

# ONGOING LEARNING

The Young Leaders' Scheme



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



## Who is *Ongoing Learning: The Young Leaders' Scheme* for?

This is an ongoing learning module. It is for adults in the Beaver, Cub and Scout sections, including Section Leaders, Assistant Section Leaders and managers (eg Group Scout Leaders or District Commissioners). It provides information and practical advice for welcoming, supporting and working with Young Leaders in their section. Ongoing learning opportunities are available to all adults involved in Scouting. Adults who have completed their Wood Badge are required to complete five hours ongoing learning a year, averaged over the length of their appointment.

## What does this module contain?

This module contains about five hours of learning that may be managed in a variety of ways.

## How is this module validated?

There is no formal validation for ongoing learning modules. The participants will be asked to produce an action plan to demonstrate that they have an understanding of the Young Leaders' Scheme and how they will ensure that it is supported locally.

## What information is provided?

The module contains objectives that relate to understanding the Young Leaders' Scheme. The objectives for the module are given followed by methods of training. Trainer's notes are also given to provide guidance on methods or other key points. The information is not however a script for the session. Prior knowledge and/or detailed research of the subject matter by the trainer will be required before it can be delivered.

## Session details

1. Who are Young Leaders? (35 minutes)
2. Support for Young Leaders (75 minutes)
3. Modules and missions of the Young Leaders' Scheme (60 minutes)
4. Working with Young Leaders in your section (90 minutes)
5. Moving on – what are the options at 18? (30 minutes)
6. Taking all this back home! (30 minutes)

Depending upon the number and nature of participants, these sessions may need to be preceded by introduction and/or integration sessions. Ideas can be found at [www.scouts.org.uk/trainersresources](http://www.scouts.org.uk/trainersresources).

## Planning considerations

The trainer should have a sound knowledge of the areas covered in this module. Some information can be found within this material but for further help, please refer to *Young Leaders' Essentials* and [www.scouts.org.uk](http://www.scouts.org.uk)

The participants of this module may have different levels of experience within Scouting. Some may have a lot of Scouting experience; others may have had very little involvement and may be new into their role.

The number of participants on the course will determine your ways of working. If you have a large number of participants it is recommended that you use facilitators to provide greater support in smaller group work.

It should be noted that each of these considerations will affect the exact timings of each session and how they will be delivered.

# Ongoing learning: The Young Leaders' Scheme

## AIM

To help adults understand the principles of the Explorer Scout Young Leaders' Scheme so that they can support Young Leaders working in the Beaver Scout, Cub Scout and Scout sections.

## OBJECTIVES

By the end of the module, participants will be able to:

1. Describe the Young Leader requirements, roles and responsibilities
2. List reasons why a young person might want to become a Young Leader
3. List the District roles and responsibilities in delivering the Young Leaders' Scheme
4. Identify sources of support and information about the Young Leaders' Scheme
5. Summarise the main features of the Young Leaders' Scheme, including the modules and missions
6. Explain how participation in the scheme contributes to The Scout Association's awards and external awards, and how participation in the scheme is rewarded
7. List the benefits of having Young Leaders in the leadership team, to sections, and to the Young Leaders themselves
8. Identify ways in which the progress and personal development of the Young Leaders can be encouraged within the sections
9. Recognise factors that need to be considered when supervising Young Leaders working in their section
10. List what opportunities are available to an 18 year old in Scouting
11. Recognise the support and guidance Young Leaders need when making decisions as they approach 18
12. Explain the actions they will put into place to ensure Young Leaders are supported

## Methods

### A series of sessions

This course may be delivered over the course of a day or as a series of evenings with additional work in between.

### Small group

Alternatively, this module could be run for a small group of adults. In this instance you may need to adapt some of the tasks.

## Resources

To deliver this module in its entirety, you will need the following resources:

- Flipcharts
- Flipchart paper and pens
- Pens
- Paper

- Laptop
- Projector
- Screen
- Pins
- Pinboard
- Sticky labels or name tags
- Post-it Notes (various colours)
- Copies of relevant worksheets and handouts for each participant

You may choose to create a CD for each participant with handouts and factsheets on, rather than handing them out in paper format.

The following can be downloaded from [www.scouts.org.uk](http://www.scouts.org.uk) or ordered from the Scout Information Centre:

- *FS103965 Young Leaders – Information for Beaver, Cub and Scout Leaders*
- *FS103966 Working with Young Leaders in Your Section*
- *FS330049 Explorer Scout Leader (Young Leader) role description*
- *FS120303 Duke of Edinburgh – Volunteering*
- *Young Leaders' Essentials*
- *Explorer Scout Membership Pack*
- Young People first guidance for Young Leaders - 'Orange Card'
- Young People first guidance for adults - 'Yellow Card'
- Young Leader Module A badge
- Leaflet: *Want to do something for Scouting? Some options for those aged 18 and over* from [www.scouts.org.uk/18plus](http://www.scouts.org.uk/18plus)
- PowerPoint presentation from [www.scouts.org.uk/trainersresources](http://www.scouts.org.uk/trainersresources)

Resources by session are summarised at the start of the trainer's notes for each one.

# Who are Young Leaders?

## Session 1

00:40

### OBJECTIVES

By the end of this session, participants will be able to:

1. Describe the Young Leader requirements, roles and responsibilities
2. List reasons why a young person might want to become a Young Leader.

### RESOURCES

- PowerPoint slides 1-3
- Flipchart paper and pens
- Laptop
- Projector
- Young Leader role cards (appendix 1)

00:05

### TASK

#### Introduction

As an introduction to the training module, ask participants to form groups and write down what they wish to gain from the module.

Keep these ideas for the duration of the module, as they will be used again in session 6. Explain that these issues should be covered through the duration of the module.



#### Trainer's notes

*If there are points that come out of this task that are not covered in the sessions, it may be worth looking at the Young Leaders' resources or on [www.scouts.org.uk](http://www.scouts.org.uk) so that they can be answered at the end of the module.*

*As an alternative, at the end of the module, explain to participants where they can find more information on the Young Leaders' Scheme. This will have been covered in session 2, so participants may already know how to get more support.*

00:05

### TRAINER INPUT

Explain that the purpose of this module is to understand who Young Leaders are and the basic requirements for young people wishing to be Young Leaders.

Explain this module is for anyone who may come into contact with Young Leaders.

Explain that it will cover the four main topics

1. Who Young Leaders are
2. What the Young Leaders' Scheme is and how it is set up locally
3. Who supports the Young Leaders' Scheme
4. How you can develop an action plan to work with Young Leaders



## TASK

Ask participants what the title Young Leader means to them. Ask them to call out who someone in this role would be. Write up their ideas on a flipchart and put somewhere visible for the rest of the module.



## TRAINER INPUT

Using slides 2-3, explain to participants who a Young Leader is.

Young Leaders will come from a variety of backgrounds:

- Some will come from external organisations such as the Duke of Edinburgh's Award or Girlguiding UK. These will not be invested as a Member of the Explorer Scouts and will not wear the Explorer Scout Uniform. They can only remain as a Young Leader for the time of their Volunteering element of the award.
- Some will have come through from the Scout section and became an Explorer Scout when they reached 14 years old. In some instances these Explorer Scouts may request to return to their old Troop to work as a Young Leader.
- Some will join the Scout Movement as an Explorer Scout and then chose to participate in the Young Leaders' Scheme as part of the Explorer Scout programme.

Highlight the main areas where confusion can arise. Explain that Young Leaders:

- must complete the first module (Module A – Prepare for take off!) within three months of becoming a Young Leader
- must be registered with Young Leaders Unit, whether participating as an invested Explorer Scout or an external candidate.
- should have a break of six months away from their Troop to participate in the wider Explorer Scout provision and work as a Young Leader with either the Beaver Scouts or Cub Scouts. This break allows them to develop their skills as a Young Leader and also allows the Scouts in the Troop and the Leaders to understand that the young person has become an Explorer Scout Young Leader so now has different responsibilities.

OR

Using the pin board and pre prepared role cards (appendix 1), pin up the words Young Leader. Around this, ask participants to select and pin up the responsibilities they think Young Leaders should have within this role.



## Trainer's notes

Examples of Young Leaders' responsibilities (from the role cards):

- *Have fun*
- *Attend appropriate training (ie, Module A)*
- *Attend leadership meetings*
- *Adhere to Child Protection Guidelines (the 'Orange Card')*
- *Demonstrate skills (and pass them on to younger members)*
- *Work towards Awards (e.g. the scheme could be used for the service element of the Queen's Scout Award)*
- *Help generate programme ideas*

*Those things which are not the responsibility of Young Leaders include:*

- *Run all the games*
- *Provide refreshments*
- *Befriend young people from the younger sections (it is important for Young Leaders to remember they now have a position of responsibility)*
- *Work as an adult leader (Young Leaders cannot be included in the adult-young person ratio and should never be left alone with young people from the younger three sections)*
- *Clear up after meetings.*



### **Trainer's notes**

*The method you will use will depend on your participant group. If you have a large number of participants it may be beneficial to split into smaller groups with facilitators to complete this task.*

*You may have a mixture of participants, some of whom already work with Young Leaders and some of whom do not. If this is the case, you may wish to split these participants into separate groups and compare the answers in a report back stage to enable all participants to get the most out of the task.*



### **TASK**

Ask participants to call out answers to the question 'Why would a young person want to be a Young Leader?' Write answers on a flipchart. Answers should include, but are not limited to:

- Personal development
- Complete sections of awards
- Looks good on curriculum vitae (CV)
- Enjoy responsibility
- Learn leadership skills
- Sense of duty and service
- They enjoy it.

### **CLOSE**

Inform the participants of the next session e.g. when it will be held. Explain that the next session will show them where to get further information and support.

# Support for Young Leaders

## Session 2



### OBJECTIVES

By the end of this session, participants will be able to:

1. List the District roles and responsibilities in delivering the Young Leaders' Scheme.
2. Identify sources of support and information about the Young Leaders' Scheme

### RESOURCES

- Flipchart paper for each group
- Paper and pens – for group note taking
- Explorer Scout Leader (Young Leader) role description
- Factsheets for section leaders (FS103965)
- Copies of *Young Leaders' Essentials*
- Flash cards (appendix 2)
- Worksheet (appendix 3)



### TASK

Split the participants into groups and give them three sets of cards (appendix 2) – one set with the role title on, one with the acronym and one with the description of their role in supporting the Young Leaders. Ask participants to match which summary goes with which role.



### REPORT BACK

Using the task they have just done, get the groups to report back.

Go through and summarise each one so that the participants have the right answers. This could be done by moving a group's cards to the correct position, as appropriate.

- Explorer Scout Leader (Young Leader) - ESL (YL) - Directly supports and delivers the Young Leaders' Scheme
- Scout Leader - SL - Supports the Young Leader while working with the section
- Group Scout Leader – GSL - Manages the Beaver, Cub and Scout Leaders and supports them to work with the Young Leaders
- District Executive - They are responsible to ensure the Young Leaders' Scheme is adequately resourced and funded across the District
- Local/County Training Manager – LTM/CTM - Can be part of the Young Leader modules delivery team utilising their experience and skills
- Training Adviser – TA - Supports Young Leaders when they turn 18 years old if they decide to take out an adult appointment
- District Commissioner – DC - Line manages the District Explorer Scout Commissioner and Group Scout Leaders so is ultimately responsible to ensure all young people in the District are supported

- Beaver Scout Leader – BSL - Supports the Young Leader while working with the section
- Cub Scout Leader – CSL - Supports the Young Leader while working with the section
- District Explorer Scout Administrator – DESA - Ensures the Young Leaders are aware of any training scheduled as well as the wider Explorer Scout programme across the District
- Explorer Scout Leader – ESL - Delivers the wider Explorer Scout provision in the District
- District Explorer Scout Commissioner – DESC - Manages the Explorer Scout provision across the District and must ensure that the full Explorer Scout provision is available to all 14 – 18 year olds.



### TRAINER INPUT

Explain the role of the Explorer Scout Leader (Young Leader) in more detail. It may be helpful at this point to have available copies of the Explorer Scout Leader (Young Leader) role description to hand out.

The key points that should be covered are:

- Explorer Scout Leaders (Young Leaders) are responsible for ensuring the Young Leaders are adequately trained and supervised.
- They will establish the District Young Leader Unit(s).
- They should ensure Young Leaders have full access to the Balanced Programme
- They should be in contact with Section Leaders and District Explorer Scout Commissioners (DESCs), as well as other adults involved in the Young Leaders' Scheme
- They should ensure that Young Leaders are able to have input into the scheme and help evaluate it.



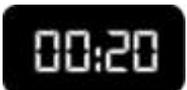
### TASK

In small groups, ask participants to focus on the roles of the Beaver Scout Leader/Cub Scout Leader/Scout Leader ('the sponsoring Section Leader'). Hand out the worksheet (Appendix 3). Ask them to consider how each role can provide support to the Young Leader. They should be prepared to feed back a summary of their discussion in plenary.



#### Trainer's notes

*Depending on the size and experience of the group, you may wish to undertake this task in the form of a whole group discussion or as an individual activity.*



### REPORT BACK

Using the task they have just done, get the groups to report back.

Emphasise that the Explorer Scout Leader (Young Leader) has overall responsibility for the wellbeing of all Young Leaders in the District, as well as making sure they have access to the training modules and the wider Explorer Scout programme. However, the Section Leader has a major role to play in ensuring that the Young Leader has an enjoyable experience whilst being a valuable member of the leadership team.



## TRAINER INPUT/TASK

Ask participants to call out where they could get information and support with regards to the Young Leaders' Scheme. Answers should include:

- Explorer Scout Leader (Young Leader)
- District Explorer Scout Commissioner
- Young Leaders themselves
- Other sponsoring section leaders
- Assistant County Commissioner (Explorer Scouts)
- *Young Leaders' Essentials* (have this available to show participants) and *Young Leaders Essentials' Plus*
- The Scout Association's website [www.scouts.org.uk](http://www.scouts.org.uk)
- Factsheets
- Scout Information Centre

## CLOSE

Hand out a copy of the factsheet for Section Leaders (FS103965) to each participant. Inform the participants when and where the next session will be held.

# Modules, Missions and Awards

## Session 3

00:60

### OBJECTIVES

By the end of this session participants will be able to:

1. Summarise the main features of the Young Leaders' Scheme, including the modules and missions
2. Explain how participation in the scheme contributes to Scout Association awards and external awards, and how participation in the scheme is rewarded.

### RESOURCES

- Projector
- Laptop
- Screen
- Flipchart
- Young Leader Module A badge
- Copies of *Young Leaders' Essentials*
- Copies of the 'Orange Card'
- Copies of the 'Yellow Card'
- Post-its or sticky dots
- Copies of the factsheet FS120303 – *Duke of Edinburgh – Volunteering*
- PowerPoint slides 4-9



### Trainer's notes

For more information regarding the Young Leaders' modules, missions and relevant awards, refer to *Young Leaders' Essentials*.

00:10

### TASK

In groups, ask participants to make a list of skills that a Young Leader might wish to gain to help them fulfil their role.

00:15

### REPORT BACK

Using the task they have just done, get the groups to report back their lists. The list should include, but is by no means limited to:

- empathy
- knowing how to run games
- ability to deal with challenging behaviour
- communication
- leadership
- delegation
- discipline
- planning skills
- adaptability

Be sure to fill in any gaps that are not covered by the individual groups.

00:05

## TRAINER INPUT

Introduce the participants to the Young Leader modules (you could do this using PowerPoint slides 4 to 6, or any other presentation method such as flipcharts or handouts). Explain that the modules will help Young Leaders gain and practice the skill areas listed above.

Explain that the modules are intended to be delivered by anyone who has an interest in the Young Leaders' Scheme and has sufficient skills/knowledge of the content to do so. This might be the Explorer Scout Leader (Young Leader) or someone else, including Section Leaders.

00:10

## TASK

Display statements from the Young Leader 'Orange Card' and the 'Yellow Card' on flipchart paper around the room. Ask participants to stick different coloured Post-its or dots on the statements, depending on whether they think they apply to adults or Young Leaders. Explain that child protection forms an important part of Module A - Prepare for Take Off!

Hand out the 'Orange Card' and 'Yellow Card' and ask participants to briefly compare the cards to what they initially thought.



### Trainer's notes

*An alternative method could be to ensure each participant has access to a copy of the Young Leader 'Orange Card' and the 'Yellow Card'. Ask them to think how the 'Orange Card' compares with the 'Yellow Card', and how it differs.*

00:05

## TRAINER INPUT

Display the aims and objectives of Module A – Prepare for Take Off! either projected (PowerPoint slide 7), or a on flip chart.

Explain that this module covers the essential information a Young Leader needs and therefore, all Young Leaders must complete Module A within three months of becoming a Young Leader. After this module has been completed they can wear the Young Leader badge. Hand around a copy of the Module A badge for participants to see.

00:05

## TRAINER INPUT

Introduce the four missions that Young Leaders can complete, which help them put the skills gained during the modules into practice.

Explain that completion of each is rewarded with a mission flash badge, and completion of all modules and missions is rewarded by presentation of the Young Leader Belt Buckle and certificate. Show participants what each of these items looks like (PowerPoint slide 8). If you have copies of the badges, buckle or certificate, you could hand these around for participants to see.



### Trainer's notes

*A brief overview of the four missions is given below. More information can be found in Young Leaders' Essentials and Young Leaders' Essentials Plus:*

- *Mission 1: Plan and run three indoor activities*
- *Mission 2: Plan and run three outdoor activities*
- *Mission 3: Plan and run a sectional forum*
- *Mission 4: Take responsibility for part of the organisation and running of the section in which you are working*

00:10

### TRAINER INPUT

Explain how the Young Leaders' Scheme can be used to complete the service element of the Chief Scout's Platinum and Diamond Awards, the Queen's Scout Award and the volunteering section of Duke of Edinburgh's Award. (Use PowerPoint slide 9 or any other presentation method). In particular, explain that Section Leaders have a role in 'signing off' this component of the awards, so must be aware of any specific requirements. Hand out the factsheet FS120303 *Duke of Edinburgh – Volunteering*.

### CLOSE

Emphasise that Young Leaders should be encouraged to complete the modules and missions of the Young Leaders' Scheme, as well as being supported in completing the awards. Explain the date and location of the next session.

# Working with Young Leaders in your section

## Session 4

01:30

### OBJECTIVES

By the end of this session, participants will be able to:

1. List the benefits of having Young Leaders in the leadership team to sections and to the Young Leaders themselves
2. Identify ways in which the progress and personal development of the Young Leaders can be encouraged within the sections
3. Recognise factors that need to be considered when supervising Young Leaders working in their section

### RESOURCES

- Projector
- Laptop
- Screen
- Case studies (appendix 4)
- Sufficient copies of *Young Leaders' Essentials*, at least one per group
- Copies of the aims, objectives and methods for selected modules from within this
- Copies of the mission requirements from within this
- Flipchart
- Paper and pens
- PowerPoint slide 10

00:05

### TRAINER INPUT

Explain that participation in the Young Leaders' Scheme is about personal development, particularly of leadership skills. The scheme should be progressive – as Young Leaders gain experience, their leadership skills evolve and their level of responsibility should increase. The modules and missions of the Young Leaders' Scheme are designed to support this development.

00:20

### TASK

Split the participants into small groups, if possible in sections (Beaver Scout Leaders together etc). Give each group a copy of the aims, objectives and methods from one of the modules of the Young Leaders' Scheme. Try to give each group a different module. For example:

- Module B – Taking the Lead
- Module E – Game On
- Module G – Programme Plans

Ask them to imagine that a Young Leader in their section has just completed this particular module and has come to ask if they can use their new-found skills to run a section meeting. Each group needs to plan a brief outline of an evening's section meeting which will allow the Young Leader to use the skills learned.

00:20

## REPORT BACK

Using the task they have just done, get the groups to report back, summarising the module that they were given and the section meeting plan they have come up with.

Emphasise that some planning is required to ensure that Young Leaders are given the opportunity to use their developing skills to the full, whilst noting that they are still young people and cannot be treated as adult leaders.

Hand out sheets with the requirements for the four missions, noting that an active Young Leader who is fully involved in the running of the section and has completed appropriate training modules will find completion of the missions straightforward.

00:10

## TRAINER INPUT

Explain the practical issues that must be considered when a Young Leader is working in a section. Suggested methods of delivering the following points include: pinning up cards, using PowerPoint slide 10, or any other visual you feel could convey the following points:

- They are not an adult leader so cannot be left unsupervised or used to make up adult/young person ratios
- They are not one of the young people in the section – must be seen as a leader by those young people
- Practicalities of accommodation for Nights Away
- Must complete Module A within first three months
- Leaders' meetings – making sure everything discussed is appropriate

00:15

## TASK

Split participants into three to four groups, hand out one case study of a situation Young Leaders may face to each group. Ask the group to use the flipchart paper to show how they would deal with the situation in the case study.

00:20

## REPORT BACK

Allow five minutes for each group to report back, within a whole group discussion. Key points that should be brought out during group discussion include:

- Realising that Young Leaders cannot be treated as adult leaders
- Who Young Leaders and adult leaders can go to for support
- Young Leaders can play an integral role in section leadership meetings
- The importance of adhering to child protection and other rules, and where information about these can be found e.g. the 'Orange Card'

## **CLOSE**

To end the session, provide the participants with comments on the experience of being a Young Leader from Young Leaders themselves. If possible, you might want to incorporate a presentation or similar from some Young Leaders about what they have been doing.

Explain the date and location of the next session.

# Moving on – what are the options at 18?

## Session 5

00:30

### OBJECTIVES

By the end of this session, participants will be able to:

1. List what opportunities are available to the 18 year old in Scouting.
2. Recognise the support and guidance Young Leaders need when making decisions as they approach 18

### RESOURCES

- *Options at 18* leaflet for each participant.
- Flipchart paper
- Post-it Notes
- Pens

### Trainer's notes

*Depending on the size and experience of the group, as well as time constraints, it may be worth combining this session with Session 6, due to the short time that they take to complete.*

00:10

### TASK

Place three pieces of flipchart paper around the room, each with one of the following headings:

- Adult Appointment – section leader, assistant section leader, sectional assistant etc.
- Scout Active Support
- Scout Network

Ask participants to individually write on Post-It Notes facts they think a Young Leader should know about each of these in order to help decide what to move on to at 18. For example:

#### **Adult Appointment**

- Work with young people regularly
- Get relevant training – towards your Wood Badge
- Bigger commitment

#### **Scout Active Support**

- Times and activities that suit you
- Use your skills or develop new ones
- Flexible support

#### **Scout Network**

- Work towards awards
- Socialise



Encourage them to write more than one factoid for each heading if they so wish.

00:10

### TASK

Split the participants into groups and hand out the leaflet *Want to do something for Scouting? Some options for those aged 18 and over*. Using the factoids identified above, ask groups to consider how they would support a Young Leader who is coming up to 18 or what advice they would give.

00:05

### TRAINER INPUT

Ask participants to report back the thoughts and findings of their group. Some ways of supporting a Young Leader who is coming up to 18 are:

- Giving an honest overview of the role that they are interested in i.e. time commitments, training
- Ask the Young Leader what they want to get out of Scouting as an adult and then give suggestions accordingly
- Inform the Young Leader where they will be able to get more information from
- Judge the skills of the Young Leader in order to give appropriate advice
- Emphasise that there is flexibility for the Young Leader when they reach 18

00:05

### TRAINER INPUT

Explain that if the young person decides to take on an adult role they will need to go through the Adult Appointment Process. For roles which require training (i.e. Adult Appointment rather than Scout Network) the Young Leader will have to produce a Personal Learning Plan with a Training Adviser. The Personal Learning Plan identifies which modules of the Adult Training Scheme they need to complete for their role, whether they need to complete any learning for those modules, and how they intend to validate those modules.

The Adult Training Scheme recognises prior learning and experience, meaning that adults do not need to complete learning for a module if they can already meet the objectives of that module. The skills, knowledge and experience that someone has gained as a Young Leader count as prior experience. Although the individual will not be able to use what they have done as a Young Leader to validate any module (as the validation is about how they put their skills and knowledge into practice in their adult role in Scouting), participants may have a role in explaining the prior experience that an individual has gained as a Young Leader to their Training Adviser.

### CLOSE

Emphasise the importance of flexibility and informing the Young Leader that they can choose more than one option, if desired. Inform participants of the date and location of the next session.

# Taking all this back home!

## Session 6

00:30

### OBJECTIVES

1. Explain the actions they will put in place to ensure Young Leaders are supported.

### RESOURCES

- Action plan – Appendix 5
- Flipchart ideas from Session 1
- *Young Leaders' Essentials*

00:10

### REPORT BACK

Revisit the ideas participants wanted to gain from the module that were discussed in Session 1. Ask participants if they feel they now have the desired knowledge. If there are still gaps of knowledge or things that haven't been answered, discuss as a group, or signpost to where they would be able to gain this information. It may be useful to have copies of *Young Leaders' Essentials* available.

00:15

### TASK

Hand out the blank action plan worksheet to each participant. Explain they will produce an individual action plan with the top three priorities they have identified and how they will work to address any situation. Action plans are useful in identifying, reviewing and improving any situation. They also help the individual or group to progress and keep track of that progression.

It may be easier for them to work with people from the same Group, section or in a mixed grouping. Some may choose to work on this alone.

Support the participants to fill out the form and suggest ways they can address any changes e.g. communication with the Explorer Scout Leader (Young Leader), ensuring all Young Leaders have completed their Module A badge within three months.

00:05

### CLOSE

End the module by thanking participants for completing the training and explaining that they should go back to their Training Adviser to discuss what they have done and how they can move on.

**Appendix 1 - Young Leader role  
cards (Session 1)**

**YOUNG  
LEADER**

**Run all the games**

**Work as an adult leader**

**Have fun**

**Attend appropriate  
training**

**Work towards awards**

**Take part in  
leadership meetings**

**Adhere to child  
protection guidelines**

**Help generate  
programme ideas**

**Demonstrate skills**

**Befriend the young  
people in the three  
younger sections**

**Provide refreshments  
and clear up after  
meetings**

## **Appendix 2 - Flash cards (Session 2)**

**Explorer Scout  
Leader (Young  
Leader)**

**ESL (YL)**

**SL**

**CSL**

**BSL**

**Cub Scout  
Leader**

**Beaver Scout  
Leader**

**GSL**

**Responsible for ensuring  
the Young Leader  
Scheme is adequately  
resourced and funded  
across the District**

**Directly supports and  
delivers the Young  
Leaders' Scheme**

**Scout Leader**

**Supports the Young  
Leader while working  
with the section**

**Supports the Young  
Leader while working  
with the section**

**Supports the Young  
Leader while working  
with the section**

**Group Scout  
Leader**

**Manages the Beaver, Cub  
and Scout Leaders and  
supports them to work  
with the Young Leaders**

**District  
Executive**

**Local/County  
Training  
Manager**

**Training  
Adviser**

**TA**

**District  
Commissioner**

**DC**

**District Explorer  
Scout  
Administrator**

**DESA**

**Explorer Scout  
Leader**

**ESL**

**District Explorer  
Scout  
Commissioner**

**DESC**

**LTM/CTM**

Can be part of the Young  
Leader modules delivery  
team utilising their  
experience and skills

Supports Young Leaders  
when they turn 18 years  
old if they decide to take  
out an adult  
appointment

Manages the District  
Explorer Scout  
Commissioner so is  
ultimately responsible  
to ensure all young  
people in the District are  
supported

Ensures the Young  
Leaders are aware of any  
training scheduled as  
well as the wider  
Explorer Scout  
programme

Delivers the wider  
Explorer Scout provision  
in the District

Manages the Explorer  
Scout provision across  
the District and must  
ensure the full Explorer  
Scout provision is  
available

## **Appendix 3 - Worksheet (session 2)**

Focussing on the roles of the 'sponsoring' Section Leaders, consider the following questions:

**When do they have contact with the Young Leaders?**

**Does the role require any skills that may be useful to pass onto the Young Leader? When could this be done?**

**Can they help the Young Leader access the full Balanced Programme or complete awards?**

**Should they be encouraging and advising young Leaders about their options upon turning 18?**

**Are they responsible for organising the Young Leaders' modules?**

**Should they make sure that Young Leaders' are part of the section leadership team?**

# Worksheet – session 2 (answers)

## Trainer's notes

*Please be aware that these answers do not form an exhaustive list. Participants may well come up with other reasonable ideas. Focussing on the roles of the 'sponsoring' Section Leaders, consider the following questions:*

### When do they have contact with the Young Leaders?

- *At section meetings*
- *During section leadership meetings*
- *If they are involved in delivering any of the Young Leader modules*

### Does the role require any skills that may be useful to pass onto the Young Leader? When could this be done?

*Skills that Sections Leaders' have may include:*

- *Running specific activities or games*
- *Dealing with young people who are behaving badly*
- *First Aid*
- *Planning*

*They would be able to help Young Leaders develop these skills during section meetings, at Section Leader meeting or if delivering Young Leader modules.*

### Can they help the Young Leader access the full Balanced Programme or complete awards?

*Section Leaders are not responsible for providing Young Leaders with access to the full Balanced Programme; this is the responsibility of the Explorer Scout Leader (Young Leader).*

*However, the scheme does allow Young Leaders to work towards the service element of the Explorer Scout Awards. By providing a welcoming and enjoyable experience for Young Leaders, Section Leaders can help them work towards these awards.*

### Should they be encouraging and advising Young Leaders about their options upon turning 18?

*Yes, if the Young Leader asks for advice, the Section Leader should be as open and honest as possible in explaining what their role entails etc.*

*They can also refer the Young Leader to the Explorer Scout Leader (Young Leader), or any other person who would be able to give advice or information about what options are available.*

### Are they responsible for organising the Young Leaders' Modules?

*No, the Explorer Scout Leader (Young Leader) is responsible for organising the modules, including when and where they will be held, and who will be delivering them.*

*However, if a Section Leader has the relevant skills and experience to deliver one of the modules, there is no reason why they cannot.*

**Should they make sure that Young Leaders are part of the section leadership team?**

*Yes, one of the reasons that young people become Young Leaders is to get more leadership responsibility and experience. The Young Leaders should take part in leadership meetings and help to plan and run the programme.*

*However, they should not be counted as part of the leader ratio for the section, as they are still young people.*

# Appendix 4 - Case studies (session 4)

## Case study 1

Ledley is a Young Leader working in the Scout section. He is 14 and working in his old Scout Group, where a lot of his friends are still Scouts.

Although expressing an interest to gain leadership experience and some responsibility, it is very easy for Ledley to get distracted by his school friends and he often ends up chatting with them throughout the evening.

He is committed to his old Troop and enjoys seeing his friends regularly. However, this sometimes puts strain on the Scout Leader, who often finds herself having to remind Ledley that he is now a Young Leader, which takes her attention away from running fun and exciting meetings.

Questions to consider:

1. What would you recommend Ledley do to help him gain responsibility as a Young Leader?
2. Who could the Scout Leader go to for help with supporting Ledley as a Young Leader?

## Case study 2

Janine is a seventeen year old Young Leader in a Cub Pack. She has been a Young Leader for two years and takes an active part in leadership meetings and the running of the Group. The Section Leader, Daisy, greatly appreciates having Janine as part of the team, and loves all the new ideas that she comes up with.

The Cub Pack is planning a weekend camp. However, with only one week to go, a few of the adult leaders that were supposed to go are forced to pull out. Daisy, although frustrated, believes that this will be okay due to the great work that Janine has done with the Pack. She knows that Janine is responsible and will therefore make a great member of the adult leadership team. Janine knows that she should not be treated as an adult leader but is happy that Daisy trusts her and does not want to cause awkwardness.

Questions to consider:

1. What Child Protection issues are relevant in this case?
2. Who could Janine talk to about the situation?
3. What knowledge should Daisy have about this situation?

## Case study 3

Ahmed has been working as a Young Leader in the Scout section for three months. He is new to the Group and therefore did not previously know any members of the Troop before beginning as a Young Leader.

He is very popular with all members of the Troop and enjoys the responsibility he is getting. One 13 year old Scout Member particularly likes Ahmed and is giving him a lot of attention. She has asked Ahmed to meet her out of Scouts and be friends with her on Facebook.

Ahmed does not want to upset the Scout but realises he has to do something about the situation.

Questions to consider:

1. What rules should Ahmed adhere to in this situation? Where could he get more information? (*Refer to the Orange Card and factsheets*)
2. How could you help Ahmed resolve the problem, without causing embarrassment?

#### **Case study 4**

Sarinda is fifteen and had been a Young Leader with the local Beaver Colony for almost a year. She has completed Module A, Prepare for Take Off, as well as Module E, Game On. Last weekend she carried on through her training by completing Module G, Programme Plans.

Although Sarinda is a great help and extremely competent leader during weekly meetings, she has not yet taken part in leadership meetings, as you usually hold them at the local pub after your Colony meeting. She is now eager to put her new found knowledge into practice, as well as continuing to learn new skills and gain extra training.

Questions to consider:

1. What could you suggest Sarinda do to help put her skills into practice more regularly and how would you support her?
2. How could you adapt your leadership meetings so that Sarinda can play a part and what benefits could this bring to you?
3. Are there any further training modules, or other action that Sarinda could do to help her get more responsibility with regards to programme planning?

# Appendix 5 - Action plan (session 6)

	Describe where you are now	Describe where you would like to get to	Describe the steps you need to take in order to reach your goal, and resources you might need to achieve it.			
Issue	Current situation	Goal	3 months	6 months	12 months	Resources/help