

ROWBOAT
AGLIDING PARASCENDING PONTON
HALL QUADBIKING CRAFT BUILDING ROWING SAILING
LLING SHOOTING SINGLE PITCH CLIMBING SKIING SNORKELLING SNOWBO
EETS SPORTS SUBAQUA SURFING SWIMMING WATERSKIING WHITEWATER RAFTIN
RFING ZORBING ABSEILING AERIAL RUNWAY ARCHERY BALLOONING BANDS BOUL

Get your Programme RIPPED into Shape



Programme Planning

Introduction

Explorer Scouting works best when the young people themselves directly helps to organise the programme. To introduce this initially can be difficult especially to people who have just come into the section, but with time the young people get used to the process and take ownership for their programme. The following RIP guide is one way that you might consider helping your Explorers to plan their own programme. It is by no means the only way, but it does provide a framework and some templates that you might find useful to get you going.

What will you need to use RIP

To use this model you will need:

- Printed version of the documents in the appendix:
 - Review template
 - The Programme Zones Template
 - The Programme Template – One per night
- Pens
- Post its

How to Use RIP

RIP stands for the three parts of the process: Review, Ideas & Planning. These three activities are split out allowing you to break up this activity over an evening so you can keep the young people's attention.

R – Review

Before you start to look at this term, you should always look back at last term and ask two simple questions: what things went and what things should we do differently this term? So print off some copies of your review template, depending on the size of your unit, you might want to split down into smaller groups so that will decide how many copied you need.

1. Start by explaining what the purpose of the review is.

The purpose of the review is to find out things that went well that would like to repeat or adapt this term and that would need to be done differently this term.

So examples below, they should be focussed around the programme but if there is something else about explorers they like or dislike don't discourage them from capturing it.

What went well:

- *'I enjoyed the cooking we did when we spent the night on Japan'*
- *'The Outdoor cycling night went well'*
- *'I liked that we took time in the programme for tuck every week'*

What should we do differently?

- *'The guy who visited us from the police talked for ages and was boring, he should have talked less?'*

- *'It rained on the night we were supposed to make fires and there was nothing else planned'*
 - *'My ankles problems meant I had to miss out on the cycling night as it was too long'*
2. Once you have explained the model, give each explorer some post it, and get them to write their ideas on a post it and put it on the template to the corresponding question, try to time box this to maximum of 5 minutes! Explorers will be explorers and will probably have gone off topic on some feedback, if its appropriate make a joke about it, this is supposed to be fun! If its not being taken seriously at all, remind the young people its there unit, this is their opportunity to improve what they do.
 3. Bring the explorers together and discuss their feedback. Don't interrogate people to find out who said what, don't dismiss the feedback, and take it on board!
 4. Do something different: game another activity!

Make sure you save the learning and discuss it with other leads and make sure some of the ideas are put into place

I – Ideas

The next stage is when you ask your Explorers what they want to do this term.

1. To add some structure, you need to explain to them what the programme zones are

Values and Relationships

This zone provides opportunities to explore and develop Scouting values, personal attitudes and a range of beliefs. It is at the heart of all our Scouting activities.

Community Service

This zone helps Explorer Scouts explore the community in which they live, discovering local people, places and facilities. It also gives them the opportunity to offer help and service.

Physical Recreation

This zone focuses on activities to improve fitness, promote personal health and increase awareness of personal safety. It should provide young people with the opportunities to participate in a variety of games and to improve their skills in a range of physical pursuits.

Skills

This zone provides opportunities for young people to learn new skills that relate to many aspects of their lives. This can range from meteorology to wildlife conservation practices and techniques, and from leadership skills to creative activities.

Global

This zone helps Scouts to discover the similarities and differences in lifestyle, cultures and environments, both locally and from around the world. It helps them understand how to make a difference.

Outdoor and Adventure

In this, the largest zone, are all the activities connected with camping and the great outdoors. This zone is full of opportunities to learn not just the traditional Scouting skills associated with hiking and camping, but also those needed for other adventurous activities such as climbing, caving, canoeing and sailing.

2. Split your explorers in groups of 6, or if you have less than 12 explorer put them in pairs.
3. Place the 6 programme Zone templates around your hall and make sure each explorer has post it's and pens.
4. Put a group/pair but each programme zone and tell them they have 1 minute to think of as many ideas as they can about that Zone that they could do within an evening
5. Time the minute and get the groups to rotate around each of the Zones.
6. When each group has been to each zone, do something different: game another activity!

P – Plan

Now you have all of your ideas you can start to put them on nights

1. First, in the zones, group together similar ideas. Using the programme template, write the date of your meeting nights of the term on a separate template and lay them out somewhere they can be seen
2. Regroup your unit and start to assign ideas to template.
3. Make sure you take ideas from different Zones to make sure your programme is balanced.
4. Discuss with your unit how you will do the suggestions and consider using the different methods.
5. Keep going to you have your programme laid out per term. When you are done, ask if any of the unit want to organise or help organise a particular night.
6. Type up your programme and share it with your unit, you might want to consider using the balanced programme template tool so you are aware of the zones/methods/bottom line considerations.