

**CREATING A
CHALLENGE BADGE
OR PACK FOR YOUR
VENUE**



CO-CREATED WITH YOUTH VOICE AMBASSADORS

youth**united**
foundation



Creating a challenge badge or pack for your venue

Having a ready-to-go pack for uniformed groups to complete at your venue can help to ensure young people make the most of their visit. It offers opportunities to learn about the key aspects of heritage at the venue and motivates young people to explore as much of what's on offer as possible. It also makes things easier for group leaders.

Wherever possible, try to involve young people in the design and testing of the pack. They will have brilliant ideas to contribute and can help to ensure the pack is engaging and accessible for young people.

Youth United Foundation (YUF) and the Heritage Youth Partnership stakeholders could help or collaborate with you on this. Please [get in touch](#) if you would be interested to discuss this further.

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Examples of badges/challenge packs

These have been created by heritage venues and organisations for uniformed groups/young people:

1. Canal & River Trust [History Challenge Pack](https://canalrivertrust.org.uk/explorers/scouting-and-guiding/challenge-badge):
<https://canalrivertrust.org.uk/explorers/scouting-and-guiding/challenge-badge>
2. Wentworth Woodhouse Challenge Pack:
<https://wentworthwoodhouse.org.uk/badge-pack-challenge/>
3. RAF Museum Scouts Days including [Air Activities Badge worksheets](https://www.rafmuseum.org.uk/london/group-visits/scout-groups/):
<https://www.rafmuseum.org.uk/london/group-visits/scout-groups/>
4. Girlguiding North West in partnership with Historic England: Legacy Explorers:
<https://www.girlguidingnwe.org.uk/wp-content/uploads/2025/07/Legacy-Explorers-Pack-V3.pdf>
5. Historic England Street Spotter's Guide:
<https://historicengland.org.uk/education/schools-resources/teaching-activities/street-spotters-guide/>



Content of the pack

Wherever possible, consult young people in decisions about content.

You could structure the pack around themes or levels of engagement. You might also consider age-appropriate packs e.g. a pack for the youngest visitors (ages up to 6), for younger people (ages 7-12) and a pack for teens (ages 13+).

Consider these questions:

EXPLORE

- What would young people who visit the site find most interesting? Heritage and stories, especially those most relevant to young people and the issues of today, tend to inspire them most. Could you theme the pack around these stories?
- Are there important architectural, artistic or natural points of interest that the young people could search for?
- Are there any notable collections that young people could hunt for, e.g. vehicles, number of rooms, special furniture, plants or animals on the grounds? You could make this more complex for older young people, e.g. using clues to locate particular items, or solve a problem or code.
- Can you share interesting facts about the place, with relatable context for young people? E.g. the gardens are as big as X football pitches.
- Are there any elements of the site, its heritage and stories that young people could explore online, remotely? This could help groups to discuss key themes in advance of a visit and would allow groups to engage with the heritage of your venue even if they are not local or not able to travel to visit e.g. virtual uniformed youth groups.

DISCOVER

- How can you make the heritage of this place come alive for young people?
- Are there any key or hidden stories that the young people should know about, to really understand the history here?
- Who are the people who lived/spent time/are remembered here, what was notable about their lives? Is there information about the children and young people who lived here?



DO

- What could the young people do as part of the pack? Is there anything they could do/learn ahead of their visit? Try to make activities varied, to account for different interests and learning styles, e.g.
 - Draw a picture of part of the site,
 - Collect leaves fallen from different types of trees,
 - Write a poem about the heritage discovered here,
 - Label a diagram of an item of the collection/a building,
 - Dress up in clothes that original residents/visitors might have worn,
 - Write a story/play about a person who might have lived here,
 - Create nature rubbings of bark, leaves, etc.,
 - Design a poster to share facts they've learnt,
 - Take photos to add to the [Missing Pieces](#) project (if listed),
 - Answer questions as they explore, to find clues for a puzzle/prize.

- Are there ways you could support young people with further discovery of the heritage here (the same day or on subsequent visits) or follow-on opportunities e.g.:
 - access to archives to research a topic they're interested in,
 - a tour with a local historian/expert,
 - volunteering opportunities, e.g. gardening,
 - opportunities for skill development, e.g. heritage cooking,
 - work experience placements.

SHARE & CELEBRATE

- How can you encourage the young people to share their experiences and what they've discovered about heritage with others? E.g.
 - Create a photo or video diary of the day – share on social media,
 - Design posters or leaflets to share favourite parts of the day/site.
- How can you celebrate the young people's achievements? E.g.:
 - A group certificate they can display in their meeting place?
 - A photo board at your venue with celebrations of the groups who have completed the badge, what they learned and wanted to share?
 - Or even creating a fabric badge for the young people to take away with them?
- How could you support the young people and leaders to share the opportunities that you're offering with their peers, family, other groups etc? How could you encourage them to come back again? (e.g. 'Golden Ticket' for entry for the rest of the year for that young person, to encourage them to bring their family)



Creating the pack

Design and accessibility

- As with content, consult young people on the design wherever possible. There might be some local young people interested to help with the design (e.g. using Canva or similar free online programmes).
- Less is more – keep it simple. Try not to cram too much onto a page.
- Use inclusive language when writing content. Different uniformed youth organisations have different terminology so keep it broad and relevant for all organisations e.g. “group”, “young people” and “leader/volunteer”.
- If the pack is aimed at a specific age group, or younger/older children, specify this, e.g. you might have a one-side, simpler version with more pictures for younger children, and a two-sided version with more challenges for ages 13+.
- Think about accessibility – use font styles and sizes that are readable.
- Include some images of the items from your property/collection/ gardens.
- Stick to the basics when it comes to young people/groups accessing the pack:
 - Ensure it can be printed onto standard A4 paper,
 - And/or ensure it can be accessed on a mobile device.
- If printing, ask leaders to provide the numbers of young people they need copies for in advance. Print on demand to avoid waste.
- Get in touch with members of the Heritage Youth Partnership, who may be able to help with collaboration, design of resources and publicity.

Testing the pack

- Ask young people or uniformed youth groups to test the pack. Try to ensure you have a range of ages test it.
- Young people could test it in-person, during a visit, and online (if you have a pack which they could access and complete remotely).
- Listen to feedback and make reasonable adjustments to ensure it is accessible and engaging for young people.