

# Discover the New Explorer Programme

 **explorers**





## Why redesign the programme?

Nearly 25 years since the current programme was designed with very few changes

- The programme does not meet the need of Explorers today.
- The new programme has been developed by Explorers and volunteers with over 1000 pieces of formal feedback.
- The programme was tested by 116 groups and over 2000 Explorers from across the UK and internationally.

# The New Explorer Programme

 explorers



# Programme Outcomes

**Outcome 1: Young People (14-18) are equipped with transferable skills they need to navigate their lives and build fulfilling futures for themselves.**

**Outcome 2: Young People (14 – 18) build and maintain good mental health and wellbeing.**

**Outcome 3: Young People (14 – 18) collaborate in and initiate decision making which has a positive impact on their own lives, their communities' lives and their lived environment.**

# Explorers Programme Structure

Long term  
engagement  
of young  
people

Medium term

Short term

## Top Awards

- Top Awards will remain as they are
- Completed Challenge Awards will count towards the International, Community and Values (ICV) list for a Top Award
- The Duke of Edinburgh Awards (DofE) will remain as they are
- Introduction of the Gateway Award to support young people in Scouting with a learning disability

## Challenge Awards

- Six Challenge Awards will be introduced
- Delivery of these will be Youth Shaped
- Will incorporate both the Scout Method and the George Williams 3.0 Framework

## Activity Badges

- Activity Badges will be designed to incorporate both hard and soft skills
- These have been designed and tested to strengthen leadership, practical and outdoor skills, employability, and foster community and international relationships

# How the Badges and Awards are structured

To help young people shape their own experience in Scouts, every badge and award has its own set of experience principles.

These principles act like a guide to help young people shape what they do.

**Discover:**

Learn Something new



**Experience:**

Try something out



**Mobilise:**

Bring others together



**Solve:**

Fix a problem



**Create:**

Bring something into existence



**Reflect:**

Know and care for yourself



As leaders, you can offer flexibility and encourage your young people to tailor their badge to their interests and skill set.

# Activity Badges

## The New Explorer Programme Activity Badges

Action Sports

Athletics

Camper

Caving

Chef

Climber

Coach

Communication

Content Creation

Creative Arts

Democracy

Employability Skills

Exploration

Fundraising

Global Issues

Hill Walker

Hobbies

Leadership

Life Skills

Money Skills

Nature

Performing Arts

Personal Safety

Pioneering

Problem Solver

S.T.E.M (Sponsored by Roll Royce)

Space

Sports and Fitness

Survival Skills

Teamwork

Try New Things

Water Activities

Activity Plus

Instructor

# Activity Badges

- A mix of traditional scouting activities and more modern and practical subjects.
- Less focus on being an expert more on giving things a go.
- Thinking about skills they use in later life.
- Soft skills buried in the heart of our badges.

Discover:

Learn Something new



Experience:

Try something out



Mobilise:

Bring others together



Solve:

Fix a problem



Create:

Bring something into existence





## Flexibility in practice

- Requirements are not strict rules
- You can adapt, stretch or simplify activities
- Focus on the Experience  
Principles, not the task itself
- Different approaches = equally valid outcomes

# Changing your badges to suit your young people...

## Chef

- 1. Discover - Choose a recipe, a cooking technique or a traditional food, and find out about its history.**  
Have a go at making something using traditional methods and ingredients, avoiding modern techniques.
- 2. Experience - Hold a cooking competition with your Unit or District.**
- 3. Mobilise - Look at the social issues that surround our food production, and see if you can take any actions to reduce their impact.**  
This could involve researching certain ingredients, or visiting production facilities or farms.
- 4. Solve - Plan a recipe or menu that you would make in your usual kitchen facilities. Then, try and make that using a different cooking facility.**  
For example, you could try camping stoves or a campfire instead of a normal kitchen. Think about how you could improvise utensils and maintain hygiene.
- 5. Create - Create a menu for a specific event.**  
This could be anything from a gala style dinner, or a street food tasting night! Build your budget and shopping list and design the menu for the event.



## Backwoods Chef

- 1. Discover - Research traditional outdoor cooking methods used by different cultures, like ember baking, clay cooking or spit roasting.** Learn about the history of backwoods cooking and how people cooked before modern kitchens.
- 2. Experience - Run a backwoods cooking challenge with your Unit. Set up different stations (fire building, prep, cooking, serving) and try out various techniques.** Make it fun, competitive and collaborative.
- 3. Mobilise - Explore the environmental impact of food waste and packaging on camp.** Work with your group to reduce waste, maybe by using locally sourced ingredients, reusable containers or cooking with minimal equipment.
- 4. Solve - Take a recipe you'd normally cook at home and adapt it for the campfire.** Think about how to improvise utensils (e.g. using sticks, foil or natural materials), manage hygiene and cook safely without a kitchen.
- 5. Create - Design a themed backwoods menu for a special camp event, like a "wild feast night" or "forest café". Include starter, main and dessert.** Think about how to present it creatively using natural materials.



## Employability

Complete three activities. You could:

**1. Discover - Research the transferrable soft skills that Employers look for.** Identify how your time in Explorers may contribute to these skills.

**2. Experience - Build some mock interviews for another person in your Unit.** Have a go at both interviewing and being interviewed and giving feedback.

**3. Mobilise - Get in touch with some local employers and businesses in your area, and ask them to run some employability sessions.**

These could include mock interviews, discussions on what careers are available, and the transferrable skills they look for.

**4. Solve - Set up some scenarios or simulations of conflicts you may face in Scouting, in School/College or other parts of your life.**

Could you implement some conflict resolution skills? Try acting out different scenarios to see what techniques work, and evaluate as a group at the end.

**5. Create - Create your CV through a medium not usually seen in job applications.**

This could be a fun video, or a presentation using specific software or techniques or a song – whatever will help you to express your skills, knowledge, experience, and ultimately, why you should be hired.

- Explicitly requested by young people.
- Teaching basic skills (CV's, Interview techniques) not explicitly covered in schools.
- Not just teaching Skills for life but teaching how they link to future employment.
- Story - During T&L a group partnered up with McDonalds in their area. They used an in venue interview room and all had Mock interviews. One YP did such a good job they got offered a job!



# Teamwork

**Complete three activities. You could:**

**1. Discover - Find out about a local team which is working in your community or local Scouting area.**

This might be a local Scout activity team or District Leadership team or it could be a local sports team, litter picking team or a community team like those running a foodbank.

**2. Experience - Spend a day working as part of a well-established team and find out about the important roles within their team.**

This might be helping an activity team at a large camp, joining a local litter picking team or supporting a community group at one of their fundraising events.

**3. Mobilise - Form a team with some people from another Unit in your local area and work to achieve a task locally.**

Think about how you'll divide the roles, how you'll communicate effectively, how you'll keep each other accountable, and how you'll resolve any issues.

**4. Solve - Run three different team building activities.**

After running them, discuss any challenges you had with your group, and consider how you might overcome these. Think about the need for effective communication and listening skills.

**5. Create - Produce a team-led presentation or demonstration, that teaches others a skill activity or idea.**

Decide together how to split the planning, preparation, and delivery so that everyone contributes and the final result reflects the whole team's effort.

- This is a refresh of a previous badge.
- Focus not on just working as part of a team yourself (like the previous badge did) but also asks YP to look at what makes a team successful and to observe a good team in action.
- Explicitly calling out the soft skill and asking young people not just to do it but to recognize it.



## Exploration

Complete three activities. You could:

**1. Discover - Investigate the life and impact of an explorer.**

Choose a historical or contemporary explorer and research not only their journey but also the social, environmental, or scientific impact of their expedition.

**2. Experience - Navigate and document an unfamiliar area.**

Create a detailed field journal or digital map that includes observations of natural features, historical landmarks, and local culture.

**3. Mobilise - Advocate for access to outdoor spaces.**

Research Public Rights of Way in your area and investigate any current issues or campaigns related to access. Join or collaborate with a local group working to maintain or improve these paths.

**4. Solve - Design a detailed plan for an expedition to a remote or hard-to-reach location.**

Include transport, safety, equipment, budgeting, and team roles as if preparing for a real-world challenge.

**5. Create - While out exploring an area, gather meaningful items, images, or sounds.**

Use them to produce something that communicates your experience or feelings when in that area.

- This is a new badge even though it sounds very Scouty.
- An opportunity for urban or rural adventure.
- Story - A unit was dropped in the middle of an unfamiliar city with their phones removed and a travel card. They were then asked to get to a number of locations by using old school methods of maps, timetables and good old talking to people.

# Challenge Awards

- 6 Challenge Awards in total – Adventure, Community Engagement, Employability, International, Leadership, Values
- Similar to the Challenge Awards for other sections, these award requires a higher level of engagement from young people. In order to achieve a challenge award, young people must complete the following steps:

1. Identify a Challenge Award theme
2. Use the six requirements to plan how they will achieve the award
3. Document their progress in some way...
4. Show what they achieved and how they have developed.

\*Note about Scottish PVG



# Challenge Award – an Example

## Community Challenge Award Project

### Greening Our Space: Explorers Taking Action

Explorers designed, ran and evaluated a series of community “green events” to care for a local woodland area.

#### Discover:

Goal: Understand the issue, their community, users of the space, and existing needs.

Young people conducted a series of environmental surveys of the local woodland (wildlife, litter hotspots, paths, water quality, biodiversity).

They arranged interviews of local stakeholders: Park Rangers, Neighbours and Local Councillors.

#### Solve:

Goal: Take practical, hands-on action to improve the woodland space.

By adding extra bins at entrances and exits to the woodland space young people managed to reduce ground litter by 50%. (measured by litter counting before and after 3 months.)

#### Experience:

Goal: Take part in environmental activities

Young people attended a guided biodiversity walk with the local park ranger. They attended four sessions (over 4 weekends) of a local volunteer conservation working group, where they undertook forestry work to help maintain the woodland space.

#### Create:

Goal: Make something that has lasting community or environmental value.

Young people produced an information board to share activities, findings and information about the local area. (with QR codes linking to Explorer-made content)

#### Mobilise:

Goal: Organise community events in the woodland space.

Young people organised and ran three guided walks through the woodland space, one for the group Cub Pack, one with some local brownies and a weekend walk for local neighbours.

#### Reflect:

Goal: Think about what they have learned, changed, contributed.

A small reflection circle activity was run after every session discussing what had happened, what went well, and what could have gone better. Young people produced a short video about activities they did and the impact they had.



## Top Awards

- Explorer Challenge Awards can be used as ICV projects (by Explorers) for 14+ Top Awards
- We will provide further guidance to adults who sign off Top Awards to support them with this update
- We've introduced The Gateway Award (in conjunction with Mencap) as a Top Award. This is open to anyone with a learning disability
- We will take a wider look at Top Awards and the ICV lists as part of the 18+ re-design in the new strategy
- No changes to the Young Leader Scheme at this stage

# Transition to the New Programme

- The new programme materials will be available from the end of June 2026.
- There is no expectation for you to jump straight into the new programme.
- The old programme will be available on the website until 31<sup>st</sup> August 2027.



# A new look for Explorers

- New Logo
- New Badges
- New clothing range including new hoodies, t-shirts and other goodies.
- No new uniform at this time





**We hope you enjoy the new programme!**