

Essential Information Training

Workbook

Edition 3 December 2023

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Note: In some parts of the UK, Scout Counties are known as Areas or Islands – and in one case it is known as a Bailiwick. But for ease of reading, this publication simply refers to Counties.

In Scotland, there is no direct equivalent to a County or Area. Instead, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some County functions are the responsibility of Scottish Regions, while others lie with Scottish Districts. The focus of responsibility is outlined in Scottish variations of Policy, Organisation & Rules.

Introduction

Who is this workbook for?

Essential Information training is required for roles, as defined in POR Chapter 16: Roles Table

<https://scouts.org.uk/por/16-adult-roles/roles-table/>

This workbook may be used to support individuals where, for accessibility reasons, they cannot complete this training independently using the eLearning here <https://scouts.org.uk/volunteers/learning-development-and-awards/getting-started-training/essential-information/> or complete the eLearning with someone, such as a line manager, Training Adviser, Local/County/Area/Region (Scotland) Training Manager.

Objectives

By doing this training you will:

- Understand the basics of Scouts' volunteer training scheme.
- Learn about our movement's history
- Explore the fundamentals of Scouts and how to bring them to life.
- Understand the importance of the Safety and Safeguarding policies in keeping people safe while in the Scouts.
- Learn about our structure, and find out where you fit within Scouts and the support that's available
- Understand the Equal Opportunities policy, and how to make sure every member feels included and able to fully participate in Scouts.

Assessment

When you have completed the learning by reading all sections of this workbook you will need to complete an assessment of your learning. The assessment is at the end of this document.

To pass and validate this module you'll need to score 100% on the assessment. But don't worry, you can re-take it as many times as you need. When you have finished the assessment you will need to have your answers checked. Discuss your completed assessment with the person supporting you with this training. They will be able to confirm that you passed the assessment and record completion of this training on the Scouts Membership System (Compass) for you.

Lesson 1: Understanding the basics of Scouts' volunteer training scheme

Welcome



Young people are incredible – and so are our brilliant volunteers. Thanks for everything you do to help Scouts step up, play their part and gain skills for life.

It's people like you who make Scouts happen. You're inspiring a new generation to look at things differently, to take the lead and find their place in the world. As Scouts, we bring people together and build stronger communities. But most of all, we help young people see that anything's possible.

We'll support you every step of the way as a volunteer. You're starting your own journey, too. We want you to develop your own skills and feel part of a family of Scouts that looks after each other and makes the most of our time together.

Young people only get one childhood. Let's make it count.

Bear Grylls, Chief Scout

As an adult volunteer, you'll be helping deliver quality Scouts sessions, packed with challenge and adventure. So what can you expect to be a part of? Well, sometimes words aren't enough...

<https://vimeo.com/455513689>

NB: This video contains fast paced changing images and text, loud noises and music.



Your learning Journey

Personal development's as fundamental for adults involved in Scouts as it is for young people. By completing this module, you've taken the first step in your learning journey.

Our volunteer training

The two key principles of the Scouts volunteer training scheme are learning and validation, which are based on the Scout method of 'learning by doing'.

There's a whole range of opportunities available to you as a volunteer within Scouts. You'll learn a great deal through volunteering and sharing ideas with those you'll volunteer with, as well as taking part in a range of structured learning experiences such as these online training courses. Any skills and knowledge you already have from both inside and outside Scouts will be recognised.

Validation's a demonstration of your knowledge and skill, and gives you the opportunity to put what you learn from these modules into practice. It'll either be through the completion of online assessments (like for this module) or you'll be able to choose activities from a list of options and discuss with your Training Adviser.

What training do I need?

This varies according to each role – we want to make sure any training you do is suited to your specific needs.

Roles Table (<https://scouts.org.uk/por/16-adult-roles/roles-table/>) from our Policy, Organisation and Rules document details the training requirements for all of the roles available.

The Module matrix (https://cms.scouts.org.uk/media/10813/ms-module-matrix_sept2020_v3.pdf) lists all of the modules that we have available and highlights which are required for the variety of responsibilities you might have.

You can find all of the training information and learning materials online here <https://www.scouts.org.uk/volunteers/learning-development-and-awards/>.

Your Training Adviser will be able to help you identify the modules when you discuss your Personal Learning Plan with them (if you have a role that requires this). This'll help you identify the learning you need, as well as choosing the method of validation that's right for you. View the Personal Learning Plan here <https://members.scouts.org.uk/supportresources/3022/02-personal-learning-plan/>.

Mandatory Ongoing Learning

Some aspects of our training scheme for volunteers must be renewed every three years. For example, all volunteers must renew Safety and Safeguarding, and some leaders, will need to renew First Aid.

Training Records

You'll be set up on Compass – the name of our national membership database – with a record when you join. You'll need to register for an account to be able to log in (and will need your membership number and for the information about you to match what has been entered on your record). You can login to Compass here <https://compass.scouts.org.uk/login/User/Login> or register for a Compass account here <https://compass.scouts.org.uk/login/User/Register>.

Part of your profile is a tab for your training record. A Training Adviser, Training Manager (Assistant District Commissioner (Adult Training) or Assistant Regional Commissioner (Adult Training) in Scotland) or line manager (such as Group Scout Leader or District Commissioner) will be able to update this record for you, based on your personal learning plan and completion of learning and validation.

The Wood Badge



Many of the modules that you'll complete during your training will help you on your way to achieving your Wood Badge. The role you hold determines your requirement to complete a Wood Badge.

The Wood Badge (two wooden beads at the end of a leather lace, designed to wear along with your Scout scarf) signifies that you've completed your Scouts volunteer leadership training.

History of the Wood Badge

In 1919, Baden-Powell set in motion a standardised system for leader training at Gilwell Park, near London. If you completed the course, you'd be awarded a 'Wood Badge' – a pair of wooden beads. One came from the ceremonial necklace of the Zulu chief, Dinizulu, and the second was carved by the awardee.

Lesson 2: Learning about the movement's history



Scouts founder, Robert Baden-Powell, said that Scouts was a movement, not an organisation, as it would have to evolve to stay relevant to young people.

To understand Scouts now, it's important to look back on the journey it's taken. What's different between Baden-Powell's original vision and Scouts today? And what's stayed the same?

If you access to a computer or device with internet connection, you can watch the video here

<https://vimeo.com/455513805> which will help you explore and understand the origins of Scouts, and how six core areas of Scouts have developed since 1908. **Please note:** we're aware of playback issues affecting the video and are working on a solution. Please read the transcript in Appendix A of this workbook.

- The origins of Scouts
- The purpose and values of Scouts
- Shaped by young people
- Skills for life
- Community impact
- Scouting for all

We'll also provide some background information on some of the key moments in our annual calendar and their origins. These include:

- Founder's Day
- St George's Day
- Remembrance Day

Alternatively there is a workbook available here;

<https://members.scouts.org.uk/documents/Bianca/Changes%20in%20Scouting%20Workbook1.pdf>

Additional information here:

Jamborees of the Past - <https://members.scouts.org.uk/documents/Bianca/Jamborees%20of%20the%20Past.pdf>

UK Chief Scouts - <https://members.scouts.org.uk/documents/Bianca/UK%20Chief%20Scouts.pdf>

Scouting Heritage website - <https://heritage.scouts.org.uk/>

Lesson 3: Exploring the fundamentals of Scouts, and how to bring them to life

There are three elements that make up the fundamentals: the purpose, the values and the method.

The Purpose

Scouts exists to actively engage and support young people in their personal development. They should feel empowered to make a positive contribution to society.

The Scout values

The values provide everyone involved in Scouts with a guide for how to act. The five values are: integrity, respect, care, belief and co-operation.

The Scout method

The method describes Scouts in action. It's all about young people enjoying and 'learning by doing' in partnership with adults, based on the Scout values. The method is a framework for you to plan a quality programme and says that young people in partnership with adults:

- Enjoy what they are doing and have fun.
- Take part in activities indoors and outdoors.
- Learn by doing.
- Share in spiritual reflection.
- Take responsibility and make choices.
- Undertake new and challenging activities.
- Make and live by their Promise.

While the fundamentals are designed to be brought to life, there are a few other key concepts to keep in mind.

The Scout Law

Originally written by Lord Baden-Powell, the Scout Law sits alongside the Scout Promise to create a positive framework that helps Scouts put the values into action.

The Scout Law

1. A Scout is to be trusted.
2. A Scout is loyal.
3. A Scout is friendly and considerate.
4. A Scout belongs to the world-wide family of Scouts.
5. A Scout has courage in all difficulties.
6. A Scout makes good use of time and is careful of possessions and property.
7. A Scout has self-respect and respect for others.

This is the variation of the Law that's for adult volunteers, Scouts, Explorer Scouts and Scout Network members.

There are age appropriate versions available for Beaver Scouts and Cub Scouts. <https://www.scouts.org.uk/por/1-fundamentals-of-scouting/>

The Promise

The Scout Promise is a simple way to help young people and adults keep the fundamentals of Scouts front of mind. It's important that every member takes the time to consider and discuss its meaning before making the Promise and being invested into Scouts.

The Scout Promise:

On my honour,
I promise that I will do my best
to do my duty to God and to The King,
to help other people
and to keep the Scout Law.

This is the variation of the Promise that's for adult volunteers, Scouts, Explorer Scouts and Scout Network members.

There are several different age groups in Scouts, which is why there are different versions of the Promise and Law to suit everyone. There are also different versions of the Promise that cater to different faiths, beliefs, individual differences and nationalities within the UK. Every volunteer and young person can uphold the spirit of the promise by choosing the wording that best suits and reflects them. You can have a look at the different versions of the Promise here <https://www.scouts.org.uk/por/1-fundamentals-of-scouting/11-variations-to-the-wording-of-the-promises/>.

ScoutsCymru also have the promises available in Welsh on their website here <https://scoutscymru.org.uk/members/resources/>.

Our key policies

We have eight key policies, documented in Policy, Organisation and Rules, which all members must stick to.

Policy, Organisation and Rules (POR) contains all of the rules and policies that those in Scouts need to follow. It includes information on our structure, activities, awards, and how to deal with any difficult situations. You can read Policy, Organisation and Rules (POR) here <https://www.scouts.org.uk/por/>.

Our key policies are:

- Equal Opportunities Policy
- Privacy and Data Protection Policy
- Religious Policy
- Safeguarding Policy
- Safety Policy
- Vetting Policy
- Youth Member Anti-Bullying Policy

NOTE: The order of Key Policies in this section is alphabetical and infers no order of importance nor priority; they are all equal. You can read more about our key policies here <https://www.scouts.org.uk/por/2-key-policies/>.

Safety and Safeguarding

It's also important that we keep all of our members safe. That's why we have a Safety Policy, setting out what all those involved in Scouts must do to take safety seriously. You can read more about the Safety Policy here <https://www.scouts.org.uk/por/2-key-policies/the-safety-policy/>.

We have a Safeguarding Policy, which details the duty of care to safeguard the welfare of our young people – a duty held by all of our members. Our safeguarding practice takes into account statutory responsibilities, government guidance and complies with best practice. You can read more about the Safeguarding Policy here <https://www.scouts.org.uk/por/2-key-policies/>.

We also have a Young People First Code of Conduct, known as the Yellow Card, which sets out the Do's and Don'ts of how we all need to behave. <https://www.scouts.org.uk/volunteers/staying-safe-and-safeguarding/safe-scouting-cards/young-people-first-yellow-card/>

Line managers must ensure that all volunteers demonstrate an understanding of – and a commitment to – the principles and procedures mapped out in the Safeguarding Policy.

You're going to find out much more about this in the Safety and Safeguarding online modules, which you'll also need to complete as part of your learning journey. Then, every three years, it'll be time to renew your knowledge.

Lesson 4: Finding out where your role fits within Scouts and what support is available to you

Across the UK, we're proud to be a single family of Scouts.

But to make sure everyone gets the support they need, we're arranged in different Groups and Units across our regions and nations. A volunteer manager looks after each Group or Unit to help the volunteers make sure our young people gain those skills for life. Find out more about how it all fits together using our Scouts structure here. <https://www.scouts.org.uk/volunteers/running-things-locally/scouting-structure-and-executive-committees/>

Our structure

Section

Sections are Beaver Colonies, Cub Packs, Scout Troops, Explorer Units and Scout Networks and are where Scouts happens for young people.

Scout Group

Beaver, Cub and Scout sections are all part of a Scout Group. Some Groups are larger or smaller, depending on several factors like location, or available facilities. One group could contain one or two Beaver Scout Colonies, one or two Cub Scout Packs and a single Scout Troop. Another may consist only of one section.

Scout District

A number of Groups in a certain locality make up what's known as a Scout District. Explorer Scout Units and Scout Networks are also part of the Scout District.

Scout County / Area / Region (Scotland)

In England, a number of Districts make up a County (also known as an Area in Wales, and a Region in Scotland).

All Groups, Districts, Counties/Areas/Regions (Scotland) are governed by Policy, Organisation and Rules (POR), which offers the framework for all Scouts to operate within.

Executive Committees

Did you know: each Group, District and County has a constitution, many of which use what's called 'the model constitution' in POR. This outlines the membership and role of the Council and Executive Committee.

But what is the Executive Committee? In many parts of the UK, it makes sure the managers of all the different Groups, Districts and Counties meet their responsibilities. . An Executive Committee is made up of Trustees who have legal obligations to uphold in the running of a charity. You'll find out more about them in a moment.

There are different charity regulations (and different charity regulators) in England, Guernsey, Isle of Man, Jersey, Northern Ireland, Scotland and Wales, as well as in each of the countries in which British Scouts Overseas operates. For example, in some parts of the UK the members of the Executive Committee may not be Trustees e.g. Scotland (if not registered with the Office of the Scottish Charity Register (OSCR)) but all should act like Trustees.

If you would like to know more about these you could complete the Trustee Introduction training.

<https://scouts.org.uk/volunteers/learning-development-and-awards/getting-started-training/trustee-introduction/>

Regional variations

There are a few geographical differences in the Scouts structure depending on where you are in the UK. It's important you're aware of them and understand the differences, wherever it is you're based.

- In England and Northern Ireland there are Scout Groups, Districts, Counties and Regions.
- English Regions are made up of a number of Counties and Welsh Regions are made up of a number of Areas.
- In Wales, Scout Counties are known as Areas.
- British Scouting Overseas is known as an Area, not a County.
- In Guernsey, it's a Bailiwick and not a County – and there are no Scout Districts.
- Jersey and the Isle of Man are Islands not Counties and also don't have any Scout Districts.
- Scotland doesn't have any Counties, but Scottish Regions instead. Within a Scottish Region, there are several Districts, and within a District, several groups.
- There may also be other Counties and Areas that don't have any Scout Districts.

Volunteer roles

Section Leadership teams

Week by week, thousands of volunteers show up at Beaver, Cub, Scout and Explorer meetings to empower our young people to learn new skills, make new friends and stand on their own two feet – with no two weeks the same.

Volunteering is, above all, flexible. The best idea is to share out leadership roles among a team of volunteers – this means more free time for each volunteer, who can then offer to take more of a lead as and when it suits their lifestyle.

Managers

Group Scout Leaders and Commissioners at the different levels support other adult volunteers so they stay inspired to provide quality Scout sessions for our young people. Whether you're after practical help recruiting other volunteers, or just want a good old chat, these are the people to help.

At Scouts, we focus on six areas of leadership and management:

1. Providing direction
2. Working with people
3. Achieving results
4. Enabling change
5. Using resources
6. Managing your time and personal skills

Read more about the Manager role in Scouts. <https://members.scouts.org.uk/supportresources/search/?cat=562>

Remember, our approach to volunteering is flexible. The role of Commissioner (like with most roles) can be shared. By working together like this, each individual is able to bring their particular skills to the table and 'own' a role they feel best suited to.

Supporters

There are lots of other people who support Scouts in many different ways. You could be a member of a Scout Active Support Unit, in a role that supports all things administration, or offer your expertise in any of the many adventurous activities Scouts provide.

Scout Active Support Units are there to support all manner of things – from specialists in activities such as climbing, through to supporting the training of volunteers and helping out with big events.

Anyone can join a National Scout Active Support unit. Fancy it? Find out more information about Supporters here. <https://members.scouts.org.uk/supportresources/search/?cat=13,847>

Trustees

Each group, District and County/Area has to operate as a charity – that means they must have an Executive Committee. Members of the Executive Committee act collectively as charity trustees, and always in the best interests of its members. Their responsibilities include:

- Comply with the Policy, Organisation and Rules of Scouts
- Protect and maintain any property and equipment owned by and/or used by the charity
- Manage the charity's finances
- Provide insurance for people, property and equipment
- Provide sufficient resources for scouting to operate. This includes, but is not limited to, supporting recruitment, other adult support, and fundraising activities
- Promote and support the development of the Scouts in the local area
- Manage and implement the Safety Policy locally
- Make sure that a positive image of the Scouts exists in the local community
- Appoint and manage the operation of any sub-committees, including appointing Chairs to lead the sub-committees
- Make sure that young people are meaningfully involved in decision making at all levels within the charity
- The opening, closure and amalgamation of Sections in the group as necessary (similar requirement for District and County).

There are extra responsibilities for Scout Districts and Counties, and additional resources to support our Executive Committee members on the website: view these here.

<https://members.scouts.org.uk/supportresources/search/?cat=55,594>

There are different charity regulations (and different charity regulators) in England, Guernsey, Isle of Man, Jersey, Northern Ireland, Scotland and Wales, as well as in each of the countries in which British Scouts Overseas operates. For example, in some parts of the UK the members of the Executive Committee may not be Trustees e.g. Scotland (if not registered with the Office of the Scottish Charity Register (OSCR)) but all should act like Trustees.

If you would like to know more about these you could complete the Trustee Introduction training.

<https://scouts.org.uk/volunteers/learning-development-and-awards/getting-started-training/trustee-introduction/>

Youth

Explorer Scout Young Leaders

As part of the Explorer Scout section (14–18 year olds) there's the Young Leaders Scheme – a youth volunteer training programme. It supports young people to volunteer alongside adult leaders in either the Beaver Colony, Cub Pack or Scout Troop. The idea is that they'll become a part of the sectional leadership team and bring fresh ideas to the table, as well as acting as positive role models for the young people in the section.

Youth Commissioners

For the budding decision-makers and future leaders, young people aged 18 plus can take on the role of a District or County/Area Youth Commissioner.

They're not there to deliver all Youth Shaped Scouts activities themselves; that's a collective responsibility for all of our members. Instead, their job is to help put Youth Shaped Scouts principles in practice.

Meanwhile in Scotland, there are Assistant District Commissioners for Youth Involvement and District Youth Commissioners have different responsibilities. There are also Youth Advisory Groups at different levels for particular events or initiatives.

Your role

You should now, hopefully, have a better idea of where you fit, both with the role you hold as well as in the bigger picture.

Getting the support you need

Look around and you should find a lot of people you can turn to for support, guidance and information.

These include:

Your Line Manager

Your first port of call when you need help and support; your go-to person for advice; the person checking in to make sure you're comfortable in your role – this is your line manager.

Your formal line manager will likely be the Group Scout Leader, District Commissioner or County Commissioner – it just depends on your role.

If you're a trustee, your line manager will be the Chair of whichever Executive Committee that you're a member of.

Peers

Often, people in similar roles to yours can offer the best advice and support. Many Groups, Districts and Counties organise regular meetings and events to give these adults a chance to meet and chat.

Online resources

Don't forget about the wealth of resources you can find on our website here. <https://www.scouts.org.uk/>

It not only contains plenty of information to help you in your role, it's also filled with ideas and activities to include in your section meetings. There's lot on awards and recognition (both for our young people and adults) and importantly, our rules and policies.

Policy Organisation and Rules (POR)

POR contains all of the rules and policies that everyone in Scouts need to follow. It includes information on our structure, activities, awards and how to deal with difficult situations. You can view the POR here.

<https://www.scouts.org.uk/por/>

There are Scottish variations of POR. You can find these here. <https://www.scouts.scot/scottish-por/>

The Scouts Information Centre

The Scouts Information Centre is there to help with any burning questions. If they don't know the answer, they'll let you know you who to speak to, or where to go online. You can ask questions online through a live chat, by email or telephone – whichever works for you. You can contact us on our website here. <https://www.scouts.org.uk/contact-us>

Lesson 5: Understanding the Equal Opportunities policy and ways to support inclusivity in Scouts

Scouts is, by its very nature, a movement that embraces diversity.

We strongly believe that everyone has the right to be treated fairly, regardless of their age, gender, socio-economic status, ability, sexual orientation, ethnicity, faith or beliefs. This is what makes Scouts such a powerful movement, because we live our values to celebrate equality, diversity and inclusion for all.

Equal Opportunities Policy

Our equal opportunities policy outlines everything we do as a movement to make sure Scouts is open and accessible to all, and everything we do to make sure that people are treated equally and with respect. This policy mirrors the Scout ethos, as expressed by the fundamental values we talked about earlier (integrity, care, co-operation, respect and belief) and our commitment to delivering Scouts for all.

Practise equality and promote equal access to Scouts for all. No young person, or anyone volunteering their spare time, should suffer any disadvantage or discrimination because of:

- class or socio-economic status
- ethnic or national origin, nationality (or statelessness) or race
- gender (including gender reassignment)
- marital or civil partnership status
- sexual orientation
- disability
- political belief
- Pregnancy and maternity
- religion, belief or faith (including the absence of religion, belief or faith)
- sex
- age

You can view our Equal Opportunities Policy here. <https://www.scouts.org.uk/por/2-key-policies/the-equal-opportunities-policy/>

Scouting for all

Wondering how you can make Scouts more inclusive? It's about being open to all, getting to know your young people and volunteers and picking up on any changes you could make to the environment in order to make everyone feel included. Top tip: it's always best to change the environment for all, rather than focusing in on any one individual.

Including young people with additional needs.

Making reasonable adjustments

Reasonable adjustments is a legal term, one which recognises that each group will have different practical resources to meet the needs of an individual young person.

Making reasonable adjustments means spotting and removing any barriers a young person faces to fully access Scouts. During this process of change, it's important to avoid making any assumptions.

Working together with parents and carers to identify any individual needs is key, as they'll know what support strategies work best. This really is the best way to find and agree on any adjustments. We're not only committed to being inclusive, but have a legal duty to make these reasonable adjustments.

There's lots of support for volunteers who need to make adjustments; it's not something that should be done alone. Support can come from other leaders in the group: the Group Scout Leader, the District and County Teams, as well as from Headquarters. There are also further training modules that zone in on this very topic.

Involving parents, carers and young people

When it comes to the successful inclusion of all young people in Scouts, open communication with parents or carers is key.

It's helpful to have an initial meeting with the parent or carer and the young person all together if additional needs, medical conditions or disabilities are in play. Here you can plan any extra support that'll be needed so the young person can fully access and enjoy Scouts. And all without anyone making assumptions.

There are a wide range of resources and tools on our website to help make sure everyone is on the same page when it comes to diversity and inclusivity within the movement. You can find these on our website here.

<https://members.scouts.org.uk/supportresources/search?cat=377>

As part of your learning journey, you can take some additional training modules to help develop your understanding and give you the tools you need in your role. Interested? You can find out more here.

<https://members.scouts.org.uk/supportresources/4625/training-and-ongoing-learning?cat=377,837&moduleID=10>

Now take the assessment

Now it's time to put your knowledge to the test. You'll need 100% to pass, but don't worry, you can always re-take the assessment if you don't get it all the first time around.

Assessment

Essential Information Learning Assessment

Heritage

Question 1: Who started the Scout movement?

- A. Lord Somers
- B. Robert Baden-Powell
- C. Robert Louis Stevenson

Fundamentals

Question 2: Select the three fundamental statements that are true

Option	Tick if correct
The Scout Law outlines how to ensure that Scouts stays safe	
Scouts is a multi-faith movement, open to members of all faiths, beliefs and attitudes, including those with no affirmed faith, such as atheists and humanists	
The Promise supports all members in putting the theory of the fundamentals into action	
The fundamentals of Scouts apply to our young people only	
Scouts is for girls as well as boys	

Values

Question 3: What are the Scout values? There are five correct answers.

Option	Tick if correct
Ambition	
Integrity	
Belonging	
Respect	
Fairness	
Care	
Belief	
Compassion	
Co-operation	
Stability	

Safeguarding

Question 4: What is the Young People First Code of Conduct known as?

Option	Tick if correct
The Green Card	
The Yellow Card	
The Purple Card	
The Orange Card	
The White Card	
The Grey Card	

Structure

Question 5: Match the Scout entity with the correct description:

	Number	
A: A Beaver Scout Colony, Cub Scout Pack, Scout Troop, Explorer Scout Unit or Scout Network		1. Scout District
B: A set of Beaver, Cub and Scout Sections all in one geographical location make up a		2. Section
C: Responsibility for Explorer and Network sections and made up of multiple Scout Groups		3. Scout County (England & Northern Ireland), Scout Area (Wales), Scout Region (Scotland)
D: Support and management across a much larger geographical area are provided by		4. Scouts UK headquarters
E: Based at Gilwell Park, Scouts' national home: they support all aspects of the movement		5. Scout Group

Roles

Question 6: Match the role titles to their key responsibilities:

	Number	
A: Section Leaders		1. Manage and support to make sure everything runs effectively in accordance with the rules.
B: Managers		2. Members who are responsible for running a charitable organisation.
C: Supporters		3. Look after the planning and delivery of the Programme, along with a team of volunteers.
D: Trustees		4. Provide technical and specialist support to a variety of areas within Scouts.

Question 7: What is the name given to Scouts' rules and policies document?

Write your answer here _____

Equal Opportunities

Question 8: Select all that shouldn't prevent young people from joining Scouts.

Option	Tick if correct
class or socio-economic status	
ethnic or national origin, nationality (or statelessness) or race	
gender (including gender reassignment)	
marital or civil partnership status	
sexual orientation	
disability	
political belief	
pregnancy	
religion, belief or faith (including the absence of religion, belief or faith)	
sex	
age	

Reasonable adjustments

Question 9: Select which three of the following are true.

Option	Tick if correct
The only time you'll need to think about reasonable adjustments is to remove any barriers within your weekly meetings.	
It's important to avoid making any assumptions.	
Young people along with parents and carers should be included in identifying these adjustments.	
Making reasonable adjustments is a legal duty.	
You should design and then deliver adjustments on your own.	

When you have completed the assessment, share your answers with the person supporting you with your training.

Appendix A: Origins of Scouts Video Transcript

In August 1907 twenty boys took part in an experimental camp which would lead to the creation of the world's biggest youth movement.

The camp was the idea of Robert Baden-Powell. A professional soldier and national hero, Baden-Powell had written a military manual called Aids to Scouting. This became popular with schools and youth organisations. Robert was persuaded to rewrite his book, removing the military aspects and replacing them with bush craft, survival skills and tales of adventurers. His vision was to use the activities to teach young people life skills and for the manual to be a guide to delivering Scouting through schools and youth groups.

Baden-Powell wanted to test his ideas before his book was published. He organised an experimental camp on Brownsea Island.

"I got together some 20 boys of all sorts and I mixed them up like plums in a pudding, to live together in camp." **Robert Baden Powell**

Surpassing his expectations, he observed how successfully different groups of young people worked together, building trust and friendships overcoming rigid, Edwardian social barriers.

"The results upon these boys in such a short space of time, taught me the possibilities which the Scout training held for boys. So, I at once set to work and wrote the handbook 'Scouting for Boys'. The book came out in fortnightly parts, at 4p per copy." **Robert Baden Powell**

It was published in January 1908 and became an instant bestseller. Within a month, Baden-Powell announced he would be launching a Scouting organisation.

The Purpose and Values of Scouting

The values and core themes of Scouting have remained consistent with Baden-Powell's original vision.

"Leagues and disarmaments and treaties and promises, are all very well in their ways between politicians, but cannot produce peace unless the people themselves really want it. That's what we're after. To try and breed in the next on-coming generation that spirit of friendship, comradeship and good will which is the true foundation of peace in the world." **Robert Baden Powell**

This is a sentiment which is just as relevant today.

Scouting has evolved in order to stay relevant and meet the needs of young people and deliver its core aims. This evolution has taken different forms: the creation of new sections for both younger and older members, the development of new areas of the programme and changing the membership criteria.

Baden-Powell always recognised that the game of Scouting should be flexible as long as the Movement stayed true to its core values. As he once explosively remarked:

"Damn the rules! Call it an experiment!" **Robert Baden Powell**

Shaped by young people

"The Scout Movement is a spontaneous growth, and not a planned organisation. It has sprung from the natural desires of the young people." **Robert Baden Powell**

"I think if you go all the way back to the experimental camp on Brownsea Island the young people there were part of patrols and Patrols is something we still do today. At its core is young people taking an active part in peer leadership. So, supporting and helping their peers to contribute to the activities they are taking in. We

still do that, where we have come to now is the creation of Local Youth Commissioner roles. So, in Districts, Counties and Headquarters there are young people taking an active part in the decision making process and really feeding that information directly in to those individuals who are making the decisions in the areas where young people Scout.” **Frankie Smith, UK Headquarters Volunteer**

In 1908 thousands of young people started their own Scout troops and patrols outside of organised youth groups. Ultimately, this led to the creation of an independent Scouting Movement.

“I began to get letters from boys who had taken up The Game for themselves. Telling me how they had started their Patrols and Troops. They had got men to come and act as their Scout Masters. Scouting just started itself.” **Robert Baden Powell**

Ultimately, this led to the creation of an independent Scouting Movement. Giving young people responsibility has always been core to Scouting.

“The Patrol system is important in Scouting. Boys learn to take responsibility and to work in a small group.” **Robert Baden Powell**

Patrol Leader conferences were a feature from Scouting’s earliest days giving the opportunity for the Scouts to share experiences and advice with each other. During the First World War, with so many adults joining the Armed Forces, Patrol Leaders were often called to step in and deliver Scouting.

Today young people’s voices and actions are just as important as they were in the early days of the Movement as new innovations keep providing opportunities for Scouts to shape their Scouting experience.

Skills for life

Scouting has always offered young people the chance to develop skills for life: the practical, character and employability skills they need to succeed. This includes everything from resilience and initiative to teamwork and leadership

The early Scout programme was developed at a time when the majority of young people’s formal education stopped aged 12. Badges would often directly relate to job skills such as clerk, bookbinder, plumber and electrician. Providing experience in these areas could help young people secure that first job or apprenticeship.

The programme has evolved in order to stay relevant both to Scouts and society today. These innovations have been driven by advancements in technology, air travel and communications and the changing interests and availability of activities for young people.

Today, parents/carers, employers and young people agree that Scouting helps young people develop the skills they need to succeed in life.

“I think the key skills I have learned through Scouts are organisation, especially on camps, you have to organise what you’re going to take, everything you need to pack. I’ve learned to work as a team, for example lighting fires and building shelters and stuff like that. If you don’t work as a team. It’s not going to work!” **Alice, Explorer Scout**

“One of the most valuable things is communication skills with people. I didn’t used to be that outgoing, I used to be quite a reclusive person at the start of Secondary School. I didn’t have many friends or talk to people. I found the Scouts was a safe place and it made me more confident within Scouting and life outside of Scouting. I could be more confident and more social.” **Explorer Scout**

“Outside of Scouts when you have a problem you need to keep working at, Scouts has helped with that because I know I can keep trying and eventually I will get there!” **Alice, Explorer Scout**

This is what makes Scouting different to other out of school activities.

Community Impact

Baden-Powell wanted Scouting to train young people to become active citizens, supporting their families, communities and wider society.

Having witnessed the effects of poverty and believing in Scouting's positive impact, artist Ernest Stafford Carlos and enabled his Scouts to contribute to the local community. His painting "Good work in a London slum" shows Scouts helping a family in need.

With the outbreak of the First World War, Scouts used the skills learnt through the programme to take on non-combative roles such as coast-watchers, messengers and farmworkers.

During the Second World War, Scouts were again called upon: those living in cities worked alongside civilian agencies such as the Aid Raid Precaution, fire and ambulance services to save lives during the Blitz.

Today 500,000 Scouts are taking part in our community impact project "A Million Hands". Scouts choose one of four issues that are important to them and their communities and work with national charities to help make a difference.

Scouting for All

From its beginning, Scouting has reached out to those who would most benefit from the opportunities it offered. To this day we remain committed to Scouting for all.

In 1911 the first Scout Troop dedicated to supporting young people with disabilities was launched. It was visited by Robert Baden-Powell, who believed anyone could be a Scout as long as they had, "a good stout heart". This philosophy continues today as Scouting offers support to over 20,000 Scouts with additional needs.

Early Scout Leaders were driven by the impact Scouting could make on inner city communities and help young people achieve their potential. Today we are just as proud offer activities and opportunities to young people in 450 of the UK's most deprived communities.

Scouting helps young people explore their beliefs and attitudes and has always welcomed members from all faiths. In 2014, an additional promise was introduced, allowing those of no faith to join the movement. We aim to reflect the communities in which we live and across the UK there are Sikh, Buddhist, Christian, Muslim and Jewish Scout groups, as well as many mixed and non-religious groups.

Scouting also has a vibrant and growing LGBT+ community. Scouts can be seen attending Pride events each year in cities across the UK.

Since its inception, Scouting has always been a value led movement. Whilst things have changed in the last 100 years, its core values are always at the heart of what we do.