

Module E: Game on!

Module I: What did they say?



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Hampshire Scouts

Scouts
Hampshire

Module E Aims:

- Understand the importance of games and choose games that suit the section's programme.
- Understand the need for different types of games, when to play them and be confident to run different games.

Module I Aims:

- Understand the importance of and how you can get feedback from young people in your section.
- Explain how you can bring your section's ideas to life and make adaptations.



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How to run laugh-a-minute games



Game types

- Learn by doing.
- Active and loud / calm and quiet
- Equipment / equipment free
- Team / individual
- Indoor / outdoor
- Competitive / non-competitive
- Elimination



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Youth shaped Scouting and getting feedback.



Where does it come from?

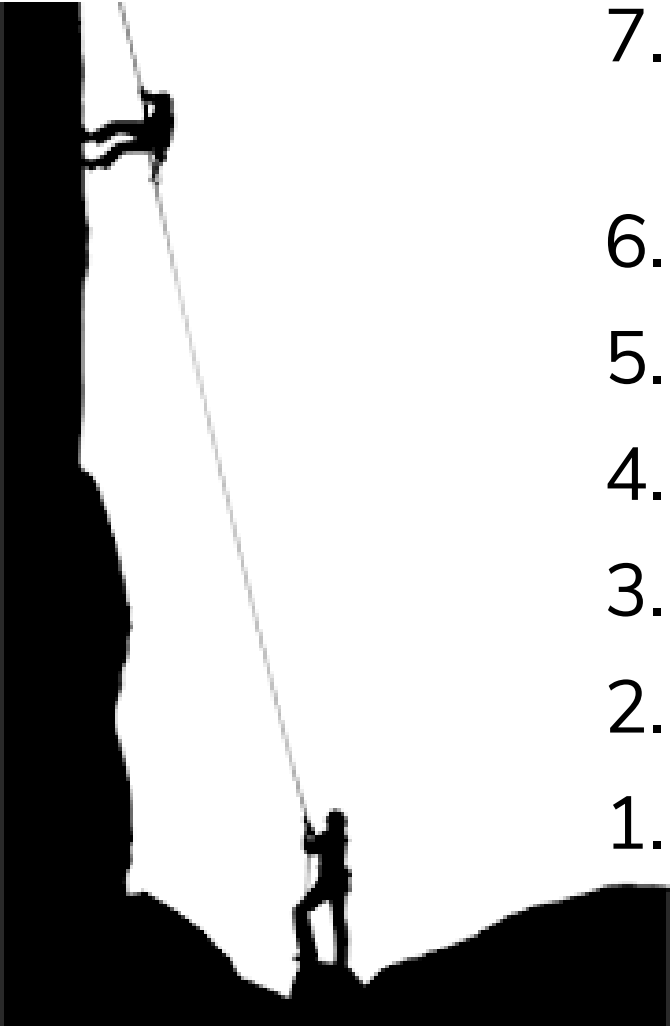
- Earliest troops were Scout run.
- Method: Scouting takes place when young people, in partnership with adults, work together based on the values of Scouting
- 2014-18 Scouting for All plan
- YouShape months 2015-19
- Regular part of programme and new YouShape award in development.

#YouShape



Climbing wall of Youth Involvement

7. Shaped by young people in partnership with adults.
6. Adult initiated, shared decision
5. Consulted and informed
4. Assigned and informed
3. Tokenism
2. Decoration
1. Manipulation

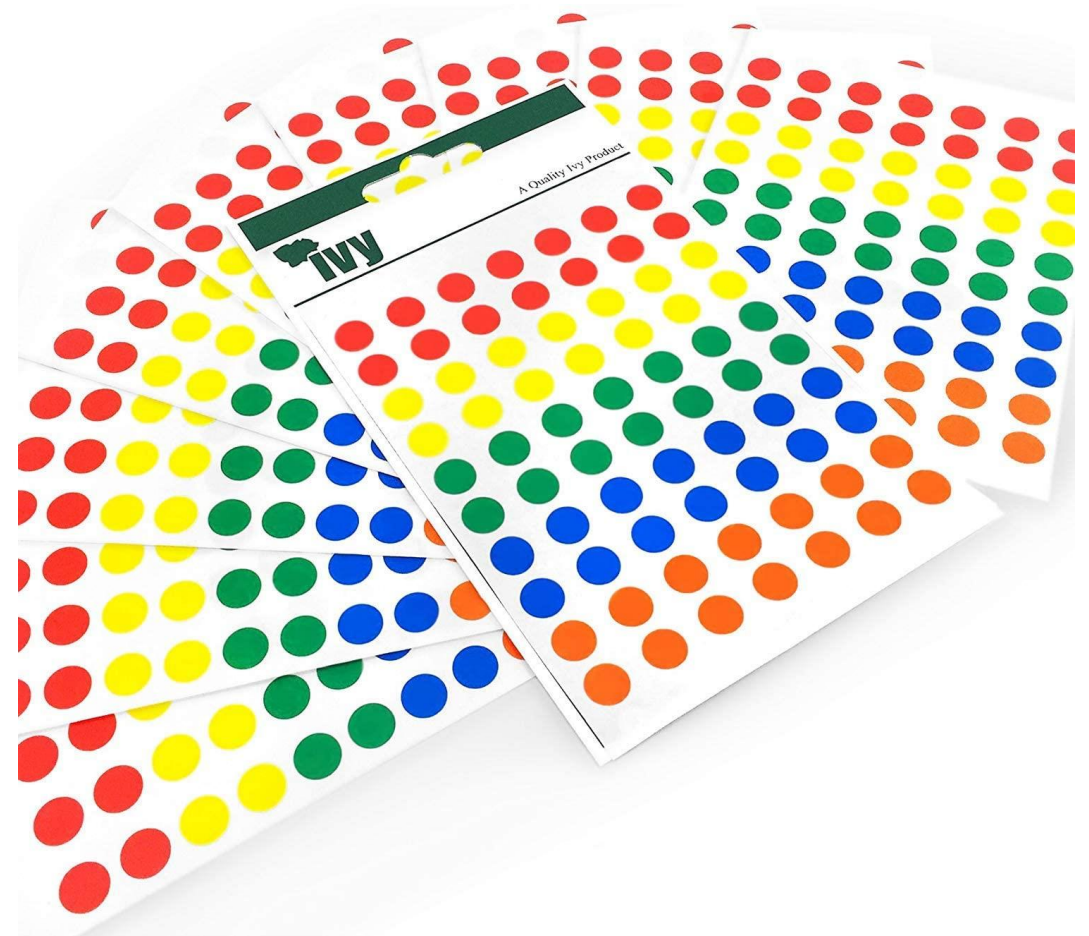


Feedback basics

- Important that young people shape their programme and have input planning and running it.
- Forum gets specific feedback or gather ideas for planning.
- Simple activities at the end of the session evaluate what you've just done.
- Make it fun, interactive and embedded into programme.
- Once you have the ideas and views use them. Plan them into the programme or support the young people to make it happen.

Feedback activities

- How could you use these to get feedback from our young people?
- Suggestions in the chat:
 - Voting
 - Choosing badges or activities to do next.
 - Cool wall of activities they have done.



Feedback activities

- How could you use these to get feedback from our young people?
- Suggestions in the chat:
 - Suggestions
 - Questions to be answered
 - What a good one looks like (camp, peer leader)



Bringing their ideas to life.

- Imagine you have run an ideas session for what your Cubs want to do. They all agree. They want to go to the moon.
 - Can we make these ideas happen?
 - Can we offer something else?
 - Can we theme an activity?
- Instead we offer:
 - Themed night away with a space or moon theme.
 - Find out about the moon, astronauts, the moon missions.
 - Fitness programmes to become an astronaut.
 - Activities: go cart moon buggies, junk models, Hike to the Moon

Beaver Scouts who want to climb Everest.

- Hike the equivalent distance up Everest between the colony.
- Learn about the area around Everest and the geography.
- Practice packing a bag for the trip and discuss what you would need.
- What would you need to learn to start the trip?
- Find the highest point in the county and pledge to climb it (risk assessment dependent)

Cub Scouts who want to camp in a rainforest.

- What is a rainforest like? Weather and terrain.
- Recreate a rainforest in the meeting pace with recycled materials.
- Try a water activity to think about what it would be like to travel up the Amazon river.
- Organise a camp with a rainforest theme, camping in a forest with animal noises. Could also build a shelter and test with water.
- Learn about the animals who live in the rainforest.

Scouts who want to go skydiving.

- Could they do indoor skydiving?
- How could they cover costs?
- How could they fundraise for it?
- Could they re-create the experience e.g. on a green screen?



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Support and where next?

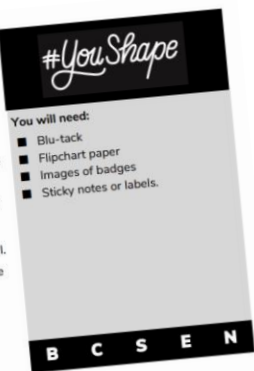


YouShape resources and contacts

- Youth representation
 - District Youth Commissioners, Youth trustees
 - County Youth Commissioners: Peter Marcus
peter.marcus@hampshirescouts.org.uk
 - Youth Council
 - UK Youth Commissioner: Ollie Wood
- YouShape activity resources on the scout website
- Activity cards for all sections.

Cool wall

1. To prepare for the activity, write a variety of activities on a sheet of labels or sticky notes and leave some blank for the young people to fill in. Or you can print off and cut out images of the section's badges. These can be activities and badges you have already done or brand new ones.
2. Set up your cool wall by pinning up four large headings - seriously cool, cool, uncool and seriously uncool. You can choose your own headings.
3. Working in groups, give each a set of the pre-labelled notes or badges. Explain the peer leader should lead the discussion on each activity trying to let each young person express their opinion. Young Leaders and leaders should be on hand to assist if they feel they need some help.
4. When the group has come to an agreement on the activity or badge they should attach it to the relevant part of the cool wall.
5. At the end, show the wall to the whole section and spot any obvious trends.



Where next?

- Use what you've learnt – Mission 1 and 3
- More modules coming up.
 - G&H Thursday 18th June
- Adult leader training link
 - Module 3, Tools for the role
 - Module 12a, Delivering a Quality Programme

