather dependant, clothing and torches are essential	National Park	Explorer	Maps, compasses	Outdoor and Adventure
10 Oct	Community Impact	Learn and Do More / Tell the World stage: Encourage Young People to reflect on their project, what they have learned, and celebrate what they achieved and the positive impact on their community.	Hall/ Depend ing on project	Section Leader	None	World
17 Oct	Pioneering	Building a variety of structures	National Park	Explorers	Ropes	Outdoor and Adventure
24 Oct	Bin-bag fashion	Make mood boards and outfits from bin bags and rubbish	Hall	Explorer	Bin bags, arts and crafts, sheets of cardboard	Skills
HALF TERM						
7 Nov	Fire building and cooking	Build fire, light it and cook up a feast with limited resources	Woods	Section Leaders	Fire lighting, food to cook	Outdoor and Adventure
14 Nov	Police guest speaker	Discuss the role of the police, a career in the force and challenge common perceptions	Hall	Explorers	None	World
21 Nov	Incident hike	Hike your way to each station where a task will be set for you. Work as a team to complete the course	Local Area	Section Leaders	Maps, compass, first aid kits.	Outdoor and Adventure
28 Nov	What's your attitude?	Debate to challenge our view on local and global issues	Hall	Explorers	Local and global issues information	World
5 Dec	Fun games	Test your fitness with a series of active, fun games. Measure heart rate and recovery.	Leisure Centre	Section Leader	None	Skills

12 Dec	Where's Wally?	Find the secret location of the leaders. With Yes/No communications. The team that finds Wally first wins a prize	Hall	Section Leaders	Walkie-talkies	Skills
19 Dec	Christmas party	District Explorer Christmas party	Hotel	Explorers	None	

Appendix 3

Example of evening programme

Thursday 5th May 7pm – 9pm

Name of Group	2 nd Anywhere Scout troop	
Meeting Place	Gilwell Park	
Leader in Charge	Joe Smith	
Time	Activity	Equipment
6.45 -7.00	Scouts Arrive – basic game set up for them to play as they arrive.	Flag and flagpole Whatever equipment is needed for game chosen Refreshments – juice/biscuits Reflection activity
7.00 -7.10	Flag break or Opening Ceremony – After the ceremony the leader informs the Scouts of the evenings activities	
7.10 -7.20	Game – for Scouts to let off some steam so they will focus better for the rest of the evening	
7.20 -8.00	Main Theme – this can be a series of shorter activities around the main theme, or the section split into groups to rotate around stations.	
8.00 -8.10	Refreshment Break – This can also be used as time to clear up the first activity, if the next activity does not require the same equipment.	
8.10 -8.30	Continue main theme	
8.30 -8.40	Clear away equipment and any mess	
8.40 -8.50	Game or reflection – An opportunity to play a game or share what has been achieved	
8.50 -9.00	Close meeting – lowering the flag and sharing notices.	

Appendix 4

Quality Programme Checker

The Quality Programme Checker is a tool designed to help you to plan and review your programmes, and make sure that you are delivering quality Scouting to the young people that you work with. A quality Scouting programme should cover all of the areas identified in the columns of the table. The Red, Amber and Green categories will help you to identify any areas where your programme could be improved, and set targets for you to reach when planning your next programme.

This tool could be used to review programmes which you have already run and identify areas that need a greater focus for the coming term or year, or new programmes which you are planning for the term or year ahead to make sure there aren't any gaps. You should tick the box next to the answer that best applies to your programme for each question.

Quality Programme Checkers for following sections can be found [here](#) as a collective or individually below;

- [Beavers](#)
- [Cubs](#)
- [Scouts](#)
- [Explorers](#)
- [Explorer Scout Explorer Scout Young Leaders](#)

A quality Programme definition has also been developed. A quality Programme is challenging, relevant and rewarding for every young person. A further breakdown of the quality definition and what this means is below.

A Quality Programme is Challenging, Relevant and Rewarding for every young person.

What we mean by Challenging

- More opportunities for outdoor and adventurous activities in safe environments
- Young people gaining confidence by participating in new or less familiar activities and stepping out of their comfort zones
- All young people regardless of their abilities, can enjoy and achieve

What we mean by Relevant

- Young people shape the programme based on what they want to learn and explore
- Ensuring the needs of every young person are met
- Responding to what young people are currently inquisitive about and reflecting this in the programme

What we mean by Rewarding

- Developing skills for life, including teamwork and leadership
- Supporting young people with their progression through the sections
- Young people are excited about Scouting, having fun and increasing in confidence

Reviewing the Programme with a section

There are activities to help you review the Programme with young people in your section. Find out more on the Youth Shaped Programme page [here](#).