

# Delivering a Quality Programme (12a)

**Training Notes – October 2018**

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

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

# Introduction

## Who is Delivering a Quality Programme for?

This module is aimed at leaders, supporters and managers in Scouting. It aims to provide them with the skills and knowledge about programme that they need to be effective in their role. The course will cover the key elements of a programme, what is meant by quality programme, what a quality programme looks like and the importance of youth shaped Scouting in planning and reviewing the programme. The aim is to aid course participants in implementing the programme or supporting those who do.

For managers and supporters it provides them with information about their role in supporting the needs of Section Leaders as well as in ensuring a quality programme is delivered to young people in their Group, District or County.

For Section Leaders the knowledge and skills gained in this module are linked to further training in Module 12(B) Programme Planning. Programme Planning will provide them with further opportunities to develop skills in planning a programme, how to generate programme ideas and how to review programmes. There will be the opportunity to put these skills into practice. Module 12(B) should be completed after Module 12(A).

## What does this module contain?

This module contains approximately 2 hours 30 minutes of learning which can be managed and delivered in a number of ways.

While using this module you will see the following sections:



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



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



**Task** – activities or discussions for participants to undertake.



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



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

## How is this module validated?

The validation of this module is based on the individual's ability to meet the validation criteria as set out in the Training Adviser's Guide and the Adult's Personal File. This means that the individual will be required to demonstrate how they are meaningfully involving young people and understand why

this is essential to creating a balanced and relevant programme which meets young people's needs. They will also need to demonstrate how to plan and effectively review a quality programme.

## What information is provided?

This module contains objectives that relate to the provision and support of a quality programme for young people. Subjects covered include:

- the key elements of the programme for each section and the importance of a quality programme for young people
- the importance of reviewing the youth programme in order to enhance it
- The Explorer Scout Young Leaders' Scheme and how participants can benefit from and support it in their role in Scouting
- the importance of Youth Shaped Scouting and tools for ensuring the relevant involvement of young people in Scouting

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

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

## Session details

1. Introduction to a quality programme (1 hour 10 minutes minutes)
2. Quality programme (35 minutes)
3. Youth Shaped Scouting (40 minutes)

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

## Planning considerations

Module 12(A) Delivering a Quality Programme is a compulsory module for Section Leaders, managers and supporters in Scouting. Due to the diverse nature of appointments that are required to complete this module, the key messages for each of them about how programme relates to their role will differ. Therefore, it may be that more time will need to be spent in the feedback for tasks to ensure that the key points for each section and appointment are adequately covered and understood.

Following on from Module 12(A), all Section Leaders will need to complete Module 12(B) Programme Planning. For supporters and managers Module 12(B) is optional. Module 12(B) aims to provide Section Leaders with an opportunity to plan and review a sectional programme, including the use of a variety of methods to generate programme ideas. Section Leaders will not be able to complete

Module 12(B) without first gaining the learning from Module 12(A).

It is also important to remember that some managers and supporters present may have held a Section Leader role in the past. Therefore, they may have a greater level of knowledge than those managers and supporters undertaking their first role in Scouting. Equally, it may also mean that their knowledge of the current programme is weaker in some areas due to changes to the programme since they held a sectional role. If this is the case for any participants, they may require guidance and explanation from the training team as to what has changed, perhaps including a brief explanation at the start of the training session about the changes to the programme in 2015. A pre-course questionnaire for participants about their previous roles and training may help you in assessing the level of current programme knowledge within the group.

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

## Aim

To provide leaders, managers and supporters with information about how we deliver Scouting to young people, and how we ensure it meets their needs.

## Objectives

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

1. Explain how a quality programme meets The Scout Association's Purpose and the needs of young people across all sections.
2. Outline the key elements of the programme for all sections, including the various awards, challenges and badges.
3. Outline the Explorer Scout Young Leaders' Scheme, its benefits and how you can support it in your role.
4. Understand the role of reviewing the programme in supporting and enhancing it.
5. Understand the importance of young people shaping their Scouting experience.

## Methods

### A series of sessions

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

### One-to-one training

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

### Small group

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

### E-learning

This module is also available as an e-learning package. This can be found in Member Resources at [scouts.org.uk](https://scouts.org.uk).

## Resources

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

- copies of '**Prepared!**' resource
- laptop, speakers and projector to show videos
- flip chart and paper
- marker pens
- post-it notes (enough for two per participant)
- pens/pencils (enough for each participant)
- hand-out A (one per participant) also available to download from [here](#)
- hand-out B (one per group)
- hand-out C (one per participant)

- hand-out D (one per participant)
- hand-out E (one per participant)
- appendix 1 – Responsibilities within the Explorer Scout Young Leaders' Scheme (one per participant)
- appendix 2 – Quality Programme Checker (one per participant); available to download from [here](#).
- appendix 3 – The climbing wall of Youth Involvement (one per participant); also available to download from [here](#).
- appendix 4 – Youth Shaped Scouting Key messages for Section Leaders and Section Supporters (one per Section Leader/ Section Supporter)
- appendix 5 – Youth Shaped Scouting Key messages for Managers and Supporters (one per manager or supporter)
- copies of [A Guide to Supporting Young People on Committees](#)
- access to resources supporting [Youth Involvement](#)
- the following videos (click to view the videos):

### **The Programme**

### **Time to Network**

The videos can be downloaded from the [Brand Centre](#) (scouts.org.uk/video).

If you feel that some of these hand-outs are not required as printed copies for the course, you can signpost participants to Member Resources at [scouts.org.uk](#) for most of the resources listed above.

Alternatively you could create a list of relevant resources that participants may find useful in connection to the material covered in this module. This will allow participants to find relevant resources as and when they may need them in their role.

The resources required for each session are outlined in more detail at the start of the relevant session.



# Session 1: Introduction to a Quality Programme (1 hour 10 Minutes)

## Objectives

- Explain how a quality programme meets The Scout Association's Purpose and the needs of young people across all sections.
- Outline the key elements of the programme for all sections, including the various awards, challenges and badges.
- Outline the Explorer Scout Young Leaders' Scheme, its benefits and how you can support it in your role.

## Key messages

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

- When we deliver Scouting/the programme it's not about ticking boxes – it is about delivering attractive, fun and engaging activities in the context of the personal development of young people.
- The programme is progressive, so you will see similarities in the programme for all sections. However, there are also some differences and knowing what these are will help you to support young people in continuing their Scouting adventure.
- Explorer Scout Young Leaders are not just there to help you out. The main aim of the Explorer Scout Young Leaders' Scheme is the personal development of Explorer Scout Young Leaders and it is primarily a part of their programme.
- Managers should be interested in supporting and developing the Explorer Scout Young Leaders' Scheme as 40-45% of sectional volunteers are former youth members.

## Resources

For this session you will need the following resources:

- copies of 'Prepared' resource.
- laptop, speakers and projector to show videos
- flip chart paper and marker pens
- post-it notes (enough for two per participant)
- pens/pencils (enough for each participant)
- copies of Hand-out A (one per participant)
- cut up copies of Hand-out B (one per group)
- copies of Appendix 1 (enough for one per participant)
- the following videos (click to view the videos):

## The Programme

### Time to Network

The videos can be downloaded from the [Brand Centre](#).



### **Trainer input (5 Minutes)**

#### **Introduction**

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

Outline the course to the participants by explaining that they will cover the key elements of a programme, the importance of providing a quality programme, and the role of programme reviews and the involvement of relevant members in ensuring this.

You should provide a very brief recap on the key programme content covered in Getting Started, primarily Module 3 – Tools for the Role (Section Leaders) and Module 4 – Tools for the Role (Managers and Supporters).

Explain to participants that this module will build on the programme knowledge they should have developed as part of Getting Started. As part of Getting Started participants should have looked at the main features of sections, including elements such as ceremonies, groupings of young people and badges. For Section Leaders this would have focused on the main features of the section that they support and how their section fits into a young person's journey through Scouting. They should also have explored some basic programme methods and ideas, including the importance of incorporating a variety of games and activities.

All participants should have started to look at the vital importance of Youth Shaped Scouting and tools for facilitating it in a meaningful way. Managers and supporters should also have explored the importance of providing a quality programme and the links between the provision of a quality programme and growth in Scouting.

For Section Leaders there will be opportunities to develop and apply the knowledge and skills covered in this module in Module 12(B) – Programme Planning.



### **Task (5 Minutes)**

#### **Icebreaker**

Ask participants to think about games and activities that they have run or seen, and choose one that young people particularly enjoyed. This could be an activity that the young people in their section or Group really enjoy, an activity they have run in the past or seen someone else run, or even an activity that they enjoyed as a young person.

Once they have thought of this, ask participants to move around the room and talk to at least three other people. They should:

- describe their activity or game and explain why it was enjoyable
- learn about the activities that other people have run.

Participants may wish to record the new programme ideas they discussed to take away with them.



## Trainer Input (5 Minutes)

### The needs of young people

Explain to participants that the aim of this task/icebreaker was to encourage them to think of good programme ideas and about what makes an activity, and therefore the programme, fun for young people.

As adults in Scouting, we need to ensure that a balanced programme is provided in order to meet the needs of all young people and young adults in all sections across Scouting. This is in line with the Purpose of Scouting, which is:

### **Scouting exists to actively engage and support young people in their personal development, empowering them to make a positive contribution to society.**

The Purpose explains that young people's personal development is central to what Scouting strives to achieve. Therefore, in delivering the programme, it is essential to provide activities in the context of the personal development needs of young people; it is not simply a case of ticking boxes. These development needs can be split into six key areas, each of which needs to be taken into consideration:

- 1. Fun** – Young people need to enjoy themselves and share enjoyment with others.
- 2. Relationships** – Young people need friends and they need to value and respect others, forming mutually positive relationships that foster a sense of belonging.
- 3. Development** – Young people need to develop themselves – their values, beliefs and talents – and strive to reach their potential.
- 4. Self-respect** – Young people need to value and have confidence in who they are and nurture their own well-being.
- 5. Discernment** – Young people need to make informed, reasoned and responsible choices.
- 6. Empowerment** – Young people need to express and act on their opinions, values and beliefs and use them to make a positive contribution, with others, as citizens of the world.

It is our role, as adults in Scouting, to help young people to develop in each of these areas and to meet these needs in the Scouting experience that we provide. You may wish to spend a few minutes discussing each of the areas above and why they are essential in enabling young people's personal development.

### What makes up the programme?

We have just looked at what the programme should help young people to achieve, but how can we practically apply these principles in providing a balanced programme – and what does the programme actually include?

The term programme refers to the range of activities, challenges, and experiences that young people take part in whilst they are in Scouting. It should be flexible and accommodate the needs of the individuals in the section.

The programme is everything that young people do as members of Scouting. It is made up of different programme areas, the combination of which, over a term or year, allows young people to experience a programme that is balanced and fulfilling. The programme is structured through a number of different badges, challenges and awards.

The programme is designed to meet a number of objectives, which are progressive from age 6 to 25

and cover the full scope of young people's personal development within Scouting. If participants are interested, these objectives can be found in Chapter 3 (The Programme) of Prepared, A Practical Guide to Scouting or in Member Resources at [scouts.org.uk](https://scouts.org.uk)

Explain to participants that they are now going to watch a short video that explores the different elements that make up the programme for each section, from Beavers to Explorers.

Play **The Programme** video covering themes in the table in Hand-out A.



### **Trainer input (5 Mintues)**

There are a number of key points covered in this video that participants may have questions about so you should allow five minutes for a group discussion after you have shown the video.

The video covered the key elements of the programme for Beavers to Explorers.

One of the most important things participants should remember is the progressive nature of the programme. It is important for all roles present to have a basic understanding of each section's programme and the similarities and differences between them, in order to understand the significance of this progression in Scouting. Highlight that this understanding is important because:

- it ensures that young people are challenged throughout Scouting, building and expanding on their knowledge and skills
- it aids the retention of young people

Explain to participants that we are now going to look at Scout Network, the fifth and final section, to see how it fits in with the rest of Scouting, how it works, and what it can do for young adults.

Play the video **Time to Network**.



### **Trainer Input (5 Mintues)**

There are a number of key points covered in this video that participants may have questions about so you should allow five minutes for a group discussion after you have shown the video.

Some key points to highlight to participants:

- The Scout Network programme is organised into projects and events based around the programme areas of Adventure, International and Community. These are underpinned by the key themes of teamwork, leadership and life skills.
- As well as working towards the top awards, Scout Network members can earn virtual badges for participation in the programme.
- Members can join the Scout Network at the District level as well being a part of the UK Scout Network where they can take part in projects and events at a national level.
- The programme is supported at the different levels by the District Scout Network Commissioner, Assistant County Commissioner (Scout Network) and the UK Scout Network Commissioner. There are also Programme Coordinators who encourage, guide and mentor members to participate in the opportunities presented to them through the programme, projects and events.

As part of this progressive nature, there are common key areas of the programme for each section. For Beavers to Explorers there are three programme areas: Outdoor and Adventure, World and Skills. For Scout Network the programme areas are Adventure, International and Community. As young people proceed through Scouting, these areas become more defined and complex, reflecting the development and growth of young people, but the core nature of the elements needed to ensure a balanced programme remain consistent. For example, each section has an award that includes residential experiences and the skills required for them. This is an area that has always been at the heart of Scouting, because taking part in indoor and outdoor activities allows young people to be challenged, have new experiences and develop new skills. As they progress through the sections the challenges they are faced with connected to residential experiences grow and change as they do.

Connected to this, the programme in each section builds towards the relevant Chief Scout Awards/Queen's Scout Award. It should be one of the aims of the programme that it provides opportunities for all young people to achieve their top award of the section. If they do, then by completing the requirements they will have experienced a quality programme.

Scouting is an inclusive Movement and we are committed to supporting all young people, including those with additional needs, to access Scouting. Although there is just one programme for all, it contains a great deal of flexibility and is designed primarily for participation and involvement. It can therefore be an enjoyable and rewarding experience for any young person, whatever their ability.

As part of this, leaders are able to adapt badge and award requirements to meet the individual needs of young people. The aim in each case is to improve access to the badge or award, rather than to

Reduce the challenge of its requirements. Leaders should consider the needs of the individual, ensuring that the young person is challenged to meet their full potential. For further information or guidance, please direct them to [scouts.org.uk/diversity](https://scouts.org.uk/diversity) or advise them to contact Adult Support directly.

As well as continuity in the content of the programme, all areas of the programme for all young people should be delivered using the Scout method of learning by doing. Again, this is progressive through the age ranges.

Linked to the Scout Method, there are a wide variety of more detailed programme methods that help to apply the Scout Method to programme delivery. Section Leaders will look at programme methods again in Module 12(B), in relation to using them when planning a programme.

More information about the topics covered here, the specific awards and badges and the requirements for each of them can be found in 'Prepared' or in Member Resources on [scouts.org.uk](https://scouts.org.uk)



### Task (5 Mintues)

Divide the participants into small groups. Each group should be given a set of cards, which can be found in Hand out B.

On the cards are terms for elements of each section's programme, along with a corresponding definition for each term. Following on from the videos outlining the programme, ask the groups to match the definitions to the programme terms.

Each group should match up the cards and arrange them on a table or fix them to a wall, pin board or other surface.



### Trainer note

The purpose of this short activity is just to reinforce the main programme terms to participants following on from the video, to ensure that they are all familiar with them.

Some participants may find this task very straightforward, depending on their level of knowledge and previous experience. You may wish to shorten the amount of time given for the activity if you feel this appropriate.



### Report back (5 Minutes)

Go round the room and ask participants to feed back their answers to the whole group, each small group giving one or two answers (dependent on the number of participants).

Talk through each of the terms and their correct definitions ensuring that all participants understand why each term fits with the relevant definition. Encourage participants to rearrange their cards if they have made any errors, so that by the end of the feedback session all participants should be able to see the correct answers.

Distribute copies of Hand-out A to participants. This provides a copy of the Differences in Sections, which was explored in the video and the task.



### Trainer input (2 Minutes)

The Explorer Scout Young Leaders' Scheme allows members aged between 14 and 18 to help in the leadership of a younger section. The Explorer Scout Young Leaders' Scheme is an important aspect of the programme for Explorer Scouts, but also impacts on and contributes to the programme for the other sections.



### Trainer note

You may wish to ask the group whether anyone present was a Young Leader themselves, as they may be able to share their experiences to add to the discussion.

The video covered the following key areas which you should ensure you have sufficient knowledge of to discuss:

- details about the aims of the scheme
- broad overview of what the modules and the missions cover
- where Explorer Scout Young Leaders come from (including through the Duke of Edinburgh's Award)
- information on how Section Leaders can build opportunities for completion of the missions into the programme

Explorer Scout Young Leaders should be involved in programme planning for the section they support, and the programme should incorporate elements relevant to their missions. This shouldn't mean adding anything extra to the programme, as these are all things that should already be included. However, you should emphasise to Section Leaders the need for them to provide opportunities for Explorer Scout Young Leaders to plan and run these aspects of the section programme, rather than adult leaders.

More information about these topics and the Explorer Scout Young Leaders' Scheme more generally can be found at [scouts.org.uk/youngleaders](https://scouts.org.uk/youngleaders) as well as in Chapter 6 (Explorer Scout Young Leaders' Scheme Programme) of 'Prepared'.



### **Task (10 Minutes)**

Explain to participants that we are now going to have a quick brainstorm about the responsibilities for different Scouting roles with regard to the Explorer Scout Young Leaders' Scheme.

Use pieces of paper to stick up the following headings on the wall:

- Cub, Beaver and Scout Leaders
- Explorer Scout Leader
- Explorer Scout Leader (Young Leader)
- Group Scout Leader
- District Commissioner
- District Explorer Scout Commissioner

Hand out Post-it notes to each participant and ask them to write down two responsibilities they think their role has in connection to the Explorer Scout Young Leaders' Scheme. When they have done this, ask them to stick them up on the wall under the appropriate heading.

If there are any roles on the list not represented by the participants then you could talk through these together, asking participants for their ideas about the responsibility of these roles for Explorer Scout Young Leaders.



### **Report back (10 Minutes)**

Please see Appendix 1 for more information about the responsibilities for each role. You may wish to distribute copies of this appendix to participants for future reference.

You should use the appendix to lead specific feedback for each role.

As you talk through each role and their respective responsibilities you may wish to move the Post-it notes around to ensure that they are under the correct headings. If you do this, ensure that you explain to participants why you're moving it and why it is the responsibility of a different role.

As well as role-specific feedback you should also ensure that the key points below are covered in your discussion. All those involved with Explorer Scout Young Leaders have a responsibility to:

- ensure that all Explorer Scout Young Leaders they support are properly registered with the District and Young Leader Unit
- ensure that all Explorer Scout Young Leaders they support complete Module A within the first three months of their role
- offer on-going support and guidance to help Explorer Scout Young Leaders complete the training modules and missions

Regardless of differences in responsibility, it is vital that all roles work together to ensure that young people benefit from their experience as a Young Leader and are able to make a meaningful contribution.



## Trainer input (5 Minutes)

Emphasise to participants that Explorer Scout Young Leaders are not just there to help out in other sections, the scheme is primarily about their personal development. This should be kept in mind when assigning them tasks and involving them in the section

There are many ways to involve Explorer Scout Young Leaders as part of the leadership team for the section they help in. Below are a few tips and ideas of ways to involve them:

- give Explorer Scout Young Leaders the responsibility for one aspect of each section meeting. This could include tasks such as flag break, flag down, inspection or asking them to organise a game to be run at the beginning or end of the meeting
- actively involve Explorer Scout Young Leaders in the programme planning process for the section. Give them the responsibility to plan one section evening for the term, getting all of the leaders involved. This could include asking them to plan a part of the section programme that works towards one of their missions
- give Explorer Scout Young Leaders the responsibility for organising and running the Section Forum
- ask Explorer Scout Young Leaders to run an activity to gather programme ideas from the young people in the section and then to feed this back in the leader planning meeting

For all roles, but particularly managers, it is also important to remember that between 40 and 45% of sectional volunteers are former youth members. The Explorer Scout Young Leaders' Scheme is therefore a great source of potential future volunteers, so supporting, encouraging and developing it should be a priority.

More information and guidance about the Explorer Scout Young Leaders' Scheme and supporting it can be found in the resources available at [scouts.org.uk/youngleaders](https://scouts.org.uk/youngleaders).

### Resources

[Young Leaders Delivery Book](#)

[Information for Section Leaders](#)

[Young People First, Guidance for Young Leaders \(Orange Card\)](#)



# Session 2: Quality Programme (35 Minutes)

## Objectives

Understand the role of reviewing the programme in supporting and enhancing it.

## Key messages

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

- A good quality programme supports the retention of young people and reviewing the programme helps to support and enhance it
- Managers have a responsibility for ensuring that Scouting in their areas is of a good quality

A good quality programme:

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

## Resources

For this session you will need the following resources:

- flip chart
- pens
- post-it notes (optional)
- copies of Hand-out C (one per group)
- copies of Hand-out D (one per participant)
- copies of Hand-out E (one per participant)
- Quality Programme Checker (one per participant); available to view or download from [here](#).



### Trainer input (5 Minutes)

Why is a quality programme important?

Providing a quality programme is essential to providing high quality Scouting. A quality programme is important for a number of reasons, including ensuring that we are meeting the needs of young people, a topic explored earlier on in session one. It also helps to aid the all-round personal

development of young people. This is part of the Purpose of Scouting and central to everything that we do as a Movement.

A quality programme also drives the recruitment and retention of young people. If they are taking part in activities that are challenging, enjoyable, help them develop new skills and that they are able to influence then experience suggests that they are much more likely to stay in Scouting and progress to the next section. A quality programme also helps to attract more young people to Scouting.

For adults in Scouting, providing a quality programme that young people actively enjoy and respond to ensures a more rewarding experience for them. Provision of a quality programme can also help to attract new adult volunteers to Scouting.



## **Task (15 Mintues)**

### **What does a quality programme look like?**

We have looked at why a quality programme is important, but what does a quality programme actually look like and what should it include?

Explain to participants that in order to explore this we are going to review a programme for a term or a Scout Network project proposal.

Split participants into sectional groups, distributing any mangers and supporters between these groups. Distribute copies of Hand out C to participants, one per group.

Ask participants to read the programme or project proposal they have been given, assessing its suitability in relation to their section and whether they think it qualifies as a quality programme. They should assume that they have 25 young people in their section (Beavers to Explorers) or 12 young adults who form a project team (Network).

Participants may want to use the following points as a basis for assessing the programme or project's quality. You may want to display these for them to refer to during the activity.

For Beavers to Explorers:

- Are the activities appropriate for the size of the group?
- Are the activities age-appropriate and safe for the section?
- Is there balance and variety in types of activities included in the programme?
- Does it provide opportunities for young people to take part in activities away from the normal meeting place?
- Are there gaps in the plan or lack of detail?
- Do the activities use a variety of Programme methods?
- Are the activities inclusive and accessible to all?
- Are the activities appropriate for the time of year?
- Is the programme fun, engaging and exciting?

**For Scout Network:**

- Is the project proposal appropriate for the size of the group?
- Is the project appropriate and safe for the District Scout Network?
- Does the project provide opportunities for young adults to develop Leadership Skills, Team Working Skills or Life Skills?

- Are there gaps in the plan or lack of detail?
- Is the project inclusive and accessible to all?
- Is the project appropriate to the goal/outcomes?
- Is the project fun, engaging and exciting?
- Can all members participate in the project?

Once they have assessed the programme, explain to participants that you would then like them to adapt and update the programme based on the flaws they identified. They should ensure that it is a quality programme appropriate for their section.



### **Report back (10 Minutes)**

Once they have adapted the programme plans to their section, ask each group to feed back to the group as a whole covering the following points:

- the problems they initially identified with the programme
- the changes they have made
- how they would involve young people in adapting the programme
- why they have made these changes

The specific feedback that participants provide is likely to be very varied and each group is likely to assess and change the programme differently depending on their knowledge, experience, preferred style and section they are assessing it for, amongst other factors. Due to this and the nature of the task, there are no definitive right or wrong answers.

However, it is important to highlight that there are broad key principles that should underlie all programmes to ensure quality, regardless of the activities involved. Distribute Hand-out D to the participants. This hand-out covers the key things that a quality programme should do or include, expanding on the list of key principles outline below. You may wish to spend a couple of minutes talking through these.

All programmes should:

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



### **Trainer note**

Distribute copies of Hand-out E to participants. This provides some rough examples of what a term's

programme for each section might look like. These are not definitive guides, but participants may find them useful to refer to when planning.

If you are delivering Module 12(B) directly after Module 12(A), you may decide not to use this hand-out until the end of Module 12(B). This is because participants might be tempted to copy the programmes out from the examples during the programme writing task in Module 12(B).

Emphasise that another good source of guidance and ideas on programme planning is other leaders within their Group or District. Encourage them to utilise resources such as ready-made programme resources. Further information can be found in 'Prepared'. Section Leaders will look at programme planning in more detail in Module 12(B).



### **Trainer input (5 Minutes)**

#### **Reviewing the programme**

In the last activity we carried out a basic review of a programme. Programmes should be reviewed in order to check whether or not they are a quality programme which meets the needs of young people. The most effective way to do this is by completing regular reviews of the programme, and most importantly acting upon the findings.

The Scout Association has a self-review tool that can be used to do this. It's known as the Quality of Programme Checker and can be used by Section Leaders and their leadership team. This is a tool that can be applied once a term or year's programme has been run to provide an opportunity to reflect on the programme. The tool uses a Red Amber Green (RAG) system in order to help identify areas where the programme can be improved and set targets to be reached when planning the next programme.

Remind managers and supporters that, although they may not use the tool directly, it is important to encourage their leaders to utilise it and learn from the outcome. This is to ensure that high quality Scouting is being delivered to young people.

If required, a copy of the Checker is available online via appendix 2.

Remind participants that the Quality Programme Checker is just one tool for helping to ensure that a quality programme is being delivered. As we have explored, there are other things that participants can do, as part of their role, to help ensure that a quality programme is being delivered in their local area. Participants will explore this further in other modules of the training scheme.

#### **Who is responsible for ensuring a quality programme?**

It is the responsibility of all Section Leaders to deliver a good quality programme to young people. Section Leaders and Assistant Section Leaders have a responsibility to plan and create the programme. It is also their role, along with Section Assistants, to deliver the programme to young people.

However, more widely than this, it is the responsibility of everyone in Scouting to help ensure that the programme delivered is high quality. Managers and supporters have a role in supporting the development of quality Scouting, which includes ensuring that a quality programme is being delivered to the young people in their local area. It is also a responsibility of manager and supporter roles to promote and facilitate the growth of Scouting. This includes the retention of young people, an aim directly supported and aided by the provision of a good quality programme. Retention of young people and ensuring they have a high quality Scouting experience is important because a large proportion of adult volunteers are former youth members.

# Session 3: Youth Shaped Scouting (40 Minutes)

## Objectives

Understand the importance of young people shaping their Scouting experience.

## Key messages

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

- Scouting should be shaped by young people in partnership with adults. This is part of Scouting's
- vision. This applies to all young people aged 6-25, at all levels of the Movement (from section to
- UKHQ). They should shape all aspects of their experience in an age-appropriate way.
- Young people can shape Scouting through being involved in:
  - planning and evaluation
  - learning from and teaching others
  - sharing ideas
  - making their voice heard
  - decision-making

There are also a number of messages relating to Youth Shaped Scouting for different roles in Scouting which can be found in Appendix 4 (sectional roles) and Appendix 5 (manager and supporter roles). These should be kept in mind when delivering this session and you may find it useful to display these to participants or provide those relevant to their role as a hand-out.

## Resources

For this session you will need the following resources:

- copies of **A Guide to Supporting Young People on Committees**
- access to resources supporting **Youth Shaped Scouting**
- A **Guide** for Youth Commissioners for Line Managers and Youth Commissioners
- Youth Shaped Scouting Strategy **Video**
- #YouShaped Activity **Postcards**
- flip chart
- marker pen
- appendix 3 – The Climbing Wall of Youth Involvement (one per participants); also available to download from **here**.
- appendix 4 – Youth Shaped Scouting Key messages for Section Leaders and Section Supporters (one per Section Leader)

- appendix 5 – Youth Shaped Scouting Key messages for managers and supporters (one per manager or supporter)



### **Trainer input (5 Mintues)**

#### **What do we mean by Youth Shaped Scouting?**

Remind participants that Youth Shaped Scouting was touched upon in Module 3, covering why young people should be involved in programme planning and tools for doing this. However, you should emphasise to participants that Youth Shaped Scouting is wider than just programme planning. The principles of Youth Shaped Scouting apply to the whole Scouting experience of young people and should be inherent in everything that we do.

Youth Shaped Scouting and youth involvement are the terms used to describe the inclusion of young people of all ages in the development and delivery of their own Scouting experience. This includes all aspects of Scouting, from programme and activity planning to the way that their Group is run.

This is incorporated in Scouting's Vision which includes the aim that Scouting will be shaped by young people in partnership with adults. Being shaped by young people is vital in ensuring that Scouting meets their needs and remains relevant to their interests, allowing the Movement to continue to grow.

It is important to remember that involvement should be a right for young people, not an obligation. Although all young people should be encouraged to actively participate, some may choose not to.



### **Task (5 Mintues)**

#### **Methods of Youth Shaped Scouting**

Explain to participants that we are now going to brainstorm together, as a whole group, methods for involving young people in the wider Scouting experience and how they can engage them.

Ask participants to suggest ideas. Encourage them to draw on their own experience and what they do currently, as well as other methods of youth involvement that they have seen or are aware of.

Record these answers on a flip chart or similar so that you can refer back to them in the feedback session.



### **Report back (5 Minutes)**

Participants should have highlighted a number of different methods for ensuring Scouting is youth-shaped and ways to get young people involved. Work through the ideas you have recorded from participants.

There are many methods for involving young people. Examples include:

- asking young people for feedback, e.g. at section meetings, camps and events
- involving older sections in programme planning meetings
- suggestion boxes
- peer mentoring
- including nights in the programme run by young people
- asking young people to choose the game at the start of each evening

- asking young people to act on committees
- section forums (e.g. Beaver Log chews; Cub Pack leadership forum; Scout Troop forums; Explorer Unit forums)
- Group, District or County forums or youth councils
- involving young people in deciding how funds are allocated or judging competitions
- asking young people what District or County events they want to be run
- Sixers or Patrol Leaders teaching skills to younger members
- though leaders are responsible for making the agreed Programme happen, Explorers and Network members who want to help organise and run activities should be encouraged and supported
- involving older sections in internal and external communications, e.g. writing to local papers, advertising, recruitment.

Those are just a few examples and participants may give you a wide variety of answers, including many not listed above. Essentially, Youth Shaped Scouting is anything that includes young people or young adults:

- sharing their ideas
- learning from and teaching each other and adults
- taking part in decision-making
- assisting with planning the programme, including activities and camps
- becoming more involved in all aspects of Scouting

You should ensure that the participants have listed ideas that cover all of the five areas above. In your feedback, please ensure that you highlight the following key points:

- The method of involving young people used should reflect their age. For example in asking for feedback on an activity, you might ask Beavers for a show of hands for who liked it. With Scouts you might ask them to discuss whether or not they liked it, why this was, and how you could improve it next time.
- The most important thing, whatever method is being used, is that the involvement of young people is meaningful. In order to actually involve young people and be a Movement truly shaped by young people their ideas and opinions need to be acted on.
- If a young person has an idea that it is not possible to include, it is important that this is discussed and the reasons why are explained to the young person. It should not just be ignored.
- It is important that, in involving young people, the most effective and relevant methods of communication are used for the age group or topic. Therefore, adults in Scouting need to be open to new methods of communication where relevant, following appropriate guidance in using them.



### **Trainer note**

Hand out copies of Appendix 3 –The Climbing Wall of Youth Involvement to participants. If you prefer you could display the wall at the front of the room, ensuring that it is visible to all participants.



## Trainer input (5 Mintues)

Youth Shaped Scouting is about giving young people the opportunity and the skills to get involved. The level at which they do this needs to be right for you, your leadership team and the young people themselves.

To help gauge this level, in order to move forwards and progress, it is important to assess where you are currently. One way of doing this is using the Climbing Wall of Youth Involvement, which can be found in Appendix 3.

The climbing wall has been created to assist the development of youth involvement in Scouting. It identifies seven steps for youth involvement. Improving youth involvement is not simply a case of moving up the wall and staying there; it is a fluid model, and your position on the wall will change over time and as the young people in your section change.

Anything above and including level 4 is classed as youth involvement, and for some activities, level 5 or 6 may be the most appropriate. You do not always have to achieve level 7 in everything your section does for effective youth involvement to be in place.

This tool is designed to be applied for all levels of Scouting, from Group level right up to HQ. More information about how to use and interpret the wall can be found on the Youth Involvement pages of Member Resources at [scouts.org.uk](https://scouts.org.uk).

Explain to participants that we are now going to spend five minutes thinking about specific ways that they can include young people as part of their role.



## Task (5 Mintues)

Ask each participant to think of one way that they could meaningfully involve young people in shaping local Scouting in their area, based on the principles that we have looked at in this session.

For Section Leaders, this should be for the young people in their section. For roles supporting Scout Network, this would be in an advisory capacity as Network members should be responsible for their Scouting experience. For managers and supporters, it could be ways of involving young people and young adults, of different ages, at their relevant level (e.g. Group, District, County) or in their relevant subject (e.g. Inclusion, Activities, Media).



## Report back (5 Minutes)

Ask the participants to feed back to the whole group the idea that they have chosen to take back to their section. They may wish to note down other people's ideas as well, so that they can take them away to use in their role and refer back to at a later date.

The responses may be varied, but in discussing them you should ensure that constructive feedback is provided about each idea. This feedback may be based on, but is not limited to, criteria such as:

- is the involvement age-appropriate?
- is the involvement meaningful?
- how would they act upon the outcomes of the involvement, if required?
- how they would accommodate or manage young people who didn't want to be involved?

As part of this discussion you should also encourage participants to think about how the ideas



suggested could be adapted for other sections or environments, encouraging them to focus on the need for youth involvement to be relevant and appropriate.



### **Trainer input (5 minutes)**

There are number of tools and resources and ideas to help Section Leaders improve Youth Shaped Scouting in their section. They can be found at [scouts.org.uk/youthshapedscouting](https://scouts.org.uk/youthshapedscouting)

There are also a number of role specific messages connected to youth involvement, which vary slightly depending on the participant's role. For Section Leaders and supporters these can be found in Appendix 4. For managers and supporters these can be found in Appendix 5.

## **Conclusion (5 Minutes)**

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

- from their line manager or others in a similar role in their Group, District or County
- from other people doing the same or similar roles in other groups, Districts or Counties – they could share best practice and ideas or solve problems
- from subject specialists such as ACC (Programme) or Deputy CC (Programme), or from ACC or ADC (Section). Many counties now have a role such as ACC (Youth Involvement)
- online and in resources available from Member Resources at [scouts.org.uk](https://scouts.org.uk)
- further training - for leaders in particular this will include Module 12(B) Programme Planning
- youth Shaped Scouting tools and resources, available at [scouts.org.uk/youthshapedscouting](https://scouts.org.uk/youthshapedscouting)

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

# Handout A

## Differences in Sections

For the most up to date leaflet, please download the document located [here](#)

THE SCOUTING PROGRAMME 6-25 YEARS

	CORE BADGES	PEER LEADERSHIP BADGES	JOINING IN	ACTIVITY BADGES	STAGED ACTIVITY BADGES	CHALLENGE AWARDS	TOP AWARDS
<b>BEAVERS</b> Core age: 6-8 Responsibility: Group Key themes: • Outdoors and Adventure • World • Skills							
<b>cubs</b> Core age: 8-10½ Responsibility: Group Key themes: • Outdoors and Adventure • World • Skills							
<b>SCOUTS</b> Core age: 10½-14 Responsibility: Group Key themes: • Outdoors and Adventure • World • Skills							
<b>EXPLORERS</b> Core age: 14-18 Responsibility: District Challenge areas: • Adventure • World • Skills							
<b>network</b> Age: 18-25 Responsibility: District and UK Programme areas: • Adventure • International • Community							

## Handout B

# Programme Definition Cards

Cut out the cards below, allowing enough for one full set per group. Ask participants to match the definitions to the descriptions of the programme terms.

Term	Description
Membership Award	Presented to young people when they take their Promise and become a member of the Movement. Young people should be given this badge when they are invested into the section as part of the Investiture ceremony. Young people are required to have learned certain things about Scouting and their section before they can become full members.
Joining in Award	Presented annually to young people to recognise the length of their time in Scouting. The number on the badge is the number of years that the young person has been an active member of the Scouting Movement, not just of the particular section they are in.

<p>Activity Badges</p>	<p>These make up the majority of all the badges available to young people. They are specific to sections and cover a huge range of skills and interests, designed to maximise their appeal to young people. The badges recognise and reward young people's different interests and talents and are designed to:</p> <ul style="list-style-type: none"> <li>■ Be achievable by a young person working individually which can include at home, or outside their section</li> <li>■ Allow young people to work on something of particular interest to them</li> <li>■ Contain clear and specific requirements that can be followed by young people working independently</li> </ul>
<p>Staged Activity Badges</p>	<p>These badges are available to all sections from Beavers to Explorers and cover a range of topics and skills. They do not have to be completed in order; it is possible for young people to begin at whichever level best suits them. They are progressively more difficult to offer young people an on-going challenge.</p>

<p>Moving On Award</p>	<p>Presented to young people when they progress to the next section in the Movement. They are presented with this when they are invested in the new section.</p>
<p>Challenge Award</p>	<p>These badges support the main themes of the programme and require young people to take part in a range of activities to develop their skills and understanding in specific areas. The badges are progressive through the sections and this is mirrored in the complexity of the requirements. Explorers do not have these badges, but they do have areas that reflect the main Scouting themes in the same way as the other sections.</p>
<p>Top Awards</p>	<p>These celebrate the highest level of achievement that young people can gain in their section, and in Scouting. They are often associated with a larger celebration of achievement such as ceremonies or special events.</p>

<p>Explorer Scout Explorer Scout Young Leaders' Scheme</p>	<p>An optional leadership training programme for Explorers who wish to volunteer in the younger sections to develop their own skills and experience.</p>
<p>Duke of Edinburgh Award</p>	<p>An external award scheme available to the Explorer and Network sections focusing on areas of volunteering, skills, physical, expedition and residential.</p>
<p>Challenge Areas</p>	<p>These are the key themes that form the basis for each of the section's programmes.</p>

Programme	<p>This refers to everything that young people do in Scouting – the range of activities, challenges and experiences that young people experience. It is planned by the leadership team in partnership with young people. It should be flexible and have room to adapt and accommodate the needs of the individuals in the section.</p>
Quality Programme	<p>A programme should evenly incorporate elements from each of the Challenge Areas, to offer young people a diverse, interesting and exciting experience in Scouting.</p>

# Handout C

## Example Programme for a Term or Scout Network Project Proposal

Read through the programme or Scout Network Project Proposal below, assessing its suitability in relation to your given section and whether you think it qualifies as a quality programme. In doing this, you should assume that you have 25 young people in your section, none of whom have any additional needs.

Once you have assessed the programme or project, you then need to adapt and update the programme based on any flaws or areas for improvement that you have identified.

### Example term programme (Beavers to Explorers)

Date	Activity	Description	Venue
19 Sept	Section Forum	Talk young people to gauge opinions to plan a programme around things they are interested in and badges they would like to achieve.	Hall
26 Sept	What's your attitude?	Feedback from forum. Debate to challenge our view on local and global issues connected to world economics and politics	Hall
3 Oct	Scavenger Hunt	Collect a variety of leaves and twigs from the wood to compare, spot differences. Think about seasons	Woods
10 Oct	Community Impact	Identify Need stage: young people decide on what issue they want to focus on for their Community Impact project.	Hall
17 Oct	Knot work	Learn new knots and recap on those learnt before	Hall
24 Oct	Community Impact – Planning	Plan Action stage: young people plan how to carry out the Community Impact project, including times for the actual project to be carried out.	Hall
<b>HALF TERM</b>			
7 Nov	Fireworks and	Group fireworks display and bonfire	Hall



	<b>bonfire</b>		
<b>10 Nov (Saturday)</b>	<b>Community Impact</b>	Take Action stage: take action on your Community Impact project.  <b>NB</b> This stage could either take place on a weekend or during a scheduled section meeting (or multiple meetings if needed).	TBC
<b>14 Nov</b>	<b>Police Station Visit</b>	Attend local police station for talk on drug awareness and misuse	Hall
<b>21 Nov</b>	<b>Mini-Olympics</b>	Variety of games (decide on the night)	Local Park
<b>28 Nov</b>	<b>Raft Building</b>	Building rafts from things in the woods and sailing them	Lake at Local Adventure Centre
<b>5 Dec</b>	<b>Christmas Craft  Community Impact</b>	Craft night, make Christmas cards and decorations  Learn and Do More / Tell the World stage: Encourage Young People to reflect on their project, what they have learned, and celebrate what they achieved and the positive impact on their community.	Hall
<b>12 Dec</b>	<b>Christmas Craft</b>	Craft night, make Christmas cards and decorations	Hall
<b>19 Dec</b>	<b>Christmas craft and carols</b>	Make Christmas cards and decorations. Sing carols with the Colony, friends and family.	Hall

# Example Scout Network project proposal.



## Explorer Belt Expedition to New Zealand

Project by East Sussex  
Adventure International

Follow

Created by Frank Member on 2 Dec 2015   Fri 1 Jul to 16 Jul 2016   New Zealand



Cost: £0

- Home
- Badges
- Team
- Photos
- Videos
- Events

### Description:

Join us on an exciting expedition to complete the Explorer Belt Award in New Zealand!

The expedition will take place over two weeks in July and will be a great opportunity to explore the country, get to know a different culture and meet new people. Along the route we will complete one major project and a series of 10 minor projects, which will be selected by the team.

You will gain lots of valuable skills in planning and leadership whilst having a fantastic time exploring New Zealand!

#### **The phases of the project:**

##### *Research:*

We will be researching the local area and the best route for our expedition. We will need to read up on the local culture, regulations and climate as well as researching costs for the project such as flights, accommodation and insurance.

##### *Planning:*

We will have planning meetings to set the dates and times for the expedition, create a budget for the trip and plan the training and the trial expedition. Once we have researched where we want to go we will plan the route and agree the projects we will be undertaking along the way. Depending on how many people sign up, we may have to decide who is in each team for the expedition. We will need to undertake a risk assessment and consult with the Assistant County Commissioner (International) to ensure that all the relevant documentation is processed for going on an expedition abroad and that we have an InTouch process in place.

##### *Fundraising:*

We will need to fundraise for the cost of the project. Once we have made a budget and set a realistic target we will need to plan fundraising events in order to raise enough to cover the costs of the project.

##### *Logistics:*

We will need to coordinate booking flights, accommodation and local travel in New Zealand. We will all need to get sufficient travel insurance for the duration of the expedition as well as visas and local currency.

##### *Training:*

We will need to make sure we have strong map reading and compass skills to navigate on our expedition as well as first aid training. We may also need to do some fitness training to ensure we are all up to the challenge!

##### *Buying kit:*

We will need to plan what kit to bring. We will take stock of what we currently have, what we are able to borrow and what else we will need to buy.

##### *Food:*

We will need to plan what food and drinks we will need for the expedition including what we can buy when we are there and what we may have to bring with us. We will need to take into consideration the weight of any food we take as well as the regulations about bringing food into the country.

##### *Practice expedition:*

We will need to have a practice expedition to ensure that our kit is all working well. We will have to plan where and when to have the practice expedition and there may be a cost involved in this for food and campsites.

### Location



### Contact

**James**  
01234567890  
james@scouts.org.uk

# Hand-out D

## Elements of the quality programme

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

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

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

This means that, in order to provide a quality programme, you need to ensure that the programme:

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

# Handout E

## Examples of term programmes (section-specific)

### Example term programme – Beavers

Date	Activity	Description	Venue	Leader in Charge	Equipment needed	Challenge Award
19 Sept	Harvest festival	Beavers bring in food; Colony discusses where the food comes from and how it is made	Hall	Section Leader	Variety of foods	My World
26 Sept	Dinosaur models	Make papier-mâché models on wire coat hanger frames, decorate with poster paint	Hall	Section Leader	Paper, PVA Glue, Wire Coat Hangers, paint, brushes, water pots	My Skills
3 Oct	Scavenger hunt	Collect a variety of leaves and twigs from the wood to compare, spot differences. Think about seasons.	Woods	Section Leader	None	My Outdoors
10 Oct	Puppet storytelling	Create finger puppets and use them to tell well known stories using a puppet theatre.	Hall	ABSL	Art and craft materials, theatre	My Skills
17 Oct	Visit a Synagogue	Look at key features of the building and think about Judaism	Synagogue	Section Leader	None	My World
24 Oct	Making biscuits	Make biscuits and ice them	Kitchen	ABSL	Biscuit ingredients, icing, baking trays, oven gloves	My Skills
<b>HALF TERM</b>						

7 Nov	<b>Fireworks and bonfire</b>	Attend the local fireworks display. Come back to the hall and have a bonfire outside	Seymour Park/ Hall	Section Leader	Wood, marshmallows, skewers	My Adventure
14 Nov	<b>Code decipher</b>	Create codes using backwards writing etc. Try to crack other people's codes	Hall	Explorer Scout Young Leaders	Papers, pens, pencils, SOS instructions	My Skills
21 Nov	<b>Mini-Olympics</b>	Make an exciting and challenging assault course for Beavers. Count pulse and use heart rate monitors to learn about fitness and heart rates	Hall	Section Leader	Cones, bean bags, skipping ropes, balls, stop watches, pen and paper	My Adventure
28 Nov	<b>Community Impact</b>	Identify Need stage: young people decide on what issue they want to focus on for their Community Impact project..	Hall	Section Leader	Local newspapers, survey results, A Million Hands resources, flip charts, markers and pens, post-it notes	My World
5 Dec	<b>Fair Trade chocolate</b>	Learn where chocolate comes from and the process of how it is made	Hall	Young Leader	Different types of chocolate, information sheets/activities about chocolate	My World
12 Dec	<b>Space theme</b>	Learn about star constellations and the life of stars and the moon. Go outside and look at the stars and moon	Hall/ outside	ABSL	Space-themed games and activities	My Outdoors
19 Dec	<b>Christmas craft and carols</b>	Make Christmas cards and decorations. Sing carols with the Colony, friends and family	Hall	Section Leader	Art and craft materials, scissors, music player and speakers, lyrics to carols	My World

## Example term programme – Cubs

Date	Activity	Description	Venue	Leader in Charge	Equipment Needed	Challenge Award
19 Sept	Map-reading skills	Use map-reading skills to navigate the local town in sixes	Town	Section Leader	Maps, compasses	Our Outdoors
26 Sept	Hike	Use map-reading skills worked on the week before	National park	Section Leader	Map, compasses	Our Outdoors
3 Oct	Map Reader Activity Badge	Work through the requirements of the activity badge following on from the past two weeks	Hall	Section Leader	Maps, compasses	Our Skills
10 Oct	Community Impact	Take Action stage: take action on your Community Impact project.	Community location	Section Leader	Depending on project	Our World
17 Oct	Wide games	Glow stick wide games in the woods	Woods	Section Leader	Glow stick, torches, whistle	Our outdoors
24 Oct	Community Impact	Learn and Do More / Tell the World stage: Encourage Young People to reflect on their project, what they have learned, and celebrate what they achieved and the positive impact on their community.	Hall/ depending on project	Section Leaders	Depending on project	Our World
<b>HALF TERM</b>						
7 Nov	Pack Forum	Games and exercises to gauge Cubs' opinions to plan the programme around things they are interested in and badges they would like to achieve	Hall	Explorer Scout Young Leaders	Balloons, Pens, Paper	Our Skills
14 Nov	Scavenger Hunt	Scavenger hunt around the local area looking for	Hall/Local Area	Section Leaders	Maps, Clues, Prizes	Our Adventure
21 Nov	Science Night	Working on the Scientist badge	Hall	Section Leader	Science equipment	Our Skills
28 Nov	Italian Night	Language, food, culture, music and history (bit on the Romans)	Hall	ACSL	Italian food, music, stereo and speakers,	Our World
5 Dec	Fire Station Visit	Visit to the local fire station	Fire Station	Section Leader	None	Our Skills

<b>12 Dec</b>	<b>Indoor Campfire &amp; Edible Scouting Skills</b>	With marshmallows and games. Practising Scouting skills with edible materials e.g. knots with strawberry laces, make fire out of choc fingers, orange peel etc.	Hall/ Kitchen	ACSL	Marshmallows, chocolate fingers, strawberry laces, oranges	Our Adventure
<b>19 Dec</b>	<b>Ice Skating</b>	Whole meeting at the local rink – parents' consent.	Ice rink	Section Leader	N/A	Our adventure

## Example term programme – Scouts

Date	Activity	Description	Venue	Leader in Charge	Equipment Needed	Challenge Award
19 Sept	Youth Forum	Games and exercises to gauge Scouts' opinions to plan the programme around things they are interested in and badges they would like to achieve over the term	Hall	Explorer Scout Young Leaders	Balloons, pens, paper	Skills
26 Sept	Community Impact	Plan Action stage: young people plan how to carry out the Community Impact project, including times for the actual project to be carried out.	Hall	Section Leader	Flip charts, paper, post-it notes, calendars pens, markers and any other resource depending on the specific project,	My World
3 Oct	Campfire and backwoods cooking	Build the fire and backwoods cook dinner!	Outside the Hall/open space	Section Leader	Fire building materials, ingredients for dinner	Outdoors
10 Oct	Map and compass skills	Practising map and compass skills. Working towards Navigator Activity Badge	Hall	ASL	Maps, compasses	Adventure
17 Oct	Orienteering	Using map and compass skills. Working towards Navigator Activity badge	Outdoors	ASL	Map, compasses	Expedition
24 Oct	Glowstick Wide Games	Meet in the woods.	Woods	Section Leader	Glowsticks, whistle, stop watch	Outdoor
27 October (Saturday )	Community Impact	Take Action stage: take action on your Community Impact project. NB This stage could either take place on a weekend or during a scheduled section meeting (or multiple meetings if needed).	Community Location	Section Leaders	Depending on project	My World
<b>HALF TERM</b>						
7 Nov	Peruvian and Inca night	Craft, cooking, music, fashion and culture from Peru and learn about the ancient civilisation, the Incas.	Hall	ASL	Music, stereo and speakers, food, cooking utensils.	World



<b>14 Nov</b>	<b>Bird feeder making</b>	Make bird feeders in Patrols for the elderly residential home garden.	Hall	Section Leader	MDF wood, tools, sand paper, paint, brushes	Creative
<b>21 Nov</b>	<b>Elderly residential home garden clear up</b>	Tidying up the garden for residents to enjoy, cutting back plants, weeding, tidying beds and clearing the leaves	Residential Home	Section Leader	Gloves, garden tools, garden sacks.	World
<b>28 Nov</b>	<b>Knot work</b>	Learn new knots and recap of those learned before	Hall	Explorer Scout Young Leaders	Rope, canes, poles	Skills
<b>5 Dec</b>	<b>Edible pioneering competition</b>	Competing across the District for the most adventurous and tasty pioneering	District HQ	Section Leader	District organised	Skills/ creative
<b>12 Dec</b>	<b>Community Impact</b>	Learn and Do More / Tell the World stage: Encourage Young People to reflect on their project, what they have learned, and celebrate what they achieved and the positive impact on their community.	Hall/ depending on project	Section leaders	Depending on project	Skills
<b>19 Dec</b>	<b>Christmas party</b>	Bowling	Bowling Alley	Section Leader	N/A	Adventure

## Example Term Programme - Explorer Scouts

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

<b>28 Nov</b>	<b>What's your attitude?</b>	Debate to challenge our view on local and global issues	Hall	Explorers	Local and global issues information	World
<b>5 Dec</b>	<b>Fun games</b>	Test your fitness with a series of active, fun games. Measure heart rate and recovery.	Leisure Centre	Section Leader	None	Skills
<b>12 Dec</b>	<b>Where's Wally?</b>	Find the secret location of the leaders. With Yes/No communications. The team that finds Wally first wins a prize	Hall	Section Leaders	Walkie-talkies	Skills
<b>19 Dec</b>	<b>Christmas party</b>	District Explorer Christmas party	Hotel	Explorers	None	

# Appendix 1

## Responsibilities within the Explorer Scout Explorer Scout Young Leaders' Scheme

When providing feedback on this activity, please cover the key points relevant to all roles which are listed on page 16. Please also provide feedback on the specific responsibilities of individual roles, as outlined below. You may wish to make this appendix available to participants, so they can have it for future reference.

### **Cub, Beaver and Scout Leaders**

As a Cub, Beaver or Scout Leader or section supporter, you have a responsibility to:

- help Explorer Scout Young Leaders plan and work towards achieving their missions
- encourage and support Explorer Scout Young Leaders to be involved in the planning and running of the section programme, where appropriate
- give Explorer Scout Young Leaders a level of responsibility that is age-appropriate and progressive towards them assuming an adult role
- encourage Explorer Scout Young Leaders to attend further Young Leader training modules
- remember that Explorer Scout Young Leaders are not adults, and should not be left in sole charge of Beavers, Cubs or Scouts

### **Explorer Scout Leader**

As an Explorer Scout Section Leader, you have a responsibility to:

- ensure that Explorers are aware of the Explorer Scout Explorer Scout Young Leaders' Scheme and how to get involved
- make sure Explorer Scout Explorer Scout Young Leaders have the opportunity to take part in Explorer activities even if they are not regular members of the Unit
- make sure Explorer Scout Explorer Scout Young Leaders are aware of and able to participate in any District Explorer events

### **Explorer Scout Leader (Young Leader)**

As an Explorer Scout Leader (Young Leader), you have a responsibility to:

- make sure that all Explorers in the District have access to the Explorer Scout Young Leaders' Scheme
- ensure all Explorer Scout Explorer Scout Young Leaders are registered with the Unit
- ensure Explorer Scout Explorer Scout Young Leaders complete module A in their first three months

- make sure module A is made available regularly
- make all other training modules available, including recruiting and supporting a team of trainers
- make sure Explorer Scout Explorer Scout Young Leaders are being supported by their section
- make sure regular information around training and other events are made available to Explorer Scout Young Leaders, Group Scout Leaders and Section Leaders
- make sure Explorer Scout Explorer Scout Young Leaders are aware of and able to participate in any District Explorer events

**Group** – including Group Scout Leaders and Assistant Group Scout Leaders

At Group level you have a responsibility to:

- make sure Explorer Scout Explorer Scout Young Leaders have attended Module A training within the first three months
- make sure all Explorer Scout Explorer Scout Young Leaders are registered with the District
- encourage Explorer Scout Explorer Scout Young Leaders to participate in further training
- make sure Section Leaders are giving Explorer Scout Young Leaders the appropriate support in achieving their missions
- make sure Explorer Scout Explorer Scout Young Leaders are being utilised effectively as a member of the section

**District** – including District Commissioners, Assistant District Commissioners, Deputy District Commissioners and District Explorer Scout Commissioners

At District level you have a responsibility to:

- make sure all Explorer Scout Explorer Scout Young Leaders are registered with the District
- ensure a District Explorer Scout Young Leader Unit is set up and has somewhere to meet etc.
- make sure module A is made available regularly
- support Explorer Scout Leader (Young Leader) in making all training modules available
- make sure Explorer Scout Explorer Scout Young Leaders are aware of and able to participate in any District Explorer events

**County** – including County Commissioners, Deputy County Commissioners, Assistant County Commissioner (Explorers)

At County level you have a responsibility to:

- make sure that Explorer Scout Explorer Scout Young Leaders are aware of and are able to participate in any County Explorer events
- celebrate achievement

The ACC (Explorers) has a responsibility to support and develop quality Explorer Scouting, including the Explorer Scout Explorer Scout Young Leaders' Scheme.

The County Commissioner and Deputy County Commissioners have a responsibility to manage and support the ACCs and DCs in the providing and developing the Explorer Scout Young Leaders Scheme in their County

## Appendix 2

# Quality Programme Checker

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

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

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

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

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

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

What we mean by Challenging

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

What we mean by Relevant

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

What we mean by Rewarding

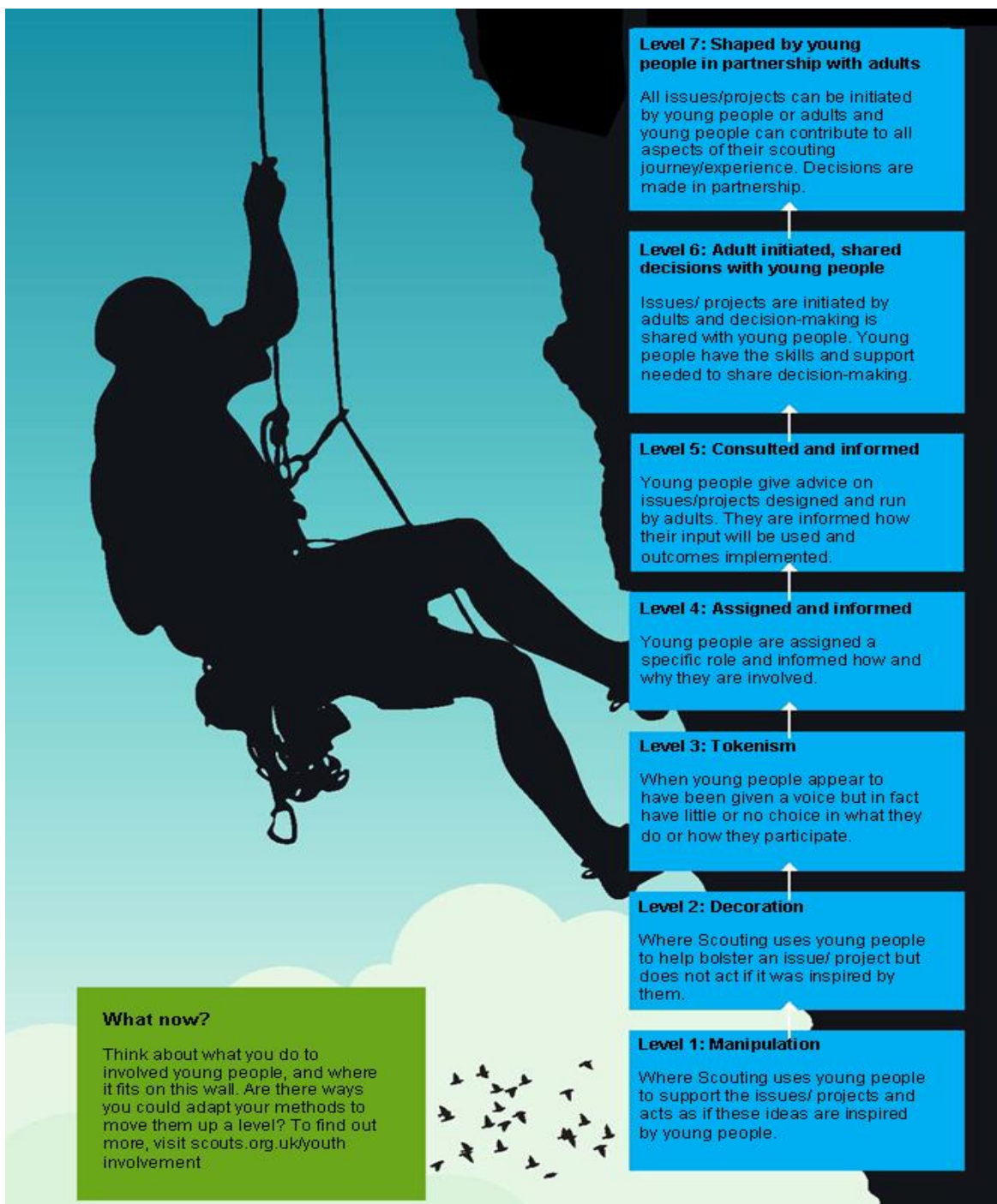
- Developing skills for life, including teamwork and leadership
- Supporting young people with their progression through the sections
- Young people are excited about Scouting, having fun and increasing in confidence

Reviewing the Programme with a section

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

# Appendix 3

## The Climbing Wall of Youth Involvement



## Appendix 4

# Youth-shaped Scouting Key Messages for Section Leaders and Supporters

Section	Key messages for young people	Key messages for leaders
Beavers	<ul style="list-style-type: none"> <li>■ emphasis is on making simple choices and evaluating as part of activities</li> <li>■ some opportunity for free choice, but Beavers will struggle with this and will need guidance</li> <li>■ understand what they have to do to achieve badges/awards</li> <li>■ feel that their voice is heard and valued in the running of the colony</li> </ul>	<ul style="list-style-type: none"> <li>■ provide opportunities for choice through games and other fun activities</li> <li>■ be aware that at this age, children's ideas are limited by what they have experienced.</li> <li>■ inform Beavers (and their parents) of opportunities locally and nationally (such as events and awards)</li> <li>■ develop teamwork and leadership skills by giving Beavers the chance to try out different roles within a group</li> <li>■ it is vital to act on the choices made by Beavers</li> <li>■ provide an explanation where there is a good reason why you can't act on feedback or suggestions given by Beavers</li> <li>■ encourage YLs to run Log Chews</li> </ul>
Cubs	<ul style="list-style-type: none"> <li>■ continued emphasis on choice, but with more opportunities to suggest their own activities</li> <li>■ understand what they have to do to achieve badges/awards</li> <li>■ begin to take on meaningful leadership roles within the Pack – Sixers and Seconders should have specific</li> </ul>	<ul style="list-style-type: none"> <li>■ allows all Cubs – not only Sixers and Seconders - to develop leadership skills</li> <li>■ aware that children are becoming more influenced by the world around them and are more capable of making their own suggestions than in the past</li> <li>■ inform Cubs (and their parents) of opportunities locally and nationally (such as events and awards)</li> </ul>



	<p>responsibilities (such as running games, showing a new Cub what to do or looking after equipment)</p> <ul style="list-style-type: none"> <li>■ have the opportunity to show other Cubs how to do things, or take on a small role in making activities happen</li> <li>■ feel that their voice is heard and valued in the running of the pack</li> </ul>	<ul style="list-style-type: none"> <li>■ Provides opportunities for choice through games and other fun activities</li> <li>■ it is vital to act on the choices made by young people</li> <li>■ provide an explanation where there is a good reason why you can't act on feedback or suggestions given by Cubs</li> <li>■ encourage YLs to run pack forums</li> </ul>
Scouts	<ul style="list-style-type: none"> <li>■ begin to deliver elements of their own programme</li> <li>■ understand what they have to do to achieve badges/awards</li> <li>■ able to participate in decision-making beyond the Patrol/Troop</li> <li>■ take on meaningful leadership roles within the Troop – PLs &amp; APLs should have specific responsibilities</li> <li>■ older Scouts play a role in teaching new Scouts new skills, or how to complete tasks and activities feel that their voice is heard and valued in the running of the Troop</li> </ul>	<ul style="list-style-type: none"> <li>■ leader role becomes more of a facilitation role as Scouts take ownership of the programme</li> <li>■ Scouts are able to offer more realistic suggestions – discussion based approach to planning may be useful, although activity based is always preferable.</li> <li>■ inform young people of opportunities locally and nationally (such as events and awards)</li> <li>■ allow all Scouts – not only PLs and APLs - to develop leadership skills</li> <li>■ understand that it is okay for Scouts to organise evenings which go wrong, have too much or too little planned etc, as long as they learn from it for next time. Your responsibility as a Leader is to keep them safe, not to have every meeting go perfectly to plan!</li> <li>■ it is vital to act on the choices made by young people</li> <li>■ provide an explanation, and discuss alternative options, where there is a good reason why you can't act on feedback or suggestions given by Scouts</li> <li>■ encourage YLs to run Troop Forums</li> </ul>
Explorers	<ul style="list-style-type: none"> <li>■ emphasis is on planning, delivering and evaluating their own programme (including residential events)</li> <li>■ understand what they have to do to achieve badges/awards</li> <li>■ able to participate in decision-making beyond the unit</li> </ul>	<ul style="list-style-type: none"> <li>■ leader role is to facilitate</li> <li>■ understand that it is okay for Explorers to organise evenings which go wrong, have too much or too little planned etc, as long as they learn from it for next time. Your responsibility as a Leader is to keep them safe, not to have every meeting go perfectly to plan!</li> </ul>

	<ul style="list-style-type: none"> <li>■ have the opportunity to take on leadership/management roles in the unit in the short term (with support as necessary)</li> <li>■ are able to easily access support and advice from leaders</li> <li>■ feel that their voice is heard and valued in the running of the unit</li> <li>■ recognise that they are part of a District and should work alongside other Explorer Scouts in neighbouring Units.</li> <li>■ may wish to start undertaking administrative tasks</li> </ul>	<ul style="list-style-type: none"> <li>■ inform Explorers of opportunities locally and nationally (such as events and awards)</li> <li>■ provide support on a more individual level – at this point, YI is about picking and choosing appropriate opportunities with the young person</li> <li>■ it is vital to act on the choices and decisions made by Explorers</li> <li>■ provide an explanation, and discuss alternative options, where there is a good reason why you can't act on feedback or suggestions given by Explorers</li> <li>■ communicate in an appropriate manner (content, method, frequency)</li> </ul>
Network	<ul style="list-style-type: none"> <li>■ Network Members are responsible for all elements of their Network experience (ideally including finance and other administrative tasks)</li> <li>■ able to participate in decision-making beyond the Unit</li> <li>■ have the opportunity to take on leadership/management roles within the Unit and know where to go for support and advice</li> </ul>	<ul style="list-style-type: none"> <li>■ leader role becomes more of an adviser and 'trouble-shooter' – stepping in if there is a serious issue, or to offer advice and support</li> <li>■ Network members should be made aware of opportunities locally and nationally (such as events and awards)</li> <li>■ it is vital to act on the choices and decisions made by Network members. Work with Network members to explore alternative options if there is a good reason why their choices or decisions can't be implemented.</li> </ul>
Explorer Scout Young Leaders	<ul style="list-style-type: none"> <li>■ understand that they are there in a leadership position and participate in the life of the section as in an appropriate way (not as a young person – such as not regularly joining in activities)</li> <li>■ are able to easily access support and advice from section leaders and someone outside of their unit</li> <li>■ develop their leadership, communication, organisation and teamwork skills</li> </ul>	<ul style="list-style-type: none"> <li>■ to support YLs in achieving their missions and modules, and give them opportunities to run games, activities and meetings</li> <li>■ to provide informal feedback (casually drop in top tips style) for best practice/ improvements to their leadership style, communication with young people etc</li> <li>■ to include YLs in all leadership planning meetings</li> <li>■ to recognise and act upon the contributions and suggestions of YLs</li> <li>■ encourage YLs to run forums for 3 younger sections</li> </ul>

	<ul style="list-style-type: none"><li>■ undertake the organisation of elements of the programme (including games, activities and meetings)</li></ul>	
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# Appendix 5

## Youth Shaped Scouting Key Messages for Managers and Supporters

**Having young people's involvement should not be seen as tokenism and there should always be a purpose for having young people involved below are a few pointers to think about.**

- to act upon the feedback given by young people in a meaningful way
- to feed back to young people who are involved in consultation with the outcomes and reasoning behind them
- to encourage young people to shadow (experience roles by working alongside the current role holder, attending meetings etc.)
- to consider providing mentoring or buddying for young people new to roles
- to provide appropriate induction and on-going support for any young person
- to ensure explanations of key terms
- to not presume a level of prior knowledge, and ensure that their emails etc. are accessible and appropriate
- to consider methods of communication
- to ensure at least two young people are on committees and appropriate sub committees

**There are a number of key messages around Youth Shaped Scouting that are particular to specific roles.**

### **Group Scout Leaders and Assistant Group Scout Leaders**

- to ask youth members about Group events and decisions as appropriate
- to encourage Section Leaders to utilise Explorer Scout Young Leaders appropriately (including inviting them to any Leaders meetings)
- to ensure Explorer Scout Young Leaders are properly supported and training available
- to encourage Section Leaders to talk to each other about young people changing section and the level of involvement of young people that they are used to

### **District Commissioners, Deputy District Commissioners and Assistant District Commissioners**

- to involve Explorers and Network in consultation on District matters
- to encourage Section Leaders to ask their young people their views and bring them back to meetings
- to consider opportunities for young people to be District role holders
- to consider the creation of youth consultation structures within the District
- to ensure Explorer Scout Young Leaders are properly supported
- to work with the District Executive Committee to ensure at least two young people are on the committee & appropriate sub committees i.e. appointment advisory committee

### **County Commissioners, Deputy County Commissioners and Assistant County Commissioners**

- to involve Network in consultation on County matters
- to encourage Section Leaders to ask their young people their views and bring them back to meetings
- to consider opportunities for young people to be County role holders
- to consider the creation of youth consultation structures within the County

- to work with the County Executive Committee to ensure at least two young people are on the committee & appropriate sub committees i.e. appointment advisory committee.