

Running Youth-Led Programme

A core aspect of scout is to enable young people to be active in shaping and leading their programme in an age-appropriate and supported manner. Scouters should encourage all youth members to take on responsibility and leadership roles, whether it's a Beaver Scout running a game or a Venture Scout leading an expedition. We should recognise the value of these opportunities to help young people develop their skills and build up their confidence.

This resource provides a short guide to how Scouts and Scouters can work together to enable a youth-led programme. There is an explanation for how parts of the Scout Method can be used to foster youth empowerment, a checklist for sections to self-assess their progress in being youth-led, and a suggested activity. The checklists have simple applied questions that you can answer by ticking a Green square, (everything is going well), an Orange one (going okay, but we need to do more work), or Red square (we need to work on this/we need support). In Beaver Scout Colonies and Cub Scout Packs, the Scouters can use this resource to work with the youth members. For Scout Troops, it should be used by the young people and adults together. While in Venture Scout Units and Rover Scout Crews, the youth members should take ownership of the process.

Beaver Scouts operate in Lodges sharing ideas and reviewing activities.
Scouters organise the programme based on the Beaver Scout preferences

Cubs Scouts operate in Sixes sharing ideas, outlining plans, and reviewing activities.
Sixers Council help refine plan and provide more detailed reviews
Scouters organise the programme based on the Cub Scout and Sixers plans

Scouts plan, do, and review their programme in Patrols.
They combine the Crean Awards, Adventure Skills, Special Interest Badges, and other badges in organising an active programme
Patrol/Watch Leaders' Council (PLC/WLC), which includes Scouters, runs the troop

Venture Scouts run the Unit and plan, do, and review their programme in Crews
Different parts of the programme and badges are combined with personal interests in an active programme tailored to the Crews preferences
The Executive is guided by the Scouters

Rover Scouts run their own programme; a Scouter Advisor may guide and mentor

Using the Scout Method

The Scout Method is how we deliver the programme to young people. The Method is composed of eight equally important parts, and when collectively implemented make Scouting what it is. This resource is focusing on three aspects of the Scout Method to promote youth-led programme.

Small group System

The team system is the basic organisational structure in Scouting. In Beaver Scouts we have Lodges, Cub Scouts have Sixes, Scouts have Patrols or Watches, Venture Scouts have Crews, and Rover Scouts have Crews also. These usually consist of 6-8 members who operate as a team with one member being the leader. In an appreciative way, each small group plans, does, and reviews their programme. There should also be a coordinating council for the section made up of the youth leaders and Scouters.

Personal Progression

As young people move through a section and between sections, they are on a journey of personal development. We encourage this development through an active programme that enables them to take on increased responsibility. This is represented by the personal progressive scheme in each section, such as Bree, Ruarc or Conn in Beaver Scouts; Turas, Taisteal, and Tangann in Cub Scouts; the Crean Awards in Scouts, Fiontar in Venture Scouts; and the Rover Challenge for Rover Scouts.

Young People and Adults Working Together

In scouting, adult volunteers support and guide young people, provide a safe and engaging environment for personal progression. As young people take on greater responsibility in organising their programme and running their section, the role of the scouter changes across sections.

Beaver Scouts	Beaver Scouts take basic responsibility; Scouters oversee and organise based on youth preferences
Cub Scouts	Cub Scouts, especially Sixers, take on more responsibility; Scouters coordinate and enable
Scouts/Sea Scouts	Scouters support Scouts to take full responsibility through Patrols/Watches and the PLC/WLC, with Scouters supporting
Venture Scouts	Venture Scouts have full responsibility with Scouters guiding
Rover Scouts	Rover Scouts are supported by Scouters advising and mentoring

Beaver Scouts:

A Beaver Colony is divided into teams called Lodges. Lodges are the one of the main ways in which Beaver Scouts can shape and decide on their programme. A scouter can work with each of the lodges to understand what the Beaver Scouts would like to do, to help them link activities to achieving their badges, and with reviewing past activities.



Ways to gather ideas from Beaver Scouts:

Past adventures

Ruarc and Conn Beaver Scouts recall activities they have partaken in from years previous. Example: *Let's go back to the lake in the park where we had our picnic. Maybe we could build mini boats this time.*

Beaver Scout Adventure book

Beaver Scouts can be inspired by images in their Beaver Scout Adventure book. You might choose to have the whole Colony choose one image or theme from the book. Example: *Wow! Forest Life- Catapults! How can we use our pioneering skills to make our own fun catapults?*

Adventure Skill requirements

Conn Beaver Scouts might be aware that they need to meet certain requirements in a particular Adventure Skill. Example: *We need to make sure we can do everything in Emergencies Stage 2 for our Chief Scout Award. Can we practise making slings?*

Lodge Discussions

Beaver Scouts could meet in their Lodges to generate ideas before a whole Colony discussion. Example: *The Bear Lodge said we would like to learn to roast marshmallows safely around a fire.*

Interest from outside Beaver Scouts

Perhaps a Beaver Scout has done something in school/ in an extra-curriculum activity/ with friends that he or she might like to try with the whole Colony. Example: *In Lego Club, we built houses for our minifigures. I'd like to try building a giant one in real-life in the forest!*

Planning based on Beaver Scout preferences

It may be the case that a supplementary meeting of Scouters is needed, the weekly meeting to organise the ideas from the Beaver Scouts into a programme cycle. Scouters should try to stick with the Beaver Scouts suggestions as much as they can, this is their programme. The Colony may have time to slot their ideas together in a large group, but unless managed properly, this may be tedious to younger Beaver Scouts especially. To prevent boredom, and to allow Beaver Scouts to still participate in the Scouting programme during the meeting, the Scouter team should aim to slot ideas roughly into the six weeks and ‘fill in the gaps’ where necessary at their Scouter meeting.

The gaps to be filled by Scouters may include Adventure Skills requirements that have not been discussed with Beaver Scouts. Likewise, time for schemes such Special Interest Badges, Messengers of Peace awards, Chief Scout Awards, etc. should be factored into the cycle. Scouters may need to investigate whether bookings for activities need to be made and also factor costs into final plans.

Beaver Scout Checklist

This is a simple self-assessment tool to help you think about how your Colony operates and the steps you can take to strengthen youth leadership and responsibility. It is worth returning to every few months to chart progress made and recommitted to a youth led programme.

Are Lodges active in your Colony?			
Are games and activities based on the Lodges?			
Do you have Lodge Leaders?			
Do Beaver Scouts have chances to take on appropriate tasks and roles?			
Are Lodge Chews run regularly?			
Do the Beaver Scouts, in their Lodges, help plan and review activities?			
Do the Lodges practice Scouting skills together with Scouters helping?			

Tracking Signs:

The Activity:

Create a tracking sign trail in Lodges for others to follow.

Learning Objective:

Social: Explore how people communicate

Intellectual: Be Creative

The Beaver Scout Trail

Bree: Understand why we might use tracking signs during an outdoor activity

Ruarc: Recall the meaning of some basic tracking signs.

Conn: Teach younger Beaver Scouts simple tracking signs



PLAN

Tracking signs are a great way to communicate to other groups on an outdoor adventure! Simply by laying down sticks or rocks in a particular way, we can tell others which direction we've gone, what dangers are ahead and when we've gone home.

Planning: Log Chew

Can anybody think of a way we can communicate a message without using our voice?

Who has made tracking signs before?

We use a tracking sign as a symbol for Beaver Scouts! Can anybody spot this sign on their uniform or around them?

Can the more experienced Beaver Scouts teach the younger Beaver Scouts some simple signs?

Where can we practise our tracking signs when we've all got the basics? Where would have lots of sticks and rocks?

Can the Fox Lodge help?

How can Fionn help us?

He likes to communicate in lots of different ways. For this activity, you don't have to have the loudest voice to communicate the best!

How can Star help us?

She loves working with her Lodge. This activity is perfect for completing in Lodges- the younger Beaver Scouts can learn a lot from the older Beaver Scouts and can put into practice what they've learned!

DO

Practise our tracking signs at a Beaver Scout meeting using sticks or rocks in Lodges. Perhaps use a print-out or The Scouting Trail as a guide to what different signs mean. Let the older Beaver Scouts test our knowledge.

- Can we make a life-size tracking sign out of BEAVER SCOUTS?! Can the other Lodges guess what sign we represent?
- On our outing, choose a route to take with our Lodge. Use the buddy system when walking in our Lodges.
- Lay down the tracking signs with our Lodge. Everyone can have a turn creating a sign!
- Swap with another Lodge when finished. We follow the other Lodge's trail and they follow ours. Will there be a prize if the Lodge follows the trail successfully?



REVIEW

Lodge Chew: How did the Fox Lodge help us achieve our Beaver Trail badges?



Fionn helps us explore how others communicate.

Bree: What are some ways in which people can communicate without using their voice?

Ruarc: Was the tracking sign trail an easy way to communicate to another Lodge? How so?

Conn: Why was it important to practice the tracking signs before our outing so that everyone knew them? Would it have happened if some Beaver Scouts didn't know what to do?



Star helps us become active participants in small groups.

Bree: Did the older Beaver Scouts teach us how to do some simple tracking signs?

Ruarc: Did everyone in our Lodge get to participate fully in the tracking sign trail?

Conn: Did our younger Beaver Scouts get to put their new knowledge into practice? Was it an enjoyable experience to teach them?

Let's get out the trail map and colour in some dots!

Cub Scouts

Cub Scouts operate in Sixes under the leadership of a Sixer and Second, who are supported by Scouters. All Cub Scouts should be encouraged to take on responsibilities and concrete tasks. The Pack’s programme should be centred on Sixes with opportunities for the Sixers to lead parts.

Different mechanisms can be used for Cub Scouts to decide on their programme, which the Scouters can then help organise.

Small Group System:

Each Cub Scout is a member of a Six. In their Sixes, Cub Scouts can discuss ideas, make basic plans, and review activities. The Sixers can then share these ideas and points at a Sixers Council where they work with Scouters to decide on a programme cycle and the main activities.

Cub Scout Pack Forum

This can happen a few times a year to help guide the direction of the Pack. The Scouters facilitate this process by gathering the ideas together and cataloguing similar ideas together. Each Six should separately discuss the options and rank them. The Pack now has a list of possible ‘Adventures’ that should guide them through the year. Each ‘Adventure’ is developed further using the programme cycle process.

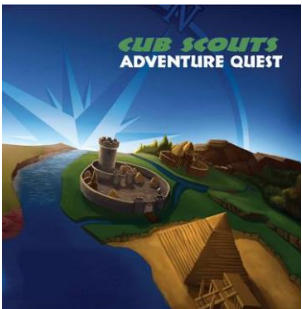


Lands of Adventure:

Cub Scouts can pick one of the Lands to help decide on their programme. Encourage the use of their imaginations to generate ideas which can be turned into activities.

Travel Cards:

These cards play an important part in programme planning and reviewing as the year progresses. The Cub Scouts should look at the six travel cards and see what parts of the travel card that they can ‘tick’ off. This is very open to choice and will need the Scouter to help focus their choice. Later in the year the programme can be intentionally designed to help Cub Scouts achieve the remaining parts.



Putting it together

The Scouters task is to translate the ideas and basic plans form the Sixes and Sixers Council into a viable plan and to work out the logistics. Scouters should involve the Cub Scouts as much as is practical in this process. The ‘Doing’ of the programme should revolve around the Sixes with leadership opportunities for the Sixers and Seconders.

Afterwards the programme cycle and activities are reviewed. Many of the same tools can be used, with the addition of Cub Scouts look at what progress they have made in their Turas, Taisteal, and Tagann Awards, Adventure Skills, and other badges. Once a Cub Scout has achieved a badge it should be awarded. Help Cub Scouts use outstanding items in their badges to inform the next programme cycle.

Cub Scout Checklist

This is a simple self-assessment tool to help you think about how your Pack operates and the steps you can take to strengthen youth leadership and responsibility. It is worth returning to every few months to chart progress made and recommitted to a youth led programme.

Checklist:

Are Sixes active in your Cub Scout Pack?	☐	☐	☐
Are the Sixes used as the basis of teams in games and activities in your pack?	☐	☐	☐
Do Sixers and seconders lead their sixes on activities and challenges?	☐	☐	☐
Do other Cubs in a Six have a small role?	☐	☐	☐
Do the Sixers and Seconders help run games in your pack?	☐	☐	☐
Do the Sixes practice Scouting skills together with older Cubs helping younger Cubs?	☐	☐	☐
Do Sixes meet as part of the Pack meeting to help planning and reviewing activities?	☐	☐	☐
Are the Sixers involved in badge work in your pack?	☐	☐	☐

Hike

Activity: Go on a hike

Learning Objectives:

Physical: Be active & exercise regularly

Intellectual: Learn to make choices and decisions



Who is leading? Phil & Isobel

Which Travel Cards could we use?

Phil's **Green Travel Card** –

Phil loves to keep fit

Turas – Go on the hike

Taisteal – Choose the route

Tagann – Plan and lead the hike

Isobel's **Blue Travel Card**

Decisions, Plan-Do-Review, Teamwork

Turas – Was I involved in the Plan, Do Review?

Taisteal – Did I try my best to work as a Team?

Tagann – I helped make decisions

PLAN

PHIL is the name and PHYSICAL is the game. A simple challenge this week, have a hike! Doesn't matter where or for how long, just get out there and do it. Oh, it would be cool if you stopped along the way and sang a good loud Happy Birthday
I'm ISOBEL and it is important to think about how you make decisions before and during the hike, and how your Six works as a team

Planning: Six Meeting

- What type of hike do you want to do? What type of distance is best for your Pack?
- Where are good locations? How will you get there?
- Who is leading the hike?
- When will the hike happen?
- How will you get there?
- Who do you need to tell?

Preparation:

Use the weekly meetings leading up to the activity to help develop your skills and get ready for the hike. Make a list of what you will need to do to prepare, here are some suggestions:

- Practice using a map and compass
- Sixers help plan out the route
- Learn about basic first aid
- Draw out a kit list of all the things you need to bring on the day, think about what are good clothes to wear hiking
- Make a list of food that would make a good lunch and snacks for a hike

DO

- Check the weather
- Go on the hike
- Sixers help lead
- Practice the biddy system
- Try out some navigation skills
- Sing happy birthday
- Have FUN !!!



REVIEW

Phil's Green Travel Card –

Understand why exercise and keeping fit is important

Did everyone go on the hike?

Did everyone sing happy birthday? Did everyone have fun?



Did everyone agree on the route? Was the hike too long or not long enough?

Did everyone have fun?



Did the hike go to plan?

Did everyone get a chance to lead the hike?

Did everyone have fun?



Scouters' Notes:

Your role is to supervise and ensure that the hike follows the route and plan in a safe manner. Look for opportunities for Sixers and Seconders to take on leadership and responsibility, such as lead a section of the hike, being responsible for reminding people to snack and drink, carrying a first aid kit etc. When reviewing you may need to help the Cub Scouts remember what tasks they completed.

Scouts

Scout Troops centre on Patrols or Watches for Sea Scouts.

Here are some of the characteristics of a patrol/watch:

- A team with four to eight members
- Lead by a PL/WL and APL/AWL
- A role for every Scout
- Does its own activities as well as troop activities
- Everyone has a say in the running of the patrol/watch
- More experienced Scouts guide newer Scouts
- It has an identity and spirit



The Patrol Leaders' Council (PLC) or Watch Leaders' Council (WLC) is made up of the PLs/WLs, APLs/AWLs, and Scouters. It is the body that runs the troop. It has responsibility for organising the programme, awarding badges, and overseeing the code of conduct. PLs/WLs and APLs/ AWLs are there to represent the views of their patrol. The PLC/WLC is an important part of the small group system.

Main areas of responsibility:

- Organise the Troop: The PLC/WLC is where the decisions impacting the troop are made. It is a space for Scouts and Scouters to discuss the views for the patrols/watches and to have a mature, and respectful discussion.
- Run the Programme: The PLC/WLC should plan, run, and review the troop programme. Ideas from patrols should form the basis of a detailed programme. PLC/WLC meetings will form part of each programme cycle. It is important to ensure that the programme helps scouts advance in their Crean Awards and other badges.
- Award badges: The PLC/WLC should approve the awarding of badges to the Scouts. The PLs/WLs should know about the progress of each Scout in their patrol/watch and made a recommendation when a scout has completed the requirements.

Scouters

In the Scout section, Scouters help develop active and independent patrols/watches in which each Scout has a role. This is a balance as Scouters need to hand over increasing responsibility to scouts, while also ensuring a safe environment. In patrols/watches, scouts learn and progress in scouting skills, but also in organisational and leadership capacities by organising their own programme.

Programme Cycles

Your troop programme is based on programme cycles. Each one has a Plan, Do, Review phase that is focused on a theme, such as Natural Disasters, Water Activities, or an Environmental Project.

PLAN:

- Idea generation in patrols/watches
- Consider how activities can help each scout advance in their Crean Awards and other badges
- PLC/WLC makes out a detailed plan

REVIEW:

- Quick evaluation of activities
- In patrols/watches discuss the programme cycle and look at progress in Crean Awards and other badges
- The PLC/WLC makes a more detailed review
- Helping plan the next activity

DO:

- Making it happen
- Implement the plan

Scout Checklist

This is a simple self-assessment tool for the PLC/WLC to use in thinking about how your patrols/watches and troop operate and the steps you can take to strengthen youth leadership and responsibility. It is worth returning to every few months to chart progress made and recommitted to a youth-led programme.

Checklist:

Are Patrols/Watches active in your Troop?



Does each Patrol/Watch have a PL/WL and APL/AWL?



Does everyone in the Patrol/Watch have a role?



Do PL/WLs and APL/AWLs organise the Patrols/Watches?



Do you have Patrol/Watch Meetings at least once a month (these can be meetings during troop meetings)?



Do you run Patrol/Watches Activities (these can be part of troop activities)?



Do Patrols/Watches practice scouting skills together?



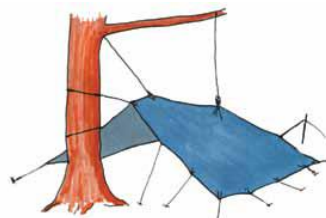
Are the Patrols/Watches involved in the planning and reviewing of activities?



Bivvy

The Activity:

Construct a shelter primarily using natural materials that your patrol can safely spend the night in



Learning Objectives:

- Intellectual: Understand the role, skills & responsibilities of team membership and leadership
- Emotional: Be able to assess the challenges I can deal with and how

The Crean Awards:

Discovery: Terra Nova:

Patrol Activity Task/Role in Patrol

Skills

New Skill

Patrol Activity

Skills

Endurance:

Develop Teamwork

Patrol activity

Skills

Polar:

Share Skills

Skills

PLAN

Your patrol is planning on spending a night in a bivvy shelter as part of a 'Survival' programme cycle. To help prepare you will need to do the following:

- Research different types of bivvy shelters
- Practices lashings and knots
- Make out a plan for the overnight: location, times, transport
- Menu: make a backwoods menu and assign scouts to buy the food
- Equipment: patrol quartermaster should arrange all the gear needed
- All members of the patrol should have a role in the activity
- How will the activity help each scout progress in their Crean Awards and other Badges?



DO

11.00	Carpool from Scout Hall	Grace (APL)
12.30	Build Bivvy and set up backwoods camp	Emma (PL)
15.00	Wide Games	Seán
16.00	Fires and backwoods cooking	Grace, Andrzej (Cook), Meabh
17.30	Meal and clean up	Emma, Harry
21.00	Campfire	Grace, Harry
8.00	Get up, breakfast	Andrzej, Meabh
10.00	Patrol Hike to local heritage site	Emma
14.00	Lunch and break camp	Grace

REVIEW

- At the following weekly meeting during your Patrol Corners, have a quick discussion of the activity: : Each scout should write one or two things down under the headings of “Clearly Worked”, “Could be Better” and “Let’s Drop It”.
- Consider how the activity helped you work towards the SPICES learning objectives, especially: the ones identified for this activity.
- During a Patrol Corner at the end of the programme cycle, look at how the activity helped each scout progress in their badges, for example it helped Andrzej on his Endurance Award, Emma used it for her Adventure Special Interest Badge, and Grace worked on her Backwoods Adventure Skills which she is also counting towards her Chief Scout Award.
- At the PLC/WLC, Emma and Grace can report on the activity as part of the overall review of the programme cycle.

Sea Scouting

Within Sea Scouting there are many opportunities for youth-led programme. The Adventures Afloat Badges present significant opportunities for Sea Scouts, through their Watches, to develop an active programme of water and land-based activities. While the programme cycle framework is equally applicable to Sea Scouting, there are other features which are ideal for the development of youth leadership and responsibility.



When afloat, WLs, depending on their skills, might:

- Take charge of the watch's boat or boat crew.
- Conduct pre-departure checks (equipment, weather, crew preparedness).
- Assign roles (helm, lookout, crew duties).
- Ensure seamanship skills are practised, and safety standards are met.
- Report incidents, damages, or concerns.

Leadership skills for Watch Leaders might include:

- **Leading by Example:** Demonstrating good conduct afloat, seamanship, and Scout values.
- **Decision-Making:** Especially important afloat, where quick, calm decisions maintain safety.
- **Communication:** Clear, respectful instructions, especially under stress or when issuing commands on the water.
- **Delegation:** Assign tasks according to skill levels to build confidence across the watch.
- **Encouragement & Feedback:** Offer praise and constructive feedback to promote development. Spot where a Scout is worried or apprehensive and help them along.
- **Problem-Solving:** Manage interpersonal issues and deal with issues that arise on board such as equipment failure.
- **Risk Awareness:** Understanding and applying safety procedures in all activities (e.g. lifejackets, weather conditions, first aid basics).
- **Emergency Preparedness:** Knowing what to do in a capsize, injury, or lost-person scenario.
- **Equipment Checks:** Leading proper care and stowage of gear.
- **Welfare:** Being alert to fatigue, dehydration, or distress among crew.

Venture Scouts

All of the Venture Scout programme should be youth-led. Many of the members will have been Scouts for years and will have well developed outdoor and organisational skills, while those joining directly will have the maturity to contribute as they learn about scouting. It is important, therefore, for all Venture Scouts to actively contribute to planning and running the programme, with guidance and occasional motivation from Scouters.

Crews: The Small Groups in Venture Units are Crews of four to eight Venture Scouts. Form Crews, either permanent ones for the year or activity-based ones for the duration of a programme cycle. As a member, you could be asked to be an activity leader. Your crew might be interested in planning a trip, locating a guest speaker or organising a linking activity. There should be potential for all Venture Scouts to have an active role and leadership opportunities. Even if a Unit is too small for several Crews, you still can have positions of responsibility and leadership.

Venture Executive: Appoint an Exec, and make sure you all support them. Participate in electing an Exec and then help them with running the unit; they need your support. They have specific duties and will want to do them well. Get involved in the general activities of the unit and do your best to complete them successfully.

Decision-making: All members should be involved in making big decisions, such as deciding on your summer camp/expedition. Have all the facts and consider them carefully. Listen to the views of others and be careful not to make assumptions. Ask questions and give your opinion before votes are taken or consensus is reached. Don't complain after a decision is made. Support the decision and do what you can to make it work.

Communications: It is essential that you have good communication in the unit and with the Group. Your Scouters will offer advice but can only help with known problems or needs. If you have doubts about how to do your job, tackle a project, get a guest speaker or resolve a personality clash, ask your Scouters for guidance.



Creating an active programme

Your programme is what you make of it. This is a great opportunity and a challenge. When planning programme cycles and activities, the following points are worth considering:

Fiontar Awards, Chief Scout Awards and other Badges
 Use the different Awards and Badges to structure your programme. Each Venture Scout can progress to achieve the awards they want, and these can help everyone gain recognition for the success achieved.

Interests
 Your programme should reflect your interests. Some Units are focused on water activities, others on hillwalking. There is also time for personal interests at weekly meetings and camps, such as D&D, music, social justice causes.

SPICES
 The SPICES Learning Objectives should be used as a planning and review tool to have a rounded programme that helps each Venture Scout develop in different personal areas.

Capacities
 At this stage of scouting, you will have to pay more attention to other commitments such as part-time jobs or exams. Make the programme work as part of your daily life.

Venture Scout Checklist

This is a simple self-assessment tool for the Unit to use in thinking about how you operate and the steps you can take to strengthen youth leadership and responsibility. It is worth returning to every few months to chart progress made.

Does your Venture Scout unit have Crews? Are they activity or project based?			
Does each Crew operate with a Crew Leader?			
Does everyone in the Crew have a role?			
Are all Venture Scouts involved in the planning and reviewing of activities?			
Are all Venture Scouts actively involved in running the programme?			
Do the Scouters facilitate the Unit in operating and provide support, guidance and advice when requested and required?			

Refugee Awareness Event

The Activity:

Run awareness activities to highlight justice for refugees

Learning Objectives:

- Character: Try to help where you see injustice or inequality
- Emotional: Stand up for what you believe in

Fiontar:

Suas:

Find out about refugees

Help organise the activities

Help plan and carry out a service action

Trasna:

Lead the research on refugees

Organise the activities

Plan and carry out a service action

PLAN

First do some research on the topic, share what you have learned in your Crews. Then brainstorm what types of awareness activities you can run. Also, think about how these can help each member take on responsibility and progress in the Fiontar Awards and other badges.

DO

Some possible activities:

Fundraise: Organise a local fundraiser and donate the funds to an NGO who works with refugees, such as UNHCR, Trócaire, Irish Red Cross, Doctors Without Borders etc. Can you combine this with a scout skill? A sponsored hill walk? Build a large pioneering tower in a local park?

Social Media: develop a campaign for your group and personal social media that highlights the vulnerabilities of being a refugee and why it is important to help those fleeing danger, wars, persecution, or natural disasters.

Service project: carry out a service project with a local NGO or refugee support group, such as helping refugee children go on a hike or help refugees integrate into your community. This may be more of a long-term project but would be worth while. It would also help Venture Scouts working on the Chief Scout Award or for the Unit to get the Scouts of the World Award (<https://sdgs.scout.org/world-scouting-awards>).

REVIEW

In your Crews you can review the activity and personal progress.

Crew Discussion:

- What was the most important thing you learned?
- Did your understanding of refugees change?
- How well did the activity go? What could have gone better?
- What are you proud of doing?
- What will we do next?

Fiontar Review

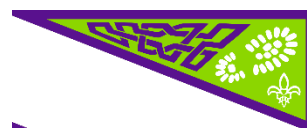
SUAS:

Character: Try to help where you see injustice or inequality

- What did you do for refugee week?
- How can you make a difference?

Emotional: Stand up for what you believe in

- Should scouts try to help refugees?
- What can we do?



TRASNA:

Character: Try to help where you see injustice or inequality

- How did your activities explore issues for refugees?
- How can your Crew respond to the refugee crisis?

Emotional: Stand up for what you believe in

- Why is it important for scouts to try and help refugees and others in need?

Executive Review

The Exec should also review the activity at their next meeting to get a good overview of how it went. This should help inform what the Unit does next.

Rover Scouts

Rover Scouts are adults who are supported by an Advisor. The Programme is entirely decided and run by you according to your interests, goals, and capacities. Rover Crews run slightly differently to other sections but many of the basics are still relevant.

Small Group System:

A Crew, even with a few members, helps structure a programme and provides support and encouragement to make things happen. A Crew can be made up of Rover Scouts from different groups or with members from College Socs/Clubs. All members should be involved in both the running of the Crew and the decision-making process.

The Crew should elect a Crew Leader and Crew Administrator at the beginning of each year. The Crew Leader will coordinate the running of the Crew. They will represent the Crew at Group and Scout County meetings and should work closely with the Project Leaders (see below). A Crew Administrator is responsible for looking after the Crews' records, which will include simple accounts, personnel records and so on.

You can also run Project Teams where members from different Crews work together towards a common goal – this can be especially useful when there are different priorities in the group, such as one team planning a trip to the Alps the higher stages of the Hillwalking Adventure Skills and another organising a service project with a local disability charity for the Scouts of the World Award. Each team has a Project Leader to coordinate the process.

Personal Progression:

At this point, each Rover Scout is responsible for their own personal development and pursuit of scouting and life skills. Everyone should have an active role in the Crew, in programme, and in projects. This ensures greater participation and helps with personal development goals.

Calendar:

Regular meetings - Having a regular meeting night is a good idea, whether this is once a week or once every two weeks. It is very easy for Crews to lose focus if they do not meet on a regular basis.

Project meetings - Once a month the Crew should meet with the purpose of furthering the projects they are working on. This may involve planning, developing skills or making final preparations, depending on the stage of the project. It is also where reviews of completed projects should take place

The Rover Scout Programme is based on these steps:

PLAN

- Begin picking one of the ASSES to do a project in
- Each Rover Scout brings their own goals, including learning objective
- Crews plan a project which will allow each member to achieve their objectives

DO

- Prepare and practice skills
- Do the activities

REVIEW

- Review the activity as a Crew
- Evaluate how you progressed towards the learning objectives and personal goals
- Plan a new cycle

Rover Scout Checklist

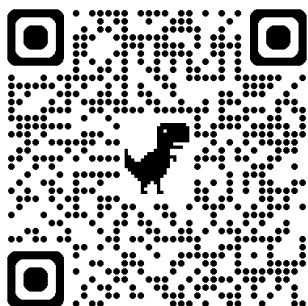
This is a simple self-assessment tool for your Crew to evaluate how you operate and the steps you can take to strengthen your programme. It is worth returning to every few months to chart progress made.

Are there project teams in your Crew?			
Does each team have a leader and an administrator?			
Does everyone in the team have a role and an equal share in decision making?			
Does the Crew have a meeting on a regular basis? (These can be online or in person)			
Does your Crew plan and design programme cycles with support from your Rover Advisor?			
Do you do Crew Activities? (including Group/County activities, Clubs/Societies activities , national events)			
Do your teams practice Scouting Skills together?			
Does your Crew regularly review your programme cycle, together with your Rover Advisor?			

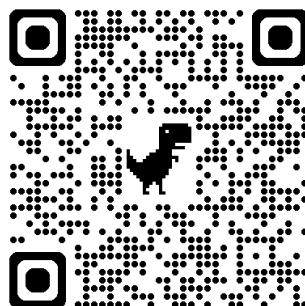
Programme Resources

The Youth Programme Team is focused on supporting Scout Groups to run active youth-led programme. There are a number of places where you can access resources and guides to help youth members and scouters, including:

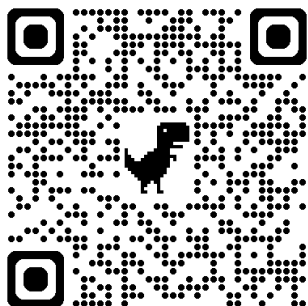
issuu.com/scoutingireland



instagram.com/siyouthprogramme/



www.seascouts.ie



betterworld.ie/

