

THE EXPLORER SCOUT
YOUNG LEADER
DELIVERY BOOK

LEAD

PREPARING TO LEAD



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About the Scheme

Introduction

Welcome to the Explorer Scout Young Leaders' Scheme. This delivery guide contains everything you'll need to challenge, engage and support your young people as they work towards this exciting and valuable Scheme.

Inside, you'll find information about how to deliver the Scheme, as well as guidance for the different adult roles that have touch points with it. This guidance can be passed on to others to help explain and promote the Scheme, ensuring everyone involved can work together to get the most out of the experience.

This delivery book also contains the modules and missions young people complete as part of the Scheme, alongside the objectives for each module and a range of ideas and activities you can use to deliver each step most effectively.

Who are Explorer Scout Young Leaders (ESYLs)?

ESYLs are Explorer Scouts who volunteer alongside adult leaders in a Beaver Colony, Cub Pack or Scout Troop. A valuable asset to any leadership team, ESYLs play an active role in the section, bringing a range of fresh ideas to the table, and acting as positive role models for the young people they work alongside.

Although the Scheme is usually taken on by Explorer Scouts looking for a new challenge, young people from outside Scouting can also participate if they are working towards their Duke of Edinburgh's Awards or Queen's Guide Award. They can do this by volunteering as non-members for a set period of time ie for three to six months if completing their Duke of Edinburgh's Award (Bronze).

There are many benefits to working with ESYLs. For example, young people are more likely to feed back to an ESYL than they are to an adult volunteer, which means ESYLs can more effectively gather feedback on what the young people want to get out of Scouting. By passing this information on to the wider team, the ideas that ESYLs come up with can really enhance planning meetings and contribute to Youth Shaped Scouting. Like any leader within the team, ESYLs bring their own unique skills and strengths to the group, which can be utilised to deliver a high quality, balanced programme.

ESYLs should not be counted in the adult ratios for young people. They are still a young person themselves. The section leader has a duty of care and responsibility for the welfare of the ESYL.

What is the Explorer Scout Young Leaders' Scheme?

The ESYLs' Scheme is a training programme for ESYLs. It contains 11 modules and four missions for ESYLs to work through whilst volunteering in their chosen section. Modules give ESYLs the skills and

knowledge to be successful in their role, while missions allow them to put everything into practice with support. As well as developing valuable life skills, the Scheme is an opportunity for ESYLs to make a positive impact in their communities and to fulfil the service elements of many of the top awards in Scouting. This includes the Chief Scout's Platinum and Diamond Awards, the Queen's Scout Award and the Duke of Edinburgh's Awards. Recognition of achievement is available along the way, and on completion of the Scheme, the ESYL is awarded with an ESYL belt buckle.

ESYLs who choose to move onto adult roles can wear the Young Leader Service Award on their adult uniform. The Scheme counts as prior learning for those interested in future adult leadership roles.

For adults whose roles have touch points with the Scheme, an important part of that role is to support ESYLs as they work through each step, helping them to learn, develop and have fun along the way. A full breakdown of roles linked to the Scheme can be found from page 15 onwards in this book.

Overview of the modules and missions

Module breakdown

The 11 modules are fun and engaging training sessions designed to give Explorer Scout Young Leaders (ESYLs) the necessary skills and ideas to become excellent leaders.

The modules are:

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

Module B - Taking the lead

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

Module D - Understanding behaviour

Module E - Game on!

Module F - Making Scouting accessible and inclusive

Module G - What is a high quality programme?

Module H - Programme planning

Module I - What did they say?

Module J - Communicate it!

Module K - First aid masterclass

Who should deliver the modules?

Although the Explorer Scout Leader Young Leader (ESLYL) coordinates the training themselves, modules can be delivered by the ESYL themselves, or by someone with relevant experience, skills, and knowledge. For some modules you may wish to invite subject matter experts from your District, County/Region or Area to deliver some or all of the modules, or to co-facilitate. For example, you may wish to invite a Safeguarding Awareness Coordinator to support elements of Module A, or a Youth Commissioner to support Module I.

Delivering training to ESYLs uses a different skillset to delivering training to adult volunteers. Bear this in mind when considering who might be best suited to deliver each session. Adults do not need to have completed training modules from the Adult Training Scheme in order to deliver the ESYL training.

Mission breakdown

ESYLs need to complete four missions to work towards the Scheme. Completing a mission is similar to completing the validation segment of the Adult Training Scheme. Each mission shows that ESYLs can put everything they have learnt throughout the modules into practice.

It is important that section leaders are aware of any upcoming missions, what they entail, and the ways in which they can support the ESYL in their section to complete them.

There is further guidance on supporting section leaders (SLs) to understand the Scheme later on page 16.

The four missions are:

Mission one - Game

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

The games should be varied, incorporating:

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

To complete this mission, you could:

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

Mission two - Activity

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

The activities should include:

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

To complete this mission, you could:

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

Mission three - Programme planning

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

This mission should include:

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

To complete this mission, you could:

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

Mission four - Delivery

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

This mission should include:

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

To complete this mission, you could:

- plan and run a linking event with either the section above or the section below, working with the leaders of the sections above and below to arrange everything
 - plan an event, night or activity, ensuring it is appropriate for the age range of the young people, and is well-suited to the venue
 - include members of the section in the running of an evening
- plan and run a Challenge Award with the young people, ideally choosing one that either has not already been achieved by anyone in the section, or which has been achieved by the fewest members
 - plan the monthly, termly or yearly programme of activities needed to achieve the award
- plan a camp for the section (under the supervision of a leader with a Nights Away Permit)
- help the young people in the section to explore a particular topic, or to develop some specific skills
- any other ideas, subject to agreement with the ESLYL and SL

Supporting ESYLs

Recognition for the ESYLs' Scheme

The table below details what can be awarded to ESYLs and when

What is awarded?	Image	When should it be awarded?
ESYL badge and woggle		After completing Module A
A mission strip		After completing each individual mission, a mission strip is awarded These should be placed around the Module A badge
ESYL belt buckle		On completion of the entire Scheme (all training modules and missions)
ESYL certificate		Either when the young person turns 18 or completes the whole Scheme The back of the certificate can be used to record which modules and missions the ESYL has completed
ESYL Service Award		Can be worn on the adult uniform to recognise a person's completion of the Scheme

Using the Scheme towards top awards in Scouting

The Scheme counts towards the volunteering/service section of several other awards, including the Chief Scout's Platinum and Diamond Awards, the Queen's Scout Awards, and the Duke of Edinburgh's Awards.

The Chief Scout's Platinum Award and the Duke of Edinburgh's Bronze Award (three months)

Briefing and training should be given in order to gain the necessary skills. Explorer Scouts take up a further three months in either their skill, physical or service challenge. Therefore, they may choose to do six months at this level.

The Chief Scout's Diamond Award and the Duke of Edinburgh's Silver Award (six months)

Briefing and training should be given in order to gain the necessary skills. Members who have not completed the Bronze Duke of Edinburgh's Award or the Chief Scout's Platinum Award must undertake an extra six months in either the service challenge or the longer of the skills or physical challenges.

The Queen's Scout Award and the Duke of Edinburgh's Gold Award (12 months)

Briefing and training should be given in order to gain the necessary skills. Award participants who are not holders of the Chief Scout's Diamond Award or Silver DofE must complete an extra six months in either the service or in the longer versions of the skills or physical activity challenges.

The International, Community and Values (ICV) list

Certain activities run within the section supported by the ESYL may count towards the International, Community and Values (ICV) list as part of their top awards. For example, the ICV list for the Platinum award has the suggestion of organising a series of two evening programmes for another section on an international theme agreed with a mentor. The whole ICV list can be found at www.scouts.org.uk.

Recognising the Scheme through the Institute of Leadership and Management

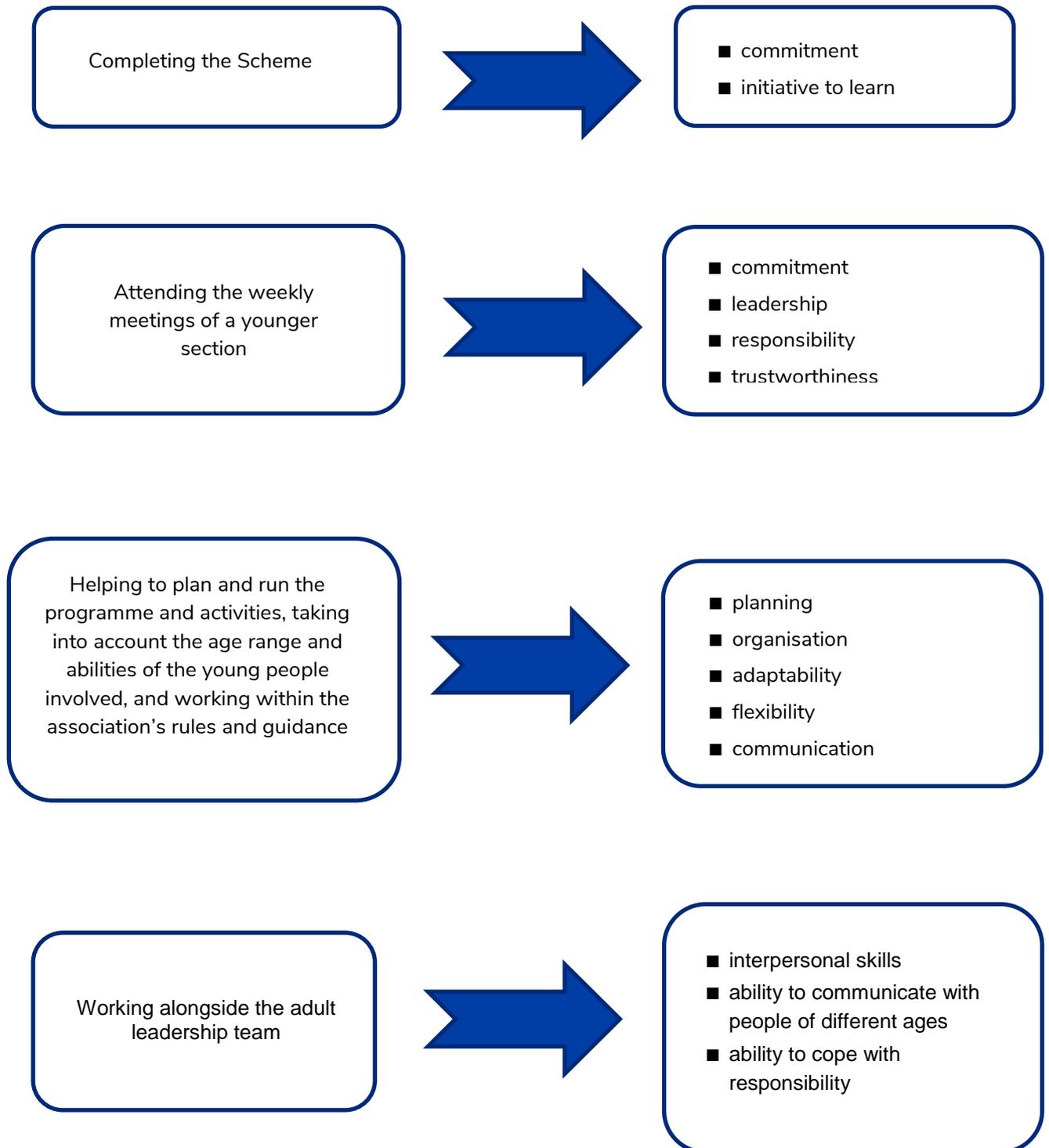
The Scheme is externally recognised by the Institute of Leadership and Management (ILM) as a development programme. The ILM is one of the UK's leading providers of leadership and management qualifications. The accreditation is a simple way to validate the quality of the Scheme to external organisations ESYLs might want to work with in the future.

As a development programme there is no formal assessment required by the ILM, which means that there is no extra work for ESYLs to complete in order to gain the accreditation. As the ILM recognises the quality of the programme content, aims, objectives and learning outcomes, all the ESYLs have to do is register with the ILM (for a fee) and complete the Scheme by finishing all of the modules and missions.

The ESYL will receive a certificate and personal login details to the ILM learning access zone. The learning zone offers a wide range of online development tools, resources, journals and magazines specifically tailored around leadership and management, created by professors from some of the world's leading universities including Cambridge, Harvard, London Business School and INSEAD. Further information on the Institute of Leadership and Management and its affiliation with the Scheme can be found at www.scouts.org.uk.

Supporting ESYLs to get ahead

The ESYL Scheme is a great achievement for young people to highlight when they are applying for jobs, apprenticeships and further education opportunities. It can be challenging for young people to talk clearly about the skills they have gained through their volunteering. The text below has been developed as a guide to use when you are supporting ESYLs to reflect on how their experiences have led to the development of valuable life skills. Module J offers further support for ESYLs, featuring more ideas about how they can articulate their experiences.



Next steps

Completing the Scheme can help young people stand out when they are applying for jobs, apprenticeships or further education opportunities. Upon completion, the next best step will be different for every individual, depending on where they are in their Scouting journey. Here are some of the opportunities available to them:

Scout Network

The fifth and final section in Scouting is Scout Network. Each District can have one Scout Network, providing an opportunity for 18-25s to scout with a flexible approach. District Scout Networks organise projects and events under the themes of International Scouting, Community and Adventure. 18 to 25 year olds in Scouting can also belong to the UK Scout Network. This means they can still get involved with Scouting, even if away at university, working or starting families. It is a flexible, opt in or out approach, allowing members to join in with specific events and projects that suit their needs and interests with a pay to play approach.

Non-member Young Leaders working towards their Duke of Edinburgh's Awards

On completion of their set time working towards an award, it is important that any Young Leaders who are non-members are given an opportunity to join Scouting. For them to continue as a Young Leader once their set time is over, they must be registered as an Explorer Scout.

Adult leadership

The ESYLs' Scheme is a great way to train young people to become excellent section leaders, assistant section leaders and section assistants. Through undertaking the modules, they are gaining many of key skills required for running a section. By carrying out their missions, they are putting this learning into action. If ESYLs later decide to take on adult roles, they will therefore not need to start their training from scratch.

It is important to recognise that ESYLs will have gained a wealth of knowledge and experience throughout the Scheme. As usual, a conversation should be had to establish the knowledge and confidence levels of any new leader. They may have gained evidence that can be used towards the validation of a training module in their adult role, although they will need to explain how this is relevant.

The guide in Appendix A at the back of this resource explains how knowledge and skills gained in the Explorer Scout Young Leaders' Scheme can be used as prior learning towards the Adult Training Scheme.

Other adult roles in Scouting

The skills and knowledge ESYLs develop whilst leading a section will be transferable to a wide range of roles within Scouting. At 18, members can join Executive Committees, become managers

or supporters in Scouting, or take on the role of Youth Commissioner. To give back, an ESYL may like to get involved with delivering the Scheme in the future, or they may like to sit on the District Executive to help influence and shape the future of the Scheme locally.

Safeguarding

It's important to remember that, despite being in a position of responsibility, an ESYL is still a young person. ESYLs should never be left alone with a section, should always be supported, and must not be counted in the section's adult to young person ratios. It is important to have an in-touch process in place, and to be aware of any medical details and contact details relating to the ESYL.

ESYLs have their own version of Young People First (Yellow Card): Young People First (Orange Card). This is introduced in Module A, which covers safeguarding and child protection in detail.

Please note that Module A must be completed by all ESYLs, and by all young people from outside Scouting volunteering as Young Leaders, within three months of starting the Scheme. It is integral that every ESYL has their own copy of Young People First (Orange Card) with them at all times. Following the rules not only safeguards young people in the section, but also safeguards the ESYL themselves, preventing them from putting themselves in vulnerable positions.

On camp, ESYLs are in a unique position within the section. They are not adults and are under 18, so they must not share sleeping areas with the leadership team. Similarly, it is important to acknowledge that they are in a position of responsibility and are not attending camp as a participant. As a result, they should always be given their own private space and sleeping arrangements.

The Young People First (Orange Card) can be found on scouts.org.uk and is available for free at Scout Stores.

Examples of ESYL setups and delivery

There is no one-size-fits-all model when it comes to delivering modules. The approach taken must be one that works best for you and your ESYLs. The models below are intended as guidance and inspiration, demonstrating a number of different ways you could choose to run the Scheme.

Model one

The ESYL Unit have decided to meet monthly on late Sunday afternoons, when they are not busy with other commitments. They run modules and discuss how things are going in the section. This allows a good amount of time to cover things in the session. However, as the meetings are monthly, if the ESYLs miss a session they have to wait a long time to catch up again.

Model two

The ESYL Unit meet every other Thursday. In this time they usually aim to run one module and go through any questions the ESYLs might have.

Model three

Three Districts join together to run a joint ESYL Leader weekend. This means that they have a larger number of ESYLs. They run the modules over three weekends a year.

As an alternative, you could also run training as a County/Region/Area over a number of weekends.

Model four

ESYLs meet three days a year to go over module training. They check in using Skype once a month as a Unit.

Running an effective Scheme: a guide for Explorer Scout Leader Young Leaders and their teams

It's really important to set clear expectations and responsibilities for each team member. Delegating tasks can be incredibly helpful. Doing so will help you make sure that the workload is fairly distributed, and minimise the risk that one person ends up taking on all of the work themselves. Below is a summary of the Explorer Scout Leader Young Leader (ESLYL) role and responsibilities.

The ESLYL is the section leader for an Explorer Scout (Young Leader) Unit. They're responsible for developing and ensuring quality training and supervision of Explorer Scout Young Leaders (ESYLs) within the District. This includes ensuring that this provision is open to all Explorer Scouts. This may be done with the help of others who may have relevant experience.

Tasks/responsibilities include:

- ensuring that the modules of the Scheme are delivered on a regular basis
- ensuring modules and missions are available and accessible to all ESYLs in the District, and encouraging ESYLs to take part
- ensuring all ESYLs have input into the ESY programme and are able to review it through the use of a Unit or District Forum, or through other suitable methods
- ensuring all ESYLs are able to complete Module A within three months of becoming an ESYL
- ensuring all ESYLs are adequately supervised in whichever section they work

Working with other adult volunteers involves:

- creating and maintaining good relationships with Group Scout Leaders and section leaders through regular visits, making sure ESYLs are receiving the right support
- coordinating appropriate adults to deliver training modules
- ensuring accurate records of each ESYL's personal details and Scouting achievements are kept, working in accordance with the Data Protection Act
- ensuring section leaders understand the missions, and know how to help ESYLs achieve them

Ideally an ESLYL should be appointed. However, sometimes the Explorer Scout Leader (ESL) may be the person who is delivering the Scheme. In that case, the role and responsibilities would be similar to that of the ESLYLs above. Where there is both an ESLYL and an ESL, it is recommended that the two work closely together to ensure that the Scheme is promoted to Explorer Scouts in the Unit, and to communicate any issues.

Supporting Explorer Scout Young Leaders in your section: a guide for section leaders

Working alongside an Explorer Scout Young Leader (ESYL) opens up many great opportunities for a section. ESYLs can bring a range of different skills and experience to the section they support and can help invaluablely with the planning and running of your section. This not only benefits your section but allows the ESYL to develop skills for later life, equipping them for successful careers, and to take on adult roles within Scouting.

ESYLs undertake a training Scheme that consists of 11 modules and four missions. Modules cover a variety of topics such as programme planning, inclusive Scouting and first aid. Usually, ESYLs go through this training with other ESYLs, completing modules together. Missions, which are similar to the validation section in the adult training scheme, put the learning from the modules into action. These are what the ESYL will need to complete in the section they support. As a section leader, the support you offer your ESYL will contribute towards their development and ensure that the section gets the most out of their time. Below are some top tips for working with ESYLs in your section.

Welcome them

Before an ESYL's first session, make sure they know where they are going and who they can expect to meet there. Ideally, you should meet with the ESYL before the first session. Much like any new leader, ESYLs may feel nervous, or may not know what to expect. At the start of the session, take time to introduce them to the other leaders and young people. At the end of the session, introduce them to the parents. This familiarity will help put them at ease.

Get to know them

Spend a little bit of time getting to know your ESYL. Just like adult leaders, they will have a range of experiences and skills to share.

Some questions you may wish to ask an ESYL include:

- How long have you been in Scouting?
- Have you been through the section you are helping with?
- Why do you want to be an Explorer Scout Young Leader?
- Do you have any previous experience working with young people?
- Do you have any previous experience leading activities?
- Are you at school or college?
- What are your ambitions and interests?
- Are you working towards your top awards ie Chief Scout's Platinum, Diamond, QSA and/or DofE?

Encourage them to get them stuck in

ESYLs can help with an array of tasks. They are not there to make the juice or the tea, any more than any other leader. They are an integral part of your leadership team. By investing some time with your ESYL at the beginning, you are much more likely to see them develop and take an active role in planning and running the section. ESYLs could:

- help to plan the programme
- plan and run youth forums and games
- help to plan and run games and activities
- open or close the meeting
- to get feedback from the section

- help with websites or social media pages (with support, as they are still under 18)
- run sessions on topics they feel confident about
- talk to young people about their experiences
- inspire the section, acting as a role model
- attend residential trips and camps

In order for ESYLs to complete these activities, they will need some support from you. It is advisable to talk through any tasks or activities before they do them for the first time. Consider whether you are the best person in the section's leadership team to support the ESYL. Is there someone else in the leadership team who would thrive buddying a new member of the team?

What do ESYLs get out of the Scheme?

The benefits an ESYL will get out of the Scheme are very similar to the benefits of being an adult leader. Like adult volunteers, ESYLs will get to see young people develop, have fun and give back to their communities, all while developing some useful, transferrable life skills.

What are your obligations?

Whilst an ESYL is working within a section, the section leader is responsible for their safety and welfare. It is important to remember that an ESYL is still a young person, regardless of their responsibilities. The same Young People First (Yellow Card) guidance you apply to your section should also be applied to ESYLs. You should never spend time one-on-one with an ESYL, and should never directly text or email them without copying in other members of the leadership team, for example.

Young People First (Orange Card) and Module A

When ESYLs start the Scheme, they will be given a copy of Young People First (Orange Card) - the ESYL version of the Young People First (Yellow Card). ESYLs must also complete Module A of the Scheme within three months, which provides detailed information about safeguarding and child protection. It is important that the ESYL is equipped with the right skills and knowledge to deal with any situations that arise.

Camps and residential trips

When the ESYL takes part in a camp or residential, consideration should also be given to the sleeping arrangements. The ESYL should have their own separate accommodation. They should not share with adult leaders, or with the young people in the section.

Missions -

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

Supporting Explorer Scout Young Leaders working with your group: a guide for Group Scout Leaders

An Explorer Scout Young Leader (ESYL) offers a great opportunity for a section. They bring a range of different skills and experiences with them, and can support with the planning and running of a section. This not only benefits the section, but allows the ESYL to develop their skills for later life, equipping them for successful careers and to take on an adult roles in Scouting.

ESYLs undertake a training scheme which consists of 11 modules and four missions. Modules cover a variety of topics such as programme planning, inclusive Scouting and first aid. Usually, ESYLs will go through this training with other ESYLs, completing modules together. Missions, which are similar to the validation section in the Adult Training Scheme, put the learning from the modules into action. These are what the ESYL will need to complete in the section they support. Young Leaders can also be young people who are working towards their Duke of Edinburgh's Awards or their Queen's Guide Award for a set period of time. As the Group Scout Leader, you have an important part to play in supporting ESYLs within the sections in your Group. After all, an ESYL is part of a section's leadership team. Below are some top tips for supporting ESYLs as a Group Scout Leader.

Know the amount of ESYLs currently active within your Group, and have an overview of who they are. This will help you ensure they are best supported, and will also help when filling in a census. Introduce yourself when visiting sections to make sure they know who you are. Remember that should they have any issues in the section, they may come to you or their Explorer Scout Leader Young Leader. Similarly, it's important to know who your ESYL is and maintain a relationship with them.

Make sure ESYLs feel supported in the section they support. It is really important that section leaders are aware of the benefits having an ESYL on board can bring. As a part of the leadership team, they can be involved with running activities and games, help with Youth Shaped programme planning, and get involved in camps. ESYLs will also input fresh and inspiring new ideas, which will benefit the programme. Check in with section leaders to find out how ESYLs are getting on.

Make sure all ESYLs have completed Module A within three months and encourage this process. An ESYL must complete Module A on safeguarding and child protection within three months. It is important ESYLs are equipped to respond appropriately should a situation arise, protecting themselves and the young person.

Ensure section leaders are aware of the missions. ESYLs complete four missions. They should carry out these missions in the section, and may need support to enable them to achieve their goals.

Promote the wider Explorer Scout provision to the ESYLs in the Group and encourage them to complete their top awards.

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

Supporting Explorer Scout Young Leaders in your District: advice for District Explorer Scout Commissioners

The ESYLs' Scheme is part of the Explorer Scout programme and an important part of the District Explorer Scout Commissioner (DESC) role.

The Scheme offers ESYLs a fantastic opportunity to volunteer alongside adult leaders in a Beaver Colony, Cub Pack or Scout Troop. Young Leaders can also be young people who are working towards their Duke of Edinburgh's Awards or their Queen's Guide Award for a set period of time. ESYLs are very much part of the leadership team and should play an active part in the section. They plan and run activities, as well as being positive role models.

The ESYL's Scheme contains 11 modules and four missions that ESYLs work through whilst volunteering in their chosen section. The modules will give them the skills and knowledge to be successful, and the missions will allow them to put this into practice with support.

How should I manage the Explorer Scout Young Leader's Scheme in my District?

It is recommended that DESCs appoint an Explorer Scout Leader Young Leader (ESLYL) or a team of ESYLs to look after and deliver the Scheme. The ESLYL would be responsible for ensuring the modules are delivered in the District and for developing the ESYL provision.

What are my responsibilities?

As the DESC you will directly line manage the ESLYL. In absence of this role, the managing of the Scheme would come to you as line manager. Below are some top tips to consider in your role.

Recruit the right person for the ESLYL role and set clear expectations. Recruiting the right person or people (if you opt for a team approach) will make the Scheme more successful. Be clear about what you want each person to do, and suggest how you want them to do it. Remember: the role requires someone who is inspirational, well organised and engaging when delivering training.

Ensure that the ESLYL is supported. Find out how the ESLYL would like to be supported. Let them know if you are planning to visit a meeting, and schedule extra time to catch up and review how things are going.

Ensure that the ESLYL is running or facilitating the delivery of modules and delivering the Scheme to a high standard. The methods used to deliver the modules vary, and can be adapted to suit the needs of the ESYLs. However, ESYLs must complete module A within three months of starting the Scheme. This is because the module contains an introduction to the Scheme, alongside vital information on child protection, safeguarding and safety. Note: ESYLs should also receive a copy of Young People First (Orange Card), which is the ESYL version of Young People First (Yellow Card) given to adult volunteers.

Promote the Scheme to Explorer Scouts and ensure the wider Explorer provision is promoted to Explorer Scout Young Leaders in return. The Scheme offers so many benefits to Explorers who complete it, and it is important to shout about that. ESYLs develop an array of skills, such as communication, leadership and planning. When talking to young people and Explorer Leaders,

promote the fact that the Scheme counts towards the volunteering and service elements of other Scouting awards, such as the Chief Scout's Platinum and Diamond Awards, the Duke of Edinburgh's Awards and the top award in Scouting: the Queen's Scout Award.

Work with adult volunteers in other roles to ensure the Scheme is promoted. For example, you could promote the Scheme to those supporting the Scout section, and talk about why the Scheme matters at District meetings. It is important that the District Executive understand the importance of the Scheme as they approve the financing of it.

Think about how the District celebrates Explorer Scout Young Leaders completing the Scheme. As a DESC, support the ESLYL in thinking about how you celebrate ESYLs. The ESYL belt shows a young person has dedicated an incredible amount of time to supporting younger sections and upskilling themselves. It is important to recognise this achievement in the same way you would a top award.

Supporting Explorer Scout Young Leaders in your District: advice for the District Executive

The Explorer Scout Young Leaders' (ESYLs') Scheme is part of the Explorer Scout programme and an important part of the District Executive's responsibilities.

What is the Explorer Scout Young Leaders' Scheme?

The Scheme offers ESYLs a fantastic opportunity to volunteer alongside adult leaders in a Beaver Colony, Cub Pack or Scout Troop. Young Leaders can also be young people who are working towards their Duke of Edinburgh's Awards or their Queen's Guide Award for a set period of time. ESYLs are very much part of the leadership team and should play an active part in the section. They plan and run activities, as well as being positive role models.

The ESYL's Scheme contains 11 modules and four missions that ESYLs work through whilst volunteering in their chosen section. The modules will give them the skills and knowledge to be successful, and the missions will allow them to put this into practice with support. Not only will these skills be useful if they go on to adult leadership, they will also help ESYLs to stand out from the crowd and develop confidence. The Scheme counts as prior learning towards adult leadership roles.

The District's role in supporting the ESYLs Scheme involves being:

- responsible for offering a programme for ESYLs within their District
- responsible for ensuring an Explorer Scout Leader Young Leader (ESLYL) is in appointment within the District
- responsible for covering and running ESYL training, alongside the District Explorer Scout Commissioner, in the absence of an ESLYL
- responsible for championing and supporting the work of ESYLs across the District
- responsible for ensuring that there is youth representation on the District Executive

Administrative duties include:

- making sure adequate facilities are made available to your ESLYL for training
- providing financial support
- making connections with District, County, Region or Area teams as appropriate
- making wider partnerships with individuals and teams who can support local ESYL training (eg SENCO coordinators, safeguarding teams)

Supporting Explorer Scout Young Leaders: advice for County/Region or Area teams

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The County/Region or Area team's role in supporting the ESYLs' Scheme involves being responsible for:

- ensuring District Commissioners have a District Explorer Scout Commissioner or District Explorer Scout Administrator role appointed with appropriate provision for ESYLs
- working alongside the Assistant County/Region, or Area Commissioner Explorers to provide additional Countywide ESYL training if deemed needed or wanted
- exploring the possibility of appointing Assistant County/Region or Area Commissioner ESYLs to support the work of ESYLs within the County, Region or Area
- championing and supporting the work of ESYLs across the County/Region or Area

Working with other adult volunteers also involves being responsible for making connections with other District, County/Region or Area teams as appropriate, and exploring wider partnerships with individuals or teams who can support local ESYL training (eg SENCO coordinators, safeguarding teams).

Reviewing the Explorer Scout Young Leader provision in the District

The Quality of Programme Checker is a tool designed to help you plan and review your ESYL provision, and make sure that you are delivering quality scouting to the ESYLs you work with. A quality programme is **challenging, relevant and rewarding** for every young person.

What we mean by **challenging**:

- opportunities for outdoor and adventurous activities in safe environments
- opportunities for young people to gain confidence by participating in new or less familiar activities, and by stepping outside their comfort zone
- all young people can enjoy and achieve, regardless of their abilities

What we mean by **relevant**:

- young people shape the programme based on what they want to learn and explore
- the needs of every young person are met
- volunteers respond to what young people are currently inquisitive about, reflecting their interests in the programme

What we mean by **rewarding**:

- programme actively develops skills for life, including teamwork and leadership
- young people are supported with their progression through the sections
- young people are excited about Scouting, having fun, and increasing in confidence

The red, amber and green categories below will help you identify any areas where the ESYL Scheme could be improved, and to set targets when planning. This tool could be used to review the last year of term, and identify areas that need a greater focus. Tick the box next to the answer that best applies to your programme for each question. To make sure the tool is as beneficial as possible, you should be open and honest while completing it.

What percentage of Explorer Scout Young Leaders gain **Module A**?

80% or more

60% or less

30% or less

What percentage of ESYLs **complete the Scheme** (all 11 modules and four missions)?

80% or more

60% or less

30% or less

What percentage of ESYLs **complete the four missions**?

60% or more

40% or less

20% or less

What percentage of ESYLs go on to complete **modules B-J**?

60% or more

40% or less

20% or less

Transition

Upon reaching the age of 18, are ESYLs aware of the options open to them?

-  Aware of adult volunteer roles and of Scout Network
-  Aware of adult volunteer roles, especially as an assistant section leader or similar
-  Not aware of the options available to them

Life skills

ESYLs have confidence and take on a leadership role to pass on skills to younger members:

-  Strongly agree
-  Agree, but they could do more
-  Disagree that they have the confidence

Youth involvement

-  ESYLs attend Programme planning sessions with section leaders they work with regularly.
-  ESYLs attend Programme planning sessions with section leaders they work with sometimes.
-  ESYLs attend Programme planning sessions with section leaders they work with rarely.

Growing your ESYL provision

The Scheme equips Explorer Scouts with life skills and prepares them to be successful citizens. At such an important time in a young person's life, the Scheme offers them a chance to develop, to give back to their communities and to have fun along the way.

ESYLs are a brilliant asset to any section. They diversify the leadership team and bring fresh ideas and inspiration to the table. With the right development, they can become fantastic section leaders, ensuring that even more young people in the future benefit from the adventures, friendship and skill development Scouting brings.

The greater the number of young people who complete the Scheme, the greater impact the Scheme has. Therefore, growing your ESYL provision locally is an incredibly important task.

Here are some top tips to consider when growing your provision, or increasing numbers in your District:

Get a team in place. It may sound obvious, but do you have a team around you who can help with delivering modules? Is there anyone who can step in and support if you are away? Delegating tasks and bringing others in on the Scheme is important. If your numbers grow, a strong team can help you to keep on top of the provision and offer a high quality experience.

Become well known for the right reasons. At every opportunity, tell people about the Scheme and your role within it. For example, you could talk to other members at District events, email new

members in the District to introduce yourself, attend Explorer meetings, or consider sending a newsletter with your name and picture attached.

With agreement from Explorer Scout Leaders, visit Explorer Units to promote the Scheme. It is important to work in partnership with Explorer Scout Leaders. Explain what it is all about and run some activities from the modules to promote the Scheme.

Encourage ESYLs to share their experiences. Word of mouth can be extremely effective, as ESYLs themselves are the biggest influence to their peers.

Work in partnership with the Explorer Scout Leaders and District Explorer Scout Commissioners. As all three roles support the 14-18 Explorer provision, it is preferable to make sure there are clear expectations about who is responsible for doing what. For example, local schools and colleges are a brilliant place to promote the Scheme, as well as the wider Explorer programme. You might want to come up with a plan of who is going visit schools, and to discuss how you might best approach them.

Look at extra funding options. The District Executive look after the funding of District provision. If funding is preventing you doing something, speak to your DESC and your Treasurer. There may be helpful funds available which you are not aware of. Lots of local businesses and initiatives are very supportive of schemes that help young people develop life skills, too. Consider contacting them to see whether they can support. From free pizza donations for training events, to financial support to help an ESYL go on a section's camp, it is always worth finding out what your options are. The Scout Association also offers funds for certain activities. To find out more about what is available at the current time, please visit www.scouts.org.uk/grants.

Promote top awards. Completing the Scheme as part of a top Scouting award is a great way to encourage more young people to give it a go.

Reward and celebrate the successes. Celebrating successes is a really important part of creating a positive environment. The ESYL journey has seen dedication and hard work. Think about how you can make it a special experience. Don't forget to celebrate all the work you and your team have put into getting them there, too. Without the support, guidance and hard work of volunteers, the ESYLs would never have completed the Scheme.

FAQs

Q: Can Explorer Scout Young Leaders (ESYLs) volunteer within their old Scout Troop?

A: ESYLs can request to return to their old Scout Troop to volunteer as an ESYL. However, it is recommended that they should take a break of 12 months before doing this. Extra time away enables them to develop their skills before taking on more responsibility, and gives their old Troop time to understand and accept the ESYLs' new role.

Q: Can an ESYL use the training in modules they have done towards the Adult Training Scheme?

A: ESYLs can use the training they have completed as prior learning when they come to adult training and working towards their Wood Badge. Like all leaders, they will still need to validate their learning. More information can be found in Appendix A.

Q: Can Explorer Scouts start the Scheme from 13 ½ years old?

A: Yes. The Scheme is a part of the Explorer Scout provision, just like any other activity in Explorer Scouts. If a young person transitions up from Scouts aged 13 ½, then they can start the Scheme immediately if they like.

Note: For insurance purposes, young people who are non-members, such as those who are doing their Duke of Edinburgh's Award or Queen's Guide Award, cannot start the Scheme until they are 14 years old.

Q: How long do ESYLs have to complete the Scheme?

A: There is no timeframe ESYLs have to complete the Scheme within, but they must complete it before turning 18. The Scheme is part of the Explorer Scout programme and therefore finishes at 18 years old.

Modules and missions

The modules and missions make up the training for the Scheme. The rest of this section contains suggested activities you could run to fulfil the objectives and aims of the modules.

Modules can be delivered using a variety of methods and models. They can be delivered in the Explorer Scout Unit, in the ESYLs Unit, at a District Explorer Scout Young Leader's Camp, or even as part of a hike or adventurous activity day. Scouting is all about learning through doing. The more interactive and engaging the session, the more skills and knowledge gained. ESYLs will be able to apply their newfound skills when they are supporting their section and working towards their missions.

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

Note: This module must be completed within three months of becoming an ESYL

There is some key information every leader working with young people needs to know from an early stage in their training. Module A covers important topics to ensure the protection of ESYLs and the young people in their care.

Aim

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

Objectives

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

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

Resources

You will need:

- pens
- flipchart paper
- plain paper
- Post-it notes
- equipment for a team game, such as a football
- a copy of the Policy Organisation and Rules (POR)
- Young People First Code of Practice for Young Leaders ([Orange Cards](#))
- safety checklist
- dominoes resource (see Appendix B)
- child protection scenarios (see Appendix C)
- copy of the ESYL Logbook

- strips of paper with the benefits of completing the Scheme written on them
- worries box

Part one: warm-up

Begin this session by introducing the module and explaining why it's compulsory. Take the ESYLs through the aims of the module, and what they should expect to achieve by the end of it. Make sure you cover the following points:

- ESYLs are in a unique position in scouting. They will get to develop leadership skills while still being able to experience the youth programme as an Explorer Scout.
- It's important to remember that the young people ESYLs are supporting will consider them to be in a position of leadership, just like the other leaders.
- This is why ESYLs take part in the same essential training as adult leaders. Like adult volunteers, they have a responsibility to safeguard the welfare of young people and of themselves.

Dominoes treasure trail (Appendix B, suitable for groups of all sizes, approx. 10 minutes)

This optional warm-up activity provides a quick introduction to the session. It can be done with a group of any size, and is designed to encourage ESYLs to talk to each other and work together.

1. To begin, place the dominoes from Appendix B around the room, jumbled up. On each card is a question and an answer. The answer matches another question.
2. Start by giving the team the first domino. Ask them to read the question aloud. The team need to work together to find the corresponding answer on another domino, to match up with the question.
3. They should read the question on the new domino and search for the relevant answer.
4. The game ends once they have got all the way around and created a chain with the first and last domino meeting.

Part two: an introduction to the Scheme

Your Scouting family tree (suitable for groups of all sizes, approx. 15 minutes)

1. Explain that there are lots of people in Scouting who can help ESYLs succeed at every step of their journey. Sometimes, the hardest thing is knowing where to go and who to approach.
2. Give out some pieces of A4 paper and ask the ESYLs to draw a large tree. On the branches of the tree, they should draw or write down the names of all of the people who are part of their ESYL family. These are the people who can help, support and influence them. They should include their fellow peers, ESYL, ESL, section leader, GSL, DESC, DC and ACC Explorer Scouts as appropriate. Alternatively, you could run this activity by placing photos of the relevant people on the wall, and asking the ESYLs to match the names and roles to the pictures. How do these roles link up?
3. Encourage the ESYLs to fill out the front page of their logbook, or to record the relevant contact details somewhere safe. They should now know exactly who to turn to for support.

Station stops (suitable for all size groups of all sizes, approx. 20 minutes)

Set up a number of stations around the room to get the ESYLs thinking about the Scheme and discussing it.

Station one (Rank it)

1. On strips of paper, write down some of different reasons why a young person might want to complete the Scheme. Examples could include: 'using the Scheme to complete my top awards', 'developing new skills', 'giving back to my community', 'improving my employability', 'making new connections and friends'.
2. Ask the ESYLs to rank their reasons in order of what's most important and motivating to them personally. Make sure they know there are no right or wrong answers.
3. The activity demonstrates that there are lots of reasons to complete the Scheme, and shows how each individual's journey is unique. Do your ESYLs have the same motivations for being here? Did they know about all of the positive benefits of doing the Scheme? Are they surprised by any of these benefits? Asking questions will help you to kick-start a wider discussion.

Station two (Role outline)

1. Ask ESYLs to brainstorm responsibilities they might hold in their new role as a Young Leader.
2. Prompt questions could include: What might they be in charge of? How will their new role change their dynamic with the young people and adult volunteers in the section?

Station three (Worries box)

1. Ask ESYLs to write down any worries they may have, and to post them into the box.
2. Reassure the group that it is fine to have worries when you are embarking on a new adventure, and let them know that you will be opening the box during the group feedback session, talking through any concerns together. This can be a great opportunity to link to other modules that may cover some of the areas they feel unsure about.

Group feedback

Go over the feedback received from the ESYLs at each station. Talk through any worries or differences in opinion. What experiences have the ESYLs had so far in their Scouting journey? Did you have an ESYL when you were in a younger section? What do they remember about them? What did they do?

If you are using the ESYL Logbook, point out the page that contains a breakdown of ESYL responsibilities. Go over anything your young people don't understand or are unsure about. Conclude this activity by giving ESYLs a more in-depth explanation of the Scheme and where they fit within the organisational structure of Scouting.

Our fundamentals (suitable for groups of all sizes, approx. 15 minutes)

Stick the following words and definitions around the room:

Integrity - We act with integrity; we are honest, trustworthy and loyal

Respect - We have self-respect and respect for others

Care - We support others and take care of the world in which we live

Belief - We explore our faiths, beliefs and attitudes

Cooperation - We make a positive difference; we cooperate with others and make friends

1. Discuss the words. What do they mean to the ESYLs as individuals? The ESYLs may need a more in-depth explanation of the words. You could offer alternatives if needed.
2. Give the ESYLs some Post-it notes.
3. Ask them to go around the room, jotting down some activities they have tried inside and outside of Scouting. Do any of these activities match with the words and their meanings? For example, they might write down some examples of how they have shown respect for others, or explored their faiths through their activity choices.
4. Explain how these keywords relate to the values of Scouting, using examples. Then, discuss the ESYLs own experiences, and show them how taking part in a wide variety of activities can help them embody the values of Scouting. Often, young people express these values in their everyday lives, without even realising they are doing so.
5. Conclude by giving some other examples of methods used to fulfil the values of Scouting.

Part three: Safeguarding

Safeguarding (all activities are compulsory)

During this session, we recommend adults are close at hand to give additional support to individuals who may need it. The subject matter is sensitive, and could potentially bring up strong feelings within the group.

Begin by explaining that The Scouts has a policy to safeguard the welfare of all members. This involves protecting them from neglect, and also from physical, sexual and emotional harm.

Cover the following points during the discussion:

- During any Scouting activity, we must think about the interests and wellbeing of young people. We must respect their rights, wishes and feelings.
- All adults in Scouting are responsible for putting this policy into practice at all times. This means that we must ensure that our behaviour is appropriate at all times. We must also observe the rules established for the safety and security of young people and always follow the procedures for reporting.
- The Anti-Bullying policy is in place to help develop a caring and supportive atmosphere, where bullying in any form is unacceptable.
- All leaders must take action to deal with bullying when it occurs, and should allow young people to talk about any concerns they may have. We must encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.

Understanding the ‘Young People First Code of Practice for Young Leaders (Orange Card)’ (compulsory) 15 minutes

‘Young People First Code of Practice for Young Leaders (Orange Card)’ is available free of charge from Scout Stores.

Remind ESYLs of the Codes of Conduct that they may have created when they were active in other sections and of the Yellow Card Code of Practice for adult leaders, which they should be familiar with. Now they are leaders, there is a new Code of Practice set out specifically for them to follow. Full guidance is laid out in ‘Young People First Code of Practice for Young Leaders (Orange Card)’.

This Code of Conduct is about:

- ensuring young people are kept safe
- being a role model to other young people
- behaving appropriately at all times
- reporting any concerns

1. Prepare two signs, one which says ‘do’ and one which says ‘don’t’. Stick these on the wall, on opposite sides of the room.
2. Tell ESYLs that you will read a statement from the Orange Card. They must decide whether it is something that they should do or not do, and then go and stand at the sign they think is correct.
3. After each answer, discuss with ESYLs any questions arising from answers being incorrect and address and misconceptions.

Ensure all ESYLs have their own copy of the Orange card after this activity.

Listening to young people (10 minutes)

Refer ESYLs to the section of the Orange card which says ‘What do I do if a young person tells you they are being abused or they raise a concern about their safety or wellbeing’

Explain that they should:

- stay calm and listen carefully to what the young person says, allow them to speak and don’t interrupt them
- accept what they say, don’t give your opinion
- reassure the young person they are right to tell
- let the young person know that they will treat what they have said seriously, but that they have to pass the information on to an adult leader
- immediately tell an adult leader
- immediately make a note of the facts as they know them, and give these to the same leader

Being a role model (suitable for groups of any size, approx. 15 minutes)

1. Ask ESYLs to share an example of someone who is a role model to them. They could describe someone they know well, or talk about a celebrity who has inspired them. What is it that they admire about that person? Has that person influenced them to think or behave in a certain way?

2. Once they have shared their role models among their group, they should summarise some of the key attributes they have in common, highlighting any particular skills or behaviours that crop up frequently.
3. Remind ESYLs that they are now role models to the younger members in the section they are volunteering with. They need to set an example other young people will want to follow. Even though they are still young people themselves, they will need to act appropriately and maturely.
4. Develop this discussion by asking ESYLs to think of people they don't consider to be good role models. Why is this? Which qualities are unappealing or uninspiring to them? This exercise can provide a useful contrast, highlighting the key differences between negative and positive attributes.
5. Try to pull out key points from 'Young People First Code of Practice (Orange Card)'. Talk about respect, equality, behaviour and attitudes. Link this to their understanding of being a role model to others. Why do these things matter?

Make sure you cover the following points in your group discussion:

- ESYLs should keep their own copy of the 'Young People First Code of Practice (Orange Card)' with them at all times.
- In their role, an ESYL might notice changes in a young person's behaviour, whether that involves someone becoming more aggressive, withdrawing, or displaying other personality changes. This may be a cause for concern, but it doesn't necessarily mean that the young person is being abused. There may be other reasons underpinning the behaviour, such as an invisible illness, or changes to a young person's family dynamic. If ESYLs are ever concerned about a young person, they must tell an adult leader.
- As leaders, it is our duty to think about young people's welfare. This is why it is so important for us to get to know our young people and their personalities. This awareness will be much easier for ESYLs to gain, because the younger sections are more likely to relate to them, and may be more likely to disclose information to someone who is closer in age.
- If an ESYL has concerns about young people or adults, it's important that you report it to the leaders you are working with, rather than trying to decide what's happening yourself.
- If they are concerned about a young person, ESYLs must act immediately. They should never keep things to themselves or rely on someone else to take action.
- If they have concern about an adult they are working with, they may report this to their ESYL or to another adult outside the group. Reassure them that they will not be in trouble for doing so, but that they have an important role in helping to keep young people safe, and they should feel confident in challenging and reporting behaviours that are not appropriate.
- ESYLs can play an important role in encouraging everyone to talk freely about behaviour or attitudes they do not like or find uncomfortable. ESYLs may be more aware of issues than some adult leaders. With this awareness, they can position themselves so nobody is out of sight. They can also suggest more appropriate ways of organising activities. While all adults should have attended a safeguarding session, they may not pick up on things that ESYLs notice. Remember to highlight that adult volunteers abide by similar rules, following the guidance set out in Young People First (Yellow Card).

Keeping themselves safe (15 minutes)

1. Explain that ESYLs have a right to be kept safe. Even though they have leadership responsibilities, they are still young people themselves.
2. Ask ESYLs to create a spider diagram featuring some of the ways they might look after their own welfare. This could include things like not being left on their own with the whole section, having their own sleeping accommodation on nights away, and deciding sensibly whether or not they befriend younger members on social media.
3. You can also give out Explorer Scout 'Stay Safe' leaflets, for general information on staying safe. You can order these for free from Scout Store online.

Safeguarding scenarios (30 minutes)

This part of the session gives ESYLs the chance to apply what they've learned to certain situations.

1. Explain that part of keeping young people safe is being able to spot if something is wrong or concerning.
2. Split the group into small teams. Give each team a scenario from Appendix C. Give them time to consider the question 'what would you do?' for their scenario. Signpost that ESYLs will also learn how to support positive behaviour in Module D, which will further help them to determine whether a young person's behaviour is usual or a cause for concern.
3. . Once they've discussed their scenario, ask each group for feedback and facilitate discussion with the whole group about each scenario using the points for discussion from Appendix C for guidance. Remind them to use their experience as young people to think about times they might have been in similar situations. This will help them to see life through the eyes of a younger member, and highlight the fact that ESYLs may well spot concerns before adults do.

Part four: Safety

Explain that a sense of adventure lies at the heart of Scouts and doing things safely is fundamental to everything we do. The Safety Policy says that it's everyone's responsibility to make sure that they do things safely, giving people clear instructions and information in relation to supervising young people, running activities and managing buildings.

It's equally as important to all of the other policies within The Scouts and applies to everyone in Scouting. There are Safety Checklists (small white cards) which help to identify hazards and take leaders through a simple risk assessment process.

Assessing risk (25 minutes)

1. Split ESYLs into two groups and ask them to imagine that they are running an activity. For example, one group could pretend that they are building bird boxes with Beaver Scouts, and another could pretend they are running an obstacle course with Scouts. Give each group a stack of Post-it notes. Ask them to walk around your meeting place looking for anything that could be a potential hazard. Explain that a hazard is anything that could cause harm. Every time they spot something, they should label it.

Remind ESYLs to consider whether the activity they are running is suited to both the young people taking part, and to the area they are working within.

2. Ask ESYLs to think about the different levels of risk associated with the various hazards. Which hazards could they deal with themselves? Explain that risk is the chance of someone being harmed by the hazard. Which permanent, long-term hazards do they need to be aware of, regardless of the space or context? You could discuss everyday hazards such as the road traffic outside, or the steps to the kitchen facilities, for example. Ask ESYLs to go back to their Post-it notes and mark with an X those which they think could cause the most harm.

3. The next step is working out how to control the risk: this is how we reduce it and make activities safer. For at least 4 of their Post-it notes ESYLs should discuss and agree ways to reduce the risk. Before they start, give ESYLs some examples of how we reduce risk and some questions they can ask themselves to help:

- Can the hazard be removed entirely?
- Is there a less risky option?
- What can be done to reduce the risk of people being in contact with the hazard?
- What instructions and supervision are needed?
- Is protective or safety equipment available to reduce risk?

4. Ask each group for feedback about how they would reduce the risk for their hazards. Explain that they have just carried out a basic risk assessment. Explain that this is what adult leaders do for every activity to identify and reduce risks, and that they must also communicate this to all involved, including young leaders and young people and they must review risk assessments regularly. Highlight to ESYLs that they should make sure they always understand what measures have been put in place to keep an activity safe. Remind them that they have a key part to play and that they should never be afraid to stop or change an activity if they feel it is not safe, or to tell an adult leader. If they have concern about an adult they are working with, they may report this to their ESYL or to another adult outside the group.

Dodgeball (25 minutes)

1. Ask ESYLs to set up a game of dodgeball. Before they start, ask them to carry out a risk assessment. Remind them they need to:

- Firstly identify the hazards
- Then decide who might be harmed and how. Remind them to consider the individual needs of the young people in the group. Who is playing? What is being played?
- They should then agree how they can control the risks. Do they need to introduce some additional rules?

2. Once they have agreed how they will play the game to keep it as safe as possible, they should play the game.

3. After playing dodgeball, ask them to review their first risk assessment. Did they miss anything?

What would they do differently next time? Who will be responsible for carrying out or managing

any controls they put in place, and what is the most effective way to communicate this? Does everyone understand their role?

Explain that this process is one which adult leaders go through every time they do an activity. Remind them of their importance in ensuring that activities are as safe as possible.

Introduction to POR (20 minutes)

1. Start by playing a game of your choice. This can be any game, as long as it has a number of set rules, and involves splitting players into two teams.
2. Relax the rules for one team, so that it has a major advantage over the other. If you're playing a game of football, you could widen the goal posts, give one team more players than the other, or insist that one team has to play the whole game on one leg, for example.
3. See how long it takes before people start to complain that the game is unfair. When this happens, stop the game, and ask the ESYLs to write down their ideas about what life would be like if there were no consistent rules. Why might we set rules in society?
4. Discuss some of the different rules ESYLs come across in their everyday lives. For example, you could discuss the rules of the law, rules at school and work, or rules of any sports they play. Then, lead a group discussion about how Scouting is no less exempt from rules. Explain that the organisation has its own rulebook called POR, giving an overview of what it is, why we have it and where to find it.

Conclusion of Module A and next steps

End your final session by providing a roundup of what they have learned in the module. Link this back to the first activity you did, looking at the question: 'What is an ESYL?'. Discuss what the next steps of the Scheme are, and explain that as well as carrying out a risk assessment, it is important to check for any policies or rules that also need to be followed. These can be found online.

Take this opportunity to give a general overview of the modules and how they will be delivered. For example, would your young people prefer for shorter module sessions be run once a month, or during one long weekend?

You could also:

- talk about how the ESYL Logbook can be used to track progress throughout the Scheme
- explain it is possible to do further training in this area, signposting where further information can be found
- present each ESYL with their Module A badge and woggle, once each component is completed

Module B - Taking the lead

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

ESYLs need to develop a variety of skills, including leadership. To be an effective leader, young people must recognise which style, or combination of styles, is appropriate for each activity.

Aim

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

Objectives

By the end of this module, you will:

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

Resources

You will need:

- pens
- flipchart paper or plain wallpaper roll
- Post-it notes
- tents (enough to supply one for each group)
- plain paper
- Appendix D - Leadership styles
- Appendix E - Beaver Scout narrative

Start this session by introducing the module and what the aim and objectives are. Talk about why it is important to understand that we all have naturally different, equally valuable leadership styles. That's why we have teams of people. We all do things differently, and leadership is a skill everyone can develop with practice. As individuals, ESYLs will soon discover what works for them and what does not.

Pitch your President (suitable for groups of all sizes, approx. 20 minutes)

1. Explain to ESYLs that they are going to hold an election for President of the World.
2. Everyone has a chance to pitch for the role. Individually, they should think about who in the group would be a good leader.
3. Once everyone has decided, each ESYL should pitch their argument to the group, explaining why they think their candidate would make a great leader. Which positive qualities do they possess?

4. Once everyone had their say, ESYLs should vote for their favourite candidate, and discuss the outcome as a group. Did they reach a consensus?

Effective teams (suitable for groups of all sizes, **approx. 20 minutes**)

1. Split the group into small teams.
2. Stick a few pieces of flipchart paper together.
3. In teams, one of the ESYLs should lie down on the paper, while the others trace their outline with a pen.
4. Inside the outline, they should write down all of the different skills that could help someone to be a good leader. What makes an effective leader? What makes an ineffective leader?
5. Get them to draw on their own experiences of leadership. Where does leadership feature in their lives? They could draw upon examples of leadership at school or college, among friends and family, during sports activities or within Scouting itself.
6. Ask the ESYLs: what are the key differences in these situations? How does leadership at school, for example, differ from leadership at home? Has this influenced how they perceive leadership?
7. Regroup, and use this list to help you draw the points out in discussion. Highlight that effective leaders:
 - generate ideas
 - plan
 - encourage others
 - help people learn
 - ask reflective questions like 'Did it work?', 'Why?', or 'Would we change anything?'
 - let people know when they have done a good job
 - ask for help
 - are team players
 - learn by experience and from mistakes
 - work within the rules
 - give positive feedback
 - know their Scouts and understand their strengths and weaknesses
 - take their time

Then, highlight that ineffective leaders:

- impose
 - try to do everything themselves
 - don't listen to others
 - stick to programmes without leaving room for flexibility or innovation
 - use rules as an excuse not to do things
 - do not learn by experience and from mistakes
8. Stick the flipcharts up on the wall. Discuss everyone's thoughts as a group, and highlight common skills and experiences. Can ESYLs share their own experiences of good and bad leadership? Can they explain their reasoning?

Tent races (suitable for bigger groups, approx. 20 minutes)

1. Split the group into small teams, and tell them that they are going to race against one another to put up a tent as fast as they can. Use a stopwatch or clock to track progress.
2. Once each group has assembled their tent, ask them to discuss how it went. Did anyone take the lead? Which role did each team member play? Would they do anything differently next time?
3. Once they have discussed this, get them to race again. This time, they'll compete to be the first group to put the tent away.
4. What changed this time? Did someone take the lead? Did they work effectively as a team?

Leadership and the programme (suitable for groups of all sizes, approx. 20 minutes)

1. Introduce the different leadership styles from Appendix D.
2. Split the group into small teams. Give each team a different example programme from each of the sections.
3. Ask ESYLs to break down the different activities. Can they think of the leadership style that might be most appropriate for each?
4. Regroup. Get each team to feedback what they decided about their programme, and to explain the reasoning behind their decisions.
5. As a whole group, consider what other ideas the different teams might have. Ask teams whether or not they would agree with the other perspectives. Throughout, make sure any feedback is given in a positive and supportive manner.

Follow the leader (suitable for bigger groups - approx. 20 minutes)

1. Having discussed how different leadership styles may suit different situations, ask one of the ESYLs to run a game for the others, exaggerating one of the leadership styles throughout their delivery. A simple and straightforward game like 'duck, duck, goose' could work well, as it will allow them to focus heavily on their leadership style, instead of getting distracted by the rules of the game.
2. Afterwards, invite the ESYLs to reflect on the different styles and how they can be used.

Pick your style! (suitable for smaller groups, approx. 15 minutes)

1. Having gone through the different types of leadership styles, write them all down on large pieces of paper. Stick these up on the wall, so everyone can see.
2. Next, split ESYLs into two teams. Ask them to line up behind each other in two lines, facing the wall.
3. Invite the first two ESYLs in the line (one from each team) to the wall.
4. Read the narrative of an evening with a Beaver Colony from Appendix E.
5. ESYLs should race to touch the leadership style they think would be best used for the task or situation being described. Once the person at the front has had their turn, they should go to the back of the line, so the next person can come forward for their turn. The process repeats itself until everyone has had a go.
6. The game is intended to be played as a relay race with speed, but it can be adapted to suit the nature of the group. If there is a difference of opinion about which style of

leadership is best suited for the activity described, discuss it together and try to reach a consensus.

Top tip: this activity would work with as little as two players, they just wouldn't partake in the relay side of the activity.

Conclusion of Module B

Summarise the module by revisiting the objectives. Ask ESYLs whether they feel they have covered all of the objectives. Before they go, carry out a review or evaluation of the session.

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

(Links to mission one)

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

Introduction

One of the most enjoyable parts of being an ESYL is having the opportunity to teach new skills to young people. Before they begin their training, ESYLs will already have ideas about what makes a good teacher. Teachers who talk at their pupils instead of engaging with them are often seen as boring and uninspiring. Teachers who take the time to involve their pupils actively in the work are much more interesting, and are much more effective at getting their message across as a result.

Aim

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

Objectives

By the end of this module, you will:

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

Resources

You will need:

- an object made of Lego or a drawing
- the same materials used to create the object or drawing
- origami water balloon instructions (available online)
- flipchart
- pens
- Post-it notes
- section resources
- game ideas
- plain paper
- access to water, a kettle, mugs, tea bags, sugar, and milk

- strawberry laces, a tube of smarties, or sign language alphabet instructions (the materials needed will depend on which activity you choose, see below)

Start the session by introducing the module and explaining what the aims and objectives are. Then, have a go at the following activities.

The observer, the runner, the builder (suitable for groups of at least three, approx. 20 minutes)

1. Split the group into teams of three. In each team, you'll be assigning different roles. One person in the team should play the role of the 'observer'. They will be given an object such as a drawing, or a model built from Lego. Another person should play the role of the 'builder' or 'artist'. They have to recreate what the observer is looking at, and shouldn't be able to see the object at all. The third and final person should play the role of the 'runner', who can alternate between the two.
2. The observer can only give verbal descriptions of their object to the runner. They should not be able to see the object.
3. The runner must repeat the description to the builder or artist. Again, the runner should not be able to see what they begin to build or draw. The builder cannot ask questions for clarification.
4. When the runner has finished relaying information and the builder has finished recreating the object, the observer should reveal the object they were describing. The builder or artist should then reveal their recreation.
5. Regroup to discuss the results of the game. What was difficult about the task? Was it challenging to give a verbal description of a physical object or drawing? What about passing that description on to another person? How about recreating something with only verbal instructions to go on?

Origami water balloon (suitable for groups of all sizes, approx. 30 minutes)

1. Give the ESYLs instructions to try and make an origami water balloon. You can find these online.
2. Begin by reading the instructions aloud. How many ESYLs can complete the task based on your verbal instructions alone? Throughout, you should refuse to answer any questions, and continue giving instructions even if everyone is progressing at different speeds.
3. Repeat the task. This time, give everyone written instructions instead.
4. Finally, repeat the task a third time. This time, lead with a demonstration.
5. Discuss which style the group preferred. What was different about each attempt at the task? Did the way instructions were delivered affect the outcome? Were some methods easier to understand than others?
6. Make sure ESYLs consider the preparation involved in running activities. How can activities be adapted and enhanced to suit different learning styles? How can they make sure tasks are easy to understand?

Make us a cuppa! (suitable for groups with at least two members, approx. 15 minutes)

1. In groups or pairs, one of the ESYLs should write down their own instructions for making a cup of tea, exactly as they like to drink it. They should then pass the instructions on to their partner, who should attempt to make the cup of tea, following the exact instructions given.

2. Once they have made the cup of tea just so, they should add their own further instructions to the existing ones given, and pass all of this information on to the next ESYL. The process is similar to the game of Chinese whispers.
3. The next ESYL in line should then follow these two sets of instructions simultaneously. What do they notice about the process? What is difficult about it? Do any of the instructions contradict one another?
4. The activity should highlight the importance of being clear with instructions. It should also demonstrate that different people interpret things in different ways, and encourage ESYLs to think about how practice and preparation can affect the outcome of an activity.

I do, we do, you do (suitable for groups of all sizes, approx. 25 minutes)

1. Give each ESYL a strawberry lace, and show them how to tie a knot with it.
2. Next, ask the ESYLs to fasten their own knots, instead of just observing you. They should all do this at the same time, creating the knot together. Finally, they should attempt to fasten the knot on their own.
3. This activity teaches the method of 'I do, we do, and you do'. Once you have tried all methods, regroup and discuss the points below.

- all methods described have both advantages and disadvantages
- talking something through gets a message across to lots of people at once, but often misses out on detail
- using a diagram or paper copy ensures that everyone gets the same message
- demonstrating a skill or technique has visual impact, but you can only use this technique in small groups
- demonstrating with material has additional visual impact
- in terms of learning, demonstrating something by doing has more effect than merely seeing or listening to something
- in general, younger members respond better to doing something simple with coloured bits and pieces
- as members get older, written and printed material can be useful
- talking to groups has its limitations with any age group, but can be essential in describing the rules of games (as long as they are simple)
- small groups lend themselves to demonstrations and tend to respond well to a hands-on approach to learning
- larger groups require visual aids that everyone can see, such as slides, OHPs or PowerPoint presentations, along with a simple and effective verbal message
- leadership is easier to do effectively in a small group, especially if everyone is involved in doing things themselves and taking an active role
- the larger the group, the more difficult teaching becomes, as boredom and disinterest become issues
- using directed questions could be useful, but remember not to pick on any one member all the time
- if boredom and disinterest are becoming a problem, maybe you need to rethink the method you are using to get your message across (How can you bounce back? Is there a different way you could approach things?)

Top tip: teaching sign language instead of knots can be another good way to cover this method. Alternatively, you could use Smarties instead of strawberry laces, by demonstrating a pattern to the ESYLs using the different colours of the different sweets. ESYLs could attempt to create the pattern at the same time as you, and then attempt to do it themselves from memory. The message remains the same.

Conclusion of Module C

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all of the objectives satisfactorily. Before they go, carry out a review or an evaluation of the session.

Module D – Understanding behaviour

(Links with modules A and F)

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

During their time working with one of the younger sections, every ESYL will encounter a range of situations where they will be managing young people's behaviour. They should promote positive behaviour in the Section, or they may need to respond to challenging situations; diffusing arguments, encouraging an individual to participate, or responding to a clingy young person, for example.

Aim

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

Objectives

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

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

Resources

You will need:

- pens
- Post-it notes
- flipchart paper
- games equipment
- Appendix F
- Appendix G
- Appendix H

Begin the session by introducing the module and explaining what the aim and objectives are.

Make sure that you cover the following points in your introduction:

- Every young person is an individual and all young people should be treated equally. They can display a range of behaviours that can be both positive and negative.

- A sudden or noticeable change in behaviour may be due to a variety of underlying causes of which you might not be aware.
- All volunteers should focus on recognising and rewarding positive behaviour, and should never label a young person or adult.
- When speaking about behaviour in the section, volunteers should focus on the behaviour itself, rather than on the young person in question. For example, instead of saying that young person is being 'naughty', they could talk to the young person about their behaviour, clearly explaining why it is not appropriate.
- Responding to challenging behaviour can be difficult for all leaders at times.

ESYLs need to be prepared with the confidence and skills to respond consistently and appropriately to varying behaviour within the section. To allow them to explore the possible challenges, you will need to ask them to give examples. It is important that this discussion is held in a positive and safe environment in which young people feel able to ask questions honestly and openly.

Discussion and reflection (suitable for groups of any size, approx. 15 minutes)

1. Explain that the group will be spending some time reflecting on their own experiences, before thinking about how they can support others. Hand out Appendix F.
2. Ask the ESYLs:
 - How do you feel if you are having a bad day?
 - How do you feel when you are hungry?
 - How do you feel when you are tired?
 - How do you feel when you don't understand something?
 - How do you feel when you are having a really good day?
 - Is there anything that helps you function a little better when you are having a bad day?
 - What and who influences your mood?
 - What brings out the best in you?
3. Point out that everyone has good and bad days. Everyone is affected differently by different things, and everyone has their own sensitivities and triggers. However, there are some commonalities most of us share.

Reasons (suitable for groups of all sizes, approx. 15 minutes)

1. Explain that there is always a reason behind challenging behaviour, and ask ESYLs to work together to think of as many different factors as possible. Examples could include: boredom, over-excitement, enthusiasm, a misunderstanding about what is appropriate behaviour, a misunderstanding understanding the rules, experiences outside of Scouting, experiencing a bad mental health day, and the environment (eg noisy, overwhelming, unfamiliar).
2. Explain that challenging behaviour is often misjudged as 'attention seeking'. Talk about why this kind of labelling is not helpful and can prove inaccurate. It's natural to want and need attention from others, but usually this is sought in a positive way. It's important to think about why a young person might be seeking attention. Are they receiving enough positive attention from adults? Is there something important they are struggling to communicate to you? Do they need support with developing friendships in the section?
3. Ask the ESYLs to think what they could do to help prevent or turn these reasons around:

- If someone is experiencing boredom, what can we do to ensure the programme is inclusive and interesting? How can we make sure everyone understands?
- If someone is struggling to understand something, can we present the information in a different way? Can we have extra people on board to support? Can we check for any differences in how young people in the section learn, and adapt our leadership style to suit them?
- If someone is over-excited, can we set clear boundaries before the activity begins? Can we make sure we have a code of conduct in place?

How would you react? (suitable for bigger groups, approx. 20 minutes)

This activity helps ESYLs to reflect on how their behaviour and communication style may affect others. Ask two ESYLs to volunteer to run a game for the whole group, whilst taking on a persona.

1. The first ESYL should run a simple game with very long and drawn out instructions. They should keep going with the instructions until the rest of the ESYLs get bored, disengage and grow impatient or frustrated.
2. Afterwards, ask the group how they felt. Did they feel themselves losing focus or getting annoyed?
3. The second ESYL should run a game, shouting and being very sharp with the others. Get them to imagine that they have had a bad day. How does it make them feel?
4. Explain that leaders need to be confident, calm, consistent and in control. It's not about volume or power, but about effectively combining body language and verbal communication skills to set clear expectations.
5. Ask them how it felt to be shouted at. What does hearing adults shouting teach young people, considering that leaders are important role models? If shouting is used regularly, how effective will it be as a method of gaining attention in an emergency?

Flip it to a positive! (suitable for groups of all sizes, approx. 15 minutes)

1. Explain that the ESYLs are going to take part in a thought experiment, where they will try and turn a negative statement into a positive one. This experiment will help them to see the impact using positive language can have when working with young people. Often, it can prevent and de-escalate a challenging situation.
2. Where possible, get ESYLs into groups based on the section they support, as the language used will depend on factors like age and level of understanding.
3. Provide each ESYLs with the list of sentences in Appendix G. Ask them to take it in turns to reword the sentences using positive language. What effect does this have?

Different behaviour (suitable for bigger groups 20 minutes)

1. This activity helps ESYLs to think about how they respond when faced with challenging behaviour.
2. As a whole group, play a game of your choice. Throughout the game, ask some of the ESYLs or other adult leaders to start behaving in a way that is deliberately disruptive.

3. The leader in charge of the game should use a variety of methods to deal with the disruption, ranging from shouting (as a bad example), asking them to not play the game, or focusing on the positive behaviour of others (as a more supportive method).
4. Afterwards, have a discussion with the group about whether or not they believe the right methods were used and why. How did each approach make them feel? What would they have done differently? How do they think it would have been dealt with in their section?
5. Next, split the group into small teams with pens and flipchart paper. Ask the ESYLs to come up with a list of ways to deal with different behaviours, looking at the pros and cons of each. While the ESYLs complete the task, ask them to consider the following points:
 - Why is it important to reward positive behaviour in a balanced way?
 - How would you respond to challenging behaviour in your section?
 - What methods would you use to respond to both positive and disruptive behaviour?
 - What works? What doesn't? Is there anything you would change or introduce?

Mock trial (suitable for bigger groups, approx. 35 minutes)

1. Give everyone a scenario from Appendix H, and set up a mock trial. Nominate a judge, two teams of lawyers representing the case for and against, and a jury.
2. Give the lawyers five minutes to discuss their arguments. How will they explain the behaviour outlined in the scenario? When they're ready, they should present their case to the judge and jury.
3. Ask the lawyers to consider:
 - the possible reasons behind a young person's behaviour
 - the triggers that may cause the behaviour
 - how the behaviour might be perceived by parents, leaders and members of the public
 - whether they will call upon witnesses to express different views
4. Meanwhile, the judge should keep order in the courtroom, and the jury should listen attentively.
5. Ask the jury to consider what the most appropriate method to respond to the behaviour is. Which preventative measures could be introduced in the future?
6. Rotate the group so everyone has the chance to try different roles. If ESYLs are struggling to make their case or to come to a decision, you could include more witness testimonies.

What is my role as an ESYL in behaviour management?

Explain that ESYLs play a role in helping to create and foster a positive environment in their section. Scouting provides a space where young people can be themselves. They will undoubtedly come across challenging behaviour throughout their role, and it is important that they know how to deal with it. Setting expectations from the start will help to create a positive environment.

Creating a Code of Conduct with your section (suitable for groups of all sizes, approx. 20 minutes)

1. Explain that one way ESYLs can provide a positive environment is by creating a Code of Conduct in partnership with their section. How can they ensure that everyone in the section buys into the agreement and understands exactly what it means?

2. Explain that a Code of Conduct is not just a list of rules for young people to follow. It can include rules for the leadership team to follow, too. You could consider how the leadership team should respond if a young person is having a bad day, for example.
3. In small groups, ask ESYLs to come up with some creative ideas to generate a Code of Conduct.
4. Regroup and discuss the following points:
 - What is the ESYL's role in managing behaviour?
 - When should an adult become involved?
 - How can the ESYL influence behaviour as a role model?
5. Create a central list or spider diagram of the group's responses. You can link back to the methods you currently use, as well as to any new methods ESYLs would like to introduce.
6. In small groups, ask ESYLs to list ways to recognise and reward positive behaviour and set standards. How can they introduce their ideas to the section? What are the advantages of focusing on positive behaviour instead of reacting to disruptive behaviour? When they're finished, they should feed back to the wider group.

Conclusion of Module D

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all of the objectives satisfactorily. Before they go, carry out a review or an evaluation of the session.

Module E - Game on!

(Links to mission one)

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

Games are a popular part of any section meeting. As well as being fun, games are a useful tool to help with learning, team building and a whole range of other issues.

Aim

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

Objectives

By the end of this module, you will:

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

Resources

You will need:

- games equipment
- flipchart
- pens

My Scouting backpack (suitable for groups of any size, approx. 15 minutes)

1. Set up a number of activity tables. Leave one table empty, and place different materials on the rest. For example, you could place a pen and flipchart on one table, a ball on another, and a box of creative art materials on another.
2. Split the ESYLs into small groups and explain that they will have five minutes at each table. During this time, they should come up with as many games as possible using the materials provided.
3. Rotate the teams so they get a chance to visit every table.
4. At the end, get the groups to run one of the games they came up with.

A-Z of games (suitable for groups of any size, approx. 10 minutes)

1. In small groups, ask ESYLs to think of a different game for each letter of the alphabet.
2. After completing this, explain that there are many different categories of games, including:
 - team-based or individual games
 - indoor or outdoor games
 - competitive or non-competitive games

- team-building games
 - skill-based games
 - observational games
 - elimination games
 - energetic or restful games
 - games to start or end a meeting
 - relay races
3. Look at different categories together. Write them down and stick them on the wall for everyone to see. Now, ask the ESYLs to match each game idea to a category on the wall.

Small group competition (suitable for bigger groups, approx. 10 minutes)

1. Ask ESYLs to get into small teams. They have two minutes to come up with as many games as they can, writing their ideas on Post-it notes.
2. Each team should then relay race to categorise their ideas according to the list on the wall. As a group, they should consider the pros and cons of each different type of game. When would they use them?
3. The winning team could then choose a game category, running a game for the other ESYLs to practice. The team who came second could choose next.

Being prepared (suitable for groups of any size, approx. 10 minutes)

Have an open discussion with the ESYLs about preparation. How can they prepare for a games session, to make sure it runs successfully? Their suggestions should include:

- having the correct equipment
- explaining the rules clearly and simply
- maintaining discipline and sporting behaviour during the game
- timekeeping
- safety (equipment and environment)
- supervision

Match that badge! (suitable for groups of any size, approx. 15 minutes)

1. In pairs, give the ESYLs a badge that matches the section they support.
2. Ask them to think of a suitable game that either fulfils the requirement of the badge, or provides a nice introduction to the topic.
3. Once they have come up with a suggestion, each pair should explain the rules of their game to a second pair. The second pair should suggest one thing that is positive about the game and one improvement that could make the game even better.

Conclusion of Module E

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all of the objectives satisfactorily. Before they go, carry out a review or an evaluation of the session.

Module F - Making Scouting accessible and inclusive

(Links to Module A and D).

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

The Scout Association is committed to being inclusive of all young people. This means everyone is welcome regardless of how much money they have or where they come from, what their gender is or how they identify, what their sexual orientation is, whether they have a disability or mental health issue, and no matter what their religion is or whether they have one at all. All ESYLs should be ready to do their best to support the inclusion and full participation of all young people in Scouting.

Note: Remember that modules can be delivered by anyone with the relevant experience and knowledge of the subject matter in the module. If you do not feel confident with the content of this module, speak to your District or County/Area or Region to find out who would be best placed to support.

Aim

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

Objectives

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

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

Resources

You will need:

- pens
- paper
- Appendix I
- speakers/music (if using the distraction activity)

Introductory discussion (10 minutes)

Start the session by introducing the topic of the module: inclusion and accessibility in Scouting. Discussing what the terms 'inclusion' and 'diversity' mean.

What is diversity?

Promoting diversity in Scouting means that we welcome members from all and any backgrounds and celebrate what makes every person different.

What is inclusion?

When we talk about inclusion in Scouting, we are talking about the act of ensuring that Scouting is open to all and supporting anyone to overcome any barrier to participating in the Scouting programme.

As part of being inclusive, we need to ensure that our programme and meeting place is appropriate and that we have considered any additional needs members might have.

Ask the ESYLs if they have come across additional needs before. They will have done at school. Explain that everyone is different and that everyone has needs in some way. This is what makes the world interesting. What do the ESYLs understand by the terms 'special educational needs' and 'disability'?

Additional needs and disabilities

Additional needs and disabilities may be visible or invisible, and the needs of each young person will be unique. Some may occur for a limited period of time. For example, a broken arm, an illness, or some emotional needs due to a family break-up, are all temporary needs.

However, many additional needs are permanent conditions. These include conditions such as asthma, ASD (Autism Spectrum Disorder), dyslexia or physical disabilities.

Some additional needs can fluctuate and may be affected by a range of different factors, such as stress. Additional needs and disabilities should not prevent a young person from being able to participate in Scouting. By making reasonable adjustments (doing things differently or providing additional support), most young people can access Scouting and develop to their full potential.

In Scouting, adults need to be aware of any allergies, medical needs, and faith-based or cultural needs a young person may have. You may need to cater for vegetarian, Halal and Kosher diets, for example. Or, you may need to cater to a young person who is coeliac or has a nut allergy. It is important to ensure that everyone's needs are incorporated into section meetings and camps.

Introduction activity: Introduce yourself (suitable for groups of any size, approx. 10 minutes)

1. Ask ESYLs to introduce themselves, using their preferred name and preferred pronoun (eg 'my name is Matthew, I like to be called Matt, and I use the pronoun 'he.')
2. Although this seems really simple, explain that it ensures everyone knows how everybody else would like to be referred to, and sets the scene for a positive and safe environment.

A safe place (suitable for groups of any size, approx. 15 minutes)

1. Have a discussion with the ESYLs about what we mean by creating a positive and inclusive environment. Reemphasise the fact that Scouting is open to all.
2. Ask ESYLs to draw a rough picture of where their section meets. What might a positive and inclusive environment might look like?
3. How would young people say their current meeting place makes them feel? Do they think their meeting place is currently a positive and inclusive environment? Are there any changes they could make?

On the outside (suitable for groups sized 7+, approx. 10 minutes)

1. Give each member of the group a piece of paper with different colour on it eg yellow, blue, red, and green. There should be two or more pieces of paper representing each colour, except the green.
2. Once everyone has received a piece of paper, ESYLs should keep the colour to themselves. They should not share details with each other.
3. Ask ESYLs to set out and find the other person/people who have been given the same colour paper as them, using actions only. For example, they might point to the relevant colour if it is represented in the room, or they might do an action to represent a colour (such as mimicking waves to represent the colour blue). Once they have found other people with the same colour, they should stand together as a group. Once everyone (except the green person) have found their groups, stop the activity.
4. Ask the green person how they feel. Do they feel sad? Isolated? What did people say when they approached their group? Did they turn them away? How did this make them feel?
5. How did the other members of the group feel when they found a colour match? Did they feel relieved?
6. The activity highlights the experience of someone who might feel they are somehow different to others. People are naturally drawn to others who 'are like them', but this does not lead to diversity, creativity or innovation. This also mirrors how a new young person might feel when joining an established section.

Note: before you hand out the coloured cards, give some thought to the person who will play 'the green' character. The activity will inevitably lead to this person feeling temporarily isolated and 'left out'. This can be a frustrating and unsettling experience. It is therefore important to choose an ESYL who you know will respond well to this.

Activities about special educational needs and additional needs

There are lots of different types of Special Educational Needs (SEN) that ESYLs may come across in their role. It is really important not to label people. Instead, they should get to know individuals, as discussed in the previous activity.

Different needs can present differently in different people, so it is important not to generalise or stereotype. That said, there are often some commonalities within different SENs. Understanding these commonalities will help them to best support young people to have a fun and rewarding time in scouting.

Below are some games and activities that can be used to support ESYLs to develop an understanding of both additional needs and SENs.

Rule change (suitable for groups of any size, approx. 15 minutes)

1. Ask ESYLs to get into pairs. One of them should remain in the room, and the other should step outside for a moment.
2. Explain that those remaining in the room are going to be playing a game of snap with their partner when they return. However, as well as shouting 'snap!' when the cards match, they will add in an additional rule of their choosing, without telling their partner about it. For example, they could shout out a certain word every time a certain colour appears on the card.
3. Invite the other partners back into the room, but do not tell them about the additional rule.
4. Start playing snap with the additional rule included. The partner who is unaware will soon begin to feel confused and frustrated, as they don't feel they in control of what is happening.
5. Explain that feeling a bit disorientated may be a common feeling for someone with an additional need.
6. Ask the ESYLs how they could have helped their partner throughout. Could they have given clearer instructions, checked their understanding, or helped them when it was difficult?

Distraction - sensory overload (suitable for groups of any size, approx. 10 minutes)

1. Ask an ESYL to volunteer for this activity. Please note: the volunteer will be made to feel disorientated, so it is important to take this into account when choosing someone.
2. Blindfold the ESYL and sit them on a chair in the middle of a circle.
3. Next, put on some music. Ideally, you should choose a frantic sample of music (with a fast tempo or multiple instruments, for example) or play some sound effects of a busy road. Place the source of the music at one side of the room.
4. At the other side of the room, play a different type of music or sound effect. If you don't have access to music, you could ask some of the ESYLs to mimic the noises of a busy road or to sing a song.
5. Ask the other ESYLs to walk close to the blindfolded person, without touching them.
6. Then, ask the blindfolded ESYL a series of simple maths questions with two steps. Could the ESYL solve them? How did they feel? Did the distractions become frustrating and stop them from concentrating?
7. Explain that feeling distracted and overwhelmed can be a common experience for some young people. At some point in their lives, they may have felt like that themselves, as it is a very common experience. Everyone experiences things differently. We should always take that into consideration when supporting and leading sessions for others.

Come on, what's the answer? (suitable for groups of any size, approx. 10 minutes)

1. Ask ESYLs to get into in small groups and invite one of them to volunteer to leave the room for a moment. Please note: the volunteer will be made to feel deliberately disorientated, so it is important to take this into account when choosing someone.
2. The rest of the group should decide on two questions they are going to ask the ESYLs when they re-enter the room. They should write each word featured in the question on a different piece of paper, so that when all the pieces are put together they make up the full sentence. The

questions could be something like 'what's your favourite thing about being an ESYL?' or 'Why did you want to do the Scheme in the first place?'

3. Screw up the individual pieces of paper into small balls. Invite the ESYLs outside to come back in and explain you will be asking them two questions.
4. The ESYLs should then throw the screwed up pieces of paper at the ESYL as they come back into the room, asking repeatedly 'what is the answer? Come on, what's the answer?'
5. The ESYL should get attempt to make sense of the questions, by joining all of the pieces of paper together to form sentences. When they're ready, they should attempt to answer.
6. After the activity has finished, ask the ESYL who left the room how they felt. Did they feel a bit overwhelmed and frustrated as they tried to piece together the questions? Did they feel pressured to answer quickly?
7. Explain that this is how it can sometimes feel for some young people who find it harder to process instructions or information. Taking time to slow down and tackle things one step at a time can be much less confusing. Explain that this activity could also be challenging for a young person with dyslexia, or for someone who struggles with reading or writing.
8. Ask the ESYLs to consider how they could deliver information to make sure everyone can understand it. To demonstrate, you could run this activity again, reducing the intensity by asking ESYLs not to shout, or to present the questions all on one piece of paper, rather than muddling them up. How much easier did they find it this time? Adapting our approach can really help young people to learn.

Running to keep up (suitable for bigger groups, approx. 10 minutes)

1. Ask one ESYL to volunteer to stand in the centre of the room, and ask four others to stand equal distance apart around them. They should each place a finger lightly on the arm or back of the ESYL in the centre.
2. A further ring of ESYLs should form around these ESYLs, each placing a finger on the arms or back of the person in front.
3. Once everyone is linked, the person in the middle of the circle should start to turn around very slowly. The ESYLs touching that person should try and keep their finger in the same place. Everyone else should turn in time with the spinning circle. What you should observe is that the person in the middle of the circle turns very slowly, as it is easy for them. However, those within the outer layer of the circle will have to run or move much faster to keep up. The key message here is that whenever all ESYLs are given the same task, some of them will have to work much harder to accomplish the same thing.
4. Discuss what happens when someone can't keep up. Do they give up and let go? Do they keep running faster and faster? Does everyone have the same reaction when something is challenging?

Making reasonable adjustments and programme planning

Planning ahead (suitable for groups of any size, approx. 20 minutes)

1. Explain to the ESYLs that they will get to know their young people and should plan ahead with the rest of the leadership team for sessions. By doing this they can consider any additional needs before the meeting and ensure that the sessions are as inclusive as possible.

2. To begin, split the ESYLs into small teams and give each team a scenario from Appendix I to consider. As a group, go over what adjustments the ESYLs have made to make sure their scenario is inclusive.

Thinking on your feet! (suitable for groups of any size, approx. 20 minutes)

Sometimes ESYLs may find themselves in a situation where they have to adapt a game or activity they are running on the spot. An example of this might be if they are running an opening game and a young person turns up with a broken leg. This requires them to be able to adapt at speed, and to think creatively, so everyone can join in.

1. To begin, ask a couple of ESYLs to volunteer to run a game with the rest of the Unit. They can play any game they like. Something simple like 'North, South, East, West' or 'Duck, Duck, Goose' would work well.
2. Once they have been playing for a couple of minutes, give them a scenario to adapt to. You could pretend that a young person on crutches has arrived and wants to join in. How can they adapt to be inclusive?
3. Next, imagine that there is also a person who is deaf within the group. How can they make sure that the game is suitably adapted this time?
4. Keep going, asking ESYLs to further adapt their approach to suit someone with a different need, such as a visual impairment, or a difficulty following instructions, for example. Each time, ask the ESYLs to contribute their ideas as a group. How can they adapt the activity to make sure everyone can join in?

Resources to further support you

There are some very useful resources to help ensure a scouting programme is inclusive for all. These include:

- Deaf Friendly Scouting resource
- A Million Hand's resources: Mind, Leonard Cheshire, Guide Dogs
- Refugee resources
- Makaton promise
- Alternative versions of the promise

These can all be found on scouts.org.uk

Conclusion of Module F

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all of the objectives satisfactorily. Before they go, carry out a review or an evaluation of the session.

Module G – What is a high quality programme?

(To be completed before Module H).

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

The Scouting programme gives young people the opportunity to take part in a variety of activities to help them develop and achieve their full potential. During the course of a meeting term or session, or during a full year, young people should experience an exciting, enjoyable, high quality and balanced programme that covers a range of challenges, badges and activities relevant to their specific section.

Aim

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

Objectives

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

- identify the key elements of the younger section programmes, activity badges, challenge awards, requirements for completing top awards, and Staged Activity Badges
- explain how the awards and badges form a progressive Scheme from age 6 to 25
- understand the concept and importance of having a balanced high quality programme and working towards the top awards
- understand and explain how Moving On Awards improve links between sections
- explain what makes us unique as an organisation
- review the programme using the quality programme checkers

Resources

You will need:

- a selection of badges for the different younger sections
- a dice (or a dice on a phone)
- Programme objectives
- pre-prepared sheet of 'famous faces'
- pens
- paper
- creative craft materials
- Appendix J and K

Start this session by introducing the module, its aims and objectives.

What is a high quality, balanced programme? (suitable for groups of 6+, approx. 20 minutes)

1. Start by handing each ESYL a badge from one of the sections (Beavers, Cubs or Scouts). There should be a range of different badges. It does not matter if they don't know what the badge is, but it is important to show them a real variety of badges that cover different elements of the programme.
2. Ask them to look at the badge they have been given and to think of a way it might relate to them in some way. For example, if they get the Time on the Water Staged Activity Badge, they might talk about a time when they have been kayaking or suggest something they would like to try on the water, such as stand-up paddle boarding. If they don't know what the badge involves, encourage them to have a guess and attempt to relate. They can be as creative as they like, and there are no right or wrong answers.
3. Next, ask the ESYLs to lay the badges out in front of them. Does anyone else have a badge they think they might relate to more than the badge they were given?
4. Give them a dice and start rolling. They can use a digital dice on their phone if they don't have one to hand.
5. If they roll an odd number, they have to keep the badge they were originally given. If they roll an even number, they can swap badges with someone else, if they have a badge they think they can relate to more.
6. After two rounds of badge-swapping, ask them to go around the circle and talk about the badge they've ended up with. How does it relate to them? This fun game will familiarise ESYLs with the programme, and encourage them to discuss their own hobbies and interests with one another.
7. Once the game is over, discuss the following points:
 - Did you have a range of badges represented in the group?
 - Can you categorise the badges under the themes of 'outdoor and adventure', 'world' or 'skills'? To bring this to life, you could gather three hoops to represent each of the programme areas, and introduce a relay race to place each badge in the most appropriate hoop.
 - Are there any badges ESYLs were particularly surprised to see in the programme? You could highlight less traditional badges such as the Digital Maker Staged Activity badge, which has been introduced to allow young people to apply technology to the outdoors.

Programme objectives (suitable for groups of any size, approx. 15 minutes)

1. Split ESYLs into two groups. Give each a copy of the programme objectives from Appendix J.
2. Explain that every young person in Scouting will be working towards these objectives if they want to experience a balanced, high quality programme, or are working towards the top award for the section. This means leaders do not need to worry about the educational and development outcomes, and can instead concentrate on making sessions fun and delivering the programme.
3. Give each team a badge book for their section, alongside the programme objectives bingo sheet from Appendix K. In their teams, ESYLs should try to match a badge to each objective, using the

requirements listed. Explain that these are just examples. All badges fit into this in some way, and many will cover more than one objective.

4. The first team to find an example for each objective should shout 'bingo!'.

Reaching for the top and skills for life! (suitable for bigger groups, approx. 20 minutes)

1. Explain that for each section the aim is to work towards their top award. This activity looks at what they actually have to do to get their Chief Scout's Awards.
 - For Beaver Scouts: bronze
 - For Cub Scouts: silver
 - For Scouts: gold
2. Ask the ESYLs to get into groups based on the section they support.
3. Ask them to draw the outline of the jumper or shirt worn by that section. Inside the outline of the shirt, they should then draw some of the badges and awards they would expect to see on a Beaver, Cub or Scout who has gained the top award for their section.
4. On the rest of the page, they should draw or write down some of the skills this young person will have gained as a result of completing those badges and awards.

Famous faces (suitable for groups of any size approx 15 minutes)

1. Did you know lots of famous people were once Scouts? For this activity, you will need to do a little preparation. Choose around six famous people who were once Scouts and place their pictures onto a sheet of paper. Choose people you know will resonate with your ESYLs. This will vary slightly for each Unit and may change with time. You can find alumni at www.scouts.org.uk/about-us/alumni/
2. Give the ESYLs the sheet of pictures and ask them to identify as many celebrities as they can. Then, ask them 'what do all of these people have in common?'
3. In pairs, ask the ESYLs to choose one of the famous people. Did Scouting play a role in their development? Which badges and awards might they have completed in Scouting? How did these badges and awards help to develop the skills they have gone on to use in their careers?

Get creative (suitable for groups of any size, approx. 30 minutes)

1. Split the group into three teams. Assign one team to Beavers, one to Cubs and one to Scouts.
2. Ask each team to create a poster aimed at a parent, explaining all the key information about the section.
3. When they're finished, get each team to present their poster back to the whole group. Make sure they have remembered the key elements of the Scout programme, which are progressive throughout each section, such as the Moving On Award, Staged Badges and top awards.

What makes us unique?

If you have a Unit with ESYLs who have never been through Scouting, it is recommended to spend some time looking at some of the traditions and structures that make our movement unique. The amount of time you need to spend on this will depend on the experience of the ESYLs. Explain that as well as offering unique badges and awards, we have a structure and some traditions that contribute to our identity as Scouts. The Fundamentals of scouting are also covered in Module A.

The Promise and Scout Law

The Promise and Law are the simple way in which we help young people and adults to remember and think about the fundamentals of Scouting. It is therefore vital that every Member considers the Promise and discusses its meaning before making the Promise and being invested into Scouting. The promise is made by young people when they join a section. There are alternative versions of the promise for different faiths and beliefs or for those with no faith.

Ask the ESYLs to think of the most creative ways that a young person could make their promise. How can they make the experience memorable for young people?

The Scout Law

The law states how a Scout should act.

A Scout is to be trusted.

A Scout is loyal.

A Scout is friendly and considerate.

A Scout belongs to the world-wide family of Scouts.

A Scout has courage in all difficulties.

A Scout makes good use of time and is careful of possessions and property.

A Scout has self-respect and respect for others.

Opening and close

Different sections will have their own opening and closing ceremony. Encourage the ESYLs to demonstrate their open and close in the section they support, so that they can see alternative ways of doing things. There are some common elements between different opening and closing ceremonies, such as building a lodge for Beavers, taking part in a Grand Howl for Cubs and completing a Flag Break for Scouts. Go through the benefits of having a clear open and close structure with the ESYLs. What does it add to meetings?

Salute, sign and handshake

Explain that in Scouting we have a salute, sign and handshake. Explain that the handshake is a sign of loyalty and trust and go over what loyalty and trust are. You could play 'the left handshake game' here to help ESYLs remember the left handshake. Instructions can be found on the icebreaker page of this book.

Peer leadership

Examples for using peer leadership are further explored in Module I.

1. Go over the benefits of having a peer leadership system in a section, such as Lodges, Sixes and Patrols.
2. Find out whether any of the ESYLs have ever been a peer leader. It is common to find that ESYLs have previously been a Patrol Leader.
3. Ask the ESYLs to brainstorm all of the different things a peer leader could do or help with. Remember: it is important to give peer leaders tasks that are meaningful, in the same way it is

important that ESYLs themselves are actively contributing and making a difference to the running of a section.

4. Ideas could include helping run games, feeding back in forums or planning meetings, demonstrating activities to the section, showing their Lodge/Six/Patrol how to do something, looking after new members, or helping with the opening and closing of the meeting.

The world family of Scouting and the World Membership Badge

It is good to remind everyone within the unit that highlight that they are a part of something bigger. This is especially important to stress to ESYLs who are new to Scouting.

Talk about the fact that:

- There are almost 50 million scouts worldwide. Scouts in different countries will have different traditions and programmes, but we are all united by our values.
- The collective impact Scouting can have is huge. We are all working to make the world a better place through our shared values.
- We can extend our reach even more. Imagine the impact we can have if every country has amazing ESYLs who volunteer their time and inspire the next generation of young people.

Thinking about transitions

When thinking about the programme as a whole, it is important that we also think about the transition between sections and young people's experiences of moving up. Go over the benefits of a smooth transition with the ESYLs and explain that a section also has the responsibility to see every young person progress in their scouting journey, which includes moving onto the next section. Highlight that there are joining in and moving on badges to support transition and retention.

Moving in, moving on (suitable for groups of any size, approx. 40 minutes)

1. Ask the ESYLs to plan a linking event, activity or evening for the section either above or below the one they are currently supporting.
2. Get them to think about the following:
 - Which activities would be appropriate?
 - How would they invite the other section to come along to the linking event?
 - How would they mix the two sections together?
 - Which elements of the programme are relevant to both sections (eg Staged Badges)?
3. Go over the ideas and plans as a group to show the variety of events and activities you could run.

Timelines (suitable for groups of any size, approx. 20 minutes)

1. Get a large piece of paper (plain wallpaper works well).
2. On the paper, draw a large horizontal line with 5 $\frac{3}{4}$ written on one end of the line, and 14 written on the other end. This signifies a young person's journey from Beaver Scouts through to Scouts.

3. Place the timeline on the wall so everybody can see it. Ask ESYLs to draw various dates onto the timeline, such as the time when the young person would generally move on to the next section.
4. ESYLS should then write down some ideas about what they can do to support the transition, either as the section the young person is moving away from, or as the section the young person will soon be joining.
5. The activity should show that there are lots of things that can help ensure a smooth transition, and highlights that the transition period is everyone's responsibility. This is really important if young people are going to benefit from the overall journey of Scouting. Ideas to assist with transition include:
 - setting up buddy systems
 - completing Moving On badges
 - visiting the section
 - encouraging joint events
 - welcoming new people and making sure everyone knows their name
 - keeping an extra eye out for new members
 - talking to those moving up about the next section
 - talking to the whole section about what moving on entails, and promoting all of the exciting opportunities involved

Reviewing the programme: The quality programme checkers and ensuring quality

Explain to ESYLs that it is imperative to review the programme regularly to see how things are going. A high quality programme leads to high retention and to happy young people.

The quality checkers are a tool to help with reviewing the programme. Hand them out to the group. Explain that they are not an inspection tool, but a tool to help you review your programme and to guide you on deciding which areas are your strengths and weaknesses. Young people themselves are often the best source of feedback. Ideas on how to gather feedback from young people is covered for ESYLs in Module I.

Conclusion of Module G

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all of the objectives satisfactorily. Before they go, carry out a review or an evaluation of the session.

Module H – Programme planning

(Best completed after module G)

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

In Module G, you looked at how a high quality, balanced programme allows young people to access a wide range of topics through a number of challenge areas. Providing a balanced programme is essential in helping young people achieve their full potential through exciting and enjoyable activities.

This module will build on what the ESYLs learned in Module G. It will use the skills and understanding they have gained to look at the tools and methods available to successfully plan a programme. They will look at where to find programme ideas and learn how to help the leadership team of the section they're working with to plan and run a programme over a three-month period.

Aim

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

Objectives

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

- know where to look for programme ideas
- understand the concept of running a high quality, balanced programme over a three-month period
- use a range of programme planning techniques
- describe what needs to be considered when planning and running activities
- plan an outline programme for a three-month period
- assess awards and badges on the basis of 'personal best'

Resources

You will need:

- disposable tablecloths to write on
- pens
- resources
- badge requirements
- pens
- paper
- examples of programme ideas
- example programme plans (module 12B features some of these)

Start the session by introducing the module and its aims and objectives. All ESYLs should have completed Module G before taking part in this module. It is worth recapping the points they covered in the previous module as a reminder.

Finding programme ideas (suitable for groups of any size, approx. 20 minutes)

1. Split the group into small teams. On tablecloths, ask the ESYLs to write down a list of resources which could help them generate programme ideas. They might include programme content online, internet search engines, magazines, newspapers, District events, County/Area/Region events, books, previous programmes, other leaders, charities, or other Scouting resources.
2. If there are any methods that the ESYLs are not aware of, such as online programmes, give a short introduction and explain how they can access it. For further information on how ESYLs can access programmes online, you can contact the Scout Information Centre.
3. Alternatively, you could also run this activity as an 'a-z', sticking each letter around the room and asking the ESYLs to walk around adding as many ideas as possible.

Ideas Inspiration (suitable for groups of any size, approx. 20 minutes)

1. Split the group into small teams, and give each team a bag containing 6-10 random objects.
2. Ask the ESYLs to think of as many games, activities and themes as they can, using each object as a trigger.
3. Teams should try to be as creative as possible and to come up with the most suggestions. Get each group to feed back some of their ideas.
4. Then, ask the ESYLs to think about how easy or difficult it was to generate new ideas. Highlight the benefits of working together to do this, rather than relying on one person to think of ideas on their own.

Planning a termly programme (suitable for groups of any size, approx. 1.5- 2 hours)

This exercise is about getting ESYLs thinking about longer-term planning, so they can make the programme as exciting and varied as possible. As such, it is worth giving ESYLs a fairly large amount of time for this activity, to ensure it is really meaningful. The practice of writing and designing a termly plan is incredibly important.

1. Split the ESYLs into small teams. Give each of them a time of year (spring, summer, autumn, winter), alongside some specific badges to cover. Ask each team to come up with a termly programme, taking the points you have given them into consideration.
2. Once they have finished, ask the teams to feed back the programme they have created to the rest of the group. What have they included and why? Based on what they learned in Module G, is the programme balanced and of a high quality? Does it include a range of different methods?
3. Finally, ask the group whether it has made them more aware of the importance of advanced planning. Can they see what problems can arise if individual meetings are organised in isolation? Do they see how a well-planned programme can deliver the balance and the opportunities to complete the various awards?
4. This exercise should also start ESYLs thinking about the importance of:
 - National, District and County, Area or Region events and activities
 - major projects and national programme initiatives
 - activities they've done before
 - new activities they might like to try
5. Any programme should include things that the section members want to do and, where possible, contribute towards awards and badges. Get teams to pick out three or four activities

from their programme. Ask them to list all the things they will need to consider in order to run it. This could include:

- travel
 - permission
 - transport
 - equipment
 - safety
 - numbers
6. Get teams to feedback one of their activities to the group. As a whole group, they should then make a central list of the key considerations when planning an activity.

Conclusion of Module H

Summarise the module by revisiting the objectives, and asking ESYLs whether they feel they have covered all of the objectives satisfactorily.

Module I - What did they say?

(Links to Module A and C)

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

Listening to young people of all ages and understanding their point of view is an essential part of good programme planning and section leadership. Young people should never feel that their views are ignored and should be actively involved in planning the programme.

Aim

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

Objectives

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

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

Resources

You will need:

- Youth Shaped programme examples
- plain paper
- pens
- small box

Introduction

Start the session by introducing the module and its aims and objectives.

1. Ask ESYLs if they were involved in the planning of their programme:
 - How were they asked?
 - Do they think they were listened to?
 - Do they think it is important to ask young people what they think?
 - What are the positives and negatives of asking young people? Is it appropriate for all sections?
2. Initiate a discussion about why it is important to practice Youth Shaped Scouting. What are the benefits of young people feeling empowered to plan their programme?

Snowball Fight! (suitable for bigger groups, approx. 15 minutes)

1. Give each ESYL a piece of paper. On it, they should write down one activity they could use to gather feedback from young people.
2. Once they have written down their ideas, they should screw the paper to make snowballs.
3. Let the snowball fight commence!
4. After a few minutes, ask the ESYLs to freeze and pick up the snowball closest to them.
5. Go around the group reading each idea aloud. This should bring up lots of different ideas you could use to gather feedback from young people.
6. Go over the following points together:
 - It is important that young people shape their own programme and have input planning and running it.
 - You can run a forum as to get specific feedback or to gather young people's ideas for planning.
 - You can run a simple activity at the end of a session to evaluate the session you have just completed..
 - The best way to get feedback is to make it fun, interactive and embedded into the programme.
 - Once you have ideas and feedback from young people it is important that you use them. Plan them into the programme. Better yet, support the young people to bring their ideas to life themselves. This teaches them valuable life skills.

Top tip: There are lots of ideas for running Youth Shaped sessions with different sections, including the Youth Shaped Activity Postcards, available to download for free at www.scouts.org.uk.

Idea generation (suitable for bigger groups, approx. 60 minutes)

1. Split the group into four teams and set up four bases.
2. Place different objects or materials at each base.
3. Give the ESYLs five minutes at each base to come up with an activity that encourages feedback from young people, using the different materials provided.
4. At the final base, ask each team of ESYLs to run one of the activities they have come up with.

Fishbowl (suitable for groups of 4+, approx. 20 minutes)

1. Run a 'fishbowl' activity. You will need four players: one who will chair the meeting, one who is instructed to say nothing and look very bored, one who is instructed to look and act in a frustrated way because they are not being listened to, and one who can't stop talking and keeps interrupting everyone else.
2. Start a forum meeting with a discussion about what activities members would like to see in the next session. Give the players in the fishbowl some notes to indicate which topics you would like them to discuss.
3. At the end of the exercise, ask the other ESYLs watching to comment on what happened. Make sure they appreciate the importance of giving everyone the chance to speak. Emphasise the importance of ensuring that quieter people have a say, and that louder people don't drown out

everyone else. It's important to take everyone's views into consideration, not just the views of a vocal minority.

Your involvement (any size group, approx. 20 minutes)

1. As a group, ask the ESYLs to talk about their own experiences of how they help with the planning of the section programme. Are they actively involved? Does the section leader do the planning? What method do they use to plan? Do they plan at all?
2. Depending on the experience of the ESYLs, they may not have had the opportunity to be involved yet. If this is the case, ask them to think about how they would like to be included. Do they currently know what the programme is for their section? How much has been planned? Ask the ESYLs to think of examples of this from their own experience.
3. Try to use as many different modes of communication as possible. This should include ideas coming from individuals. Ask young people to make lists of what they would like to do, encouraging them to evaluate activities they have done, and to be honest about how they could improve next time.

Bringing their ideas to life (suitable for groups of all sizes, approx. 30 minutes)

1. Ask the ESYLs to get into groups based on the section they support. Give each ESYL a scenario from below, or create your own. Suggestions include:
 - Beaver Scouts who want to climb Everest
 - Cubs who want to camp in the rainforest
 - Scouts who want to go skydiving
- 6 Ask the ESYLs if it's possible to turn these ideas into a reality. If so, how can you make these ideas happen? If not, can you offer something similar? Discuss how you might bring these ideas to life.
- 7 For example, if your Beaver Scouts want to climb Everest, find out how far the distance would be. They may not be able to visit Everest itself, but they could cover the equivalent distance between them on a hike. Learn about the area and the terrain. Discuss what you would need to take with them, and pack a bag with the right kit. Talk about what you would need to know and learn and start that journey. You could find out the highest point in the County and pledge to climb it, though this will depend on the location and the risk assessment.
- 8 If your Cub Scouts want to camp in the rainforest, start by learning about the conditions there. What is the weather and terrain like? You could recreate your own rainforest in the meeting place out of recycled materials, go on a kayaking taster session to think about what it might be like to kayak in the Amazon, organise a camp with a rainforest theme and use music to recreate the sounds of the rainforest or learn all about the animals who call the rainforest home.
- 9 If your Scouts want to go skydiving, you could encourage them to research places where you can go indoor skydiving. Get them to think about how you could cover costs. Could they fundraise for this?

Conclusion of Module I

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all of the objectives satisfactorily. Before they go, carry out a review or an evaluation of the session.

Module J - Communicate it!

Below are optional activities for running this module. However, it is important to run activities and methods that best suit your ESYLs, ensuring you fulfil the aim and objectives of the modules.

Communication is key to everything we do in life. It impacts how we build relationships and influence other people's actions. Having strong communication skills and being able to express ideas can open up opportunities.

Aim

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

Objectives

By the end of this module you will:

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

Resources

For this module you will need:

- a blindfold/scarf
- an object of your choosing as treasure for the Instructor and Seeker activity
- pens
- paper
- small boxes
- pieces of flipchart
- Appendix L - number game
- Appendix M - skill builder

Introduction

Start the session by introducing the module and its aims and objectives.

Activities for exploring the use of tone and gestures

Instructor and Seeker (suitable for groups of 3+, approx. 20 minutes)

1. Choose one person to play the role of the seeker, who is blindfolded, and one to play the role of the instructor. Have the rest of the group line up at the end of the room.
2. The instructor should stand in the middle of the room facing them. The instructor is not allowed to turn around.
3. The seeker stands with their back to the instructor and the rest of the group in the top half of the room.
4. Place a treasure object somewhere in the seeker's area of the room. Everyone other than the instructor and seeker should see where it is located.
5. The rules of the game are:
 - the instructor can speak but cannot use gestures or see where the treasure is hidden
 - the rest of the group can see where the treasure is hidden but cannot speak
 - the seeker can neither see the treasure nor speak
6. The aim of the game is to get the seeker to find the treasure. The group should use gestures so the instructor can tell the seeker where to go (i.e. left, right, back or forward).
7. Follow the seeker to make sure they stay safe throughout the game.
8. After the game, ask the ESYLs to feedback on what was difficult about the task for each of the roles. How did body language/gestures affect the game? Why are clear instructions important?

Storytelling (suitable for groups of any size, approx. 20 minutes)

1. Pick out a number of 'trigger words' from a short story and write them up on a piece of flipchart paper. For example, if you were reading 'Goldilocks and the Three Bears', you could maybe write 'bear', 'porridge', 'forest' and 'cold'. You will need to choose a different story for this activity. Choose something ESYLs are not likely to know already.
2. Tell the group that you will be reading out a story. Every time the group hears one of these trigger words, they will need to perform a certain action. With the example above, every time they hear 'bear', they might have to stand up and sit down again. Afterwards, you will be asking them questions about the story.
3. As you read the story, ESYLs will have to keep carrying out the action for each trigger word. Keep a relatively fast pace and see how focused the ESYLs are. How many of the words do they respond to?
4. At the end of the story, ask ESYLs a series of questions. How many did they get right? Was it hard to listen? If they struggled to concentrate, what distracted them? This exercise demonstrates how you need to stop what you're doing and give the other person full attention in order to listen properly.

Number game (suitable for groups of 4+, approx. 15 minutes)

1. Ask the ESYLs to get into pairs and give them the scenarios from Appendix L. They should not share their scenarios with others.
2. Each pair should act out their scenario whilst only using numbers to portray their emotions. They cannot use any other words but should count up instead of using words and they

should use action, tone of voice and gestures to help them. They can be as dramatic as they wish.

3. Can the others guess what scenario they had? What does this tell the ESYLs about tone and gestures/ body language?

The magic of questioning (suitable for groups of all sizes, approx. 10 minutes)

1. Explain that open and closed questions can help to steer a conversation and can be very useful when working with young people to check for learning or understanding.
2. Give an example of a closed question. Closed questions are questions that elicit a 'yes' or 'no' answer in the response (eg 'did you have a good day?', 'do you understand?').
3. Then, ask the ESYLs if they can turn a closed question into an open question. How can they encourage young people to give longer answers? For example, rather than asking 'did you have a good day?' they could ask 'what did you do today?'. Instead of asking 'do you understand?' they could ask 'can you explain the task to me?' What are the pros and cons of both question types?

Adapting your style (suitable for groups of all sizes, 15 minutes)

1. Ask the ESYLs about whom they might have to communicate with in their roles. Ask them to think about how they want to come across to these different people. How could they use their body language and tone to help them come across well?
2. Ask them to imagine that a Cub Scout is having a nosebleed. They are the first to notice. What should they do and who do they need to communicate with? For example, they may need to speak to the Cub Scout themselves, while also alerting the section leader and keeping all of the other Cubs calm.
3. In this scenario, ask them about how their tone might change. Will they adapt it to suit each audience?
4. To develop this activity, you could encourage one of the ESYLs to take on the role of the Cub Scout and another to take on the role of the section leader. Invite the others to react in different ways.
5. Although this activity can get dramatic, it highlights the impact that your communication style has on others. Acting calm in a potentially stressful situation can help others to feel calm, which is very important when working with younger sections.

Activities - Talking about skills

Shout about your skills (suitable for groups of all sizes, approx. 20 minutes)

1. Explain that ESYLs will be looking at how they communicate what they are learning through the Scheme and how they talk about the Scheme with other people from inside and outside Scouting. Get some paper. On each piece, write down the name of a different 'audience' ESYLs might come into contact with. You could include:
 - a friend at school
 - a teacher

- a parent
 - someone interviewing an ESYL for a job, apprenticeship or higher education opportunity (adapting as appropriate)
2. Place the pieces of paper up on the wall where everyone can see them.
 3. Split ESYLs into pairs and ask them to think about how they would explain the Scheme to each different audience. Which information is most important to highlight and why?
 4. Gather some Post-it notes. Ask them to write down the three things they think are most important for each audience to know, and to stick them on the relevant wall. Does every pair come up with the same ideas?

Skill Builder (suitable for groups 4+ - this activity can be scaled time wise depending on the area you use)

This activity will take a little more preparation and can be run as either an orienteering activity or a treasure hunt, depending on the resources and area you have access to.

1. Cut the activities ideas featured in Appendix M into strips.
2. Next, cut out the skills words in Appendix M and put five of them into a small box. Fill three boxes. In this activity, the ESYLs will need to search for the boxes and bring back three of the five skills most relevant to the activity they have been given. For example, for the activity strip 'running a game with a section', you might put the skills of organisation, planning, dedication, time keeping and creativity in the box. The ESYLs would then have to think about which three skills are most prevalent.
3. Ask the ESYLs to get into small groups of around 4-6.
4. Give each of the small groups the first of the activity strips from Appendix M and a map with either an x marked on it or with coordinates for the first box.
5. Using the map, the small group should then find the pre-hidden box with the skills inside of it
6. Once they reach the box, they should take three of the five skills they think are most relevant for the activity they were given. They should bring the skills back to base camp and write them onto a flipchart.
7. They should then get the second activity strip to find the second box.
8. Once they have completed all three boxes, they will have a list of nine skills on their team's flipchart.
9. The different groups can compare their charts. Do they have the same ideas?
10. The aim of this activity is for the ESYLs to think about what skills they have gained and to have active discussions about how they have gained these. By using three examples of what they have done in the Scheme, they are able to draw out nine relevant skills.

Pitch your skills! (suitable for pairs, approx. 15 minutes)

1. In this activity ESYLs can practice selling their skills to each other.
2. Ask them to get into pairs and ask one of the ESYLs to volunteer to go first.
3. Give them one of the activities from Appendix M. They have one minute to talk about the activity and the skills it develops or demonstrates. They should think of as many links to different skills as they can.

4. The person who is not doing the talking should have the skills checklist from Appendix N. Every time one of the skills is mentioned, they should tick it off.
5. At the end, ESYLs should reflect together on what they ticked off, and talk about the different skills each activity developed or demonstrated.
6. The ESYLs can then swap around so that they both have a go with a different activity.

Resources and Support

The resource 'Get Ahead' has guidance on how young people in Explorer Scouts and Scout Network can write about the different skills they have gained through the programme, including through completing the ESYLs Scheme.

Conclusion of Module J

Summarise the module by revisiting the objectives. Ask the ESYLs whether they feel they have covered all of the objectives satisfactorily.

Module K- First Aid

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

Objectives

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

Explorer Scout Young Leaders need to do one of these to complete this module:

- attend a First Response course
- gain Stage 4 of the Emergency Aid Staged Activity Badge
- gain the Lifesaver Activity Badge for the Explorer Scout section
- gain any other equivalent qualification in agreement with the Explorer Scout Leader (Young Leader)

Conclusion of Module K

Remind your young people to fill in their ESYL logbook to show they have completed this module.

Icebreaker ideas

Below are some icebreaker ideas to use with ESYLs. These can be used to help them get to know each other, or to reenergise a session.

- **Atoms:** Ask each ESYL to write their name in the middle of a circle on a piece of paper. They should then draw four smaller circles around it, so it looks like an atom. In each circle they should write or draw something that identifies who they are. They could include their interests, personality quirks, or something that means something to them. Once they have done this they should go around the other ESYLs and try and find someone who matches one of their circles. Once they have found a match they should link arms and go round as a pair. Play the game until everyone is linked up in a large connected circle.
- **Paper chains:** Give each ESYL a strip of paper. They should then discuss with people either side of them their hobbies, interests, and values. They should write down something they have in common with the person to their left. They should then join up their chains with the next person to create a giant paper chain of all the things that connect the ESYLs together.
- **Handshake game:** Ask ESYLs to get into two lines, standing opposite each other. Ask them to introduce themselves to each other by shaking left hands. Then, give them 30 seconds to talk about their favourite place in the world. When their time is up, they should move one place to the left. They will then have a new partner. They should shake left hands and stand on their left leg, whilst talking about the best thing they have done in Scouting for another 30 seconds. Again, when the time is up, they should move one place to the left, shake left hands, stand on their left leg and stick their tongue out to the left.
- **Human bingo:** Give ESYLs a 9x9 grid with a statement in each box. Examples of statements could be: 'has volunteered with Beaver Scouts', 'has been on a Cub camp', 'has been on an international camp', or 'has completed their Platinum Chief Scout's Award'. The ESYLs should then circulate the room to try and find someone for each statement. The first person to fill the grid, shouts 'bingo!'
- **Silent communication:** Ask the ESYLs to get into an order, such as in order of the month they were born in the calendar. They should do this without speaking.
- **Stop, go, and create:** Ask the ESYLs to walk around the room, they should have space around them. When you say stop, everyone in the room should freeze and when you say go, everyone should carry on walking around again. Once the group understand this, you can then switch the meaning of 'go' and 'stop', so that 'go' actually means 'stop' and 'stop' actually means 'go'. Next, shout out a number. The ESYLs should get themselves into groups of this size. Once in these groups give them 15 seconds to create an image based around a theme or object or a word. For example you might say tent and they would have to create a frozen image of a tent. This game can be expanded to include other commands such as jump and clap.

- **Sliding scale:** Label one end of the room with a piece of paper that says 'strongly agree', and the other with a piece of paper that says 'strongly disagree'. Explain that this is a scale and that after you have read out loud a statement, the ESLs must place themselves on it depending on how much they agree or disagree with what's being said. Always start with an easy question such as, "pizza is the best takeaway" and give up to 10 seconds to decide where to place themselves. You can then ask why people have placed themselves where they have and allow them to move if someone says something that persuades them to change position. You can use this effectively when exploring topics or subjects which require discussion.

Letters and references

The following letters and reference template can be adapted and used as a guide to support you locally when contacting parents, section leaders, higher education institutions or employers.

Letter/email to parents/guardians with a new Explorer Scout Young Leader

Ref: Letter to parent/guardian - What is being an Explorer Scout Young Leader (ESYL) all about?

Dear Parent/Guardian,

Your young person has enquired about/signed up to the Explorer Scout Young Leaders' (ESYLs') Scheme. This letter will provide some extra information about the Scheme and the responsibilities your young person is undertaking.

What is the ESYLs' Scheme?

The Scheme is available to all Explorer Scouts where they volunteer alongside adult leaders in a Beaver Colony, Cub Pack or Scout Troop. ESYLs are very much part of the leadership team and should play an active part in the planning and running of the section.

As part of the Scheme, the ESYL completes 11 training modules which focus on the key aspects they need to work with young people and which will also provide them with valuable skills for life. They will look at topics, such as how to confidently run games and activities, different types of leadership, how to create a positive and inclusive environment, first aid and how to talk about all of the skills they are gaining through doing the Scheme. They will also complete four missions which put these skills into practice in the section they are volunteering with. Once the ESYL has had all off the modules and missions signed off by an adult volunteer in Scouting, they will have completed the Scheme and will receive their ESYL belt buckle to wear with pride.

My son or daughter is completing the Scheme for their Duke of Edinburgh's Award (DofE)/Queen's Guide Award (QGA) but is not a member of the Scout Association.

Young people often chose to volunteer as part of their DofE or QGA, which is great. They need to complete Module A and further training as appropriate to their role. At the end of doing their relevant award, if your young person would like to continue being a Young Leader, they can join the Association as an Explorer Scout.

What does my young person gain from participating in the Scheme?

First and foremost, we hope they have fun. If for any reason while completing the Scheme they aren't enjoying it, make sure they speak to the adult volunteer who is co-ordinating the Scheme locally. The Scheme is specifically designed to encourage teamwork skills with both adults and young people. It should build confidence and communication skills as well as organisation skills.

The Scheme can be used towards Duke of Edinburgh's Bronze, Silver and Gold Awards, the Chief Scout's Platinum, Diamond Awards and Queen's Scout Award (and Guiding equivalents). The Scheme

is recognised through the Institute of Leadership and Management and also is transferable to The Scout Association's Adult Training Scheme upon turning 18.

Further information is available from your Explorer Scout Leader Young Leader locally.

Name:

Contact:

We wish your young person success with their adventures. Kind regards,

Letter/email to section leaders with a new Explorer Scout Young Leader

Ref: A new Explorer Scout Young Leader volunteering in your section.

Dear _____,

Firstly, thank you for welcoming an Explorer Scout Young Leader (ESYL) into your section to volunteer. This letter is to provide some extra information about the Scheme and how it benefits the ESYL and the young people in your section.

What is the ESYLs' Scheme?

The Scheme is available to all Explorer Scouts where they volunteer alongside adult leaders in a Beaver Colony, Cub Pack or Scout Troop. ESYLs are very much part of the leadership team and should play an active part in the planning and running of the section.

As part of the Scheme, the ESYL completes 11 training modules, which focus on the key aspects they need to work with young people and which will also provide them with valuable skills for life. They will look at topics such as how to confidently run games and activities, different types of leadership, how to create a positive and inclusive environment, first aid, and how to talk about all of the skills they are gaining through doing the Scheme. They will also complete four missions, which put these skills into practice in the section. This is very similar to the validation part of Adult training and in supporting an ESYL you are helping to train and guide the adult leaders of the future.

Once the ESYL has had all off the modules and missions signed off by an adult volunteer in Scouting, they will have completed the Scheme and will receive their ESYL belt buckle to wear with pride.

What about young people completing the Scheme for their Duke of Edinburgh Award (DofE) or Queen's Guide Award (QGA), who are not a member of the Scout Association?

Young people often chose to volunteer as part of their DofE or QGA, which is great. They need to complete Module A and further training as appropriate to their role. At the end of doing their relevant award, if the young person would like to continue being a Young Leader, they can join the Association as an Explorer Scout.

What are my expectations of the ESYLs volunteering with my section?

Please make the ESYL feels part of the team. Invite them to planning meetings and camps, get to know them and encourage them with running games and activities in the section.

Safeguarding and important information:

Remember that an ESYL is still under 18. The Scout Association's Young People First (Yellow Card) needs to be followed. Remember not to communicate privately with ESYLs in messages and emails. An ESYL also carries Young People First (Orange Card). Much like the adult Young People First (Yellow Card) equivalent, this outlines safeguarding dos and don'ts.

All ESYLs need to complete Module A within three months. This module covers essential safeguarding information and also goes over all of the essentials and expectations. This should be organised by their Explorer Scout Leader Young Leader (ESLYL) locally, but do check with your ESYL that this has been completed. Let your GSL know if not.

If you ever have any queries about the ESYLs' Scheme, contact your local ESLYL.

Name:

Contact:

Thank you again, we hope you enjoy having an ESYL on your team. Kind regards,

Reference request example

Ref: Personal Statement for _____

Dear Sir or Madam,

_____ has completed the Explorer Scout Young Leaders' Scheme with The Scout Association. This is a fantastic achievement that has required a lot of hard work and dedication. This letter provides some extra information about the Scheme and the skills which _____ has developed completing it.

What is the Explorer Scout Young Leaders' (ESYLs') Scheme?

The ESYLs' Scheme is a training scheme for Explorer Scouts (14-18), who undertake 11 training modules, whilst putting their learning into action volunteering alongside adult leaders in a Beaver Colony, Cub Pack or Scout Troop. ESYLs are very much part of the leadership team and play an active part in the running and planning of sessions.

ESYLs dedicate time to organising, running and facilitating fun, challenge and adventure for the young people they volunteer with. They gain valuable skills for life, exploring topics such as how to confidently run games and activities, how to develop different types of leadership, how to create a positive and inclusive environment, how to administer first aid, and how to adapt their communication style for different audiences.

What personal attributes does an ESYL have?

As an ESYL _____ has to be organised, responsible and committed to attending regular sessions.

An ESYL has great communications skills and is able to work well with adults and young people. They work well in a team environment but are also able to take the lead when required. Through the completion of the Scheme, they will be used to confidently proposing their ideas.

Nationally, the ESYLs' Scheme is recognised by the Duke of Edinburgh's Award and also builds into both the Scouts and Guides top awards. Furthermore, the Institute of Leadership and Management also recognises the Scheme as a development programme.

By completing the Scheme _____ has had many exciting opportunities and gained many valuable key life skills, but this letter is not exhaustive. Please do ask _____ for further information about their experiences.

Yours Faithfully

Explorer Scout Leader Young Leader (ESLYL)

Appendix A

Prior learning gained from the ESYL Scheme

Adult training scheme objectives	Prior learning gained from the Scheme	Additional notes and learning opportunities
Module 1 – Essential information		
Outline the purpose, values and method of Scouting and explain how they can be implemented within your role	Module A and Module G - covers purpose and method of Scouting	
Implement and understand the importance of The Scout Association's child protection code of behaviour, Young People First (Yellow Card)	Module A - covers child protection policy	Although many aspects of The Scout Association's Child Protection Policy are covered in the Scheme, it is important that this learning is repeated again, as the responsibilities for an adult are different
Demonstrate an understanding of Policy, Organisation and Rules in relation to your role and the role of others in Scouting	Module A - covers the importance of Policy, Organisation and Rules	Depending on their role, the learner may need to consider the difference between being part of the leadership team and being the leader in charge
<p>Demonstrate an understanding of the Safety Policy and the importance of having a leader in charge</p> <p>Identify the structures and support in place to ensure safe Scouting</p> <p>Explain The Scout Association's approach to risk assessment and the support available to deliver safe</p>	Module A - covers risk assessment	Depending on their role, the learner may need to consider the difference between being part of the leadership team and being the leader in charge

Scouting activities within relevant rules and guidance		
Module 3 – Tools for the role (section leaders)		
Explain why different types of games and activities are important in Scouting, and explore a variety of programme ideas	Module E - covers importance of games	Depending on which section the learner is now working with, there may be further learning required.
	Module E - covers how to explain and run different types of games	
Explain the role of Youth Shaped Scouting in the planning and running of the programme, and explore various ways of doing this	Module I - covers how to involve young people in planning the programme	
	Module I - covers a number of youth involvement methods	
Describe some tools that can help with managing behaviour within the section	Module D - covers methods that can be used to manage situations involving challenging behaviour	
Module 7 – Scouting For All		
Demonstrate an understanding that Scouting is inclusive and open to all young people, and can be adapted to suit their needs	Module F - covers how to adapt programmes to suit the needs of all young people within the section	It would be beneficial for the learner to explore and reflect more on all of the strands within the Equal Opportunities Policy . For example, this may include welcoming LGBT+ members, reaching out to those from a variety of socio-economic backgrounds, and celebrating the
	Module F - covers your role in contributing to a	

	positive and inclusive environment	diverse faiths, beliefs and attitudes in the movement
Plan actions to develop inclusive Scouting in your section or community	Module H - covers how to assess awards and badges on the basis of 'personal best'	
Module 8 – Skills of leadership		
Identify the range of leadership styles and situations in which the different styles might be appropriate Identify your own predominant or preferred style of operation	Module B - covers how to discover one's own personal preference of leadership styles	The learner may choose to cover this again Often, levels of experience and types of roles influence the styles of leadership adopted
Module 9 – Working with Adults		
Communicate effectively with both adults and young people as Individuals and in groups	Module J - covers the importance of effective communication between leaders and young people in the section	Remember to emphasise that this is based upon their new role Therefore, communication is likely to be different
	Module J - covers the ways in which tone and body language can affect how you communicate with others	Much of this Module 9 objective should have been covered Learners may want to recap on the theories behind communication
	Module J – covers how to adapt communication	

	styles to suit the activity or situation	
Module 10 – First aid		
First Response certificate	Module K – requires that young people attend a First Response course	
	Module K – helps young people to gain any other equivalent qualification eg Emergency Aid Staged Activity Badge	The Scout Lifesaver Activity Badge will not count towards Module 10
Module 12(A) – Delivering a quality programme		
Explain how a quality programme meets The Scout Association’s purpose, and meets the needs of young people across all sections	Module G – covers the concept and importance of having a balanced, high quality programme and of working towards the top awards	Depending on which section the learner is now working with, there may be further learning required
Outline the key elements of the programme for all sections, including the various awards, challenges and badges	Module G - covers the key elements of the section programmes, including Challenge Awards, and requirements for completing the top awards and staged badges	
	Module G – covers the importance of	

Understand the role of reviewing the programme in supporting and enhancing it	reviewing the programme, using the quality programme checkers	
	Module I – covers why it is important to get feedback and input from young people in the section	
Understand the importance of young people shaping their Scouting experience	Module I - covers why it is important to get feedback and input from young people in the section	
	Module I - covers how you can bring your section's ideas to life and make necessary adaptations where necessary	
Module 12(B) – Programme planning		
Understand the importance of using a variety of methods to generate exciting and relevant programme ideas	Module G - covers the concept of having a balanced, high quality Programme and the importance of working towards top awards	Depending on which section the learner is now working with, there may be further learning required
	Module H - provides an outline for planning a three-month programme	

	Module H - explains where to look for programme ideas	
	Module H - covers a range of programme planning techniques	
	Module H - explains how Moving On Awards improve links between sections	Although the Adult Training Scheme does not cover learning about the badges and awards specifically, the prior knowledge gained in the Young Leader module will be useful for programme planning techniques
	Module H - covers how to assess awards and badges on the basis of 'personal best'	
Understand the importance of planning and reviewing a programme to ensure that it is delivered at a high quality.	Module I – covers techniques to review a programme	For the Adult Training Scheme, the knowledge should also cover how they will adapt their programme to improve it in the future
	Module I – covers how to involve young people in reviewing and planning the programme	
Module 13 – Growing the Section		
Describe effective ways to recruit and retain young people and adults	Module H – covers how Moving-on Awards improve links between sections	Part of Module 13 is about the retention of young people Movement between the sections is an important part of this For the Adult Training Scheme, the knowledge should also cover recruitment and retention of adults

Module 15 – Promoting positive behaviour

<p>Explain what is meant by challenging behaviour in a Scouting context</p>	<p>Module D – covers different types of behaviour</p>	
<p>Explain the principles and strategies of promoting positive behaviour in the section</p>	<p>Module D – covers methods that can be used to manage situations involving challenging behaviour</p>	
<p>Work in partnership with young people to define and agree acceptable standards of behaviour, to be followed by young people and adults in the section</p>	<p>Module D - covers how ESYLs can assist with managing behaviour in the section</p>	<p>The learner may want to revisit this topic</p> <p>As they are now in an adult role they will be responsible for using and managing methods of prevention of challenging behaviour</p> <p>The learner needs to make sure they understand how their role as an adult differs from that of a Young Leader in managing challenging behaviour</p>
	<p>Module J – covers how important effective communication is between leaders and young people in their section</p>	
<p>Recognise possible causes and triggers of challenging behaviour</p>	<p>Module D - covers possible causes and triggers underpinning behaviours</p>	

Identify methods of de-escalating and managing situations involving challenging behaviour	Module D - covers methods that can be used to manage situations involving challenging behaviour	
List where to obtain additional help and support	Module D - explains where further assistance can be obtained, and when to involve adults	The learner needs to make sure they understand how their role as an adult differs from that of a Young Leader in managing challenging behaviour.
Module 17 – Running safe activities		
Understand the importance of regular activities as part of a balanced programme	Module H - covers the considerations needed to plan and run regular activities	The learning that may have been covered for Module 17 will depend on the method used in the Scheme Talk to the learner about what they did to achieve this module There is some core safety information that it is important to know, including the role of leader in charge
Understand the safety aspects of providing activities	Module A - covers why it is important to provide activities safely and necessary to carry out risk assessments	
Explain how Policy, Organisation and Rules and activities factsheets detail the requirements and provide guidance on a wide range of Scouting activities	Module A - covers the importance of POR, how to access it and how it affects their actions as a young leader	
Module 18 – Practical skills		
Describe effective methods of learning for adults and young people	Module C - covers how to pass on skills to younger people	
Be able to pass on skills to young people	Module C - demonstrates skills	
Use one of your new or developed skills in your Scouting role		

Appendix B - Domino hunt

True or false:
the Scheme
can count
towards your
top awards

Three months

How many
missions are
featured in the
Scheme?

True

Three of the Scout values are belief, care, and cooperation. What are the other two?

Four

There is a promise for young people who are not Christian: true or false?

Integrity and Respect

Whilst undertaking the Scheme, you will develop lots of skills, such as leadership, organisation, time management and...

True

How old are Beaver Scouts?

Module K

True or false:
you are part of
the section's
leadership
team

False

How long do
you have to
complete
Module A?

True

In which
module will
you cover First
Aid?

Communication

True or false:
you should not
be involved
with planning
the section's
Programme

6-8 years old

Appendix C - Child protection scenarios

1. A Beaver Scout has had an accident and hasn't made it to the toilet in time. They ask you for help getting changed. What would you do?
2. You arrive at your section's meeting and the heating is broken. Your section leader asks you to run the session alone whilst they go with the engineer to have a look at what has happened. What would you do?
3. A Beaver Scout has started being aggressive towards others. What would you do?
4. A Scout is showing up late all the time. What would you do?
5. A Scout is showing an unwillingness to play games. What would you do?
6. A Cub Scout is behaving older than their age. What would you do?
7. A Beaver Scout is being very clingy with you. What would you do?
8. A couple of Cubs are messing around and an assistant section leader tries to make them do press-ups as a punishment for not listening. What would you do?
9. A Scout finds you on social media and comments on your posts. What would you do?

Child protection scenarios - Points for discussion

1. A Beaver Scout has had an accident and hasn't made it to the toilet in time. They ask you for help getting changed.

- Make sure the Beaver Scout is okay and knows that accidents happen.
- Tell the section leader, who will explain that you are going to talk them through what they need to do through the door.
- They will ensure another leader is close by so they can see or hear what is happening.
- If they do need to help the Beaver Scout, they will make sure another leader is present and will minimise the amount of time helping them get dressed.

2. You arrive at your section's meeting and the heating is broken. Your section leader asks you to run the session alone whilst they go with the engineer to have a look at what has happened.

- You should never be left alone with the section. The Section Leader should always be there.
- Explain to the SL that you are not allowed to be left alone

3. A Beaver Scout has started being aggressive towards others

- Young people don't just suddenly become aggressive or depressed. Something must have happened to bring up these feelings.

- Having the young people draw up a code of conduct is a good way to set expectations and boundaries about behaviour, so they can decide what is nice or not nice.
- You might want to talk to the young person to find out what has upset them and let your leaders know that something doesn't feel right.
- Leaders can talk to parents to find out if something has happened outside of Scouts.

4. A Scout is showing up late all the time

- Between the ages of 10 and 14, Scouts are starting to hit puberty. It can affect their behaviour and timekeeping. Ask yourself: what were you like when you were that age?
- It might just be that the Scout in question is very busy. We all know people who are late to everything
- It could also be a cause for concern. For example, maybe they don't have anyone to take them to Scouts anymore, maybe Scouts is clashing with another activity, or perhaps they are being bullied and have changed their routine to avoid someone.
- It might help if you ask the Scout if there is a reason for being late.

5. A Scout is showing an unwillingness to play games

- Young people start to change physically and emotionally as they get closer to puberty. This means that they may not want to take part in activities. This could be because the activities are not varied, interesting or challenging enough for them.
- It's important that there is variety in the weekly programme so everyone a chance to do the things they like.
- As an ESYL you can probably talk to a Scout to find out why they don't want to join in, and you can then let the leaders know.
- If they say that the game is 'stupid', ask them for some ideas. What would they like to do instead? - Scouts should be involved in programme planning and in setting their codes of conduct
- It's also possible that they are being bullied or that something else has happened to them.
- There is a chance that they won't want to tell you why they don't want to join in.
- If you think they are being bullied, you must report it to your leader.

6. A Cub Scout is behaving older than their age.

- Cubs are at an age where they are exploring their identities and starting to push the boundaries. Sometimes this involves them presenting in a way that seems more 'grown up', as they may want to be more like the older kids. This is especially true if they have older brothers or sisters.
- Their behaviour may be a concern to you if they don't interact as much with the younger members, or seem to talk like a parent.
- It would also be a concern if they start swearing or behaving in a sexualised way.
- There may be something else happening in their life that means they are copying adults or feeling like they need to be an adult. For example, being a young carer can cause a young person to take on a great deal of responsibility, and may impact their behaviour. You should any concerns to your leader. They can help you address the behaviour.
- If the young person is just testing boundaries, it may be as simple as telling them it's not appropriate to behave in this way.

7. A Beaver Scout is being very clingy with you.

- Young people, especially Beavers, can sometimes be very touchy and want to be close to adults.

- This may be because they are in a new environment and feel scared, or it could be because they are being bullied.
- Equally, it could be that they are like this with their parents at home, so think it is normal.
- It's important as ESYLs to help the young people you are working with to develop their social skills. You can help them to understand what is and isn't appropriate, and that relationships with parents are different to relationships with other adults.
- A simple way to manage clinginess is to make sure that the young person in question always has something to do.
- If the clinginess is a change of behaviour, then you may be concerned and should report this. Something may have happened that they feel they need 'protection' from a leader.

8. A couple of Cubs are messing around and an assistant section leader tries to make them do press-ups as a punishment for not listening.

- Speak to the section leader of the section. It isn't appropriate to ask young people to do press-ups as a punishment.
- Asking young people to do a punishment of any kind is not acceptable.
- If you do not feel comfortable talking to the section leader, speak to your Explorer Scout Leader

9. A Scout finds you on social media and comments on your posts.

- Make sure your social media channels are as private as possible to prevent the situation from happening.
- Speak to the section leader and make them aware. Doing so ensures that you are being open and transparent.
- Do not encourage the behaviour by replying online.
- Ensure that you and the section leader set boundaries, and make it clear to the whole section what is and is not acceptable.
- All online communication between adults and young people follows strict guidelines, that way we don't place anyone at risk of harm. There must be no individual online communication between an adult and a young person. All online communication should be within a group, age appropriate and with more than one adult involved.

Appendix D - Leadership styles

Informal/supportive

Using this style, the young people you are leading may not be aware that you are playing a leadership role. Being there to help and support is a form of leadership.

Formal/directive

This is a style that you would most associate with leading. It typically involves giving firm and clear instructions.

Democratic/team-based

This style involves leading a discussion and including everyone in the final decision.

Passive

This is the subtlest form of leadership. It involves knowing when to let go and when to let your youngsters take the lead. It is used when there is no risk to their safety and gives them the opportunity to make their own decisions.

Organiser

This is a planning style as much as a leadership style. You take responsibility for getting things organised in such a way that the outcome that you desire is achieved.

Appendix E - Narrative of a Beaver Scout Meeting

It's 5:45pm. The Beaver Scouts are arriving and there is a loud buzz of excitement. At school that day, the Beaver Scouts have not been able to go outside to play due to wet weather, so they are full of energy and happy to see each other. 'Beaver Scouts!' shouts the leader, 'It's time to start. Who is going to lead our opening?'

One of the Beaver Scouts volunteers and steps forward. 'We are Beavers!' he projects proudly.

After the opening, the Beavers play a game. The leader runs the game with the Beaver Scouts making suggestions for actions they can include too. Towards the end of the game, one of the other leaders shows the Lodge Leaders one of the activities they will be doing for the session, making bird feeders by threading cereal and blueberries on a pipe cleaner. It requires a knot at the end and the leader goes through how to do each step.

At the end of the game, the Beavers get into their Lodges and start making the bird feeders. The Lodge Leaders help others to make the feeders with the ESYLs and other volunteer leaders checking in on them.

Whilst checking in on how they are getting on, one of the leaders spots a disagreement between two of the Beavers over the last berry. As tempers rise, the leader calls both of the Beavers over to have a chat about what is going on.

After making the feeders, the Beavers have a discussion about where the best place to hang them would be. They decide on a few locations as a group and venture out in their Lodges to hang them.

'Stop!' shouts the Section Leader, 'Look before you cross the road!'

Once reaching the trees, the Beavers hang their bird feeders up and head back for the end of the session.

Appendix F- Self-reflection sheet

Use this sheet to reflect on how you feel in different situations. How do the different feeling affect your day?

How do you feel if you are having a bad day?

How do you feel when you are hungry?

How do you feel when you are tired?

How do you feel when you don't understand something?

How do you feel when you are having a really good day?

What helps you work well when you are having a bad day?

What and who influences your mood?

What brings out the best in you?

Appendix G- Negative sentences (flip it around activity)

- 'Don't mess about.'
- 'Be quiet and listen.'
- 'Give that here and listen to what is being said!'
- 'Stop talking when I am!'
- 'Don't even think about running. I'm watching you!'
- 'You are very rude!'

Appendix H - Mock trial scenarios

Case Study 1

Kevin is a nine-year-old Cub Scout. He often gets teary during Six time, and is very reluctant to join in team games.

Discuss the possible reasons behind the behaviour with your ESYLs, such as:

- problems with relationships
- bullying within the section
- lack of confidence.

Discuss appropriate methods to respond to the behaviour, such as:

- providing additional support from a Sixer/seconder/buddy
- speaking to young person
- checking for any signs of bullying.

Case Study 2

Louise is a seven-year-old Beaver Scout. She is very confident and keen, and finds it difficult to take turns. She always seems to go first at everything, because if she doesn't she becomes very sulky and refuses to join in.

Discuss the possible reasons behind the behaviour with your ESYLs, such as:

- difficulties in working with others
- misunderstanding of what is expected/appropriate
- unfamiliar with rules.

Discuss appropriate methods to respond to the behaviour, such as:

- having a discussion about fairness, what it means, and why it is important
- reviewing the Code of Conduct
- planning for everyone to have a chance at going first

Case Study 3

Sanjay is a 14-year-old Scout. He has been a Beaver Scout and a Cub Scout. He has always enjoyed Scouting, but recently he has not been keen to join in with any of the Troop activities. He says they are boring or babyish. He is often quite disruptive and has been seen spilling glue and destroying things others have done.

Discuss the possible reasons behind the behaviour with your ESYLs, such as:

- boredom due to the activities not being appropriate
- misunderstanding about what is expected/appropriate

Discuss appropriate methods to respond to the behaviour, such as:

- increasing youth involvement in planning activities
- reviewing the Code of Conduct

Case Study 4

Sophia is a six-year-old Beaver Scout. She doesn't seem to join in with activities unless a Leader supports her individually. She rarely finishes what she is doing. Even if she does, it's not really what she was asked to do in the first place. She is often wandering off and getting distracted.

Discuss the possible reasons behind the behaviour with your ESYLs, such as:

- misunderstanding about what is expected/appropriate
- issues with attention span

Discuss appropriate methods to respond to the behaviour, such as:

- providing additional support from a Sixer/seconder/buddy
- adapting how instructions are given

Case Study 5

James is a 12-year-old Scout. He is often rude, to both Leaders and other Scouts, and picks on other Scouts. When asked a question, he gives a silly or rude answer. It often appears that James is trying to get a reaction from others. When he was in Cub Scouts, there were no issues with James' behaviour.

Discuss the possible reasons behind the behaviour with your ESYLs, such as:

- issues outside Scouting eg bullying, problems at home
- issues within Scouting eg bullying, feeling isolated from the rest of the section

Discuss appropriate methods to respond to the behaviour, such as:

- talking to the young person
- talking to their parent/carer to get to the bottom of why the behaviour might be occurring

Appendix I- Programme - making reasonable adjustments

Date	Activity	Description	Venue	Challenge Area
19 Sept.	Harvest festival	Bring in a selection of fruit and vegetables; Colony discusses where the food is grown and how it gets to the shops/markets.	HQ	My World
26 Sept	Dinosaur models	Make papier-mâché models on wire coat-hanger frames, decorate with poster paint.	HQ	My Skills
3 Oct	Scavenger hunt	Collect a variety of leaves and twigs from the wood to compare, spot differences. Think about seasons.	Woods	My Outdoor
10 Oct	Puppet storytelling	Create finger puppets and use them to tell well known stories using a puppet theatre.	HQ	My Skills
17 Oct	Visit a synagogue	Look at the key features of the building and explore Judaism.	Synagogue	My World
24 Oct	Making biscuits	Make biscuits and ice them.	Kitchen	My Skills
Half-Term				

Scenarios:

1. You have a young person who is on the autism spectrum and will need additional support to understand and follow instructions.
2. You are planning your camp and a young person who is Jewish and follows a kosher diet will be coming along. The young person will also need time and space to pray during the event.
3. You have a young person who wears a headscarf in your group. Are there are considerations you need to make to ensure everything is inclusive in the programme?
4. You have three young people with glasses in your group.
5. You have one young person who can't eat wheat and one young person who has asthma.

Appendix J - Programme objectives

	At 8 years (end Beavers)	At 10.5 years (end Cubs)	At 14 years (end Scouts)	At 18 years (end Explorers)	At 25 years (Final objective)
Physical – physical health and fitness, including the impact of diet, illness and exercise.					
Health	Knows what is healthy and unhealthy. Recognises when to seek help in the event of illness or emergency.	Knows the effects of healthy and unhealthy actions. Seeks help and takes simple action in the event of illness or emergency.	Understands how lifestyle choices affect health. Can take action to preserve life in an emergency and prevent illness.	Makes appropriate choices and promotes healthy options to others. Can take action in an emergency, and to prevent illness.	Lives a healthy lifestyle, taking action to protect and promote their own and others' health and wellbeing.
Fitness	Enjoys taking part in games and physical activities.	Values taking part in physical activity and understands the benefits. Understands that people have different physical abilities.	Values taking part in physical activity for the benefits it brings. Explores their potential to develop physically.	Values and chooses to take part in physical activity to improve and maintain fitness. Explores their potential to develop physically.	Values and enjoys frequently participating in physical activity to improve and maintain fitness, and strives to improve.
Intellectual – development of knowledge, skills, talents and use of creative expression.					
Learning skills	Enjoys trying new skills, and finding out new things.	Is interested in learning new things, and expresses an opinion about what they want to learn. Can talk about what skills they are good at.	Tries new things independently. Develops their own knowledge and works to improve existing skills.	Can describe and demonstrate their own skills and talents. Identifies and takes advantage of opportunities for improvement.	Is committed to using and developing their own skills and talents, and takes responsibility for developing new knowledge and skills.

	At 8 years (end Beavers)	At 10.5 years (end Cubs)	At 14 years (end Scouts)	At 18 years (end Explorers)	At 25 years (Final objective)
Creativity	Expresses their ideas through simple creative methods.	Expresses their ideas and feelings through a number of creative methods.	Can use a range of creative methods to express their ideas and feelings, choosing a method for what they want to express.	Uses suitable creative methods to communicate their ideas and feelings.	
Discernment	Identifies simple challenges and problems and attempts to solve them. Makes simple choices independently.	Identifies challenges and problems and makes multiple attempts to use a process to solve them. Makes choices and can explain them.	Assesses challenges and problems and, with support, creates a process to solve them. Uses appropriate information to make reasoned choices.	Investigates and assesses challenges and problems and makes a plan to solve them. Makes informed reasoned and responsible choices.	Analyses challenges and problems, and makes informed, reasoned and responsible choices to effectively work towards solutions.
Emotional – identity, emotional awareness, and emotional expression.					
Self-Identity	Has an awareness of their identity and personality, and how they are similar to and different from other people.	Knows and develops an understanding of their individual identity and personality.	Explores their own identity and personality.	Is confident about some aspects of their identity and personality, and continues to develop other aspects.	Is confident about their own individual identity and personality.

	At 8 years (end Beavers)	At 10.5 years (end Cubs)	At 14 years (end Scouts)	At 18 years (end Explorers)	At 25 years (Final objective)
Emotional expression	Expresses their emotions to trusted people. Can identify different emotions, and knows that actions have an impact on other people.	Expresses and considers their emotions. Is beginning to understand the impact that emotions have on others and adjusts behaviour accordingly.	Is able to express emotion in suitable ways, and considers the impact of their emotions. Considers the most appropriate way to respond to emotions expressed by others.	Is able to deal appropriately with their emotions, and considers their impact on others. Demonstrates appropriate responses to other people's emotions.	Is able to deal maturely with their emotions. Responds appropriately to other people's emotions, and considers the impact that their emotions have on other people.
Social – living and working with others, relationships, community, culture and diversity.					
Relationships	Can identify people that they have relationships with and can explain what a good friend is.	Sees having good relationships with friends and family as important, and accepts that other people have different relationships.	Values and forms different types of relationships, and respects the relationships of others.	Values and makes an effort to form and maintain good relationships, and respects the relationships formed by others.	Forms, values and cultivates meaningful and appropriate relationships, and respects the relationships formed by others.
Teamwork	Interacts positively and co-operatively with others.	Understands and demonstrates the importance of working in a team.	Demonstrates good teamwork, working consistently within a regular team. Can take on a leadership role when asked. Values the contributions of others in the team.	Proactively takes on different roles in teams in different situations. Values and uses the contributions of those in other team roles.	Assumes an appropriate and effective role in a team, and values and utilises the contributions of those in other team roles.

	At 8 years (end Beavers)	At 10.5 years (end Cubs)	At 14 years (end Scouts)	At 18 years (end Explorers)	At 25 years (Final objective)
Community	<p>Takes part in activities that help others.</p> <p>Can identify features of their local community, and knows about some features of other societies.</p>	<p>Identifies opportunities to help others and get involved in their community.</p> <p>Knows what society does for them, and how this affects their life.</p>	<p>Identifies opportunities and chooses to positively contribute to their community.</p> <p>Appreciates the features and diversity of society.</p>	<p>Demonstrates an active positive contribution to their community.</p> <p>Appreciates diversity and the positive impact it can have on society.</p>	<p>Contributes positively to their community, and appreciates the value of culture and diversity in society.</p>
Spiritual – faiths, beliefs, and attitudes.					
Spiritual	<p>Recognises and can describe faiths, beliefs and attitudes, and understands that other people may believe in different things to them.</p>	<p>Investigates faiths, beliefs and attitudes.</p> <p>Can identify traditions and practices which are meaningful for them and others.</p>	<p>Reflects on faith, belief and attitudes. Can talk about what is meaningful for them and others, and knows how that is a part of society.</p>	<p>Explores faith, belief and attitudes.</p> <p>Respects and learns from others, and can explain how people's beliefs influence society.</p>	<p>Is committed to exploring and developing faith, belief and attitudes.</p> <p>Respects and learns from others, and can articulate the impact that faiths, beliefs and attitudes have on individuals and in wider society.</p>

Appendix K - Bingo sheet

<p>Programme objectives</p>	<p>Intellectual - learning skills</p>	<p>Intellectual - creativity</p>
<p>Physical - fitness</p>	<p>Emotional - self identity</p>	<p>Emotional - emotional expression</p>
<p>Social - teamwork</p>	<p>Social - community</p>	<p>Spiritual</p>
<p>Social - relationships</p>	<p>Intellectual - discernment</p>	<p>Physical - health</p>

Appendix L - Number game scenarios

1. You have bought a mobile phone from a shop, but when you get home you realise it isn't working. You head back to the store to return it. The sales assistant is not being at all helpful and is very disinterested. You start to get annoyed. One of you is the sales assistant and the other is the customer. Act out your response in numbers.
2. It is your birthday and you are having dinner with your friends. The waiter/waitress brings out a surprise cake and you are very excited. One of you is celebrating your birthday and the other is the waiter/waitress. Act out your response in numbers.
3. You are on a contestant on a gameshow. You are on the final money question, and you win a holiday. One of you is the gameshow host and one of you is the winning contestant. Act out your response in numbers.
4. You are two friends on a visit to the old city of York. You have just been on a ghost walk and now you are back at your hostel. It is dark and you hear a creaking noise coming from the corner of the room. No one is there. Act out your response in numbers.
5. You are at a comedy show and the comedian is hilarious. With every sentence, you are laughing more and more. Act out your response in numbers.
6. You are two friends at a theme park, sat together on a rollercoaster ride. Act out your response in numbers.
7. One of you is an injured person who has tripped and hurt themselves, the other is a passerby who is attempting to comfort the injured person and make sure they are ok. Act out your response in numbers.
8. You are both watching a football match. The other team has scored and you disagree with the referee's discussion to give the goal. Act out your response in numbers.
9. One of you has just finished a 10k run, the other person has been cheering you on and comes to greet you at the finishing line. Act out your response in numbers.

Appendix M - Skill builder

Example activities completed as part of the ESYLs Scheme:

Attending the weekly meetings of a younger section.

Helping to plan and run the programme for the young people you are working with.

Working alongside the adult leadership team.

Taking into consideration the age range and abilities of the section when running games and activities.

Ensuring that the programme follows the rules and policies of The Scout Association.

Representing the views of young people.

Completing modules and missions.

Ensuring the session is inclusive for all young people.

Leading a youth forum.

Leadership

Teamwork

Planning

Adaptability

Organisation

Dedication

Communication (with different ages)

Time keeping

Creativity

Appendix N – Skills Checklist

Skills Checklist - tick when you hear it

	1	2	3
Organisation			
Leadership			
Creativity			
Planning			
Communication (with different ages)			
Time keeping			
Dedication			
Adaptability			
Teamwork			