

# MODULE 13

Growing the section



[scouts.org.uk/appointment](https://scouts.org.uk/appointment)



**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 organised into districts and regions, each with distinct responsibilities. Some ‘county’ functions are the responsibility of Scottish regions, while others lie with Scottish districts. The focus of responsibility is outlined in Scottish variations from Policy, Organisation and Rules (POR).

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## WHO IS GROWING THE SECTION FOR?

This module is for section leaders, assistants and supporters working towards their wood badge. It provides information and practical advice on how to grow the section in their area of responsibility.

## 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 Adviser's Guide and the Adult's Personal File. This means that the individual will need to demonstrate how they are working towards growing their section.

## PLANNING CONSIDERATIONS

The module and its material may be managed in a variety of ways. In each session the objectives are given, followed by suggested methods of training. The content is given in outline, with key points expanded in more detail to help trainers. Trainer's notes are also given to provide guidance on methods or other key points. This information is not, however, a script for the sessions. Prior knowledge and/or research of the subject matter by the trainer will be required before it can be delivered.

The emphasis is on the growth of the section, so it will be assumed that section leaders, assistants and supporters (and not managers) will be the normal target audience. Line managers would normally complete Module 21: Growing the Movement, which has similar material but is aimed at managers.

The number of participants on the course will determine the ways of working. Smaller numbers allow for one-to-one or individual working and sharing of ideas. It is recommended that large groups (of 10 or more participants) are broken up into tutor groups, each supported by a facilitator.

The materials should be tailored to the needs of participants, which may involve recognising existing knowledge in some areas and focusing on others. The emphasis for the learning and validation of this module is on the practical steps that those working with a section can take to grow their section. Experience in development, recruitment and retention would be useful. To this end, the session could involve an assistant district commissioner (development) and/or an assistant county commissioner (development) if appointed. Or it could involve a member of staff from the regional development service in England or field commissioners in Scotland, Wales or Northern Ireland.

## SESSION DETAILS

### Total time 3 hours 15 minutes

- Introduction (10 minutes)
- Opportunities to grow (20 minutes)
- Recruitment and retention of adults (1 hours 5 minutes)
- Recruitment and retention of young people (55 minutes)
- Planning for growth (40 minutes)
- Close (5 minutes)

# GROWING THE SECTION

## AIM

To cover ways in which an adult volunteering with a section can assist their line manager and others to plan for and contribute to the growth of their section and/or group.

## OBJECTIVES

1. Value the importance of growth within scouting.
2. Identify tools and support available to help sections and/or groups develop and grow.
3. Understand the reasons why young people and adults join scouting.
4. Describe effective ways to recruit and retain young people.
5. Describe effective ways to recruit and retain adults.

## METHODS

### A series of sessions

This module may be delivered as a series of training sessions in a variety of time settings. For example, it could be run over a weekend or as a series of shorter sessions over a number of weekends or evenings.

### Small group

This module could be delivered as a series of small group discussions and individual work, or as part of a course, perhaps by section.

### One-to-one training

This module may be delivered on a one-to-one basis by a trainer, or someone with sufficient experience to take an adult through the subject areas. In this case the timings and methods will need to be reviewed and revised to suit the learner.

## Workbooks

Trainers should note that there is also a workbook available for learners to use as facilitated self study, if they choose to complete the learning in this way. It contains exercises that match some of the tasks from the trainer's notes. Trainers may wish to use the workbook for delivering one-to-one training.

You will see the following symbols:



**Trainer input** – guidance to help you structure the training sessions.



**Trainer's notes** – background notes for your reference on task design and aims of tasks and ideas for running activity sessions.

## RESOURCES

- paper (plain and coloured – red, orange and green)
- pens
- flipchart and paper
- Post-it™ notes
- sticky tack
- copies of the relevant appendices for sessions

### Associated reading

The following resources can be downloaded from [www.scouts.org.uk](http://www.scouts.org.uk) and are available to order from the information centre:

- Active Recruitment (BS 320033)
- Appointment process resources at [www.scouts.org.uk](http://www.scouts.org.uk)
- Balanced programme checkers for each section available at [www.scouts.org.uk](http://www.scouts.org.uk)
- Design and Deliver an Effective Recruitment Event (FS 500017)
- Group Parents' Evening (FS 140049)
- Guidelines for Managing Registers of Interest and Joining Lists (FS155058)
- Induction: starting adults in a new role (BS 320032)
- Know your Neighbours (FS185030)
- Links Between the Beaver Scout Colony and the Cub Scout Pack (FS170018)
- Making the Most of Promotional Posters and Postcards (FS310561)
- Newsletters (FS310515)
- Programme Review: beaver scouts (FS155062)
- Programme Review: cub scouts (FS170062)
- Programme Review: scout (FS315096)
- Recruitment of Adult Volunteers (BS 320030)
- Review (BS 320033)
- Running a Name Generation Evening (FS500010)
- Support within Scouting (BS 32003)
- The Induction Toolkit: to support the creation of local welcome packs (PK 310003)
- The Parents' Guide to Scouting
- Using camps to recruit parents at [www.scouts.org.uk/recruitingparents](http://www.scouts.org.uk/recruitingparents)

# INTRODUCTION

00:10

## TRAINER INPUT

Welcome participants to this training session on Growing the Section. Explain that this module is designed to inform participants about the principles behind growing and developing the section, and give practical steps that can be taken to help ensure growth.



Outline the course to the participants by explaining that this module will split into the following sessions, with more detail about each session if appropriate:

- Opportunities to grow
- Recruitment and retention of adults
- Recruitment and retention of young people
- Planning for growth

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

You may wish to include an icebreaker (a short introductory activity) at this point. There are a number of these available in the trainers' resources area on [www.scouts.org.uk](http://www.scouts.org.uk)



## Trainer's notes

The following sessions can be run in a number of different ways, and the material can be adapted to suit the participants and the training scenario. If you are running it as part of a residential weekend, be sure that all the areas are covered at some point during the weekend.

Some trainers may wish to deliver the sessions differently. For example, instead of running separate sessions focused on the recruitment and retention of adults, and then young people, you could focus on the recruitment of young people and adults, followed by retention, as many similar ideas flow through both categories. As long as the objectives and topics are covered, this is entirely at the discretion of the trainer to plan and deliver.

In some circumstances the trainer may be asked to run this module with a specific group or district as preparation for a sectional or group development planning process. In this case, the content should be tailored to suit, once again ensuring the core information and objectives are covered.

Some participants will not have been appointed by a group scout leader, namely those participants that work with either explorer scouts or scout network. This needs to be taken into consideration when you are planning the best method to deliver the module and tailoring content to suit your participants.

# OPPORTUNITIES TO GROW

## 00:20 SESSION 1

### KEY OBJECTIVE

To understand the reasons why young people and adults join scouting.

### TOPICS COVERED

- Why young people and adults choose scouting
- What development in scouting means and how it relates to growth

### RESOURCES

For this session you will need:

- paper
- pens
- flip chart and paper
- Post-it™ notes

### (5 mins) TASK

#### Understanding why young people and adults join scouting

Explain that this session looks at participants' understanding of why people join scouting and what we mean by the growth of scouting.

Brainstorm with participants why they think adults and young people join scouting. Write the answers on a flip chart, which should then be displayed on the wall so participants can go back to it in later sessions.



#### Trainer's notes

The aim of this task is to help the participants realise that there are a wide range of reasons why people join scouting. Identifying these will help participants ensure that the scouting they offer continues to focus on these reasons in both the recruitment and retention of all members. It will also help participants to think about their own experience of why they joined scouting. Answers may include:

- fun and friendship
- adventure
- personal growth and development
- to be part of something/support the local community
- give something back to scouting
- family involvement/ supporting children in scouting
- babysitting service
- international opportunities

### **(3 mins) FEEDBACK**

Remind participants that people join Scouting for a number of reasons, but emphasise the importance of fun, friendship and adventure in Scouting, for both adults and young people. Scouting offers adults and young people everyday adventure and the opportunity to take part in an exciting range of activities. It boosts the number of skills they have, allows them to gain new friends and makes a positive difference to the world around them.

Many people join Scouting in their younger years, and when they become adults they want their children to enjoy the same adventures and experiences they had. It's also worth picking out the fact that adults (as well as young people) want to enjoy their Scouting and that developing strong friendships with their peers is an important part of that enjoyment.

Explain that the wall represents the variety of factors that might influence why people join Scouting and that participants should remember these for the future tasks.



**(5 mins)**

### **TRAINER INPUT** **Why does growth matter?**

For over 100 years, scouting has been making a real contribution to creating a better world by helping young people to develop their full potential as individuals and to play a constructive role in society. However, scouting can only continue to have a real impact on the lives of young people if it is able to continue to attract and retain them and the adults who support them,

As a voluntary movement, adults and young people must make a conscious decision to join and to stay. It is therefore unrealistic to assume that scouting will appeal to all. Explain to participants that the growth of scouting is about giving more adults and young people the opportunity to enjoy the experience of scouting. Emphasise that sustainable growth includes retaining current members – that is, keeping them involved in scouting – as well as recruiting new adults and young people.

Growth is important because:

- it is a visible sign of success
- it means that we are doing more and achieving our mission
- it generates a feel-good factor.

(These principles should be displayed somewhere prominent so that participants can be reminded throughout the course of the importance of growth.)

Growth is important because adults and young people join scouting primarily for the adventure, fun and friendship, and they leave if they don't get it. If scouting is growing, it means that more young people and adults are joining than are leaving. Growth enables scouting to do more – to provide better scouting to more young people. More people enable more ambitious camps and more adventurous programmes, and additional revenue enables more investment in equipment and resources. Also, being part of a growing organisation creates a buzz – the feel-good factor. Everyone wants to be part of something successful and this attracts new members as well as making existing members feel good.



**(5 mins) TASK**

**Promoting growth**

Ask participants to spend five minutes thinking about what they would do to promote growth in their section. If they had a hat that they could magically pull things out of, what would they want for their section and groups in order to promote recruitment and retention? Ask participants to write these on Post-it™ notes and stick to the wall.



**Trainer's notes**

The aim of this task is to get participants to start thinking about how they can grow their section, and understand that growth isn't just about recruitment, but about developing scouting to make it relevant and exciting for young people and adults. It helps to unpack any concerns, frustrations or needs for their sections and groups. It should also give an indication of all the topics that will be covered in all sessions, so you may wish to refer to it during later sessions. Alternatively, you can run this task as a brainstorming session with the whole group, depending on the numbers of participants. It may be necessary to remind participants of the definitions of 'recruitment' and 'retention'.

During the feedback it is possible that some participants may feel there is no need for growth as their section is successful and large enough. Others may say that they haven't got time to think about growth as they are too busy doing other things. It is important to address these issues and remind participants about the need for growth. For example, although their section may be good at present, what happens when all the young people are at the age to go to the next section? Do they have a good relationship? Have they thought about whether they will have new recruits? Are they reflective of the community where they meet?

**(2 mins) FEEDBACK**

Growth is often a good indication of the improvement of the quality of scouting on offer to young people and adults.

Growth can be fostered by:

- creating opportunities for more young people to be involved in scouting
- improving or maintaining a good quality programme that gives young people opportunities for adventure and residential experiences
- improving the retention of young people moving between sections
- recruiting more young people and adults
- appreciating adults and working with them in a flexible way
- understanding parents better and forging active partnerships with them
- making scouting flexible and open to all
- having a positive impact on the local community
- being more representative of the local community.

Let the participants know that they will be covering these areas throughout the next few sessions.

# RECRUITMENT AND RETENTION OF ADULTS

01:05

## SESSION 2

### KEY OBJECTIVE

To describe effective ways to recruit and retain adults.

### TOPICS COVERED

- Actively recruiting adults
- Importance of parents and former members
- Being flexible
- Adults in Scouting model
- Support and resources for adult recruitment and retention

### RESOURCES

For this session you will need:

- paper
- pens
- flip chart and paper
- sticky tack
- copies of the statements in appendix 1
- copies of the case studies in appendix 2
- copies of any relevant resources



(5 mins)

### TRAINER INPUT

#### Actively recruiting adults

Remind participants of the first activity they did and the reasons for adults wanting to join scouting. Adults get involved in scouting for a variety of reasons and some are the same reasons as for young people – fun, friendship and adventure. There is also the chance for adults to see young people develop and grow, and know they have contributed to it by investing their time and passing on skills and abilities.

Explain that when more adults are involved in scouting, the time commitment required by those already involved is less. Getting a bit of extra help to improve the quality of the scouting they deliver or to lessen the amount of commitment required by individuals is what is often wanted. It can also mean that more time can be spent putting in place some of the things that participants may have written from the 'magic hat' session (that is, improving the programme, investigating adventurous activities or investing time in other adults). Sometimes these are the things that fall to the bottom of the priority list when not enough adults are there to help.

Emphasise that recruiting adults to take on the wide range of tasks and responsibilities that scouting offers is something that everyone can support. Although participants may think that it is their manager's responsibility, they will find that they are often better placed or presented with more opportunities to recruit for their section than their manager or others in the district.

Research shows that adults with a current or a previous connection to an organisation are more likely to volunteer with that organisation.

In section-based roles:

- 40–45% are parents of youth members.
- 40–45% 'came through the movement'.
- the remaining 10–20% come from a wide variety of sources, but the majority have or have had some connection with scouting, whether in the past, or from work colleagues, friends or neighbours involved in scouting
- very few come from advertising campaigns or the national website.

Explain that the majority of new volunteers in scouting are either parents of youth members or have come through the movement themselves (that is, they were youth members or young leaders). For parents, section leaders are likely to be the first people they speak to about scouting and are, therefore, the prime recruiters.

**(10 mins) TASK**  
**Actively recruiting adults**

Actively recruiting people requires thinking about how we approach them. Split participants into groups and hand out a copy of the statements in appendix 1 to each group. The statements are examples of why an adult may not want to volunteer.

Ask participants to think about how they can engage with these potential volunteers, particularly if they are parents and former youth members. What can they say or do to make them change their perceptions and consider giving their time? What could they do in the future to ensure that potential volunteers do not give these reasons for not volunteering?



**Trainer's notes**

These tasks look at the areas of recruitment that are relevant for section leaders. The statements represent common reasons why adults say they do not volunteer. More statements may be added if relevant. The purpose of the task is to allow the participants to explore how they can actively encourage others to be involved with scouting.

The participants may have had both good and bad experiences, so time may be needed to address practical solutions if the need arises. Some guidance is provided in the following table.

|   |  |
|---|--|
| ‘No one asked me.’  | Ask them! Don’t assume that people know you need help or that they would be comfortable offering it. Talk to those around you and get to know parents. Once you find out more about them, you may be able to ask them to do specific tasks or activities. You could also look at creating a rota system that works – perhaps one which is run by one of the parents. |
| ‘I’ve spoken to people who just moan about volunteering.’ | Be an ambassador for scouting – speak positively and passionately about it – your enthusiasm could rub off on others.  |
| ‘Scouting doesn’t look like much fun.’                    | Give parents the opportunity to experience the fun of scouting – reference the Big Adventure and emphasise that any involvement should be a positive experience.   |
| ‘I don’t have the time to help out.’                      | Be flexible – explain the different ways they can get involved and how they can give as much/little time as they want. Be understanding and accepting, and work with them to identify how they could help.   |
| ‘I’m not needed.’   | Many parents will just pick up and drop off their kids and don’t realise that help is needed. Make sure they know that help is welcome, and when they offer, make a point of giving them something to do. There is nothing worse than feeling like a spare part.   |
| ‘I don’t have the skills to help out.’                    | Be flexible, as above. Get to know them better and see what their skills are, so you can provide better direction. Depending on what they are interested in doing, promote the training that they can access to help them.   |
| ‘I don’t understand scouting.’                            | Dispel some of the myths about scouting: show them the opening/closing ceremonies and explain why they are done; explain the uniform and the left handshake, and so on. Remove the invisible barriers.   |
| ‘I don’t really see myself in the leader’s shoes.’        | Be a role model, someone that others aspire to. If they’re a current youth member, make sure they know that they don’t have to become a leader and that there are other options.   |
| ‘Nobody explained I could be a volunteer at 18.’          | Encourage young leaders and explorers. Let them know the options that are available to them.   |
| ‘I don’t want to be a leader.’                            | Ensure that people are aware of the different roles available. Also try to recognise and reward all roles in scouting.   |
| ‘I left and went to university elsewhere.’                | Be flexible. You could offer to contact the local scout group for them, link them up with a scout network or the Student Scout and Guide Organisation (SSAGO). Accept that some young people will not have time to be involved in scouting while at university, but they could stay in touch so they can help during holidays.                                       |

## **(5 mins) FEEDBACK**

Using the task they have just done, take main points from each group.

Explain that the focus is on parents and former members as they are the majority of new volunteers, but there are other ways of recruiting people without direct connections to scouting. Students, members of the public and members of other voluntary organisations could all be potential recruits. Local scouting events, presentations in schools or community work could attract new adults into scouting. Local recruitment campaigns in papers, on websites or through community noticeboards can reach adults who would not normally have any contact with scouting.

If participants decide to recruit in this way, ensure that raising awareness of scouting is the focus. Make sure the messages are relevant to the target audience and that they are promoting the scouting activities that engage with the local community and develop young people.

Ask for examples from anyone in the room who has attended recruitment events and find out what their experiences were.

Explain that the key is that the recruitment is being active. They mustn't just expect people to know that they need help, or that people will naturally assume that they can help; generally people worry that they don't have the time or the skills. This is why it is important to be flexible.

## **(5 mins) TASK** **Volunteer recruitment examples**

Research has identified that the largest barrier to volunteer recruitment is the time pressure on adults, coupled with concern over the demands placed on new recruits. Nearly 60% of non-volunteers say 'lack of time' is the main reason they do not volunteer.

Explain that being flexible is about meeting the needs and wants of volunteers in terms of time, what they want to get out of scouting and what they feel comfortable in taking on. This can encourage them to stay in scouting for longer, as the likelihood is they will be happier in their role. Research shows that the main reason volunteers leave scouting in the first 12 months is because they realise that the scale and scope of the role they have taken on is too much.

So how does this work in practice? How do they make sure they are not just replacing the existing roles, but are focused on finding out what the real needs of the group or section are, and whether there is a fit with the skills new volunteers might have or activities they want to develop?

The first step is to find out some information from the volunteer, particularly:

- their skills
- their availability
- what they want from a volunteering role
- what they are able and willing to do.

Ask participants to consider and discuss the volunteer recruitment examples in appendix 2.



### **Trainers' notes**

There are a number of ways you can run this task. This task works well when people share their ideas and stories with each other, as they realise that there is often a common ground, or they find out about good practice that people are already engaged in.

You could split participants into pairs or groups or you may want to tackle each case study

separately with the whole group and feedback between each. The method you choose will depend on the number of participants, location and time constraints, and what is appropriate for the learning environment created. You may also wish to create your own case studies.

A number of real-life volunteering case studies are available in appendix 3 which may be helpful during the feedback, so that participants have actual examples where people have been flexible. This may be useful if you have participants who do not think different options are available to them or who are resistant to change.

Answers may include:

**Example 1:** section assistant, occasional helper, scout active support member (explain the differences in the roles). They may want to find out more information about what 'irregular' means, and about Johnny's skills and interests.

**Example 2:** Helping out on camps or at activities, or perhaps remote volunteering in terms of managing the group's or the section's accounts. It is important to remember to ask though, rather than just assume – she may not want to do anything related to her degree. There is also a possibility that there is a group close to the university.

**Example 3:** Find out if other parents are interested – all can share the role of Section Leader or be part of a parent rota. Could arrangements be made for a crèche or shared babysitting?

**Example 4:** There could be opportunities on the executive committee. If she has a particular skill then perhaps something related to this or opportunities at district or county level in supporting other adults, like the role of the training adviser, badge manager or quartermaster. There may also be a need to tackle the issues as to why she does not want to volunteer with young people. Maybe there is a misunderstanding about what this entails.

## **(5 mins) FEEDBACK**

Ask participants to share their feedback on the examples.

Remind participants that being flexible is about:

- tailoring volunteering opportunities around the availability, needs, wants and skills of volunteers – that is, remembering that not everyone wants the same thing from volunteering. If volunteers are supported and satisfied with their roles, they are more likely to stay.
- offering opportunities that meet the needs of all potential volunteers – removing the 'invisible barriers', such as the need to attend every meeting, to wear a uniform or take the scout promise, or having to work with young people when they could take on a task working with adults or administration.



**(5 mins)**

## **TRAINER INPUT** **Recruitment resources**

There are a number of resources available in the Recruitment section of the Member Resources area of [www.scouts.org.uk](http://www.scouts.org.uk), with hints and tips from recruiting parents to students. Spend some time with participants making them aware of what is available, focusing specifically on:

**The Parents' Guide to Scouting:** this resource aims to demystify scouting and to give parents the facts. Along with a leader's guide, it is a valuable tool to use when thinking about how to engage with parents.

**Using camps to recruit parents ([www.scouts.org.uk/recruiting\\_parents](http://www.scouts.org.uk/recruiting_parents)):** this is a national resource that has been developed to help get parents and adults involved in an event (such as a camp or trip) that is already happening, so they see scouting in action, to encourage them to volunteer in the future. It includes numerous resources, from activity ideas to guides supporting step-by-step planning, which can be used to help recruit adults.

**Recruitment roadshows/events:** There is a specialist training module which has been designed to train those involved in face-to-face recruitment of adults and young people at recruitment events, such as freshers' fairs or county shows. This can be run by local training or development teams on request. Its content divides into three main elements: understanding the event; gaining the skills to sell scouting effectively; and practicing these skills within the safety of the course environment.

**Print centre:** This is the central resource for all those producing scouting communications or marketing and promoting scouting's everyday adventure. It provides tools and guidance on producing inspiring materials, posters, leaflets, and so on that can help motivate and engage a wide variety of audiences.

## **(10 mins) TASK**

### **Retaining adult volunteers**

Following successful recruitment, induction, support and review are the keys to retention.

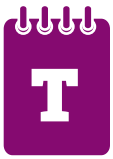
Ask the participants to reflect on their experience of joining scouting and how they felt in the first few months:

- Did they feel welcomed and supported?
- What were they told and who did they meet?
- Did they receive any training and did it come at the right time?
- Do they still feel supported in their role now and what makes them feel like that?

It is the group scout leader, district explorer scout commissioner or county scout network commissioner's responsibility to make sure that effective processes are in place for ensuring that a new volunteer is supported in their role. As section leaders and supporters, they are the people new volunteers will interact with on a regular basis.

With this in mind, brainstorm with participants about how they think they could help new volunteers within their sections in their first few months. Think about what a new volunteer would need to know, why they need to know it and who else could be involved in supporting them. This will give them an idea of the kinds of things they need to think about but stress that the support an adult needs will depend on the individual. Highlight the need to:

- be open and accessible so that people can ask questions if they want to, especially if they need to find out about what scouting is or how things are done
- provide real practical support, which could mean uniforms, expenses, buddies for training, or meetings
- give them opportunities to meet and spend time with others to ensure that they start feeling part of a team.



### Trainer's notes

This task is about helping participants to understand the importance of making adults feel welcome and valued. Asking them to think about their own experience when they started out in a group or section will help to put the importance of supporting adults into context.

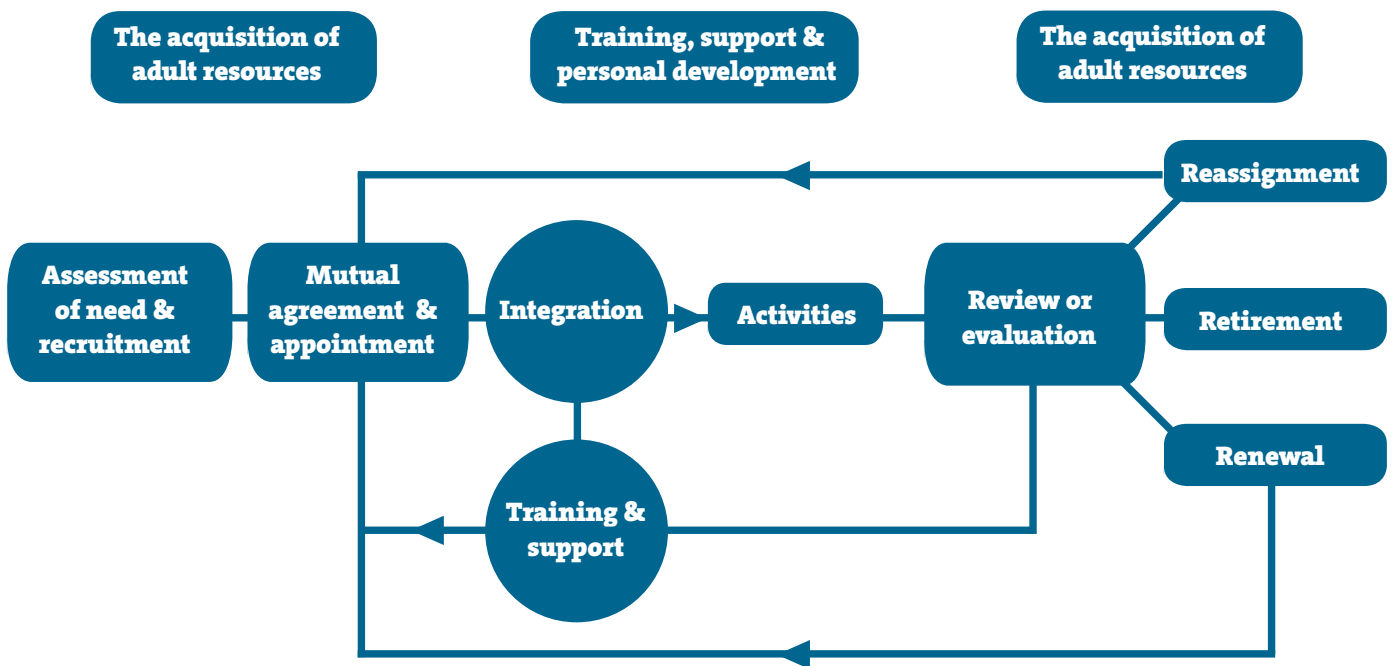


(15 mins)

### TRAINER INPUT

Recap on the Adults in Scouting model (note that some participants may not have covered this before).

### Adults in Scouting model



The steps can be looked at as individual tools which, if used effectively, can help to recruit and retain adults. Briefly reiterate the purpose of the Adults in Scouting model. Summarise each stage of the model. Confirm that the participants understand that it is a process all adults should follow throughout their time in scouting; each time a new appointment is agreed, the adult restarts the process at the beginning.



## Appointment process

Briefly cover the appointment process and signpost participants to where they can find more information.



There are four stages to the adult appointment process:

- **Application:** where a line manager agrees to support an adult applying for an appointment.
- **Approval:** where independent checking concludes that this person is suitable for an appointment and includes agreement from the relevant commissioner or body, successful outcome of the personal enquiry and (where appropriate) two references.
- **Appointment:** where the relevant commissioner or body makes the appointment.
- **Induction:** where the line manager ensures that the adult receives a high-quality induction.

All adults, no matter what their role, will go through the four stages of the appointment.

## Support for volunteers

Retention, or keeping adults in scouting, involves making them feel welcomed, valued and motivated throughout their time in scouting. This isn't just about the induction at the start, but the continued support that they receive.

It is also important to recognise that one of the key reasons adults stay in scouting is the close bonds of friendship and interdependence that builds among teams working together. Participants should also remember that it is important to retain volunteers for the right reasons. Sometimes, it is the right time for someone to move on or to take more of a back seat. Sections should plan for succession in volunteer roles – it is healthy to have some turnover and they should plan for this as part of their development.

## Retention resources

You should spend the last few minutes showing participants the tools available to support them in the retention of adults.

**Induction Toolkit and Group and District Induction packs:** There are several resources available to help in planning inductions, including induction packs for group scout leaders and district commissioners. The templates are designed to create induction packs for new volunteers.

## Support within scouting

It would be useful to show participants how to access the series of factsheets and guidance available in the member resources area of [www.scouts.org.uk](http://www.scouts.org.uk)

# RECRUITMENT AND RETENTION OF YOUNG PEOPLE

## 00:55 SESSION 3

### KEY OBJECTIVES

1. To understand the reasons why young people and adults join scouting.
2. To describe effective ways to recruit and retain young people.

### TOPICS COVERED

- Young people in scouting
- Methods of recruitment
- Retention between the sections (programme planning, youth engagement, moving on)

### RESOURCES

For this session you will need:

- paper
- pens
- flip chart and paper
- sticky tack
- washing line
- pegs or sticky tape

### (10 mins) TASK

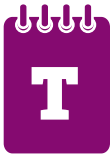
#### Practical steps to attract young people to scouting

Although many young people come to scouting through word of mouth from parents and friends, there are a number of other ways participants can promote scouting in their section and local area and actively recruit new members.

Ask participants to discuss in pairs the following:

**'What practical steps can you take in your roles to recruit young people into your section?'**

Participants should consider how to attract young members directly as well as indirectly through parents and carers.



### **Trainer's notes**

This quick task is designed to get participants to focus on young people in scouting and understand why they join; to think about what they, as section leaders, assistants and supporters, can do to attract young people to their section. It may also make them reflect on what recruitment methods they have already tried. This exercise allows participants to think about actions they could put into place for themselves. These ideas could be put into a development plan for the section/group. Some participants may say that they do not need to recruit more young people, so you should remind them that there will come a point when the young people in their section will reach the age limit, and they should be thinking about succession planning.

The feedback session will vary depending on what has come out of the group work. It may be possible to cover most of the points but more trainer input may be needed to develop the necessary points. You could do this through plenary input or use large visuals to present the following information.

An alternative to the feedback session would be to run the task as an activity. Ask all participants to stand up and give them five minutes to talk in pairs., Then get the pairs to join together and share their discussions in small groups and then get the groups together to share in a larger group. This allows participants to find examples and solutions for themselves, and understand that they have the knowledge and skills to do so. You can then add a plenary at the end to summarise the key points noted below.

### **(10 mins) FEEDBACK**

Using the task they have just completed, report back on key discussions and summarise the main pieces of information, especially where people have experiences to share. If not raised at the feedback session, highlight the following key areas:

#### **Word of mouth/referrals**

Talking to the existing youth members and their parents is a great way to encourage more young people to join scouting. Parents can be effective ambassadors for scouting and represent a large proportion of our volunteer recruitment. They can encourage other parents and recruit young people through word of mouth. Existing youth members may not have thought about encouraging their friends to join. If members are enjoying their scouting, they will be the best advertisement. In their sections they could organise a 'bring a friend' meeting. Young people are much more likely to respond to a personal invitation from their friends than to posters or letters.

#### **Former members**

Youth members who may have left the previous sections may also be a target for recruitment. They may have left because other activities got in the way, or because they didn't like the section. It may be the case that they now have more time for scouting, have a greater interest in the new section's activities, or that meeting times are now more suitable. Simply offering them the opportunity to experience scouting again may be all the encouragement they need.

#### **School assemblies/presentations at local schools**

Creativity is the key to providing a stimulating experience for up to 300 young people in one short time period. It is an opportunity to explain what scouting members do every week, the kind of games they play and the type of activities that they do. Make sure it is as interactive as possible – young people remember more by doing. The important thing to remember is that anything illustrating scouting must impress and create a 'wow' factor.

The assembly presentation should be appropriate to the target age range – for example, an activity that requires singing may be more appropriate when recruiting beaver scouts than explorer scouts.

### **Open events and scouting showcases**

These events focus on allowing young people to have a go at scouting. Open events, such as taster days, allow young people the opportunity to experience scouting with no strings attached. Events could be held at the weekly meeting venue or a public location such as shopping area, local open space, park, community fair or school.

### **Local media**

Many schools, community centres or places of worship have newsletters that could include an article about your section and/or group.

### **General public**

There are many different methods of recruiting from the general public, however most of them involve creating awareness and having a local presence via:

- using leaflets and posters
- creating your own website
- helping out at local events.

### **Local community**

Scout groups serve their local community. By becoming an integral part of the community, scouting can contribute to a wider range of activities and organisations which, in turn, is a perfect advertisement for what scouting does.

Community relations is about making contacts, meeting people and getting involved in the community. Useful starting points include:

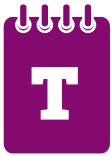
- community groups (residents' associations, environment groups, Citizens Advice Bureau)
- community sponsorship
- places of worship
- minority communities
- local government
- education centres
- youth services
- local free newspapers.

## **(5 mins) TASK**

### **Barriers to recruiting young people**

Ask the participants as a group to reflect on the recruitment methods discussed. Ask them to think about any barriers to recruiting young people, and write each one on separate sheets of paper. Peg each of these barriers to the washing line.

By using this method you will be able to create a physical barrier across the room with each sheet representing a specific block.



### Trainer's notes

This task is about problem solving and getting participants to think about planning and succession. For example, if one section meets on the wrong night, are there other sections within the district that meet on a different night? The priority is to get more young people into scouting so they should be signposting other options if they can't provide it themselves.

Try and get participants to take a different method each. Participants should be encouraged to think of the barriers to young people and the attitudes of their parents/carers. Instead of paper, you could also use Post-it™ notes.

Potential barriers might include:

- busy with other extracurricular activities or clashes with membership commitments to other organisations
- do not know anyone in the section
- unaware of what scouting has to offer
- feel scouting does not have anything to offer them
- feel that scouting does not represent their background or interests or cannot accommodate their needs, for example, if they have a physical disability
- better things to spend their money on
- personal experience in the past
- stereotypical/outdated image of scouting
- venue/time/day of section meeting
- must wear a uniform
- real or perceived expense
- expectations of time commitment needed.

Alternatively you could run the activity as a more traditional group exercise with feedback. You could write the barriers on flip chart paper and pin them around the room. Ask the participants to go around the room in pairs and add to each of the sheets of paper what they would do to overcome the barrier. This will be easier if there are a large number of participants. If you use this method, combine the time for task and feedback.

**(15 mins)**

### FEEDBACK

After five minutes get the participants as a group to look at each barrier and ask what steps can be taken to overcome them. When you are happy they have found enough solutions, remove the barrier. Carry on until all the barriers have been removed.

Overcoming barriers can sometimes mean changing attitudes or developing the section to meet the needs of young people and their parents. Creating a better scouting experience is also about making scouting open and flexible to all, reflecting and having a positive impact on the local community.



### Trainer's notes

Some solutions may include:

- change the time/day/place the section meets
- have buddy days or open evenings
- be an ambassador for scouting and create a good image
- have a good programme
- support expenses or uniform costs
- liaise with other sections or groups to see if they have spaces

- run programmes with other groups
- accept that people might not join
- advertise in local schools or community areas
- be involved in changing the perception of Scouting
- be an ambassador
- link with community members or schools
- change and address attitudes
- help with travel
- encourage young people who are scouts to be proud.

### **Waiting lists and registers of interest**

Highlight to participants that there may be times when a place is not available for a young person to join a section. Waiting lists will include anyone who has already reached the core age of their section and is waiting for a place to become available. When creating waiting lists, it is important to manage them properly. Signpost participants to **Guidelines for Managing Registers of Interest and Joining Lists (FS155058)**.

Remind participants that a waiting list shouldn't be regarded as a badge of honour; it means that young people are not getting to experience scouting, and development plans should be put in place to improve this. A register of interest will include anyone under the core age range who wants to join the section. These can be useful when looking at recruiting new young people and planning but be aware of its potential limitations.

When sections, groups and districts work together there are more opportunities for young people to get involved in scouting, which is why planning recruitment activities across all three is important. A section may not have the resources to recruit any more young people, but the group next door might. The important thing is that young people get to experience and join in scouting.



**(15 mins)**

### **TRAINER INPUT** **Retaining young people**

As a whole group, ask participants why they think young people leave scouting. Some of these reasons may be the same as the barriers to recruitment.

Explain that there are a number of factors that can influence whether young people join and stay, including the programme itself, the attention paid to welcoming and integrating new members, the activities and development available and the appeal and relevance of the subsequent age section.

### **The programme**

Highlight that an exciting, balanced and challenging programme is crucial to retaining their existing youth membership. The majority of young people who join scouting are seeking challenge, adventure and excitement. Therefore, this needs to be provided from the youngest section all the way through to the final section. The youth programme must be progressively challenging as young people move through the sections. This means ensuring that the activities are appropriate for the age range while always offering something to look forward to. If the programme is not challenging, or is too easy for them, young people will walk away.

The youth programme needs to be periodically reviewed to ensure that it is attractive and relevant to young people in the societies in which they live. Offering a top award with clearly thought-out objectives for young people to work towards can give the youth programme greater focus and motivate more young people to continue through the final age section.

Keeping young people engaged and interested is the key to long-term development and growth within their sections. Remind the participants that Module 12: Providing a Balanced Programme and Module 14: Young People Today cover this in more detail.

### **Movement between the sections**

Moving from one section to another is a key period for the retention of young people. Basic things such as the next section meeting being a different time, place or day can mean it clashes with other activities. It is really important to encourage interaction and participation between sections to promote excitement through activities and joint programmes or events. Interaction and co-ordination with other groups is also important, as their sections may meet on more suitable nights.

Retaining young people between sections relies on good communication and planning between the section or group the young person is joining and the one they are leaving. Developing group awards and attending district or county events as a group encourages the sense of belonging and participation.

Emphasise that good links generally occur in groups/districts/counties where section leaders meet regularly and work together. The best way to retain young people in scouting at this important milestone is to provide support for them to join the next section – for example, by linking young people to the next section in small groups or with a close friend rather than as individuals moving on alone. It is also worth planning to send groups of peers up to the next section together so they have friends who are experiencing the same changes.

### **Youth involvement**

One of the challenges of scouting's mission is to actively involve young people in matters that concern them and to take responsibility for doing so. This means consulting them, helping them to make decisions and to become involved in the scouting they do, both individually and collectively. Active youth involvement (in the sections, in decision-making bodies in the movement and in the community) helps to create a sense of ownership and a greater capacity for action, while providing essential feedback to ensure that scouting remains attractive and relevant to its young members.



### **Trainer's notes**

It would be useful to introduce the moving-on awards and other sources of information and support during this session, as tools participants can use. Information on these is available at [www.scouts.org.uk](http://www.scouts.org.uk)

# PLANNING FOR GROWTH

## 00:40 SESSION 4

### KEY OBJECTIVE

To identify the tools and support available to help sections and/or groups develop.

### TOPICS COVERED

- Assessment tools
- Action plans
- Development plans
- Support and resources

### RESOURCES

For this session you will need:

- paper – coloured red, yellow/orange, green
- pens
- flip chart and paper
- copies of appendix 4
- sectional programme planners (optional)



### Trainer's notes

This session draws on the previous activities to show that participants have already started developing their own tools for planning. It focuses on ways to identify some practical actions that they can follow up after the course.



**(5 mins)**

### TRAINER INPUT

Remind participants that we started the sessions by talking about growth and its importance in creating a feel-good factor, focusing on achieving our mission and showing visible signs of growth.

Explain that participants need to know how to take practical steps and to use the support, tools and resources available to them to ensure that Scouting continues to grow within their sections. You may wish to recap on the sessions covered and the areas of growth they have looked at. For example, session 2 looked at practical ways to actively recruit adults and how to welcome and support new adults to encourage them to stay. Session 3 looked at overcoming barriers to help recruit young people and the different aspects that they need to consider to encourage them stay.

Growth starts with knowing where scouting is at the moment. It is about recognising strengths and weaknesses, looking at where they want to be, and how to get there. Whether planning a programme, a camp or a section's future, simple and realistic targets are needed.



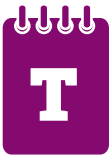
- Step 1** – Where are we now?  
**Step 2** – Where do we want to be?  
**Step 3** – How are we going to get there?

**(15 mins) TASK**

**Where are we now?**

Split the participants into groups and give each group a piece of red, amber (yellow or orange) and green paper. Explain that they will be given a series of healthcheck statements and they need to decide whether they think the situation in their section or group is good or needs more work. If they think it's good, then they should hold up the green paper. If they think it's good, but could be better, then they hold up the amber. If they think that significant improvement is needed, they should hold up the red.

Read out or display the healthcheck statements in appendix 4.



**Trainer's notes**

This task aims to get participants thinking about how they can develop their sections, by prompting, through a series of statements, a health check. There will probably be difference in opinion over the statements. It is important for participants to remember that they need to challenge their own perceptions if they want to grow and develop their sections.

The statements can either be read out, or shown as presentation slides, or each group can be given the statements to read before feeding back. Alternatively this exercise can be done individually, but, as a group activity, it helps to prompt discussion.



**(5 mins)**

**TRAINER INPUT**

Explain that the activity shows how different people may have different perceptions of the health of a section or group. It is important when planning to involve as many people as possible and be realistic about 'where we are now'.

Resources like the sectional programme planners can help with making a start on this process. (It may be useful to have these available.)

**Where do we want to be?**

For section leaders and supporters this means:

- ensuring the delivery of a balanced programme through good practice at all levels
- identifying issues with recruitment and retention
- assisting with development planning
- encouraging reviews at all levels
- identifying areas where further support or training is needed.

**How are we going to get there?**

Once participants have identified which areas are going well, they can focus on the areas that need more work – the development plan. A development plan enables sections to grow in a constructive way and highlights issues and areas that need attention in order to reach 'where we want to be'.

Decide what the priorities are and break them down into what needs to be done, by whom and when. It's important that targets are as realistic as possible; this makes the whole process much easier in the long term.

Highlight that a development plan should:

- be devised by everyone in the section or group so that ownership is shared
- focus on improving the quality and/or growth of the section
- include realistic targets and timescales
- be simple.

By taking it one step at a time, a section or group will get results and be motivated to move on to other areas. Do not forget to meet regularly to see how the action plan is going. Encourage participants to share what they have done with other sections or groups in the district and county and involve the district and county team in helping to achieve targets.

**(10 mins) TASK**  
**Development plans**

Remind participants that development plans are best done with others in their section, but that doesn't mean that they can't make their own personal action plans.

Ask participants to spend five minutes thinking about the key messages they have picked up throughout this course. What are the most important things they have learned? What will they do with the knowledge they have attained? They should then write down three actions to implement after this course. Remind participants that these should be things they can personally complete (for example, planning to find out more about three parents).

**(5 mins) FEEDBACK**

Ask participants to share at least one of the actions with the rest of the group.

**Further support**

Finally, remind participants of the support structures that exist to help develop sections and summarise the resources that have been used throughout this module.

**Group, district and county support**

Remind participants that other leaders in the section, group and district will be a great source of support as they can share ideas and solutions. You may also wish to include some information about local support for development from the county and from local districts.

**National support**

Emphasise that the regional development service, country headquarters and [www.scouts.org.uk](http://www.scouts.org.uk) can provide support to help develop sections, and have a number of tools available to help. Inform the group of the role that grants could play, and that there are a number available from UK headquarters to assist local scouting development projects. You may also want to include some information about other sources of fundraising for development projects which can be obtained from the fundraising team.

# CLOSE

00:05

## RESOURCES

For this session you will need:

- Adult's Personal File



## TRAINER INPUT

Thank participants for attending the training sessions and for taking an active part. Remind the participants the importance of growth, and the different ways that they can develop the section to ensure that more young people continue to receive better quality scouting.

Make sure that participants are aware that attending the session is only part of completing their training for this module – they also need to validate their learning.

Explain that validation means showing that they can put what they have learned into practice in their scouting role.

For example, they could create a section or group development plan or they could look at how they can improve the movement of members between their sections.

They will also need to have a discussion with their training adviser about some of the things they have learned throughout this module.



## Trainer's notes

You may wish to give participants a copy of the module summary sheet from the Adult's Personal File at this point.

Whether it is necessary to explain your local process for validation will depend on the situation of your participants, and how much information has been given to them before attending the training. It is important to ensure that, by the time participants leave the session, they understand what they need to do to validate the module and who they will be validating it with.

# APPENDIX 1: VOLUNTEERING RESPONSES

‘No one asked me.’

‘I’ve spoken to people who just moan about volunteering.’

‘Scouting doesn’t look like much fun.’

‘I don’t have the time to help out.’

‘I’m not needed.’

‘I don’t have the skills to help out.’

‘I don’t understand scouting.’

‘I don’t really see myself in the leader’s shoes.’

‘Nobody explained I could be a volunteer at 18.’

‘I don’t want to be a leader.’

‘I left and went to university elsewhere.’

# APPENDIX 2: VOLUNTEER RECRUITMENT EXAMPLES

## EXAMPLE 1

After coming along and helping on camp, Johnny (a parent) approaches you and says that he would be happy to help out, but he can only offer limited and irregular time each week. When he does help out, he wants to be spending a bit more time with his child.

**What options are available to him?**

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## EXAMPLE 2

Mandy is a young leader who is heading to university in September. She has said that while she is unable to help out regularly each weekend, she would be happy to give one weekend every six weeks or so to scouting. Mandy is studying accounting at university.

**What options are available to her?**

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## EXAMPLE 3

Ed is interested in becoming a section leader but has a young child who he cannot arrange childcare for. He seems to think that some other parents feel the same, that is, they would like to volunteer but don't feel able to offer their support for the same reasons.

**What options are available to him?**

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## EXAMPLE 4

Sheila is interested in helping out but she doesn't want to work directly with young people. She thinks she can probably give two nights a month.

**What options are available to her?**

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# APPENDIX 3: VOLUNTEERING CASE STUDIES

## **SUPPORTING THE GROUP THROUGH SCOUT ACTIVE SUPPORT**

A Group in London (Hainault) set up a scout active support unit. The group scout leader wanted to give an opportunity for people to support the group without being a leader or part of the executive committee. The group scout leader also wanted to ensure that those whose circumstances changed could stay with the group in some way. The unit provides adults with a chance to get involved in a way that suits them best. This group also recognised that some parents in their area found it difficult to pay their children's subscriptions. So they decided to waive the subs if parents gave their time instead.

Northampton's district scout active support unit is happy to receive help and support in whatever way people can offer it. Members range from 18 to 80-years-old, with a wide variety of skills and experiences. They are classed as one unit, but within this there are a number of satellite units operating which members can attend when available. Members of these units are asked to give a service, either through the other units, or as a leader or helper in a scout group or explorer scout unit. Members are asked to pledge a minimum of just 10 hours per year, which they can spend doing anything they choose.

## **TEAMS WITHIN TEAMS**

A beaver colony in Bedfordshire has four teams of leaders who each take a weekly section meeting once a month. This makes it less stressful for the individuals. These different groups of leaders have a programme-planning meeting at the start of every term. They then do a week each in turn. This way everyone only runs a meeting every four weeks and leaders don't have to commit as much time. Not only is it better for the leaders but it is good for the beavers too. They interact with different types of people, rather than the same ones all the time. It's good for their development.

## **PARENT ROTA UP AND RUNNING**

A group in Lymington Green sent out a questionnaire to find out parents' skills, hobbies and professional backgrounds. Based on the responses, they invited parents to camps and trips and have regular parent helpers who attend section meetings when they can. As a result, they have successfully recruited more volunteers by highlighting to parents that whatever their skills or background, there are roles for them in scouting.

## **THE LARGEST SCOUT GROUP IN THE UK – 5<sup>TH</sup> PENWORTHAM (SOUTH RIBBLE)**

The 5<sup>th</sup> Penwortham has four beaver colonies, three cub packs and four scout troops. In the last 15 years the group has expanded threefold. Whenever there was a need for a waiting list, they opened a new section. They find the leaders and away they go. With so many children, there is greater potential to find leaders and people to help – they currently have around 600 parents to ask. They use family camps and parental involvement in section meetings to ensure that parents know what scouting is about. They become more familiar with the different ways they can get involved and are more likely to help out.

## **MORE VARIETY, LESS TIME SPENT PLANNING**

A beaver colony in the North West has leaders who volunteer on a rota basis. Each of the leaders takes it in turns to:

1. run the evening
2. be the assistant providing practical, hands-on support (for example, for activities needing cutting and sticking)
3. be an extra pair of hands
4. babysit for the other leaders' younger children.

All four are section leaders, but the person in role number one on each evening is in charge. The people in roles three and four do not have to plan anything, which means that each person only has to plan for two weeks out of four.

## **TYPES OF VOLUNTEERS**

### **Gemma – the mum**

Growing up in scouting, Gemma became a section leader when she was 18. After getting married and having a child, Gemma felt that she was no longer able to give the time to her leader role. She looked at the other roles she could volunteer for but was not able to commit to the time for the training. The group scout leader then spoke to Gemma about joining the group scout active support unit, as it would allow her to volunteer for as little or as much time as she could, and she was happy to continue her role in scouting as part of the unit. Gemma now provides active support to the beaver scout colony and supports the section leader and young leaders in delivering the programme. The unit has meant that Gemma is still involved in scouting. Her volunteering is flexible which suits her at this time in her life.

### **Cathy – the section leader's wife**

Cathy's children are members of a cub pack, so she saw first-hand the positive experiences they take from scouting and knows what it means to them. Cathy didn't want to be a leader, so joined the group as a parent representative on the group executive committee and was very quickly taking an interest in the group's social events and fundraising matters. When the scout active support unit was formed, one of its strands was 'social and fundraising', and Cathy was the ideal person to be the group active support co-ordinator for this. She joined the unit and now heads up the social and fundraising team. Cathy is part of a team of six parents who are responsible for organising social events for the group as a whole and making grant applications dependent upon the needs of the group. The group has been awarded a £500 grant for publicity and their website, and Cathy has just submitted two further grant applications for the group.

Whether it's being part of organising a quiz night or open evening, or sending grant applications, Cathy feels that it's good to give back to something that has given her children so much. She feels that if adults have roles that fit around their lifestyles, and are doing something they enjoy, then they are more likely to stay.

### **Ian – the parent**

Ian had never been involved in scouting, but when his partner's children joined the group he soon realised that scouting offered something to young people and adults that he wanted to be part of. Scouting gave him the chance to do the things that he loved doing and to share his knowledge with like-minded people.

He was in the army for a number of years and is now in the building trade so felt that he had plenty of knowledge and experience to share with the group. However, Ian didn't the responsibility of being a section leader but wanted to learn more about scouting. To that end he joined the group scout active support unit on the building and grounds team and then became part of the activities team. Since joining the group, Ian has been part of two group workdays and has qualified as a National Small-bore Rifle Association (NSRA) tutor which has allowed the unit to offer a new activity to the group. The activities team has already run a shooting day for the scout troop and has taken this activity to scout camp and will soon open it to the cub pack.

# APPENDIX 4: HEALTH CHECK STATEMENTS

| Statements   | Comments  |
|--|---|
| Some sections have no girls  | <b>RED.</b> There should be girls in every section, and although section leaders may say that they are open to girls but none want to join, or that girls prefer the Guides, they should be actively encouraging the recruitment of girls.                          |
| There are 15 young people in each section  | <b>AMBER.</b> This will depend on demographics and geography, but a healthy section should have 18–24 young people plus. It may mean thinking about the volunteer support or venue if these numbers have not been reached. Use the programme-planning tool to help. |
| 50% of young people achieve their chief scout award before moving on to the next section | <b>AMBER.</b> Could more young people achieve these? Why aren't they? Young people get a chance to achieve these awards which is important so that they have a challenging programme. These awards help to retain young people.                                     |
| All young people in sections have a chance to provide input on and discuss the programme | <b>GREEN.</b> All young people should get this opportunity, from beavers to network. Obviously the format will be different for each section.   |
| 50% of young people go from beavers to cubs  | <b>RED.</b> What is stopping the others? Is there something that could be done to help this? Could they go to different groups, or could more joint activities be run to promote the next section? Are they using the moving-on award?                              |
| There are young leaders in each of the sections  | <b>GREEN or AMBER.</b> It's great that there are young leaders, but how are they being used? Are they supported? Are they part of a young leader unit?  |
| All sections have one residential experience a year                                      | <b>AMBER.</b> The young people are getting an opportunity for a residential experience, but there is potential for them to get at least two a year. What more could they do to ensure an active programme?  |
| There are no young people on waiting lists   | <b>GREEN or AMBER.</b> If there are no waiting lists because all young people who want to join can, this is great. But it may be there are no waiting lists because leaders have decided not to keep one, so they turn young people away without monitoring it.     |
| No increase on last year's census figures  | <b>RED.</b> Even if leaders think they have enough young people in their section, they should be trying to grow.  |



|  |   |
|--|---|
| All leaders and assistants are reviewed at the review date set                             | <b>AMBER.</b> They are getting reviews which is good, but they should be having more than just the formal review after three or four years. Are informal reviews happening?           |
| Programme planning meetings are held once a year   | <b>AMBER.</b> Ideally programme-planning meetings should take place every term.   |
| Leaders leave out the programme zones they find difficult to deliver                       | <b>RED.</b> Leaders have a responsibility to ensure that all the programme zones are covered.   |
| Young people play their favourite games every week   | <b>AMBER or RED.</b> It's great that young people get to do what they like, but is the programme challenging and progressive? Could more variety be included? Is this an easy option? |
| Five of the parents are involved in helping the section                                    | <b>AMBER or GREEN.</b> How many young people are there? Could there be more involvement from parents? They could be great advocates for getting other parents involved in scouting.   |
| The section attends district- and county-run termly activities and residential experiences | <b>GREEN.</b> This is a great opportunity to meet others in the district and county and increase the enthusiasm and pride for scouting.   |