

The Spirit of Adventure



Scouting Ireland



SCOUTS

ONE Programme

This resource is an aid for Scouters so that they can understand the key components of their Sectional Programme.

It is presented in two parts - Part One presents an overview of the ONE Programme and how it is designed to work across all Sections in a Group.

Part Two presents the programme as it relates to the xxxxxx Scout Section in particular.

This resource is not a replacement for formal training sessions or practical hands on experience. Each Section will be different and the interaction between Scouters and young people will depend on local conditions and personalities.

This resource should be read in conjunction with the Scouters Manual that provides more in –depth detail on some of the elements presented in this resource. Our website www.scouts.ie also contains a number of additional programme resources and supports, which again, should be reviewed and consulted as part of your interaction with this resource.

Scouting is a movement for young people SUPPORTED by adults. What happens as part of the programme of Scouting is determined by young people, across all age sections. To support young people in their quest might sound easy to do, but in fact, it is perhaps the hardest job that an adult working with young people will practice.

There is a tendency among all adult to direct and control – particularly when working with younger scouts. There is, of course, the need to protect and apply the wisdom of adulthood, and this is most important but in the context of Scouting we need to create an environment where young people can explore, make mistakes and learn from these experiences.

Supporting young people within Scouting means allowing them the space to learn and grow; to empower them, by allowing them to make decisions and determine their direction; and to be there to help, advise and coach. Baden Powell, our founder

once said 'Scouting is a game for young people and a job for adults' so the notion of supporting is not an easy task.

This resource will outline the key principles and tools that are available to enable this to happen in your Section and we will explore these and provide guidance and wisdom as to their use.

Some key principles must be understood before this resource makes sense and these include the following

The Scout Principles – these relate to the educational objectives

The Aims of Scouting – these again relate to the educational objectives

The Scout Method – these relate to the way we do things in Scouting

Education

Scouting is an non-formal educational experience and is firmly rooted in the 'experiential educational model' which is that by 'learning by doing' and examining and internalising that learning through a review process we gain knowledge about the task completed but also about ourselves leading to the personal growth of the individual.

In Scouting we undertake this process in small teams so that the experience is both individual and team based. This process enables an extended learning process and results in higher personal realisations and inter-personal skills.

What is important to understand is that the 'task' - the Team is expected to complete - is of least importance, it is the interaction of the team and the dynamics of that team that are of crucial importance. Camping therefore is a key learning space as it is within this environment that the intensity of the Scouting experience is witnessed. The small working teams (Lodges, Sixes, Patrols, Units, Crews) have to live, eat, sleep and get on with each other for the period of the event. Camping is a micro-society as such and young people get to 'play' the game of life. Solving problems, organising the routine, getting on with others and getting things done are some of the great advantages for young people.

The Scouting Environment

The Scouting environment is the outdoors. This is our number one learning space and the place where the game of Scouting is played. The ideal suggested mix in this regard is 70% outdoors and 30% indoors – giving our Irish climate. Camping, in particular, has a special place as it is here that teams interact in a social and skills based environment in close contact with nature. Challenge and adventure are also present in an outdoor setting.

Other essential elements encapsulated in the Scout Principles and Law are the spirit of and development of the Duty to Others aspect of our programme – the ideal of the daily good deed and service to our communities. Scouting exists in communities and it is vitally important that Scouting interacts with their local community. Service to others is a tangible element of our programme dealing with this commitment.

The Sectional identity and spirit work to create a sense of belonging and friendship open to all. The team system is the method used to establish and maintain this aspect.

Creating a value system based on living the values expressed in the Scout Law and Promise. This value system becomes the method by which a Scout lives and works with other people within the team system and their attitude to Scouting.

Ceremonies are another essential feature of Scouting and help to reinforce every aspect of the programme. Through ceremony we reward progress, create wonder and celebrate achievements.

Educational objectives

Educational objectives are a series of statements that state the personal growth that we expect to observe in young people who interact with the Scout programme. There are 36 statements and they are grouped under each of the 'SPICES' – social, physical, intellectual, character, emotional, spiritual. We use an underlining principle, which is, that we expect all young people who interact with Scouting to take 'one step forward' in everything that they do. A young person should never be at a disadvantage for being a Scout. The educational objectives therefore are a reference to determine the progress of a Scout along their personal journey to adulthood. Within the ONE Programme they are used in the 'review process' to determine progress and understanding.

Within the creation of the programme of the Section they are also identified and built into the content and objectives of activities that form the steps to an adventure within the programme cycle.



Small team structure

A Section is a collection of small teams and not a collection of individual Scouts. Each team has a leadership structure with a young person assuming the role as team leader (Lodge Leader, Sixer, Patrol Leader, Crew Leader). Leaders are not born but created and this is the principle in operation within the team structure. Scouting is in fact an apprenticeship in leadership. From the very first day a young person joins Scouting they embark on a journey to leadership. This process is a layered on experience starting in a simply way and building bit by bit so that a young person, in time, can assume the leadership of their team. The team are the unit used for all

activities in Scouting, games at meetings are inter – team, the team camp together and work together, the team determine programme and contribute to other meetings and forums via their team leader.

The review process is undertaken in teams and the individual and collective knowledge and learning is acknowledged.

It is against these key elements that the Scout programme is created and presented to young people. We will now take a look at how a programme is created and how each of the elements above take their place in this process and how the various tools and resources are used in these contexts.



ONE Programme

The ONE Programme is the processes we use to create the Scouting experience. The word ONE means that the key elements of the programme are present in all Sections and are used in an age appropriate way.

If you consider that a young person is on a personal journey of discovery then the experiences, methods and skills gained are carried forward on that journey through the various sections.

Five key elements are the same across all sections

The team system

The programme planning process

The Plan, Do. Review process

The Scout Skills levels

The Special Interest badges

Another consideration is the support model – adults and young people working together. In the younger sections the adult support role will be greater whereas in the older sections the adult support role will be more at a partnership or coaching level.

In all sections the adults works with teams and with individuals to ensure their advancement in all aspects of Scouting.

The Team system

The team system exploits the natural gang instincts of young people and is the natural medium for learning – both in terms of inter-personal skills development and

scouting skills expertise. The team work together and learn for each other in the process. Older members of the team will usually have more experience and this is passed on in a natural way to younger members.

Each member has a say in what the team will do and the leader of the team also acts as a representative of these views at other meetings and forums within the Section.

Within this structure all is not as 'rosy' as it might seem and the role of the adult supporting this process is two-fold...working with the leader of the team and working with the team as a whole. It is important that young people assume the role as leader of the team and exercise this role to the best of their abilities, having a positive impact on its members. This is a big consideration for young people who often do not possess the skill-set to undertake such a role. The role of the adult is therefore to 'coach' the young leader in their role, suggesting actions and offering assistance from a far or at other forums or training sessions. In working with the team the adult should ensure that they work together to the best of their ability and recognise any successes.

A good team structure or system needs time to be developed and it is not automatic. A Scouter working in an established Section will find a system already in place and working over many years. In a new section this system needs to be developed and fostered. Of course, this does not say that all systems and structures are correctly functioning and often a Scouter team will have to rework or recreate a working

structure. Young people are, of course, always moving forward so the makeup of a team will change as young people advance to other Sections. If a good natural system of leadership is in place a new person will take up the leadership position but the dynamic of the team may change and the Scouter will be involved in this process.

Team spirit

Team spirit and identity are very important. They are not team A,B,C,D but rather the Fox Patrol, the Lion Patrol or whatever name they choose to call themselves. The collective history and experience of the team is valuable in bonding the team together plus the mixture of characters that make up that team. Friendship and loyalty are key features to be observed. The team will also have its own space within a meeting place where they can talk, discuss and plan actions. This area may also have its own identity determined by flags, notice boards and suitable branding...it is their 'gang den' or 'hideaway'

Considerations

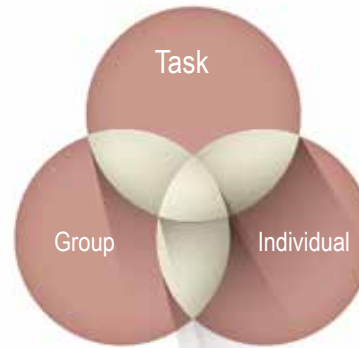
- **It is a natural learning space of young people**
- **It is a natural place to learn inter-personal skills**
- **It is the natural place to gain and learn leadership skills**
- **It builds friendship and mutual support structures**
- **It is the natural operational unit of a section**
- **It allow democratic interactions and representations the team advance in team knowledge and individual development**
- **It take time to become established correctly**
- **It needs constant support and guidance**
- **It needs on-the-job training and support of its leadership**
- **Teams need to formed correctly to ensure success**
- **Lack of leadership can cause the team to stumble**
- **Task management needs to learned by experience**



Leadership Training

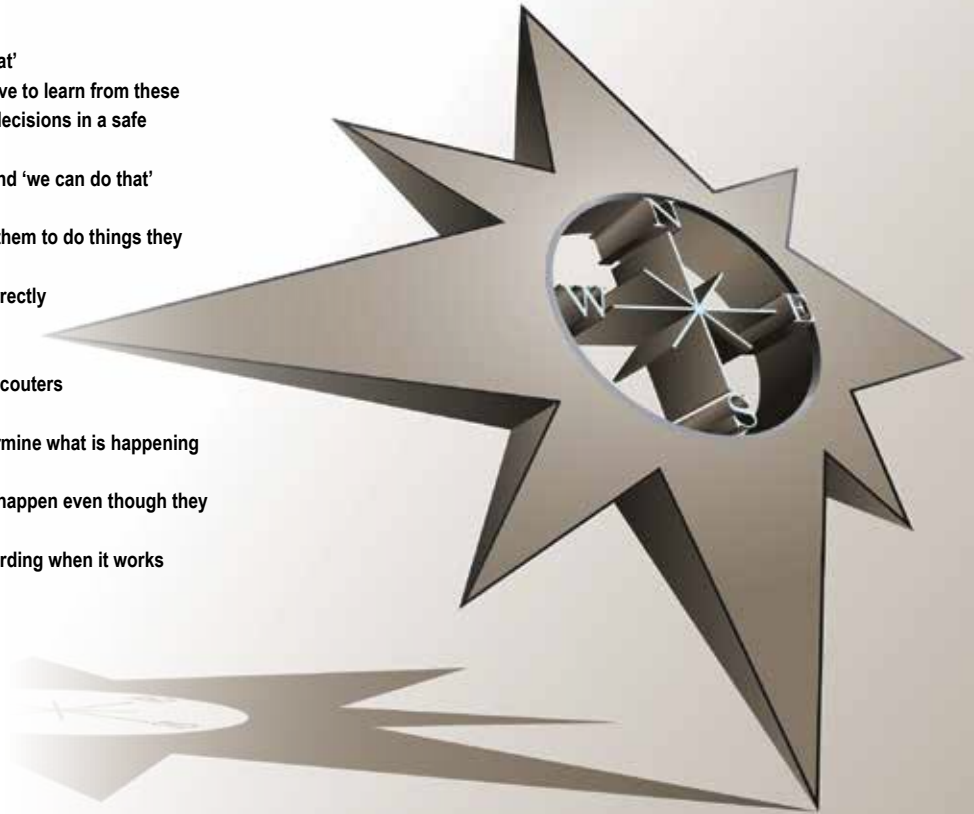
Scouting as we have stated above is an '**apprenticeship in leadership**'. This happens from the very first time a young person steps into their first meeting or activity. The method employed is based upon a 'layering on of responsibility' model. In real terms a Scout is given responsibility – starting at simple tasks and building to more complex undertakings. Initially the Scout will be part of a team or a sub team and through a series of tasks and experiences gained the young person will gather and refine their leadership skills. Creating a budget for a weekend camp for example is a leadership skill as is planning how to build a pioneering project. Managing the process of completing the 'tasks' during a meeting or activity is a management and leadership achievement. So at all levels within the team, from the Scout who looks after the notice board to the Scout with an expertise in first aid each is on an apprenticeship journey in gaining valuable life skills and leadership skills.

The job of the Scouter is to support this process. This is done by working very closely with the team leaders in an on-the job role and also ensuring that the layering process is achieved in each team. The Scouter should be able to see this in action and observe it at first hand. From time to time the Scouter might suggest to the leader of the team that some individual Scout might need more responsibility or be ready to take on more responsibility. This interaction or advise and coaching would happen via one – one conversations with the team leader or at council meetings within the Section – team leaders and Scouters meeting.



Considerations

- Leadership skills take time to build and get 'good at'
- Mistakes will always happen and young people have to learn from these
- Giving power to young people to make their own decisions in a safe environment
- Builds a solid base of responsibility, confidence and 'we can do that' attitude
- It fosters growth with a young Scout and enables them to do things they did not think they had the capability to do
- It takes time and commitment to get it working correctly there will be many failures and mistakes but they must be seen as learning opportunities
- It requires a lot of patience and perseverance by Scouters to support this process
- It requires observation and listening skills to determine what is happening and the opportunities that exist.
- It requires the scouter to back off a little and let it happen even though they want to jump in and solve the problem for them
- Supporting this process is hard but the most rewarding when it works



One to One Relationship

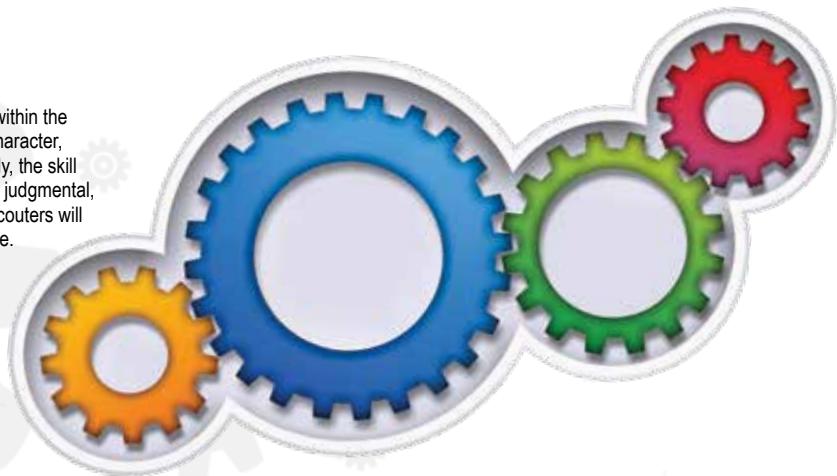
A Section, as we have presented, is comprised of teams and of course within the team structure are our individual Scouts. Each with their own dreams, character, expectations and skills; a Scouter need to get to know them all. Certainly, the skill required is the ability to talk and listen to young people not in a parental, judgmental, rules and regulations way but in a friendly and supportive way. Some Scouters will have this as a natural skill and others will have to learn this skill over time.

First steps are the building of a relationship – trust, friendship, support, guidance, listening, responding. It will be a two way process, of course, as Scouts will see the Scouter as 'being in charge' or in a 'teacher' role as their experience to date - in a school environment - will be such. In Scouting the Scouter /young person relationship is more a big brother/big sister relationship. The Scouter is approachable, friendly, fun to be with and a partner in the fun and activity of Scouting.

We have mentioned above the role of the Scouter in interacting with the team and the team leader and the one-one relationship stems from this. Firstly getting to know the Scout in a general context within the teams and as time goes by to understand the needs and expectations of the individual as they reveal themselves in review sessions. Child safety and protection are to the fore and one to one relationships are built in that context via group discussions and in the presence of other Scouters and Scouts.

Personal progress of the young person is important and every Scout should have the wherewithal to identify their personal journey direction. The Scouter therefore needs to be in a position to understand where every Scout is in relationship to these goals. The review process, conducted as part of the programme cycle, will allow these insights. Collective sharing of information among the Scouter team will also provide insights.

The Scouter team is an 'on-the job' learning space for Scouters, watching others do it via an experienced Scouter is a good way to pick up tips. We each have our own personality so learn by observation but do not become a 'clone', young people will see right through this, be yourself and find your way of supporting each Scouts.



Considerations

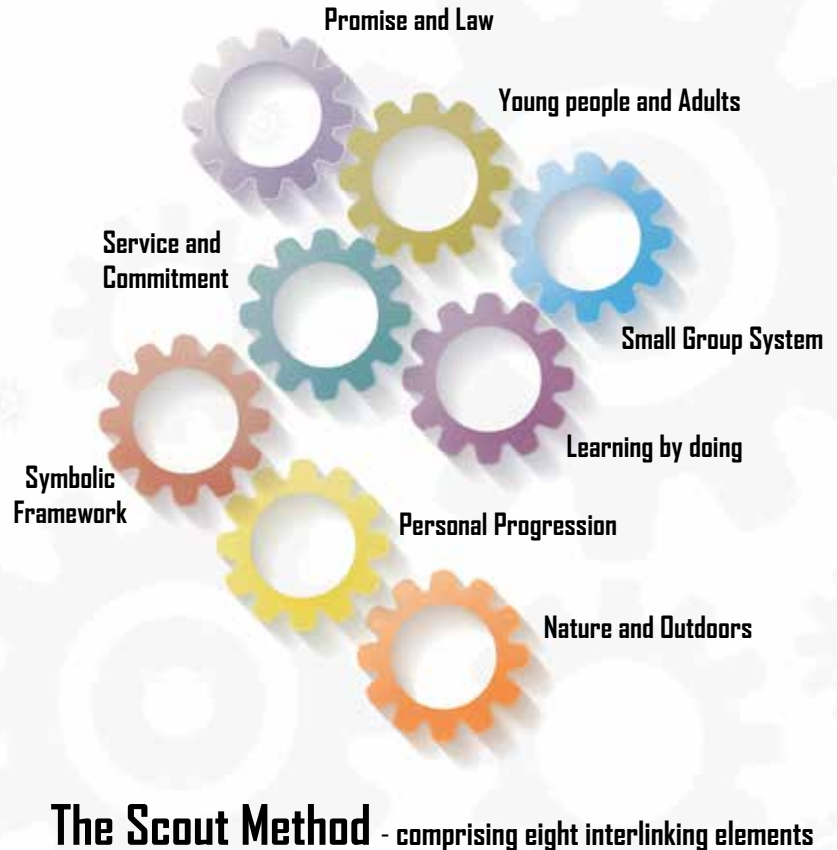
- You need to know your Scouts so you can fully support them on their personal journey
- You need to develop your way/style of talking to and listening to young people
- You need to find the 'big brother/big sister' element in your personality
- The needs of young people come first – you are supporting them not directing them consider child protection at all times and adhere to all recommendations
- The job is to empower young people and facilitate this
- It is a skill that has to be learned
- One to one in a 'group context' not one to one in a 'alone together context' personality clashes can sometimes occur
- Be careful of favouritism and treat everyone equally
- Share all observations and conversations with other Scouters
- Watch more experienced Scouters and adapt best and good practice models of behaviour

Overview

The above considerations form the backdrop to what and how adults work with and support the programme of Scouting. All adults are part of the Scouter team and they are not alone in this work. The Scouter team will have a wealth of experience within it ranks and together they achieve the objectives of the Section. This Section Scouter team are again members of the Group Scouter team and are equally supported across the Scout Group structure. So, each Scouter is unique and each has a valuable role to play in the development of young people within their Section. It is the collective responsibility of the Group and in turn the Section to ensure that every young person experiences Scouting of a type and quality that they wish to enjoy and that we would wish them to have on their journey along the Scouting trail.

Scouting's model and methods are tried and tested and have proven their worth and value as a youth development process for more than a century. They are scientifically sound and while simple they do have the power to change the lives of young people and aid towards their personal development as the adults of the future. The work you do as a Scouter is influential in the lives of each of your Scouts.

Each of the elements described above in simple terms can be expanded on in various other resources which explain these concepts further and in more details. The purpose of this resource is to highlight these elements so that they are foremost in your mind and resulting behaviour and attitude. The practical tools and methodology that we will now go on to explore are useless unless we fully embrace the key concepts of 'supporting young people' on their personal journeys through Scouting. The Scout Law and Promise (an element of the Scout Method) is another key element that binds the whole experience together. Every Scout takes the Promise and seeks to live by the Scout Law. This indeed is a common aspect of every Scout's life and it provides the rule book for the game of Scouting.



Building adventures

The activity of a Section is expressed through the programme it offers to its members. Each Section will have its own approach and indeed every group, across the country, will offer their unique blend of elements making every Sectional programme exciting and special.

Throughout all the Sections in a Group the programme is presented through what is called a 'Programme Cycle'. This programme cycle can have any time-line but it contains three crucial features – Plan, Do, Review.

Each programme cycle is built around an adventure or series of adventures leading to a key highlight within the yearly programme.

Normally, a programme cycle will last around 4 weeks (but can be shorter or longer) so in theory a Section will experience 12 adventures (programme cycles) during a yearly programme with a highlight activity such as an annual camping experience or expedition.

So some key words

Plan, Do, Review – our key learning model

Programme Cycle – the time necessary to complete the Plan, Do, Review process

Adventure – the highlight of a Programme Cycle

Highlight event - the key annual event or focus of the yearly programme

The 'adventure' is the main highlight of the Programme cycle – the weekend camp, for example, and the meetings or associated activities are the 'learning spaces' to enable the successful completion of the adventure. So, for example, the Scouts will need to be able to build an oven on the camp so that they can bake a cake. The

weekly meeting or a special day activity might be created for the Scouts to learn how to do this so it can be completed with success on the weekend camp.

Within this process all of the Scouts will be involved in the creation of the adventure, the weekly meetings and activities. The team system will be used at all times and all the interactions associated with this process will be focused on the programme cycle and the planned adventure.

The Plan, Do, Review method is used....so the adventure is planned, it takes place and finally the programme cycle is reviewed and learning is determined.



The process

The first step in the creation of a Programme Cycle or series of cycles is an ideas creation or generation brainstorm or buzz session. This is where the ideas for adventures are created and selected for the forthcoming months.

Let's look at this process

Scouts will talk among themselves for weeks in advance of this session. Team leaders will also have discussions on the matter and will fine tune ideas to be brought to the session. Individual Scouts will of course have their own dreams and ideas.

The Scouter team may have a few ideas also that they want to present or perhaps some research on ideas that might have been suggested at chat sessions or team leader and Scouter meetings.

A brain storming session is organised and all the Scouts of the Section are in attendance.

A number of brainstorming techniques can be used but the following method is preferred and works well.

Each participant is provided with a number of 'Post its' on which to write their ideas (usually 3- 5 'post its' but more if the participant numbers are low – Venture and Rover Scout Sections).

Each Scout is invited to write their ideas on the 'post its' provided – one idea on each 'post it'. Teams can also present ideas, if these have been discussed at previous meetings, and Scouters can also add ideas. In all cases the rules are the same – 3-5 'post its' for everyone, team, Scouters.

All of the ideas are placed on the wall of the meeting place and everyone is invited to look at them and explore their contents.

The Scouter leading the session might start grouping ideas...for example if a lot of people suggest 'cycle hike' he would move the idea 'post its' together on the wall.



Once everyone has had a look - the Scouter will explore each of the ideas in turn with the participants. For example he might ask a scout to present the cycle hike idea. The Scout is then asked to explain his/her idea further so that everyone has a better picture of the idea suggested.

In a small gathering all ideas can be explored but in a larger gathering the more unusual ideas may only be explored in detail. Collective ideas such as camps can be discussed to determine the feel and shape of that activity. Once the ideas are determined the ideas are auctioned off in turn to the Section. Those ideas that reach the required number of votes are placed on another wall in the meeting space.

The agreed ideas are then discussed from the point of view of two aspects – what is the adventure activity and when will it happen. The purpose of this period is to create a worthy adventure to become the highlight of a programme cycle. The second consideration is when the event will happen. Once this is decided the 'post it' or series of 'post its' are placed on a calendar sheet.

Next step is to create a series of flip chart pages. Each page represents and programme cycle with an adventure at its core. Normally it will be about 4 programme cycles, so 4 flip charts sheets will be presented. Each team is given one of the sheets to start and they have approx. 5 minutes to add onto the sheet all of the items they need to know to undertake the adventure. The team are also asked to consider the SPICES and the possibilities for scout skills and special interest badges. In relation to the SPICES - can they determine each of the elements within the ideas suggested and make suggestions for any shortfalls. After 5 minutes the sheets are passed to the next team and when the cycle is finished a full sheet of ideas and suggestions related to the programme cycle are present on the flip charts.

The session is now finished. This type of brain storming session may happen 3-4 times a year. From these sessions a yearly programme can be compiled around a series of programme cycles.

Don't forget the yearly highlight event. Some Sections chose this event as a first step with all other adventures leading to this highlight. Others create a whole adventure and programme cycle around this event. All of this is decided by the Scouts within that Section.



The Scouter Role

The Scouters role is one of managing the process. The physical management of the meeting space is one thing but the careful interaction with the Section is another. The Scouter needs to tease out ideas, make sure everyone has a say and discussions are fair to all. Not every idea will be picked and the Scouter should be aware that every idea is an idea from a Scouts head. The camps and outdoor activities will always be popular but other ideas such as drama or chess playing might have limited appeal. The Scouter has to be clever to get balance between all of these factors, variety is the spice of life and a mixture of activities is often more exciting than the usual stuff.

The Scouter should also be seeking to push the capabilities within the suggested ideas beyond the normal to create new challenges and experiences. Also at the back of their heads they should have the SPICES in mind and the 'roundness' of the programme, so that the final product can be exciting, challenging and enabling for all young people.

This process will be different in each Section but this is the basic format. There are a collection of suggested adventures available for each section (36 suggestions for each Section). These adventures have been balanced so that over the collection of ideas all aspects of the programme will be covered. Some Sections use the open model suggested above and others use the selection of the adventure via the adventure sheets as their starting point.

The Beaver Scout Section has suggestions for adventures in the Beaver Scout handbook.

The Cub Scout Section use their Lands of adventure map to determine their starting point.

So, a Section can have an open session or have a starting point via a suggested adventure. In all cases the choice is determined by the Scouts in that Section and the idea of the whole process is to create an adventure highlight and a journey to that adventure....collectively the programme cycle.



Next steps...

The ideas have to be transformed into the weekly meeting and activity plan. This is a job for the Scouter team and team leaders. Through follow on meeting the detail of the programme can be laid out. During this process it is important that Scouters do not take control remember our key word SUPPORT... items within the programme plan can be undertaken by the Scouts in the Section. For example, the planning of a menu, or the contacting of people. Some items will best be done by a Scouter but there are many big and small jobs that can be passed to teams or members of the Section to complete or organise. Remember also the 'apprenticeship to leadership' ideal – many opportunities exist to layer on responsibility to everyone.

During the process it needs to be determined what the objectives of the programme cycle are. What elements are special, what elements relate to a particular SPICE and what elements involve learning and application of knowledge. These objectives need to be listed by the Scouter team and shared with the Team leaders as they will form the basis of the Review element of the programme cycle.

Each section has a method to log progress – the Beaver Scout map, the Cub Scout travel cards and bead system, the polar maps of the Scout Section. Each of these devices enables a young person to see their progress over the period of the yearly programme. The review process allows the individual Scout to determine their progress, the Scouter to observe and monitor this progress and for the other members of the team to applaud and contribute to the progress of all their members and the collective team knowledge and experience.

The tools that support the implementation of the programme

On the association website a number of additional resources are available to support various aspects of the programme. These include sets of suggested adventures for each section. Specialised material related to special interest badges and scout skills. Support materials related to leadership training, meeting structures etc. is also available.

The Scouter Handbook and the Adventure skills Handbooks should be referenced also to provide detailed information related to what is presented in this resource. Formal training course and conversations with other Scouters are also very helpful to get a global perspective of how things are done.

Let's look at the tools provided in each section in turn.

Beaver Scout Section

Planning

36 suggested adventures in Beaver Scout Handbook – these are graded by a SPICES value points

36 supporting sheets related to each adventure presented in the handbook for Scouters

Doing

the memory bag for each Beaver to collect items to aid memory in the review session.

Reviewing

the memory bags of each Beaver Scouts and the Beaver Scout map for recording progress.

Reviewing games

Cub Scout Section

Planning

The Cub Scout 'Lands of Adventure' map used to focus on adventures that can be planned

The Cub Scout 'Lands of Adventure' map and chapters within the handbooks

The 'Travel Cards' selected by each Cub Scouts to gain SPICES points– in the Cub Scout Handbook.

36 suggested adventures on the website

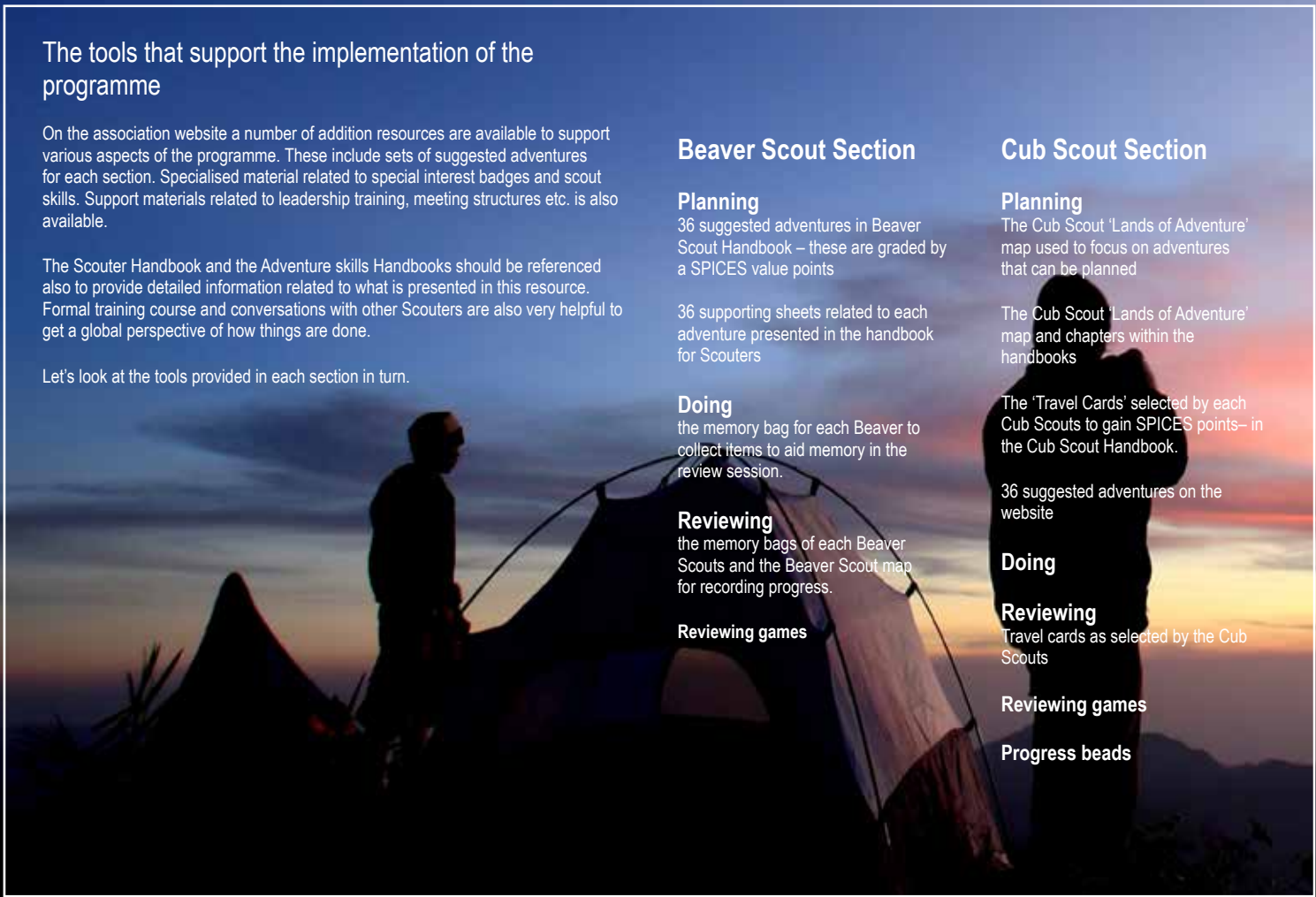
Doing

Reviewing

Travel cards as selected by the Cub Scouts

Reviewing games

Progress beads



Scout Section

Planning

Chadburn device – to discover the personal ideas of a Scout based on interests that can then be shared with the team.

36 suggested adventures on the website

Doing

Reviewing

Polar Antarctic maps to illustrate personal journey and by the order of steps in the stage badges.

Map records the progress of the Scouts and next stepping stones to take.

'Food dumps' identify experiences of Scouts and show possible future steps

Reviewing games

Venture Scouts

Planning

SPICES handbook and SPICE wheel to be used to determine a Scouts personal direction and personal challenges. This will aid towards the issues that a Venture Scout might consider to be important to them to build ideas for adventures.

Venture handbook

suggested ideas and explorations

Suggested adventures on the website

Doing

Reviewing

SPICE wheel Reviewing games

Rover Scouts

Planning

Rover handbook
36 adventure suggestions on the website

Doing

Reviewing games

Reviewing

The experience model used in Scouting – the Plan, Do, Review process has at its core the review element. This element is critical to the learning process. Until a Scout or anyone for that manner takes time to internalise and access what they have learned through an experience it serves no real value bar entertainment.

As Scouting is in the business of assisting young people in their development the review process is a vital component of the Scout programme. There are many ways of conducting the review – it can be done as the activity progresses or at the end of each day or in a sit down discussion at the end of the programme cycle.

In practical terms all of the methods are used or a mixture depending on circumstances. Reviewing is a process of learning from the experience, or enabling other to do so. It helps a Scout to get more from their interaction with others, life and recreation – especially if the Scout knows how to review an experience and can then match their learning to their dreams and ambitions.

The four key areas of the review process are :-

Facts
Feelings
Findings
Future (actions)

Conducting a review.

This review process is best managed under the four suggested headings and they become the agenda. A review session should not last too long (depending on Section) and can be undertaken in a fun way using games and devices (see separate resource). Scouts need to be comfortable so pick a place that is warm and allows Scouts to sit down and chat. It does not have to be indoors...a summer's day under a tree or sitting around a campfire are also good locations.



For younger Sections it is always a good idea to run a few review games to 'get the ball rolling' and get some very general reactions to the programme cycle. By using these games in a clever way it is possible to drill down on the information stream and discover what exactly has happened. Ultimately, the Scouts need to chat in their teams about the programme cycle experience.

The first item **FACTS** – this relates to all the basic facts of the cycle – it was good, we made a mess of the cooking, we learned six new skills, the weather was wet etc. Known facts and observations, positive and negative are listed. There should also be some discussion on how we can improve or make things better the next time.

FEELINGS – this relates in the main to the personal experience of each of the Scouts. How they felt about the challenge, how did they get on with other people, and what did they learn about themselves during the programme cycle. This part of the conversation will generally be very simple in younger sections but can be a more complex discussion in older sections. It is important that Scouts feel that they can say things in the confines of the team without causing offence or upset of other.

FINDINGS – what did the Section, teams and individual Scouts find out about themselves and others. This can be the fact that the team are not good at cooking or that the team are not good at working together. A Scout might discover something about himself related to having 'stickability' and perseverance for example. Or they may discover that some of their actions upset other members of the team. The findings can be wide and varied but most important of all the findings represent the learning that has taken place during the programme cycle.

The finding stage is also the time when rewards are given for learning achieved. Travel cards are punched, Beaver maps are coloured in etc.

Lastly, **FUTURE** – what did we learn from this programme cycle that we can carry forward into the future and make future experiences better. This will have outcomes for everyone – the Section as a whole, the teams and the individual Scouts and Scouters. If we have made mistakes we learn from them and seek to improve in the future.....this in essence is the 'learning by doing' process and key component of the Scout Method.

Each Section has tools to assist in this process – The Beaver have their memory bag, the Cub Scouts their 'travel cards', the Scouts the polar maps, the Venture Scouts their personal SPICE Wheel.

Management of the process

At the beginning of this process, in any Section, the Scouters will support and manage this interaction. Certainly, in the Beaver Scout and Cub Scout Sections the Scouters will be directly involved in the process with Lodges and Sixes. In the Scout and Venture Scout Section the Scouters can initially manage and oversee this process but in time as young people gain experience they can manage this themselves with a watchful eye of the Scouter. Rover Scouts are of an age that they can manage this process themselves.

Great care needs to be taken by the Scouter to ensure that the environment for the review process is correct. Under no circumstances should discussions be let drift into disarray with wild remarks and comments passing about. Scouts need to feel secure and safe to comment. It is a collective process and everyone should also have a chance to contribute and have their say. The key objective is to learn from the experience that the Section has just completed and bring this learning to a new level in the next adventure and programme cycle.



SCOUTS

The Scout Section presents Scouting to young people in the 10 -14 (15)* age range. This Section is primarily about Patrol based adventure and interactions. The Patrol (the term used for the team in the Scout Section) is its basic working unit. Everything in the section programme relates primarily to the Patrol.

* The age range of the scout section is three years. it can extend to 15 depending on local circumstances - this decision is governed by the Group Council



Within the Patrol structure there can be 5- 8 young people led by an elected member of that team to be the Patrol Leader. The Patrol Leader will have an assistant known as the Assistant Patrol Leader and each member of that Patrol will have individual jobs to undertake to support the actions of the Patrol.

The Patrol is a key learning space for young people and, in the context of the age range of the Scout Section, a valuable building block in the development of young people. The Patrol is a interactive space where young people can dream, explore, create, socialise, work together and grow as an effective team. Throughout the time spent in the Patrol a young Scout will learn important leadership and interpersonal skills that will prepare them to take on the role of leadership when the opportunity arises.

Camping and outdoor activities are excellent opportunities for young people to work together, bond and overcome many challenges and adventures - through this process they will discuss, agree actions, follow through on decisions and learn by the experience.

The Scout Programme therefore are a series of opportunities for the Patrols to interact. It is within the interaction with the programme that young people gain the insights that will help them to know and push beyond their limits. Over time in the section they will grow in leadership skills, responsibility and capability and grow and expand their character and skill sets.

The adventures of Tom Crean and his Antarctic expeditions provide the backdrop for the Scout Section ONE Programme. Tom Crean (as a role or hero model) 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 4 stage Awards are called The Crean Awards. The first three stage of the awards 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.

Building Blocks of a Scout Troop

Number of Scouts

A 'typical' Scout Troop might consist of between 24 to 32 Scouts, that is to say four Patrols of 6 to 8 Scouts each. Of course there is nothing wrong with smaller or larger numbers, but from the point of view of creating a vibrant community, these numbers tend to work best.

Patrols

Irrespective of the number of Scouts in a Troop, the key to its success is the Patrol System. Even in a Troop with small numbers, every effort should be made to have at least two Patrols. It is important to stress that having Patrols in a Troop should not simply be an exercise in dividing the Scouts up into convenient sized groups. The programme of a Troop should be predominately based

around Patrol based activities, where the Patrols generate ideas and contribute to the planning of the programme.

The Patrol should be a self-contained unit, with a leader (the Patrol Leader), his or her deputy (the Assistant Patrol Leader), and where every other member takes on a role, such as the Patrol Quartermaster, First-Aider, Photographer, etc.

Scouters

The Scouter's role is to work with the Scouts to facilitate them to develop their own programme. This of course is not something that happens overnight, and so at various stages in the development of a Scout Troop the Scouters may have to play a more active role in the planning and organising of activities. But the aim should always be to involve the Scouts as much as possible.

Patrol Leaders' Council (PLC)

The Patrol Leaders' Council is made up of the Patrol Leaders and Scouters. This is the body that takes the ideas generated by the Patrols and turns them into a planned programme of activities for the Scout Troop. The Patrol Leaders Council is also responsible for overseeing the introduction of a code of conduct, the awarding of badges and any other matters that affect the life of the Troop.

Troop Meetings

Troop meetings should happen on a weekly basis during the Scout year. Meetings should always be structured with a planned programme. 'Regular' Troop meetings that take place in Scout Dens should last between 1.5 and 5 hours, and should involve a mixture of games, Patrol challenges and skills training. Please bear in mind however that



'indoor' meetings happen predominately due to weather and light conditions. Where conditions allow, every effort should be made to hold Troop meetings in the out of doors.

Patrol Meetings

Patrol Meetings can take a number of forms, from a 10/15 minute portion of the weekly Troop meeting (Patrol Corners) to an entirely separate meeting where only the Patrol members are present. These meetings are usually used to carry out planning or preparation for an activity, or to further a project the Patrol might be working on.

Troop and Patrol Activities

Activities carried out at the weekends can either involve the full Troop or can be carried out

by individual Patrols. These activities are the 'adventures' that the Troop's programme should be based around. It is a good idea to have a mix of Troop and Patrol activities. Ideally there should be at least one Troop or Patrol activity per month. Where possible, Troops should aim to undertake one Troop and one Patrol activity per month.

Programme cycle ... building to an adventure

A programme cycle is a period of time where the Troop's programme is focused around the undertaking of a series of adventures. Idea generation and planning are carried out prior to the cycle beginning. Typically the focus will be on one adventure for approximately four weeks, with each programme cycle containing three to four adventures (and thus lasting for approximately twelve to sixteen weeks).

Summer Camp

The highlight of the annual Troop programme should be the Summer Camp. The Camp (as with all other activities) should be Patrol based and the norm should be that the Camp involves camping rather than indoor accommodation (the secret is in the name). The programme for the Camp should predominately be based around the skills developed throughout the year in the adventures taken on during the programme cycles.

Programme Cycles: structuring your programme.

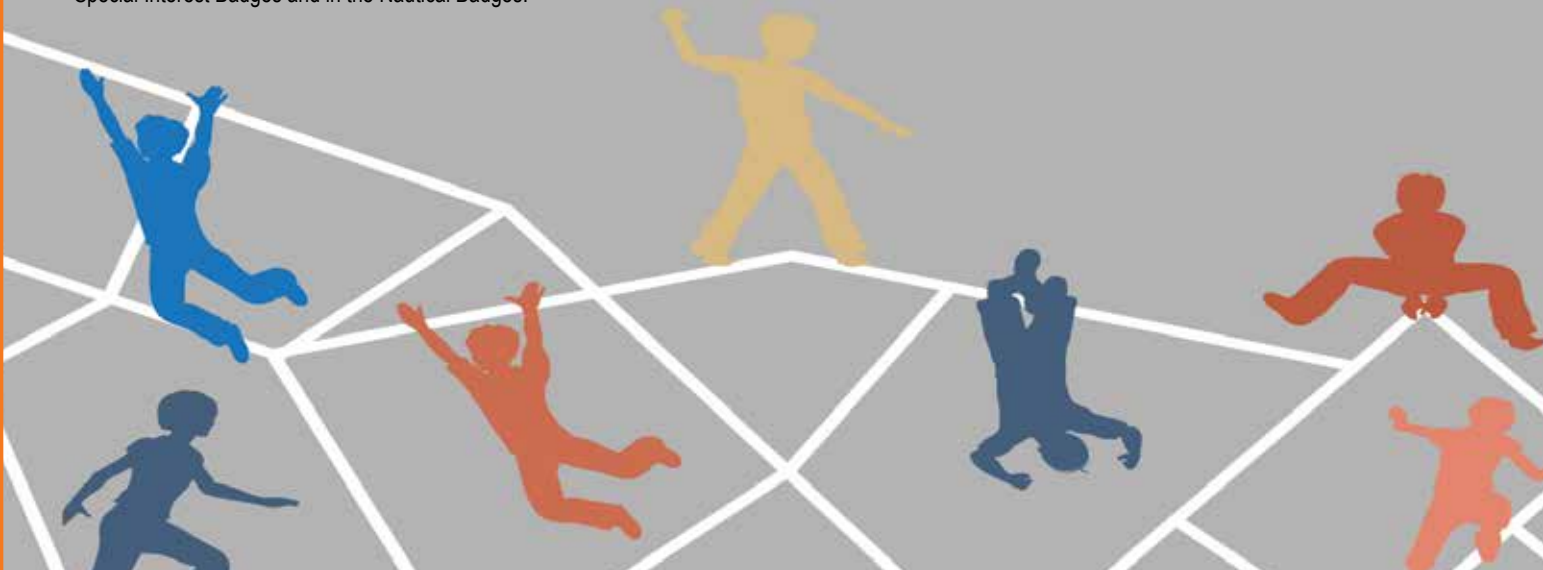
One of the best ways to run your troop programme is through 'programme cycles'. During each programme cycle, Scouts will decide and organise their own programme based on a series of adventures, working in their Patrols while being supported by the Scouters. Each programme cycle involves three phases: Plan, Do, Review

During the planning phases Patrols and the PLC decided on the adventures that will be organised during the programme cycle. Then, as patrols and as a troop the activities leading up to the adventure are run by the Scouts. Afterwards, Scouts in their Patrols and in the PLC review the activities and evaluate their progress in the Crean Awards, and in Adventure Skills, Special Interest Badges and in the Nautical Badges.

The planning and reviewing of programme cycles happens in the Patrols and in the PLC. Here is a way that the Patrol Meetings and PLC meetings can be organised to help run a programme cycle.

Patrol Corners

Patrol Corners or Patrol time are an important part to any troop meeting. These are not meant to be a tedious exercise, and should involve quick idea generation or reflection. Typically these should take up about 20-30mins of a troop meeting, once a month. There are two types of Patrol Corners that should be run for a successful programme cycle:



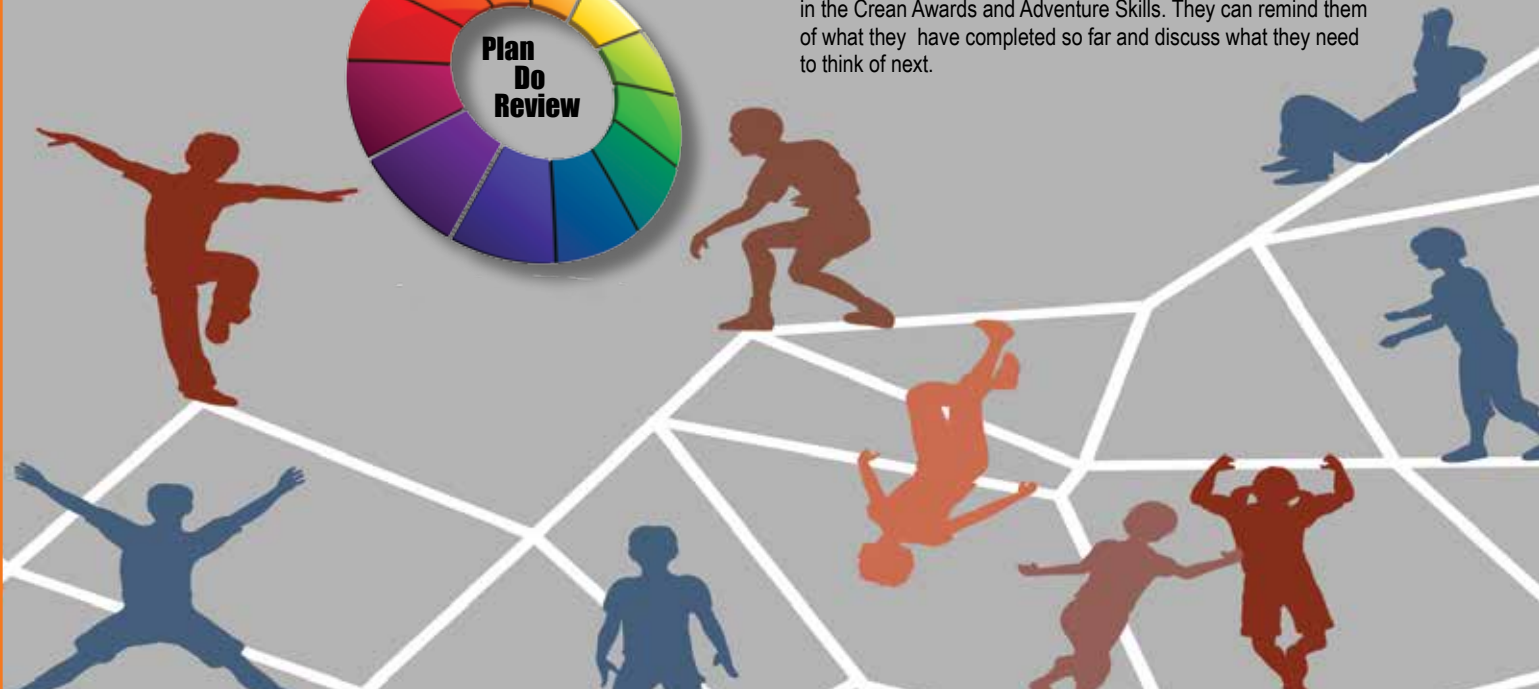
Patrol Corners – Plan/Review

At these meetings, members of the Patrol should review the previous cycle of programme and generate ideas for Patrol and Troop activities for the next cycle. Methods for generating ideas and reviewing programme can be found later in the book.



Patrol Corners – Personal Progression

These Patrol meetings give an opportunity for the Scouts to complete specific parts of their Crean Awards. It is also the point at which the Patrol Leader can help their Scouts with their awards and guide them through the next part of their journey. This way Patrol Leaders can keep track of what stage each Patrol member is on in their journey. In quickly reviewing activities, PLs and APLs can chat with younger Scouts about their progress in the Crean Awards and Adventure Skills. They can remind them of what they have completed so far and discuss what they need to think of next.



Patrol Leaders' Council (PLC)

As explained earlier the PLC is the organising body of the Scout Troop. The Patrol Leaders' Council should meet once a month. There are two types of Patrol Leaders Council meetings: .

Patrol Leaders' Council – Plan/Review

These PLC meetings should focus primarily on planning the Troop programme and coordinating Patrol programme. Scouts should work with Scouters to develop a plan for each cycle. The plan should be realistic and should be based on the ideas generated in Patrol Corners. The PLC will also review individual activities and a programme cycle once it is completed. These reviews help Scouts understand how the programme works and give ideas for the next programme cycle. Also, Scouts can keep track of progress in Adventure Skills and the Crean Awards for individual Scouts and for the Troop, for example in preparing for summer camp or an expedition.

Patrol Leaders' Council – Personal Progression

This is an opportunity for the Patrol Leaders and Assistant Patrol Leaders to check their own progress. Having spent times working with their Patrols it is important that they keep track of their own progress and this is best done with a group of their peers. They can review and plan their Crean Awards with the input of both other Scouts and Scouters.

The Patrol Corners and PLC Meetings are the building blocks of the Programme Cycle. Ideas being with the Scouts and the Patrols are organised and run by the PLC before being reviewed by the PLC and the Patrols.

Running Programme Cycles

The example timetable below is one example of how a Scout Troop might operate. It is based on the scouting year being divided into three programme cycles:

September – December
January – April
May – August

Taking one of these programme cycles, the January-April one, we can see how the structure of PLC and Patrol Corners fit into the cycle. As you can see, the planning for Cycle 2: January to April begins during the previous programme cycle:

A Programme Cycle (adventure) explained

Let's look at a programme cycle that runs from January to April and that will contain four adventures.

The initial idea generation and planning for this cycle will happen during the month of November. During Patrol Corners, the Patrols will discuss ideas for four adventures that have been selected at the beginning of the year. For the purpose of this example, we will say that it has been agreed that three of the adventures (activities) will be Troop based (Orienteering, Pioneering and Mountain Biking), while the fourth adventure (activity) will be Patrol based (Backwoods). The Patrols discuss various options for what each adventure might involve. They also discuss what skills will need to be developed or what preparation will need to be undertaken for each adventure.



SCOUTS

January to April Cycle - Plan and Review blocks

These blocks of interactive time form part of the meeting structure every two weeks for a short periods of the meeting time. For example:-

	December	January	February	March	April	May
Week 1						
Week 2	PL's Council: Plan/Rev	PL's Council: Personal Prog.	PL's Council: Plan/Rev	PL's Council: Personal Prog.	PL's Council: Plan/Rev	PL's Council: Personal Prog.
Week 3						
Week 4	Patrol Corner: Personal Prog.	Patrol Corner: Rev	Patrol Corner: Personal Prog.	Patrol Corner: Plan	Patrol Corner: Personal Prog.	Patrol Corner: Rev

The ideas generated by the Patrols are brought to the next Patrol Leaders' Council in December. Firstly, the various ideas generated for the Troop adventures are presented. The PLs must then decide on which version of the adventures they like best or alternatively they will combine elements from the various ideas. They will then present their ideas for the Patrol adventure and examine how these can be carried out with the support of the Scouters.

With all four adventures agreed upon, the PLs must then agree upon details such as dates, locations, etc.

Once the final adventures are selected the PLs will then go on to look at what can be done at the weekly meetings to build toward the adventures. This may involve learning new skills, refreshing skills learned previously or indeed simply making preparations for the adventure.



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The following is a sample of what the resulting programme cycle might look like.

January Adventure: Orienteering

Week 1. Troop Meeting.

A simple exercise to teach the skill of orientating the map is run using a simple sketch map of the area surrounding the Scout Den.

Week 2. Troop Activity.

The Patrols attend an organised orienteering event run by a local orienteering club.

Week 3. Troop Meeting.

The Patrols produce 'home-made' orienteering controls which will be used on the adventure.

Week 4. Troop Activity.

The PLs set up an orienteering course in a local wood with maps supplied by a local orienteering club. The orienteering event is scored on a team basis by Patrol, with Scouts running the course in pairs.

February Adventure: Pioneering

Week 1. Troop Meeting. A review of the orienteering adventure takes place. Basic pioneering techniques (tripod/quad construction, setting up a block and tackle, setting up a picket) are practiced by the Patrols.

Week 2. Troop Meeting. Pioneering projects are allocated to each Patrol by a blind draw from a set of projects and the Patrols build a model of their allocated project using bamboos.

Week 3. Patrol Meeting. The Patrols meet to practice their allocated project.

Week 4. Troop Activity. A pioneering competition takes place with all the Patrols constructing their projects at the same time.

March Adventure : Mountain Biking

Week 1. Troop Meeting. A review of the pioneering adventure takes place. A bike maintenance session is run to ensure that all Scouts know how to repair a puncture and ensure their bike is in working order.

Week 2. Patrol Activity. A short cycle is undertaken by each Patrol to allow them to get used to travel together in a group on the road.

Week 3. Troop Meeting. A cycle skills session is undertaken with the Patrols undertaking a series of bike control tests.

Week 4. Patrol Meeting. A route card is prepared by each Patrol for the route chosen by the PL's Council for the adventure.

Week 4. Troop Activity. A 15km cycle is undertaken by the Patrols to a local wood where a cycle-orienteeering course is undertaken. A return cycle is then made to the Scout Den.



SCOUTS



April Adventure: Backwoods.

Week 1. Troop Meeting. A review of the Mountain Biking adventure takes place. The Patrols experiment with various possible tarp bivvies they might build to comfortably sleep the entire Patrol.

Week 2. Patrol Meeting. The Patrols decide what backwoods meal they would like to cook on their adventure and make a list of ingredients to be purchased. The job of purchasing these is assigned to one of more Patrol members.

Week 3. Troop Meeting. The Patrols carry out a Leave No Trace activity to ensure they understand the 7 principles of Leave No Trace before they undertake the Adventure.

Week 4. Troop Meeting. The equipment for the adventure is made ready. The PLs ensure that all the Scouts in their Patrols know what personal equipment is required for the adventure.

Week 4. Patrol Activity. The Patrols go to the chosen location for the adventure reconnoiter the area for a good site for their overnight stay. Once they have chosen a site they set up their tarp bivvies. They then light a fire using fire blankets and cook their meal. With their meal finished and their shelters set up, they return to a central location where they meet up with the other Patrols for a wide game before heading back to their bivvies for bed. The following morning the bivvies are dismantled and the Patrols head for home.

A review of the Backwoods adventure takes place at the first Troop meeting in the next programme cycle.

It should be noted that during the March Patrol Corners, ideas for the adventures due to take place in the next programme cycle (May to August) are generated and again these ideas are brought to the next Patrol Leader's Council meeting in April where a detailed programme is devised for that cycle.

A programme cycle from start to finish:

Step 1: Plan

Initial Idea generation at the Patrol Corner, idea brought by PL's to the Patrol Leaders Council.

Step 2: Plan

Scouters sit down with the Patrol Leaders and set out a series of

dates for the programme, they agree on the adventures that they will undertake in the next programme cycle.

Step 3: Do

The Patrol take part in the various adventures

Step 4: Review

Patrols Review the programme cycle in their Patrol Corners.

Step 5: Review

Patrol Leaders feedback to the PLC from their patrols and this review material forms part of the planning for the next cycle.

	November	December	January	February	March	April	May	June
Week 1			2					5
Week 2		PL's Council: Plan/Review		PL's Council: Plan/Rev.	3	PL's Council: Plan/Review		PL's Council: Plan/Review
Week 3		1				4		



SCOUTS

Planning Tools

Developing a Programme Cycle

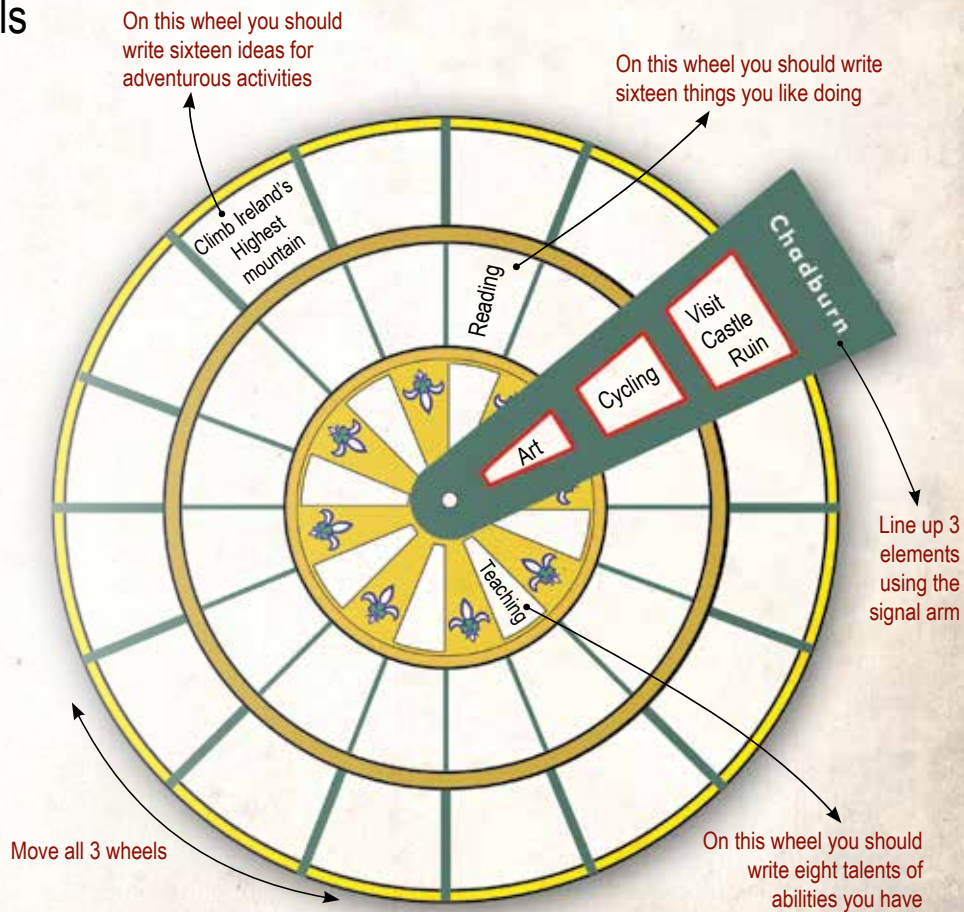
An adventure is selected – this adventure represents the highlight of the programme cycle. Around the idea of the adventure there will be many possibilities to explore and it is within these possibilities that the Scout meetings and additional activities are created. The PLs' Council and Patrol Corners can use the ideas around this adventure to create a weekly programme for the programme cycle. Using a 'spider diagram' Scouts can develop their ideas. In the center of the diagram is the adventure and stemming from this central point are ideas associated with the adventure. Each of the ideas can become a weekly scout meeting challenge or an outdoor activity or part of the adventure programme. The PLs' Council and Scouter team work to develop and organise these ideas. Also connected to this programme cycle we have the individual achievements and challenges presented via the Crean Awards, the 'Special Interest' badge considerations, 'Adventure Skills' levels and Nautical badges.

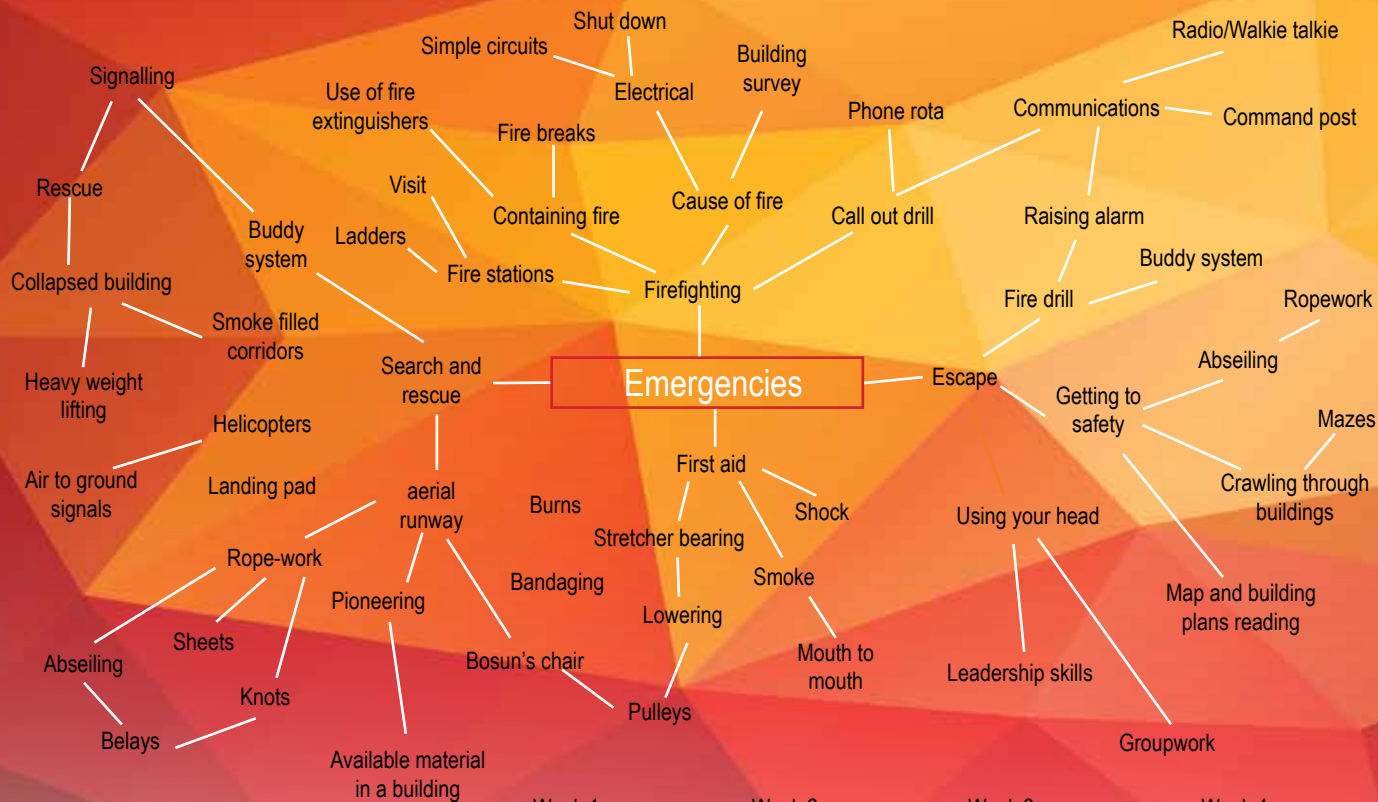


Patrol Corner Planning Tools

Chadburn

The Chadburn Wheel is a personal device for the Scout to use to discover what they are interested in. Each Scout has a wheel so the number of possibilities for programme ideas is increased dramatically. Each Patrol can use the Chadburn as the basis for planning a programme cycle. The ideas generated by each Scout can be discussed and a Patrol idea is agreed upon, the PL then takes that idea to the PLs' Council.





Week 1
Crawling - mazes
Fire drill
Group work
Abseiling
Pulleys
Air to ground signals

Week 2
First aid (burns)
Pioneering
Electrical circuits
Walkie talkie
Maps & building plans
Phone rota

Week 3
Building survey
Rope-work with sheets
Landing pads
Aerial runway
Fire extinguishers
Buddy system

Week 4
Fire Station
Searching
Signaling
Heavy weight lifting
Leadership skills
Mouth to mouth



SCOUTS

Post-It's

To be expanded

Secret Santa

To be expanded

Spider Chart

To be expanded

PLC Planning Tools

Monthly Programme Planner Sheet

SPICES Review Sheet

Check out the SPICES Review Sheet in the Review Section before reading this. Using the SPICES review sheet you can identify areas of the SPICES and Learning Objectives you need to work towards. When planning an activity look at incorporating some these opportunities into the programme. For example, if you feel that your previous activities didn't cover Spiritual you might want to include something about having a positive impact on the environment in the next activity or if plan to include a Social element you might look on applying the Promise and Law in the activity

Reviewing Tools

Review is a fundamental part of the scout programme. It is done regularly through Patrol Corners and the PLs' Council. The programme is reviewed in two main ways: a practical evaluation and an assessment of progress.

The practical evaluation is most useful to indicate how the Scouts feel about the level of participation, activity, inclusion, enjoyment, etc in relation to a specific activity or group of activities. This can be done in many quick and creative ways, using movement, games, quizzes, etc.

The assessment of progress enables Scouts and Scouters to judge who each individual is progressing in their Crean Awards, Adventure Skills, and Special Interest Badges. This may require more time and effort than the practical evaluation.

Adventure Review:

Rapid Fire Review:

This involves people responding with the first thing that comes to mind when prompted with an activity and category. So, for example, you could call out "Activity 1, positive" and someone quickly says "very active" and someone else says "developed skills", when everyone has contributed you move on and say "Activity 1, negative, "not everyone involved" or "hard if you didn't know how" are called out.

You repeat this for all of the activities, some items will come up again and again, but that is okay. Also, have someone keep notes of each comment made, and from this list a collective list of the positives and negatives can be made at the end. If something keeps coming up, like "good team work" as a positive or "hard to understand" as a negative, put these higher on the main list.

With this main list, you now have a selection of elements that you consider to be important for running a successful activity; however, you should also be aware of the negatives, as they are things you want to avoid in your activities. You will now need to use this review to plan a new activity. In Scouting each activity is run according to the Plan, Do, Review system, but last week's review, shapes the plan for this week's activity.



Three Options:

Each scout should write one or two things down under the headings of "Clearly Worked", "Could be Better" and "Let's Drop It". Then, have everyone read out their ones, many of them will be similar. Then, create a group review sheet under the same headings.

Discussion Questions:

Sometimes having a quick chat about an activity or a programme cycle can help scouts review an activity and understand it in different ways. A good way of doing this is through leading question, here are some the scouts could ask each other or a scouter could pose to older scouts:

Older scouts:

- How do you learn from your experiences?
- How do you ensure that you don't repeat any mistakes you've made, or how do you improve on what you've done before?
- How do you assess the impact that your actions have?
- What challenge will help you with this?

Younger Scouts:

- What did you do well in this activity? What did you like about it?
- How do you know this?
- What would you like to do better?
- What small steps can you take to make some of this happen?
- What should your challenge help you do?

Crean Awards

The Scout Programme is based around the Crean Awards. While Programme Cycles help organise your programme, the ultimate aim of the Cycles and Adventures is to facilitate progress in the Crean Awards and the SPICES. The Personal Progression Patrol Corners and PLC meetings are designed to help Scouts focus on their Crean Awards within the programme. Most of the requirements can be completed by a Scout by taking an active part in a Patrol and Troop programme. However, there are some parts that have to be worked on individually by each Scout. To help understand how this affects programme the requirements of the awards can be divided into three categories:

- 1. Organic:** These requirements are covered by things that happen naturally in a Troop or Patrol during the course of regular programme; for example the learning of the Scout Handshake or taking on a role in your Patrol.
- 2. Patrol:** These requirements can be completed by a Scout by their active participation in the regular Patrol programme (which usually takes place in the context of the wider Troop programme).
- 3. Individual:** These requirements are completed by the individual Scout in their own time. Some of these requirements will require the Scout to present the result of their work to the Patrol during Patrol Corners, while others will be need to be incorporated into the Patrol and Troop programme.

It should be noted that the requirements have been grouped into these three categories as a suggestion only. The intention here is to stress to Scouters the importance of basing the Troop's annual programme around Patrol based activities as much as possible. groups on a regular basis is not to be The Crean Awards should be seen as something which for the most part can be earned by Scouts by taking an active part in the Patrol and Troop programme.



SCOUTS

As an example, take the Community requirement of Section 3 - Citizenship. One community service project carried out by a Patrol can cover this requirement in all four awards. The project will be led by a Scout working towards Polar and he or she will be assisted in the running of the project by those Scouts working towards Endurance. Those Scouts working towards Terra Nova will simply participate in the activity itself while those Scouts working towards Discovery can gain knowledge about local community groups if the project is structured in such a way that it includes a 'discovery' phase.



Discovery	Terra Nova	Endurance	Polar
Example 1 ... Organic. Section 1, requirement 6. The Scout will gain an understanding of the Scout motto from the other Scouts in his/her Patrol.	Example 1 ... Organic. Section 1, requirement 3. The Scout will become familiar with the structure and history of the Group by interacting with other members of the Group.	Example 1 ... Organic. Section 2, requirement 2. By taking part in Patrol activities the Scout will get to know the talents of the other Patrol members	Example 1 ... Organic. Section 2, requirement 3. The Scout as a member of the PLC will attend Group Council and updates them on the Troop's plans for Summer camp.
Example 2 ... Patrol Section 2, requirement 1. The Patrols are encouraged to assign roles to each member of the Patrol. During the year the roles are rotated among the Patrol members.	Example 2 ... Patrol. Section 2, requirement 2. The Scout learns a new skill from another Patrol member while preparing for an adventure.	Example 2 ... Patrol. Section 2, requirement 1. The Scout demonstrates by their participation in Patrol activities that they contribute to the spirit of the Patrol.	Example 2 ... Patrol. Section 2, requirement 4. The Scout runs a Patrol activity for the Patrol.
Example 3 ... Individual. Section 1, requirement 5. The Scout explains to the Patrol Leader what the Promise and Law means to them.	Example 3 ... Individual. Section 1, requirement 1. The Scout puts together a presentation on a personal interest of theirs using a method agreed with their Patrol Leader. The presentation is made during one of the weekly Patrol meetings.	Example 3 ... Individual. Section 1, requirement 5. The Scout takes on an active role in a Troop meeting; for example, the Scout leads a game or activity at a Troop meeting.	Example 3 ... Individual. Section 1, requirement 1. The Scout carries out a SWOT analysis; the Scout identifies their strengths, weaknesses, potential areas for development and obstacles to success.

Discovery		
Section 1 – Yourself	Badges and SPICES	1
		2
		3
	Promise and Law	4
		5
	Scouting Knowledge	6
		7
		8
		9
Section 2 - Patrol and Troop	Patrol System	1
		2
	Patrol and Troop Activity	3
		4
Section 3 – Citizenship	The Environment	1
	The Community	2
Section 4 - Skills	Adventure Skills	1

Terra Nova		
Section 1 – Yourself	Your interested	1
	Promise and Law	2
	Scouting Knowledge	3
		4
		5
Section 2 - Patrol and Troop	Patrol System	1
		2
		3
	Patrol and Troop Activities	4
Section 3 – Citizenship	The Environment	1
		2
	The Community	3
Section 4 - Skills	Adventure Skills	1
		2



Requirement covered organically



Requirement covered as part of regular Patrol programme



Requirement carried out individually

Endurance		
Section 1 – Yourself	Planning	1
	Promise and Law	2
		3
	Scouting Involvement	4
		5
Section 2 - Patrol and Troop	Patrol Responsibility	1
		2
		3
		4
	Patrol and Troop Activities	5
Section 3 – Citizenship	The Environment	1
		2
	The Community	3
Section 4 - Skills	Adventure Skills	1
		2

Polar		
Section 1 – Yourself	Self Awareness	1
		2
	Promise and Law	3
		4
	Scouting Involvement	5
		6
		7
Section 2 - Patrol and Troop	Patrol Work	1
		2
		3
	Patrol and Troop Activities	4
Section 3 – Citizenship	The Environment	1
		2
	The Community	3
Section 4 - Skills	Adventure Skills	1
		2



SCOUTS

Timeline – Crean Awards

While each Scout will complete the various stages of the Crean Award differently, as a general guide the chart below shows a suggested timeline of how a Scout would complete their Crean Awards over 3 years.

The Discovery Award is the introduction to the Scout Troop which is carried out concurrently with Terra Nova.



Crean Awards Timeline

Tracking Progress (Using the Spirit of Adventure handbook)

The progress of each Scout through the Crean Awards needs to be tracked (or recorded). The Spirit of Adventure handbook provides one method for tracking progress through the Journey Maps.

Each of Discovery, Terra Nova, Endurance and Polar has its own map, which is a segment of an outline map of Antarctica. These maps provide a particularly symbolic way of tracking progress through the awards as they allow each Scout to chart a journey through Antarctica, starting with their arrival on the continent in the Discovery Award and culminating with their arrival at the South Pole in the Polar Award.

On a practical level, each group of requirements of each of the Crean Awards are allocated a grid reference. When a Scout completes a group of requirements they simply plot the associated grid reference on to the relevant map. A line is drawn on the map linking each plotted point and so the Scout's individual journey 'through Antarctica' is recorded.

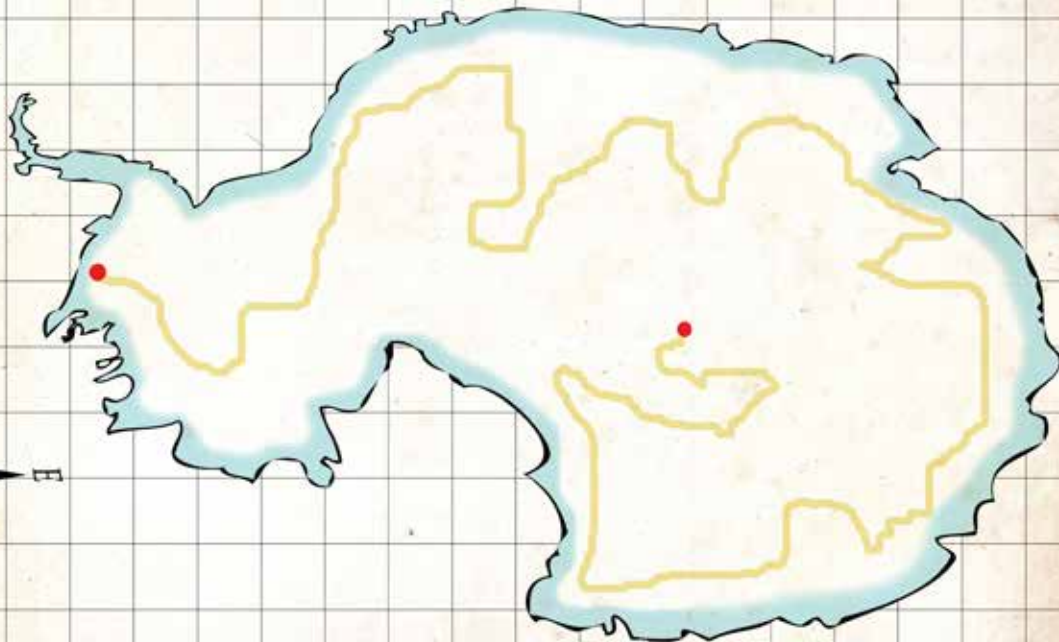
The completion of the maps should be carried out during the bi-monthly Patrol Corners and PLC's set aside for personal progression work.

Alternative Tracking Method

The method of tracking progress outlined above may well appeal to some Scouts. Others may want a more literal tracking of their progress. This can be done by the keeping of a simple progress chart, which the Patrol Leaders will update at both the bi-monthly Patrol Corners and PLCs set aside for personal progression work. (**Sample copy at end of this How to Handbook**)

Crean Map

This map shows the full journey of the Crean Awards. The map is broken down into sectors/sections of this overview map. So you will have a Discovery, Terra Nova, Endurance and Polar sector map



SECTION 1 - YOURSELF (terra nova)

Your Interests

075 115

1. Give a presentation to your Patrol about a personal interest of yours using different types of communication skills.

Promise and Law

085 111

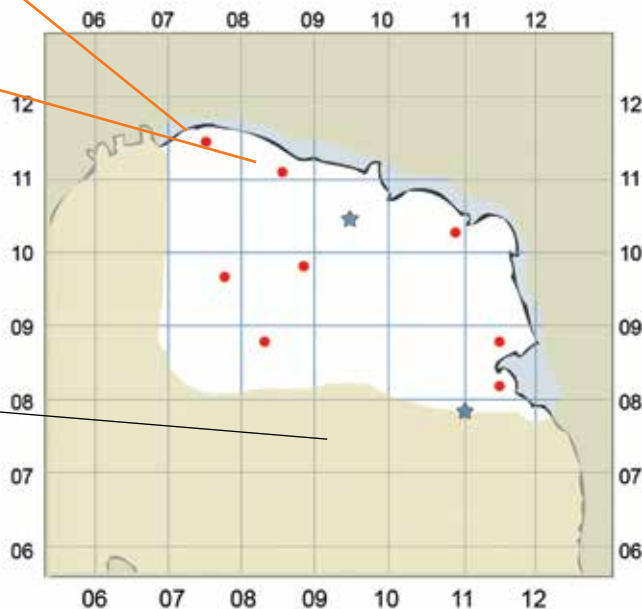
2. Demonstrate how you apply the Scout Promise and Law in daily life.

This number is a grid reference that refers to the sector map and indicates a point on the map. By joining the points it plots a course on the map and shows a scouts progress.

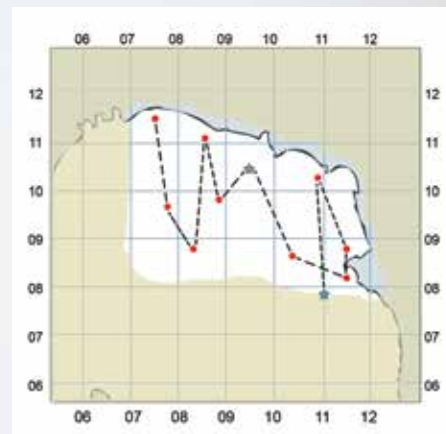
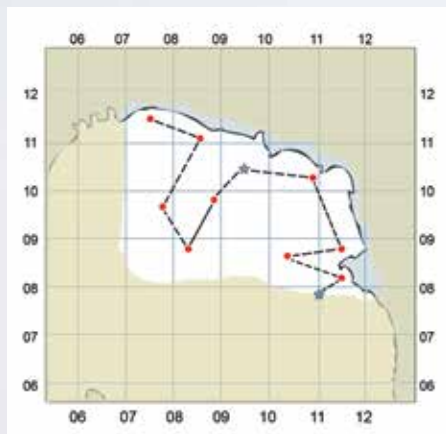
Terra Nova Sector Map



A star symbol indicates a time when a review should take place. On the Terra Nova map two stars (food dumps) are shown so two review sessions should happen during this journey period



SCOUTS



Requirements can be completed in any sequence. The plotting out of the personal journey of the Scout should be carried out during the bi-monthly Patrol Corners and PLC's set aside for personal progression work.



SCOUTS

The SPICES Review

The review of personal progression happens both in Patrol Corners when PLs and APLs help the other Scouts review and track their progress, and in PLCs when the PLs review their own progress, with the assistance of Scouters.

The purpose of the review is to give each Scout a realisations of what they have achieved and to encourage them to challenge themselves further.

SPICES Chart Review

As part of the method outlined in the Spirit of Adventure, the Scout is expected to carry out two SPICES reviews per award. These reviews are referred to as a visit to a Food Dump, which are represented by stars on the maps.

Note: The Endurance and Polar maps contain a 'third' star. This is actually the second star of the preceding award. The second stars on the Terra Nova and Endurance maps appear on the border between the maps, and so are shown on the border again in the subsequent map.



SCOUTS

After an activity, a Patrol, in their Personal Progression Patrol Corner, can quickly consider which areas may have been covered. Certain types of activities lend themselves to certain areas; for example, a pioneering activity or a sailing activity are good for Social items, such as Communication Skills, Physical items, such as know your physical limits, or Intellectual items, such as information for achieving goals and working as a team member; however, they may not help with Emotional ones, such as control your emotions or Spiritual ones, such as reflect on the wonder of God all around you.

The Patrol keeps one SPICES review sheet per programme cycle. The PL and APL work with the younger Scouts in identifying areas of progress and marking them on the sheet. Then, in the Personal Progression PLCs the older scouts can fill out their own SPICES Review Sheet. In looking over these, it should be fairly clear how each Scout has made progress in some areas and not so much in others. An important part of the Scout Programme is ensuring balance and trying to make progress in each of the areas of the SPICES.

Using this tool, a Patrol can ensure that they make progress in all of the SPICES during each programme cycle. When planning the next activity, a Patrol and the PLC can try to meet Learning Objectives that were not previously covered.

Using the SPICES Review Sheet

When using this sheet, Scouts should think about what is involved. It is not a tick the box exercise, but an honest assessment of whether progress was made in an area or not. It is not meant to be a difficult process, nor should it be as simple as saying that the Patrol went on a hill walk so they can tick off all the physical areas. Give this system a little time and energy at the start, and it will be worth it. Once the Scouts get used to using it, it becomes a very easy and useful tool.

Review sample questions - with expanded considerations to enable a clear answer to be determined. A full list of suggestions are downloadable here www.scouts.ie/xxxxx

Was I open to new ideas and ways of learning?

- Did I try a new activity or game? Do you have a varied programme? Do you learn from books or by doing things?
- A varied scout programme, doing things differently, allowing each patrol to have a different approach, thinking about how you teach skills, what is the best way to instruct

Did I maintain a balanced/active lifestyle?

- How much active exercise do you get? How much time do you spend online or watching TV? Did you get much sleep?
- Life outside of scouting, what is balance, how can a scout achieve this balance, using Special Interest Badges and Adventure Skills to encourage activity and being out doors

Did I work as a team member?

- What was your role in the activity? How did it help? Did you do what was asked by the activity leader? How could your patrol work better together?
- All the patrol involved, a role for everyone no matter how simple, does the Patrol or troop exclude members, how to deal with scouts who don't participate or do their jobs

Spices Review Card

Social

- Relationships
- Communication Skills
- Other Cultures
- Community Involvement
- Promise & Law

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Physical

- Eat Well
- Personal Hygiene
- Balanced Lifestyle
- How Body works
- Physical Limitations
- Health Choices
- Access Help

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Intellectual

- Achieving Goals
- New Ideas/Creativity
- Learn from Decisions
- Team Member

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Character

- Promise & Law
- Friends & Friendships
- Plan before do
- Ensuring Fairness
- Respect
- Differences & Views
- Following Dreams
- Live the Scouting Spirit

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Emotional

- Aware of feelings
- Asking/Giving Help
- Responsibility for Emotions
- Controlling Emotions
- Going Further
- Beliefs & Values
- Developing Talents

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Spiritual

- Promise & Law
- Impact on Environment
- Reflection
- Changing Beliefs

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SCOUTS

Spices Review Card

SPICES

How can the SPICES help you run your programme?

Planning

Which one of the SPICES would you like to organise an activity on?

Patrol Review

What will we do next?



SCOUTS

Chief Scout Award

The Chief Scout Award is an Award open to all older Scouts. To complete the requirements you need to do four Special Interest Badges, progress in three Adventure Skills, an expedition and a four day camp.

Requirements:

A Scout must be at least 14 to begin the Award.

- **1 Skill Special Interest Badge**
- **1 Physical Special Interest Badge**
- **1 Community Special Interest Badge**
- **1 Environment Special Interest Badge**
- **2 Adventure Skills to Stage 4**
- **1 Adventure Skill to Stage 6**
- **An Expedition: Walking 25 -35 km (or an alternative travel method) 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.**

Note: A Special Interest Badge for the Scout CSA must involve at least an hour a week for 13 Weeks for Skill, Physical and Community. Also, an additional 13 weeks must be completed for one of these. The Environment Special Interest Badge should involve a similar a time commitment to the other Badges but it can be spread over a shorter time scale.



International Award:

The Chief Scout Award is linked with the International Award, which is known as Gaisce – The President's Award in the Republic of Ireland and as the Duke of Edinburgh Award in the United Kingdom. When you get your Scout Section Chief Scout Award, you will also receive your Bronze Gaisce or DoE.

Main Elements of the Award

1. Marathon, not a Sprint: The CSA will take several months to complete, so it is important that you think of it as something you work on over a long period of time. You will need to combine weekly activities, with progress in your adventure skills, as well as large projects like the residential activity. With a good plan, you can complete it all in time.

2. NEW Challenges: The CSA is about doing new things. The Award begins when you register for it and meet your CSA Mentor. However, any Special Interest Badges or Adventure Skills you have at that stage, do not count towards the CSA. It is about new challenges.

3. The Spirit of the Award: You need to get into the spirit of the Award. There are some technicalities, but mainly it is about you trying new things, committing to activities and doing your best.

4. Part of your Programme: The CSA should be part of your main programme. The activities, camps and expeditions you organise should be done with your Patrol and Troop.

Chief Scout Award Mentor:

The Mentor is someone who has received special training to help you with the CSA. They may be a Scouter from your Group or another Group in your County. You will meet them at the start to help you plan your Award, they



will then meet you every few weeks to discuss things with you and review progress. They will be the person who signs the forms to say you have completed the Award.

Advisors, Instructors, Supervisors, Coaches: Some of the Special Interest Badges will involve you doing activities outside of Scouts, in that case, you will need an appropriate person, such as a coach or an instructor, to sign off on these specific challenges.

Registration

You need to register for the CSA with Scouting Ireland's National Office, you have not begun the Award until you are registered and have received your CSA booklet. Talk to your Section Scouters about arranging getting forms and sending them off.



SCOUTS

Sea Scouting

Sea Scouting is operated in many Scout Groups around the island and in most Scouting organisations around the world. Sea Scouting is an approach to the Scout Method which applies nautical traditions and teaches seamanship skills throughout a young person's journey through Scouting. It has its roots as far back as 1912 and has a varied and rich history. It's not unusual for Sea Scout Groups to have very large membership and strong retention of members. This shows that young people continue to be drawn to fun on the water, immersed in a nautical environment.

Adults and young people should be aware that prior to starting on water activities they must be familiar with Scouting Ireland's Boating Guidelines which can be found at scouts.ie.

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.

The Nautical journeys are named the Helmsman badges in the Scout Section.



SCOUTS



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

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

The Nautical Training Scheme has a number of achievement badges, three in the Scout Section, each building on the previous badges in the scheme without excluding the possibility of a youth member joining the badge scheme in a later Section.

The progress badges in the Scout Sections 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 young person further into the marine world.

Nautical Training Scheme – 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 can 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 to 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 does 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 seasonal basis. Some Sea Scout Groups have been awarded ICU (Irish Canoe Union) and ISA (Irish Sailing Association) Instructor Certification and can offer training courses to Venture Scouts at a fraction of the commercial rates. See seascouts.ie for further details.



Adventure Skills Assessment

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.

Peer Assessment and assessment by Scouters

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 the Stage 5 Air Activities can only assess another Scout up to Stage 3 Air Activities. Peer Assessment is to be encouraged at all times. Scouters can assess the majority of stages for each of the Adventure Skills, so long as they have the relevant knowledge and experience to do so. It should be remembered that the competency statements in each of the Adventure Skills are specific, and a Scout must be able to demonstrate their ability to complete all competencies in a stage before being awarded the badge. Therefore it follows that the Scouter must have the appropriate knowledge and experience if they are to assess a Scout.

Programme Centers

A number of Scouting Ireland Programme Centers 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.

Advanced Stages

Despite having the best of intentions it is inevitable that Scouters will assess to different standards. This could well lead to problems for the higher stages where the Adventure Skills are linked to external qualifications, or involve the organising of activities and events where there is a high degree of responsibility for others. With this in mind a system of using the Expert Panels to assess the Advanced Stages has been adopted to moderate the standard of the Adventure Skills within Scouting Ireland.

There are a number of stages in each Adventure Skill that will need to be assessed by a member of the relevant Adventure Skill Expert Panel (or an approved external expert whose qualifications have been verified by Team Lead). These stages are referred to as the Advanced Stages.

The Adventure Skills have been grouped into two for the purpose of setting out who can assess each of the stages.

Adventure Skill	Camping, Backwoods, Pioneering	Hillwalking, Paddling, Sailing, Rowing, Emergencies, Air Activities
Stage 1	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 2	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 3	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 4	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 5	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 6	Peers/2 up and Scouters can assess	Holders of stages 8 or 9 (or external experts) can assess
Stage 7	Holders of stages 8 or 9 can assess	Two holders of Stage 9 (or external experts) must assess jointly.
Stage 8	Two holders of Stage 9 must assess jointly.	Holders of stage 9 (or external experts) can assess
Stage 9	Two holders of Stage 9 (different to those who assessed Stage 8) must assess jointly.	Two holders of Stage 9 (different to those who assessed Stage 8 - (or external expert) must assess jointly.

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:

Venture Scouts

The Venture Scout Executive

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.

All stage badges are available from the Scout Shop.

Alternative logging method for tracking progress in Crean Awards

Tera Nova Award										
Award/Section	Sub Section	Requirement Number	PL	APL	Scout 1	Scout 2	Scout 3	Scout 4	Scout 5	Scout 6
Section 1 - Yourself	Your Interests	1								
	Promise and Law	2								
	Scouting Knowledge	3								
		4								
		5								
Section 2 - Patrol & Troop	Patrol Involvement	1								
		2								
		3								
	Patrol & Troop Activities	4								
Section 3 - Citizenship	Environment	1								
		2								
	Community	3								
Section 4 - Skills	Adventure Skills	1								
		2								



SCOUTS