



Scouter Handbook



Introduction

The ONE Programme presents new ways of doing your Scouting. We've kept the best of the past and forged an improved approach to provide better and more exciting Scouting for young people in all our Scout Sections.

One of the most exciting features is the involvement of our young people in deciding and planning their own future within Scouting Ireland. This starts small with the suggestion of their own activities. With support from you, and incremental allocation of responsibility, we hope to foster the leaders of tomorrow.

So, let's take the first step together. You, as a Scouter, will be using the ONE Programme at ground level and ensuring it succeeds for your Section. I can assure you that the whole of Scouting Ireland will be supporting you in your efforts.

The longest of journeys begins with the first step. I wish you my very best on this journey. Enjoy it! You and your Scouts will have many great adventures along the way.

Chief Scout



Acknowledgement

“Writing a book takes a lot of energy and determination, it also takes a lot of help.

No one walks alone and when you are walking on that journey just where do you start to thank those that joined you, walked before you, walked beside you and helped along the way. So perhaps this book and its pages will be seen as “thanks” to the many of you who have helped to bring the adventure to life.

Let the adventure begin!”

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ONE Programme

The ONE Programme has been designed using a number of key underlining principles.

- The use of the Scout Method.
- ONE programme for all age ranges.
- Youth Participation within the planning process.
- Individual personal journeys/experiences.

One Programme for all

The principle means that each Section of Scouting delivers the programme in a similar way. Small groups are present in all Sections. Handbooks are designed to appeal to the age range of the Section by presenting the concepts to young people in appropriate language and images.

The badge scheme is also similar. The badge designs only signify different age ranges via colour.

The Scout Method

The Scout Method is how we deliver the programme to young people. The Method is comprised of eight equally important parts, and when collectively implemented make Scouting what it is. It is through the use of the Scout Method that Scouting achieves its aims in developing young people.

The Aim of Scouting

The Aim of Scouting is to develop young people Socially, Physically, Intellectually, Character, Emotionally, Spiritually. These elements are called the SPICES and are deeply integrated into the programme experience via the Scout Method, Personal Progress Awards and programme designed by young people.

Programme creation

Young people are fully involved in the creation and management of their Scouting experience. This is done via the team and Section Council gatherings. They suggest, design and implement their own adventures and experiences assisted and facilitated by Adult Scouters. This collective experience is the programme of the Group.



The Personal Journey

Every Scout is responsible for their personal journey/ experience of Scouting and helps in to design and plan that journey. This idea draws the young person to explore the SPICES and enable them to learn, and develop within Scouting.

The Programme, that the young people have designed with the help and assistance of Scouters follows a simple process;

PLAN, DO, REVIEW.

Programmes are planned, activities executed, and the whole process is reviewed. The review process is important as it allows young people to learn by doing, reflect on their new knowledge, and carry it through to the next Programme step. The review and reflection process is an important part of the personal journey of young people. This allows them to see their own progress, and move towards future discoveries and experiences.

Badges

There are four types of badges available to young people.

- Progress Award Badges
- Adventure Skills Badges
- Special Interest Badges
- Nautical Badges

Personal Progress Badges

Personal Progress Badges are awarded to young people in recognition of how they've developed during their personal Scouting journey. The badges are linked to a 'Scouting Years' Programme. They are not based on individual tests but rather on a concept of bringing young people 'one step forward'. For some young people this will be easy, for others more challenging. It will also be related to the maturity of young people as they grow and develop. Scouters therefore need to be fully aware of their Scouts maturity, so they can see how far they've travelled in a particular Stage.

Adventure Skills

Adventure Skills Badges require a young person to achieve a detailed set standard in a particular Adventure Skill. The requirements are progressive, and ultimately pave the way to outside recognition by a governing body of a chosen skill. There are currently nine Adventure Skills Badges.

Special Interest Badges

Special interest badges are open-ended badges that reflect the interests of the young person undertaking them. Any subject is possible. The requirements are designed by the young person in consultation and agreement with their Scouters.

There are five badge designs, and badges are presented under a number of headings into which the special interest subject will relate. Headings include -Skill, Physical, Adventure, Community,

Environment. Badge requirements will differ depending on the individual Scout undertaking them. The principle of 'doing one's best' is the key to these badges. The system allows everyone to choose what they want to do and provides recognition for personal effort, rather than achieving a grade, so everyone has a chance to achieve the badge.

Badge requirements are designed to allow exploration of the subject, develop and improve skills, and put the new knowledge into practice, preferably as a practical project which will benefit others.

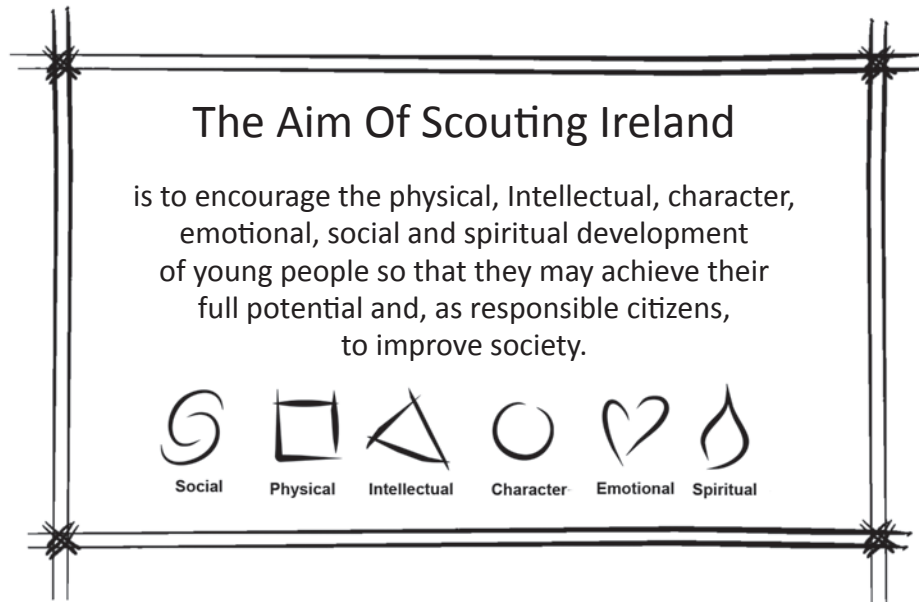
The Role of the Scouter

The role of the Scouter is one of assisting, supporting, facilitating, motivating. The Scouter is a role model, rather than a boss.

Younger age ranges will require more facilitation and direction but this should be reversed in older age ranges to one of 'mentor or coach'. The Scouter needs to be aware of the young people in their Section, and understand 'where they are' in relation to their development as young people. Scouters will assist in reviewing activities and help young people to reflect on their experiences and personal journey through Scouting.



Scouting - What is it all about ?



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We use an acronym to refer to the 6 areas of development – SPICES which refer to the Social, Physical, Intellectual, Character, Emotional and Spiritual development.

What we do

Activities, Events, Personal Challenges, Adventure Skills.

How we do it

Scout Method & Programme Cycle.

Why we do it

To achieve the aim of the Scouting Ireland

To enable growth in all Six Areas of Development (SPICES)

Collectively, this is the ONE Programme. It runs through all the Sections, centred on the young person, and providing opportunities which.....



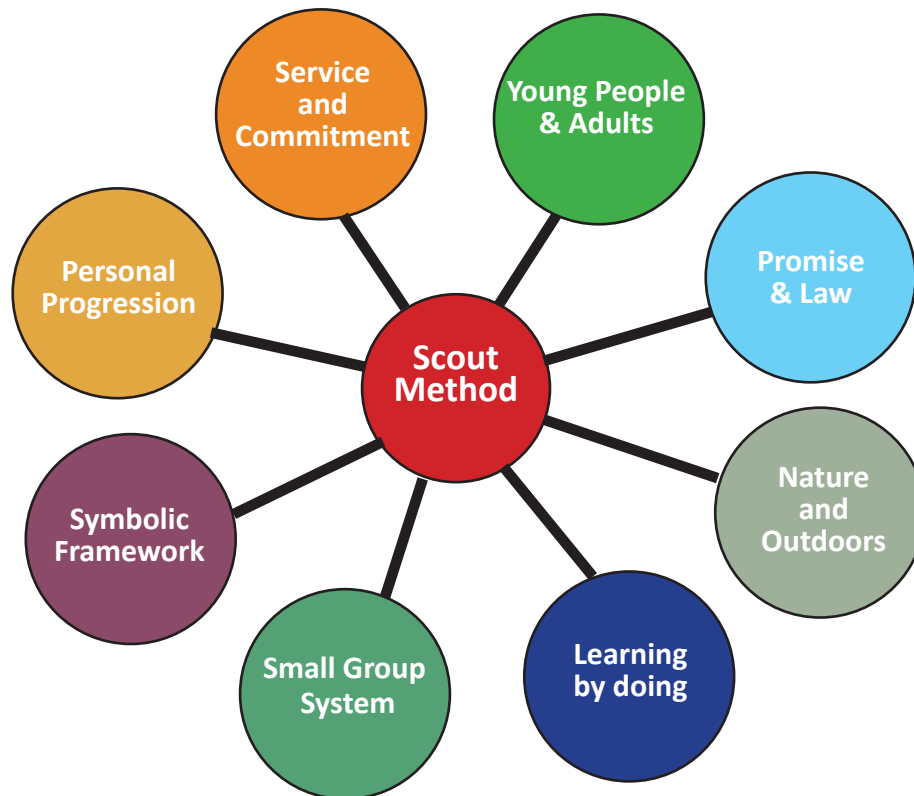
- Should be fun, attractive and challenging.
- Will have the youth members learning something new from each activity.
- Will have the youth members involved in planning, running and reviewing the activity.
- Can enable progress with Learning Objectives.
- May include progress with Adventure Skills.
- Applies the Programme Cycle of Plan – Do - Review.

The Scout Method is the approach used in Scouting to help us achieve our aim.



Implementing the Scout Method in All Sections

The Scout Method is a system based on the concept of self-education and it is also progressive. The Scout Method was designed by the Founder, Robert Baden-Powell and forms the basis of how we achieve our Aim. The elements of the Scout Method can be illustrated as follows.



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Young People & Adults working together
Voluntary membership of a group which, guided by adults, is increasingly self-governing in its successive age groups.

Promise & Law
Commitment to a code of living as expressed in the Promise and Law, the meaning of which is expanded as the member grows towards maturity.

Nature and Outdoors
Outdoor activities, adventures and exploration of nature refers to the immense possibilities that the natural world offers for the development of the young person.

Learning by doing
Having hands-on and interactive activities allowing young people to take ownership of their activities.

Small Group System
The small group system is the basic organisational structure in Scouting. Young people experience adventure and challenge in a small team, usually 6-8 people

Personal Progression
An award scheme, which encourages participation in its full range of activities and provides recognition and group achievements.

Symbolic Framework
The use of words, names, stories, props, etc. on a specific theme which stimulate the imagination and provide a purpose for activities.

Service and commitment
The fostering of the individual good turn(s) and helping each other out; a commitment to Scouting's principles, and a commitment to fellow Scouts and the Scout Group.



Young People and adults

Voluntary membership of a group which, guided by Scouters, is increasingly self-governing in its successive age groups.

At all times membership of Scouting should be voluntary. By being a voluntary organisation, we create energy for learning that is not possible in formal education.

Adults and young people in Scouting work together in harmony. They share the same ideals and commitment. They are united by the same Promise and observe the same Law. They are partners, committed to the same goal: the full development of the individual young person.

For this partnership to work there must be mutual listening and respect. The adult helps the young person to learn by listening to the young person, being prepared to talk with them, valuing their contributions, instilling confidence, reassuring them, and creating a safe environment in which the young person can experiment and discover. The adult supports the young person to help them achieve what they undertake, develop their confidence in themselves, discover their limits, and face moving on to another stage in life.

Young people need reference points, including adults they can talk to. The adult should ensure that incidents and events are evaluated and put into perspective, so that knowledge is derived and skills are absorbed. The role of the adult in the organisation and presentation of the programme in Scouting Ireland is an ever decreasing one as the young person develops through the Sections. Equally the role of the adult as a 'coach' and 'mentor'

rather than a leader comes more and more to the fore as we move through the Sections. The adult is always responsible for ensuring there is a informal educational content to the programme, and for the safety and well-being of the Scouts.

"Success in training the boy depends largely on the Scoutmaster's own personal example."

... Robert Baden Powell

Promise and Law

The Scout Law is a code of living for each individual Scout, and for the collective Group - based on Scouting's core principles.

By applying this code to daily life, the Scout Law provides a practical way for young people to understand the values Scouting proposes as a basis for one's life.

The Scout Promise is a personal pledge to do one's best to live according to Scouting's values. The promise is made before a group of peers when the young person joins Scouting.

By making the Scout Promise, the young person makes a conscious and voluntary decision to accept the Scout Law and to assume the responsibility of the Law through personal effort ("Doing one's best"). The fact of making the Promise in front of peers not only makes the personal commitment public, it also symbolises a social commitment to the others in the group. Making the Promise is thus the first symbolic step in the process of self-education.

Promise	Alternative Scout Promise	The Scout Law
On my honour, I promise to do my best, to do my duty to God, to serve my community, to help other people and to live by the Scout Law.	On my honour, I promise to do my best, to further my understanding and acceptance of a Spiritual Reality, to serve my community, to help other people and to live by the Scout Law.	A Scout is to be trusted. A Scout is loyal. A Scout is helpful and considerate to all. A Scout has courage in all difficulties. A Scout makes good use of time and is careful of possessions and property. A Scout has respect for self and others. A Scout respects nature and the environment.

"The Scout Law is the foundation on which the whole of scout training rests." "It invites the young person to make a commitment concerning his/her own personal development."
... Robert Baden Powell

Nature and Outdoors

The provision of a wide range of attractive, constructive, and challenging activities primarily based in the outdoors, including opportunities for adventure and exploration. This is an integral part of the Scouting programme,

At all times the Scouts themselves should be involved in the provision of the programme, in both planning and reviewing, and where at all possible, the programme should take place in the out of doors.

Life in nature is a special and vital part of the Scout Method. Nature is a special environment in which we carry out the many activities of all the Sections in the Scout Group. The entire Scout Programme should be structured around the outdoors. If this is not happening, we are losing an essential part of Scouting.

Interaction with nature encourages young people to respect and appreciate the world around them. Nature provides the setting and the materials for most of our activities and it often provides unforeseen challenges that we have to overcome.

Nature is more than being 'out of doors'. It is a vital element in helping to understand and develop roles within society, explore spirituality, recognising and protection of the environment, and much more besides.

"God has given us a world to live in that is full of beauties and wonders and He has given us not only eyes to see them, but minds to understand them, if we only have the sense to look at them in that light."

.... Robert Baden-Powell

Learning by doing

Learning by Doing is attractive to young people. It facilitates their integration into the group. It helps them to discover their abilities and it encourages an interest in exploring, adventure and discovery.

Learning by Doing means that Scouts learn as part of the activity. They learn with and from each other, through experience. This part of the Scout Method allows each Scout to try a skill or activity for themselves, and to progress to more challenging activities as they learn.

'Doing' is not limited to learning practical or manual skills. It also applies to responsibility, leadership skills, inter- personal skills and planning. Games play an important part in our Programme, because in Scouting all of the games we play have a purpose and they promote some form of learning.

"When you want a thing done, 'Don't do it yourself' is a good motto for Scoutmasters."

.... Robert Baden-Powell

Small Group System

The small group system (or Patrol System, as it is often called) is the basic organisational structure of each Section, which is composed of small groups of youth members and the adult leadership. In the Beaver Scout Section we have Lodges, in Cub Scouts we have Sixes, in Scouts we have Patrols, and in Venture Scouts and Rover Scouts we have Crews.

Each small group, normally comprising 6-8 youth members, operates as a team with one member acting as team leader. Within each team and in ways



appropriate to their capacities, the youth members organise their life as a group, sharing responsibilities, and decide upon, organize, carry out and evaluate their activities. This is done with the support of the adult leadership. A representational system ensures that the youth members also participate in the decision-making processes of the Section as a whole with the adult leaders.

The team system, based on young people's natural tendency to form small groups, channels the substantial influence that peers have on each other in a constructive direction. It enables young people to develop their personal and collective capacities through pooling and building on their individuals' skills, talents and experience and through the development of mutually supportive team spirit. It also enables them to develop constructive relationships with other young people and adults and to learn to live according to a democratic form of self-government.

The object of the Patrol System is mainly to give real responsibilities to as many of the boys as possible, with a view to develop their character"

...Robert Baden Powell

Personal Progression

A Scout's Personal Progression is based on an award scheme, which encourages participation in its full range of activities and provides recognition of individual and group. There is no better motivation for a young person than acknowledgement by their peers for what they have achieved. The progression of all Scouts along their Personal Journey brings variety and challenge to the Patrol as the individuals are pursuing different Learning Objectives or at least different Personal Challenges for the same Learning Objective. By using the Small Group System, Scouts can play an important part in helping each other recognise some things about themselves, as well as deciding on the best way forward for them.

"The more responsibility the Scoutmaster gives his patrol leaders, the more they will respond."

.... Robert Baden-Powell

Symbolic Framework

A symbol can be described as something familiar which represents something more vast or abstract (e.g. in advertising) to help people to understand and identify with concepts through an appeal to the imagination. In Scouting, a symbolic framework is a set of symbols (words, names, stories, props, etc.) which represent

Scouting's educational proposal for a particular age range.

The purpose of the symbolic framework is to build on young people's capacity for imagination, adventure, creativity and inventiveness in a way which stimulates their development, helps them to identify with the directions of development and the values underlying Scouting and stimulates cohesiveness and solidarity within the group.

The very name of the Movement, 'Scouting', is an element of a symbolic framework adopted by Baden-Powell when he wrote Scouting for Boys, intended to inspire the youth of his day. "By the term 'Scouting' is meant the work and attributes of backwoodsmen, explorers, hunters, seamen, airmen, pioneers and frontiersmen". Scouting represented adventure, close-knit groups, developed powers of observation, resourcefulness and a simple healthy life in the great outdoors- all qualities which Baden-Powell sought to promote.

As Scouting now addresses a wider range of ages than when first invented, each age Section has a distinct identity which corresponds to the level of maturity of the age Section and focuses on a specific educational need which is characteristic of the young people in that age Section.

Service and Commitment

Scouting does not place its members in a world apart, but strives to increase their involvement in their own community. Service consists of activities and projects that generate a permanent willingness to work with others to help improve society. It encourages community awareness and involvement, leading to active citizenship.

The concept of commitment is central to Scouting. It involves commitment to Scouting's principles, commitment to fellow Scouts and the Scout Group. The idea evolves as a young person grows older, with an initial commitment to being a Scout, then commitment to a team and a departing commitment to living by Scouting's principles.

Lifelong Learning
'By Young People for Young People'

The Team System

The Team System is a means of organisation and learning based on the Scout Method, in which young friends voluntarily form a small group with its own identity, and with the intention that it should be long term, in order to enjoy friendship, support each other in their personal development, commit themselves to shared projects and interact with similar groups. The Team is, first and foremost, a natural “form of organisation”. There are five names for a Team in Scouting Ireland:

- Beaver Scouts has Lodges,
- Cub Scouts has Sixes,
- Scouts has Patrols,
- Venture Scouts has Crews
- Rover Scouts themselves are based on one team

The Scout Team is, above all, an informal group. Keeping it this way is a fundamental task for Scouters.

“From the young person’s point of view Scouting puts them into fraternity-groups which are their natural form of organisation, whether for games, mischief, or loafing.”

(Baden- Powell, Aids to Scout mastership, 1919)

point of view of the young people and formal from the perspective of the adult educator.

This dual character gives the Team a very wide perspective, placing it at a meeting point between the personal needs and aspirations of the young people, on the one hand, and the educational purpose of Scouting as an organisation, on the other. In order to take advantage of this privileged position, it is essential to understand that the Team will fulfil its objective as a formal group to the extent that its nature as an informal group is respected.

This way, the Team attains its highest levels of loyalty, commitment and energy to the benefit of the organisational purposes, much more than could be achieved if we were to burden the group with externally imposed rules, instructions and regulations in an attempt to make it play its formal role as the learning community. Understanding this is a key to understanding the Team System.

The original prototype of these groups is the family –also known as the “primary group”– which provides us with

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However, the Scout Method uses the Team as a tool to achieve an educational purpose. This makes the Team a “learning environment”, which gives it a formal dimension too. Since it is both an informal and a formal group, then, the Team takes on a certain complexity. It is informal, because it arises from the associative urge of the young people themselves; yet it is also formal, because the Method expects it to contribute to the development of its members through self-education. In other words, it could be said that it is informal from the

basic affiliation. At any age, however, as young people or adults, we realise that we need groups of friends, colleagues, recreational groups and many others which satisfy these needs.

The Team helps to reaffirm young people’s identity and sense of worthiness, not only through internal mechanisms, but also through its symbols, badges, traditions and other external expressions.

The style of the Team, with its activities, games and ongoing internal dialogue, helps young people develop their own personal way of participating without fear and being part of the world. Young people join the Team voluntarily.

This is an essential element of an informal group. Belonging—or not—to a team is a matter of free choice for a young boy or girl and of acceptance by the rest of its members. Young people prefer to be with people they like, with whom they feel comfortable, friends with similar interests. Every Scout should be in the Team in which he or she feels accepted and able to operate.

Given the principle of voluntary membership, when a new Team is created a good means of proceeding is to identify a gang or natural peer group and invite them to join Scouting and become a Team. What is more, it is the ideal way to grow. In all these cases, it would be a mistake for the Scouters to restructure and make up the teams at their own initiative, carry out massive membership campaigns at group level, divide up the Cubs who are moving up from the Pack “evenly” among the Team or put Teams together and take them apart in an arithmetical manner every few months. All these practices have proved to be very effective means to destroy the Team System, since they remove the informal-group-of-friends aspect and—what is worse from the point of view of Scouting’s objectives— prevent it operating as a learning community.

Despite the points we have made about joining voluntarily, the team is not an ad hoc group created to achieve an immediate objective. It is a stable group with stable members which, through its members’ experience and actions, builds up a history, establishes traditions and shares its commitments. All this is gradually passed on to new members of the team.

The stability of the group of friends depends almost exclusively on its bonding. Bonding is the force that keeps the members of the group together and makes them stronger than the forces trying to separate them. Bonding is what makes young people feel attracted to each other and proud to belong to their Team.

Team Size

There is no “ideal number” of members for a Team, but experience suggests that between 5 and 8 is best. Within these limits, the best number is the number of friends in the group or the ideal number that they have set for themselves. Teams do not operate better for having a certain number of members, but as a function of their

internal bonding. This is what should determine the best number and no-one knows more about that than the Team members themselves.

The identity of a Team as an informal group is its awareness of what it is like, which lasts over time and in the face of different situations. Identity has to do with its internal structure, its status and roles, its rules, leadership and symbols of belonging.

The Team size may vary from Beavers Scouts to Rover Scouts but the size of the group is still set by how many in the Team gives it its identity. Small groups have proven to be the most effective way for the individuals in Scouting to engage in the programme.

Team Council

The Team Council should be a formal platform for making relevant decisions, in which all the members of the Team take part. The Team Council may meet whenever the Team considers it necessary, although these meetings should not be so frequent that they turn into the regular Team meeting, which should be more operational. The resolutions of the Council may be recorded in the Team’s record book.

The involvement of the Scouters in the Team Councils will be dictated by age appropriateness of the Team Member’s ability to cope with responsibility and will vary from Team to Team. At Beaver Scout Level the Council is called a Log Chew and a Scouter will need to organise and help the Lodge Leader to run the meeting. At Cub Scout level, the Six Council should see the Sixer taking a more active role and so on up to Rover Scouts where they are running everything.

The business addressed by the Council must be relevant to the members present and so will vary but a typical meeting should include some of the following at an age appropriate level:

- Approving the Team’s activities for a programme cycle and activities to propose for the Team to carry out.
- Evaluating Team activities and long-duration activities.
- Contributing to the self-assessment of each Team member, with constructive comments.
- Electing a Team Leader and Assistant Team Leader
- Defining and assigning roles in the Team and assessing performance.
- Administering the resources of the Team.

Team Rules

These are the standards shared by members of the Team and perceived as important by them. All informal groups of young people have a variety of unwritten rules, often not even explicitly defined.

Apart from the Scout Law, the Team naturally creates rules around how they do things in their Team. These will develop as the team grows and matures.

The rules form what we might call the internal culture of the Team. This culture changes as the Team develops, and young people express it very clearly when they say that "that's how we do things in our Team".

These rules should be pitched at both the literal level and the complexity level of the Team Member. The rules will become more elaborate as the individual progresses through Scouting reflecting the interaction of the individual with others.

Team Leader

A Leader is essential in the small group. The young person who becomes a Leader is a highly respected member of the group, who continues to be one of the Team, but fulfils certain "critical functions".



The Team Leader:

- Helps the Team to attain its objectives.
- Enables the members to satisfy their needs.
- Acts as a mediator in conflicts within the small group.
- Makes the values of the Team into a living reality.
- The Leader personifies the values, motives and aspirations of the other young people.
- Initiates the actions of the Team.
- Strives to maintain the cohesion of the group.

Team Identity

The main symbols of the identity of a Team are its name, meeting place and Team Record Book. By choosing a name the Team affirms its individuality, the sense of belonging felt by its members and its autonomy. Sometimes an animal name is chosen, representing certain attributes for which the members of the Team would like to be recognised.

The meeting place or Team corner is a place which should be exclusive, as a basic expression of this age group's thirst for territory. The corner is arranged and decorated according to the tastes and interests of the members of the Team and reflects their dedication to this personal and private space. This is the place where Team meetings are held and where its equipment and other belongings are kept. When the Team camps with the whole Troop, the need for a space of its own should be considered in the choice of sites, which should be sufficiently independent from each other to permit some intimacy and their own camp life.

The Team Record Book is a book which is kept with a certain artistic flair and which is used to record important facts and events in the life of the Team and its members. It holds the history of the Team, which feels proud of its past and wants to leave a record of its present and pass its experiences on to future members. It is a private book, which is kept in a special place and only shown to other people if the Team wishes to do so. The responsibility for keeping it up-to-date is assigned periodically to a Team member, although all may write in it.

Teams may generate other symbolic elements at their own initiative, such as a yell, motto, flag, song, colours, secret codes, a whistle and many others. While respecting the initiatives of the young people, the leaders should encourage austerity and simplicity in this matter on the part of the Teams. The idea is to avoid overburdening their symbols of belonging with artificial elements which make them appear closed or childish groups. These symbols should also link into the Section's Symbolic Framework and should complement the programme in general.



Why Youth Leadership?

Children have a right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Article 12 – The United Nations Convention on the rights of the child.

Within Scouting, we bring this a step further. We see Youth Leadership as being of paramount importance to achieving the Aim of Scouting. It sets in place the skills, attitudes and knowledge as well as the personal confidence which each young person will need to become responsible adults and to change the world.

Voluntary membership of a group which, guided by adults, is increasingly self-governing in its successive age groups

Extract from the Scout Method – Scouting Ireland.

According to the Scout Method, adults in all Sections must facilitate decision-making as an alliance between young people and adults. This should be a progressive process where young people are supported and encouraged to express their views and to make an increasing amount their own decisions about what they do in Scouting.

Throughout the Scout programme, in all Sections, opportunities for young people to take on the responsibility of leadership are provided and encouraged by Scouters.

Beaver Scouts

Beaver Scouts should be given a say in what is happening in the programme. This is done through review games and at Lodge gatherings (called Log Chews). Log Chew's should be led by the Scouter but they exist so as to get the opinions of the Beaver Scouts and to take account of these opinions when making decisions for the future. A Beaver Scout Lodge does not have a permanent leader. Every member should be given the chance of leading the Lodge at some time. Individual Beaver Scouts should be given responsibility for minor jobs, such as setting up for activities and tidying up afterwards, so as to build on their ability to take on such jobs. Every Beaver Scout should have a job within the Lodge, for example minding equipment, putting notices on the board, etc. Scouters should ensure that each Beaver Scout is given the chance to take on additional responsibility as they develop.

Cub Scouts

Cub Scouts should be given more responsibility and more say in the running of the programme. They should

spend more time working in small groups and making decisions as a team. Each Six will have a long term leader (Sixer) and assistant leader (Seconder). Every Cub Scout should have a job to do in the Six and they should be given more responsible jobs as they progress. The Sixer's Council should meet periodically to chat about bigger issues or topics and to guide the direction of programme. Scouters should ensure that each Cub Scout is given the chance to take on additional responsibility as they develop and the chance to act as the leader of a small group on a regular basis.

Scouts

In the Scout Troop, the Patrol should be the grouping for most activities, meetings and events. More and more should be done in Patrols and Patrols should be encouraged to organize separate activities, meetings and events on a regular basis. Each Scout will share their needs, their requirements and their suggestions with the Patrol, and the Patrol Leader will represent the views of his/her Patrol members at the Patrol Leaders Council. The Patrol Leaders Council will direct the Scout Troop and will help maintain a high standard of programme and good order in the Troop. Most activity is done in Patrols and each Patrol will make decisions for itself, review its own progress, and decide on its own future plans.

The Patrol Leader, with the Assistant Patrol Leader, has overall responsibility for the Patrol and should encourage each Scout to take on more responsibility as they progress over time. Each Scout should be given the opportunity to take on a leadership role on a regular basis; different activities, events or topics should be used to provide such opportunities.

Venture Scouts

The Venture Scout Unit should decide its own programme and should run itself. The Venture Scouts should have full say in the running of the programme. The Scouters role is to support and encourage the Venture Scouts to implement the Youth Programme as designed; generally speaking they should only interfere with decision making when there is an issue concerning welfare, safety legality or Scouting principles. Venture Scout Units will form smaller groups called Crews to plan and complete specific activities. Venture Scouts should be encouraged to take on more responsibility as they progress over time. Each Venture Scout should be given the opportunity to take on a leadership role on a regular basis.

The Venture Scout Executive manages the Unit. This is elected by the members of Unit and is made up of at least three members;

- The Chairperson.
- The Secretary.
- The Treasurer.

In particular, it should be noted that membership of the Scout Group Council includes:

- Up to three Programme Scouters from the Beaver Scouts, Cub Scouts, Scouts, Venture Scouts.
- Three members elected by the Rover Scout Section(s).
- A representative from each Patrol Leaders Council from the Scout Section(s).
- A representative of the Executive Committee from the Venture Scout Section(s).

Scouters and youth leaders are expected to be fully involved in planning and making decisions at Group level. The ONE Programme presents each Group with an ideal opportunity to evaluate how decision-making works for them, and to fully implement the idea of Group Council as an inclusive and central decision-making body in the Group.

Rover Scouts

Each Rover Scout is an equal member in their Rover Scout Crew, and the Crew will generally make collective decisions. All decisions relating to the Rover Scouts should be made by the Rover Scouts themselves except where it contradicts Group or Association policies or principles.

Youth Fora

Youth Fora should be run in every Section within the Group. County and National Youth Fora should be run for every Section except Beaver Scouts. Group and County Youth Fora should be run at regular intervals. All Youth Fora should be properly facilitated in an environment of trust and respect so that all members feel free to express their opinions.

Group Council

The Scout Group Council is the body which plans and co-ordinates all activities of the Scout Group. The workings of the Group Council and its membership are described in the Rules of Scouting Ireland - Rule 42 through Rule 71. They are accessible on the Association's website (my.scouts.ie).



How Youth Leadership?

Section	Individual	Team	Group	Programme
Beaver Scouts	The focus is working with others and doing jobs with someone else.	Lodge corner discussions led by Scouter and using games. Job of Lodge Leader rotated on a regular basis.	Large group activities.	Given choices on activities and used to brainstorm ideas for adults to plan the programme.
Cub Scouts	Take on responsibilities and small jobs. Individuals picked to be Sixers.	Most programmes done in Sixes with a Sixer to help manage the group. Sixer Council meetings quarterly.	Group activities but subdivided into their Sixes which are used as much as possible.	Sixes give feedback and make choices with adult supervision. Sixer Council used to brainstorm ideas.
Scouts	Scouts take on bigger roles and jobs. Every Scout should have a job which challenges them and lets them show their level of responsibility.	Patrols are the main focus of the Troop with Patrols doing their own programmes with some adult supervision.	Only in large group when Patrols come together to do activities. Patrol Leader Council is the conduit for Troop communication.	Patrols run the programme they want. Patrol Leaders Council is there to keep the standard of the programme high, as well as to ensure fairness and good order.
Venture Scouts	An individual's interests brought to the fore and shared with others.	Crews formed to follow a special interest with all the main decisions being made by the Crew.	General standards set in the Venture Unit, Crews must follow those standards.	All decisions on programme are made by the Crews. The programme is facilitated by adults. The programme should be getting more external.
Rover Scouts	All members have the same level of responsibility.	Small groups decide all matters with major decisions approved by Group Council.	Very little, if any, large groups.	The programme is geared at the interests of individuals while encouraging working with others. There should be increased community focus in the programme.



The Programme Cycle

**“Patience has more to do with success than almost any other quality
Boys can see adventure in a dirty old duck-puddle... Without adventure, life
would be deadly dull” Robert Baden-Powell**

The Programme Cycle is the way in which we implement the Youth Programme in each Scout Group. Throughout the Programme Cycle, Scouts will decide and organise their own programme experience, working in small teams and supported by the Scouters.

There are three phases in a Programme Cycle:

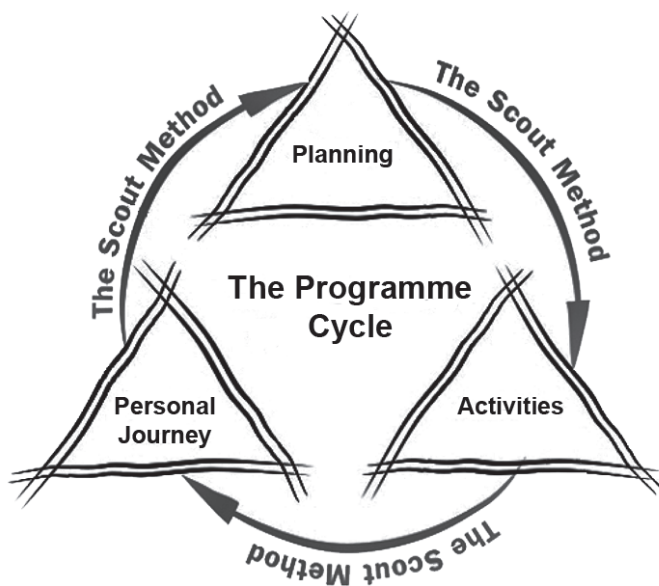
Planning
Doing
Reviewing

The Scouts are involved in all three phases in a manner which is appropriate to their age.

Planning

Planning will begin with the Scouts deciding what will be their next adventures in the coming weeks, months or during a year long project. They will then propose activities and events which will create the body of their programme for a period of time - usually 3 - 6 months.

Activities are generally short in duration, having a particular focus or purpose. Events are longer in duration, they may take a few hours (such as a weekly gathering of the Section or Team) several hours (such as a hike or sail training day), or a few days (such as a camp or regatta). Each Event will usually incorporate a number of activities.



Activities are the vehicle we use in Scouting to achieve learning. Individual learning will depend on a number of things including different styles of learning, different levels of learning (cognitive, emotional and behavioral) and different experiences of the same activity.

As activities are decided each one is reviewed with reference to the SPICES. This is done in a simple way. How many SPICES are likely to be discovered in any activity?. For example a hike will be physical, social, spiritual and character. Scouts can explore or add to the initial idea to expand the scope of an activity so that it might hit more of the SPICES.

Once the activities have been decided, they will also consider if any Adventure Skills requirements can be earned.

So, now from a simple idea of a hike, it now incorporates many more elements which allow Scouts to explore the facets of the SPICES and discover new and exciting things.

Doing

Activities should be fun and give everyone involved a sense of achievement. They should be challenging

and provide opportunities for each Scout to learn and experience new things. It is important that there is a practical application when learning skills, otherwise the relevance of the skill is lost, and much of what is learned will be forgotten.

The Scout Method is always employed and the team system fully exploited.

Young people will learn and gain knowledge through practical activity - Learning by Doing. Where practical, as much of the programme as possible will be done close to nature and the outdoors.

The Scout Promise and Law, will form the code of behaviour, we apply to everything we do.

Scouts will work in small groups - Teams- so that everyone can share responsibility and develop leadership skills.

The Scouter provides advice, support and guidance so that each Scout is able to play an active part in planning, running and reviewing their Programme experience.

Carefully selected activities and events should be selected that will foster a spirit of Service.

Reviewing

Review is a fundamental part of the Youth Programme, and is done on a regular basis. Scouts will be involved reviewing in a manner appropriate to their age and ability. Each activity will be reviewed in a brief and simple way, as it finishes.

In reviewing the activities we evaluate them both informally and formally. Informal evaluation is most useful to indicate how the Scouts feel about the level of participation, activity, inclusion, enjoyment, etc. This can be done in many creative ways, using smiley faces, arts and crafts, movement, games, quizzes, etc.

Formal evaluation is used to enable us to assess what the Scouts have learnt during the duration of the activity. To be effective this will take more preparation and more time. It can be in the form of an artistic display, drama, music or even a game or discussion, but must have a concrete outcome. It is important to be aware that individuals will experience different levels of understanding and achieve different learning outcomes from the same activity.

Equally important is the review of each individual's Personal Progress. This should cover their progress on their personal journey . Each Scout will consider their own Personal Progress and will have their conclusions confirmed by another person, be it another Scout, the Scouter, or someone else (see Reviewing documentation in Appendix section) .

The purpose of the review is to give each Scout a realisation of what they have achieved and to encourage them to challenge themselves further. Reflection is the name we give to the Scout's own assessment of their Personal Progress. Acknowledging achievement is a very important part of the Programme Cycle.

As each Programme Cycle comes to an end, it will be reviewed and the outcome will be used to help in planning the next Programme Cycle.





Symbolic Framework

Symbolic framework is the term we use to collectively refer to the themes, names, titles, identity, symbols, clothing, ceremonies and structures that uniquely define and convey who we are.

“All the elements that form an identity, a setting and an atmosphere; reflecting and reinforcing the Aim and values of Scouting Ireland; motivating participation, firing the imagination & making the concepts of Scouting accessible & fun in a way that wordy explanations or bland presentation could not achieve”.

The concept of the Symbolic Framework is applicable to the whole Programme. The word “Scout” is at the core of our Symbolic Framework for example.

It is also applicable to individual activities and local Scouting - your Group or County badge for example. It applies to you personally as you put on a neckerchief and help to select a name and theme for an activity, or choose not to do so.

It allows the concepts of Scouting to be tangible, appealing, more meaningful and to be understood. It conveys Scouting as fun, adventurous & caring and it allows subconscious, informal & enjoyable learning through use of the imagination.

Our Aim in a nutshell: Enabling personal development through as much of a Scout’s own effort as possible in an exciting, caring environment.

One could say that there are four strands or layers to Symbolic Framework.

The first is that which we inherit from World Scouting or from the past. It is the traditional element and is the element which is probably going to have the longest-lasting effect on young people and adults who stay in the Movement for any reasonable length of time. It includes; neckerchiefs, woodbadge beads, BP, Jamborees, Moots, the Scout Promise & Law. These elements are more than just historical residue or tradition, they are the symbolic details that come with Scouting and identify it for what it is.



The second is the Symbolic Framework for youth programme set by the Association. This would usually consist of an over arching framework for the whole programme and a specific interpretation or implementation of that framework for each Section.

Those who organise National or more local events may also present a Symbolic Framework to help increase the sense of occasion, and fun. A well-chosen Symbolic Framework for an event should also help to deepen the experience for the young people who participate. This may be considered as the third strand.

The fourth strand is then that which young people and adults choose for themselves, usually at Group, Section or small team level. This usually includes themes, songs, chants, rituals and new traditions that young people and adults create for themselves and use on an everyday basis.

Generally speaking, younger Scouts respond more to the fourth component. They enjoy being able to help to create and shape their Colony or Pack's identity. They really only engage with the traditional/historical/reflective aspects in a loose way. Older Scouts and adults engage a lot more with the more meaningful symbols which they inherit and then pass on to those who follow.

Historical context

Baden Powell certainly came to understand the power of the Symbolic Framework when his stories, drawings & ideas caught the imagination of so many young people in the early 20th Century.

He followed through this lesson by creating such symbols as the wood-badge beads for trained Scouters, by naming the Wolf Cubs (and exploiting 'The Jungle Book' as their programme framework) and Rovers and by deliberately choosing to describe Scouting as a "Movement" as it expanded.

Our Symbolic Framework defines much of what we do as Scouts, and what we are seen to do (and to be) by the public. Past Symbolic Frameworks are embedded in the public consciousness for good or bad: bob-a job, short trousers, brimmed hats, good deeds, woggles, campfire songs and games in parish halls, the formal uniform (appealing to many ten and eleven year old boys, off-putting to many "baby boomer" parents and many older adolescents).

How do we wish to be perceived? What will capture the imagination of a significant share of young people and willing adults? What is faithful to our Aim, our Promise and Law, our fundamentals - our past, present and future?

Why is a Symbolic Framework Fundamental?

The principle reasons why we have a Symbolic Framework may be summarized as:

1. Young people respond, to a greater or lesser extent at different stages of their development, to timeless traditions. This has a special significance in our modern world where young people are constantly bombarded by new and attractive symbols, many of which don't have any meaningful context, in the media and in advertising.



2. Symbolic Framework is often used as a means of recognition, of having achieved something. This again has to do with our traditional inheritance; an award is meaningful in that others have received it for great achievement too.

3. It provides young people with a way to shape how they wish to be perceived. This helps to make Scouting special because it is not something which they encounter in many other aspects of their lives including the formal education system.

Every single symbol, theme, ceremony, award and word we use in our programme week to week forms part of the overall symbolic framework of Scouting today.

They mix to “tell the story” of Scouting.

It can be the marker flag on an outdoor event or it can be the emblem that a Scout makes for her group. It can be the campfire at camp or the reward given for participation or skill.

It is most of all the words spoken about Scouting to parents, friends & between ourselves.

It is perhaps the most powerful tool for effective programme delivery. It sets the tone, it creates or dulls the initial excitement, it fires or kills the imagination, and it communicates the vision or the lack of it. It expresses the best of Scouting, or shows up the obsolete. Get it wrong and Scouting withers. Get it right and Scouting grows. It's magic.

Elements of Symbolic Framework can act like seasoning & garnish on a meal. They bring out the taste, give flavour (both familiar and unexpected), they bring us back for more.

How do I develop an effective Symbolic Framework?

A Symbolic Framework for overall programme must be well chosen and evolved over time. The fundamentals must be understood and be right. We must recognise that young people simply expect conviction and fun, from a leader who is young at heart, yet wise and dependable. This is the “meal” to be seasoned.

The vast majority will always be very willing to enjoy the positive atmosphere generated by a Symbolic Framework that is coherent and put across with a sense of conviction, imagination, fun or respect.

It must be applied with conviction. Without conviction the best themes and symbols will not catch on.

However a badly selected or developed framework will not catch on in the long run regardless of the amount of conviction involved. Young people have very sensitive radar for this, you can't fool them for long. It doesn't matter how good sprouts are for you, 90% of young people still decide to dislike them and always will. That is not to say that we go ahead and irresponsibly give them chips every day either.

A Symbolic Framework must also be able to evolve if it is not working as well as it should. The words, symbols, ceremonies and awards we create need to be constantly re-evaluated to maintain the success of the overall story for successive generations.

Having said that, there is no doubt, that there are many fundamentals and ideas that work time and time again. What is important is to allow the bits that obstruct participation or imagination to change - and also to throw in a surprise from time to time. We have to decide how we reflect the future, the present and the past in the best balance.

Stages of Development

Of critical importance is to create a Framework that is appropriate to the age of the young people involved. There are times when late adolescents happily embrace “kids themes” (plenty of 18 year olds will head straight to Disney World if given half a chance). In general, however, it is clear that themes, words and symbols must be selected or encouraged that fit the participant's stage of development and horizons.

A simple example:

- For an 8 year old it is likely that a Disney style theme will work well.
- A 12 year old will happily catch on to themes for themselves that relate to a blockbuster movie that is popular.
- For a 16 year old, inspiration may come from extreme adventure sports - the real thing - or “reality” TV.
- A 19 year old will be inspired by something personal, idealistic or off-the-wall.

The Ingredients

- Words such as; names, titles & descriptions.
- Emblems such as; flags, banners & badges.
- Scout buildings including; design, layout & decoration.
- Folklore including; Stories, songs, rhymes & music.
- Contemplations including; Readings, prayers, special moments.
- Ceremonies such as; Scout's Own, investiture, graduation/link, departure, thanks, gatherings
- Awards such as; personal progress, service & recognition.
- Personal effects including; uniform, activity wear, accessories, personal equipment .
- Activities & events including; outdoor, service, community, woodcraft, etc.
- Music, songs, chants, rhymes.
- Roles and Responsibilities.
- Themes for meetings, activities, events .
- Famous people and heroes, such as; B-P, Father Tom, Edmond Hillary, St Paul, Tom Crean, Ernest Shackleton..
- Scout records, such as; Log books, photo albums, etc.

Some Tips when developing symbolic elements

- Keep it simple
- Involve the young people totally in the creation process, unless you are surprising them (a good idea once in a while). Show them how and let them take over.
- Reflect Scouting Ireland's values; no violence, disrespect or discrimination
- Reflect Scouting Ireland's Aim; the personal development of young people through as much of their own effort as possible in a safe yet exciting environment
- Try to be relevant; young people live firmly in the present
- Always be balanced and fair; respect gender, race & creed
- Have fun, surprise yourself
- Use your own imagination, use stuff that inspires you

The Recipe

Together with the young people involved look at all the ingredients and together select those that appeal while reflecting Scouting Ireland's Aim & values. Don't be afraid to use tried and trusted ingredients but do freshen them up.

Cut away any bits that might obstruct participation or imagination and that are clearly obsolete. Do not cut into the fundamentals of Scouting. Explain why if necessary. Help to select suitable descriptions, symbols & stories that embody the Scout Method, explain why if necessary. Encourage respect for gender, race & creed. Ensure the ingredients are suited to the stage of development of the young people involved. Ask for their guidance, let them do as much of the ingredient selection and cooking as possible. Don't be afraid to direct or advise them in turn, assuming you have their respect.

Add ingredients as required to taste: ceremonies, events, names, surprises & perhaps rewards.

Work at it together with the young people until the mix puts a smile on all your faces or everyone feels that the overall mix is "looking good to go". By now you will have decided the words, the themes, the equipment needed... all the elements that will "frame" the initiative.

Gather everyone together and ensure everyone knows or will be informed what part they are to play. Provide or arrange for the production of a note or hand-out (suitably decorated of course) or send a cryptic text message...

**Go have Fun, Adventure or Challenge
(or all three with luck)...**

Learning Objectives

Listed here are the thirty six Learning Objectives that Scouting Ireland tries to achieve in its Aim. These Learning Objectives have been simplified in the programme and made to be age appropriate.



Social

Having a sense of belonging in a group, through friendship and interaction. Developing an understanding of social issues in my communities, and recognising my responsibility to appreciate cultural diversities. Having fun.

Interaction with People

- Show that I value the people and relationships in my daily life, develop the skills and attitudes needed to build and maintain meaningful and appropriate relationships and friendships.
- Demonstrate that I use my communication skills effectively.

Cultural Appreciation

- Respect the social integration of other cultures.

Community & Society

- Recognise my roles within, and make a positive contribution to society.
- Understand and demonstrate how I use the Promise and Law in my everyday life.



Physical

Understanding my body and my physical capabilities, while developing skills through appropriate physical challenges.

Taking Care of Myself

- Demonstrate that I play an ongoing & active role in maintaining my own dietary health.
- Take responsibility for personal hygiene and the impact it has on others.
- Protect and maintain my health through my choice of a healthy balanced lifestyle. Be responsible for my physical development.

Understanding/Knowledge

- Be able to identify when my body is working well and when it isn't and have the good judgment to get help when I need it.
- Understand that society is richer because of physical difference.
- Before I make important lifestyle choices I will inform myself of all the risks/benefits involved, recognise and understand the impact of my choices on myself and others.
- Recognise and understand the impact of physical abuse on myself and others.



Intellectual

Having the ability to create ideas, leading to a plan of action and carrying it through to its conclusion using common sense. Being able to plan and analyse and take on board the consequences of my actions. Having the ability to understand how a team works, and my role within it. Having the ability to evaluate a situation and follow instructions as appropriate.

Skills/Attitudes

- Demonstrate an ability to assess situations, identify resources, make an informed choice, form my own opinions, and recognise the best possible solution to a given situation.
- Be responsible for my own learning.
- Be able to incorporate the learning styles of others into all aspects of my life.
- Apply my capacity for imagination & ideas, and my ability to be innovative and creative.
- Demonstrate an ability to make decisions, execute and review a project and accept responsibility for the outcomes.

Teamwork/Leadership

Understand how teams work and strive to get the best from all members in a given situation.



Character

Accepting myself and recognising my own potential for growth and what it is I can become. Developing myself in a manner consistent with a set of values and with mutual respect and understanding for others.

Commitment

- Demonstrate that I have the confidence to live by the Promise and Law.
- Demonstrate my awareness and understanding of the true value of all things.
- Demonstrate the ability to believe in myself, accept my abilities and be content with them while striving to be the best that I can be.

Development & Practice

- Demonstrate my ability to take a stand and be strong in the face of adversity.
- Treat others with respect.
- Be able to identify injustice, inequality or conflict and explore ways of resolving it, and where appropriate play my part in its resolution.
- Demonstrate that I have the courage to live out my dreams and aspirations.
- Live the Scouting Spirit.



Emotional

Having the confidence and security to be aware of and express my emotions, and to understand and accept them. Learning how to deal with situations and people I meet everyday while having respect for other people's emotions and being aware of the impact of my actions.

My Emotions

- Be able to recognise, interpret and accept my emotions, their changing nature, and the effects they have on all aspects of my life.
- Know how others can support me in understanding my emotions.

Others

- Be tolerant of the emotional needs of others.
- Strive to express my emotions constructively.

Knowledge/Skills

- Demonstrate the confidence and ability to deal with life's challenges.
- Stand up for my personal beliefs and values.
- Develop my potential and recognise the possibilities for my future.



Spiritual

Having an understanding and acceptance of myself and my value as a unique human being, and an equal acceptance of the value of others. Having respect for myself and others and the world in which we live. Having a sense of responsibility for my environment and my place in it. Developing a personal awareness of a higher being and an expression and exploration of a faith.

Practice

- Be able to express, uphold, and where appropriate, reevaluate my spiritual beliefs/faith upon reflection.
- Understand and demonstrate a respect and appreciation for my environment (natural, human, built), the role I play in it, the contribution I make to it, and the impact my actions have on it.

Exploration

- Explore and develop my spiritual being, and my relationship with God, through my interaction and connection with others, nature, and the environment in which I exist.
- Recognise my spirituality as an essential part of my life.

The Personal Journey

What we call Programme in Scouting covers three main elements.

The WHAT

The activities, camps, games, stories, songs, skills and everything else we do on our meeting night or our activities.

The HOW

All of the elements of the Scout Method together make it participative, exciting, meaningful and a quality experience. And the Programme Cycle, which gives us a process, helps everyone have a say in decision-making.

The WHY

A series of educational markers that link directly to the Aim of our association help us to do what Scouting was designed to do; contribute to the growth of young people in all areas.

The stepping stones of a Scouts Personal Journey in Scouting are the Learning Objectives.

Achieving our Aim.

As part of a world Scout movement, our vision is to 'improve society' through the influence of our youth members will have on it. Our job as Scouters, while Scouts are with us, is to contribute to their development in each of the areas of growth, and the association aims expressed through the SPICES enable this in the following ways.

- They help to develop all the dimensions of a young person's personality.
- They identify specific skills, knowledge, and attitudes to be developed/improved.
- They establish a framework by which each young person can set their own goals in accordance with their own abilities and individual character.
- They serve as a basis on which to assess personal growth.

Why have Learning Objectives for each Section?

The Learning Objectives set out the kind of development that young people might expect to have attained in each growth area (SPICES) by the time they have completed the youth programme.

Scouting Ireland sets out Six Areas of Growth; Social, Physical, Intellectual, Character, Emotional, Spiritual - the SPICES. As they progress through the youth programme, each youth member is expected to acquire knowledge, skills and attitudes in each Area of Growth. Learning Objectives help us to focus on what each young person is capable of in each Area of Growth as they move through each stage of their development.



Through 'Learning by Doing', the youth programme provides many opportunities to obtain knowledge and learning.

Non - Formal Education

The Scout Movement uses a structured framework (The Scout Method), and a framework of structured activities to achieve our aims. Young people learn through the Scout programme in a number of ways:

- Through their experiences of participation in activities.
- Through the experience acquired while taking on responsibilities within their programme.
- Through the personal interaction with members of their 'Team', as they participate in the adventure and challenge of Scouting.

Personal Challenges.

The Learning Objectives for each Section are therefore a proposal which offers each individual Scout the opportunity to identify marker or milestones that plot their progress

The interplay between the proposal and each young person's aspirations never ceases. The proposal is always there, the challenges are always personal (perhaps unique to the individual) and the process is always directed at ensuring that each young person becomes everything he or she is able to be.

To enable this to happen the Scouter must get to know the individual young people in their section. In the younger sections in particular it is only possible for a Scouter to know the individuals in one Team well enough to be able to help them with their Personal Journey. The Lodge Leader, Sixer, Patrol Leader or Crew Leader will have a role here also. The young person will take part in many Team and Section activities and they will need help to identify what they have gained from their individual experiences within (and outside) of the programme, what might challenge them most, what they may have achieved, etc.

Acknowledgement

Baden Powell tells us that acknowledgement of achievements by young people's own peers is one of the most important motivations to a young person to do more. This is why we have:

Bree, Ruarc and Conn badges in Beaver Scouts.

Turas, Taisteail and Tagainn badges in Cub Scouts.

Discovery, Terra Nova, Endurance, Polar (The Crean Awards) in Scouts.

Suas and Trasna in Venture Scouts.

The Rover Challenge in Rover Scouts.

And also Special Interest Badges, Nautical Badges, Adventure Skills and the Chief Scout's Award. What is most important is that achievement is celebrated, to acknowledge the work done, and to encourage further progression.

When you are assisting a young person with reviewing, no matter what age, it is important to realise that it is not just a case of seeing that the tasks have been completed, it is more important to see what learning has taken place. The SPICES and the Learning Objective statements provide a basis for reflecting on how a young person has moved one step forward along their personal journey in Scouting.

The Learning Objectives are assessed by the young people themselves, by their peers and by the Scouters, who observe their progress over a long period of time. In practice, the Team and the Scouter responsible for monitoring it are observing and assessing all the time. At the end of a Programme Cycle everyone involved, including the Scout themselves, shares their opinions.

Reviewing

There is an absolute need for a regular review in all Sections of the personal experience the young people have, in order to assess what has happened, what has been learnt and what progress has been made.

30



Special Interest Badges

Special Interest badges are one part of the Youth programme. They are used in conjunction with the Adventure Skills and Personal Challenges. In the Special Interest Badge the Youth member takes into account their personal hobbies and interests. They can use them to acquire a new interest/ hobby/ skill or develop an interest / hobby / skill they already have. They should then be able to share their interest / skill with others and help them acquire / develop it.

Special Interest Badges span five areas

1. Personal Skill
2. Physical / Recreation
3. Community Involvement
4. Environment
5. Adventure Journey / Expedition

Personal Skill – this can be to acquire a new skill or develop an existing one – e.g. drama, cooking, painting.

Physical / Recreation – any physical pursuit or activity – eg athletics, caving, archery.

Community Involvement – a service project – e.g. current affairs, guide, tidy towns.

Environment – anything which improves / protects the environment – e.g. animal welfare, nature reserve.

Adventure – journey to a new location / country – sailing, bivvy adventure, overseas development.

There is no required standard with Special Interest Badges. The Youth member decides which Special Interest Badge they want to do. They go to their Scouter and decide in consultation with the Scouter what their challenge will be. They pick the project, decide what they will achieve and how.

Personal Challenges will help them

In consultation with their Scouter, a mentor will help and guide them while undertaking the badge. The mentor may be a Scouter in the Section or in another Section, a Youth member from another Section, or a parent with a particular skill. The mentor will help the Youth member with their challenges and encourage them to strive to do better or raise their standard. Youth members from the same Section could be doing the same badge but totally different projects and achieving different outcomes.

All Special Interest Badges will follow the Programme Cycle: Plan – Do – Review. A template is provided (www.scouts.ie) to



Adventure



Community



Environment



Physical



Skills

help them set their plan, aim and which Personal Challenges can help them. They can choose another method to record their Special Interest badge eg. a diary or poster.

The most important thing is to encourage them to cover all aspects described on the template.

A Youth member may do up to three badges in the same Special Interest area. They should be encouraged to complete the five areas before moving on to start again. There will be one badge design for each area and will identify if it is the first, second or third badge in that area. The areas will not follow a set pattern in the overall badge but will show which area each Youth member did, enforcing “My Journey”.

Sample projects and a list of ideas in the areas are given to help Youth members and Scouters to get ideas. Youth members should be encouraged to devise their own projects and to come up with new ideas. It will help youth members if at first they pick Special Interest Badges from areas they are best in or already show an interest in.

Special Interest Badges will help Youth members achieve their Chief Scout's Award if they wish to complete it. In the Scout, Venture and Rover Sections Special Interest Badges will help Youth members achieve their Gaisce Award or Duke of Edinburgh Award.

Chief Scout's Award

There is now a Chief Scout Award in all Programme Sections of the Association. It is about personal development. Each Youth Member must be in control of their own journey; and they, with the help of a Scouter, choose the tasks and challenges that will help them make progress towards the Award.

It is a supplementary component of the personal journey of each Youth Member, like Adventure Skills or Special Interest Badges. The Award is to be achieved by youth members participating in normal youth programme.

The Chief Scout Award has seven parts: four Special Interest Badges (Skills, Physical, Community and Environment), Advancement in Adventure Skills, an Expedition and a Residential/Intercultural Activity.

The requirements of the Badge must be achieved in that Section. If it happens that a Youth member is not finished when they move up a Section they may continue if they have reasonable progress done and the Award can be completed within in a timely manner, i.e. within a month or so. Members will wear the Award on their uniform until replaced by a higher one.

A Youth Member must register with National Office to undertake the Award. The Youth Member has only begun the Award once they are fully registered, have received a Chief Scout Award Pack and met with a Scouter/ Chief Scout Award Support Scouters.

Scouters should encourage and help any member who intends to achieve the Award especially in the older Sections where the Chief Scout's Award will help them achieve the Gaisce or Duke of Edinburgh Awards.

Chief Scout Award Support Scouters are Scouters who will support the Chief Scout Award. Only trained and registered, Chief Scout Award Support Scouters can sign off on the Scout, Venutre Scout and Rover Scout ONE Programme Chief Scout Awards. The training is provided by jointly by Scouting Ireland and Gaisce.

Members will wear the Award on their uniform until replaced by a higher one.



Beaver Scout Chief Scout's Award

A Beaver Scout should be in their final year in the section when they begin the Beaver Scout Chief Scout Award.

Skill:	One Special Interest Badge from the "Skill" Area
Physical:	One Special Interest Badge in the "Physical" Area
Community:	One Special Interest Badge from the "Community" Area
Environment:	One Special Interest Badge from the "Environment" Area
Scout Skill:	Two Adventure Skills to Stage 2
Expedition:	Walking 10 Km over a 6 hour day

Residential/Intercultural: Shared activity with a group in a residential/camp setting for 2 days and 1 night, and find out about different cultures

A minimum of 6 months duration

Cub Scout Chief Scout's Award

A Cub Scout should be in their final year in the section when they begin the Cub Scout Chief Scout Award.

Skill:	One Special Interest Badge from the "Skill" Area
Physical:	One Special Interest Badge in the "Physical" Area

Community: One Special Interest Badge from the "Community" Area

Environment: One Special Interest Badge from the "Environment" Area

Scout Skill: Two Adventure Skills to stage 2; one Adventure Skill to stage 4

Expedition: Walking 20 Km over an 8 hour day

Residential/Intercultural: Shared activity with a group in a residential/camp setting for 3 days and 2 nights, must include an intercultural aspect

A minimum of 9 months duration.

Scout Chief Scout's Award

A Scout should be in their final year in the section when they begin the Scout Chief Scout Award; however, they must be at least 14 to begin the Award.

Skill: One Special Interest Badge from the "Skill" Area

Physical: One Special Interest Badge in the "Physical" Area

Community: One Special Interest Badge from the "Community" Area

Environment: One Special Interest Badge from the "Environment" Area

Scout Skill: Two Adventure Skills to Stage 4; one Adventure Skill to Stage 6

Expedition: Walking 25 -35 km over 2 consecutive days and one night

Residential/Intercultural: Shared activity with a group in a residential/camp setting for 4 days and 3 nights, must include an intercultural aspect and a community project

A minimum of 12 months duration.

Venture Scout Chief Scout's Award

The Venture Scout should be at least 9 months in the Section before they begin their Chief Scout Award; however, they must be at least 16 to begin the Award.

Skill: One Special Interest Badge from the "Skill" Area

Physical: One Special Interest Badge in the "Physical" Area

Community: One Special Interest Badge from the "Community" Area

Environment: One Special Interest Badge from the "Environment" Area

Scout Skill: Two Adventure Skills to Stage 6; one Adventure Skill to Stage 7

Expedition: Walking 50 -79 km over 3 consecutive days and 2 nights

Residential/Intercultural: Shared activity with a group in a residential/camp setting for 5 days and 4 nights, must include an intercultural aspect and a community project.

A minimum of 12 months duration (6 months if already holds a Scout Chief Scout's Award)

Rover Scout Chief Scout's Award

The Rover Scout should be at least 6 months in the Section before they begin their Chief Scout Award.

Skill: One Special Interest Badge from the "Skill" Area

Physical: One Special Interest Badge in the "Physical" Area

Community: One Special Interest Badge from the "Community" Area

Environment: One Special Interest Badge from the "Environment" Area

Scout Skill: Two Adventure Skills to Stage 7; one Adventure Skill to Stage 8

Expedition: Walking 80 -110 km over 4 consecutive days and 3 nights

Residential/Intercultural: Shared activity with a group in a residential/camp setting for 5 days and 4 nights, must include an intercultural aspect and include a community project.

Portfolio: A written record of the work completed for all the elements of the Award (except the Scout Skills).

A minimum of 18 months duration (12 months if already holds a Venture Scout Chief Scout's Award)



Adventure Skills

Introduction

There are nine defined Adventure Skills; Camping, Backwoods, Pioneering, Hillwalking, Emergencies, Air Activities, Paddling, Rowing, Sailing. This range of skill areas has been chosen to provide a framework for an active and adventurous outdoor programme providing fun, friendship and challenge. Competency in specific Adventure Skills allows our youth members to carry out a great variety of Scouting adventures and activities in a safe and competent manner.

Approached correctly they will provide our Scouts with a sense of pride and confidence that comes through developing a knowledge and level of competency in the skill areas they choose. They also provide ample opportunity for young people to develop instructing and coaching skills while passing on their skills to others.

Adventure Skills encourage young people to progressively increase their skills level. They should be undertaken alongside the Personal Progression Scheme, so that they support their personal development as well as their outdoor skills development.

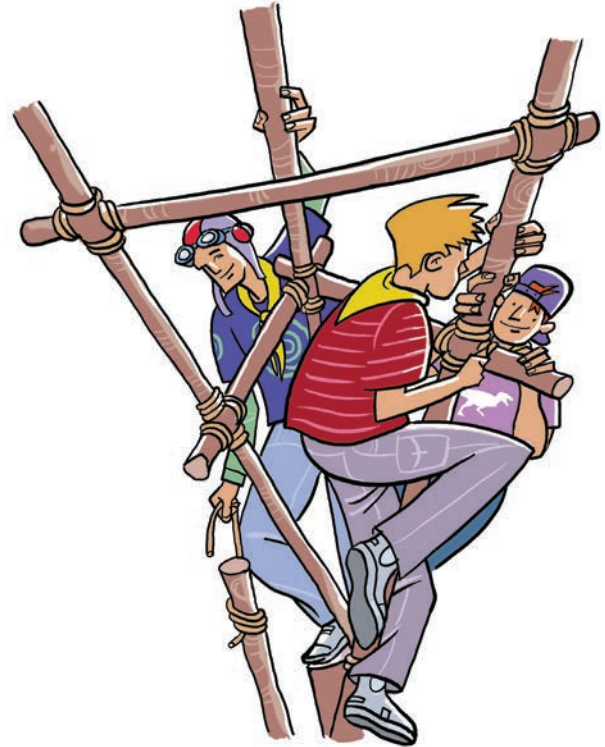
Scouters should support youth members, using the appropriate youth participation model for each Section, in planning, tracking and reviewing their competence with their chosen Adventure Skills, this will help to ensure that each Scout achieves the Adventure Skills Stage Awards they decide to pursue.

Stages

Each Adventure Skill is organised into nine stages. Each stage builds on the previous and leads on to the next. Stages are not aligned to any Section. While a Beaver Scout may naturally start at stage 1 and move through the stages in their time in Scouting, a new Scout joining at 13 years of age would be expected to start at stage 1 and move up. So Adventure Skills present a progressive standard for all youth members.

The Adventure Skills Award for each stage indicates that the young person has achieved a specific level of knowledge and ability in relation to that Stage of that Adventure Skill. Therefore, the young person must be able to carry out the skill safely and competently to that level and have the knowledge required at that level.

The number of Adventure Skill stages each Scout pursues will probably decrease as they move through the Sections. The Stages are progressively challenging. It is more than likely that each young person will favour a few of the Adventure Skills as they progress and will narrow their focus to become truly competent in those.



When it comes to assessing progress in an Adventure Skill, as in every other aspect of the ONE Programme, the Scout Method should be used. In keeping with the “Learning by Doing” aspect of the Scout Method, Adventure Skills should be pursued and assessed in a practical manner as an active part of the Programme.

Requirements

Each of the skill requirements are presented as a statement of competency - I know how, I can do, etc. These Competency Statements outline the knowledge, abilities and experience that the young person must display. Each Competency Statement is further broken down into a set of Skills Requirements. The Skills requirement section outlines the details of knowledge and experience a Scout is expected to display to fulfil the Competency Statement.

Safety

Throughout the skill requirements it is possible to observe the key safety competency expected. Scouters and Scouts should be aware that these Competency Statements need to be fully implemented. Every Adventure Skill will contain within its skill stages activities that will, by their nature be adventurous and involve some risk. Therefore an awareness of safety, carefulness and assessment of risk should always be present in the mind of those participating in these activities. It is everyone’s responsibility and not solely the responsibility of the leader of the activity whether they are a Scouter or a Scout assuming a leadership role.

Risk Management

Safety is one of the cornerstones of programme delivery. 'Be Prepared', the Scout motto, in effect sums up our approach to any activity, by that we mean all the elements which make up a successful and safe activity or adventure.

Risk is an everyday occurrence in our lives, given the natural survival instinct in each of us, coupled with the awareness taught to us by our parents and others as we grew up, managing risk is something each of us do without thinking.

Within the Adventure Skill stages Scouts will encounter many situations, while undertaking adventure in the programme that will challenge their mental and physical skills. Risks will be present at certain times as local weather conditions and terrain affect a journey or activity. What is expected of Scouts is that they are first and foremost prepared and trained and secondly have confidence. They need to constantly assess a situation and employ measures to ensure the safety of themselves, and that of their Team.

Risk management is the process whereby situations, activities, etc. are evaluated; firstly identifying hazards (those which can cause/lead to accidents or incidents) and secondly putting in place procedures/training whereby the hazards identified are removed or reduced, in order to prevent the hazard causing an accident/incident. Scouts undertaking Adventure Skill stages should display an understanding of this process.

Assessing Competencies

Competencies need to be assessed. This can be done by the Scouter, a mentor, external expert/specialist, or by a Scout that

has a competency that is two stages above that being sought by the Scout. (for full details of Assessment Procedure and Guideline please refer to the Appendix section at the rear of this handbook page 74)

If a Scout is assessing a Competency Stage, it should be agreed and signed off with the Section Scouter before the Stage Badge is awarded.

When assessing the skills of a Scout seeking a Stage Badge it is important to understand that the competency statements are specific. It is not about 'doing their best effort' So, if a Scout is required to complete and manage the construction of a pioneering project...then that is what they need to do. Helping someone else or undertaking perhaps 60% of the work is not sufficient to fulfill the Competency requirement.

Some of the Adventure Skills are paired to external qualifications and some competency statements will be linked directly to statements made by the external organization. Other people, expert/specialists, coaches, teachers can help a Scout complete competency statements, it is not expected that a Scouter is an expert in all Adventure skill competencies. Such personnel should be suitable and approved to do so under the Governmental Child Protection Guidelines. Scouters should ensure the bona fide of outside experts before a Scout attempts to undertake a Stage Badge using outside expertise.

Awarding of badges

Scouters are encouraged to present badges immediately they are gained and in a timely manner so that achievements are fully recognised.



The Nautical Training Scheme

The Nautical Training Scheme can be undertaken as an addition to the programme in each Section. It allows for the maritime ethos essential to a progressive nautical symbolic framework to be successfully implemented. This training scheme is open to all members of Scouting Ireland wishing to further their maritime knowledge. The badges are progressive and lay out the steps that the young person will take on their journey through the nautical symbolic framework.

The Nautical journeys are named as the Boat Badge in the Beaver Scout Section, the Boatman Badge in the Cub Scout Section, the Helmsman Badge in the Scout Section, the Navigator Badge in the Venture Scout Section and the Mariner Pins in the Rover Scout Section. The full requirements for these badges are contained on the www.scouts.ie website.

The design of the badges are: a fouled anchor, symbolising a light introduction, progressing to a fouled anchor with the two crossed oars symbolising “finding their sea legs”, the ship’s wheel reflecting being part of a crew, and the compass being in control of the journey.

The Nautical Training Scheme provides insight and achievement in the following areas of nautical development;

Universal skills for water activities

- Water safety
- Water activities
- Navigation
- Communications
- Nautical history, traditions, community
- Boat maintenance, repairs, etc.
- Weather and Tides

The Nautical Training Scheme in each Section has a number of achievement badges, three each in the Beaver Scout, Cub Scout and Scout Sections, four in the Venture Scout Section and two in the Rover Scout Section, each building on the previous badge in the scheme without excluding the possibility of a youth member joining the badge scheme in a later Section.

The progress badges in the Venture Scout and Rover Scout Sections will incorporate a project based methodology that will introduce Scouts to the essential life skill of committing to and following through on projects, with a wide scope to include areas such as expedition planning and obtaining recognised qualifications.

Each badge progressively draws the youth member further into the symbolic framework, (see www.scouts.ie) with the aim of supporting the Scout Method so that the youth member’s mind is stimulated, and a purpose can be provided for activities.



While each Section has a particular set of badges assigned to it, Scouters should support the Scouts as they employ flexibility within their progress through badges.

Scouters’ responsibility

Water Activities are an integral part of the Nautical Training Scheme and youth members should be encouraged to pursue one or more of the aquatic adventure skills. In pursuing these, Scouters should be aware of the safety guidelines, in particular as they refer to the wearing of PFDs (personal flotation devices), swimming abilities of the participants and qualifications of the persons in charge. In-depth and up to date information can be found at www.scouts.ie

Charge Certificates - Scouters undertaking responsibility for water activities should be aware of the rules of Scouting Ireland relating to these activities – the safety rules themselves and the requirements for appropriate qualifications for those supervising or in charge of the activities (swimming, sub aqua, surfing, canoeing, rowing, sailing, power boating).

Sea Scout Information and Resource documents are available at www.scouts.ie

The more important documents are

- 001 – Water Activities
- 003 – Personal Floatation Devices
- 005 – Boating Limits (Classification of Waters)
- 006 – Boating Charge Certificates
- 007 - Passage/Voyage Planning
- 010 – Canoeing Grades and Training

Beaver Scout Section

The Nautical Training Scheme offers all Beaver Scouts the chance to develop maritime skills individually, as a Lodge or as a Colony.

There are three progressive badges in the Nautical Training Scheme. These are referred to as The Boat Badges and are called Coracle, Currach and Skiff. The Beaver Scouts will begin by learning how to be safe around water as well as learning a little about the environment and how ships navigate. Later they will learn about boats, and boating that may take place around their local area.

The Boat Badges can be used to support a theme in the programme adding a nautical flavour and possibly culminating in an activity in or on the water. If you do not have access to boats in your own Scout Group, Scouting Ireland's Water Activities Centre in Killaloe or a commercial Adventure Centre will be able to help you to get afloat to complete the requirements.

The scheme offers plenty of opportunities for the Beaver Scouts to learn new things and put that to practical use in fun and challenging way.

You may also be able to link a visit to a life boat station or the coast guard. Remember, the Coastguard, RNLI and some independent groups operate on the larger inland lakes during the summer season. The RNLI and Coastguard have developed a number of educational resources which can be downloaded from www.rnli.org.uk or www.ircg.ie

It is particularly important when planning Beaver Scout activities in or around water that Scouters are aware of the need for adequate supervision.

Cub Scout Section

The Nautical Training Scheme offers all Cub Scouts the chance to develop maritime skills. The Cub Scouts, as a Six or indeed individually, can identify a part of the Boatman Badges to take them through the next step of their journey. The Badges are progressive and are divided into three sections, Bronze, Silver and Gold. If as a Beaver Scout they have completed the Boat Badges they will have learned the basics of safety on the water. This message of safety should permeate their achievement of the Boatman Badges with a development of skills around a number of areas under the headings of Skills, Safety, Navigation, The Sea, Maintenance, Communication and Water Activities.

Activity planning can be focused on the water. For example the learning of and experiencing of rope work, what to wear afloat, some knowledge of the parts of a boat and how to recognise an admiralty chart. The Cub Scouts could also be offered a chance to engage with a Scout Troop who would be in the process of maintaining and repairing their boats for the boating season.

The RNLI and the Coastguard offer some resources around safety on the water and safety at sea and are always willing to offer their services to work with young people in order increase their knowledge around this area. They also offer some exciting tours of their premises and craft. The Sea Scout handbook and



the Sea Scout Leaders handbook offer user - friendly technical information to the Scouter.

Outdoor adventure centres around the country and some of the Scouting Ireland campsites e.g. Killaloe, offer resources and instructors to help the Cub Scouts achieve their Boatman Badges and most especially the area around the actual water activities themselves.

Scout Section

The Nautical Training scheme offers all Scouts the chance to develop maritime skills with The Helmsman Badges. These are divided into three levels, and follow on from the Boatman Badges, achievable in the Cub Scout Section. The Scout Helmsman Badges are based around eight areas of competency.

- Core skills for water activities
- Water Safety
- Water Activities
- Navigation
- Communications
- Nautical heritage
- Boat Maintenance, repairs, etc.
- Weather and Tides

The Scout chooses do the Helmsman Badges and builds on the skills and knowledge learnt in the previous Sections, if applicable, or can commence their journey gaining knowledge in all things nautical and planning around water activities.

If the Troop do not have direct access to boats etc., Scouting Ireland's own centre at Killaloe and Lough Dan offer training, and activities and the commercial Outdoor Adventure Centres around the coastline offer excellent water activities on a sessional basis.

Venture Scout Section

The Nautical Training Scheme for Venture Scouts is called the Navigator Badges and it allows the Venture Scouts to develop their maritime skills. It follows on from the Scout Section but can be completed by a Venture Scout who was not in the

Scout Section, or did not pursue the Helmsman Badges at the time. There are four stages to be completed, each stage being centred on the eight areas of competency of;

- Core Skills
- Water Safety
- Technical Skills
- Navigation and Chartwork
- Signalling
- Nautical Heritage
- Maintenance
- Weather and Tides

The scheme is designed to work with the programme cycle in the Venture Scout Section and may be undertaken by an individual Venture Scout, by a Crew, or indeed by the entire Venture Scout Unit.

To meet the requirements a Venture Scout must get afloat several times. This may be achieved using equipment belonging to the Scout Group, on loan from a member or parent, through the Scouting Ireland Water Activities Centre in Killaloe or a commercial adventure centre.

Rover Scouts

The Nautical Training Scheme for Rover Scouts is called the Mariner Awards and follows on from Venture Scout Navigator Badges. However someone who was not in Venture Scouts or did not follow the Nautical Training Scheme may still be able to take it on.

There is a very close fit between the Nautical Training Scheme and the Rover Scout Personal Progressive Scheme (the Rover Scout Challenge).

There are two stages in the Mariner Awards. The first requires the Rover Scout to participate in an expedition afloat, in a number of events, undertake an environmental project and begin working towards a qualification. The second requires the Rover Scout to take a leadership role in expeditions, to be pro-active in tackling a problem identified in the project, to participate in a number of events and to complete the qualification started in the first stage.

Beaver Scouts



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Symbolic Framework

The Storyline behind the Beaver Scout programme is based on a tribal system.

The Beaver Colony is known as a Tribe and the Tribe meets in the “Crannóg” (which is an island in the middle of a lake). There are three ranks in the Tribe, and they correspond to the three stages of the Beaver Scouts journey: Bree meaning Noble (year 1), Ruarc meaning Champion (year 2) and Conn meaning Chief (year 3). The Beaver Scouts progress individually through the ranks of the tribe and along their own personal journey under the guidance of you the Scouter. The Scouters are the Elders of the tribe and are full of wisdom and knowledge.

The programme is based around the six areas of growth which are known as the SPICES. These are Social, Physical, Intellectual, Character, Emotional, and Spiritual. Each of the SPICES is represented by a specific character in the Beaver Scout handbook. These are; Fionn for Social, Zena for Physical, Star for Intellectual, Spike for Character, Moon for Emotional and Casper for Spiritual. These Characters guide the Beaver Scout through their Beaver Scout adventure using the characteristics of the various SPICES.

Ceremonies

Opening Ceremony:

Scouter calls – “Tribal Lines” and Beavers fall in to two lines facing each other.

Roll Call – Scouter calls out individual names, each Beaver walks up to the Scouter and salutes, then returns to their place in the line.

Beaver Prayer

Help me to be a good Beaver Scout,
Always busy and bright,
Be with those who are dear to me
And help me to do things right.

Scouter calls - “Protect the Crannog” and the Beaver Scouts form a circle.

Beaver Scout chant.:

Scouter: “Who are we”?

Beaver Scouts: “Beavers, Beavers, Beavers”

Scouter: “What do we do”?

Beaver Scouts: “We are Friendly and help others”

Scouter: Who are best”?

Beaver Scouts: Beaver Scouts (at this point the Beaver Scouts jump into the air)

Closing Ceremony

Scouter calls – “Tribal Lines” and Beaver Scouts fall in to two lines facing each other.

Scouter then calls “Protect the Crannog” and the Beaver Scouts form a circle.

Beaver Scout chant as above.

Beaver Scout prayer as above.





Investiture

This is an important ceremony and should be done in an appropriate setting, whether it is in the Den with the parents in attendance or during a hike with all the Beaver Scouts. The investiture is where the Beaver Scouts formally become part of the tribe. As such there are a series of requirements (in line with the SPICES) for them to achieve prior to their investiture.

At the ceremony the Beaver Scouts and Scouters should wear their uniform.

The investiture should be done using an appropriate Scouting flag.

The Beaver Scout steps forward and the flag is lowered. The Scouter asks the Beaver Scout "Do you want to become a Beaver Scout in the tribe and do you understand the Promise and Law?" Upon saying "Yes" the Beaver Scout places their left hand on the flag and makes the Scout Sign with their right hand. The Beaver Scout says the Promise and the flag is then raised. The Scouter then puts the Group neckerchief around the Beaver Scouts' neck, does the Scout handshake and welcomes them to the Group and Scouting Ireland.

Stepping stones to Cub Scouts

This ceremony is a short, symbolic ceremony and is done at the end of the Beaver Scout's last Beaver Scout meeting. Representatives from the Cub Scout section need to attend. The Beaver Scouts are formed into Tribal lines and the Beaver Scouts who are "moving on" should stand across the top of the two lines, facing the Cub Scout representatives who should stand at the other end of the two lines. "Stepping Stones" are placed at regular intervals down the centre of the two lines. The Beaver Scouters give a tribal command/yell (each Group

can decide their own command or yell) and the Beaver Scouts cross the stepping stones to join the Cub Scout representatives at the end of the lines. The remaining Beaver Scouts give a loud clap and cheer.

Tools

In order for each Beaver Scout to keep track of their personal progression through the various elements of the programme, there are various tools that they use. These are also a great aid to you as the Scouter to help you to encourage them through their journey.



Memory bag

The memory bag is a review tool. It can be filled with items that the Beaver Scouts pick up along their journey, at the various meetings and activities they attend. Each Beaver Scout will have a memory bag, and at the review its contents will serve as a focus for the Scouter to discuss with them what they did on their activities. The learning objectives from the various activities can then be examined and reinforced by the Scouter.



Typical items may include a leaf, stones, twigs, rope, or match.

The Scouters role is twofold. Firstly to encourage the Beaver Scout to collect small items to reinforce their learning objectives, for example to put an unused plaster in the bag to show that first aid has been learned. Secondly, on a regular basis to review the memory bags and discuss memories and learning objectives with the Beaver Scouts. Once a review has been completed the bags can be emptied and the process begins again.

Map

The map outlines the Beaver Scouts journey from investiture to when they eventually move on to Cub Scouts. It starts at the investiture when the Beaver Scout journeys along the causeway to the Crannog. At this point he/she joins the Tribe. The first year is spent in the Crannog, learning the ways of the Tribe. The second year the Beaver Scout ventures out onto the lake and experiences the forces of nature. In their final year they travel to the forest to discover forest life. The Scouters role is to observe and record the Beaver Scouts progress along their journey on the map and award stamps as appropriate.

Stamps

The stamps are the sole responsibility of the Scouters. There are different symbols for the SPICES. Scouters award these as the SPICES are completed.

Social, Physical, Intellectual, Character, Emotional, Spiritual



Record Card

This is started when the youth member joins the association and the Scouter records all progress made and relevant personal information, for example medical details, until the member leaves the association. As the youth member moves Sections so too does their record card.

Scout Promise and Law

Baden-Powell laid down a code of living expressed in the Scout Promise, emphasising duty to one's faith and the world community, helping others, always striving to achieve one's best, and learning from one's mistakes. Every Beaver Scout makes the solemn Scout Promise in front of their Lodge. Unlike most other laws, the Scout Laws are all expressed as positive statements – all DOs and no DON'Ts.

The Beaver Scout Promise

With God's help,
I promise to do my best;
to be a good Beaver Scout,
and to respect one another.



When a Beaver Scout is making their Promise, they should make the Scout Sign.

Scout Sign: The thumb on the nail of the little finger of the right hand, the other three fingers joined and extended palm to the front. The Scout Sign should be made with the right hand.

The Beaver Scout Law

Beaver Scouts **are Friendly**,
they always say Hello, Please and Thank You!
Beaver Scouts are Kind, they work hard and
help their family and friends

Scout Handshake

Scouts always greet each other with a left-hand shake, symbolizing the trust and true friendship between Scouts. When Baden-Powell met Ashanti warriors in Africa, their Chief offered his left hand saying: "In our land only the bravest of the brave shake hands with the left hand, because to do so we must drop our shields and our protection."

Lodge System

The Beaver Scout Colony is the full section. Using the Scout method we break the Colony into smaller groups called Lodges. Each Lodge has between six and eight Beaver Scouts. Each Lodge has a Lodge Leader that has small responsibilities to help with the running of the Lodge, for example tidying away the pens. The Lodge Leader will wear an armband with the Beaver Scout logo on it. The armbands are transferable and the role is seen as fluid, with the position of Lodge Leader passing to a different Beaver Scout after a period of time.

Personal Progression

There are five elements:

- Personal Progression Scheme
- Adventure Skills
- Special Interest Badges
- Nautical Competencies
- Beaver Scout Chief Scout's Award

Personal Progression Scheme:

On the back pages of the Beaver Scout Handbook there are 36 learning objectives arranged in suitable adventures for the Beavers to experience. Each learning objective is shown as a picture in a child friendly manner with the only text being the heading. The pictures have been selected so as to encourage creativity and discussion.

The idea is to hold a Log Chew (chat session) on meeting planning (see below). The Beaver Scouts are guided to view certain pages and are asked to come up with ideas that they feel can be done at the meeting or activities based around that picture. If the Beaver Scouts are struggling for ideas the Scouters can help and suggest ideas. The Scouters can get some ideas from www.scouts.ie if required.

There will be extra ideas on the web site associated with each learning objective. Initially there will be five twenty minute activities and five two hour activities for each learning objective. This gives us 360 activity sheets (if we add five more and have one for every day of the year). The website will be updated with new activity sheets regularly and there will be a system whereby Colonies can submit activity sheets of ideas that worked well for them. This will be a valuable growing resource.

Each picture outlines the particular SPICES associated with that adventure. It is up to the Scouters to help the Beaver Scouts to choose the challenges to cover all the SPICES. Each adventure has to be visited once each year with a different slant taken on subsequent visits. The challenges should be progressive. During the planning stage the Beaver Scouts should be aware of what SPICES that they are working towards. They should know what they did to achieve the challenge and when reviewing understand what they learned.

Once the adventure has been reviewed the Beaver Scout colours in the triangle in their handbook to show that they have covered that learning objective in that area as a Bree, Ruarc or Conn. The Beaver Scout will have covered one or more SPICES and will have earned the right to colour in the next space on the map for those SPICES. When they have the full box completed you will have to place a stamp in the box. All six boxes should be completed before moving to the next stage. It is possible with a little planning that several learning objectives can be completed at the same meeting or on activities.

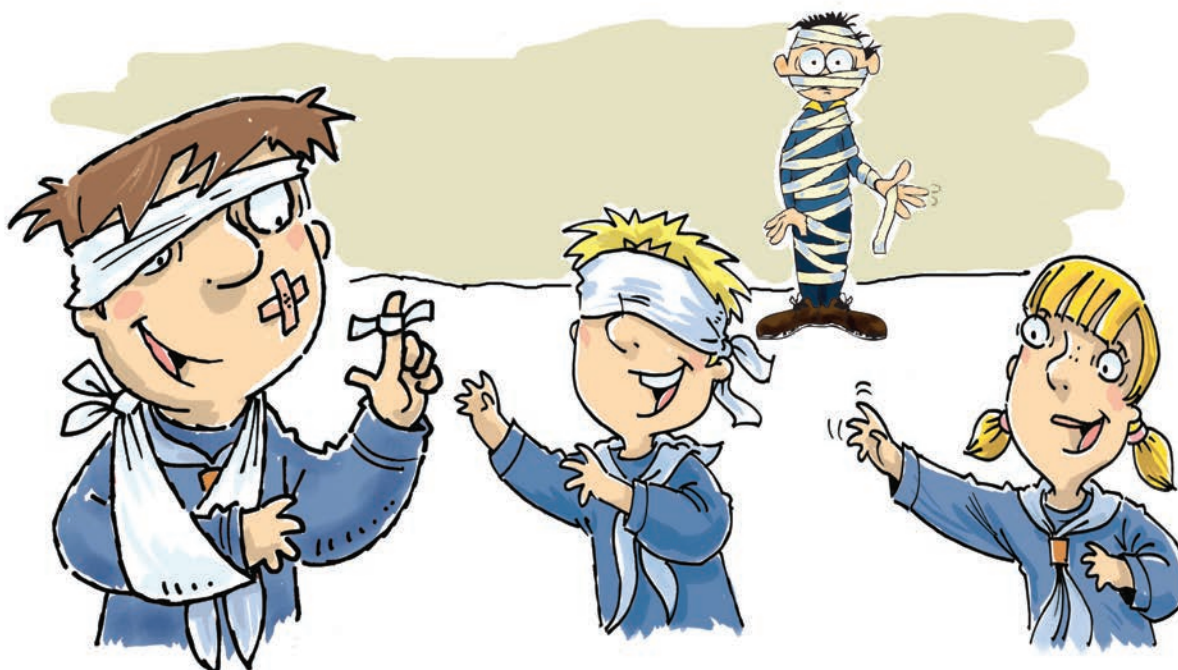
Adventure Skills

This is covered in a separate handbook. There are nine Adventure Skills and nine stages in each skill. Refer to the Adventure Skills Section of this book.

Special Interest Badges

There are five Special Interest Badges. Each Beaver Scout can complete each badge three times in their time in Beaver Scouts. Refer to the Special Interest Badge Section in this book.





Introduction – Log Chew

One of the areas of work for the Scouters is to encourage youth participation. Cub Scouts, Scouts, Venture Scouts and Rover Scouts are encouraged to have a big say in the running of their Sections. Although it would seem much harder to encourage youth participation in the Beaver Scout Section there are different ways of doing this. One method is the Log chew.

It is for the Colony Scouter team to decide when and how Log Chews might be helpful and how often they are used.

Basic principles

It may be that you are already operating a Log Chew system but know it by another name. A Log Chew or forum is typically used at the beginning or end of a Colony meeting and can be an opportunity for the Beaver Scouts to talk about things that they have done during the time since their last meeting. You should also use this opportunity to allow the Beaver Scouts to express their opinions on the programme, complete their badge work or have a say in the Colony planning.

The Log Chew will make it easier to PLAN, DO AND REVIEW.

Why hold one?

There are many reasons why you should regularly hold a Log Chew:

- It will help you to get to know more about the Beaver Scouts in your Colony
- At the start of the year you could use a Log Chew to create a Colony Code of Conduct. All the Beaver Scouts help to create it and abide by the Code.
- When held at the beginning of the Colony meeting it will give you an opportunity to explain to the Colony the evening's programme and to learn of any concerns that a Beaver Scout may have about it.
- A Log Chew will enable you to gain an insight into the current trends amongst the young people in the Beaver Scout Colony.
- It will enable the Beaver Scouts to share any good news that they may have without disrupting the meeting and in a supervised manner.
- A Log Chew could be a good way to encourage the quietest or shyest Beaver Scout to speak out, as well as learn that their voice is just as important as the loudest or most demanding Beaver Scout.
- Letting Beaver Scouts have a voice and be heard will give them confidence in all areas of their lives and hopefully help develop their sense of involvement, particularly in planning their own programmes as they move through the other Sections.
- A Log Chew could be a good way of reviewing an activity day. This could be a section, Group, District or County activity day review. This gives the Beaver Scouts a chance to say what they think.



Cub Scouts

Scouter's Role

The Scouter's role in the Cub Scout Section is to act as a Facilitator to the group. There needs to be more focus on the Six and doing programme in the Six. This means that the Scouter needs to be able to enable the Six to work properly. The main point to pick up from this is the Plan, Do, Review. The Scouters also have a role in enabling the Sixer council to function. Due to the age of the Cub Scouts and of the challenges that they face, the Scouter must be able to encourage each Cub Scout to challenge themselves and to persevere with their own Journey.

Promise and Law

The Cub Scout Law is a positive affirmation of the Cub Scouts actions. The Cub Scout Promise is the pledge that each Cub Scout makes upon investiture in which they show that they understand the Cub Scout Law and that they intend to do their best to keep it. The Law should be part of everyday life for a Cub Scout. By promising to do a good deed every day the Cub Scout is working towards making their community a better place through their actions. To this end Scouters are encouraged to use the Promise and Law as the primary tool for establishing rules and routines and for handling behavioural issues. Through their understanding the Promise and Law the Cub Scout has the tool to develop their own Code and Cub Packs should be encouraged to develop their own "Code" based on positive actions that are realistic and always positive.

Learning by Doing

Learning by doing means trying out new experiences for oneself and developing skills in real situations. For example – you cannot learn to paddle a canoe by talking about it alone you must be given the opportunity to actually try it! The Cub Scout Programme offers many opportunities to learn new skills, develop existing skills and cultivating leadership and problem solving skills.

Team System

The "grouping" system in Scouts is designed to bring Scouts of a similar age together to live, solve problems and play together. Cub Scouts are grouped together into Sixes. The majority of their activities should be centred on this team working together. This doesn't mean that the Cub Scouts have nothing to do with the full Pack. On the contrary, they should start off their programme journey by choosing the land of Adventure with the rest of the Pack. The Six however is where a Cub Scout can express their thoughts in a safer environment and so really engage in the Programme.

Pack Forum

Involving the entire Cub Scout Pack in decision-making and putting forward programme ideas is essential to the personal journey that each Cub Scout embarks on when they join the Cub Scout Section. Gathering the Pack together and asking them what they would like to do in Cub Scouts provides a platform for each Cub Scout to express their expectations and wishes. Such a gathering would be defined as a Pack Forum. The Scouter should encourage all Cub Scouts to participate and act as the "chairperson" of the forum, thus ensuring that no Cub Scout is intimidated or left out. The Scouter can help the Cub Scout expand on their ideas and assist in ensuring that the proposed activities fall within the Scout programme remit.

Sixer Council

The Sixer Council is made up of the Sixers and possibly the Seconders. The Scouter acts as a facilitator. Having chosen the activity that each Six will undertake the Sixer helps to plan the Pack programme so that all the activities will be included. Things such as materials & equipment needed, time frames and adult help (including outside specialist help). Each person, including the Scouters, should take responsibility for aspects of the plan and follow through on this. It would be at the Sixer Council that leadership opportunities would be discussed. Sometimes the Sixer or Seconder may not be the best person to lead an activity or event and they may nominate another Cub Scout in their Six to lead this activity etc. or indeed the Scouter may propose another Cub Scout in a Six to take up the leadership role for a certain activity. This in no way undermines the Sixer or Seconder, it merely notes an appreciation for the qualities of others in the Six / Pack and a realisation that sometimes other people are better at some things than we are and that they should be given the chance to share their knowledge and develop their own leadership skills.

Symbolic Framework

A Symbolic Framework refers to all those elements with a meaning (symbols) such as the name of a Section, the uniform, badges, songs, stories and ceremonies etc.. These elements form a suitable setting for the values of Scouting. The Cub Scout Programme is based around a journey of discovery through various lands with the main characteristic of each land focusing on an element of the SPICES. Along this symbolic journey for the Cub Scouts you will find various other symbolic elements. The Travel Cards symbolise a ticket to help you to find your destination, the cloth map is large so that everyone can hold it while they plan their journey and the compass at the beginning will point you in the right direction. Not to mention, the Atlantic Six are role models that show the various characteristics of the SPICES!



Personal Progressive Scheme

The Personal Progressive Scheme is made up of three stages. These Stages are called Turas, Taisteal and Tagann to link into the Symbolic Framework of Journey in the Cub Scout Section. These stages are held up by using the Special Interest Badges, Chief Scout's Award and Adventure Skills. They can also be complimented by using the Boatman Badges.

The Stages are comprised of each Cub Scout taking their own personal journey. They start the process by getting their compass and toggle at investiture. This compass and toggle will be with them through Cub Scouts. Then they plan their journey with the others in their Six and the Pack. This happens as follows:

The Pack choose a Land of Adventure together. Afterwards the Six go and chat about what activity they could do in the Land. When they have chosen, each Cub Scout picks a challenge from the six travel cards at the back of the Cub Scout Handbook. The Cub Scouts discuss the challenge with their Scouter. The Scouter ensures the challenge is at the right level for that Cub Scout.

As challenges are completed, the Cub Scout will review them and their learning with their Scouter and get their cards clipped. When the Cub Scout has collected six clips on a Travel Card e.g. Social Spice Travel Card, they will collect a "social" bead to put on their toggle. This is the toggle which they were given with a compass at investiture.

When all six SPICES beads have been collected, the Cub Scout can trade them in for their first Stage Badge.

Some useful tips for Scouters in this process are

Play a game with the Cub Pack using the large Map of the Lands of Adventure. For the Six discussing what to do you can get them to use their Handbooks for hints and tips of what they can do in the lands.

The Travel Card can be played as a game similar to trump cards. Have a look at the web resources for some detail on this. When they have taken one journey to a Land of Adventure they return back to the map of the Lands to plan a new one. They can return to the same land if they want but make sure that everyone tries something different.

Special Interest Badges

Special Interest Badges are deliberately general. The Cub Scout's are not restricted to a set list of topics. There are five areas to do the badges in, and the Cub Scout can do three badges in each area, if they wish.

The five areas are:-

Personal Skill - This can be any new skill that a Cub Scout wants to try. The skill can vary from technical handiwork to arts and crafts.

Physical Recreation - This can include any physical pursuit or activity such as a sport or some activity that is physically trying for a Cub Scout.



Adventure Journey - This should include something completely new to do and that has a certain level of curiosity and wonder for the Cub Scout.

Community Involvement - This should be a service that has some sort of community interaction.

Environment - This can be any project that improves the environment in your local area or maybe something that helps others to tackle issues in the global environment.

Adventure Skills

Adventure Skills are a great way to get out and about and for the Cub Scouts to learn some Scouting Skills. There are nine Adventure Skills and each of them is made up of nine Stages. If they have come to Cub Scouts from Beaver Scouts and have already achieved Stage 1 or further then they continue from there. A new Cub Scout should start at Stage 1 and work their way up, it shouldn't take them too long to catch up as they may have already have completed some of the requirements through other Clubs or Activities.

All of the Adventure Skills start off simply, the initial stages focus on learning about the safety factors and other basics of the Skill. The Cub Scout must then build on this.

Chief Scout's Award

Ideally the Cub Scout will have completed all three milestones in their personal progression scheme, collecting Special Interest Badges and completing Adventure Skills along the way. In the last few months of their Cub Scout journey they may decide to undertake the Chief Scout's Award.

There are seven areas in the Chief Scout's Award that must be completed by the Cub Scout. They have to have:

- At least one Skills Special Interest Badge.
- At least one Physical Special Interest Badge.
- At least one Community Special Interest Badge.
- At least one Environment Special Interest Badge.
- At least two Adventure skills to stage two and one to stage four.
- Walked 20km over an hour day.
- Shared activity in a residential setting for three days and two nights that includes an intercultural aspect.

The best way to help the Cub Scout to decide what they would like to do is to encourage them to base their project on their own abilities, interests and experiences. Let them use their imagination!



Scouts

Symbolic Framework

The adventures of Tom Crean and his Antarctic expeditions provide the backdrop for the Scout Section ONE Programme. Throughout the Scout Handbook Tom Crean narrates how his exploits on the Antarctic expeditions relate to the Scouting Journey.

The four awards in the Personal Progression Scheme are representative of Tom's journey to the southern-most continent. Collectively the four Stage Awards are called The Crean Awards. The first stage is envisaged being completed within two to three months after joining the Scout Troop. This is the Discovery Award. The second stage is the Terra Nova Award, the third stage is the Endurance Award, and the fourth stage is called the Polar Award. The Discovery, Terra Nova and Endurance Awards are all named after the famous ships on which Tom Crean sailed to Antarctica with Scott and Shackleton. The Polar Award recalls the three Polar Medals which Tom Crean received in recognition of his participation, efforts and heroism on each of the South Pole expeditions.

Ceremonies

Welcome to Scouts

This will be done during a Scout's first week or two in the Scout Section. The new Scout will be introduced to the Troop and Patrols and it marks the start of their journey in Scouts.

Investiture / Promise Renewal

The Investiture / Promise renewal is where a Scout formally becomes part of the Troop. This is an important ceremony and should be done in an appropriate setting, whether it is in the Den with parents in attendance or during a hike with the entire Scout Troop. It takes place after the Scout has been part of the Troop for a few months and has completed the Discovery Award. If a Scout comes into the Troop from Cub Scouts they will re-affirm their Scout Promise in a ceremony which recognises their becoming a member of the Scout Troop. If a Scout joins the Troop having never previously been a Beaver Scout or Cub Scout, they will participate in an investiture ceremony. At this ceremony they become recognised as a member of the Scout Troop and Scouting Ireland.

The investiture ceremony should be done using the Scout Flag. The Scouter asks the Scout "Do you want to become a Scout and do you understand the Scout Promise and Law." Upon answering "Yes" the Scout places their left hand on the flag and makes the Scout Sign with their right. The Scout recites the Promise. The Scouter then puts the Group neckerchief around the Scout's neck, welcomes the Scout into the Troop and Scouting, and then presents the Scout with their Discovery Award badge. He/she finishes up by exchanging the Scout Handshake with the Scout. For Scouts completing a Promise Renewal, a similar procedure takes place, the main difference being the question being asked of the Scout. In this case the Scouter asks "Are you ready to renew your Scout Promise?"

Scout's Own

These are ceremonies where we reflect on ourselves, our actions, what we have achieved and we try to appreciate the world around us. We can have these ceremonies during our weekly meetings or on activities such as a sunrise hike or at a Troop campfire. Scouts should be encouraged to carry out many of these during their journey through Scouts.



Presentation of Awards/Badges

Achieving badges is a Scouting tradition. As a Scout completes the various elements of their personal journey, they will be presented with badges to recognise their achievement. These badges should be awarded on a suitable occasion, such as at a regular Troop meeting, on camp, at a campfire or as part of a Scouts Own.

PL/APL Appointments

During a Scouts journey they may become a Patrol Leader (PL) or an Assistant Patrol Leader (APL). These are important roles in the Scout Troop and a Scout's appointment to either of these roles should be recognised with a suitable ceremony. This ceremony should take place in an appropriate environment, be that in the Scout Den, at Scout camp, on board a boat or up a mountain. During this ceremony the PL/APL will be presented with their badge.

Departure to Venture Scouts

Once the Venture Scout Link is completed, the departing Scouts should take part in a Departure Ceremony at the very end of the year. This is a celebration to recognise a Scout's achievements while in the Scout Section. It will mark the completion of a Scout's journey in the Scout Troop and should be appropriately marked. The departing Scouts should be asked for their input into how they would like to mark their departure.

Tools

Journey Planners - The Journey Planners allow the Scout to record the details of what will be done for each requirement within the development areas of an Award. The plan can be revised as necessary.

Journey Maps - The Journey Maps are where the Scout will record their progress through the awards. Each of the four awards has their own Journey Map, which shows a different section of Antarctica. Each requirement in an award is assigned a grid reference. As a requirement is accomplished the Scout plots the associated grid reference onto the appropriate Journey Map. All four sections are shown together on one Master Map, which presents one possible route through the four sections of Antarctica.

Review Charts - Two 'food dumps' are marked on each of the Journey Maps for Terra Nova, Endurance and Polar. These represent times during the completion of the award when the Scout should review their development in the SPICES areas. This review is carried out by using the Review Chart. This is a set of 36 questions relating to the learning objectives of the SPICES. The Scout should answer Yes or No to each question. Areas where the Scout answers No are those which they need to be more aware of and attentive to improving on as they progress within and through the Awards. The SPICES review

should not be a reason to withhold an Award. The Review Chart is a foldout from each Journey Map.

Chadburn

The Chadburn device accompanying the handbook is a tool with which the Scout and the Patrol may generate ideas for their adventures. It comprises of three wheels/circles which are locked together to make an exploration device. On the inner wheel the Scout lists eight talents and abilities. On the middle wheel the Scout lists things they like doing. On the outer wheel the Scout lists the things they would like to do. The signal arm combines one element from each wheel into a three - part idea. For example, a Scout might list photography and art as a talent, cycling as something they like doing and visiting a place of interest as something they want to do. By combining these ideas the Scout may decide on an adventure that involves cycling to a place of interest such as a castle ruin and photographing/ sketching the area. By moving the wheels and arm it is possible for the Scout to create hundreds of ideas, all containing activities they like, are good at, or are interested in doing. When the Patrol works together on ideas they should be encouraged to try and find common ground by combining and adding elements to make a Patrol adventure. Similarly the Scout should be encouraged to be aware of the SPICES when pooling their ideas.

Scout Promise and Law

Baden-Powell laid down a code of living expressed in the Scout Promise – emphasising duty to one's faith, the wider community and living by the Scout Law. It encourages Scouts to help others and to always strive to achieve one's best. Every Scout makes their Scout Promise in front of their Patrol/Troop. Unlike most other laws, the Scout Laws are all expressed as positive affirmations – DOs rather than DON'Ts.

The Scout Law is a single set of principles which forms the basis of Scouting Worldwide. The Scout Promise is the pledge that each Scout makes upon investiture in which they show that they understand the Scout Law and that they intend to do their best to keep it. The Law should be part of everyday life for a Scout. To this end Scouters are encouraged to use the Promise and Law as the primary tool for establishing rules and routines and for handling behavioural issues. Through their understanding of the Promise and Law the Scout has the tool to develop their own "Code of Good Conduct" and Troops should be encouraged to develop their own "Code" based on positive actions that are realistic, positive and achievable.

The Scout Promise

On my honour I promise that I will do my best,
To do my duty to God
To serve my community,
To help other people and
To live by the Scout Law



Alternative Scout Promise:

On my honour I promise to do my best,
to further my understanding and acceptance of a
Spiritual Reality
to serve my community ,
to help other people and
to live by the Scout Law.

When a Scout is making their Promise, he/she should make the Scout Sign.

Scout Sign: The thumb is placed on the nail of the little finger of the right hand; the other three fingers are joined together and extended upwards. The significance of the sign relates to the elements of the Scout Promise – doing one's best, helping others, living the Scout Law and duty to one's faith.

The Scout Law

Scouts are Friendly,
Scouts are Kind,
Scouts are Honest,
Scouts can be Trusted,
Scouts are Respectful, They care for themselves and for others.
Scouts are Brave. They stand up for right and good.

Scout Handshake

Scouts greet each other with a left-hand shake, symbolizing the trust and true friendship between Scouts. When Baden-Powell met Ashanti warriors in Africa, their Chief offered his left hand saying: "In our land only the bravest of the brave shake hands with the left hand, because to do so we must drop our shields and our protection." Scouts shake hands with the left hand as proof of good faith and true friendship.

World Scout Emblem

The three tips of the arrowhead in the emblem represent the three main parts of the Scout Promise. The two decorative five-pointed stars are taken in some countries to stand for truth and knowledge. Because of its shape, the emblem helps to remind Scouts to be as true and reliable as a compass in keeping to their Scouting ideals and showing others the way. The rope tied with a square or reef knot symbolises the unity and brotherhood of the movement throughout the world. The white on the emblem represents purity and the purple denotes leadership and helping other people.

Patrol System & Troop Structure

The most important element of the Scout Troop is the Patrol, and the emphasis on the small group system is greater than in the younger age sections. Many activities will be undertaken by individual Patrols, and Troop activities will mostly be in a Patrol format. The ideas for these activities should come from the Scouts/Patrols themselves. At all times the Patrol structure should be reinforced in the choice of activities for the Troop's programme. This is not to say that individual or peer-group activities and games should not be used. However, it is the Patrol based programme which should have prominence in the Troop.

Eight is often quoted as being the ideal Patrol size and Patrols will normally consist of between six to eight Scouts. While this is not a hard and fast rule an individual Scout can get lost in the crowd if the Patrol is any bigger.

The size of the Troop itself should also be considered in this light. At a certain point it becomes counterproductive to have



too many Scouts in a Troop. Thirty two is often quoted as an ideal Troop size, with four patrols of eight Scouts. Again, this is not a hard and fast rule, but the most important factor is that each individual Scout can be actively involved in their Patrol and the Troop. If it ever comes to the point where a Scouter is struggling to remember the names of the Scouts then maybe things have gotten out of control!

Each Patrol will have a Patrol Leader and Assistant Patrol Leader, and it is these two working together who will lead and organise all that the Patrol does. The PL and APL do not necessarily have to be the oldest Scouts in the Troop. What is important is that they display the right type of qualities to lead and organize. Individual Patrol members should have roles within the Patrol, which can range from quartermaster, to logbook keeper (scribe), to first-aider, to cook, etc. Having a role helps to reinforce a Scout's sense of belonging to a Patrol and gives opportunities for responsibility. Roles should be rotated among Patrol members to give opportunities for responsibility to all. From time to time other members of the Patrol may lead an activity where their skill or expertise is greater than that of the PL/APL and this should be recognized appropriately within the Patrol/Troop.

Personal Progression

A Scout pursues a personal journey comprising of the following elements:

Personal Progression Scheme - The Crean Awards
Adventure Skills
Special Interest Badges
Nautical Competencies
Chief Scout's Award

Personal Progression Scheme

The four Crean Awards are pursued from when a Scout joins the Scout Troop until the time they move on to Venture Scouts. Discovery is intended to be completed during the two to three month period after joining the Scout Troop. Terra Nova is completed during the next eight to nine month period. Endurance is pursued during a Scout's second year. Polar is accomplished during a Scout's third year.

Each of the awards is subdivided into four areas of development, with a number of requirements:

You — the Scout improving upon their individual knowledge, skills and abilities.

Patrol/Troop — the Scout becoming an integral member of their Patrol and Troop.

Citizenship [Community and Environment] — the Scout learning about and participating in projects for the betterment of their local community and environment.

Skills — the Scout attempting and increasing their proficiency in a number of the Adventure Skills

It is up to each Scout to plot their own journey. The Scouter should assist by guiding and encouraging the Scout to choose challenges which cover the various SPICES as well as facilitating the Scout to determine their development and understanding of the learning objectives.

Adventure Skills

There are nine Adventure Skills, made up of nine Stages in each skill — air activities, backwoods, camping, emergencies, hillwalking, paddling, pioneering, rowing and sailing. If a Scout has come from Cub Scouts they may have already completed the requirements for various stages of a skill, and they should continue on from the highest stage they have achieved. A new Scout (having not been in Beaver Scouts or Cub Scouts) should start at Stage 1 and work their way up. However, where the new Scout is already a member of a Sailing Club, Hill Walking Club or another association, they may well have completed the requirements for a number of stages of a skill outside of Scouting. Refer to the Special Interest Badge Section in this book.

Special Interest Badges

There are five Special Interest Badges in the areas of Personal Skill, Physical Recreation, Adventure/Journey, Community Involvement and Environment. The SIBs challenge a Scout to learn new skills or develop existing ones, help a Scout increase their knowledge of a particular area of interest and contain a practical element which will benefit others. A Scout can take up to three challenges in their time in the Scout Section for each of the five badges. Refer to the Special Interest Badge Section in this book.

Nautical Competencies

These offer all Scouts the chance to develop maritime skills. There are three levels in the Scout Nautical Badge Scheme, and they are based around eight areas of competency. The Scout badges follow on from the Cub Scout Nautical Badges.

Chief Scout's Award

In the last year of their Scout journey the Scout may decide to undertake their Chief Scout's Award. There are seven areas in the Chief Scout's Award that must be completed by the Scout — Skills, Physical, Community, Environmental, Expedition (Adventure), Residential and Intercultural Experience. The best way to encourage Scouts to decide what they would like to do is to encourage them to base their project on their own abilities, interests and experiences and allow them use their own imagination. In the Scout Section, The Chief Scout's Award equates to the Gaisce Bronze Level. Refer to the Chief Scout's Award section of this book for further detail.



Young People and Adults

In Scouting, adult support means a voluntary partnership between the adult Scouter and the young person, the purpose of which is to facilitate the process of self-development of the young person.

The Patrol Leaders as a group form the Patrol Leaders' Council, along with a Scouter. It is this Patrol Leaders' Council that should run the Scout Troop. It will make decisions on programme and deal with issues that arise in the running of the Troop, such as discipline and preparation for activities and events. The Scouter Team should encourage the PLs to organize PLCs on a four to six week basis. A PLC could be arranged for before or after a regular Troop meeting, or it can take place at a separate time.

Why hold one?

- When held regularly over the course of the Scout Troop year, the PLC will give the Scouts an opportunity to develop their skills in planning, doing and reviewing programme/activities.
- At the beginning of the Scout Troop year, the PLC could be used to create a Troop Code of Conduct, by which all Scouts have an input and agree to abide by.
- Allowing and enabling Scouts to have a voice and be heard will give them confidence in all areas of their lives and hopefully help develop their sense of involvement, particularly in planning their own programmes as they move through Venture Scouts and Rover Scouts.

Involving the entire Scout Troop in generating programme ideas is essential to the personal journey that each Scout embarks on when they join the Scout section. The Troop should be brought together, as a group or in Patrols, to express what it is they would like to have included in the Troop programme. Such a gathering would be defined as a Scout Forum. The Scouter should encourage all Scouts to participate and act as the "chairperson" of the forum, ensuring that all Scouts are involved and included. The Scouter can also help the Scouts expand on their ideas. Ideas can be captured through use of a white board or flip chart. Following on from the Forum, the PLs and Scouter expand on these ideas at a PLC to develop a programme to ensure all Scouts are given the opportunity to achieve their personal goals.

Community Involvement

Citizenship is an integral element of the Crean Awards and follows through from the Discovery Award to the Polar Award. Citizenship is divided into two categories – Community and Environment. In both categories the Scout is encouraged to learn about their local community and environment, and to participate, organise and run Patrol or Troop community and

environmental projects for the betterment of their locality. Positive citizenship should be promoted and endorsed within the Patrol/Troop/Group and local community. Through active and emphasized community involvement at a local level, the Scout can build on this sense of citizenship as they progress into Venture Scouts and Rover Scouts, where they can avail of opportunities for national and international citizenship projects if they so desire.

Venture Scout Link

Once a Scout has completed their Scout Journey they may wish to move on to the next challenge in the Venture Scouts. Just as when the Scout joined the Scout Troop, there is a link from the Scout Section to Venture Scouts. It works as follows:

The Venture Scout Executive will visit the Scout meeting to meet with the Link Scouts. They will explain what is involved in Venture Scouts and answer any questions which Scouts might have.

The following week the Scout will go to the Venture Scout Meeting and take part in the meeting to see what it is the Venture Scouts do.

Over the following two weeks the Scout attends two more Venture Scout meetings and a Venture Scout outdoor activity. Once the link is completed the Scouts will take part in a Departure Ceremony with the Scout Troop at the very end of the year.



Venture Scouts

‘Success in training the boy depends largely on the Scoutmaster’s own personal example.’

Robert Baden-Powell (1907)

Welcome to the Venture Scout Section. Venture Scouts are aged 16 and 17, (they may also include 15 years olds – depending on the group’s decision). It is the fourth youth section in a Group, and deals with young adults at a very important juncture in their lives.

Symbolic Framework

The Symbolic Framework in the Venture Scout Section is built around the involvement of the Venture Scout, and their Unit, in the wider Venture Scout Community. Venture Scouts are invited to join this community and link with other Venture Scouts to broaden their Scouting experience.

The main vehicle for this is the Venture Experience Web site, to be found www.scouts.ie. This allows Venture Scouts from different parts of the country to interact and form links.

Community Involvement

A key part of the Venture Scout programme is service to others. Venture Scouts should be encouraged to take an active role in the local community and in their own Scout Group. This will lead to a better understanding of the needs of others. Community projects are an important tool in developing a sense of civic responsibility in Venture Scouts.

As well as the leadership opportunities available within the Venture Scout Section, there are also ample opportunities for Venture Scouts to help out in the younger sections both at Group and at County level. This service can be tied into their Chief Scout’s Award or their Gaisce.

Venture Scout Promise and Law

The Venture Scout Promise encourages Venture Scouts to help others and to always strive to achieve one’s best. Every Venture Scout makes their Promise in front of their Unit at the Investiture or Renewal of Promise Ceremony. In making the Promise, the Venture Scout makes a pledge to live by the Venture Scout Law.

The Venture Scout Law is expressed as positive affirmations, DOs rather than DON’Ts. It is a single set of principles which forms the basis of Scouting Worldwide. The Law should be used as the basis for forming the Unit Charter.

The Venture Scout Promise:

On my honour I promise that i will do my best,
To do my duty to God
To serve my community and to help other people and
To live by the Scout Law

Alternative Venture Scout Promise:

On my honour I promise that I will do my best,
to further my understanding and acceptance of a Spiritual Reality.
To serve my community, to help other people and
To live the Scout Law.

The Venture Scout Law

Venture Scouts are Friendly,
Venture Scouts are Kind,
Venture Scouts are Honest,
Venture Scouts can be Trusted,
Venture Scouts are Respectful,
Venture Scouts are Brave,
Venture Scouts are Loyal. They support their family, friends and others.

Unit Structure and the Crew System

The structure of a Venture Scout Unit differs to that of the younger age Sections in that it does not have ‘Teams’ which are permanent in nature. In fact, the very nature of Venture Scouts means that the structure of the Unit changes depending on the size of the Unit, the interests of the Unit’s members and even the time of the year.

Venture Scout Units can take on all shapes and sizes, but there are a number of common elements shared by all Units:

Unit members are from 15 to 17 years of age.
The Unit functions as part of the local Scout Group.
Units meet on a weekly or fortnightly basis.
The Unit operates a Venture Scout Executive Committee.
Crews (small groups) will be in place to run and organize activities.
Units will apply a Code of Conduct that will be reviewed every phase.
Units will use the Programme Cycle and Project Method.

Venture Scout Units don’t exist in isolation, and Venture Scouts are involved at all levels of Scouting Ireland, in particular Group and County level, but also at Provincial and National level. There are many opportunities for Venture Scouts beyond Scouting Ireland, whether this is attending International Jamborees or carrying out service projects.



Venture Scout Executive

Where there are sufficient numbers of Venture Scouts (approximately eight or more), the suggested model for running the Unit is the Venture Scout Executive. A Venture Scout Executive consists primarily of three people, a Chairperson, Secretary and Treasurer. Other members can be appointed to the Executive with specific roles, for example a Unit Quarter Master. The Executive is a democratically elected group who act on the Venture Scout Unit's behalf. Their term of office is decided by the Unit, usually varying from six months to a year. The Venture Scouter supports the Executive through facilitation.

The Venture Scout Executive should

- Meet separately to the rest of the Unit once every four to six weeks.
- Make reports on any work done.
- Circulate these reports to all members of the Unit.

Responsibilities of the Venture Scout Executive can be as follows:

- To co-ordinate the creation of a Unit Charter.
- To determine the format of the Investiture ceremony.
- To organise the schedule of events and meetings.
- To co-ordinate the Venture Scout Crews.
- To administrate the funds and equipment of the Unit.
- To send a delegate to Group Council to represent the Unit.
- To work in partnership with the Venture Scout Scouters.
- To ensure a balanced programme which caters for the individual learning objectives of all members of the Unit.
- Some Units will also give the Executive formal decision-making responsibilities when it comes to matters of discipline and conflict within the Unit.



Where there are smaller numbers in a Unit it may make sense for all members to attend Executive meetings and be involved in the decision-making process.

The following are the roles of the three standard members of the Venture Scout Executive:

Chairperson

- Chairs meeting.
- Only casts vote in the event of a tie during discussions.
- Liaises with Venture Scouter.
- Decides the frequency and duration of meetings.
- Reports to the Unit.

Secretary

- Takes & distributes minutes of meetings.
- Liaises with Provincial representatives.
- Receives and sends communications to/from the group to/from external sources.
- Reports to the Executive.

Treasurer

- Manages Unit funds.
- Allocates funds for activities with consent from the Venture Scout Executive
- Liaises with Crew Leaders regarding budgets for activities.
- Reports to the Executive.

Other members may be as follows:

Programme Co-ordinator ... makes sure that activities happen with the Crew Leaders.

Quartermaster ... looks after the Unit's equipment.

Crew Leaders ... reports on the work of Crews.

Venture Scout Unit Charter

A Venture Scout Unit will need a set of rules which will help it to run smoothly. One of the jobs of the Executive is to draw up a Venture Scout Unit Charter. This should not be too long, and should typically have between 10 to 15 key rules, which are easy to understand.

The most important features of a Venture Scout Unit Charter is that it is drawn up by the members themselves based on their understanding of the Scout Promise and Law. It should not be a set of rules. Rather, it should be a common sense set of standards.

The following are some areas that should be considered:

- Management of the Unit, powers of the Executive.
- Dealing with conflicts between Unit members.
- Dealing with relationships between members, particularly in mixed gender Units.
- Management of money.
- Attendance at meetings and activities.
- Wearing of uniform.
- The Scout Promise & Law.
- Setting limits on behaviour.
- Use of facilities.



While it will normally be the job of the Executive to prepare the final Venture Scout Unit Charter document, all members of the Unit should be involved in deciding its contents. Each member must sign off on the final document.

The Venture Scout Unit Charter should be seen as a living document and request for amendments can be made to the Venture Scout Executive.

Venture Scout Crew

A Venture Scout Crew is sub group of the Venture Scout Unit that is set up to organise and run Unit activities. A Venture Scout Crew concentrates on one activity or project at a time.

Each Crew will have a Venture Scout appointed as Crew Leader for the activity or project.

Every Venture Scout should be involved in and lead a number of Crews during their Venture Scout Journey.

The Crew are fully responsible for planning, organising and running each specific activity, and will use all the elements of the Scout Method in their planning and operation.

Roles and responsibilities of the Venture Crew Leader are as follows:

- Plan and lead the meetings to prepare the activity.
- Act as the coordinator of the activity
- Assigns duties to the various Crew members.
- Keeps Crew members informed.

Personal Progressive Scheme

Fiontar is the name of the Venture Scout Personal Progressive Scheme. The name is the Irish word for Venture, and also Adventure. Fiontar is based around thirty-six learning objectives. The Venture Scout must take on a challenge for each of these objectives. These challenges are to be designed by the Venture Scouts themselves. The learning objectives are presented in the SPICES Book as questions. Each one has an Inspiration Page, which includes images and ideas to help the Venture Scouts to generate ideas for their challenges.

There are two phases to Fiontar as follows:

- Suas (Up). The Venture Scout completes eighteen challenges as a member of a Crew.
- Trasna (Across). The Venture Scout completes eighteen further challenges as a leader of a Crew.

A phase is a period of between twelve and eighteen months.

Adventure Skills:

There are nine Adventure Skills, made up of nine stages in each skill – air activities, backwoods, camping, emergencies,



hillwalking, paddling, pioneering, rowing and sailing. If a Venture Scout has come from Scouts they may have already completed the requirements for various stages of a skill, and they should continue on from the highest stage they have achieved. A new Venture Scout (having not been in Beaver Scouts, Cub Scouts or Scouts) should start at Stage 1 and work their way up. However, where the new Venture Scout is already a member of a Sailing Club, Hill Walking Club or another association, they may well have completed the requirements for a number of stages of a skill outside of Scouting. In that case they must still demonstrate the competencies to the stage they believe they are at. Refer to the Adventure Skills section in this book.

Special Interest Badges

There are five Special Interest Badges in the areas of Personal Skill, Physical Recreation, Adventure/Journey, Community Involvement and Environment. The SIB's challenge a Venture Scout to learn new skills or develop existing ones. They should lead to a greater knowledge of a particular area of interest and contain a practical element which will benefit others. A Venture Scout can take up to three challenges in their time in the Scout Section for each of the five badges. Refer to the Special Interest Badge Section in this book.

Navigator Competencies

These offer all Venture Scouts the chance to develop maritime skills. There are four levels in the venture Scout Navigator Nautical Badge Scheme, and they are based around eight areas of competency. The Venture Scout badges follow on from the Scout Helmsman Badges.

Chief Scout's Award:

In the last year of their Venture Scout journey the Venture Scout may decide to undertake their Chief Scout's Award. There are seven areas in the Chief Scout's Award that must be completed by the Venture Scout – Skills, Physical, Community, Environmental, Expedition (Adventure), Residential and Intercultural Experience. The best way to encourage Venture Scouts to decide what they would like to do is to encourage them to base their project on their own abilities, interests and experiences and allow them use their own imagination. In the Venture Scout Section, The Chief Scout's Award equates to the Gaisce Silver Level. Refer to the Chief Scout's Award section of this book for further detail.

Young People and Adults

The Venture Scouter's role is to support, guide and facilitate the Venture Scout along their way through the Venture Scout Section.

Ventures Scouts are at a crossroads in their lives, and it is important for Venture Scouters to take a supportive role. Above all they should be consistent in their approach to working with young people. A key function of the Venture Scouter is to seek and explore opportunities to give progressive responsibilities to Venture Scouts as they move through the Section.

It is important to understand the specific needs of Venture Scouts and thus adopt the persona of a positive and encouraging adult role model. It is important that Venture Scouts have a sense of belonging and identity within the Unit, the adults' role in achieving this is paramount.

All this being said the Venture Scouter should recognise a Venture Scout's need for independence, and therefore provide leadership opportunities and experience, wherever possible.

The Venture Scout Executive should coordinate the programme of the Unit, but the Scouter has a role here in generally facilitating the smooth running of the programme. The Scouter should also ensure that the events are organized, accomplished and evaluated. It is also the Scouter's role to step in when welfare or safety is a concern.

It is very important for this partnership to work that there must be mutual listening, understanding and respect.



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Rover Scout Link

Once a Venture Scout has completed their journey they may wish to move on to the next challenge in the Rover Scouts. Just as when the Venture Scout joined the Venture Scout Unit, there is a link from the Venture Scout Section to Rover Scouts. It works as follows:

Members of the Rover Scout Crew will visit the Venture Scout meeting to meet with the Link venture Scouts. They will explain what is involved in Rover Scouts and answer any questions which the Venture Scouts might have.

The following week the Venture Scouts will go to the Rover Scout meeting and take part in the meeting to see what it is the Rover Scouts do.

Over the following period of time the Venture Scout gets involved on an activity or project that the Rover Scouts are involved in.

Once the link is completed the Venture Scouts will take part in a Departure Ceremony with the Venture Scout Unit at the very end of the year.



Rover Scouts

Rover Scouts is Scouting Ireland's final youth section and is for persons aged 18-25.

The benefits of Rover Scouting for the youth members, the Scout Group and the wider community are significant. Rover Scouting allows youth members the flexibility to develop their skills and knowledge before going on to play an active and positive part in society, as a Scouter or otherwise.

What are Rover Scouts?

Rover Scouts are eighteen to twenty year old adults who plan and undertake adventurous activities as autonomous adults.

The structure of a Rover Crew (section) should facilitate this:

- Rover Crews may choose to meet weekly, forth nightly or at other intervals (flexibility is important), but they should have an active programme which aims to follow the general principles outlined below.
- An elected 'Crew Leader' coordinates the work of the Crew communicates between the Crew and the Group/County by attending Group Council/County Management Meetings to report directly on the Rover Crew.
- A Rover Crew can set up in a Scout Group or County.
- Rover Scouts do not need a traditional Scouter role as they are over eighteen years of age and are personally responsible for their own Personal Journey
- The Group Leader or another suitable person can be utilised to offer advice and support to the Rover Crew particularly in the set up period but also whenever called upon; such an individual would be known as the Rover advisor.

Why have Rover Scouts in your group?

Experience has shown that there is a huge fall off in membership numbers as our youth members enter adulthood. This isn't necessarily surprising, seeing as at this time when young men and women have a lot going on in their lives, with careers, college, relationships and other hobbies and interests. Rover Scouting is a way of keeping these young experienced members (who may not have the time or interest in becoming Scouters) involved in Scouting, in a more informal environment, until such a time where they may be ready or willing to take on a Scouter role. In saying that; Rover Scouts can also work as Scouters in the younger Sections. The Rover Scout Crew could also be called upon by the Group Council to take on various projects or assist in fundraising etc.

Rover Scout Programme

The Rover programme is largely project/challenge based with Rover Scouts completing projects/challenges to meet the 36 learning objectives covered under the six SPICES set out by the National Youth Programme Committee in 2004.

Projects and activities are suggested to cover five areas;

Adventure

Skills

Service

Environment

Social

These are the ASSES. It is up to each Rover Scout to choose challenges in each of these areas to a level suitable for the Rover Scout and the Rover Crew. They also give Rover Scouts a chance to build up key skills that can be used in their life outside of Scouting, e.g. for C.V.s and employment.

The Rover Challenge

The Rover Challenge is a good way to give an overall structure to the kind of things mentioned so far. It also encourages each Rover Scout to focus on their personal development.

While it follows on from related programmes that are undertaken in other Scout sections, the Rover Challenge is different in that it focuses purely on activities and projects designed by the Rover Scout.

The Rover Challenge is basically a mix of the ASSES and the SPICES, and is set out in two stages. Why is this? Well, there are two reasons. Firstly, one of the key ideas in Scouting is that of progression. Secondly, we recognise that the 'place' Rovers are in when they join is likely to be very different to the 'place' they are in when they leave. To reflect this, the following stages are used:

Participation and Leadership

Both 'Participation' and 'Leadership' involve undertaking a series of projects. The key difference between the two is the role you take on within the Rover Crew. At the 'Participation' stage your role is to take an active part in the successful delivery of the project while at the 'Leadership' stage your role is to plan and organise the project.

Stage 1	Participation	Be involved in delivering one or more projects which are based on all five of the ASSES. In carrying out these projects visit each of the 36 key ideas in the SPICES. Review the 36 key ideas as you go along to see how you are getting on.
Stage 2	Leadership	Be involved in planning and organising one or more projects which are based on all five of the ASSES. In carrying out these projects visit each of the 36 key ideas in the SPICES. Review the 36 key ideas as you go along to see how you are getting on.

Extras

Rover Scouts may also develop their Adventure Skills to certified levels using the Adventure Skills Handbook or work towards the Chief Scout's Award or Special Interest Badges as set out in the Rover Scout handbook.

Those specifically interested in water activities may access their level of development as set out in the Rover Handbook supported by online resources.

Internationally Rovers may wish to take part in the Scouts of the World Award which is set out in the Rover Handbook.

Methods of development

The Rover Handbook contains a 12 page diary as a support mechanism for revisiting Learning Objectives. For example the user may write down their plan for January in a given year and the following year use the second half of the 'January' page to move up a level from whatever has been completed or achieved the year before.

The diary is in parallel to an online resource where Rover Scouts can upload their challenges for other Rover Scouts to see and suggest more challenging approaches. This online resource is also designed to support active networking of Rover Scouts around the country and beyond too.

Contact Us

The Rover Scout Team can be contacted by email at roverscouts@scouts.ie for extra support, advice, or clarification.



Appendix

History of Scouting
Organisational Chart
The Badges
The Scout Law
Evaluation Techniques
Nautical Symbolic Framework
Assessing Adventure Skills



A Brief History of Scouting

When Robert Baden-Powell published "Scouting for Boys" in January 1908, boys all over Britain and Ireland began to meet in "Patrols" to try out the various activities. B-P never intended to start a new separate Movement; rather it was the boys of the world who started Scouting, as we know it today. There were Scouts in Ireland within a couple of weeks of the appearance of the first Scouts in Britain and it is a fact that the beginnings here in Ireland were virtually contemporaneous with those in Britain; several Dublin and Belfast Troops and one each in Bray and Dundalk were amongst the earliest to be formed anywhere in the world.

In the autumn of 1908 there was a rally of 800 Scouts in Dublin's Phoenix Park. Inter-denominational Scouting evolved through several names before becoming the Boy Scouts of Ireland in 1949. In preparation for girls joining the association the name was changed to the Scout Association of Ireland in 1968.

Meanwhile, in the late 1920's, Frs. Tom and Ernest Farrell, examined the development of Scout associations in Europe, particularly the Scouts de France. They considered Scouting to be a very valuable tool for the development of young Irish catholic boys. In 1927, following Episcopal approval, they founded the Catholic Boy Scouts of Ireland which subsequently became the largest Scout association on the island.

As Ireland and Scouting developed, both associations, having far more commonalities than differences, agreed in 1965 to establish the Federation of Irish Scout Associations (FISA). The formation of FISA allowed both associations to be full and active members of the World Organisation of the Scout Movement through FISA.

Having worked together for over thirty-five years both associations agreed in 1998 to the objective of establishing a new single association. In the years preceding, the two associations took the names Scouting Ireland S.A.I. and Scouting Ireland



Postcard Courtesy of FRANK DONAHUE

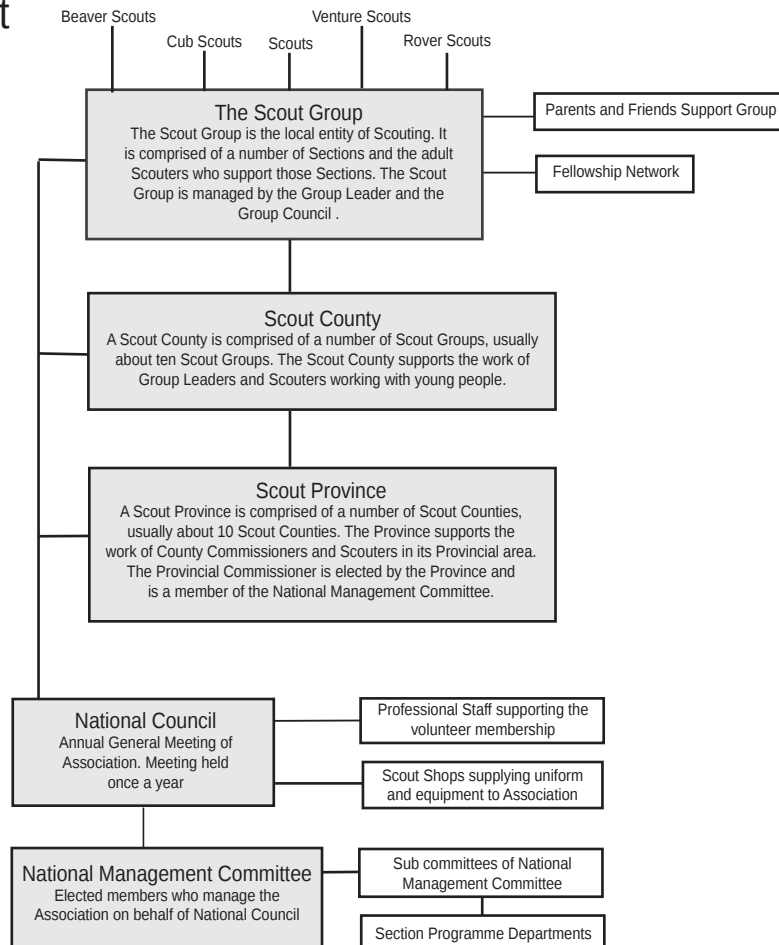
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(CSI) respectively. With the acceptance of the Constitution the membership of both associations Scouting Ireland SAI and Scouting Ireland (CSI) joined together and became the first members of Scouting Ireland.

In moving forward as one we seek to show positive leadership in the community; to present a single, modern and relevant image; to revise what we offer to young people and adults; to bring about improvements based on the strength of both traditions; and to make the most efficient use of resources to provide Scouting in Ireland.



Organisation Chart



Breakdown of a Group

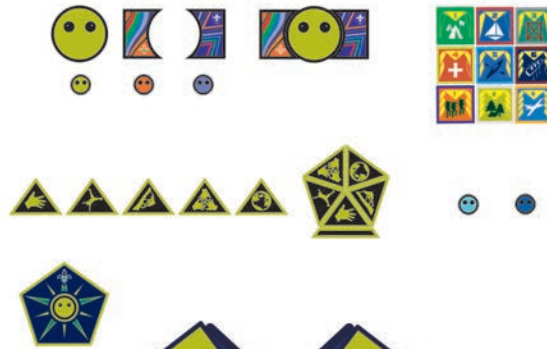
Age Range	Beaver Scouts 6,7,8	Cub Scouts 9,10,11	Scouts 12,13,14, (15)	Venture Scouts 15,16,17,	Rover Scouts 18 - 25
Team Name	Lodge	Six	Patrol	Crew	
Team Leader	Lodge Leader	Sixer	Patrol Leader	Crew Leader	
Section Council	Log Chew	Sixer Council	Patrol Leaders Council	Venture Executive	Rover Executive
Section Name	Beaver Colony	Cub Pack	Scout Troop	Venture Unit	Rover Crew
Adult title	Programme Scouter(s)	Programme Scouter(s)	Programme Scouter(s)	Programme Scouter(s)	Rover Advisor(s)





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Scout Law and Promise

Introduction

Since the publication of Scouting for Boys in 1908, all Scouts and Guides around the world have taken a Scout Promise or oath to live up to ideals of the movement, and subscribed to a Scout Law. The wording of the Promise and Law have varied slightly over time and from Scouting organisation to Scouting organisation.

History

When writing Scouting for Boys, General Baden-Powell drew inspiration from the work of Ernest Thompson Seton, who founded the Woodcraft Indians in 1902 and later became instrumental in spreading Scouting throughout North America. Baden-Powell also drew inspiration for the Scout Law from the Bushido code of the Japanese Samurai, laws of honor of the American Indians, the code of chivalry of European knights, and the Zulu fighters he had fought against. Like Seton, Baden-Powell chose to use a set of affirmative laws, in contrast to Old Testament-like prohibitions.

The original Scout Law appeared with the publication of Scouting for Boys in 1908 had nine parts.

These were written for the Scouts in the whole world, yet of course firstly focused on Scouting in the United Kingdom (including Ireland). As other groups started up Scouting organisations (often in other countries), each modified the laws, for instance 'loyal to the King' would be replaced by the equivalent text appropriate for each country.

During the years, Baden-Powell himself edited the text numerous times, notably in 1911 adding a tenth part of the law which lasted until 1966.

The Scout Law

Beaver Scouts are **friendly**,
they always say Hello, Please and Thank You!
Beaver Scouts are **kind**,
they work hard and help their family and friends.

Cub Scouts...
are friendly
are kind
are honest, they always tell the truth.
can be **trusted**, they always keep their word.



Scouts...

are friendly
are kind
are honest
can be **trusted**,
are **respectful**, they care for themselves and for others.
Scouts are **brave**, they stand up for right and good.

Venture Scouts...

are friendly
are kind
are honest
can be **trusted**,
are **respectful**,
are **brave**,
are loyal, they support their family, friends and others.

Rover Scouts...

are friendly
are kind
are honest
can be **trusted**,
are **respectful**,
are **brave**,
are loyal,
seek out **justice** for all, they strive to make the World a better place.



The Scout Promise:

On my honour I promise that I will do my best,
to do my duty to God,
to serve my community,
to help other people and
to live by the Scout Law.

OR the following variation:

On my honour I promise that I will do my best,
to further my understanding and acceptance of a
Spiritual Reality,
to serve my community,
to help other people and
to live by the Scout Law.

The Scout Law as per the Constitution of Scouting Ireland.

The Scout Law:

- a) A Scout is to be trusted.
- b) A Scout is loyal.
- c) A Scout is helpful and considerate to all.
- d) A Scout has courage in all difficulties.
- e) A Scout makes good use of time and is careful of possessions and property.
- f) A Scout has respect for self and others.
- g) A Scout respects nature and the environment.

Gealltanais na nGasóg:

Ar m'ónóir go ndéanfaidh mé mo dhícheall,
mo dhualgas do Dhia a chomhlíonadh,
fónamh a dhéanamh do mo phobal,
cabhrú le daoine eile agus
Dlí na nGasóg a choimeád.

Geallaim ar m'ónóir go ndéanfaidh mé mo dhícheall,
mo thuiscint agus mo ghlacadh den Réaltacht
Spioradálta a chur chun cinn,
fónamh a dhéanamh do mo phobal,
cabhrú le daoine eile agus
Dlí na nGasóg a choimeád.

Dlí na nGasóg:

- a) Bíonn Gasóg iontaofa.
- b) Bíonn Gasóg dílis.
- c) Bíonn Gasóg cabhrach agus tuisceanach do chách.
- d) Bíonn misneach ag Gasóg i ngach deachracht.
- e) Baineann Gasóg leas as a c(h)uid ama agus tugann aire d'airí agus do mhaoín.
- f) Bíonn meas ag Gasóg air/ uirthi féin agus ar daoine eile.
- g) Bíonn meas ag Gasóg ar an dúlra agus ar an timpeallacht.

Beaver Promise

I promise to do my best;
to be a good Beaver Scout,
to love God and
to love one another.

Cub Scout Promise

On my honour I promise that I will do my best,
to do my duty to God,
to serve my community,
to help other people and
to live by the Cub Scout Law.

Scouts, Venture Scouts, Rover Scouts Promise

On my honour I promise that I will do my best,
to do my duty to God,
to serve my community,
to help other people and
to live by the Scout Law.



Evaluating Techniques

A number of games and devices can be used to highlight issues when evaluating, as well as adding to the experience of evaluating itself. Here are some suggestions to make evaluating fun and rewarding:

How did you get on?

Short informal evaluation sessions that takes place after each activity. To avoid unsatisfactory answers such as 'it was okay' or 'it was good' or 'it was bad', perhaps some leading questions should be asked by the Scouter. At the same time it should not delay the Scouter or young people for more than four or five minutes. It is meant to be a quick method of feedback for the Scouter and the Team and a chance for the Scouts to say what is on their mind. Bearing in mind the short evaluation session should not take long, the leading questions should be of a simplistic nature designed to make the young person think about the activity but not in a very deep-thinking way.

Below are just some examples of leading questions that could be asked at this session. Again, the focus should be on the positive:

1. What did you learn doing this activity?
2. What did you achieve?
3. Did you learn something new?
4. What part of the activity did you do best?

These quick assessments can be undertaken in a relatively casual way – as the Team walks back to camp. As the Team clean up their site before departure or on the bus on the way home.

Team Leaders can also conduct quick evaluations at any time with their Team – sitting around a table for dinner, lying in the tent at night or immediately after undertaking a challenge.

An evaluation session normally has four cycles – facts, personal responses, lessons learned, future actions and this cycle also indicates how the evaluation progresses.

Facts - are generally statements like – the activity was good, the bus was late, we forgot the tents.

Personal responses to what happened on the activity – I felt left out, I enjoyed working with the Patrol, I think we made a mess of the dinner, I know I can do better the next time.

Lessons learned - are what have been learnt from the experience. These can be small personal realisations or more general organisational issues. They are also the achievements of individuals and the Patrol during the activity.

Future actions – are what we are going to do in the future as a result of what we have learnt. The setting of new objectives and goals

General points arising, perhaps related to organisation or new ideas for activities and adventures should be brought forward to the Patrol Leaders' Council for further discussion and action.

Recognition

The evaluation process is designed to highlight the learning that has taken place during the programme period. Individual and Patrol achievements need to be recognised. The achievements might, in the first instance, be recognised by the individual directly– 'I learned how to light a fire for the first time' or 'I lead my Patrol on a hike'. The Patrol as a group might also recognise an achievement of an individual that they are not aware of – 'John, you are a great cook' or Mary, you organised the Patrol well and we won the challenge'. Likewise, the Scouter might point out that the Patrol is working better together and as a result are achieving success in challenges in the programme. All of these achievements need to be recognised and recorded and new objectives decided or issued to individual or Teams. In this way the individual and the Team progress along their journey in Scouting.

Some helpful games and devices to aid the evaluation process

Evaluation needs to be a natural and fun process in Scouting and different to other evaluation processes undertaken on work related or school based training courses. Therefore the use of games and devices is encouraged and makes the process more attractive to young people. Often, young people will find it hard to express how they feel and communicate this effectively to the group. The use of games and devices make this process easier. It also lends itself to others asking questions to clarify why someone feels or thinks this way and often that is an easy way for an individual to express themselves. Try to use a new game at each evaluation session and be creative in coming up with new ways of presenting 'paper based games' into physical reactions.



A common problem with group discussions is that they are not group discussions at all. They are discussions happening in a group setting but in which not all of the group are participating. They become more like a panel discussion in front of an audience. A few people dominate, and when quieter people are eventually asked to contribute there may be not much left to say. Here are some activities to help with this problem:

1. The Conch

The 'conch' (any item, but 'precious' rather than throwable) can be used to control group discussions. To ensure equal opportunities for participation, the rule is that the conch is always passed to the left, and is quickly passed on if the holder has nothing to say. Every few minutes (or after every round), there is random swapping of seats, so that the sequence of speakers is changed.

2. Matchsticks

Ask the group to try this for the first part of the evaluation. Each person has (say) five safety matches. Throwing a match into a bucket in the middle stops the speaker immediately and allows the interrupter to speak immediately and allows the interrupter to speak until another match is thrown in. When somebody runs out of matches, decide very quickly whether to (a) stick rigidly to the rules, (b) be flexible and allow the group to revise the rules (c) abandon 'matchsticks' altogether.

3. Biscuits

Very similar to matchsticks, but a more entertaining way to even up participation in a group. Each time someone contributes to the discussion they take a biscuit and must eat it all before they take part again.

Using Ropes

Old climbing ropes, washing lines or brightly coloured nylon line make excellent evaluating aids. For some of the methods described below you can draw lines with pen and paper. But in most situations where you have enough space (indoors or outdoors) you and your learners will soon discover that ropes were made for evaluating!

Spokes

Recommended use: for evaluating progress against group-related goals

Each rope is laid on the ground to make the spokes of a wheel. The outer end of each spoke is the starting point and the centre is the goal. This can be used for individually different goals, but is particularly suitable when looking at goals which have a group dimension or goals that are shared by everyone in the group. For

example, the spokes can all be 'listening' spokes. Each person assesses the quality of their own listening during the event being evaluated and then looks around at where others are standing. You could do the same for 'talking', 'supporting others', 'providing leadership', 'speaking up', 'clear thinking' etc.

Tip: Ask people to decide their position for themselves and not to be influenced by others. Once everyone is in position, you can ask if anyone feels that anyone else's self-assessment is inaccurate. Participants usually invite each other nearer to the centre - which (depending on the topic) is likely to be a form of positive feedback. (You must decide whether to allow the moving of others away from the centre - as this may be a form of criticism.) Encourage people to give specific reasons about why they would like to move others.

Alternative: The spokes can be imaginary. Start off with everyone standing in a circle facing the centre. Ask them to imagine they are each standing half way along a spoke that leads into the centre of the circle.

Issue and solution: It can be difficult for everyone to have eye contact with each other once they are in position. This often results in the people nearest the centre paying attention to each other rather than to those further out. This tends to exaggerate the dynamics of the group. Much better for all-round eye contact and group discussion is to have people place an object on their spoke to represent their position. This frees up everyone to stand or sit in a circle around the spokes - making it easier to see each other and the objects representing their positions.

Variation: For the end of the course or the end of a group, reverse the polarity of the spokes, so that the inner end now represents the starting point and the outer end represents future goals. Each person walks into the future (simultaneously or one at a time). Whenever someone turns round to look at their starting point they are also looking back at the group - which may be slowly dispersing as others leave.

Horseshoe

Recommended use: for exposing and discussing different views

In this method, you simply define the two ends of the spectrum and ask everyone to stand at a point on the line that represents their point of view. The benefit of the horseshoe shape is that everyone is more likely to be in eye contact with each other - which makes facilitating whole group discussion much easier.

For example: One end represents "We were a pretty

good team during that exercise”, the other end represents “We were a hopeless team during that exercise”. Everyone chooses their point on the line and then talks to one or two neighbours to check whether they need to adjust their own position on the line.

Once everyone is in position, encourage questions from participants to each other. Everyone should have a chance to explain their position, after which everyone should have a chance to move to show whether or not their views on the issue have changed.

Variation: It may be helpful to choose different points during the activity. E.g. “How would you each have rated this team before the exercise started?” “What was the quality of teamwork like up to the end of the initial planning?” “What is your personal prediction for the quality of teamwork in the next exercise?”

Goldfish Bowl

Recommended use: for focusing attention on the evaluating process itself.

Make a rope circle on the ground. Divide the group in two. One half sits inside the circle and may talk. One half sits outside the circle and may only observe and listen. People in the inner circle evaluate the previous exercise. After a few minutes the half groups change places and the new inner group continue with the evaluation or comment on the evaluation process they have just been observing.

Variation: Anyone in the inner circle can leave at any time, but the discussion does not continue until they have been replaced by someone from the outer circle. Variation: Everyone starts in the inner circle and sits out when they have nothing they want to say. Anyone can move back into the inner circle at any time they want to speak. The evaluation finishes when no-one is sitting inside the circle.

Group Happy Charts

Recommended use: to discover the degree of individual variation and to increase empathy within a group. The group, stand in a horseshoe all holding the same rope. One end represents the start of the group event being evaluated. The other end represents - the end! Each person in the group now represents a stage in the event (e.g. planning, preparation, first attempt, second attempt, disaster, conflict, re-planning, bright idea, time up). Ensure that everyone is now standing in the order in which things happened. The group, now turn the rope into a Happy Chart. This is the interesting bit. There will probably be some disputes as people learn that there was individual variation in feelings at some points during

the event. Allow some conflict to develop if you feel it will be productive, but be ready to offer a second rope. A second rope allows the group to draw two lines - showing the highest highs and lowest lows at each point. (Picture a temperature chart with two lines showing maximum and minimum temperatures.)

Sketch Map

Recommended use: for reliving a journey and discovering issues that deserve more detailed evaluation.

After any event that has involved a journey, ask participants to illustrate their journey with the help of a rope (or ropes) to trace the route taken. Add labels with words (e.g. tie-on luggage labels) or symbolic objects to mark out different parts of the journey. This is best set up as a creative project in an area (indoors or outdoors) where suitable symbolic objects can readily be found.

Much informal evaluating takes place during the making of the map. Once the map is complete it can be used as a means of re-telling the story and/or identifying key moments on the journey for more detailed evaluation. Variation: Create a sketch map using more conventional materials e.g. paper, pens, paints, and materials for collage.

Force Field

Recommended use: for helping groups or individuals to get unstuck.

Symbolic Tug of War. Safety Note: discourage any real pulling because of the risk of friction burns. Ask the group (or an individual) to set up two tug of war teams. One team represents forces for change and the other team represents forces resisting change. Each individual represents a force named by the group or individual setting up the teams. This is simply an active way of evaluating forces that are in tension. The key question to ask (if change is wanted) is how the forces can be changed to generate forwards momentum - towards change. The advantage of having individuals representing each force is that they can each think about solutions from the perspective that they represent. Dialogue between forces is also possible.

Issue and Solution

Having your whole group standing in a straight line is not good for eye contact between group members nor for generating discussion. So have each person tie one rope onto a central rubber tyre or small rope circle. This allows people to pull at different angles. It may be appropriate for some people to pull sideways if they are



representing distracting or unknown forces rather than being forces that are clearly for or against change.

Activity Map

Recommended use: to find out what makes people tick (or not).

This is an active and game-like way of sharing likes and dislikes and getting to know each other's values. At the beginning of a planning session it can also be a useful way of finding out participants' experiences of (and attitudes towards) activities or processes that you are expecting to use in your programme.

Use two long ropes. Mark the ends of one rope 'Past' and 'Future'. Mark the ends of the other rope 'Happy' and 'Sad'. This creates a quadrant in which the zones represent:

Past/Sad: Activities - I'll never do again

Past/Happy: Activities I like doing

Future/Sad: Activities I'll never try

Future/Happy: Activities I'd like to try

Call out the name of an activity and ask everyone to go to the zone where that activity would belong on their own personal map. Keep calling out activities, pausing now and again for comments and questions. To make it more of a game (and more risky), let participants call out names of activities. Define 'activities' as narrowly or broadly as you like.

Missing Person

Recommended use: for helping a group to assess its needs and priorities.

Create a rope outline of a body in the centre of the group circle. Explain that this represents a person who can join the group. Ask participants to think creatively about the kind of person they would like this to be. The person will probably share some of the characteristics already in the group (e.g. sense of humour, good looks, friendly, enthusiastic) and may also represent some characteristics that are missing (e.g. time-keeping, leadership, telling decent jokes). Try to bring the person alive by asking for a name, their interests, their strengths and weaknesses. Some groups so like the idea, that you will find that the rope body reappears on the ground or that they regularly call out the name of the missing person when they need help.

Some take it even further ... Take care with how the image of the missing person is treated. As in all creative work, it is better if the creators 'undo' their own work in a sensitive and suitable way.

Talking Knots

Recommended use: a temporary gimmick for encouraging more equal participation in evaluations.

VERSION 1: This is a variation on 'rounds' or 'go-rounds' or 'conch' or 'talking stick'. It is a way of controlling participation when people are talking over each other. It is also a way of encouraging participation when it is low or uneven.

Tie a knot in a rope to make a rope circle. Everyone holds on to the rope while standing or sitting in a circle. The circle should be a suitable size for group discussion. There is just one knot in the rope. The person with the knot in front of them may speak. When that person has finished speaking they start moving the rope in a clockwise direction. The knot keeps moving round until someone with the knot in front of them wants to talk. That person calls 'stop' and holds the rope either side of the knot. Make it clear whether you, as facilitator, follow the same rule.

Variation: Tie a second knot in the rope to form a small loop representing the letter Q. Anyone with the Q loop in front of them may stop the rope to ask a question. The original knot works the same as before and is not simply for answering questions - unless you want to make it so.

Octopus Pie (Adjustable Pie Chart)

Recommended use: for increasing awareness of how time was spent

To create an adjustable pie chart with four 'slices', tie four short ropes together at one end to make a four-legged 'octopus'. Spread out the ropes in the form of a cross with the knot in the middle. You now have a pie chart with four pieces of pie. Place a label (or symbol) in each sector. The group task is to adjust the ropes (like the hands of a clock) until they are satisfied that the relative sizes of each sector represents how time was spent.

For example, the labels can be 'Facts', 'Feelings', 'Findings' and 'Futures'. Ask the group to adjust the sizes of the slices of pie to illustrate the relative amount of attention given to these items in a recent evaluation. As people move the ropes around they are likely to explain the reasons why they want to make the adjustment. If they offer no explanation, someone is bound to ask for one. This use of the adjustable pie chart helps to develop facilitators' awareness of how evaluation time is balanced between these four elements.

Nautical Symbolic Framework

What is Sea Scouting?

Sea Scouting is not new; in 2009 it celebrated its centenary in the UK with a Jamboree. Almost since the foundation of Scouting itself, Sea Scouting has evolved. In 1908 many Scout Groups in waterside towns and cities, with very little suitable open countryside or hills nearby, adopted boating – rowing and sailing – as their main activity. In 1909 B-P decided to take advantage of this. The fundamentals of Sea Scouting have their origins in the third, and last, camp in which B-P was personally involved. In 1909, he organised a camp in two sites – at Beaulieu in Hampshire and on the Training Ship “Mercury”, on the River Hamble. Half the scouts spent the first week of the camp at Beaulieu learning camp craft, cooking, pioneering, hiking, nature study, first aid, etc., and the other half on board “Mercury”, learning small boat handling, rowing and sailing, signaling, knots, splices and boatswain’s work. After the first week the Scouts changed places. On “Mercury” each Scout was given a sailor’s hat with a tally band embroidered “Sea Scouts”.

The Beaulieu/Mercury Camp is now recognised as the actual foundation of Sea Scouting, and the Scout association in the UK, celebrated this by holding the Sea Scout Centenary Jamboree in August 2009.

B-P was very happy with the “Mercury” experiment, and then sought the help of his older brother, Warrington, who was a certified Merchant Navy officer, a well known yachtsman and a pioneer in canoeing, as well as a practicing barrister. B-P asked Warrington to plan a Sea Scout training scheme and to write a handbook. In the meantime, to encourage the Troops that already called themselves “Sea Scouts”, B-P himself wrote a small booklet in 1910 called “Sea Scouting for Boys”. The Beaulieu/Mercury camp and B-P’s booklet resulted in the establishment of many Sea Scout Troops. Warrington took B-P’s request very seriously, took advice widely, and in 1912 published “Sea Scouting and Seamanship for Boys”. By this time it was obvious that Sea Scouting was a successful branch of Scouting, and B-P appointed a number of Sea Scout Commissioners to promote it, including one for Ireland.

Tom Browne, in his booklet, “Sea Scouting”, (published in 1951 as No.1 in the new series of “Gilcraft” booklets produced by Gilwell), wrote “the water-based Adventure Skills offer a rich maritime experience for any Group who chooses to use them.”

Sea Scout Groups will use these elements along with the core elements of Scouting Ireland’s youth programme to offer a successful Scout programme with a uniquely maritime flavour.

A Sea Scouting Symbolic Framework for Scouting Ireland

Any Group in Scouting Ireland can opt to use the Sea Scout Symbolic Framework. Where a Group chooses to be a Sea Scout Group, it will offer the Sea Scout Symbolic Framework throughout every Section in that Group.

A scheme of Nautical Badges has been designed to incorporate and encourage appropriate nautical terminology, symbolism and know-how in a progressive manner through each Section. They will support and reinforce the Sea Scout Symbolic Framework and will help to provide a nautical atmosphere and tradition among Groups using that Symbolic Framework. They provide a structured approach to gradually immersing the youth members in an appropriate nautical atmosphere and so they help to reinforce the chosen pathway of the Group in becoming a Sea Scout Group.

To emphasise the progressive nature of the Sea Scout experience, it is intended that the Sea Scout Symbolic Framework and the Nautical Badges be used in every Section in a Sea Scout Group. So it is recommended that Sea Scouting is implemented on a Group-wide basis, and not on a Section by Section basis.

Given that much of the activity time for Sea Scout Groups is spent on the water it is vital that Sea Scouts start to absorb water-related skills early on in their time with a Sea Scout Group. It is also most likely that older Sea Scouts will have high level of competency in this domain. This provides a real opportunity for Scouts in older Sections to support Scouts in the younger Sections by passing on their knowledge, experience and skill through skills instruction and personal example. It also creates a real opportunity for successful and worthwhile Group events. This opportunity for Group level involvement helps to creating a sense of family amongst members of all Sections and to emphasise the idea of a single progressive programme for all members of the Scout Group.

The elements of the Sea Scout Symbolic Framework are described in the following paragraphs. In order to maximise the effect, each Sea Scout Group should



endeavour to provide as many of these elements as is practical in their local circumstances.

Terminology

The terminology used in Sea Scout Groups is very relevant to having an effective Sea Scout Symbolic Framework. Youth members in these Groups should have no doubt that they are Sea Scouts, and that they are in a Sea Scout Group.

- All youth members in a Sea Scout Group are called Sea Scouts.
- The small teams of young people in each are called Watches.
- The leaders of the Watches in each Section are called Watch Leaders.
- The adult leaders in a Sea Scout Group are called Sea Scouters.
- The Section Leader may be called Skipper; assistants may be called Mates (1st, 2nd)
- Boatswain (usually in charge of boat maintenance), Boatswain's Mate, Coxswain, Purser.
- Naval titles (e.g. Captain, Commander, First Lieutenant, Petty Officer, etc.) should not be used
- Parts of the den should have maritime names

Every young person in a Sea Scout Group will pursue the Nautical Badges appropriate to their Section; this will help them to be aware of and to understand the usage of nautical terminology. The names of the Nautical Badges themselves help to reinforce the use of terminology (being called The Boat, Boatman, Helmsman, Navigator, Mariner, etc)

Emblems provide a powerful aspect to the Sea Scout Symbolic Framework. The symbols can appear as decorations or training materials in the Group's meeting place. They can also appear as functional items encountered by Sea Scouts in the course of their meetings and activities.

Examples of such symbols are anchors, capstan, oars, sails, waves, propellers, compasses, charts, sextant, stars and Constellations, e.g. The Plough and the North Star, Cassiopeia, Orion, other celestial objects, Group flags/logos, Troop flags, the Sea Scout Ensign, Watch pennants, etc. Other symbols - binoculars, telescope, sextant, crossed signal flags (semaphore), parallel ruler and dividers, wind-vane, silhouettes of sailing vessels

Examples of Watch pennants have been used in the past, and are probably still used in many Troops. The symbols for Port, Starboard and Middle Watches are the oldest and most traditional, probably dating from about 1916-

18. It is only in later years that more than four designs were needed, because most Troops never had more than four watches.

Scout buildings

The "ship" will have areas or spaces named after parts of a real ship (for example; Main Deck, Upper Deck, Bridge, Port side, Starboard side, Forecastle, Crow's Nest, Galley, Heads, Boatswain's Locker, Boat Deck or Boat House, etc).

The "ship" should also be decorated in a suitably maritime fashion. There might be a Ship's wheel mounted on the "quarterdeck", and an indoor flagpole for hoisting and lowering the ensign and the Scout pennant at the beginning and end of meetings. On the walls there should be sea safety posters, nautical flags, knot boards, charts, etc.

Outside the HQ or Den, if there is an open space on the Group property, there should be a nautical flag mast with a gaff, and if wished, a cross yard.

A good Symbolic Framework must strive to utilise and to encourage the imagination of each youth member. Legendary and historical mariners can be used in this regard, in a Section-specific context.

Contemplations

Involving themselves in a maritime community instantly provides young people with a spiritual aspect to their programme. They form part of a unique global community with a rich and varied heritage. The maritime community has members from all social strata and in both the developed and developing world

How does this work in practice?

Most Sea Scout Groups are based in sea ports, large or small, and they have no difficulty in feeling part of the maritime community. In most of the smaller ports there are fishing boats, in many of them there will be a Life Boat (RNLI), or a Coast Guard Unit, or both. Some of the Lifeboat Crew or the Coast Guards may be former or even still active Sea Scouts. It is natural for such organisations to cooperate with each other. For instance the Sea Scouts will often help to raise money for the Lifeboats. The lifeboat crew will usually be made up of local fishermen, The Lifeboat Station will regularly receive parties of Scouts, Cubs or Beavers at the Boathouse and show them over the Boat, and tell stories of rescues, and at the same time impress on the young people the importance of water safety and the use of lifejackets, ability to swim, the "Buddy System", etc.

Lifeboat crews and officials regard such visits as a very important aspect of their publicity for Water Safety. A very important relationship for Sea Scouts in a port be it big or small is with the Harbour Master. The Harbour Master has very wide powers in his harbour, and is responsible for enforcing the harbour bye-laws. Sea Scout Groups should ensure that they follow the harbour bye-laws that their moorings are correctly positioned and of adequate weight and scope to keep the boats from interfering with other moorings or drifting from their allocated place and that the HM is kept well informed of their activities.

The maritime community provides young people with a link to their ancestors, and with forces that are more powerful than man. From St. Peter the fisherman, all the way down through the ages to people like Ellen McArthur sailing single-handedly around the world, the maritime world provides a link between members of this community and their spirituality.

Unfortunately, the sea can be a very dangerous place, particularly when stormy. Tragedies are not uncommon, and the whole community feels the loss and sorrow caused. The Sea Scouts are regarded as part of the maritime community, and may be involved in a funeral Mass, or an anniversary, or the unveiling of a memorial.

The 10th October 2008 was the 90th Anniversary of the sinking of the Mail Boat "Leinster", with the loss of 501 out of 771 on board, including John Ross (founder of the original 5th Port Troop, and first Sea Scout Commissioner in Ireland) travelling to a Commissioners' Conference in England. Three weeks later UB123 struck a mine in the North Sea. The War stopped two weeks after that. A memorial service was held in St Michael's Church, Dun Laoghaire for the crew and passengers of the "Leinster" and for the crew of UB123 – all equal victims of a stupid and unnecessary war. A party of Sea scouts representing 5th Port and 8th Port attended the memorial service.

Ceremonies

Ceremonies form an important part of any Scout Group's activities. In Sea Scout Groups a maritime flavour is maintained throughout; both for regular ceremonies and for ceremonies that take place on a more infrequent basis.

Flag Etiquette

A National Flag at sea or in a maritime situation is called an "Ensign". An ensign may or may not have the same design as the normal national flag. In some countries,

naval vessels fly an ensign of a different design to the National Flag, e.g. the United Kingdom. In some countries yachts may wear an ensign which is different to the National flag. This applies in Ireland, where the Mercantile Marine Act of 1947 makes for provision for a "Special flag which may be worn in lieu of the National Flag". Vessels attached to many Yacht Clubs and the Sea Scouts have permission to wear such a flag. A Special Ensign, when flown correctly, i.e. in the correct position on a vessel afloat, or at the peak of the gaff of a nautical flag staff ashore, is treated as the National Flag, and it would be incorrect to fly the official National Flag simultaneously. Hoisting and lowering the Ensign ceremonially is often referred to as "Colours" - e.g. the preparatory order - "Stand-by for Colours!"

When afloat, a National Flag, or Ensign is said to be "worn", other flags are "flown". The ceremonies of hoisting colours at the start of formal meetings, and striking colours in a similar manner at the end are traditional. If the Troop uses the Boatswain's call, the correct pipes should be used. Ceremonies like this emphasise the maritime nature of Sea Scouting

Ensign – the National Flag at sea. In Ireland this is the Tricolor. A "special ensign" may be flown by vessels of clubs or associations which have Department of Transport sanction.

Jack – in naval vessels, a flag flown from the "jack staff" at the bow when at anchor or tied alongside. The Irish Naval Jack is the same as the flag of Leinster. Jacks are rarely flown in small craft, but may sometimes be seen in small motor craft. Note: the Ensign (National Flag) should not be flown from a jack staff.

House Flag – Shipping company flag. In Sea Scouting, Group flag if there is one, or Association flag.

Courtesy Flag - Flag of the foreign country being visited, on foremast or starboard yard arm

Nautical Flag mast

The usual structure is a lower mast and a top mast, with a horizontal cross yard, and a gaff, usually about 30° to 40° from the horizontal. The ensign goes to the peak of the gaff, the pennant to the mast-head. The mast takes its direction from the gaff, which, on a ship, would be pointing to the stern. The starboard yard arm takes preference over the port yard, so a Troop flag would go on the starboard side and the pennant of the duty watch would go on the port side.



International Code Flags

The international code is not used much these days, except for decoration, but examples of real signals will still be seen. Each flag has an alphabetical meaning, as well as a single flag meaning. In yacht racing, the flags retain their alphabetic designation, but are allocated other meanings for the regatta in question, which will be in the racing regulations for that regatta.

The most common use of the flags nowadays is for decoration on special occasions. A string of flags is taken from the bow of the vessel, to the top of the mast(s) and then down to the stern. Navies usually have their own order of flags, balancing colours, square flags and pennants, but other vessels, such as yachts, usually put them up in any order, the only advice given is to make sure that you don't spell a rude word.

Ship's Time

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The traditional method of indicating of time on a ship is by the use of bells and some Groups may use this during meetings to help the nautical atmosphere. The day is divided into seven watches of four hours each, except the two "dog watches" which are two hours each. This is to give an uneven number of watches so that the crew is on different watches each day.

Middle watch	0000 - 0400
Morning watch	0400 - 0800
Forenoon watch	0800 - 1200
Afternoon watch	1200 - 1600
First dog watch	1600 - 1800
Second dog watch	1800 - 2000
First watch	2000 - 2400

The bell is struck every half hour, the number of strokes depending on the time in the watch. Thus 1300 hours is "two bells in the afternoon watch", 1100 hours is "six bells in the forenoon watch" and 2330 hours is "seven bells in the first watch". A watch always ends with "eight bells", except for the first dog watch. The dog watches are different - the first dog watch goes from one to four bells, just as the first half of any ordinary watch. The second dog watch then goes back again to one bell, two bells, three bells but finishes off with eight bells. The strokes are made in pairs; when there is an odd number the single stroke comes at the end.

Personal effects

A sense of identity as a "nautical person" is an important aspect of Sea Scouting. So it is important that Sea Scouts are identifiable in their uniform and in their activity dress.

Activities and events

Some of the Sea Scout events that exist at present have a long and honourable history, and some are of more recent vintage. Similarly some activities and events popular many years ago have disappeared. Most prominent among these were the Senior and Junior Signaling Competitions, which naturally disappeared when Semaphore and Morse Code became obsolete with the availability of the mobile radio ("walkie-talkie").

Dublin Sea Scout Regatta

This first started in 1914 with a skiff rowing race for the Wood-Latimer Cup. There were also punt races for different age groups, and some swimming races. The event continued annually, and various other races and events have been added, or subtracted, at various times. There was a gap in 1922 and 1923 due to "disturbed conditions" i.e. the Civil War. In early times the Regatta was most commonly held in Ringsend, and occasionally in Dalkey or Dun Laoghaire. There used to be swimming races in the Regatta from the earliest times, but these were withdrawn many years ago and organized into a separate event. In more recent years the Regatta has become settled in Dun Laoghaire and is usually held on the last Saturday in August or the first in September. The programme consists of rowing races in East Coast skiffs, and in BP18s. There are also punt races, and canoe sprint races (kayaks only).

Sailing Regatta

This event started as an event organized by the Sea Training Centre on the old lightship "Albatross", which was based in Dun Laoghaire Harbour. When Albatross unfortunately had to be withdrawn from use, intermittent attempts were made to keep the Sailing regatta going, with varying success. A few years ago, a change in type of event was proposed - it was turned into a Team Racing event and this has given it a new lease of life. This year it was held in Broadmeadow Water, Malahide.

Seamanship Competitions

annual competitions run at the end of the boating season.

Captain Hamill Cup

Competition in seamanship for under 15s. Boat Crew of five Scouts (a Leader acts as Coxswain).

Sir William Fry Cup

Competition in seamanship for under 17s, Boat Crew of six Scouts.



Captain Desmond Fortune Memorial Trophy
Presented by the Irish Association of Master Mariners for individual Competition.
The prize also includes a cruise on a sail training vessel.

Swimming Gala

From its start in 1914 until the late 60s, the Dublin Sea Scout Regatta had included swimming and diving events. As the Regatta programme became longer with the inclusion of canoeing events, swimming was removed and made into a separate Swimming Gala. At first it was run from the Bull Wall, but later moved to the Clontarf Baths. When Clontarf closed, the event lapsed for a while and was then revived in an indoor pool.

The Dublin Boy Scouts Association Swimming Gala started in 1919, and was for many years held in the Iveagh Baths. However, some years ago it petered out and ceased. The Sea Scout Swimming Gala has therefore continued on as the Scout Gala.

Canoeing Events

Canoe Sprints. This event started about 25 years ago. Nowadays it is usually held early in the season in Malahide, Co. Dublin

Scout Long Distance Canoe Race

This was originally called the Sea Scout Liffey Descent. Later, to avoid confusion with the International Liffey Descent, the title was changed to the "Sea Scout Long Distance Canoe Race. Later, to accommodate "land" Troops that were becoming interested in canoeing, the name was changed again to the Scout Long Distance Canoe Race.



Assessing Adventure Skills

This document outlines the procedure involved in the assessment and awarding of the Adventure Skills stage badges. This is an interim procedure for three years which will be reviewed during the summer of 2013.

It is important for all Scouters to understand that at all times the association's Safety Guidelines and Boating Guidelines must be adhered to when undertaking Adventure Skills.

Please note that the term 'Scout' refers to all youth members, be they Beaver Scouts, Cub Scouts, Scouts, Venture Scouts or Rover Scouts.

Scout Skills and External Skills

For the purposes of assessment the nine Adventure Skills have been grouped into Scout Skills and External Skills:

Scout Skills

Camping, Backwoods, Pioneering

External skills

Emergencies, Hillwalking, Air Activities, Paddling, Rowing, Sailing

Assessment by Scouters

Scouters can assess stages 1 to 6 of the Scout Skills and stages 1 to 5 of the External Skills, so long as they have the relevant knowledge and experience to do so. Using the Adventure Skills Handbook the Scouter should carry out a **Self Assessment** to determine that they have the relevant knowledge and experience to assess a stage. If after carrying out a Self Assessment the Scouter believes they do not have the relevant knowledge and experience to assess a stage they should look to bring in assistance. Please see 'Bring in Assistance' below.

Peer Assessment

The preferred method of assessment is Peer Assessment. This is where one Scout assesses another for an Adventure Skills stage badge. At all times however the Two-up rule must be observed, which means that the Scout must hold a stage two higher than that being assessed. So for example, a Venture Scout who holds Stage 5 Air Activities can only assess another Scout up to Stage 3 Air Activities. Peer Assessment is to be encouraged at all times.

Advanced Stages

The Advanced Stages are those stages of the Adventure Skills where there is close correlation to external skill qualifications or a high degree of organisational responsibility. The Advanced Stages are:

Scout Skills	Stages 7, 8 and 9
External Skills	Stages 6, 7, 8 and 9

Assessment Criteria

Adventure Skill	Scout Skills: Camping, Backwoods, Pioneering	External Skills: Emergencies, Hillwalking, Air Activities, Paddling, Rowing, Sailing
Stage 1	Scouters can assess	Scouters can assess
Stage 2	Scouters can assess	Scouters can assess
Stage 3	Scouters can assess	Scouters can assess
Stage 4	Scouters can assess	Scouters can assess
Stage 5	Scouters can assess	Scouters can assess
Stage 6	Scouters can assess	Holder of Stage 8 or 9 (or external experts) can assess
Stage 7	Holders of Stage 8 or 9 can assess	Holders of Stage 9 (or external experts) can assess
Stage 8	Two holders of Stage 9 (or external experts) must assess jointly	Two holders of Stage 9 (or external experts) must assess jointly
Stage 9	Two holders of stage 9 different to those who assessed Stage 8 (or external experts) must assess jointly	Two holders of Stage 9 different to those who assessed Stage 8 (or external experts) must assess jointly

As the above table demonstrates, any Scouter who wishes to assess a Scout for one of the Advanced Stages must first be assessed to the relevant stage standard. These assessments are carried out by a member of the relevant Expert Panel.

Adventure Skill Expert Panel

The Team Lead for each Adventure Skill is responsible for putting together an Expert Panel for their Adventure Skill. The Expert Panel is a pool of Scouters who have been assessed to Stage 7, 8 and 9 standard, as well as Scouts who hold those Stage Badges.

The role of the Expert Panel is as follows:

1. To assess Scouts for the Advanced Stages.
2. To assess Scouters for the Advanced Stages to allow them to become members of the Expert Panel.

Once a Scouter has become a member of the Expert panel he/she is free to assess Scouts for the Advanced Stages as outlined above. Upon successful assessment, the Expert Panel member will give the Scouter / Scout a completion certificate to allow him or her to be awarded the relevant badge as per below. (This will also act as a voucher for the purchase of the badge from The Scout Shop).

Awarding of Stage Badges

Once a Scout has been assessed for a Stage by any of those mentioned above, there should be a simple decision taken to award the badge by the following:

Beaver Scouts	The Beaver Section Scouters
Cubs Scouts	The Sixers Council
Scouts	The Patrol Leaders Council
Venture Scouts	The Venture Scout Executive
Rover Scouts	The Rover Crew

As these are the groups who should award badges in the various Sections, it is important that they confirm that the assessment has indeed taken place and that they then 'sign off' on that assessment, allowing the Scout to be awarded the badge.

Purchasing of Stage Badges

All Stage Badges are available from the Scout Shop. To purchase one of the Advanced Stage badges a Scout or Scouter must present a voucher to the Scout Shop which has been given to them by the member of the Expert Panel who assessed them. The other Stage Badges can simply be purchased as required by a Scout or Scouter.

Bringing in Assistance

Each Scouter will have different levels of knowledge and experience in each of the Adventure Skills. The Scouter should determine what Stage they feel comfortable at for each, and should only assess his or her Scouts to that Stage. Where a Scouter feels that he or she does not have the relevant knowledge and experience to assess the Stages indicated above as "Scouter can Assess", training and assessment of an Adventure Skill Stage can be done by any one of the following:

1. Other Scouters.
2. A Scout that holds a Stage two higher than that being assessed.
3. Programme Centres.

4. Adventure Skill Expert Panel.
5. An External Expert.

Scouters should keep in mind that to award an "Advanced Stage" they must be affiliated to the relevant "Expert Panel".

Other Scouters in the Group and County

Different Scouters will have varying knowledge and experience in different Adventure Skills, and Scout Groups should have carried out a skills audit as part of their preparation for ONE Programme. Just as Scout Groups should have a knowledge of the skills held by each Scouter in the Group, it makes sense for a similar approach to be taken in the County. Scouters should not be afraid to approach other Scouters in neighbouring Groups to ask for assistance if those Scouters have the relevant knowledge and experience in the Adventure Skill the Scouts wish to develop.

Scouts in the section or other sections in the Group (Peer Assessment)

Scouters should be aware that individual Scouts may well have a much higher level of knowledge and experience in a particular Adventure Skill. At all times however the 'Two-up' rule must be observed. For a Scout to carry out an assessment, he or she must hold a Stage two higher than that being assessed.

Programme Centres

A number of Scouting Ireland Programme Centres and Campsites offer courses for different stages of different Adventure Skills. Typically these will be Stages 4 through to 7. Scouters should note however that in most cases a single weekend course will not be sufficient to attain a Stage. It is most likely that a certain amount of preparation work will need to be done before the event and further experience will need to be gained after the course. For more details check out the Adventure Skills section on scouts.ie.

The Adventure Skill Expert Panel

The main body of work for Expert Panels is to assess the Advanced Stages, both for Scouts seeking to achieve the Stage Badges and for Scouters who wish to be added to a Panel. However, members of this panel may also be available to assist individual sections if they so wish with the other stages. CPC's will have details of those on the panel of each Adventure Skill in their County.

External experts

Outdoor centres or individual qualified instructors can be used by Sections to teach and assess Stages in much the same way as the Programme Centres. They will be useful for Hillwalking, Air Activities, Paddling and Sailing which have external bodies and qualifications. Lists of acceptable external experts will be available on the Adventure Skills section of scouts.ie.

As can be seen, there are ample opportunities for a Scouter to bring in someone to work with his or her Scouts. A lack of knowledge on the part of the individual Scouter should not hold back the Scouts from progressing through the Adventure Skills.













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