

# BEAVER BADGE RUN



*#YouShape*



Teamwork  
Challenge  
Award

## YOU WILL NEED:

- access to a printer
- access to a clear, open space
- a skipping rope
- beanbags
- hoops
- three buckets
- Post-it notes
- a pen

## INSTRUCTIONS:

1. Ahead of time, print out some images of the badges your Beavers have tried so far. Cut these out and set aside.
2. When you arrive at your meeting place, find a clear, open space.
3. Using the skipping rope, beanbags and hoops, create a fun obstacle course for your Beavers to run around in. Place the cutout images of the different badges inside the hoops.
4. Take your three buckets and three Post-it notes. Draw a smiley face on one Post-it note, a neutral face on the other, and a sad face on the other. Put one Post-it on each of the three buckets.
5. During the obstacle course, Beavers should pick up an image of a badge they have completed. When they reach the end of the obstacle course, they should put the badge image in the smiley, neutral or sad bucket, depending on how much they enjoyed completing that badge.
6. At the end of the meeting, go through each bucket and see which badges appear to be the most and least popular. Make a note of the results.

# STAR JARS



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Teamwork  
Challenge  
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## YOU WILL NEED:

- three empty jam jars
- star stickers
- table tennis balls or marbles

## INSTRUCTIONS:

1. This activity allows your Beavers to rate activities from one to three, and is super useful for finding out what they enjoy.
2. Ahead of time, gather your starry stickers and three jam jars. Place three star stickers on one of the jars, two on another, and one on another.
3. Give each young person a table tennis ball or a marble to place in one of the jars as they leave each week. Explain that the jars represent how they felt about the activity, rating it from one (not very fun) to three (really fun).
4. Once each young person has got rid of the tennis ball or marble, delegate the counting up to someone in the team.

# COOL CORNERS



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Teamwork  
Challenge  
Award

## YOU WILL NEED:

- paper
- pens
- a room/space with clear corners

## INSTRUCTIONS:

1. This quick and easy activity can be used in a variety of situations. You can use it to:
  - collect feedback on an activity you have just done
  - get an idea of which activities the majority of young people would like to try
  - find out what the group would most like to eat at camp
2. Using your paper and pens, label each corner of the room with a different idea or suggestion.
3. Explain to your Beavers that they should cast their vote by standing in the corner of the idea they like most. To get to their chosen corner, they can hop, skip or jump.
4. By counting the number of young people in each corner, you can make choices in a transparent, Youth Shaped way. The activity is also great for teaching young people how voting works, and for introducing bigger themes such as fairness and democracy.

# EDIBLE DEMOCRACY



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Cook  
Activity Badge



Creative  
Activity Badge



Teamwork  
Challenge  
Award

## YOU WILL NEED:

- plain biscuits (rich tea or digestive biscuits work well; remember to check dietary requirements first!)
- icing
- cake decorations/figurines

## INSTRUCTIONS:

1. Before you give out materials, have a short discussion with your young people. To jog their memories, ask them what they have enjoyed doing so far in Beavers.
2. Then, explain that they are going to be decorating the biscuits with pictures of their favourite activities so far. For example, if they enjoyed going on a nature walk, perhaps they could decorate their biscuit with a picture of their muddy boots.
3. Once they have understood, make sure everyone has washed their hands. Explain why this is important, and then give each Beaver a biscuit and some icing to decorate.
4. Once they have completed their designs, discuss the activities they have chosen to represent. What did they like about them? Would they like to do these kinds of activities again?
5. Take photographs of their designs, and let the Beavers take them home to eat. It's edible democracy!



# LEGO MODELS



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Teamwork  
Challenge  
Award

## YOU WILL NEED:

- Lego
- imagination
- cutouts from magazines  
(or printed images)

## INSTRUCTIONS:

1. Gather your Beavers into small groups, and ask them to each draw an activity they would like to try. If you like, you could gather some cutouts from magazines (or printed images) to help fuel their imaginations, and kickstart the discussion.
2. In their small groups, the Beavers should then discuss what they have drawn, and vote for their favourite overall activity.
3. Once they have voted, they should work as a team to build a model of the activity out of Lego.
4. When their model is complete, they should share their idea with the larger group.
5. Take photographs of their designs to aid your future programme planning, and then let them destroy the Lego afterwards!

# NEXT STEPS



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Now that your **Beavers** have shared their thoughts and opinions with you, remember to incorporate their ideas when you next plan your programme. Once you've done so, spread the news and make sure that your young people are aware of how and where their ideas have been included. This will boost their confidence and make them feel included and listened to.

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

# SIX QUESTIONS IN SIXES



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Teamwork  
Challenge  
Award

## YOU WILL NEED:

- a chair

## INSTRUCTIONS:

1. Ask one of the Cubs to sit on the chair and think of their favourite thing they have done in Scouting so far. Once they've thought of this, they should keep quiet, holding it in their mind.
2. Meanwhile, ask the other Cubs to guess which activity their fellow Cub is thinking about. To gather clues, they can only ask six questions. For example, they could ask whether the activity will take place indoors or outdoors, or if it involves teamwork or individual work. To make things more fun, the nominated Cub can only answer 'yes' or 'no'. If they haven't guessed after asking all six questions, the nominated Cub can tell them outright.
3. Keep a record of the activities the Cubs enjoyed. Use these to springboard your programme planning.

# SNOWBALL FIGHT



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Teamwork  
Challenge  
Award

## YOU WILL NEED:

- paper
- pens

## INSTRUCTIONS:

1. Ask your Cubs to write down or draw a picture of an activity they would really like to try.
2. Next, ask them to scrunch up their idea into the smallest paper snowball they can possibly scrunch.
3. Let the snowball fight commence!
4. After a few minutes of snowball throwing, stop the group in their tracks. Ask them to pick up the snowball closest to them, taking it in turns to read out the ideas on the paper.
5. Note down their ideas, and use them in your future programme planning.



# DREAM CAMP



*#YouShape*



Artist  
Activity Badge



Entertainer  
Activity Badge



Teamwork  
Challenge  
Award



Our Skills  
Challenge  
Award



Digital Citizen  
Staged Activity  
Badge

## YOU WILL NEED:

- a phone or other recording device (optional)
- pens
- flipchart paper

## INSTRUCTIONS:

1. Explain to the Cubs that they are going to be dreaming up their ideal theme for their next camp. If they could pick any theme, what would they choose?
2. Sit the Cubs in their Sixes, and ask the Sixer to write everybody's ideas onto the flipchart paper.
3. Once everybody has had a chance to contribute their own idea, the group should then vote for their favourite as a Six.
4. Next they should record a short video, or create a short sketch to perform in front of the rest of the Pack. In this video/sketch,

they should explore the ideal theme they have picked for camp. What might that camp look like? How would it be different from any camps you have previously organised?

5. Once you have the feedback from the Cubs, you can start planning your next camp, drawing on their preferences and ideas. To get a broader idea of what they might enjoy, use the flipchart paper with all of their initial ideas, rather than just focusing on their final sketches.

# LEGO FACES



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## YOU WILL NEED:

- Lego
- paper
- pens

## INSTRUCTIONS:

1. After you have completed an activity, lay out three pieces of paper in front of your Cub Pack. One piece of paper should have a happy face drawn on it, one should have a neutral face, and one should have a sad face.
2. Before they go home, give each Cub a piece of Lego and ask them to place it on the piece of paper that represents how they feel about the activity you have just tried.
3. The paper with the tallest tower represents the majority.

# DRAW YOUR LEADER



*#YouShape*



Artist  
Activity Badge

## YOU WILL NEED:

- a large roll of plain paper
- pens

## INSTRUCTIONS:

1. Lie down on the large piece of paper, and ask the Cubs to take it in turns to draw an outline around you.
2. As they do this, ask them to think about what makes a good leader. What qualities might a person need in order to lead a group fairly and kindly? What qualities might they need in order to make decisions on behalf of the group?
3. In the outline of your silhouette, the Cubs should write down their ideas. Encourage them to be creative and honest, explaining that there are no 'wrong' answers. If they like, they can draw pictures to better illustrate what they mean, or use a mix of words and pictures.
4. Once they have finished, have a discussion about what qualities they chose to draw and write about. Discuss what these qualities might look like, and explain why they are equally as important in a Sixer as they are in a Cub Section Leader.

# NEXT STEPS



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Now that your **Cubs** have shared their thoughts and opinions with you, remember to incorporate their ideas when you next plan your programme. Once you've done so, spread the news and make sure that your young people are aware of how and where their ideas have been included. This will boost their confidence and make them feel included and listened to.

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# DRAGONS DEN



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Teamwork  
Challenge  
Award

## YOU WILL NEED:

- paper
- pens
- flipchart
- chairs
- 'dragons', to evaluate and judge the ideas

## INSTRUCTIONS:

1. The aim of this activity is for Scouts to pitch ideas for their ideal future programme.
2. Each Patrol should come up with an activity that they want to pitch, and should work together to explain how they might run it. This is a good opportunity to encourage peer leadership, by allowing the Patrol Leader to guide their peers through the pitching process.
3. Once they have polished their final idea, each Patrol should present their pitch to the rest of the Scouts, in front of a panel of judges (this could be made up of a Senior Patrol Leader and Section Leaders).
4. Scouts in the 'audience' can raise their hands to ask their own questions, and feed back on one another's ideas, discussing whether or not they are feasible for future planning.
5. To help you remember the young people's pitches, you could record the session on your phone, or keep written notes.

# ORIENTEERING/ GEOCACHING



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Geocaching  
Activity Badge



Orienteer  
Activity Badge



Adventure  
Challenge  
Award



Navigator  
Staged Activity  
Badge

## YOU WILL NEED:

- boxes
- paper
- pens
- a map
- orienteering coordinates or GPS points
- compass/GPS system

## INSTRUCTIONS:

1. Before you head out for some orienteering/geocaching with your Scouts, you'll need to hide some objects along the route you intend to take. At each orienteering or GPS point along the way, hide a 'themed' box of programme ideas (eg an 'international' themed box, a 'camp' themed box) for each Patrol to find, clearly labelled with their Patrol name. Inside each box, write down five different ideas on five pieces of paper.
2. When they find a box, each Patrol should spend some time looking through it, working together to choose which one of the five ideas they would most like to include in their programme.
3. Once they have all collected their activities, each Patrol should bring them back to the hut to discuss them as a wider group, narrowing the choice further. This is a great way to plan your camps or termly programme, and allows you to seamlessly integrate the drier aspects of planning into an activity your Scouts already love.

# GRAFFITI WALL



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Creative  
Challenge  
Award

## YOU WILL NEED:

- spray paint
- masks
- goggles
- wood or cardboard slabs, to use as a canvas
- protective covering for the floor

## INSTRUCTIONS:

1. This inventive activity allows your Scouts to find their inner street artist while reflecting on existing programme ideas, or coming up with new ones.
2. Before you run this activity, make sure none of your Scouts have asthma or any other allergies that may be affected by using spray paint. Also ensure safety instructions are followed, and have a quick conversation about the law surrounding graffiti.
3. Have a discussion around types of urban art and graffiti. You could print some images ahead of time to help springboard ideas.
4. With masks and goggles fastened, encourage your Scouts to begin spray painting any ideas they have onto the wood/cardboard. Encourage them to run with their imagination, and remind them that there are no 'wrong' ideas. If they prefer, they can write down some keywords instead of painting, or use a combination of the two.
5. Use the finished masterpiece to inspire your next planning session, and display it in your meeting place to refer back to whenever you like.

# SCOUT SHIELDS



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Artist  
Activity Badge

## YOU WILL NEED:

- paper/card
- pens

## INSTRUCTIONS:

1. Start by gathering your Scouts into their Patrols.
2. Ask each Patrol to sketch a shield onto the paper/card.
3. Ask them to divide that shield into three parts/segments.
4. In one third of the shield, they should create an emblem and motto for their Patrol. In another third, they should draw something to represent an activity they have enjoyed so far. In the final third, they should draw something to represent an activity they would like to try in the future.
5. As a Patrol, they should then discuss how they could help make their chosen activity happen before feeding back to the whole group.



# AIR RIFLE SHOOTING/ ARCHERY



*#YouShape*



Master at  
Arms Activity  
Badge

## YOU WILL NEED:

- an air rifle/bow and arrow
- printed images to stick on cans/targets
- cans/targets
- a qualified leader who has a permit

## INSTRUCTIONS:

1. If your Scouts are taking part in air rifle shooting or archery, you can seamlessly implement some programme planning into the day. Ensure all safety procedures are followed at all times.
2. Simply print out some images that represent potential programme ideas. Attach them to your usual cans/targets, and ask the Scouts to aim for the activities they would like to include in their programme.
3. Once they've finished shooting, have a discussion to check that they were on target. Once this is established, simply take a look at the targets and record how many people voted for each option.

# NEXT STEPS



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Now that the **Scouts** have chosen the programme activities they most want to try, make sure you plan them into the programme.

You could ask Patrol Leaders to help you plan and run some of these activities. Or, you could ask each Patrol to plan a certain activity, with your support, so they can start to think about how to plan their own programmes.

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

# DROP HIKE



EXPLORERS

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Hikes Away  
Staged Activity  
Badge

## YOU WILL NEED:

- boxes/storage containers
- paper
- pens
- a map (with coordinates pre-marked as crosses)
- blindfolds (optional)
- access to transport

## INSTRUCTIONS:

1. Find a location you would like to use for a mystery hike with your Explorers. This could be close to your Scout Hut, or further afield.
2. Prepare some themed boxes of programme ideas (eg an 'international' themed box, a 'camp' themed box). Inside each box, write down five different programme ideas on five pieces of paper.
3. Hide these boxes at the mystery location. Mark the location of each box on a map so you don't forget.
4. Take your Explorers to the mystery location. If they like, Explorers can choose to wear blindfolds for the duration of the journey to make the guessing game even harder.
5. Once at the mystery location, divide the group into teams, and give each team a map (with coordinates pre-drawn for easy reference) and a compass.
6. The Explorers should navigate towards the marks on the map, searching for the boxes.
7. Once at a mark, they should work together to locate their group's hidden box. They should decide on a favourite programme idea from each box before moving on to find the next box.
8. The aim of the game is to get back to base with all of their ideas chosen. By tallying up the most popular selections, you can build up a programme for the next term.

# POLLING STATION



EXPLORERS

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Global Issues  
Activity Badge

## YOU WILL NEED:

- pencils
- paper
- a table
- a screen to conceal voters choices (optional)

## INSTRUCTIONS:

1. This activity is a great opportunity to talk to your Explorers about voting, empowering them to discuss why their voices are important.
2. Pre-select some programme ideas you think would work well for the Unit, and write them onto ballot papers. Set up the room as similar to a polling station as possible. For example, you could provide pencils, and set up the 'voting tables' in a quiet and concealed part of the room, so that Explorers can cast their vote confidentially, just as they would in real life.
3. After explaining about elections and voting to the Explorers, give out the ballot papers and invite them to vote. To take the discussion a step further, you can ask the Explorers to talk about how voting systems might differ in other countries.
4. At the end of the meeting, look over what they have voted for, and work to include their suggestions in the programme.



**Top tip:** This activity is especially significant this year (2018), as we mark the 100-year anniversary since women got the vote in the UK.



# AD EXECUTIVES



EXPLORERS

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Media  
Relations and  
Marketing  
Activity Badge

## YOU WILL NEED:

- pens
- paper
- magazine and newspaper clippings

## INSTRUCTIONS:

1. Gather your pens, paper and magazine clippings. Lay them all out ahead of time.
2. Gather your Explorers into groups, and ask them to design an advert that aims to attract new members to the Movement. Ask them to imagine that the advert will be used in bus shelters across the country. What would they like the public to know about Scouting? Which activities do they most want to promote?
3. Once they have finished their advert, each group can pitch their idea to the rest of the Unit to open up a discussion about the activities and ideas they have chosen to focus on.

# SOCIAL MEDIA STARS



EXPLORERS

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## YOU WILL NEED:

- a camera/camera phone
- access to the internet
- access to social media channels

## INSTRUCTIONS:

1. In groups, encourage your Explorers to hold their own photoshoot, snapping shots that represent or demonstrate some of the activities they would like to see included in the programme.
2. When they're finished shooting, they can upload their ideas onto social media. Ask them to include the hashtag **#iScout**, and to tag their Explorer Unit in the picture.
3. Alternatively, your Explorers can each find five activities they like on Pinterest or Pearltrees, and pin them to your Unit's shared board.

# FAMOUS FUTURES



EXPLORERS

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## YOU WILL NEED:

- printed images/cutouts of people your Explorers admire, from a variety of different backgrounds and industries (eg a famous sportsperson, a politician, a writer, a scientist, an adventurer)
- pens (optional)
- paper (optional)
- access to a computer/smartphone (optional)

## INSTRUCTIONS:

1. This activity will encourage your Explorers to think about the various paths they can take into different careers. To begin, print off or cut out images of people your Explorers admire, making sure that you cater to a wide range of interests and talents.
2. Give the Explorers one image at a time, and ask them to map out the steps they think each person may have taken to

get to where they are today. Did they make any sacrifices or overcome any barriers? Did they receive any formal training or education? Were any of them Scouts?

3. Encourage them to be as creative as they like in how they present their 'map', either creating one digitally or drawing a physical map with the pens and paper.
4. When they're done, discuss the variety of career paths available to your young people. Is there anything missing from the current programme?

# NEXT STEPS



EXPLORERS

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Now that you know what activities everyone wants to work on, you can start implementing them into your programme.

**Explorers** can take things further by planning and running their own programmes.

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# INSPIRATION BOARDS



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## YOU WILL NEED:

- internet access
- a free Pinterest or Pearltrees account

## INSTRUCTIONS:

1. If you haven't already, sign up for a free Pinterest or Pearltrees account, and encourage other Network members to do the same.
2. Once everyone is signed up and signed in, set up a group board and invite everyone to contribute so that they can see each other's pins and share inspiration. This is much like a physical mood board, except that it's digitised and fully collaborative.
3. Browse Pinterest or Pearltrees for five activities you are interested in, pinning them to the shared group board. This is an especially useful way to share ideas remotely, if you can't regularly meet up in person.
4. Make everybody's ideas a reality by discussing how each idea could be implemented into the programme.
5. Check in regularly to see how everyone is getting on.

# WORD PLAY



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## YOU WILL NEED:

- imagination

## INSTRUCTIONS:

1. Gather in a circle with other Network members.
2. Ask one player to go first by naming a word which is related to any of the potential programme themes they would like to try.
3. Then, ask the next person in the circle to say the first word that comes into their head. Continue around the circle for a few rounds, pausing to reflect on the words that come up.
4. See if you can come up with a project or event idea based on these. Are there any recurring words or themes?

# GET IT SORTED



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## YOU WILL NEED:

- logic
- paper
- pens

## INSTRUCTIONS:

1. Set aside some time to chat about your next project/event as a group. In that time, try to answer the following questions.
2. **Aim** – What is the goal or purpose of the project/event?
3. **Where?** – Where is the project/event going to take place?
4. **Who?** – Who will be in the project team and what skills can they all bring?
5. **What?** – What are you going to be doing
6. **When?** – What timescales work for this project/event? Will you need one hour? One day? A year?
7. **How?** – What do you need to make this event happen? Who do you need to contact? How are you going to fund it? Do you need to organise any training or gain any permits beforehand?
8. Once you have answers to these questions, speak to your District Scout Network Commissioner or Programme Coordinators for advice and support. For more advice on project and event planning, you can also refer to the FAQ section of the UK Scout Network website.

# SHOUT ABOUT IT



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## YOU WILL NEED:

- a smartphone/computer
- a YouTube account (optional)

## INSTRUCTIONS:

1. Vlogging is a great way to shout about what you're doing in Scout Network. It not only showcases how great your own project/event is, but also inspires others to plan their own projects/events, and helps to promote the Movement to a wider audience.
2. When you are running your project/event, simply record short videos of what you are up to.
3. Edit the videos as you go, and post them on your social media channels, remembering to tag **@Scouts** in your posts.



# SPEEDY SCOUTING



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## YOU WILL NEED:

- chairs
- tables

## INSTRUCTIONS:

1. Evaluation doesn't have to be as boring as you might think. You could run an evaluation session as a speed meeting session, set up like speed dating.
2. Arrange to meet up with other Network members.
3. At the venue, set up a row of tables and chairs.
4. Then, ask members to sit in two rows facing each other. They will each have five minutes to discuss with the person sitting opposite them. In that time, ask them to each list three elements of the programme that went well this year, three things that didn't go so well, and three things they would like to improve in the future.
5. Once they have done this with one partner, one row of members will move up to the next seat, so that everyone is sitting in front of a new person.
6. Repeat the process until everyone has shared their ideas. Once you have all spoken to one another, gather together as a group and discuss the key points.

# NEXT STEPS



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**Network** members can aim to work more collaboratively with other Network members across their District, County and nationally. The planning and team building exercises in this pack will help to achieve this.

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## WHAT?

Wear Their Necker is a fun, exciting and empowering project to celebrate Youth Shaped Scouting. The aim of the project is for Groups across the UK to give their young people the opportunity to take over adult volunteer roles. They do this by shadowing an adult volunteer for a day, watching what they do and asking questions.

It puts young people into decision-making positions, and encourages adults to hear their views.

## WHEN?

This can take place any time, but fits perfectly with YouShape Month (taking place in February).

## WHO?

Any youth members can take part with adults at Group, District or County level.

## BENEFITS

For young people, this provides a chance to have their voices heard, to experience leadership within a volunteer role, to develop new skills, and to share ideas about how we can improve Scouting in their area.

For adult volunteers, this provides a chance to gain a fresh perspective on their work within Scouting. It addresses existing challenges, finds new solutions, and offers a chance to further develop relationships with young people and within the wider local community.

# YOUTH INVOLVEMENT

What is the Wall of Youth Involvement, and how should I use it?

The Wall of Youth Involvement is a tool to help you understand how youth shaped your programme currently is, ranging from level one (a poor example) to level seven (Youth Shaped Scouting).

Think about the way you currently work in partnership with young people. Do you actively involve them in designing and running their programme? Do you ask them what they think before you make a decision? If not, could you adapt your methods? To find out more about how you can move up the wall, visit the Youth Shaped Scouting pages of The Scout Association Website at [members.scouts.org.uk/youthshaped](https://members.scouts.org.uk/youthshaped).

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## THE LEVELS

### **Level 1: Manipulation**

Volunteers use their own ideas to form the programme, without asking young people. They then act as if young people were involved in decisions, when they were not.

### **Level 2: Decoration**

Volunteers use their own ideas to form the programme, without asking young people. They do not pretend that young people have inspired them, but they leave them out of the decision-making process.

### **Level 3: Tokenism**

Volunteers ask their young people for feedback, but do not act on their suggestions. Adults may 'tick a box' by hosting feedback sessions with young people, while continuing to make all of the decisions about what the young people do and how they do it.

### **Level 4: Assigned and informed**

Volunteers give young people specific roles and make sure the young person knows what their responsibilities are. Young people make some decisions within the roles they have been given, but are not involved in shaping the programme beyond that.

### **Level 5: Consulted and informed**

Volunteers involve young people in issues/projects run by adults, asking them for advice. Young people are aware of how their feedback will be used, and feel listened to.

If their idea is impractical, the adult explains why, and does their best to find an alternative or compromise.

### **Level 6: Adult initiated shaped decisions with young people**

Volunteers make sure young people are given the skills and support they need to make decisions, but volunteers initiate the ideas or projects themselves.

### **Level 7: Shaped by young people**

All decisions are made in a partnership between adult volunteers and young people. Young people are empowered to initiate their own projects, and can contribute to all aspects of their Scouting experience.