

Scouts Australia Youth Program Review



21 May 2015

Fellow Scouting members and friends of Scouting,

The Youth Program Review (YPR) is conducting a wide variety of research to ensure we develop the best possible youth program for our future youth members. This research features a multi-faceted approach using our own teams, external demographers and researchers, exploration of previous research and working with other similar National Scout Organisations.

The following research was completed by a team of volunteers as part of Stage 3 of the YPR, exploring a whole range of information to build some foundations for our future “one program”. The questions for these topics were derived from feedback and related discussion and workshopping of initial YPR research.

“One Program” is the mantra under which this stage of the review has worked, recognising that although we use age sections, these must be strongly linked and united in working progressively towards a common goal, facilitating the development of individual young people.

Stage 3 was all about developing the big-picture concepts of a future youth program for Australian Scouting, concepts that will drive the ideas and detail that will emerge from Stage 4.

All the proposals contained in this report have been supported for further development in Stage 4. No decision has been made to implement these proposals.

Share your considered and constructive thoughts at ypr.scouts.com.au; through discussion great ideas can evolve.

Yours in Scouting,

YPR team

RECOMMENDATION PAPER

Title	<i>The Scout Method</i>	YPR Paper No.	3-4-3
Stage 3 Topic	3-4 Scout Method	Status	Published
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1. EXECUTIVE SUMMARY

This paper presents some initial findings regarding the application of the Scout Method within Scouts Australia.

It explores some of the current definitions of the Method and its central principles. There is a preliminary examination of research commissioned by the Youth Program Review (YPR) regarding retention issues for Scouting and the perceived relationship to the application of the Scout Method as expressed by youth members in response to a national survey.

The collected member feedback suggests that there are opportunities to improve the understanding and delivery of the Scout Method in order to maximise member retention.

It goes on to propose new definitions for the Australian Scout Method based on feedback from members. Specifically it proposes revised definitions for the Australian Scout Method, consisting of the following eight aspects:

- Learning by Doing
- Nature and Outdoors
- Personal Progression
- Promise and Law
- Service
- Small Team System
- Symbolic Framework
- Youth Leading, Adult Supporting

The paper includes recommendations for ensuring that Leaders are trained and supported with the aim of improving understanding of all components of the Method as well as consistency in quality of its implementation. It also advocates that the symbolic framework within the Youth Program is reviewed with the aim of improving consistency across sections, and retention during the transitional stages.

2. INTRODUCTION

It is Scouting's unique Method that holds the key to its distinctive role in the community. The Method is a non-formal self-education system, and is a key part of Scouting. *The Scout Method - one method comprising many elements - is the instrument Scouting uses to achieve its specific approach to the education of young people*¹. WOSM defines the Method as being "composed of seven different elements which work together to provide a rich, active and fun learning environment"².

Those seven elements are (alphabetically):

- Adult Support
- Learning by Doing
- Nature
- Patrol (or Team) System
- Personal Progression

¹ World Organisation of the Scout Movement, *The Essential Characteristics of Scouting*, 1998, PDF, viewed on 11 February 2015, <http://ypr.scouts.com.au/perch/resources/esschare-1.pdf>, p.6

² World Organisation of the Scout Movement, *The Scout Method*, viewed on 25 February 2015, <http://scout.org/node/65#.U5J42TOFEyo.gmail>

- Scout Promise and Law
- Symbolic Framework

In the Scouts Australia *Policy and Rules*, the Method is described as follows:

The Scout Association of Australia achieves its Aim through a system of progressive self-education, known as the Scout Method, the principal elements of which are:

- 1. Voluntary membership of a uniformed group which, guided by adults, is increasingly self-governing in its successive age groups*
- 2. Commitment to a code of living as expressed in the Promise and Law, the meaning of which is expanded as the member grows towards maturity*
- 3. The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration both indoors and outdoors.*
- 4. The provision of opportunities for leadership and responsibility*
- 5. Learning by doing*
- 6. Encouragement of activity in small groups*
- 7. An award scheme which encourages participation in its full range of activities and provides recognition of individual achievements.³*

Based upon Baden-Powell's original Method, the Scout Method outlines how Scouting teaches and nurtures youth members. Considering its importance, it is unsurprising that there are a significant number of different attempts to describe it, not only from WOSM—where it is a key element in the *Renewed Approach to Programme*⁴ (RAP) and also referred to in its Constitution—but also in Scouts Australia's organisational documents and those of other National Scout Organisations (NSOs). Currently in Australia, Leaders of Youth appear to be taught a version of the Method in some sections of e-learning that differs from that defined in *Policy and Rules* and other sections of the same learning platform. For existing versions of the Method this team reviewed please see [Appendix A](#).

The research team was asked to look at the overarching question “How do we adapt the Method (as prescribed by WOSM) to meet the needs of our community?”⁵

The team explored the implementation of the Method within Scouts Australia and sought feedback from some youth members regarding understanding and implementation. Initial findings are that there appear to be inconsistencies in the understanding and implementation of the Method. These inconsistencies may contribute to the ability of Scouts Australia to retain youth members if their experience of Scouting is vastly different to the promise of leadership, learning by doing, and the outdoors. The team has attempted to define a clear, implementable Scout Method for Scouting in Australia, as well as strategies to maintain its presence in the Youth Program.

Whilst references are included in this report, the omission of page numbers is acknowledged as a limitation of the research. Some limitations regarding survey methodology are also noted below.

2.1 TERMINOLOGY

- AV2015 – The Australian Venture held during January 2015.

³ Scouts Australia, 'Policy and Rules 2014', 7th edition, in *Resources and Information for Members*, viewed on 25 February 2015, <http://www.scouts.com.au/resources-and-information-for-members/online-library/policy-rules>, p20

⁴ World Organisation of the Scout Movement, *Renewed Approach to Programme (RAP Toolbox)*, PDF, World Scout Bureau Inc, Geneva, 2014, viewed on 1 February 2015, http://scout.org/sites/default/files/library_files/RAP_Toolbox_EN.pdf

⁵ Ibid.

- Branch – the title used to represent the organisation within one state or territory (e.g. South Australian Branch). Some states have moved away from using this terminology (e.g. New South Wales and Victoria), instead referring to the organisation as a State.
- District – the localised grouping of Scout Groups, usually within local council/municipal boundaries. This only occurs in some Branches.
- Group/Scout Group – An administrative grouping of different sections in a small geographic area. In general, all sections in a Group meet at the same hall, all members wear the same Group scarf (except in Queensland, where they wear a state scarf), and often members will progress from one of the Group's sections in to the subsequent sections at the same Group. Not all Groups across Australia have all sections, but in general most have more than one. Groups are usually named by their geographic area, e.g. "1st Windy Valley Scout Group", and have a Group Leader who coordinates the efforts of the section Leaders. This term should not be confused with a group (no capital), which has the same plain English meaning as always and can still be used as normal to denote collections of items or people.
- Leader of Adult (LoA) – An adult member of Scouts Australia whose primary role in Scouting is providing guidance and support to adults in Scouting.
- Leader of Youth (LoY) – An adult member of Scouts Australia whose primary role in Scouting is as a leader within one of the five youth sections, currently Joeys, Cubs, Scouts, Venturers and Rovers.
- National Youth Council (NYC) – A council of 25 selected youth members from across Australia, which provides a youth voice to key decision makers at a national level. Members of the council are aged between 13 and 25.
- NSO – National Scout Organisation.
- P&R – The *Policy and Rules* of Scouts Australia.
- RAP – *Renewed Approach to Programme* – a WOSM prepared document, outlining the recommended review process for the Youth Program.
- Region – the broadest geographical groupings of Scout Groups within the Branch. In Branches with Districts, Regions are usually comprised of multiple Districts. Regions do not exist in all Branches.
- Section – An age-range grouping of Scouting youth members. The term can be used to refer to all youth members within that age range across Australia or another geographical division, or to one formation of that age range from an individual Group.
- Small team system – An element of the non-formal self-education system, the Scout Method. Young people are grouped in small teams, generally of 4-7 youth members from the same section, and work together to complete activities or tasks. The teams may be a permanent part of a section's organisational structure (a 'home' small team) or may be formed for an individual activity or event. There is usually a formal leadership structure within the small team, with a designated youth member as leader and potentially another as an assistant. The small team system is also often known as the Patrol System.
- State Leadership Teams – the name given to the collective grouping of the Victorian teams headed by the State Commissioner (formerly Branch Commissioner) for each youth section, with representatives from all Regions across the state. These teams are Youth Program specific, with the State Commissioner reporting to the Assistant Chief Commissioner – Youth Program and Section Support.
- State Youth Council (SYC) – A council of youth members from across the State (or Branch – BYC), providing a youth voice to key decision makers at a state or territory level.

- WOSM – World Organisation of the Scout Movement.
- Youth Members – members of the Scouting Movement aged between 5 and 25 (inclusive) who participate in the Scouting Program.

3. METHODS

The team used a number of different methods to gather information, and utilised the results to develop the recommendations.

3.1 INITIAL RESEARCH

The team's initial research involved looking at a range of documents provided to the Youth Program Review (YPR) Stage 3 teams. Key documents included a market research report from BDRC Jones Donald⁶, WOSM documents including the *Renewed Approach to Programme (RAP)* and *Scout Method*, as well as Leader Handbooks and Program Review information from Ireland and Canada.

The BDRC Jones Donald report drew from focus groups of ex-members to look at reasons that youth were leaving the Movement.

The documents from Ireland and Canada included those countries' *Scouter's Handbooks* (for Leaders of Youth) and other information. These provided very useful examples of how information regarding the Method might better be communicated to members and LoY. They also provided good examples of a coherent symbolic framework.

These documents guided the team's approach to the Review, including questions and topics for surveying members.

3.2 MEMBER SURVEY

The team composed a National survey split into two sections: one for Youth Members and the other for LoY. Both sections were comprised of roughly 30 questions, covering:

1. Demographics
2. Scout Program
3. Understanding of the Scout Method
4. Youth Leadership
5. Planning
6. Service
7. Use of Technology

The questions were based on the team's knowledge and a review of the associated key documents. Some of the questions were designed to verify anecdotal evidence provided by team members.

The survey was conducted by various means:

1. Online via Survey Monkey, available for a week in September of 2014
2. Visiting various Scout group evenings (covering multiple age ranges, and states).

⁶ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

Both means of conducting the survey were used to reach members across multiple states with the online survey being posted on the YPR webpage and the Scouts Australia Facebook Page.

It is acknowledged that the validity of the member survey results is limited due to potentially suggestive questions, range of answer options and also the status quo bias of the respondents.

3.3 NSW STATE YOUTH COUNCIL (SYC) FEEDBACK

A number of workshops were run with the NSW State Youth Council (SYC) in relation to the team's topic. These sessions occurred after most of the team's survey results were available. The survey results helped to develop a better understanding of a number of topics to be discussed, and were especially informative on applicability to rural areas.

As well as general feedback on the topics, the workshop sessions focused on Youth Involvement in Programming, the Symbolic Framework and Technology in Scouting. These sessions acted as focus groups to help identify key issues, and acquire member feedback on the research done so far. (See [Appendix C](#) for more details on the sessions).

3.4 MCCRINDLE MARKET RESEARCH

A market research report by McCrindle was commissioned by Scouts Australia to develop an understanding of the needs and desires of Australian families and identify the challenges that Scouting faces today. The report included survey results from 1208 non-Scouting parents and 1858 Scouting parents⁷, and had a significant impact on the team's research by helping to identify key issues with the Movement.

The McCrindle report provided insight into what parents wanted from Scouting, as well as areas where expectations were not being met or communication had failed. It also provided verification of a number of issues that the team had already identified.

3.5 FURTHER READING

After the survey results had been collated the team went back to look at the previously mentioned literature in more detail. This was primarily to support the Scope and Sequence deliverables, as well as to corroborate the survey findings. Included in the further reading was age range and developmental information developed for the YPR⁸. Information discovered in the readings will be explored in the Discussion.

Later in the review process the team looked at other research documents. These included papers from the WOSM World Scientific Congress, which provided insight into the way some of the identified issues could be solved, as well as information about how the Method could be applied for different age groups.

3.6 SCOUT METHOD DEFINITIONS

The team worked to create clear definitions for each aspect of the Scout Method. The initial definitions were created using the research into other NSOs, WOSM recommendations, and the member surveys. These definitions were then given with a brief to writers, who created a number of different options (see [Appendix B](#) for details of the drafting process.)

⁷ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

⁸ K Loveless, *Key Developmental Stages (Age: 0-26yrs)*, supporting document for the Scouts Australia Youth Program Review – Stage 3, 14 December 2014

The draft definitions, which used different wordings for the same overarching meaning, were then road-tested at AV2015 where LoY were presented with a second survey asking them to choose their preferred definition. Unfortunately only 31 LoY responded, but for most aspects there were clear winners. The aim of that survey was primarily to identify any clear problems with the definitions, and to gauge Scouting community support. The team felt that the existing research already supported the need for new definitions and that this was validated by the survey despite the small sample size.

3.7 SCOPE AND SEQUENCE

One of the deliverables for this team was a Scope and Sequence for each aspect of the Scout Method, which would look at how the components of the Method could be applied at each age range. The Scope and Sequences drew heavily from the team's survey data as well as the Key Developmental Stages research provided to the YPR by Kellie Loveless.⁹ The team began by dividing the Method Scope and Sequence into the components of the Scout Method, then dividing each of these into age range sections aligning with the existing youth sections. All of the Scope and Sequences draw heavily from the research conducted by the team, whilst recognising and/or formalising many existing practises.

The Scope and Sequence regarding Promise and Law was developed by the Fundamentals team (Team 3-1), and is not included in this report.

4. RESULTS

4.1 YPR PRIOR RESEARCH AND READINGS

The team's readings identified the following key issues relevant to the Scout Method:

- Inconsistency in implementation of the Method between sections can be very detrimental to member retention.¹⁰ Both BDRC Jones Donald and McCrindle research indicates that big differences in implementation between sections creates points where a large number of members are lost.¹¹ There are indications that easier transitions would improve member retention for Scouts Australia.
- In some instances, formations are failing to fully deliver the Scout Method, which undermines their ability to meet the expectations of parents and Youth Members.^{12,13}

⁹ K Loveless, *Key Developmental Stages (Age: 0-26yrs)*, supporting document for the Scouts Australia Youth Program Review – Stage 3, 14 December 2014

¹⁰ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

¹¹ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

¹² G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

¹³ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

- A key component of this is due to groups running insufficient outdoor or 'Scouting' activities.^{14,15} BDRC indicated that the presence of sufficient outdoor activities could make or break the success of a program.
*"Whilst the youth accepted that they couldn't be outdoors every week, too many weeks indoors was a substantial driver of disappointment in the program."*¹⁶
- BDRC Jones Donald found that "Learning by Doing" is fundamental to our ability to retain members, however both this and the McCrindle research indicated that many LoY appear to not be practising this fundamental aspect of Scouting.^{17,18} This had previously been identified as a problem in 2001 by Dangar Research Group.¹⁹
- McCrindle research indicated that many Leaders "were stretched in their capacity, needing greater support and experiencing some levels of burn-out".²⁰
- Technology was considered useful for organisation and planning by current and former members, however there was little support for heavy use of mobile phones or computers in meetings or activities.²¹
- The Dangar Report identified that Leaders need more help and feedback on programming.²²
- A report by the European Scout Office indicates that having a consistent quality review system would bring us in line with other youth organisations and help us to improve the quality of our program.²³ The report gave examples of where such a system had been successful, including France which has seen a significant increase in membership as a result of their system.

4.2 MEMBER SURVEY

Key findings from the survey appear below; see [Appendix D](#) for more details. These were used as the basis for the team's further examinations of the Scout Method and a basis for subsequent hypothesising and validation.

In total 433 people participated in the survey, with 12 people then being excluded from continuing as they were not Australian members. A further 40 people were excluded as they were neither LoY nor youth members, and a number of others did not answer all questions in the survey. Whilst the sample of the survey was relatively small, the responses followed a consistent theme and were supported by many of the other readings done by the team.

¹⁴ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>, p75

¹⁵ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

¹⁶ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>, p20

¹⁷ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>, p75

¹⁸ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

¹⁹ Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-surveyqmay01.pdf>

²⁰ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>, p66

²¹Ibid, p80

²² Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-surveyqmay01.pdf>

²³ EuroScoutDoc, *Looking at Quality in Scouting*, World Scout Bureau Inc, Geneva, 2007, viewed on 25 February 2015, http://oldsite.scout.org/en/information_events/library/management/looking_at_quality_in_scouting

There was a reasonable split of the sexes (55% male and 45% female) with roughly three quarters of respondents being city-based.

Approximately half the respondents were Leaders. Respondents who initially identified as youth member may have been parents (as 12 respondents from this category were over 30 years old).

Respondent	Responses
Joey	1
Cub	12
Scout	59
Venturer	42
Rover	51
Leader of Youth	195
Other (these results were excluded)	40
Total (who answered)	400

Youth members were asked a range of questions about the delivery of Scouting: whether they found it fun, if they learned new things, their awareness of what Scouting offers, and how often they completed activities outside. A limitation of the answer options was that “half of the time” may have been construed as “often” by some respondents.

- 86% of youth member respondents find Scouting fun either “often or always”.
- 87% of youth member respondents said that they learnt something new at least half of the time during Scouting.
- 55% of youth member respondents said that that at least half of the time they are learning something they didn’t know Scouting offered.
- 85% of youth member respondents said that they did activities outside at least half of the time, with the majority of those responding that they were “often” outside.

In terms of the Scout Method, 64% of youth respondents had not heard of it, compared to only 10% of adult Leaders. Upon asking youth to describe what they thought the Method was, the following words (in no particular order) were common within the responses as identified by analysis of the survey results:

- Promise and Law
- Education Leaders
- Scout Method
- Small Groups
- Learning by Doing
- Youth
- Teamwork
- Development

Selected comments were as follows:

- “The particular and special way that we *do* Scouts - patrol system, learning by doing, symbolic frameworks, going outside, games and activities, and whatever the other ones are.....”
- “An approach to Scouting that, through deliberate consideration of the physical, spiritual, intellectual, social and environmental needs and desires of youth, aims to provide a well-rounded program...”
- “The Scout Method was originally penned by Baden-Powell, and describes a system of self-education, encompassing learning by doing and the patrol system...”

- "It is a system that is used by Scouts to build youth into becoming individuals and better citizens within their communities."

Whilst 76% of youth members indicated that they currently "have a say" in the running of activities at least half of the time, 74% indicated that they would like more opportunities to do so. 76% of youth member respondents said that they get the opportunity to leader their peers at least half of the time, and 66% indicated that they "want more opportunities" to lead their peers within Scouting.

87% of youth member respondents said that they would like to "Help other people more" through Scouting, and the majority indicated that they considered this important.

When the youth were asked if they liked wearing their uniform, only 19% of members said they liked wearing uniform on camp. See [Appendix D](#) for further responses regarding the wearing of the Scout uniform.

Free-text responses to a request for youth members to list the important symbols in Scouting showed some clear trends. It should be noted that the wording of the question provided some examples, potentially leading respondents. The scarf was perhaps the most prominent feature in the responses, with uniform, badges, woggles and the Scout Sign or Salute also trending. Notably, multiple responses highlighted adventurous activities like hiking and camping as important "symbols" of Scouting. Further, ceremonies including the "Grand Howl" and knighting in Rovers showed prominence.

A small number of responses suggested that a symbolic framework as described is more suited to younger sections than older ones. A small number of responses questioned the relevance of the Jungle Book and Knighthood theme in Cubs and Rovers respectively, though some also noted their importance as traditional aspects of Scouting. The following quote from a Rover exemplifies the more critical line of thought from the responses:

"I think that for younger sections, the "symbolic framework" is very useful. It engages them with Scouting using ideas that they are already familiar with, or at least easier to grasp. In the older sections, I think that the "symbolic framework" that is Scouting is enough, we don't need the theme of Knighthood. I think that we should focus on the things that make Scouting Scouting - parade, salute, promise, law - and not add more to confuse it."

The following quotes reflect the general sentiments of responses by Youth to this question:

- "Definitely the Jungle book theme in Cubs, and service in Rovers.....Joeys definitely need more - badge work type activities - love the care and share theme....but they need more"
- "Scarves are a defining element, with or without the rest of the uniform. Themed camps such as Stradbroke, Cohen, Gilweroo, Survival camp are great - they create a meaningful sense of continuity and encouragement to pass down local "lore" Badges are important to symbolise inclusion and individual achievement. The Patrol in its various sectional permutations, is central to how Scouting works..."
- "The Scarf I think is extremely important, it's your identity from group to group, and is a strong symbol of Scouting. The uniform is also important to identify us as scouts. Tradition in the ceremony like the Grand Howl, are very good traditions internally, and help to continue with the themes of the sections. Themes are sometimes good ways to convey messages or ideas..."
- "The Uniform and Scarf [Just like a soccer team or school, the uniform gives Scouts a unique method to represent a 'team'.] Themed Camps [Camps need adventure, adventure needs a story, story needs a theme.] Campfire [In history, a campfire has always gathered people together. This is what Scouts is about - solidarity] Three Finger Salute [Recognised symbolic action in Scouting]"

- “All of it is important to me because it’s how I was brought up through Scouting, for me if it was to change after it’s been a particular way for decades would feel like it’s an insult to the way of Scouting... I do not think symbolic things should be changed.”

The results showed that 90% of Leaders had heard of the Scout Method compared to 36% of youth members. Leaders of Youth were then also asked to describe the Scout Method in their own words and, as with the youth members, there appeared to be a lack of understanding of all components of the Method. However this may be due to the fact that both groups were asked to describe the Method “in their own words” rather than listing every component. A manual analysis of these responses identified the following as the most common trending areas; few respondents named more than one or two elements:

- Learning by doing
- Teamwork/patrol system
- Education or self-education
- Nature or the outdoors
- Areas of Personal Growth
- Youth supported by adults

The following quotes reflect the general sentiments of responses by LoY to this question:

- “Learning by doing in small teams.”
- “The system for Scouting education.”
- “The way in which Scouts learn and develop through ‘doing’ and service.”
- “Learning by Doing rather than being instructed and encouraging an increasing amount of self-governing (leadership) as youth progresses through the sections. Eg: Joey learns to express himself by being given specific art materials. As youth grows through cubs/scouts has opportunity to perform skits with others, then in venturers/rovers plan entertainment nights. Youths learn how to perform skills by trying it out (with some direction).”
- “Building on children’s natural interest and curiosity to develop skills, leadership and appreciation for the value of service and respect while working in small groups.”

Almost 100% of Leaders agreed that youth members should be involved in planning activities.

“Which of the following best describes youth involvement in planning for your formation?”

Plan alone	10%
Plan after asking for suggestions	40%
Plan with the youth	30%
Youth plan and leaders provide advice	20%

The majority of Leaders also said that youth within their section were given the opportunity to lead at least half the time.

Almost 94% of LoY respondents felt that the youth members enjoyed the opportunity for service and a large majority also indicated that there should be more opportunities for service within Scouting. Most leaders considered “Helping other people” to be important.

71% of leaders felt that more ongoing support would be useful in implementing the Scout Method.

There were two optional questions soliciting comments around support provided to Leaders regarding the Scout Method and then any general comments about its implementation. Please see [Appendix D](#) for a full list

of these comments - they will help the reader more fully understand the team's recommendations. A small selection of these comments are given below:

- I think there could be a little more done to assist leaders who have done training in supporting and mentoring new leaders to join. There are huge campaigns in getting youth members but that is pointless if you don't have enough leaders. Scouting method isn't just for youth it is for adults too and there should be something there for adults as well. Online learning might be great for time poor people but it doesn't replace the face to face. BP said a week at camp is worth 6 months in a classroom or thereabouts. We should heed what he said about it in the first place.
- Each group varies so much. We have a strong group of leaders but some require guidance - unfortunately it falls down with our poor group leader. Districts need to weed out poor group leaders or provide very strong support to their leaders.
- I think that the further up the hierarchy people get, the further removed from the youth they tend to be and the less in tune with their needs and desires. As a result the support can often be less relevant than it should be.
- It is such a powerful tool and is a unique feature of Scouting that it really should be fully supported and while we may implement it without thinking it should be promoted more to make the public and those within the movement aware of its value.
- I find you have to keep reminding yourself of the Scout method to avoid falling into the trap of "teaching" skills like in school.
- Leaders should be careful not to treat the Scout method as a rigid structure. It is a guide and needs to be adapted for the individual, the individual troop and the current environment.
- Don't lose the traditions. In a world of constant change, the kids LOVE the traditions

The final section of the survey covered questions related to technology. This showed that although leaders used technology to help plan activities (almost 80% stating they used it half the time or more), only 31% of leaders use technology in at least half of their Scouting activities.

The main types of technology currently used in Scouting by respondents in were: phones, email, Facebook, GPS units, video, iPads and the internet. In answering the question regarding how technology could be used in Scouting, popular responses included: communication, GPS, badges and activities.

4.3 NSW SYC

Feedback from the NSW State Youth Council provided the team with some perspectives for consideration (see [Appendix C](#) for more details):

- Members find it difficult to do a large amount of service, especially in regional areas due to lack of free time. It was agreed however that the current level of service was beneficial.
- Members felt that unnecessary regulation was preventing members from getting involved in service within the movement early on. (For example in NSW youth members can't become Youth Helpers in the section they just left, until a year after they are required to leave that section.)
- LoY should be providing more opportunities for youth to participate in programming, at all levels, and this was considered by the SYC as a flaw in Leader training that undermines the key Scout Method aspects of Learning by Doing, and adults in a guiding role.
- Current e-learning 'videos' are not engaging enough to communicate the importance of the Scout Method concepts, and are too easy to skip over without actually learning.
- The SYC liked the idea of having something like Canada and Ireland's 'maps' (see [Appendix E](#)) as part of the symbolic framework in Scouts Australia, but were nevertheless resistant to changing the current symbolic framework.
- Members use technology for planning, communicating and promoting events and activities.

- Members do not want to use more technology that is not related to Scouting activities during meetings (such as Computers, Power Point, Phones, etc.). However, they felt the technologies that were relevant to Scouting (such as EPRIBS, GPS, and other safety equipment) should be used.

4.4 VENTURE SURVEY REGARDING DEFINITIONS

The survey was completed by 31 Leaders of Youth from NSW, QLD, SA, VIC, and WA. It consisted of 11 questions, including demographic questions and comment sections.

The relevant questions asked the Leaders to select from a number of different options to best define each aspect of the Scout Method, with the options below gaining the most support. The rest of the definitions, and the survey results, are provided in [Appendix B](#). These options were largely different wordings with the same underlying meaning, and the aim of this survey was to determine which wording was best received by members.

- Learning By Doing
 - 39% - Learning through practical and interactive activities.
- Youth Leading, Adults Supporting
 - 31% - A youth-driven movement guided by adults, where youth are increasingly self-managing.
- Service
 - 61% - An individual's responsibility and commitment to their community and the wider world.
- Symbolic Framework
 - 42% - The unifying structure, theme and symbols that facilitate the awareness and development of an individual's personal journey through Scouting.
- Small Team System
 - 41% - A way to develop interpersonal and Leadership skills through teamwork, responsibility and belonging.
- Personal Progression
 - 28% - A holistic program of challenges and experiences to guide each individual's development.
- Promise & Law
 - 47% - A set of ethics and morals that facilitate a philosophy for living.
- Nature & Outdoors
 - 59% - Providing an opportunity for outdoor appreciation, exploration and adventure that develops youth members' environmental awareness, empowerment and commitment.

5. DISCUSSION AND INTERPRETATION OF RESULTS

The team found a number of different points of discussion through our research. The report will first look at potential changes to the Method, and then at how implementation and support could be improved.

5.1 SCOUT METHOD ASPECTS AND SUGGESTED DEFINITIONS

Very few youth member survey respondents indicated a clear understanding of the whole Scout Method, with most fixating on "learning by doing" or "the patrol system". Very few respondents identified more than one or two aspects of the Method when asked to describe it in their own words. However, the key words indicate the most memorable aspects of the Method are "Promise and Law", "Small Groups" and "Learning by Doing". All of these aspects are included in this paper's proposed definition.

From the survey results it was also clear that whilst most LoY are aware of the Scout Method, the vast majority were not able to list all components when asked to describe it in their own words. However a limitation of this

finding is that neither youth nor Leader respondents were simply asked to list the components. It is therefore inconclusive whether the survey respondents had a clear understanding of all aspects of the Method, although it was apparent that more Leaders knew about the Method than youth.

The team felt that the number of Leader respondents who indicated that parts of the Scout Method are not being implemented (such as involving youth in the planning of activities), although in the minority, represented a significant figure given the aim of improving attrition within Scouting.

The team felt that one consistent Method, with clear dot point aspects and single sentence definitions, would be worthy of testing to improve the recall of the Method, and provide a definitive method for Scouts Australia. The aspects were selected based on WOSM's method²⁴, our existing methods^{25,26} and those used by other NSOs^{27,28}. The team also drew upon the research done by BDRC Jones Donald, McCrindle, and our own survey to determine the most important aspects of our program.

The Scout Method is generally characterised by at least seven elements (with some variations to actual wording):

- Adult support
- Law and Promise
- Learning by doing
- Nature
- Personal progression
- Symbolic framework
- Team system

There is also an eighth element, "Service", embedded in a descriptor of the Scout Method in the World Organization of the Scout Movement (WOSM) Constitution²⁹. Of note, Symbolic Framework is not included in this descriptor, but does appear in detail in WOSM publications, eg "Scouting: An Educational System."³⁰

The discussion below looks at each aspect of the proposed Australian Scout Method which incorporates all of the above aspects.

5.1.1 LEARNING BY DOING

Learning by Doing is one of the central aspects of the Scout Method, and is included in almost all versions of the Method (including P&R, WOSM, Canada's and Ireland's). Whilst LoY e-Learning regarding Basic Scouting Fundamentals covers the Scout Method in a manner consistent with P&R, the Areas of Personal Growth information does have inconsistencies (refer [Appendix A](#)). Furthermore, whilst it was also one of the most

²⁴ World Organisation of the Scout Movement, *The Scout Method*, viewed on 25 February 2015, <http://scout.org/node/65#.U5J42TOFEyo.gmail>

²⁵ Scouts Australia, 'Policy and Rules 2014', 7th edition, in *Resources and Information for Members*, viewed on 25 February 2015, <http://www.scouts.com.au/resources-and-information-for-members/online-library/policy-rules>

²⁶ Scouts Australia, *Understanding the Areas of Personal Growth and the Scout Method*, PDF, viewed on 25 February 2015, <http://sydneynorthscouts.com/files/region/Understanding%20Scout%20Method%20for%20Scout%20Troops%20V1%202011.pdf>

²⁷ Scouts Canada, *The Canadian Path—Scouter's Handbook*, draft edition, 2014

²⁸ Scouting Ireland, *One Programme – The Scouter's Manual*, Scouting Ireland, Larch Hill, Dublin, 2010

²⁹ World Organization of the Scout Movement, 'Article III—Method' in *Constitution of the World Organization of the Scout Movement*, 2011, viewed on 25 February 2015, http://scout.org/sites/default/files/library_files/WOSM_Constitution_EN.pdf, p5

³⁰ World Organisation of the Scout Movement, *Scouting: An Educational System*, PDF, World Scout Bureau, 1998, viewed on 28 February 2015, http://scout.org/sites/default/files/library_files/ScoutEducSyst_E.pdf

mentioned phrases in the team's survey question that asked respondents to describe the Method, the current reference to "Learning by Doing" in P&R does not have a definition.

Unfortunately "Learning by Doing" showed signs of not being implemented correctly according to both the BDRC and McCrindle reports.^{31,32} As well as clearer method definitions, the team determined other ways that this could be improved, which are discussed later in the report.

The team recommends that "Learning by Doing" remain in the Australian Scout Method, and the definition, "Learning through practical and interactive activities" be adopted.

5.1.2 YOUTH LEADING, ADULTS SUPPORTING

Two points in *Policy and Rules* cover this aspect of the Method, the first being "Voluntary membership of a uniformed group which, guided by adults, is increasingly self-governing in its successive age groups" and the second being "The provision of opportunities for leadership and responsibility".³³ In the WOSM Method it is referred to in "Adult Support".³⁴ However the team's research has shown that many LoY are failing to achieve the "increasingly self-governing" aspect of this, hence the emphasis on youth leadership.

In this context, the team found some of the survey results disturbing, with 13% of cub leaders saying that "Adult Leaders plan the activities alone", whilst 30% of Scout leaders said "Adult Leaders plan the activities after asking for youth suggestions". Notwithstanding the limitation of survey methodology, both of these results were below what the team felt to be acceptable standards of youth participation in programming. This problem was also raised by the NSW SYC, as well as by the BDRC Jones Donald report which indicated some LoY are struggling to successfully implement this aspect of the method, and that this is causing a loss of members for the Movement who perhaps become disengaged when they are disempowered. From the survey comments by LoY, as well as BDRC Jones Donald and Dangar research, there is an indication that this may be a result of a lack of emphasis on this aspect during leader training and a lack of support and resources provided to leaders.^{35,36}

The team recommends that "Youth Leading, Adult Supporting" be adopted as an aspect of the Australian Scout Method, along with the definition, "A youth-driven movement guided by adults, where youth are increasingly self-managing."

5.1.3 SERVICE

Community service is a major element of both WOSM and the World Association of Girl Guides and Girl Scouts (WAGGGS) programmes and Girl Guides explicitly include "Service" as an extra element of the Scout (Girl

³¹ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

³² G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

³³ Scouts Australia, 'Policy and Rules 2014', 7th edition, in *Resources and Information for Members*, viewed on 25 February 2015, <http://www.scouts.com.au/resources-and-information-for-members/online-library/policy-rules>

³⁴ World Organisation of the Scout Movement, *The Scout Method*, viewed on 25 February 2015, <http://scout.org/node/65#.U5J42TOFEyo.gmail>

³⁵ Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-surveygmay01.pdf>

³⁶ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

Guide/Girl Scout) Method³⁷. “Service” is also included in the version of the Scout Method used for adult training by Scouts Australia³⁸.

An example of another National Scout Organisation that has included “Service” as an eighth element of the Scout Method is Scouting Ireland, which now includes “Service and Commitment” in its Method (and has rebranded some of the seven other elements).³⁹

The majority of survey respondents felt that there should be more opportunities within Scouting to help other people. The team interpreted these responses as a general willingness to undertake “Service” and concluded that “Service” should continue to be included as an element of the Scout Method in Scout Australia, as already included in its training publications.

The team therefore recommends that “Service” be included as an aspect of the official Australian Scout Method, with the definition, “An individual's responsibility and commitment to their community and the wider world”.

5.1.4 SYMBOLIC FRAMEWORK

The symbolic framework of Scouting refers to stories and symbols of Scouting. It incorporates the theming of sections, the ceremonies, and the scout uniform. Baden-Powell put the original symbolic framework in place, and today Scouts Australia still retains many of the ceremonies as well as the theming of both the Cub and Rover Scout sections. The symbolic framework is included in WOSM's Method, the Methods of NSOs including Scouts Canada and Scouting Ireland, and the Method used by Scouts Australia in its training. It is however excluded in the national *Policy and Rules*. The team's survey results also indicated there was majority support for the symbolic framework to continue being a part of Scouting. In order to meet member expectations and align the Scouts Australia Method to be consistent with WOSM, the team felt that it would then make sense to include it in the Australian Scout Method. In addition, a requirement for some further research to the symbolic framework is indicated below.

The team therefore recommends that “Symbolic Framework” be included as an aspect of the Australian Scout Method with the definition, “The unifying structure, theme and symbols that facilitate the awareness and development of an individual's personal journey through Scouting.”

5.1.5 SMALL TEAM SYSTEM

The small team system is an essential element of Scouting, and refers to the idea of patrols proposed by Baden-Powell. The reasoning for calling it the “Small Team System” and not the patrol system is to avoid the misconception that this aspect of the method applies only to the Scout section due to the word “Patrol”. This aspect of the Method features in most definitions of the Scout Method as either “The Small Team/Group

³⁷ World Association of Girl Guides and Girl Scouts, ‘About Girl Guiding and Girl Scouting’ in *About Us*, viewed on 28 February 2015, <http://www.wagggg.org/en/about/guidingscouting>

³⁸ Scouts Australia, *Understanding the Areas of Personal Growth and the Scout Method*, PDF, viewed on 25 February 2015, <http://sydneynorthscouts.com/files/region/Understanding%20Scout%20Method%20for%20Scout%20Troops%20V1%202011.pdf>

³⁹ Scouting Ireland, *One Programme – The Scouter's Manual*, Scouting Ireland, Larch Hill, Dublin, 2010

System” or “The Patrol System”, with WOSM offering both definitions.^{40,41,42} The current definition in P&R “Encouragement of activity in small groups” was not considered by the team to be very memorable.

The team recommends that the “Small Team System” be included as an aspect of the Australian Scout Method, with the definition, “A way to develop interpersonal and leadership skills through teamwork, responsibility and belonging.”

5.1.6 PERSONAL PROGRESSION

In some versions of the Method this aspect is used to purely describe the award scheme, (and that includes the current definition in *Policy and Rules*). However, in more recent definitions such as those used by Ireland, Canada and in recent WOSM documents it is referred to as Personal Progression.^{43,44,45,46} This allows this aspect to encompass other areas of personal progression; one such area is the Areas of Personal Growth, which is significant to the Program but would otherwise be excluded from the Method.

The team recommends that “Personal Progression” be adopted as an aspect of the Australian Scout Method with the definition “A holistic program of challenges and experiences to guide each individual's development”.

5.1.7 PROMISE AND LAW

The Promise and Law are essential aspects of the Scout Method, and of Scouting itself. The team worked with the other YPR Teams to develop a clear and concise explanation for the Method. Other YPR teams have looked at the content of the Promise and Law (3-1 and 3-2), and those results will be presented in their own reports.

The team recommends that “Promise & Law” be an aspect of the Scout Method with the definition, “A set of ethics and morals that facilitate a philosophy for living.”

5.1.8 NATURE AND OUTDOORS

Nature and Outdoors has been a key component of Scouting since the very first camp at Gilwell, and Baden-Powell’s often quoted words “A week of camp life is worth six months of theoretical teaching in the meeting room”⁴⁷ sum up nicely just how much of a competitive advantage it gives the movement. Currently in *Policy and Rules*, “outdoors” only gets a passing mention in a dot-point that also included indoor activities.

The team was concerned to find that 14% of youth members in our survey said that they only did activities outside “sometimes”, whilst 29% said they only did outdoor activities half the time. This aligns with the observations in BDRC Jones Donald that in some instances, Scout Australia is are failing to deliver on key

⁴⁰ World Organisation of the Scout Movement, *The Scout Method*, viewed on 25 February 2015, <http://scout.org/node/65#.U5J42TOFEyo.gmail>

⁴¹ Scouting Ireland, *One Programme – The Scouter’s Manual*, Scouting Ireland, Larch Hill, Dublin, 2010

⁴² Scouts Australia, ‘Policy and Rules 2014’, 7th edition, in *Resources and Information for Members*, viewed on 25 February 2015, <http://www.scouts.com.au/resources-and-information-for-members/online-library/policy-rules>

⁴³ World Organisation of the Scout Movement, *The Scout Method*, viewed on 25 February 2015, <http://scout.org/node/65#.U5J42TOFEyo.gmail>

⁴⁴ Scouting Ireland, *One Programme – The Scouter’s Manual*, Scouting Ireland, Larch Hill, Dublin, 2010

⁴⁵ Scouts Australia, ‘Policy and Rules 2014’, 7th edition, in *Resources and Information for Members*, viewed on 25 February 2015, <http://www.scouts.com.au/resources-and-information-for-members/online-library/policy-rules>

⁴⁶ Scouts Canada, *The Canadian Path—Scouter’s Handbook*, draft edition, 2014

⁴⁷ Boy Scouts of America, *Pearls of Wisdom—Quotes from Baden-Powell*, viewed on 25 February 2015, <http://www.scouting.org/filestore/pdf/Quotes.pdf>

components of Scouting.⁴⁸ As well as a clear definition in the Method, the team's results indicated that better resources and feedback could help to correct this problem, and this is discussed later in this report.

The team recommends that Nature & Outdoors be included in the Australian Scout Method with the definition, "Providing an opportunity for outdoor appreciation, exploration and adventure that develops youth members' environmental awareness, empowerment and commitment."

5.1.9 CONCLUSIONS ON THE METHOD DEFINITIONS

The team felt that the issue of the Scout Method being remembered by Leaders could be partly addressed by providing an increased focus on the Method during training, particularly at the face-to-face courses. Anecdotal information from the NSW SYC suggests that some LoY appear to be skipping the relevant videos during e-learning. Assistance could also be provided by the creation of resources to help support leaders in implementing the Method. The team felt that having a clear 8-point definition of the Scout Method would help LoY to better understand and remember the Method, and this could be further assisted by the visual representation of the methods discussed in [Section 5.4](#). An 8-point method, with clear single sentence definitions is also more memorable for Venturers and Rovers, who mostly do their own programming.

The aspects of the new Method proposed in this report are drawn from those used in existing documents, with an attempt to use the clearest and most relevant set of Methods.

5.2 TECHNOLOGY AND RESOURCES IN SCOUTING

One of the questions provided in the project brief for this team was "How does the Method relate to technologies?"⁴⁹

The team's survey conducted on this topic, as well as research done by McCrindle, indicated that youth members and LoY currently use a large amount of technology to plan their program and communicate with each other. For a large number of respondents this included Facebook groups for planning, with some groups also using SMS and email. Generally there was a large support for such uses of technology for planning purposes (see survey results in [Appendix D](#) for more details).

Without further explanation from survey respondents about how technology can be used in Scouting, the survey responses provided inconclusive evidence as to the effectiveness of its usage.

Particularly in the McCrindle research⁵⁰, it was observed that both youth members and parents like that Scouts is an opportunity to get away from using technologies such as mobile phones and computers. This was supported by this team's research. The non-reliance on technology within the Youth Program appears to be a key selling point for Scouts, and there was little support for trying to add these technologies to section meetings in a wholesale fashion. Online learning was also disliked by parents according to McCrindle Research.⁵¹

There was however strong support for using technologies that were considered relevant (especially in discussions with the NSW SYC—see [Appendix C](#)). Relevant technologies included safety equipment and outdoor-related technologies such as GPS, EPIRBs, and radio. There was also support for 'Scouting' activities

⁴⁸ G Woodley and B Smith, 'Project Scouts Australia: Research to Support Strategies for Retention of 10-15 year olds', PDF, in *BDRC Jones Donald Research Released*, 31 July 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/bdrc-jones-donald-qual-report-scouts-05-08-2014-final.pdf>

⁴⁹ Scouts Australia National Youth Program Review, Stage 3 – Creating "One Program": The New Identity (Australian Scouting Today & Tomorrow), Version 7, 10 June 2014

⁵⁰ McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

⁵¹ Ibid

that use technology and a key example of this was geocaching: an activity whereby a GPS is used to locate 'geocaches', trade them with others, as well as gain status on online forums.

Another technology issue that was made apparent was the apparent difficulty in locating online resources for Leaders, which are currently haphazardly distributed between District, Region, Branch and National websites. Research by other YPR teams also found that this issue sometimes results in contradictory or out-of-date information being available to Leaders. Resources such as program ideas and training calendars could potentially be consolidated into one easily-accessible location, preferably as part of an easier to navigate National website. It is noted that some of these are part of the aims of Scout Central, but further consolidation and work is still needed.

As such the team recommends that increased online resources, and better planning and networking tools be made available to leaders and youth members. However, Leaders should not try and introduce unnecessary technologies into the Scouting program.

5.3 CHANGES TO THE SYMBOLIC FRAMEWORK

The symbolic framework is one of the proposed aspects of the Scout Method. For the purpose of this document the team defined symbolic framework as "The unifying structure, theme and symbols that facilitate the awareness and development of an individual's personal journey through Scouting." This includes current theming such as *The Jungle Book* in Cubs and knights in Rovers, as well as ceremonies, uniform, and other Scouting traditions.

Baden-Powell developed the original themes and symbols including *The Jungle Book* for Cubs, and the "Knights of the Round Table" theme for Rovers. The survey results revealed that in general there was majority support for both these themes (when asked if they liked them 49% of Rovers said "Definitely", whilst of those that had been Cubs 37% said "Definitely" and 26% said "Somewhat"). Both sections had approximately 10% of respondents who chose the "Not Really" option. As such the team will not be recommending that these base themes be changed, however these findings do indicate an element of status quo bias that could do with further investigation.

The BDRC Jones Donald report highlighted that moving up to new sections is the time when we lose the most members. As such the YPR is proposing a "one program" concept, as a general push to make the program of Scouts Australia flow from the youngest to the oldest section.

Feedback from the NSW SYC however, suggested that the case for implementing a stronger symbolic framework in the sections that don't currently have one is not clear cut. More research is needed into whether a symbolic framework along these lines is actually desired, and how it might look.

The team recommends that further research be done to consider if and how to develop a symbolic framework that respects our traditions whilst providing a consistently delivered structure of themes and symbols that facilitate the awareness and development of an individual's personal journey through Scouting.

5.4 SCOUT METHOD VISUALISATION

Our survey found that 10% of Leaders and 64% of youth members had not heard of the Scout Method. From the survey comments it is considered that even fewer leaders actually understood it.

The team's research has led us to believe that it would be effective to communicate the Scout Method via a modular diagram. An **example** of what such a diagram could look like is included at the end of this section.

The use of symbolic images, such as the example below, is reported to have been successfully utilised in Ireland, and is being implemented in Canada. This image provides a memorable way to help youth members and Leaders remember the Scout Method and is potentially a tool for programming in each Section.









Images provide a memorable way to help youth members and leaders alike remember the Scout Method. Images also allow the leaders and youth members to visualise a journey which promotes self-led personal progression and achievement in the overall context of the Scout Method.

The team recommends that distributing posters to Scout Groups would be beneficial to both Leaders and youth members. The posters would assist incorporation of the Scout Method in the development of programs and activities.

The team recommends that the posters:

- Be brightly coloured to draw the attention of the leaders and youth members to read it.
- Use symbolic images that youth associate with memorable experiences.
- Have individual images for each aspect of the Scout Method.
- Show a journey of progression through Scouting.

The Scout Method

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Youth Leading, Adults Supporting A youth-driven movement guided by adults, where youth are increasingly self-managing.</p> </div> <div style="width: 45%;">  <p>Service An individual's responsibility and commitment to their community and the wider world.</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Small Team System A way to develop interpersonal and leadership skills through teamwork, responsibility and belonging.</p> </div> <div style="width: 45%;">  <p>Learning By Doing Learning through practical activities.</p> </div> </div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Promise & Law A set of ethics and morals that facilitate a philosophy for living.</p> </div> <div style="width: 45%;">  <p>Personal Progression A holistic program of challenges and experiences to guide each individual's development.</p> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>Nature and the Outdoors o Providing an opportunity for outdoor appreciation, exploration and adventure that develops youth members' environmental awareness, empowerment and commitment.</p> </div> <div style="width: 45%;">  <p>Symbolic Framework oThe unifying structure, theme and symbols that facilitate the awareness and development of an individual's personal journey through Scouting.</p> </div> </div>

Concept art for visualisation of the Scout Method.

5.5 LEADER TRAINING, SUPPORT, AND RESOURCES

From the survey and the comments of adult leaders, the team began to form an impression that leaders were asking for and seeking more support in their running of activities for their sections and also looking for better or improved training - not just during the course of their formal training but on an on-going basis.

The comments from Leader respondents to the survey have been included in the Appendices for deeper reading and understanding. The survey responses prompted the team to consider how the Method was taught to adult leaders, and what support was provided to leaders to implement the Method. It was concerning that the team's survey results showed that half of the leaders surveyed were either neutral or less positive about being adequately supported. The majority were in apparent agreement that ongoing support would be useful in implementing the Scout Method (eg: receiving more examples of activities, ongoing feedback from Scouting management, workshops etc.). This aligned with recommendations in the Dangar Report that more support be given to Leaders, and comments by McCrindle Research to a similar effect.^{52,53}

Leader comments did however note that age-specific Leader meetings at Region and/or District level (e.g. Seeonees, Mindaris) did provide a useful resource for sharing ideas, but were infrequently run in some areas, and were difficult for many Leaders to attend. Other survey comments did ask for online ability to share programs and network with other leaders, which was seen as more suitable for often time-poor leaders. A number of these comments did mention Scout Central as a step in the right direction, but noted these resources were sparse. (NB: the survey was conducted prior to the release of Scout Central 2.0, and this has improved although it is likely more development is still needed)

The team recommends that an ongoing review system be developed to help provide leaders with feedback on their Scout program. This system could be implemented through a member of the Region or District team attending each group's meeting once a year and providing them with feedback on how they are implementing the Method. The team feels that this would help increase the standard of implementation, which currently appears to vary between groups. It would also help leaders who are asking for more support, and to gain feedback and ideas to help them improve their program. Dangar Research recommended similar support be provided in 2001,⁵⁴ but it seems none was implemented. By contrast, a quality review system has been quite successful in France with quantifiable gains in membership.⁵⁵

The team also recommends more supporting materials be provided to Leaders. A large body of program ideas and resources exist, but they are largely two or more decades old and/or out of print. It would help if these publications were updated and modernised, before being made available online.

The demands on families today are substantial, with schooling, sports and technology occupying significant amounts of time. The team consider that new and updated literature would help Leaders, Venturers and Rovers who want to help lead younger age groups. This will also help as new literature and programs would allow those

⁵² McCrindle, *Understanding the Needs and Desires of Australian Families for a National Youth Program—Phase 2 YPR Research*, PDF, August - October 2014, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/scouts-australia-ypr-mccrindle-phase-2-report-website.pdf>

⁵³ Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-survey9may01.pdf>

⁵⁴ Dangar Research Group Pty Ltd, *Youth Member and Leader Survey – Scouts Australia*, PDF, Dangar Research, Sydney, 2001, viewed on 1 February 2015, <http://ypr.scouts.com.au/perch/resources/dangar-report-quantitative-survey9may01.pdf>

⁵⁵ EuroScoutDoc, *Looking at Quality in Scouting*, World Scout Bureau Inc, Geneva, 2007, viewed on 25 February 2015, http://oldsite.scout.org/en/information_events/library/management/looking_at_quality_in_scouting

time-poor leaders to get a head start in planning and running a program. This would then allow the Leader to concentrate more on the delivery of the Scout Method.

5.6 SMALL TEAM SYSTEM IN JOEYS

Very late in the review a trial of a small team system for Joeys came to light, that was run in a SA District. Similar to the Cubs section's Six system, the Mob is broken up into small groups called "Pouches". Each Pouch has a Pouch Keeper and Pouch Assistant Keeper, with 4-6 Joeys assigned to each Pouch. The Pouches have names and colours. Names of the Pouches are drawn from the names of kangaroos and wallabies, which integrates this system well into the symbolic framework. The pouches stand on parade together, and are used for some games. The system has been found to work with Mobs as small as eight members (four in each pouch).

Anecdotal evidence suggests that the trial has been successful, with some of the Joey Mobs continuing to use the system following its completion. Due to how late in the review the team became aware of this trial, no objective evidence was able to be collected. It is therefore recommended more research be done into this system, as it appears to be worthy of consideration. It is felt that if deemed appropriate, its inclusion could assist in supporting the ideology of "One Program" in the context of the Scout Method, and potentially help ease the transition into sections that utilise the small-team system in a formal manner. Furthermore it integrates well with this team's proposal for the symbolic framework.

The anecdotal evidence suggested that it has helped Joeys be much more prepared for Cubs, and has made it easier to manage the Mob as a whole. It also provides leadership opportunities for the Joeys.

6. CONCLUSION

In conclusion the team has identified a number of issues with the Scout Method and its implementation, especially with regard to its consistency. The team recommends how the implementation and teaching of the eight aspects of the Scout Method could be improved. Our recommendation is that the merits of the following definitions for the Scout Method be tested and considered for adoption in all documents that refer to the Scout Method.

The team also recommends that Scouts Australia makes certain that Leaders are supported appropriately to receive any updates to LoY training, and generally in their implementation of the Method. This should help to bridge knowledge gaps, and repair perceived flawed implementations that have been discovered in some groups. These changes should include the development of resources to help support often time-poor LoY.

An investigation into how the symbolic framework is implemented is recommended, to improve program consistency and relevancy across sections. This should help to stem the member loss that occurs during the transition between sections, whilst providing a more coherent program.

Together these changes should help Scouts Australia to improve the quality of its program, whilst also improving recruitment and retention.

7. RECOMMENDATIONS

This paper recommends that:

1. The following aspects and definitions for the Scout Method be adopted in all documents that refer to the Scout Method. This includes P&R, as well as a number of training documents:
 - a. *Learning By Doing - Learning through practical and interactive activities.*
 - b. *Nature & Outdoors - Providing an opportunity for outdoor appreciation, exploration and adventure that develops youth members' environmental awareness, empowerment and commitment.*
 - c. *Personal Progression - A holistic program of challenges and experiences to guide each individual's development.*
 - d. *Promise & Law - A set of ethics and morals that facilitate a philosophy for living.*
 - e. *Service - An individual's responsibility and commitment to their community and the wider world.*
 - f. *Small Team System - A way to develop interpersonal and Leadership skills through teamwork, responsibility and belonging.*
 - g. *Symbolic Framework - The unifying structure, theme and symbols that facilitate the awareness and development of an individual's personal journey through Scouting.*
 - h. *Youth Leading, Adults Supporting - A youth-driven movement guided by adults, where youth are increasingly self-managing.*
2. Scouts Australia makes certain that Leaders are supported in the following ways to ensure the effective implementation of the Scout Method:
 - a. A local-level support structure be implemented nationally that ensures assistance for Leaders of Youth in the implementation of the Scout Method;
 - b. Information contained in this report be passed on to Scouts Australia Adult Training & Development to review how adult members are able to best be updated about new approaches and definitions relating to the Scout Method;
 - c. Based on the information in Section 5.4, posters and other visual representations be developed for the Scout Method as a whole, as well as each section of the Method. It may also be appropriate for posters to be developed on how the Method can be implemented at different age ranges. These should be appropriate to be displayed in Scout Halls, as well as used in training and Leader resources;
 - d. Contemporary books and/or online programming resources need to be developed to help with planning and implementing the Method, and easing time pressure on leaders;
 - i. Further online resources need to be updated and consolidated across Regions, Branches, and National in order to increase accessibility to leaders, and older youth members and improve consistency and clarity;
 - ii. High quality, online tools need to be developed to help leaders share ideas, network, and arrange events;
 - iii. Leader Training needs to include how to access and locate these consolidated resources.
3. Future stages of the review investigate a symbolic framework that:
 - a. Provides a balance between relevance to young people in our society and the traditions of Scouting;
 - b. Provides theming for each section. This theming could include theme related role names, and ceremonies;
 - c. Provides theming for the award scheme (images and names of badges);
 - d. Provides common symbols, goals and ideas that flow through all sections;

- e. Is provided in a consistent format through all the sections;
 - i. This should take into consideration the work done in this respect by Canada and Ireland, including the use of maps as per [Appendix E](#);
 - e. Provides clear themes in all sections.
4. Further research be completed into the concept of the small team system in the youngest section.

RECOMMENDATIONS 1 – 4 SUPPORTED BY NOC TO BE PASSED TO LATER STAGES OF THE YPR TO FURTHER EVOLVE AND DEVELOP

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9. APPENDICES

- A. Variations in Defining the Method
- B. Drafting New Scout Method Definitions
- C. SYC Feedback
- D. Method Survey Results
- E. Symbolic Maps Used by Canada and Ireland
- F. Scope and Sequences
- G. Examples of the Scout Method

APPENDIX A – VARIATIONS IN DEFINING THE METHOD

Listed below are:

- The definitions of The Scout Method as given by WOSM, Canada and Ireland;
- The definition as given in the Scouts Australia Policy & Rules 2014;
- The information provided to Leaders in the Basic Scouting Fundamentals e-learning module; and
- The Scope & Sequence as defined in the training document *Understanding Areas of Personal Growth and the Scout Method*, Scouts Australia 2011.

WOSM

The Scout Method is a non-formal self-education system, and is a key part of Scouting. It is composed of seven different elements which work together to provide a rich, active and fun learning environment. The Scout Method includes:

The Scout Promise and Law

The Scout Law is a concrete and practical way to understand the values of Scouting. The Scout Promise is a personal pledge to do one's best to live according to those values, which you make before a group of peers when you choose to join. The Promise and Law are considered as one element because they are closely linked.

Learning by doing

Learning by doing means developing as a result of first-hand experience as opposed to theoretical instruction. It reflects the active way in which one gains knowledge, skills and attitudes and illustrates Scouting's practical approach to education. Learning by doing also allows everyone in the Scout patrol (or team) to actively engage with the process and take ownership, with the assistance of their peers and adult volunteers.

The Patrol (or Team) System

The patrol is the basic organisational structure in Scouting. Each small group, normally comprising 6-8 youth members, operates as a team with one member acting as team leader. Within each team and in ways appropriate to their capacities, the Scouts organise their life as a group, sharing responsibilities, and decide upon, organise, carry out and evaluate their activities. This is done with the support of adults.

Symbolic Framework

In Scouting, a symbolic framework is a set of elements which represent concepts which Scouting seeks to promote. The purpose of the symbolic framework is to build on young people's capacity for imagination, adventure, creativity and inventiveness. It is a way to make activities cohesive and fun and to understand the values of Scouting.

Personal Progression

Personal progression is about helping each individual to be consciously and actively involved in his or her own development. It enables them to progress in their own way and at their own pace, to gain confidence and to recognise the progress made. The progressive scheme (set goals for each age group), is the main tool used to support this element of the Scout Method.

Nature

The natural environment (woods, plains, sea, mountains, deserts etc.) provides an ideal setting in which the Scout Method can be applied, and for developing ones physical, intellectual, emotional, social and spiritual potential. It

involves the development of constructive contact with nature and making full use of all the unique learning opportunities provided by the natural world.

Adult Support

Scouting is a youth movement, where young people do activities with the support of adults. The role of adults in Scouting is to be activity leaders, educators and group facilitators. In other words, to make sure that our youth members do meaningful activities that promote the development of the individual Scout as well as the group as a whole.

CANADA

Scouts Canada uses a non-formal educational method to engage youth in the process of their own development, giving them program activities, guidance and tools to help them become self-reliant, supportive, responsible and committed to the world around them.

The Scout Method is an approach unique to Scouting throughout the world and includes each of the following seven elements:

- Scout Law and Promise
- Learning by Doing
- The Team System
- A Symbolic Framework
- Nature
- Personal Progression
- Adult Support

IRELAND

The Scout Method is how we deliver the Programme to young people. The Scout Method is an educational framework which is unique to Scouting. It is composed of eight different elements which work together as a system to provide young people with a rich and active learning environment. The Scout Method consists of elements which interact to create a unique educational system. While individual elements may be found in other organisations it is the combination of all of the parts working together which makes the Scout Method unique. Each element of the Scout Method has a specific function, interacts with the other elements so as to reinforce the effectiveness of each one, contributes to the overall purpose to be achieved and is needed for the system as a whole to function.

The elements of the Scout Method are:

Promise & Law

The Scout Law is personal code of living which young people voluntarily commit to when they make their Scout Promise. Through the practical experience of a code of living applied to daily life, the Scout Law provides a concrete and practical way for young people to understand the values which Scouting proposes as a basis for one's life. The Promise is a personal pledge to do one's best to live according to that code which every young person makes before a group of peers when he or she chooses to join Scouting. By making the Scout Promise a young person becomes part of a global movement with over 30 million people.

Nature and Outdoors

Outdoor activities, adventures and the exploration of nature refer to the immense possibilities that the natural world offers for the development of the young person. Living in the natural world helps us to get back to essentials and helps in discovering things of genuine significance rather than the superficial which can dominate

contemporary life. We should explore nature, learn about how the environment works and see ways in which they can make changes in their lifestyle.

Learning by doing

Since its origins over a century ago, Scouting has firmly held that young people learn best by actually doing and through practical task-based approaches. Learning by doing involves young people being encouraged to experience things first hand and draw conclusions from what they have experienced later. This also allows the young person to actively engage with the process and take ownership, with the assistance of their peers and adult volunteers.

Small Group System

The small group system is the basic organisational structure in Scouting. Young people experience adventure and challenge in small teams. Each small group, normally comprising 6-8 members, has a team leader with a role for every member. A number of small groups make up a programme section, with a representational/coordinating system. The team system is based on young people's natural tendency to form small groups. The team system is intended to help young people to understand the concept of democracy through experiencing it in action. The small teams should ensure that the needs and interests of all are taken into account.

Personal Progression

This involves the development of knowledge, skills and attitudes in all areas and the development of the whole person as an individual and as a member of society. It can be called your person journey, in which each individual scout can progress in his or her own way at his or her own pace, gain confidence and recognise the progress made.

Symbolic Framework

Provides a setting for Scouting; through the use of symbols, themes, stories, notions the young person's imagination is stimulated and activities are given a purpose. The very name of the Movement, "Scouting", is an element of a symbolic framework adopted by Baden-Powell. Scouting represented adventure, close-knit groups, developed powers of observation, resourcefulness and a simple healthy life in the great outdoors

Young People & Adults

Scouting is a partnership between the young person and the adult, the adult provides support for the young person in groups which become increasingly self-governing. Scouting has long abandoned terms such as Scout Leader or Scout Master for adult volunteers. We emphasis the role of the adult volunteer, called Scouters, as one of assisting, supporting, facilitating and motivating. The Scouter is a role model, rather than a boss. Younger age ranges will require more facilitation and direction but this should be reversed in older age ranges to one of 'mentor or coach'.

Service and Commitment

Service to others is fostered by the habit of individual good turns and simply helping each other out. Scouting does not place its members in a world apart, but strives to increase their involvement in their own community. The concept of commitment is central to Scouting. It involves commitment to Scouting's principles, commitment to fellow scouts and to a Scout Group.







Scouts Australia Policy & Rules 2014

P2.7 METHOD

The Scout Association of Australia achieves its Aim through a system of progressive self-education, known as the Scout Method, the principal elements of which are:

1. Voluntary membership of a uniformed group which, guided by adults, is increasingly self-governing in its successive age groups
2. Commitment to a code of living as expressed in the Promise and Law, the meaning of which is expanded as the member grows in maturity
3. The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration both indoors and outdoors
4. The provision of opportunities for leadership and responsibility
5. Learning by doing
6. Encouragement of activity in small groups
7. An award scheme which encourages participation in its full range of activities and provides recognition of individual achievements.

Understanding Areas of Personal Growth and the Scout Method, Scouts Australia 2011 (E-Learning Scout Method):

Scout Method	Joey Scouts	Cub Scouts	Scouts	Venturer Scouts	Rovers
 Symbolic Framework	The Australian bush	The 'Jungle Book'; Mowgli the man-cub; The free people of Seenee; Akela and the pack.	Being a 'Scout', an explorer; Exploring new territories with a team of friends.	Being a 'Venturer'. Accepting new challenges as a team and individually.	To take the 'road'; to travel around the world to discover and change the world.
 Games & Activities	The imaginary world plays an important role through story telling, play acting, songs and games.	Short activities, games. The imaginary world plays an important role.	Activities last longer and start to have to do with social reality. Community service appears.	Unit and team projects: mastering technologies, serving the community, acquiring useful & recognised skills.	Discovering society, identifying issues & challenges, experiencing adult roles. Travel, service & vocational preparation.
 Nature	Discovering nature through the exploration of the senses. Excursions into the bush & parks. Learning to care for the environment.	Discovering natural elements. Limited exploration, short camps. Learning the value of natural environment.	Nature is the favoured setting for activities. Introduction to ecology.	Confronting natural elements on outdoors expeditions. Environmental conservation projects.	Physical pursuit outdoors; Experiencing the concept of sustainable development through community projects.
 Team System	Working as a mob and sometimes in smaller adhoc groups. Non-competitive games. Limited decision making.	Limited team autonomy. Most activities as a pack. First steps towards involvement in decision-making.	The team system operates fully. Teams more autonomous, team leader's role more substantial.	Building effective teams. Unit Council & Unit run more directly by young people. Inter-team task groups.	Autonomous teams. The Rover crew is a young adult community run by young people themselves.
 Promise & Law	Adults lead by example. Promise is a commitment to care and share within the group and immediate world.	Tangible rules of behaviour. Short text, simple and concrete words. Promise is a commitment to respect group's rules.	Learning to set rules together at the light of the Scout Law, a concrete and positive code of living.	A code of conduct which already conveys universal values. The Scout Promise is a commitment for life. Unit Constitution.	A 'charter' which conveys universal values on which scouting is based.
 Service	Learning & working together, becoming aware of ones local community. Caring and sharing for others & working as a Mob to look after nature.	Broadening one's understanding of community. Helping others as a Pack and on own. Respecting property and the environment. Serving the Pack.	Learning about the wider community and its needs. Making a difference locally by getting out into the community and nature to help.	Learning about the needs of our global community and how we can contribute. Contributing regularly to create a better world.	Initiating and leading community projects that serve the local and global community. Leading by example.
ADULT SUPPORT	Adult led activities and support. Adults provide a safe and nurturing environment along with physical and emotional security.	Adult-led activities. Adults provide physical and emotional security and try to give children real responsibilities.	Adults share responsibilities with young people. Growing youth involvement in decision-making.	Adults opening up to young people fields of experience and responsibilities. Youth-led activities.	Young adult-led community; Adults being advisors and trainers helping young people to develop leadership skills.

APPENDIX B – DRAFTING NEW SCOUT METHOD DEFINITIONS

The team worked to create clear definitions for each aspect of the scout method. We created initial definitions using our research into other NSOs, WOSM recommendations, and our member survey.

These initial definitions were:

- *Learning by Doing*
 - *Practical, interactive activities that stimulate youth learning.*
- *Youth & Adults Working Together*
 - *A voluntary movement guided by adults which is increasingly self-governing in its successive age groups.*
- *Promise and Law*
 - *A set ethic and morals that all members live by.*
- *Nature and Outdoors*
 - *Provides an opportunity for outdoor exploration and education that develops youth members' appreciation of the environment, initiative, confidence, and independence.*
- *Small Group System*
 - *A basic organisational building block of Scouting, to develop interpersonal and Leadership skills. This should be present across all of Scouting.*
- *Personal Progression*
 - *A guided path to develop as a person.*
- *Symbolic Framework*
 - *The use of words, names, stories, props, etc. on a unified theme which provides a structure for Scouting.*
- *Leadership & Service*
 - *A commitment and responsibility to the community, as well as Scouting itself.*

These definitions were then given with a brief to writers, who created a number of different options.

Learning by Doing

- *Practical activities that enable youth development.*
- *An activity system that stimulates practical and interactive youth development.*
- *Practical, interactive activities that stimulate youth learning.*
- *Learning through practical and interactive activities.*
- *Practical and interactive activities that promote learning.*
- *Young people developing through practical activities.*

Youth Leading, Adults Supporting

- *A movement guided by adults where youth are self-managing in successive age groups.*
- *A movement where youth are self-governing while being guided by adults.*
- *A youth-driven movement guided by adults, where youth are increasingly self-managing.*
- *A voluntary youth movement guided by adults, where youth are increasingly self-managing in successive age groups.*
- *A movement of and for young people, guided by adults, which is increasingly self-managing.*

Service

- *Providing assistance towards a common goal.*
- *A personal commitment to Scouting and the greater community.*

- *An individual's responsibility and commitment to their community and the wider world.*
- *An individual commitment to Scouting and the greater world.*

Symbolic Framework

- *A structure to develop personal growth through Scouting.*
- *A structure that facilitates the awareness and development of an individual's personal growth through Scouting.*
- *A symbolic structure to develop personal growth through Scouting*
- *The unifying structure, theme and symbols that facilitate the awareness and development of an individual's personal journey through Scouting.*

Small Team System

- *A basic organisational structure for young people to develop interpersonal and leadership skills.*
- *A basic organisational element, which encourages youth participation and development through co-operation.*
- *Teamwork, responsibility and belonging in small groups developing interpersonal and leadership skills.*
- *A basic organisational building block for youth to develop interpersonal and leadership skills.*
- *A way to develop interpersonal and leadership skills through teamwork, responsibility and belonging.*

Personal Progression

- *A flexible and adaptable guided path to grow as a person.*
- *A guided path to grow as a person at your own pace.*
- *A holistic program of challenges and experiences to guide each individual's development.*
- *A holistic program of developmentally-appropriate challenges to guide each individual's journey in learning.*
- *A youth-centred program which reflects an individual's progress.*

Promise and Law

- *Guides the development of a set of ethics and morals that all members live by.*
- *A set of ethics and morals that facilitate a philosophy for living.*
- *A set of ethics and morals which guide global citizenship.*

Nature and Outdoors

- *Providing an opportunity for outdoor appreciation, exploration and adventure that develops youth members' environmental awareness, empowerment and commitment.*
- *An opportunity for environmental education, developed through outdoor exploration.*
- *An opportunity for education that develops an appreciation of the environment via outdoor exploration.*
- *Provides an opportunity for outdoor exploration that develops youth members' appreciation of the environment.*

At AV2015, LoY were presented with a survey asking them to choose their preferred definition, unfortunately only 31 LoY responded, but for most aspects there were clear winners. We hope to collect more data on this.

We propose the following Definitions for the Scout Method:

- *Learning By Doing*
 - *Learning through practical and interactive activities...*
- *Youth Leading, Adults Supporting*
 - *A youth-driven movement guided by adults, where youth are increasingly self-managing.*
- *Service*

- *An individual's responsibility and commitment to their community and the wider world.*
- *Symbolic Framework*
 - *The unifying structure, theme and symbols that facilitate the awareness and development of an individual's personal journey through Scouting.*
- *Small Team System*
 - *A way to develop interpersonal and LoY skills through teamwork, responsibility and belonging.*
- *Personal Progression*
 - *A holistic program of challenges and experiences to guide each individual's development.*
- *Promise & Law*
 - *A set of ethics and morals that facilitate a philosophy for living.*
- *Nature & Outdoors*
 - *Providing an opportunity for outdoor appreciation, exploration and adventure that develops youth members' environmental awareness, empowerment and commitment.*

APPENDIX C – SYC FEEDBACK

C.1 SYC SERVICE FEEDBACK

- Most service was done within scouts or with other community groups. This was considered good, as Scouts Australia does not have members with enough time to set things up independently.
- Lack of free time means increased service would be very difficult, and possibly not desirable.
 - This was especially the case in country areas where distance is a problem, and a lot of members are already involved in other charitable organisations or are leaders in other sections
- They felt it was relevant to Scouting, but would emerge naturally from a healthy Scouting organisation rather than being a factor in creating one.
- They felt that generally it should be a lower priority than other method topics
- An important point was raised that the year gap between leaving a section and being allowed to become a youth helper should be removed, as in country areas there is often not regular meetings for older sections, and youth helpers was how they stayed involved in Scouting.

Taken from butcher's paper workshoping of NSW SYC, November 2014:

Service activities
- Helping out non-for-profit organisations. Generally we help out through another organisation not out own.
- More service for rovers is hard as they already are juggling their own commitments such as in regional areas. Most rovers are leaders for a younger group.

C.2 SYC YOUTH INVOLVEMENT IN PROGRAMMING

The SYC was split into two groups for this. Major points raised in both groups included the need for improved leader of youth training, and the need for emphasis on youth involvement in programming as part of this improved training. (Note: many of the rovers on the SYC held dual appointments as leaders or had done the Rover's BST)

C.2.1 TEAM 1

This team started by brainstorming some ways that youth could be more involved in programming

- Ask them
- Get them to pick a theme for a term (for the younger sections, especially this would help them feel involved)
- In the scouts section having a scout run the meeting alongside a leader of youth
 - On a similar vein a cub could plan a night with the leader and then help run it
- It was noted joeys can't really plan or run activities, however the theme idea might be effective

The other key issues they raised to improve youth participation in programming was leader of youth training. It was the consensus that ongoing training was needed for leaders.

They also raised some serious concerns about e-learning, and suggested some ways to improve it:

- Many leaders/rovers are skipping over the e-learning videos (pressing next whilst watching a movie/doing something else, with the lesson on mute). As such they said that the more important points should be revised at the BST courses.
- They suggested that actual videos could be used instead of voiceovers, this would make the lessons more engaging. There was certainly a consensus that the lessons needed to be more engaging somehow, especially for rovers who are being forced to watch a lot of content they probably already know.
- At the BST courses it was felt there was too much lecturing and not enough time being spent on practical scenarios that could help leaders of youth engage youth.
- Leaders need to be taught how to involve youth members.

Taken from butcher's paper workshoping of NSW SYC, November 2014:



How to get youth involvement in programming
- (Paraphrasing) Improve leader base through training
- More service for rovers is hard as they already are juggling their own commitments such as in regional areas. Most rovers are leaders for a younger group.
- Ask them - Pick a theme - What activities fo you want to do - Co-running leader & scouts mentors - Cubs plan w/ leader, run night together - Scouts run a night - Joeys cannot really plan or run activities
- People are skipping eLearning. They are NOT doing it right. Youth need to cover the more important point ins in training courses - In training sessions leaders need to be taught to involve the youth members
- (Paraphrasing) Don't let politics get in the way.

C.2.2 TEAM 2

Team two also independently raised the topic of leader of youth training, especially the BST course. They suggested that it might be worthwhile to have youth members involved in the training, and leaders should be taught how to take on youth member opinions as part of their training.

They also suggested that leaders should be taught how to delegate, and that program writing should subtly be included in badge work.

They also raised the issues of parents following their kids up through sections, as a cause for concern and damaging to the group.

Another issue raised was variation in badge standards and parents (as both leaders and externally) signing off components of badges which had not been fully completed, it was suggested that all badges be signed off by two people rather than one.

They also raised the issue of public perspective, and that a major publicity campaign was needed.

Taken from butcher's paper workshopping of NSW SYC, November 2014:

Basic Sectional Techniques Ideas
- Talking to kids as part of training
- Parents not following kids up sections
- Parent cannot sign off badges (in and out of Scouting) <ul style="list-style-type: none"> - Verifications by second party - All badges signed off are double-checked
- Leaders to teach delegation <ul style="list-style-type: none"> - Program writing in badgework (subtly)
- Change public perspective – publicity campaign

C.3 SYC SYMBOLIC FRAMEWORK FEEDBACK

The SYC split into four teams to look at symbolic framework, generally the feeling was that there wasn't need for a symbolic framework in Scouts and Venturers ("Don't change it if it's not broken"), however three of the teams did come up with possible symbolic frameworks.

The SYC also felt that the maps used by Canada and Ireland with their symbolic frameworks would be good to have in Australia.

Note: there wasn't an opportunity to discuss the change of section ages in detail at SYC, so these are based on the existing sections.

C.3.1 TEAM 1

Team 1 proposed the following flow of frameworks.

- Joeys
 - Dreaming theme with Australian flora and fauna
- Cubs
 - A multicultural theme is needed. Suggestion was that building on a dreamtime theme from joeys could be more inclusive.
- Scouts
 - Would continue along a similar vein
- Venturers
 - Beets – mind/body/spirit/soul. A samurai or ninja theme was also suggested.
- Rovers
 - Knighthood

C.3.2 TEAM 2

- Joeys – Aust Animals
- Cubs – Jungle Book
- Scouts - ?
- Venturers -Explorer theme
 - They felt this would link well to the award scheme
 - "Explore new opportunities"

C.3.3 TEAM 3

Don't change it

C.3.4 TEAM 4

Don't change it, but maybe self-discovery for Venturers.

Taken from butcher's paper workshoping of NSW SYC, November 2014:

<p>Symbolism: Is it needed? / If you had it, what should it look like?</p> <p>Group 1: No Joeys: Dreamtime, native flora/fauna Cubs: No Jungle Book, Build on dreamtime, multiculturalism Scouts: Build on Cubs Venturers: Berets, mind/body/soul, samurai? Rovers: Knighthood</p> <p>Group 2: No Joeys: Australian animals Cubs: Jungle Book Scouts: ???? Venturers: Explorer theme – preparing for, doing, good link to award scheme</p>
--

<p>Group 3: Don't change It's not broken</p>
<p>Group 4: Not in Venturers/Scouts Joeys: As is Cubs: As is Scouts: If it is more about our Scouting Hx (?) Venturers: Self discovery Rovers: Knighthood is OK</p>
<p>- There is a possible link for Venturers Explorer/Self discover/mind body soul.</p>

C.4 SYC - TECHNOLOGY IN SCOUTING

C.4.1 OUTSIDE OF MEETINGS

The SYC felt that technology is very useful in planning meetings, and communicating about events. Many members mentioned their Crew or Unit's Facebook Page or Group for planning and promotion. Email and SMS are also frequently used for organisation. Usually planning is done using a combination of Facebook and another communication method.

It was raised that some things are badly communicated and that Branch/National could make better use of social media for promotion and communication. It was also raised that Region-run training courses could be put on the Branch calendar so that smaller membership regions could take advantage of them. Online information also needs to be consolidated and easier to find.

C.4.2 IN MEETINGS

In general it was felt that it wasn't important or necessary to use technologies such as mobile apps in meetings, and many felt it would damage the value of Scouting. However, everyone felt it was important for youth members to be familiar with relevant new technologies such as GPSs, sat-phones, EPIRBs and other safety technologies such as those used for abseiling. It was raised that a balance was needed between these new technologies and older ones (e.g. compasses vs. GPS), and that both are important.

A very good example of a new technology that is relevant to Scouting is the use of GPSs for geocaching, and it was felt that activities like this would be the best way to include new technologies in Scouting.

Taken from butcher's paper workshopping of NSW SYC, November 2014:

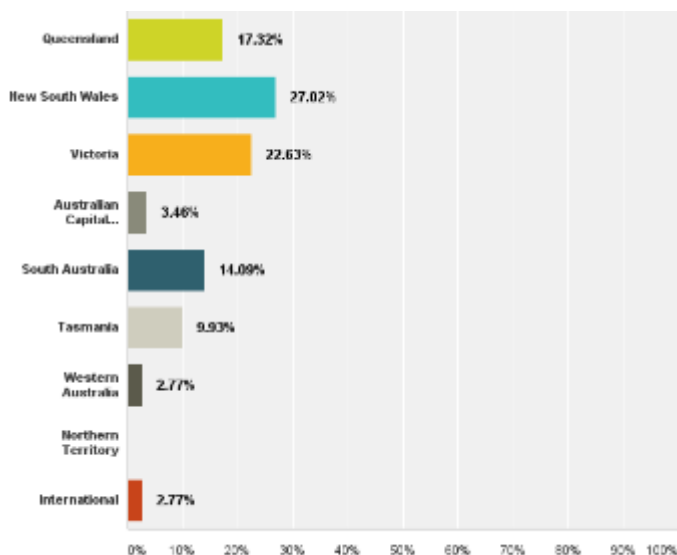
- eLearning for free
- Social media for promotion
- Two communication methods
- Region website
- GPS/geocaching
- Balance between old and new (compass & GPS)
- Knowing how to use current safety equipment

APPENDIX D – METHOD SURVEY RESULTS

The full survey results (excluding written answer questions) for our Scout Method survey are included below.

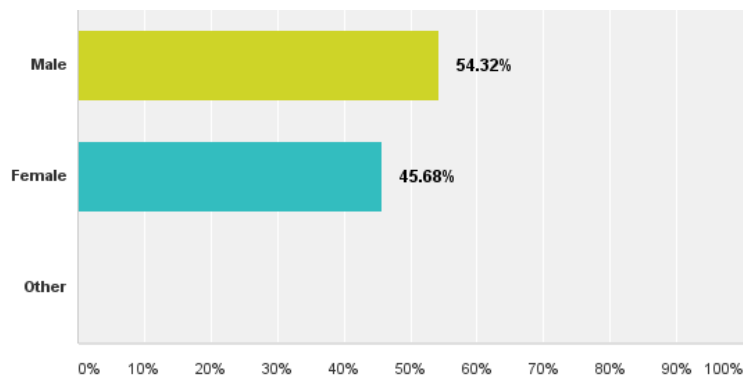
D.1.1 DEMOGRAPHIC QUESTIONS

WHAT STATE/TERRITORY ARE YOU REGISTERED WITH?

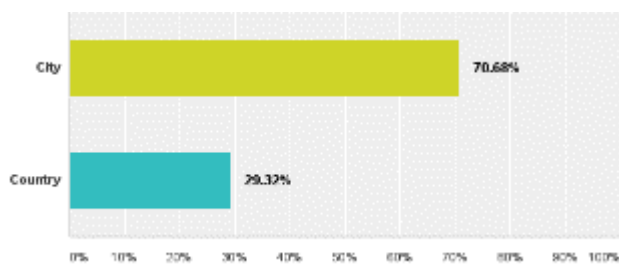


Answer Choices	Responses
Queensland	17.32% 75
New South Wales	27.02% 117
Victoria	22.63% 98
Australian Capital Territory	3.46% 15
South Australia	14.09% 61
Tasmania	9.93% 43
Western Australia	2.77% 12
Northern Territory	0.00% 0
International	2.77% 12
Total	433

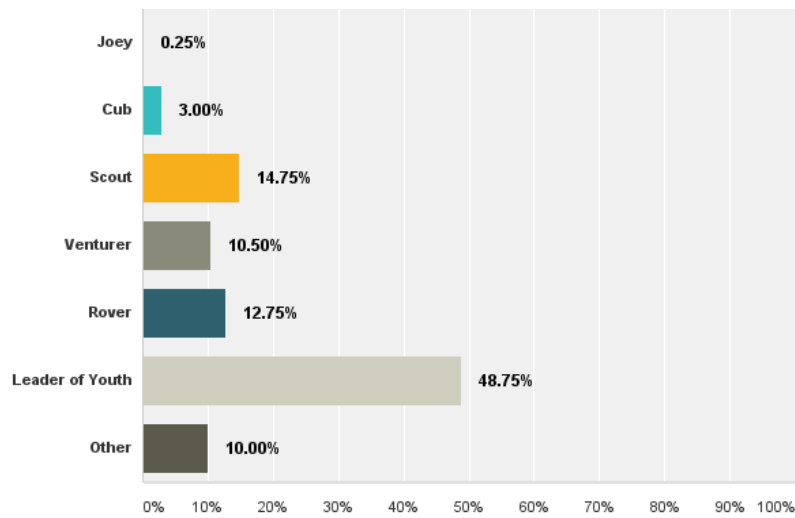
ARE YOU MALE OR FEMALE?



WHICH BEST DESCRIBES WHERE YOU LIVE?



ARE YOU A...?



Results for “Other” were excluded from the rest of the survey.

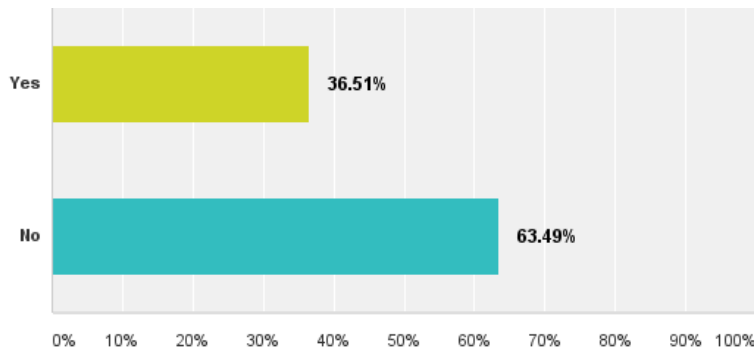
Answer Choices	Responses
Joey	0.25% 1
Cub	3.00% 12
Scout	14.75% 59
Venturer	10.50% 42
Rover	12.75% 51
Leader of Youth	48.75% 195
Other	10.00% 40
Total	400

D.1.2 YOUTH MEMBER RESPONSES

SCOUT PROGRAM

	Never	Sometimes	Half the time	Often	Always	I don't know	Total	Weighted Average
How often do you find Scouting activities fun?	0.00% 0	3.79% 5	9.85% 13	46.21% 61	39.39% 52	0.76% 1	132	4.22
How often are your Scouting activities teaching you something new?	0.00% 0	12.98% 17	22.90% 30	48.85% 64	15.27% 20	0.00% 0	131	3.66
How often are you doing things you didn't know Scouts offered?	8.46% 11	35.38% 46	25.38% 33	20.77% 27	8.46% 11	1.54% 2	130	2.85
How often are your Scout activities done outside?	0.00% 0	13.74% 18	28.24% 37	45.80% 60	11.45% 15	0.76% 1	131	3.55

HAVE YOU HEARD OF "THE SCOUT METHOD"?



IF YES, PLEASE DESCRIBE THE SCOUT METHOD IN YOUR OWN WORDS?

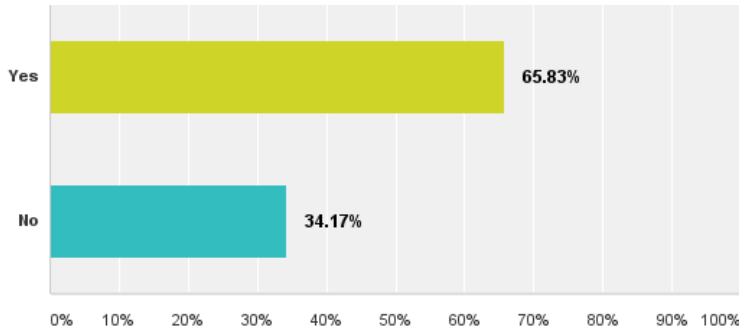
(Word Cloud for open response analysis – larger font size indicates more responses)

Promise and Law Education Leaders Scout
 Method Small Groups Learning by
 Doing Allowing Youth Teamwork Development

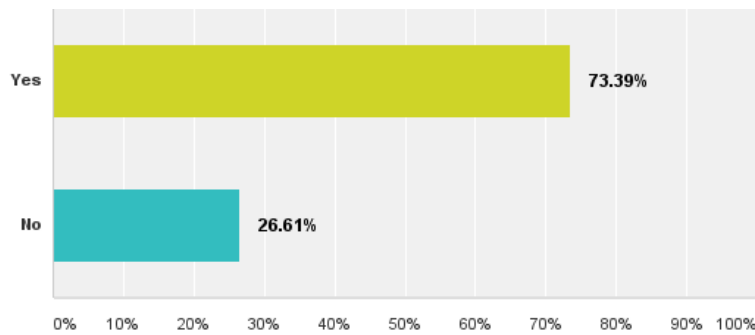
YOUTH LEADERSHIP

	Never	Sometimes	Half the time	Often	Always	Total	Weighted Average
How often in Scouts do you get opportunities to lead your peers (other youth members)?	4.65% 6	19.38% 25	11.63% 15	37.98% 49	26.36% 34	129	3.62
How often in Scouts do you get opportunities to have a say about how things are run, or what you do in terms of activities?	3.13% 4	21.88% 28	10.94% 14	35.16% 45	28.91% 37	128	3.65

DO YOU WANT MORE OPPORTUNITIES TO LEAD YOUR PEERS (OTHER YOUTH MEMBERS) IN SCOUTS?



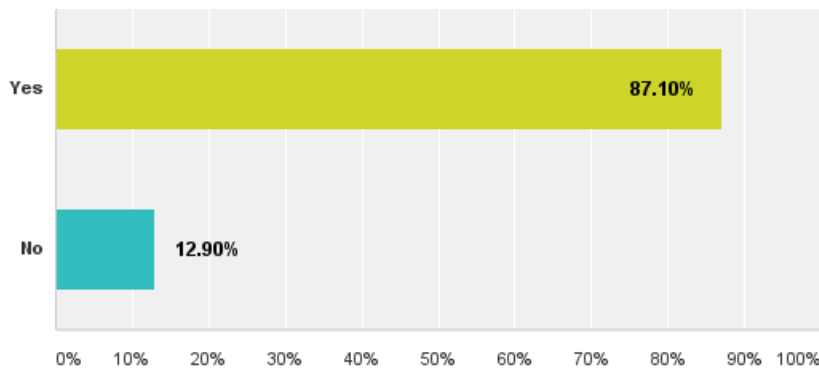
DO YOU WANT MORE OPPORTUNITIES TO HAVE YOUR SAY OR TALK ABOUT YOUR OPINION AND IDEAS?



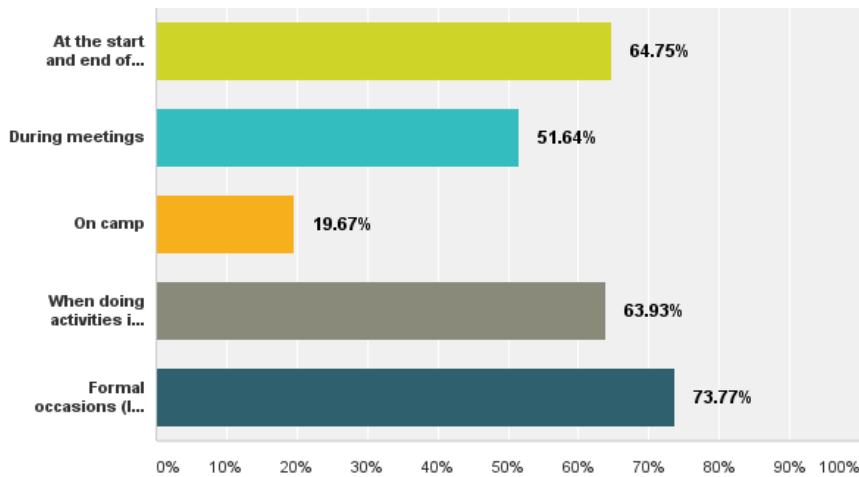
SERVICE

	Never	Sometimes	Half the time	Often	Always	Total	Weighted Average
How often do you think it's important for you and your Scout Group to help other people?	0.77% 1	7.69% 10	8.46% 11	41.54% 54	41.54% 54	130	4.15

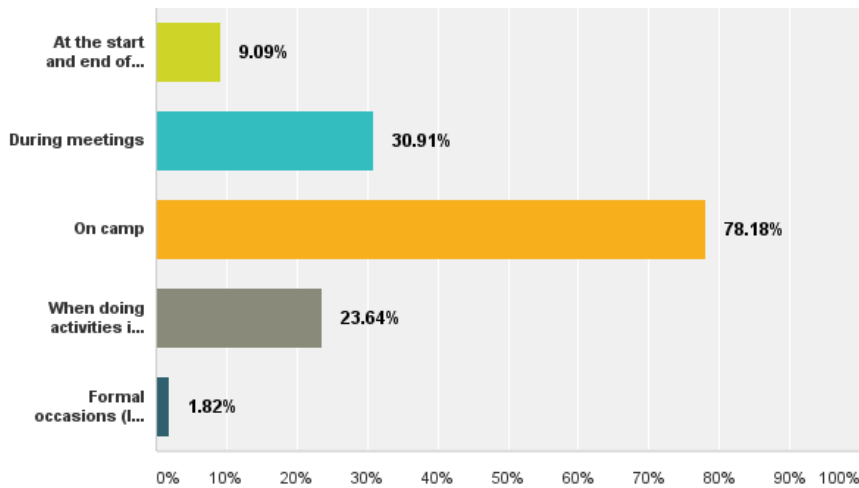
DO YOU WANT TO HELP OTHERS MORE THROUGH SCOUTS?



WHEN DO YOU LIKE WEARING YOUR SCOUT UNIFORM?



WHEN DO YOU NOT LIKE WEARING YOUR SCOUT UNIFORM?



SYMBOLIC FRAMEWORK IN CUBS AND ROVERS

	Not at all	Not Really	Neutral	Somewhat	Definitely	We Don't Use This Theme	Total	Weighted Average
If you are in or have been in Cubs, do you like the use of the Jungle Book in Cub meetings?	6.00% 6	9.00% 9	16.00% 16	26.00% 26	37.00% 37	6.00% 6	100	3.84
If you are a Rover, do you like the Knights Theme?	8.16% 4	10.20% 5	12.24% 6	14.29% 7	46.94% 23	8.16% 4	49	3.89

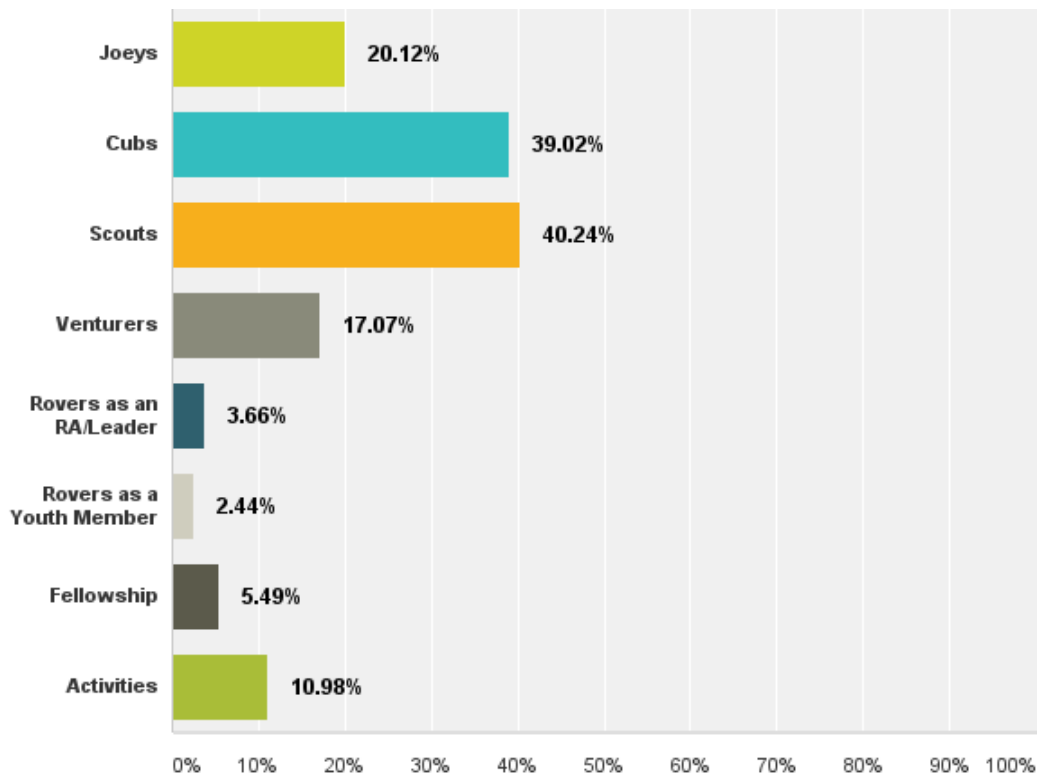
IN SCOUTING THE "SYMBOLIC FRAMEWORK" REFERS TO SYMBOLIC PARTS OF WHAT WE DO IN ACTIVITIES AND OTHER AREAS. FOR EXAMPLE, THE GRAND HOWL ("AKELA WE WILL DO OUR BEST..."), THE SCARF, THEMED CAMPS ETC. PLEASE LIST WHAT YOU THINK ARE THE IMPORTANT SYMBOLS IN SCOUTING.

(Word Cloud for open response analysis – larger font size indicates more responses)

Adventure Fun Jungle Book Wolf Important
 Service Badges Knighting Scouting Tradition
 Scarf Logo Camps Help other People Theme
 Shirt Howl Structure Ceremonies Promise and Law

D.1.3 LEADER OF YOUTH RESPONSES

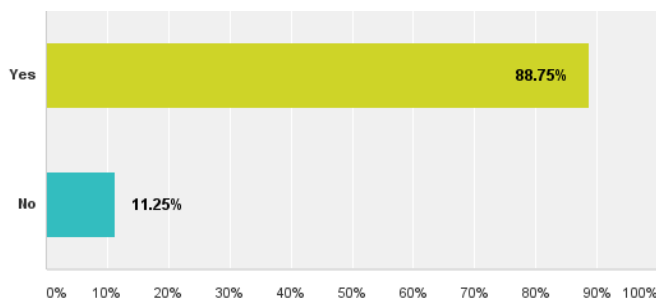
WHAT SECTIONS[S] OF SCOUTS ARE YOU INVOLVED IN?



SCOUT PROGRAM

	Never	Sometimes	Half the time	Often	Always	N/A	Total	Weighted Average
How often do you find Scouting activities fun?	0.00% 0	0.00% 0	3.07% 5	54.60% 89	41.72% 68	0.61% 1	163	4.39
How often do you think your youth members are finding the activities fun?	0.00% 0	0.61% 1	4.91% 8	70.55% 115	23.31% 38	0.61% 1	163	4.17
How often are your Scouting activities teaching your youth members something new?	0.00% 0	1.84% 3	15.34% 25	59.51% 97	22.70% 37	0.61% 1	163	4.04
How often are you doing things you didn't know scouts offered?	14.29% 23	50.31% 81	14.91% 24	11.18% 18	4.97% 8	4.35% 7	161	2.40
How often are your Scout activities done outside?	0.00% 0	9.20% 15	32.52% 53	50.92% 83	6.75% 11	0.61% 1	163	3.56

HAVE YOU HEARD OF "THE SCOUT METHOD"?



PLEASE DESCRIBE THE SCOUT METHOD IN YOUR OWN WORDS.

(Word Cloud for open response analysis – larger font size indicates more responses)

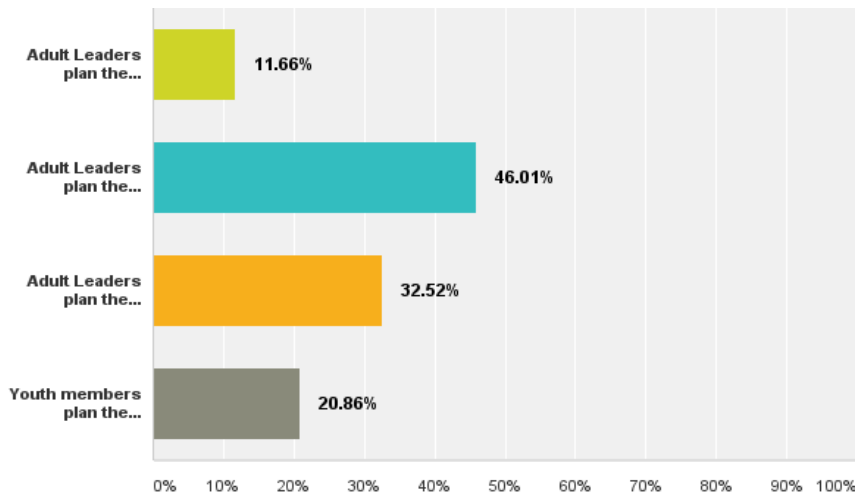
Youth Members Patrol System Teaching Team

Scout Education Learning by Doing

Independent Activities Experienced Youth Leadership

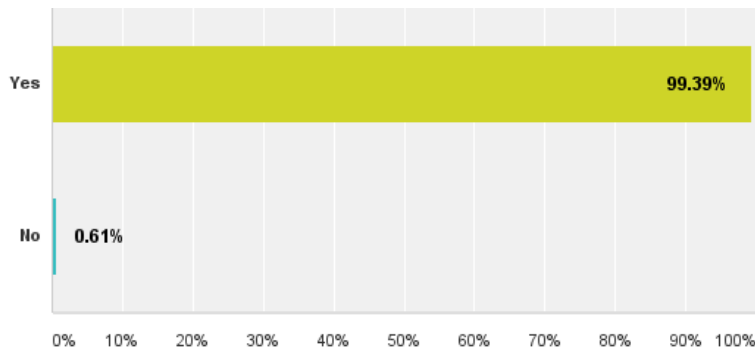
Small Groups

WHICH OF THE FOLLOWING BEST DESCRIBES YOUTH INVOLVEMENT IN PLANNING FOR YOUR FORMATION?



Answer Choices	Responses
Adult Leaders plan the activities alone.	11.66% 19
Adult Leaders plan the activities after asking for youth suggestions.	46.01% 75
Adult Leaders plan the activities with youth members (team effort).	32.52% 53
Youth members plan the activities and leaders provide advice.	20.86% 34
Total Respondents: 163	

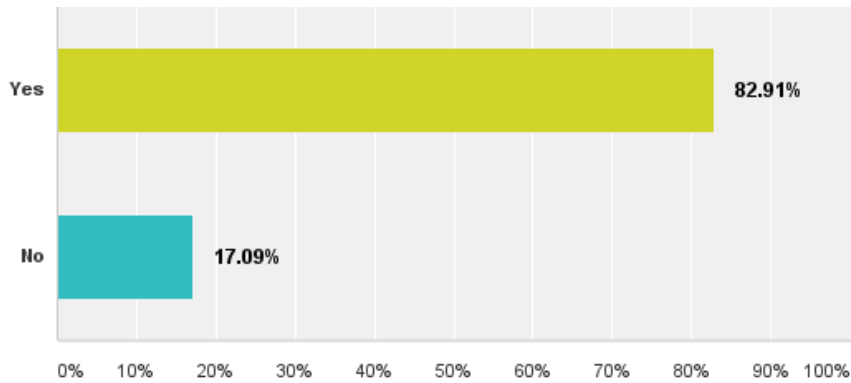
DO YOU THINK YOUTH MEMBERS SHOULD BE INVOLVED IN PLANNING SCOUT ACTIVITIES?



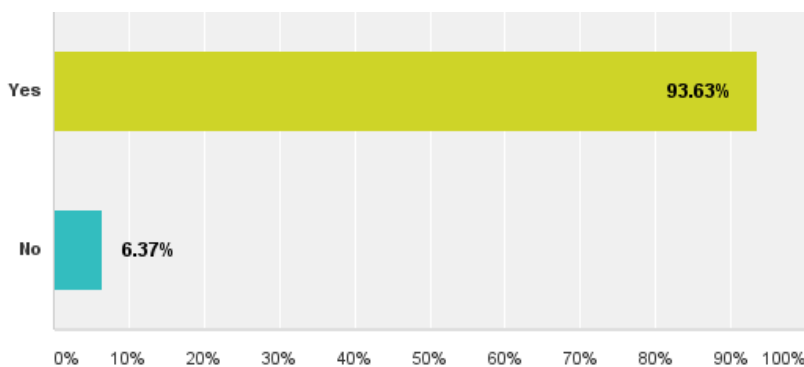
SERVICE

	Never	Sometimes	Half the time	Often	Always	Total	Weighted Average
How often do you think it's important for you and your Scout Group to help other people?	0.00% 0	11.73% 19	11.11% 18	52.47% 85	24.69% 40	162	3.90

DO YOU THINK THERE SHOULD BE MORE SERVICE OPPORTUNITIES IN SCOUTING?



DO YOU THINK YOUTH MEMBERS ENJOY PROVIDING VOLUNTARY SERVICE?



SUPPORT

	Not at all	Rarely	Neutral	Often	Always	Total	Weighted Average
How well did your training fully prepare you for your role as a Scout Leader, especially with regard to delivering the Scout Method?	3.09% 5	9.88% 16	35.80% 58	40.74% 66	10.49% 17	162	3.46
Do you feel that you have been adequately supported in implementing the Scout Method?	2.47% 4	14.20% 23	36.42% 59	36.42% 59	10.49% 17	162	3.38
Do you feel that more ongoing support would be useful in implementing the Scout Method (E.g. more examples of activities, ongoing feedback from Scouting management, workshops etc)	1.24% 2	1.86% 3	26.09% 42	44.10% 71	26.71% 43	161	3.93

DO YOU HAVE ANY COMMENTS ON THE SUPPORT PROVIDED TO LEADERS IN IMPLEMENTING THE SCOUT METHOD, OR ANY SUGGESTIONS OF HOW THIS CAN BE IMPROVED (CAN BE AT GROUP, DISTRICT, REGION, BRANCH OR NATIONAL LEVEL)?

Some of the key comments are included below:

1. I think that a refresher for Leaders on the Scouting methods after a year or 2 might be useful just so that Scout Leaders who have no Scouting experience can be sure that they have understood and are in fact implementing the Scouting Method. Maybe if they met for a day and brought in their programs and had to explain how they were implementing it would make them more likely to apply the principles. I know it is a volunteer organisation but I don't think that there is any accountability to follow the method and if it hasn't been understood properly then it can become easier not to follow it.
2. A mentor to contact, visit, suggest, an easily accessible list of resources, outdoor Scouting activity places, camping place, games and ways to do things, someone at the Seeonees coordinating sharing activates
3. More understanding of the difficulties of recruitment in small country towns.
4. I feel that as you gain experience as a leader you realise there is lots of support. The issue is knowing where to look and who to look to. Lots of leaders don't have enough time to ensure that the scout method is operating well. It is a time consuming activity. A lot of support and ideas come out of Mindari and Seeonee but not enough leaders attend.
5. Emphasise that the initial e-learning and BST are only the start of training, not the end of it. I would like to see field days restarted, not out of compulsion, but as a fun learning opportunity, based regionally and covering a variety of skills.
6. Meetings or get-togethers with other leaders. Online training doesn't work for me.
7. Websites and district networks eg Facebook page can point to resources and examples to use. As a leader with a. Life and a job, it has to be something I can access out of hours at home on my iPad, like this survey
8. my training was so long ago forgotten what they taught
9. I find between my District SL, my other leaders and the annual ScoutFest held in Tasmania I have plenty of support and feel at ease enough to ask questions and take constructive criticism.
10. There doesn't seem to be any accountability at a troop level to deliver a program that utilises the Scout Method. If a leader/s of a particular troop wasn't using the Scout Method who would know, and what would happen anyway? Perhaps some kind of formalised inspection to ensure the Scout Method is being used (if

- that is what the organisation wants) followed up with individualised support if a troop was found to be lacking.
11. Support is there at group, district and region
 12. The program plans and activity ideas on Scout Central are pretty poor and over 20 years old. Needs new material.
 13. The model needs to be understood and embraced by the leaders, scout and most importantly the group leader and parents.
 14. Leader training got lost in credentialism years ago and is dominated by trainers who see themselves as an elite. They have forgotten why we are here. Sacking the training teams would be a great step forward, no 'parchments' and multiple beads to tell them how great they are.
 15. It is a bit sketchy. Resources and ideas are well provided at palavers and Seeonees. But looking for new ideas isn't easy to do.
 16. If there are issues in the district we should have a meeting as there has been no meeting with all leaders in the district for over two years,
 17. The Scout Method needs to be presented as an education strategy that has as its aim the facilitation and delivery of the broadest opportunities and positive outcomes possible, to enable all youth members to achieve their personal best and potential in Scouting. Leaders in Scouting need to embrace their role as educators and mentors to ALL of the youth members in their sections. They need to ensure they are doing all that they can to support, educate, mentor, guide and advise all of the youth members in their care. Classroom teachers have a mandate to engage and promote the successful achievement of all of the students in their care. Likewise, Scout leaders must be positive (not negative) and inclusive (not selective) in their implementation of the Scout Method. That means actively 1) identifying and removing impediments to youth members' successful participation in Scouting and 2) imparting to ALL youth members the knowledge, skills and scaffolding required to successfully navigate the (unnecessarily complex and convoluted – sorry this comment belongs in some other YPR survey) award scheme (and its various hoops and snares) and to secure the (cumbersome) approvals and (redundant) documentation needed.
 18. after training it is up to the individual to ask for help if needed, a lot of people don't like asking for help, perhaps information newsletters specific to each section with activities for each Scout method would be helpful / useful
 19. Everyone needs to believe in the scout method to make it work, it is hard to implement it when lots of troops interpret it differently.
 20. More conferences like the one in Nar Nar Goon.
 21. I think there could be a little more done to assist leaders who have done training in supporting and mentoring new leaders to join. There are huge campaigns in getting youth members but that is pointless if you don't have enough leaders. Scouting method isn't just for youth it is for adults too and there should be something there for adults as well. Online learning might be great for time poor people but it doesn't replace the face to face. BP said a week at camp is worth 6 months in a classroom or thereabouts. We should heed what he said about it in the first place.
 22. Need to see more up to date program ideas. Would be great to see more of the district leaders on a regular night. Maybe joining more than one district together for training, programs ideas night. Find that often new ideas are frowned upon by older leaders as we should leave that until the youth are in the next section
 23. It takes a lot more time to get youth to plan and lead their own activities but it needs to be our prime point of focus in order for us to fulfil the aim of Scouting re The Aim of Scouting so that they take a constructive place in society as a member of their local, national and international community. The QSA (and other section award schemes) is an excellent method for invoking the scout method, I think each region should provide 4 experienced QSA advisors for every leader to be able to ring or email to ask for advice and ideas. There should be an annual FB competition for all Scouting members to present their best activities completed in the year and a simple prize for top 3. This will serve to drive the standard of programming but also to give all Scouting members ideas. The Canadians have this award for the Rover scout age. We

- also have it for our Rover scout age I believe. I have heaps more ideas in this regard but have to head to work. If you want to chat call me (details provided)
24. Each group varies so much. We have a strong group of leaders but some require guidance - unfortunately it falls down with our poor group leader. Districts need to weed out poor group leaders or provide very strong support to their leaders.
 25. I think that the further up the hierarchy people get, the further removed from the youth they tend to be and the less in tune with their needs and desires. As a result the support can often be less relevant than it should be.
 26. Needs to be age specific. Joeys are not old enough to program themselves, however Scouts should do so.
 27. Ongoing support would be useful.
 28. Greater hands on training.
 29. More up to date program ideas, particularly for making some of the more tradition aspects of Scouting fun.
 30. What support is provided? I am physically on my own.
 31. Leaders all round need to make it fun.
 32. During my Basic Training, I don't feel that this was truly made clear to me. It is only as I have just covered the Scout Method in Advanced Scouting Fundamentals online that I have begun to realise and understand the concept
 33. Cub Leaders need to be made more aware of how easy it is to include outdoor adventurous activities into their programs. I am doing a sailing camp on the weekend and out of my district, my pack is in the minority when it comes to doing such a camp, even though the Safety standards state it is a ok activity for Cubs (even Joeys) to do
 34. Branch should let District be more autonomous. They have in recent years prevented Scout district leadership and skills camps by interference and lack of trust of what can be done at the district level.

IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL US ABOUT THE SCOUT METHOD (OPTIONAL)?

1. It is great fun with loads of adventure + challenges to overcome
2. Can't tell you anything about the Scouting Method because I have no idea how this is defined for Australian Scouting. I would not be surprised if our programs were actually delivering most of the Scouting Method outcomes more by good intentions rather than on purpose.
3. I believe that the Scouting Method is a very well thought out and presented method. There is a lot of support and with involvement there is a lot of support in applying the method but it does fall down if the Leaders do not follow it and/or make the best of the opportunities to further their understanding and skills
4. It's really time consuming to think of new ideas when all the leaders have busy work and home lives. Having lots of well planned, proven and fun resources easily accessible plus someone to help make yearly planning easier would be great as we don't have much time!
5. The application of the SM is dependent on the personality of the leader in question. Some are good at delighting and sharing while others are not.
6. It is such a powerful tool and is a unique feature of Scouting that it really should be fully supported and while we may implement it without thinking it should be promoted more to make the public and those within the movement aware of its value.
7. I think it works well as long as the support base is there and all new members of the Scouting group, especially youth members, understand the method from the start.
8. Youth today are generally spoon fed at school and not allowed to make choices or decisions they difficulty in the scout method is getting them motivated to take it on. I find Cub age youth do not have such an effort however if they haven't had this instilled before reaching the teen years (i.e. joined scouts later) it is often harder to get them off their butts.
9. I have lots of support as I am involved with a great Mindari group. We discuss ideas and support each other.

10. Do not throw out Duty to My God! What B-P created is not broken. Leaders who do not implement the Scout Method now are not likely to change in the future. Sadly it impacts on those Youth who then are under-prepared when they go to larger events, with unhappy results. We have to advertise the Scout method as easy and fun not a rule to be obeyed.
11. I have only begun to use it in third term of this year, it hasn't changed what I do as I believe I was covering these areas before but I would like to know more about it.
12. Scouts need a lot of guidance and opportunity for leaders to learn how and what to do. It's about having a go at new things and learning from your mistakes. Would like the scouts to do everything themselves but realistically this is beyond their ability and they need a lot of support to make things happen. A good leader supplies support and framework for scouts to 'have a go' and 'do it all'.
13. I find you have to keep reminding yourself of the scout method to avoid falling into the trap of "teaching" skills like in school.
14. Training skimmed over this a lot, and it needs to be emphasised far more.
15. I do think that there can be times in the troop when the leaders have to take on more of the planning role if there is a lot of inexperienced scouts so they get the opportunity to do more interesting things and can learn Scouting skills.
16. Lots of my Scouts don't stay in Venturers because they are back to being the small fish in the big pond... would have preferred them to stay in the Scout section to help run the Troop and allow them to continue doing fun activities
17. It's quite complex, a simplification would be good. In the end, I believe we implement it quite well, but not with the Scout Method as a specific aim when planning.
18. Older Scout members don't really embrace it
19. Training must be relevant to what's actually required at the coal face.
20. Leaders should be careful not to treat the scout method as a rigid structure. It is a guide and needs to be adapted for the individual, the individual troop and the current environment.
21. I like and believe in the scout method learning to include or implement is very challenging
22. Hard to implement at Joey age, though by 18 months many start taking leadership on voluntarily in running the mob.
23. It's a slow transition and education process when implementing this to a section that for the last 7 years or so has been an older cub section style program. However the stages of the change has been rewarding in the growth you see in the scouts
24. The method is largely OK, but the organisation's policies seem designed to prevent its use!
25. Forget the Idea that patrols will gather for activities outside Scouting events. Fails the supervision and parent permission tests.
26. Scouting method is challenging. My training didn't teach me anything new because I had been a youth helper and gone all the way through the movement. But this wouldn't be the case for someone who hadn't had that opportunity.
27. Mentorship
28. Inadequate and inappropriate implementation of the Scout Method leads to youth member and parent dissatisfaction with the Scouting program and equates to loss of memberships. See my notes about what the Scout Method is not for more information. When an individual's opportunity for success is tied to an inadequate program of Scouting or poorly implemented troop council or unit council, that individual has limited hope of achieving his or her potential in Scouting. This is very demoralising for the youth member.
29. There should be constant reminders around in the hall about what Scouting means. There should be mandatory training in the basic principles of Scouting and a review of how these are implemented by the leaders. There shouldn't be one thing said in front of commissioners and then when their backs are turned something else happen.
30. I started as a leader when all of the cub leaders retired. I'm lucky my PLA is able to be with me each week for the past 3 terms as the training was insufficient to start as a leader without David's help. I learned more



about the scout method helping my son (a cub) research his school project than I did me the training. The on line is too dry and my face to face weekend was woeful.

31. Keep going with the "old Way 'it works well and is still very relevant
32. Not a lot of emphasis on the Scout Method during my (pre-eLearning) CSL training
33. It would be good if the training team could visit groups (scouts) and run example programs for new leaders.
34. I think my full time teaching job has helped me in my leader role more than anything from my Scouting training
35. Don't lose the traditions. In a world of constant change, the kids LOVE the traditions
36. There needs to be more consistency across the sections and groups in how the scout method is implemented
37. Need to work on how to integrate the Scout Law into programming
38. Spiritual component difficult to deliver outside scouts own on camps.
39. Different Groups, District, Regions, seem to have different standards or approaches. Let's make it uniform and MAKE SURE leaders know so kids can achieve and not put blocks in front of them!!!
40. At times, I get the feeling from other leaders that a hall based program is the be all of Scouting and that by doing ANY sort of outdoor activity is spoiling what the Cubs can do when they get into Scouts I think this is wrong as I believe that giving them a taste of a activity, means they can go on and do bigger and better in Scouts
41. It is very difficult to implement Scouts organising activities because of interference from other aspects of their life, school, family, sport, financial and occasional health issues can prevent attendance and make it difficult to rely on youth to organise. Support seems to be generated by enthusiasm. It requires a lot of adult support to use the Scout method because youth are NOT all model children and some require supervision to ensure the safety of all. Our group is successful because we are self-sufficient in much of our Scouting.

D.1.4 TECHNOLOGY QUESTIONS

These were answered by both LoY and Youth members.

TECHNOLOGY

	Never	Sometimes	Half the time	Often	Always	Total	Weighted Average
How often do you use technology to plan your Scouting activities? (Do you use technology outside of meetings to organise scouting activities)	4.64% 13	14.29% 40	12.14% 34	38.57% 108	30.36% 85	280	3.76
How often do you use technology in your Scouting activities?	13.17% 37	55.87% 157	13.88% 39	14.23% 40	2.85% 8	281	2.38

IF YOU ARE USING TECHNOLOGY IN YOUR SCOUTING ACTIVITIES, WHAT SORT OF TECHNOLOGY ARE YOU USING?

Program Ideas Printer Data Projector Apps
 YouTube iPad Screen Facebook DVD Internet

Camera Torch **Phones** Walkie Talkies **GPS**
 Progress **Video** iPods **Radios** Email
Planning Power **Photos** Reference **Social Media**

HOW DO YOU THINK TECHNOLOGY CAN OR SHOULD BE USED IN SCOUTING ACTIVITIES?

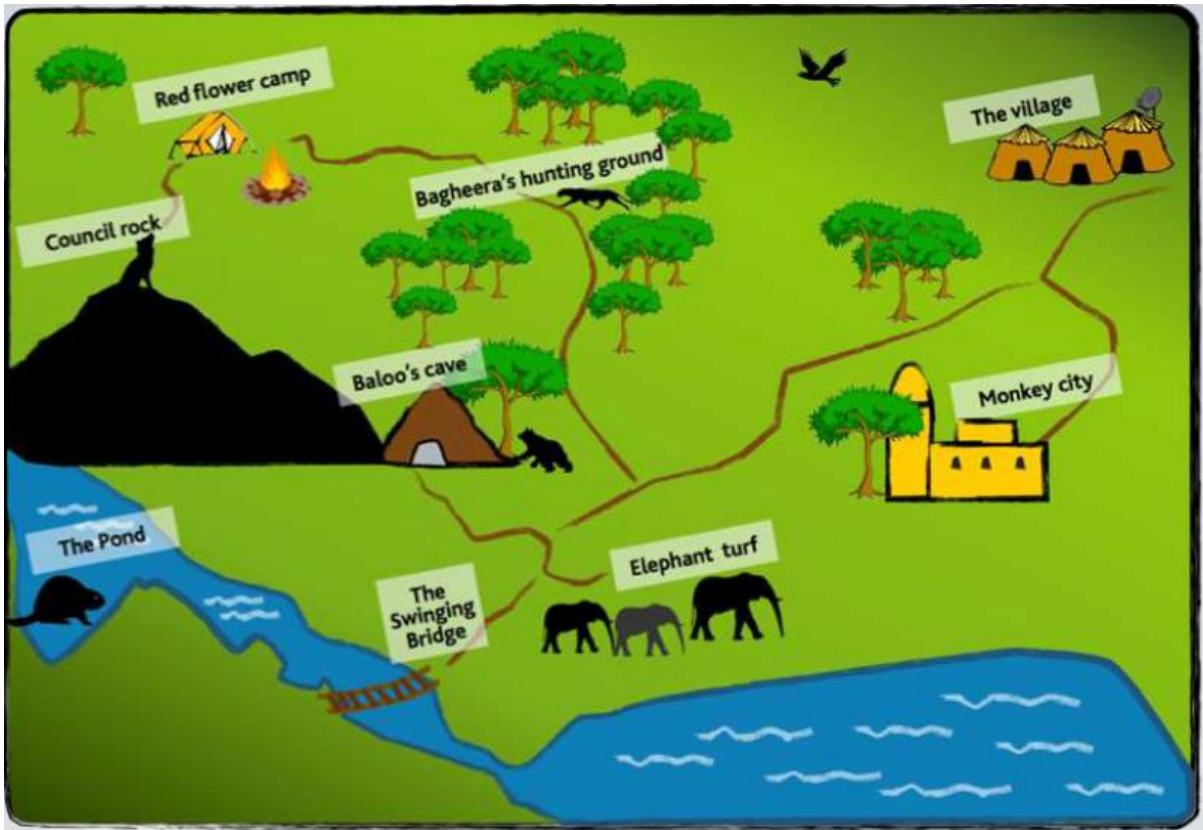
Navigation Traditional **Easier** Regularly **Maps** Mobiles
 Movie **Videos** Cases **Communication**
 Resources **Think** Cub **Scouts** Understand
Technology Management **Activities**
 Youth story **GPS** Enabler **Badges** Present Fun

APPENDIX E – SYMBOLIC MAPS USED BY CANADA AND IRELAND

Both Canada and Ireland use maps to communicate aspects of their symbolic framework. Both NSO’s have maps for each of the sections.


(NOTE: The Copyright for the following images is held by their respective NSOs)

Below is the Scouts Canada map for the Cub Section, followed by a table explaining the symbols. In Canada these maps are used to help guide programming by showing program areas that the Pack can focus on. The cub one also draws ideas from the traditional jungle book theme.



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⁵⁶ Scouts Canada, *The Canadian Path—Scouter’s Handbook*, draft edition, 2014

	Jungle spot	Program area
	Council rock	Leadership
	Baloo's Cave	Beliefs and Values
	Bagheera's Hunting grounds	Environment
	Monkey City	Creativity & Personal Interest
	Swinging bridge	Healthy & active living
	Elephants turf	Citizenship
	Red flowers camp	Outdoors & camping
	The Village	Moving to Scouts

APPENDIX F – SCOPE AND SEQUENCES

The team was asked to generate Scope and Sequences for each aspect of the method, and these are included below. These documents largely draw their detail from the developmental stages information provided to the YPR by Kellie Loveless, and numbers in brackets refer to the sections in that document.⁵⁷ The Scope and Sequence for the “Law and Promise” aspect of the Scout Method was developed by the YPR Fundamentals Team (3-1) and is not included in this report.

F.1 LEARNING BY DOING

Ages	Implementation	Examples
5	<ul style="list-style-type: none"> As a group take part in activities that promote the laws and promise of Scouting. 	<ul style="list-style-type: none"> Attending Australia Day ceremonies. Going on a bush walk and learning about drinking water, and the bush. Craft activities that are themed, to provide an educational experience
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7		
7	<ul style="list-style-type: none"> Activities which are both hall and externally based, as well as community based. (Ages)(4)(5)(7)(9)(10)(11)(12) 	<ul style="list-style-type: none"> Group fundraising activities Organising pack games Helping the leaders with the sixes Games with an educational focus Camping, and learning to be more self sufficient
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10		
8	<ul style="list-style-type: none"> As a group, six or an individual take part in activities which promote the scout law and promise. As the scout gets older learn to take initiative and responsibility Both within the hall and externally, as well as community based. Take part in more camping, putting into practice skills learnt and learning new skills (4)(5)(7)(8)(9)(10)(11)(12) 	<ul style="list-style-type: none"> Assisting with community events Attending citizenship ceremonies Teaching younger scouts camping techniques Games to help learning Organising hikes to learn organisational skills.
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11	<ul style="list-style-type: none"> As a group, patrol or an individual take part in and take the initiative in activities which promote the scout law and promise. Learn to pass your knowledge on to younger members (of all ages and groups) Learn to set an example to others Both within the hall and externally, as well as community based. Take part in, and lead, more camping activities. Allowing the scout to put into practice skills learnt and learning of new skills As the scout progresses in age take the initiative to set up activities. (4)(5)(7)(8)(9)(10)(11)(12) 	<ul style="list-style-type: none"> Assisting with Joey and Cub evenings
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13		
14		
15	<ul style="list-style-type: none"> As a group or an individual take part in and take the initiative in activities which promote the scout law and promise. 	<ul style="list-style-type: none"> Assisting with Joey and Cub evenings
16		
17		

⁵⁷ Loveless, 'Key Developmental Stages - Summary Matrix'.

	<ul style="list-style-type: none"> Learn to pass your knowledge on to younger members (of all ages and groups) Learn to set an example to others (both within Scouting and the wider community) Both within the hall and externally, as well as community based. Take part in, and lead, more camping activities Allowing the scout to reinforce skills learnt. Learn new outdoor skills, not just camping. Take the initiative to set up activities. These can also be outings to adult work places to now start to gain experience of various practical examples of life. Use the resources and 'scholarships' within Scouting to experience the wider scout movement.(7)(9)(10)(11)(12) 	<ul style="list-style-type: none"> Being the certified scout to assist adult leaders on activities e.g. canoeing Learning by organising events Learning by undertaking hikes and other outdoor activities.
18	<ul style="list-style-type: none"> As a group or an individual take part in and take the initiative in activities which promote the scout law and promise. Learn to pass your knowledge on to younger members (of all ages and groups) Learn to set an example to others (both within Scouting and the wider community) Both within the hall and externally, as well as community based. Take part in, and lead, more camping activities and other outdoor activities learnt previously Take the initiative to set up activities. Both within Scouting and in your workplace for others to visit. Use the resources and 'scholarships' within Scouting to experience the wider scout movement.(7)(9)(10) 	<ul style="list-style-type: none"> Being involved as adult leaders Leading activities in the crew to learn people and organisational skills Service projects that teach skills Being on the crew executive/council, learning how to manage others and support the crew.
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F.2 YOUTH LEADING, ADULTS SUPPORTING

Age	Implementation	Example
5	Pre-adolescents are essentially adult-led, however progressively developing skills that	Adult led activities and support. Adult provide a safe and nurturing
6		

7	will equip them for leadership and group work as they grow.	environment along with physical and emotional security.
8	Initial experience of working (operating) in and even leading small groups, and with adults. The experience of "youth leading, adults supporting" should become more pronounced with the onset of adolescence, and progressively more substantial in successive years. [Scouting itself was formulated on the premise of youth leading youth]	Adult-led activities, but try to give youth members real responsibilities, including through Pack Councils and small group system ("Sixes")
9		Adults share responsibilities with youth members . Growing youth involvement in decision making, including through Troop Councils and small group system ("Patrols")
10		
11		
12		
13		
14		Adults acting more as facilitators and mentors.
15	Older youth members should have opportunities for leadership and mentoring with their peers and to younger youth members.	Youth-led activities, including through Unit Council and small group system (often specific to particular activities/events).
16		
17		
18	From 18, youth members of Scouting are adults, and are (or should be) fully self-led. Older adults can act as advisers, trainers and mentors, including helping young adults develop leadership skills and specific practical skills.	Young adult-led and self-governing.
19		Formation into small groups as required for specific activities/projects, etc.
20		Regular meetings of elected Rover Council, possibly with a Rover Crew Adviser.
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F.3 SERVICE

Age	Implementation	Example
5	<ul style="list-style-type: none"> Youth members should have a basic understanding of what it means to help others 	<ul style="list-style-type: none"> Assist others within the section Visit local community organisations.
6		
7	<ul style="list-style-type: none"> Youth members should undertake basic "good turn" activities as a group activity.⁵⁸ 	<ul style="list-style-type: none"> Attend Anzac Day services, and other community events
8	<ul style="list-style-type: none"> Members should have an understanding of the need to help others, and or a the idea of a good turn Youth members should undertake basic service activities, inside and outside the movement. 	<ul style="list-style-type: none"> Visit local community organisations Attend Anzac Day services, and other community events Participate in events such as clean-up Australia day
9		
10		

⁵⁸ Survey feedback indicates that service is desired at all levels of the movement



	<ul style="list-style-type: none"> • Inside the movement members should assist with scout hall working bees and other such events. • Externally youth members should assist with basic service activities. Such as Landcare projects, charity fundraisers, and/or community events such as ANZAC day. • Youth members should visit community services such as the local council or fire station to better understand service and their community. 	<ul style="list-style-type: none"> • Participate in hall working bees and other services to the movement • Try to do good turns, for example getting each cub to achieve a good turn once a week, etc. • Helping at charity events
11	<ul style="list-style-type: none"> • Members should have a good understanding of the need to help others, and the importance of doing a good turn. • Youth members should undertake service activities, inside and outside the movement. <ul style="list-style-type: none"> • Inside the movement members should assist with scout hall working bees, hall cleanups, den maintenance, and other such events. The older part of this age group should also assist with planning these activities. • Externally youth members should assist with service activities. Such as Landcare projects, charity fundraisers, and community events such as ANZAC day. They should take a role in organising participation in these activities. ○ Youth members should visit community services such as the local council or fire station and demonstrate an understanding of how these groups provide a service to their community. 	<ul style="list-style-type: none"> • Visiting, and helping to organise visits to community organisations. (Such as a Patrol Activity visit to the local fire station) • Helping to organise, and participating in Landcare events such as Clean-Up Australia Day. • Helping to organise and participating in hall working bees, open days and other service to the movement. (This could include a patrol activity to paint the patrol dens, etc) • Attending ANZAC day services and other events • Helping at charity events • Helping out in the cub or joey sections.
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13		
14		
15	<ul style="list-style-type: none"> • Members should have a clear understanding of why we help others, and the importance of doing a good turn. 	<ul style="list-style-type: none"> • Visiting, and helping to organise visits to community organisations, helping younger sections to visit these services. • Helping to organise, and participating in Landcare events such as Clean-Up
16		
17		

	<ul style="list-style-type: none"> Youth members should undertake service activities, inside and outside the movement. <ul style="list-style-type: none"> Inside the movement members should assist with and organise scout hall working bees, hall cleanups, den maintenance, and other such events. Members should also assist, and plan group fundraisers Externally youth members should assist with service activities. Such as Landcare projects, charity fundraisers, and community events such as ANZAC day. They should take a role in organising participation in these activities. Members should organise and run periodic activities for younger sections.⁵⁹ Youth members should visit community services such as the local council or fire station and demonstrate an understanding of how these groups provide a service to their community. They should learn how they can get involved in groups such as St Johns and the RFS Individuals seeking opportunities specific to their capabilities and interests 	<p>Australia Day for the whole group.</p> <ul style="list-style-type: none"> Organising and participating in hall working bees, open days and other service to the movement. Organising fund raisers for the section Attending ANZAC day services and other events Helping the younger sections, and running nights for them Undertaking first aid training Helping at charity events
18	<ul style="list-style-type: none"> Members should have a clear understanding of why we help others, and the importance of doing a good turn. 	<ul style="list-style-type: none"> Helping younger sections to organise visits to community organisations, helping younger sections to visit these services. Organising a visit for the crew.
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20		
21	<ul style="list-style-type: none"> Youth members should undertake service activities, inside and outside the movement. 	<ul style="list-style-type: none"> Organising, and participating in Landcare events such as Clean-Up Australia Day for the whole group.
22		
23	<ul style="list-style-type: none"> Inside the movement members should assist with and organise scout hall working bees, hall 	
24		<ul style="list-style-type: none"> Organising and participating in hall working bees, open days
25		

⁵⁹ This was indicated in the leadership team’s research

cleanups, den maintenance, and other such events.

- Members should also assist, and plan group fundraisers
- Externally youth members should assist with service activities. Such as Landcare projects, charity fundraisers, and community events such as ANZAC day. They should take a role in organising participation in these activities.
- Members should organise and run periodic activities for younger sections.⁶⁰
- Youth members should visit community services such as the local council or fire station and demonstrate an understanding of how these groups provide a service to their community. They should learn how they can get involved in groups such as St Johns and the RFS
- Members should regularly undertake service outside the movement⁶¹.
 - This should consist of working with or raising money for external groups such as Hike for Hunger, The Salvation Army, and St Johns.⁶² Members should play a role in organising and facilitating these events. They should also help younger youth members do so.
 - Members should assist in community events such as ANZAC day services
 - Members are encouraged to plan and undertake service activities of the own design, but this is not an expectation⁶³

and other service to the movement.

- Organising fund raisers for the section, and the group.
- Attending ANZAC day services and other events
- Helping the younger sections, and running nights for them. Possibly as a section leader.
- Undertaking first aid training
- Helping at charity events
- Doing service at other Scout Properties such as campsites.

⁶⁰ This was indicated in the leadership team's research

⁶¹ Survey feedback indicates there is a desire to do service activities

⁶² State youth council feedback suggested planning own activities was unrealistic

⁶³ See 2

	<ul style="list-style-type: none"> • Members should regularly undertake service within the movement. <ul style="list-style-type: none"> • members should assist with and organise scout hall working bees, hall cleanups, den maintenance, and other such events. • Members should also assist, and plan group fundraisers • It should also include periodic activities run for other sections.⁶⁴ • Service as a Leader of Youth, or other role within the movement is encouraged, but not expected. 	
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F.4 SYMBOLIC FRAMEWORK

Ages	Implementation	Examples
5	<ul style="list-style-type: none"> ▪ Symbols and ceremonies help youth feel comfortable in the stage and create a sense of connection to fellow youth members as well as a routine. Significant ceremonies are carried out when a new youth joins and again when they move to the older Section, giving youth a tangible beginning and end of their time in the Section and recognising the individual development.⁶⁵ ▪ To support the Scout Law and Values aids should help communicate this to youth.⁶⁶ ▪ The symbolic framework should provide theming inspired names and roles for the section.⁶⁷ ▪ A basic connection to the stage, Formation, District/Region and the Movement. 	<ul style="list-style-type: none"> ▪ Leader names, Section role names (such as the Pouch Leader if that system is accepted), and names of ceremonies should align with the section theme ▪ Theme camps and evenings should be undertaken to help provide a story for each event. ▪ Explaining ideas and concepts can be done through the symbolic framework ▪ Uniforms should be worn ▪ Theme inspired opening, closing and investiture ceremonies should be used. ▪ Theme inspired badge names and imagery
6		
7		
8	<ul style="list-style-type: none"> ▪ Symbols and Ceremonies create structure which helps youth settle into the group, as well as providing a connection and shared culture of the Scout Movement, and fellow 	<ul style="list-style-type: none"> ▪ Leader names, Section role names (such as Sixers and Seconds), and names of ceremonies should align with the section theme
9		
10		

⁶⁴ This was indicated in the leadership team’s research

⁶⁵ Age ranges: the National Curriculum outcomes for this age range include “children have a strong sense of identity;

⁶⁶ Age ranges data suggests that prior to age 9 youth require visual aids to understand information

⁶⁷ Scouts Canada’s role names in cubs, SYC response to that was positive

	<p>youth members that fosters a sense of identity.⁶⁸</p> <ul style="list-style-type: none"> ▪ The symbolic framework should provide theming inspired names and roles for the section.⁶⁹ ▪ To create a journey which supports personal progression, teamwork and leadership, service, contribution of ideas for activities, outdoor adventure, through ceremonies and theming that provide visual and symbolic aids⁷⁰ ▪ A sense of belonging to the small team, stage, Formation, and the District/Region ▪ The symbolic framework should provide theming inspired names and roles for both small teams and the group.⁷¹ 	<ul style="list-style-type: none"> ▪ Theme camps and evenings should be undertaken to help provide a story for each event. ▪ Explaining ideas and concepts can be done through the symbolic framework ▪ Uniforms should be worn ▪ Theme inspired opening, closing and investiture ceremonies should be used.
11	<ul style="list-style-type: none"> ▪ Symbols and ceremonies are visible elements that youth associate with Scouting and memorable experiences. ▪ To create a journey which promotes self-led personal progression and achievement, leadership, team achievements, service, self-reflection, adventurous activities, pushing limits as a team. ▪ A sense of belonging to the small team, stage, Formation, the District/Region, State. ▪ The symbolic framework should provide theming inspired names and roles for the section.⁷² 	<ul style="list-style-type: none"> ▪ Leader names, Section role names (such as PL and APLs), and names of ceremonies should align with the section theme ▪ Themed camps should be undertaken. ▪ Uniforms should be worn ▪ Theme inspired opening, closing and investiture ceremonies should be used.
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13		
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15	<ul style="list-style-type: none"> ▪ Symbols and ceremonies bring the members of the stage together. ▪ The symbolic framework creates a system of themes and ceremonies that help define a personal journey. That guides members in learning to adapt to changes and taking control of difficult situations, personal development, pursuing challenges to higher degrees, options for higher levels of participation and/or leadership. ▪ A strong connection to the stage, Formation, the District/Region, Branch and National. ▪ The symbolic framework should provide theming inspired names and roles for the section.⁷³ 	<ul style="list-style-type: none"> ▪ Leader names, Section role names (such as Unit Chair), and names of ceremonies should align with the section theme ▪ Themed camps should be undertaken. ▪ Uniforms should be worn ▪ Theme inspired opening, closing and investiture ceremonies should be used. ▪ The theme should help provide structure for the section ▪ Theme inspired badges should be used
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18		

⁶⁸ Age ranges: the National Curriculum outcomes for this age range include “children have a strong sense of identity;

⁶⁹ Scouts Canada’s role names in cubs, SYC response to that was positive

⁷⁰ Age ranges data suggests that prior to age 9 youth require visual aids to understand information

⁷¹ Scouts Canada’s role names in cubs, SYC response to that was positive

⁷² Scouts Canada’s role names in cubs, SYC response to that was positive

⁷³ Scouts Canada’s role names in cubs, SYC response to that was positive

19	<ul style="list-style-type: none"> ▪ Use of symbols and ceremonies is determined by the stage and develops spirit within the group. When older members are given the responsibility of guiding younger members, they are responsible for imparting a sensible use of the symbols and ceremonies. ▪ Through ceremonies, symbols and roles the symbolic framework supports and strengthens, the sense of community within the stage <ul style="list-style-type: none"> ○ being responsible to the Stage, ○ being representatives of the Stage, self-governed. ○ the direction of stage. ○ Stage looks after and supports all members, ○ fostering of younger members by older members so that younger members can reach a certain level of achievement ▪ Belonging to the World Movement ▪ A sense of belonging to the small team, stage, Formation, the District/Region, State, Nation, and World Movement. ▪ The symbolic framework should provide theming inspired names and roles for the section.⁷⁴ 	<ul style="list-style-type: none"> ▪ Leader names, Section role names (such as Unit Chair), and names of ceremonies should align with the section theme ▪ Themed camps should be undertaken. ▪ Uniforms should be worn ▪ Theme inspired opening, closing and investiture ceremonies should be used. ▪ The theme should help provide structure for the section (E.g. knights as sponsors for squires) ▪ Theme inspired badges should be used
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F.5 SMALL TEAM SYSTEM

In this scope and sequence the team considered two alternate options for the joey section, with one being based on the joey pouch system that is mentioned in section 6.5 of this report.

Ages	Implementation	Examples
5	<ul style="list-style-type: none"> • Participation normally as a whole group. • Occasional small groups/teams formed for activities. • Attention span short, so keep activities short and interesting.(5)(7)(9)(10)(11)(12) --OR-- • Joey Mob is broken up into small groups called "Pouches" • The system is similar to the Cub "Six" system, with each Pouch having a Pouch Keeper and Pouch Assistant Keeper • 4-6 Joeys are assigned to each Pouch, and each Pouch is assigned a name and colour 	<ul style="list-style-type: none"> • Encourage group activities, rather than the individual
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7		

⁷⁴ Scouts Canada’s role names in cubs, SYC response to that was positive

8	<ul style="list-style-type: none"> Participation normally as the group and now also at a six level. Can listen to more detailed instructions and will ask for clarification. Eager to learn and becoming more self-reliant and independent Allow them to make decisions and learn from them – what works and what doesn't. (5)(7)(8)(9)(10)(11)(12) 	<ul style="list-style-type: none"> Now encouraging the formation of small 'teams' i.e. sixes
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10		
11	<ul style="list-style-type: none"> Be aware that scouts are developing physically at different rates and clumsiness and a lack of coordination can now appear. So both group and individual activities come into play here now. Develop the ideas of leadership. As male assertiveness and female empathy start to appear. Allow them to make decisions and learn from them – what works and what doesn't. (5)(7)(8)(9)(10)(11)(12) 	<ul style="list-style-type: none"> As well as the patrol system, activity patrols are formed Having opportunities to organise and lead hikes
12		
13		
14		
15	<ul style="list-style-type: none"> Have the flexibility to allow specific groups to form, as the occasion may warrant. Look at values and role of authority in these groupings. Risky activities in life come more to the fore but their consequences are not fully understood, so look at how we can manage this as a scout and a person. Allow them to make decisions and learn from them – what works and what doesn't. Need to be aware of social pressures and their impact. Thus encourage physical and outdoor team activities.(7)(9)(10)(11)(12) 	<ul style="list-style-type: none"> Individual youth members organise an activity which they are interested in and other youth members attend as they see fit What was the outcome of this?
16		
17		
18	<ul style="list-style-type: none"> Again have the flexibility to allow specific groups to form, as the occasion may warrant. Look at groups as instilling the routine of always leading a healthy 'lifestyle'. This then sets a basis for life as an older adult. Need to be aware of the pressures of life and have coping mechanisms in play. One way is via a group activity of some description. Some of these activities are the very ones done in Scouting.(7)(9)(10) 	<ul style="list-style-type: none"> Activities are organised not just within the group but across groups too
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F.6 PERSONAL PROGRESSION

Age	Implementation	Example
5 6 7	<p>Being able to easily interact and cooperate with other Youth is the first stage. Some activities will allow for the natural development of older Youth by allowing them to lead the younger Youth. Repeating activities allows for older Youth to feel that they can confidently lead/show others how the activity works.</p> <p>Repeating activities also allows children to realise their personal development.</p> <p>Areas of development to focus on are:</p> <ul style="list-style-type: none"> ▪ Physical ▪ Social ▪ Creative <p>There should also be a focus on the development of speech and language skills.</p>	<p>Youth should be able to participate in the following types of activities:</p> <ul style="list-style-type: none"> ▪ Games that involve working as a team to accomplish a certain goal ▪ Repetitive games that do not result in a winner ▪ Games that involve small amounts of problem solving but are repeated 2 – 3 times per year ▪ Listen to short stories that use visual aids and answer questions about them ▪ Creative activities such as art and craft and the use of tools
8 9 10	<p>Youth have to adapt to life in the Group.</p> <p>Youth are given opportunities to lead smaller groups although they are still heavily guided by LoY.</p> <p>Youth are regularly awarded for their personal development in certain areas/skills, making visible their personal progression. This motivates the Youth to be responsible for pushing their own development.</p> <p>Areas of development to focus on are:</p> <ul style="list-style-type: none"> ▪ Physical ▪ Social ▪ Creative <p>There should also be a focus on further development of speech and language skills.</p>	<p>Youth should be able to participate in the following types of activities:</p> <ul style="list-style-type: none"> ▪ Activities that involve small teams competing against each other to achieve a certain goal ▪ Activities that involve the use of the differing skill levels of the Youth involved ▪ Listen to or read longer stories and give feedback. Discussion being lead by LoY
11 12 13 14	<p>Youth are able to express their individual abilities and personal development. This is driven by the structure of the program; three stages, starting with following, actively participating and then leading in small group situations. Youth are asked by LoY to take on increasing amounts of responsibility by giving them leadership roles within the small team system.</p> <p>The award scheme allows for specialisation in certain areas that are appealing to the individual.</p>	<p>Youth should be able to participate in the following types of activities:</p> <ul style="list-style-type: none"> ▪ Longer lasting activities that focus on teamwork in small teams and ensure participation from all Youth ▪ Activities that involve problem solving and cooperation in small teams ▪ Activities that require a leader to organise the team lead them ▪ Activities in the section that allow Youth members to progress

	<p>Progression is recognised by the receiving of awards and responsibly. There is a clear ability to see the progression, both by the group and the individual.</p> <p>Areas of development to focus on are:</p> <ul style="list-style-type: none"> ▪ Participation and Acceptance ▪ Values and Beliefs ▪ Engagement with the wider community <p>Youth should have highly developed speech and language skills and be able to clearly express themselves and their ideas.</p>	<p>according to their ability and this progression be formally recognised</p> <ul style="list-style-type: none"> ▪ Planning committees for program activities where the views of the small team are represented by a Youth leader ▪ Activities where Youth learn about and participate in community and social issues ▪ Discussion lead by Youth on certain topics where prior knowledge is assumed
<p>15 16 17</p>	<p>Youth are able to express their individual abilities and personal development as well as being urged to gain new experiences. Youth develop themselves by helping to run section activities, participating in the section planning committee and leading expeditions.</p> <p>Youth should further develop themselves by assisting other sections and running adventurous activities.</p> <p>The award scheme allows for self-driven, independent learning and development across all areas of personal growth. This includes organising self-driven projects.</p> <p>Progression is recognised by the receiving of awards and responsibly. There is a clear ability to see the progression, both by the group and the individual.</p> <p>Areas of development to focus on are:</p> <ul style="list-style-type: none"> ▪ Participation and Acceptance ▪ Values and Beliefs ▪ Engagement with the wider community 	<p>Youth should be able to participate in the following types of activities:</p> <ul style="list-style-type: none"> ▪ Activities that involve the whole section ▪ Section programming committees ▪ Activities organised by Youth and participated in by other Youth with a greater emphasis on adventure ▪ Activities that may be outside some Youths regular interest areas ▪ Activities that are lead by Youth so that they can prove their abilities to the Section ▪ Formal certification and recognition of skills ▪ Activities that encourage Youth to think about their own values and beliefs ▪ Discussion about the acceptance of others and respecting their values and beliefs ▪ Youth led projects and activities which contribute positively to their local community
<p>18</p>	<p>Youth are able to express their individual abilities and personal development. Youth develop themselves by helping to run section activities, participating in the section operations committees, leading and mentoring others, and organising and leading expeditions.</p> <p>Youth have the opportunity to further develop themselves by becoming LoY in other sections and organising self-driven large projects.</p> <p>The award scheme allows for self-driven, independent learning and development across all areas of personal growth.</p>	<p>Youth should be able to participate in the following types of activities:</p> <ul style="list-style-type: none"> ▪ Large projects run by the section where roles of the individuals are clearly defined ▪ Participation in committees that give Youth experience in adult roles ▪ One-on-one mentorship of less experienced Youth by more experienced Youth to attain a certain goal or set of skills ▪ Programs that allow for Youth to take on differing levels of individual responsibility

<p>Progression is recognised by the receiving of awards and responsibly. There is a clear ability to see the progression, both by the group and the individual.</p> <p>Areas of development to focus on are:</p> <ul style="list-style-type: none"> ▪ Information ▪ Specialist support ▪ Citizenship 	<ul style="list-style-type: none"> ▪ Youth to lead projects that requires them to undertake research ▪ Activities which require Youth to seek out the support or knowledge of specialists ▪ Youth led projects and activities which contribute positively to any community (local, interstate, overseas)
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F.7 NATURE AND THE OUTDOORS

Age	Implementation	Example
5	<ul style="list-style-type: none"> • Members should develop a basic understanding of the importance of the environment 	<ul style="list-style-type: none"> • Going for a short bushwalk • Going on a family camp • Doing a craft activity about not dropping rubbish
6		
7		
8	<ul style="list-style-type: none"> • Members should participate in regular or semi-regular outdoor activities.⁷⁵ 	<ul style="list-style-type: none"> • Helping out on Clean-up Australia day • Going on overnight camps • Going on day walks, possibly with an added aspect to learn about ecosystems • Making damper around the campfire • Helping with a land care project • Having a water skills night
9		
10		
11	<ul style="list-style-type: none"> • Members should develop an understanding of the importance of the environment, and begin to participate in activities which involve environmental service.⁷⁶ • Members should participate in regular outdoor activities and develop basic skills in these activities.⁷⁷ 	<ul style="list-style-type: none"> • Organising a clean-up Australia Day (or other land care event) with the cubs • Going on an environment camp • Completing overnight, and multiday hikes. Including planning for older members. • Going abseiling • Having a water safety night • Helping out at a cub night about the environment • Going on a standing camp, and helping to plan it.
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13		
14		
11	<ul style="list-style-type: none"> • Members should develop an understanding of the importance of the environment, and participate and begin to run activities which involve environmental service.^{78,79} • Members should participate in regular outdoor activities, and develop more comprehensive skills in these activities. Members should work towards leading, or assisting in leading basic outdoor activities.⁸⁰ 	<ul style="list-style-type: none"> • Organising a clean-up Australia Day (or other land care event) with the cubs • Going on an environment camp • Completing overnight, and multiday hikes. Including planning for older members. • Going abseiling • Having a water safety night • Helping out at a cub night about the environment • Going on a standing camp, and helping to plan it.
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⁷⁵ McCrindle and BDRC Jones Donald indicates that outdoor activities are one of the most desirable components of Scouting

⁷⁶ Survey results indicate support for more service activities, and service being an important part of Scouting

⁷⁷ McCrindle and BDRC Jones Donald indicates that outdoor activities are one of the most desirable components of Scouting

⁷⁸ Survey results indicate support for more service activities, and service being an important part of Scouting

⁷⁹ Age range data (ref 10) indicates that it is important to give youth increasing responsibility for their actions

⁸⁰ McCrindle and BDRC Jones Donald indicates that outdoor activities are one of the most desirable components of Scouting



		<ul style="list-style-type: none"> • Having a group discussion about environmental issues, such as global warming. • Teaching younger members how to maintain a campfire. • A wide game run by PLs
15	<ul style="list-style-type: none"> • Members should participate in regular outdoor activities, and develop comprehensive skills in these activities. Members should lead groups in these activities.⁸¹ • Members should develop an understanding of the importance of the environment, and participate in and run activities which involve environmental service.⁸² 	<ul style="list-style-type: none"> • Going on an abseil course. • Running an abseil night for cubs.
16		<ul style="list-style-type: none"> • Going canyoning, rock climbing, and many other activities
17		<ul style="list-style-type: none"> • Having a survival night. • Running a wide game for the Scouts • Running a Landcare project with the Scouts and Cubs • Group discussions (debate or trivia night) about environmental issues • Running a hike, helping Scouts run a hike.
18	<ul style="list-style-type: none"> • Members should develop an understanding of the importance of the environment, and participate in and run activities which involve environmental service, including activities with other sections.⁸³ • Members should participate in regular outdoor activities, and develop comprehensive skills in these activities. Members should lead groups in these activities, including with other sections.⁸⁴⁸⁵ 	<ul style="list-style-type: none"> • Running a land care project for the whole group
19		<ul style="list-style-type: none"> • Running an environment night with the Cubs, Scouts or Joeys
20		<ul style="list-style-type: none"> • Running canyons with the Venturers
21		<ul style="list-style-type: none"> • Running a hike, or standing camp
22		<ul style="list-style-type: none"> • Doing activity courses to gain new skills
23		<ul style="list-style-type: none"> • Teach those skills to other crew members
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26		

⁸¹ McCrindle and BDRC Jones Donald indicates that outdoor activities are one of the most desirable components of Scouting

⁸² Survey results indicate support for more service activities, and service being an important part of Scouting

⁸³ McCrindle and BDRC Jones Donald indicates that outdoor activities are one of the most desirable components of Scouting

⁸⁴ McCrindle and BDRC Jones Donald indicates that outdoor activities are one of the most desirable components of Scouting

⁸⁵ McCrindle research identified that a significant number of scout parents weren't aware of the Rover section. Linking is a serious problem

APPENDIX G – EXAMPLES OF THE SCOUT METHOD

The team was asked to provide the YPR with a number of good examples of the Scout Method, as one of its deliverables. They are included below.

G.1 CANYONING



Venturers, Rovers, and Leaders explore Bowens Creek Canyon in the Blue Mountains

The activity

Scouts, Venturers, Rovers, and Leaders from around Sydney and NSW are able to explore the magnificent sandstone canyons of the Blue Mountains region. The varying difficulty of differing canyons provides age-appropriate challenges, generally for pre-teens and above.

Scout Method Relevance

Scout Method Area: Learn By Doing

There are some techniques that make canyoning easier (or less disturbing to the environment), but for the most part, whatever means one uses to get safely and effectively down a canyon is fine. Each canyon offers a variety of challenging obstacles to overcome, and these obstacles may change over time as the canyons are affected by storms and bushfires. Passing these obstacles requires each individual to "learn by doing". As such, the Scouts discover or develop personal skills such as balance, coordination, and confidence, as well as interpersonal skills (see Small Group System section).

Scout Method Area: Small Group System

Canyon teams need enough people to cope with unforeseen or emergency situations, but not so many that it would slow the whole team's progress around obstacles. Working through the varying challenges of a canyon in these small groups, Scouts can discover interpersonal skills such as problem solving, communication, cooperation and teamwork, and leadership.

Scout Method Area: Youth Leading, Adult Supporting

Canyon environments are like a natural playground for young Scouts, with rocks and trees and waterfalls to climb over, under, and through. Rather than having an experienced canyon hiker show the way with the Scouts following along behind, the Scouts can be encouraged to work together to find their own way. They can also be empowered to manage the group (eg staying together, looking out for one another) and manage the situation (consideration of what is within their capabilities). The adults can situate themselves in the middle or towards the back of the group, remaining mindful of the group's progress, and only assisting where necessary.

Scout Method Area: Nature and Outdoors

Everybody seems to agree that canyons are stunningly beautiful places. There is the wonder of light and darkness to behold, the scale of depths, clear and clean water, lush plants, a variety of creatures, thundering waterfalls, and quiet glens, so every sense is awakened. Canyoning can become a far more appealing activity for a young Scout than simply doing their normal things in their normal urban environments, and it can also prompt further consideration for a range of topics including biology, geology, and conservation.

Scout Method Area: Personal Progression

Canyoning offers a range of opportunities for personal progression. Within a single canyon, easier or harder alternative options may be available, and youth can choose a challenge that suits their capability. In the wider realms of the pursuit itself, progressively more challenging canyons can be taken on by more experienced Scouts as their fitness, confidence, and technical skills develop.

Scout Method Area: Symbolic Framework

The act of a group of Scouts exploring natural environments together is a fundamental Scouting experience.

Canyoning is also a particularly special experience, so these adventures are excellent opportunities for special Scouting ceremonies.

G.2 INTERNATIONAL SCOUTING



An Australian Rover crosses a wire bridge high above the village of Kandersteg (made famous in Scouting by the Kandersteg International Scout Centre), with the majestic Swiss Alps all around.

The activity

Australian Scouts should take the opportunity to travel and experience international Scouting fellowship. Through these life-defining experiences, Scouts can meet youth from around the world who are just like them.

Scout Method Relevance

Scout Method Area: Promise and Law

Experiences of international Scouting can help inform an individual's understanding of their Scouting Promise and Law. Through meeting other Scouts and understanding the common features of each country's Law and Promise, it can foster appreciation for the worldwide community that is Scouting.

Scout Method Area: Learn By Doing

Travelling at its core is a journey of discovery. An individual takes themselves outside of their familiar environment and as a result, a whole lot of learning about the world can take place.

Scout Method Area: Nature and Outdoors

Foreign countries offer an unlimited array of amazing environments to explore, many of which cannot be found in Australia.

Scout Method Area: Personal Progression

Greater challenges can be found on longer trips to more distant countries with foreign languages and cultures. Each extension of an individual's capabilities offers more opportunities for exploration.

Scout Method Area: Symbolic Framework

International Scouting is an intercultural experience in itself, and an experience which Baden-Powell was keen to promote for its own sake. These experiences lead to consideration of the factors that make other languages and cultures, and especially the factors that unite us despite our great diversity.

Scout Method Area: Small Group System

International Scouting contingents often use small teams as a basic unit from which to organise the event.

Scout Method Area: Youth Leading, Adult Supporting

Younger Scouts can enjoy the support of individual adults and whole contingent groups when travelling. Older Scouts can travel unsupervised and meet an arranged contact at their destination, while young adults can take on even more responsibility themselves while still remaining connected and supported through communications to home.

Scout Method Area: Service

International travel can sometimes involve service projects, often (for Australians) in less developed nations. These service activities can often be immensely empowering and rewarding.

G.3 SCOUT CITIZENSHIP CEREMONY



The activity

In June 2014 four members of 1st Boronia Scout Troop took part in the monthly Australian Citizenship Ceremony at Ryde City in Sydney.

Scout Method Relevance

Scout Method Area: Service

Participation in this ceremony allows Scouts to take part in the process of welcoming people as they become new Australian citizens. It also encourages community involvement and shows Scouting off in a positive role.

Scout Method Area: Small Group System

There is a limit of four scouts for this activity, so they were a mix from the various patrols in the troop.

G.4 SCOUT GREEN CORD HIKE

The activity

In October 2014 five members of 1st Boronia Scout Troop took part in the Green Cord hike for a senior Scout.

Scout Method Relevance

Scout Method Area: Learn By Doing

The Scout completing their Green Cord had to meticulously plan the hike and submit it to the Region for approval. They then had to organise the other Scouts involved in the hike and ensure they were up to the challenge of the hike themselves.

Scout Method Area: Nature and Outdoor

As it was a hike then a suitable route had to be chosen that was both suitable to the level of the cord and to the Scouts participating. The planned route had to be made known to all.

Scout Method Area: Personal Progression

Completing this hike allowed the Scout in charge to gain both their cord and allow them to go on and complete their Australian Scout Medallion. It also gave the Scout in charge the opportunity to lead a diverse age range of Scouts and ensure they were safe as well as enjoying the hike.

G.5 ROVERS' ICE CLIMBING TRIP



The activity

In July 2014, 9 members of Turramurra Rover Crew went on an Ice Climbing trip at Blue Lake in the Snowy Mountains

Scout Method Relevance

Scout Method Area: Learning by Doing

In this activity the majority of members had not climbed on ice before. During the trip all members of expedition quickly learnt the practical skills required for ice climbing. A few members also improved their confidence with lead climbing, and set up ice anchors in a real situation.

Expedition members learnt the best ways to build snow walls, through practical experience. This practical experience was then further developed through experimentation to create an igloo.

Scout Method Area: Nature and the Outdoors

Several members of the expedition had not had prior experience snow camping. They quickly developed an appreciation of how different, and beautiful, an alpine landscape can be.

Scout Method Area: Small Team System

The member who organised the trip played a mentor role to a group of mostly less experienced members. Working in small groups and pairs to setup campsite and ropes allowed safe learning, and facilitated members' personal growth.

G.6 SCOUT CAMP OPENING PARADE



Seen here are the two scouts performing the breaking of the flag ceremony.

The activity

In December 2014 the Scout troop of 1st Boronia Scout Troop took part in a final camp for the two senior Scouts who were moving up to Venturers.

Scout Method Relevance

Scout Method Area: Symbolic Framework

Although a fun camp to farewell the two Scouts, participants still desired the symbolism of an opening and closing parade with uniforms.

Scout Method Area: Nature and Outdoor

The two outgoing Scouts wanted to have a fun camp where they could relax with the Troop and create lasting memories of their time in Scouts.

Scout Method Area: Personal Progression

This camp was the last activity for both Scouts before moving up to Venturers.