

Slide 1



**Slide 1 – Welcome**

Alright everyone, thanks for being here.

Tonight we're going to talk through the **new Explorer Programme** — what's changing, why it's changing, and what that actually means for you.

This has been worked on for over three years and shaped by feedback from young people, including Explorers.

So what you're seeing isn't just an update — it's a redesign based on what young people have said they need now.

## Slide 2

A young woman with glasses and a blue hoodie is working with wood. She is holding a piece of wood and a tool, possibly a chisel or a similar carving tool. The background is a wooden structure, possibly a workshop or a campsite. The image is set against a dark blue background with yellow diagonal stripes.

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.

### Slide 2 – Why redesign the programme

So, why change things at all?

The Explorer programme was originally designed around 2001, so we're nearly 25 years on.

A lot of it still works, but there are some clear signs things aren't quite landing in the same way:

- Fewer people moving up into Explorers
- Some young people leaving during the section
- Fewer continuing on afterwards

At the same time, your lives have changed significantly — in how you learn, how you interact, and what you expect from things.

So this redesign is about making sure Explorers fits your lives now, while still keeping what makes Scouting what it is.

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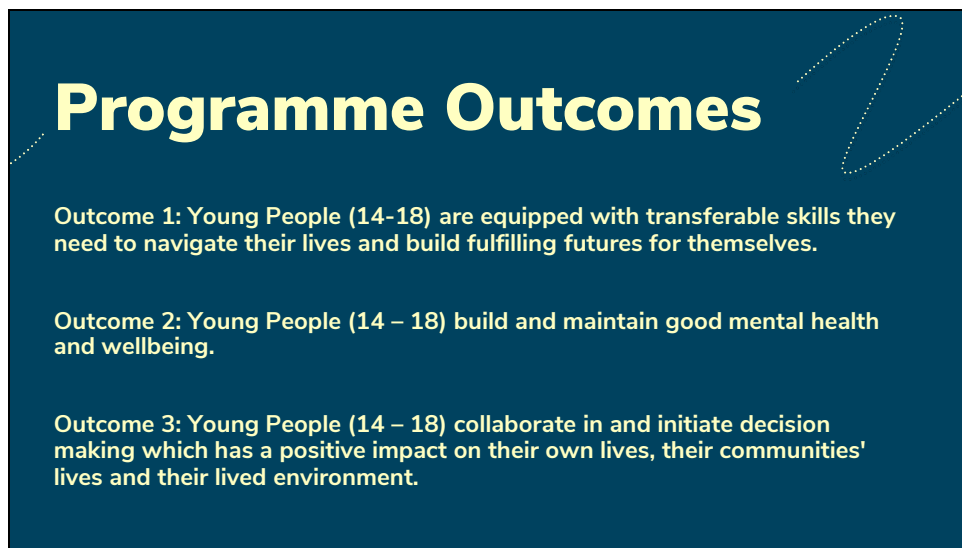


**Slide 3 – Introducing the new programme**

So with that in mind, what does the new programme actually look like in practice?

And importantly, how will this change what you do week to week?

That's what we're going to break down now.



## 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.

#### Slide 4 – Programme outcomes

Everything in the new programme is built around three main outcomes.

By the time you finish Explorers, the aim is that you:

- Have **transferable skills** you can use beyond Scouts
- Have developed your **confidence and wellbeing**
- And feel able to **make a positive difference**

This is about making sure your time in Explorers leads to something meaningful, not just activities for the sake of it.

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### Slide 5 – Programme structure

The overall structure will feel familiar, but with an important addition.

You've still got:

- Activity Badges
- Top Awards

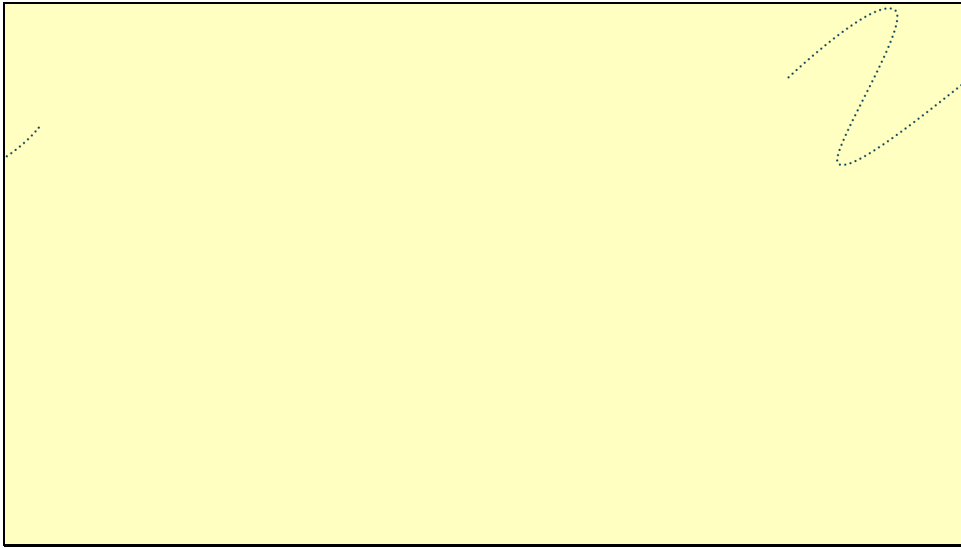
But now you also have **Challenge Awards**, which sit between the two.

- Activity Badges are shorter and more flexible
- Challenge Awards are longer and more in-depth
- Top Awards are your overall achievements

The key change is that these now **link together more clearly**.

So what you do regularly contributes towards something bigger over time, rather than feeling separate.

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### **Slide 6 – Experience Principles**

At the centre of the programme are six Experience Principles:

- Discover
- Solve
- Create
- Reflect
- Mobilise
- Experience

These shape how the programme works.

Instead of being given fixed instructions, these principles guide what you do.

That means more flexibility, and more opportunity for you to shape your own experience.

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### **Slide 7 – Badge range**

There is now a broader range of badges.

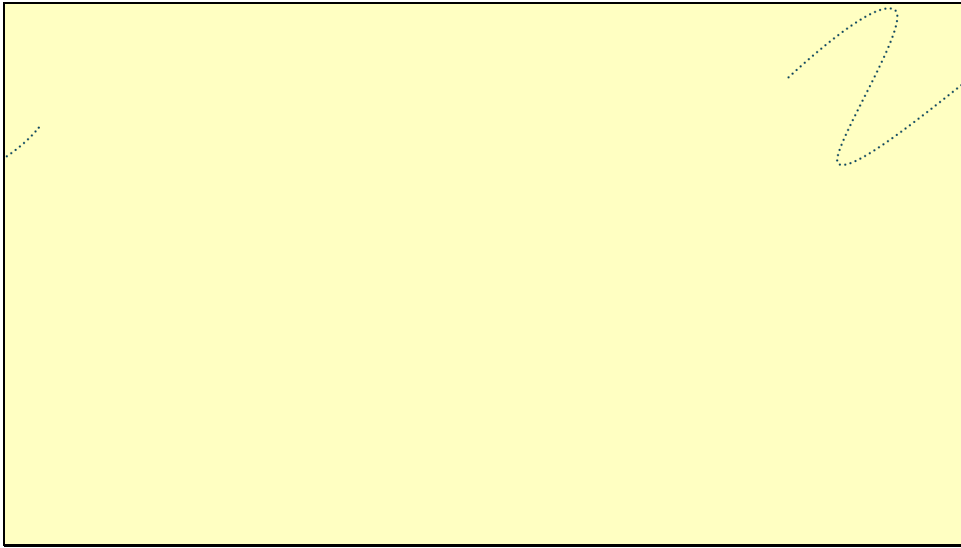
You still have traditional Scouting activities like outdoor skills and adventure.

But alongside that, there's a stronger focus on:

- Communication
- Employability
- Financial understanding
- Global issues

This reflects the idea that Explorers is not just about Scouting, it's also about preparing you for what comes next.

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### **Slide 8 – Activity Badges**

Activity badges are still a key part of the programme.

To achieve one:

- You complete three activities
- Each links to a different Experience Principle

The main difference is flexibility.

The examples provided are there to guide you, but they are not strict instructions.

They can be adapted or changed to better suit your interests and your group.

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- 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

### Slide 9 – Flexibility in practice

This flexibility is one of the biggest changes.

The focus has shifted away from following instructions exactly, and towards having the right kind of experience.

So instead of asking: “Have we done everything exactly as written?”

The question becomes: “Have we had a meaningful experience and learned something from it?”

That allows you to:

- Adapt activities
- Explore things in more depth
- And approach badges in ways that suit you

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

Chef	Backwoods Chef
<p>1. <b>Discover</b> - 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.</p>	<p>1. <b>Discover</b> - 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.</p>
<p>2. <b>Experience</b> - Hold a cooking competition with your Unit or District.</p>	<p>2. <b>Experience</b> - 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.</p>
<p>3. <b>Mobilise</b> - 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.</p>	<p>3. <b>Mobilise</b> - 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.</p>
<p>4. <b>Solve</b> - 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.</p>	<p>4. <b>Solve</b> - 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.</p>
<p>5. <b>Create</b> - 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.</p>	<p>5. <b>Create</b> - 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.</p>

### Slide 10 – Adapting badges

A good example of this is the Chef badge.

You could complete it in a traditional way, using a kitchen and following recipes.

Or you could adapt it into something like cooking outdoors on camp.


For example:

- Cooking over open fires
- Adapting recipes with limited equipment
- Managing food safely in a different environment

The principles stay the same, but the experience becomes more practical and realistic.

Through that, you also build skills like problem solving, confidence, and resilience.

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**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!

### Slide 11 – Example badge (Employability)

Some badges now focus more clearly on real-world skills.


For example, in an employability-focused badge, you might:

- Practice interviews
- Develop a CV
- Speak to employers

Think about how your skills apply outside Scouts

These are things that are directly relevant to life beyond Explorers.

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### 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.

### Slide 12 – Example badge (Teamwork)


In something like teamwork, the focus is not just on participating.

You are also expected to:

- Understand what makes a team effective
- Recognise different roles within a team
- Reflect on how teams work

So you are developing a deeper understanding of the skill, not just experiencing it.

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 <h3>Exploration</h3> <p>Complete three activities. You could:</p> <p><b>1. Discover - Investigate the life and impact of an explorer.</b> Choose a historical or contemporary explorer and research not only their journey but also the social, environmental, or scientific impact of their expedition.</p> <p><b>2. Experience - Navigate and document an unfamiliar area.</b> Create a detailed field journal or digital map that includes observations of natural features, historical landmarks, and local culture.</p> <p><b>3. Mobilise - Advocate for access to outdoor spaces.</b> 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.</p> <p><b>4. Solve - Design a detailed plan for an expedition to a remote or hard-to-reach location.</b> Include transport, safety, equipment, budgeting, and team roles as if preparing for a real-world challenge.</p> <p><b>5. Create - While out exploring an area, gather meaningful items, images, or sounds.</b> Use them to produce something that communicates your experience or feelings when in that area.</p>	<ul style="list-style-type: none"><li>• This is a new badge even though it sounds very Scouty.</li><li>• An opportunity for urban or rural adventure.</li><li>• 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.</li></ul>
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### Slide 13 – Example badge (Exploration)

Exploration has also been broadened.

It is not limited to traditional activities like walking routes.

It could involve:

- Navigating unfamiliar places
- Solving real-world problems
- Understanding your environment

Working without relying on technology

The aim is to give you experiences that challenge you and require you to think.

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### Slide 14 – Challenge Awards

Challenge Awards are the main new part of the programme.

There are six areas:

- Adventure
- Community Engagement
- Employability
- International
- Leadership
- Values

These are designed to be:

- Longer term
- More in-depth
- More led by you

You will:

- Decide what you want to focus on
- Plan how you will approach it
- Carry it out
- Show what you've achieved and reflect on it

So the shift is from taking part in activities to taking ownership of a project.

#### **Interaction:**

Take a moment to think about this, if you had the choice, what's one thing you would genuinely want to work on or improve, either in your local area or within Scouts?

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### Slide 15 – Challenge Award example

For example, one group focused on improving a local woodland area.

They:

- Researched the space
- Spoke to people who used it
- Planned and ran activities
- Made measurable improvements
- Created something that lasted

They didn't just take part in something, they created change and could see the impact of what they did.

### Interaction:

Would you find something like that more engaging than a typical weekly activity, or about the same?

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### **Slide 16 – Top Awards**

Top Awards remain largely the same.

The key difference is that Challenge Awards can now contribute towards them.

There is also a new Gateway Award to support accessibility.

Overall, this strengthens the connections across the programme, so your effort builds rather than being repeated.



**Slide 17 – Transition**

This is not something that will change overnight.

The new programme is available now, but the current programme will remain in place until August 2027.

That means we can introduce this gradually, try different parts of it, and build it into what we already do.

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### Slide 18 – Brand

Alongside the programme, there is also an updated Explorer brand.

This includes:

- New badge designs
- Updated materials
- New clothing options

There are no changes to uniform at this time.

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### Slide 19 – Close

So overall, the new Explorer Programme is designed to be:

- More flexible
- More connected
- More relevant

It gives you more ownership over what you do, while making sure you're gaining skills and experiences that matter beyond Explorers.